

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

T H E

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bulletin

November/December 2017

Season's Greetings



FROM THE NLTA

Up Front from the President



One of the core beliefs that I have as it relates to the role that I am now filling as NLTA President is that in order to represent teachers I have to be speaking to teachers.

This is the reason that I have tried to visit as many of you as possible since assuming the office of President and why I feel it is important to be available to the membership. Should there be meetings or other school events, SIC or branch functions that you would care to invite me to, I will do my best to attend. I was elected to represent you and your concerns. Only when I am informed can I act on your behalf so I encourage and invite you to contact me and make me aware of your concerns.

Let there be no mistake that there are significant issues and concerns in our schools. I have seen firsthand many of these. One incident in particular moved me greatly. I walked into a school staff room and sat down across from one of our members. Before this teacher had the chance to speak with me I was absolutely in shock. I was looking at a person who had a blackened eye, a busted lip and I found out later, a possible concussion. This teacher was for all intents and purposes, assaulted. Who did this? A young

student. Every child has a right to an education, but every school should be equipped with the resources to provide for that education and the necessary supports for the student. As I have travelled around the province, I unfortunately cannot say that I haven't seen and heard similar stories. Many other schools and classrooms share the concern of how to provide an education for all children and their classmates in a safe and orderly environment.

Our school administrators are similarly being pushed to extremes. One of the most important things that an administrator could be doing for their school is something that all too often they don't get to do – that being the provision of instructional leadership. Due to the demands that are put forward by so many facets of the province's education system, our school administrators are stretched, and for some, almost to the breaking point. The change in the administrator allocation formula resulting in less administrators and more tasks assigned has certainly expedited that stretching and added to the demands.

I could certainly expand on so many other concerns that I have heard from our schools and our members. None of them will be new. Our own Panel on the Status of Public Education as well as the Premier's Task Force identified these very same issues. But to identify issues is only productive to the extent that they are being addressed. Knowing of an issue

means little unless steps are taken to find remedy. In meetings that I have had and will continue to have, it will be stressed that if the goal is to improve educational outcomes then the path has to run through improved teaching conditions.

Every time the opportunity presents itself, I make the point that the most important people in schools are our students. Improving the quality of student learning is, and should be, the goal of everyone that is involved with the province's education system. Because I am a parent I want my son to have the very best education that he can get. Improvements in the teaching conditions that our members have are the best pathway to ensure that my son and every other student receives that quality of education. They deserve no less.

In a few short weeks the Holiday Season will be upon us. I urge each and every one of you to take the time to cherish the time with your families. Use the season to remind yourselves of that which is truly important. Happy Holidays to all of you. May the Season be as relaxing as you want it to be.

Until next time...



TEACHERS CHANGE LIVES EVERY DAY

THE bulletin

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Education Week 2018 February 11-17

BELIEVE AND ACHIEVE

JE CROIS EN MOI, JE RÉUSSIS

FEBRUARY 2018

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PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

NEWFOUNDLAND AND LABRADOR

Secondary Technology Education and Skilled Trades research study recruitment

David Gill, Assistant Professor of Technology Education at Memorial University, is conducting a study entitled *Teaching Secondary Technology Education and Skilled Trades in Newfoundland and Labrador*. In seeking participants for this study, he is looking for any teachers and/or administrators in NL that have ever taught, or are currently teaching any of the secondary technology education and/or skilled trades courses.

If you are interested in contributing to this research there are three ways to potentially participate. First, you can complete the online questionnaire (<http://bit.do/skilled-tech>) which should take between 5 and 20 minutes depending on your level of engagement. Second, after completing the questionnaire you can indicate that you would like to participate in a face-to-face interview. Third, you may also indicate that you would like to participate in classroom observations.

If you have any questions or have issues accessing the survey please feel free to contact David directly at dgill@mun.ca. This study has been approved by Memorial University's Interdisciplinary Committee on Ethics in Human Research and the NLESD.

Kids Eat Smart Breakfast Clubs welcome everyone for breakfast

Over the summer Kids Eat Smart (KES) staff members reviewed the year end reports received from principals and KES Club volunteers. They decided to post to social media some of the many comments received about the benefits and value of Kids Eat Smart Breakfast Clubs shared by principals, educators and volunteers. This is one powerful example of the

many comments received on the year end reports.

We are feeding children every day and providing them with some foods that they rarely get at home because of economics and cost of food like fresh fruit and smoothies. We are providing this service to every child regardless of need which allows all students to eat with dignity and integrity. We are providing members of our community, individuals and organizations, the opportunity to do something meaningful for the children in our community, and in turn, these individuals develop ownership, pride, and belonging to Twillingate Island Elementary. (Dave Dove, Twillingate Island Elementary)

Principals reported that a Kids Eat Smart Club changes the entire environment of their schools. They report improved attendance rates, positive behavioural changes in children, increased academic performance and a new sense of belonging. One teacher reported that she had a Grade 7 student who never came to school. When she contacted the parent, she was told there was no food in the house. The boy came to the KES Breakfast Club every morning and successfully finished Grade 7 and his junior high school years.

"For the 6,100 volunteers who run the KES Breakfast Clubs, this must be such a rewarding feeling to know that every school day their hard work and dedication is having an incredible impact on the lives of our school-aged children," says Sonya Smith, Director of Communications & Fund Development with Kids Eat Smart Foundation Newfoundland and Labrador. "Volunteers are comprised of parents, grandparents, community leaders, and of course the amazing principals, teachers and school administrative staff. A successful KES Breakfast Club depends on the willingness of the school staff to help; we could not do this without you."

The hallmark of the KES program is that every child and youth is welcome to come to breakfast in a non-stigmatizing environment at no cost to children or their families. This provides a welcoming and safe environment for every child and youth to have access to nutritious food.

There are Kids Eat Smart Clubs in 90 percent

of our province's schools. Kids Eat Smart's vision is that every child attends school well nourished and ready to learn. "We are truly grateful to the many supporters in our school community who ensure a healthy breakfast is ready for kids when they arrive at school," says Ms. Smith.

If your school is considering a Kids Eat Smart Breakfast Club, please contact Kids Eat Smart Foundation Newfoundland and Labrador at 1-877-722-1996 or email info@kidseatsmart.ca. For more information regarding Kids Eat Smart NL please visit www.kidseatsmart.ca.

CANADA

Nominations sought for Prime Minister's Awards

The Prime Minister's Awards for Teaching Excellence honours exemplary elementary and secondary teachers in all disciplines that help build the next generation of talented, caring and creative Canadians. New this year, the Prime Minister's Awards will offer awards for outstanding teaching in Science, Technology, Engineering, and Mathematics (STEM) that help develop the culture of innovation Canada needs today, and in the future.

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Download your nomination package and a poster today at Canada.ca/pm-awards. Submit your nomination electronically or by mail before January 12, 2018.

NLTA Christmas Hours

Please be advised
that the NLTA building
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**December 25th to
January 2nd (inclusive)**

to allow staff to
enjoy the holiday
season.



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School Rep Seminars 2017

The second in our series of NLTA School Rep Seminars took place this fall to once again provide school reps with the information they need to carry out their important roles. Seminars were held in Gander on October 20-21, Happy Valley-Goose Bay on October 27-28, and St. John's on November 3-4.

The program once again provided an update on the organizational and operational framework of the NLTA and allowed school reps to engage in a learning experience on the programs and services of the association. *The Roles and Responsibilities of the School Rep* was a particularly important presentation that was highlighted in a question and answer session on how to deal with various issues and concerns. Case studies and role plays were an important aspect to the program so that school reps could discuss best approaches to different situations.

Some comments and images from this year's seminars follow:



- *Very informative and helpful in defining my role at the school level.*
- *Loved the stories and knowledge of the staff. This is my second School Rep Seminar and I always learn something new.*
- *Good session overall; nice refresher on some issues as well as good social activity.*
- *Very helpful in learning more about the Collective Agreement and our rights as teachers.*
- *Learning my role re responsibilities will help me guide staff better.*
- *Case studies really helped to explore the issues a School Rep faces.*
- *Great information that will help me in my role. Really motivating.*
- *Very useful as a new member of the union. I wasn't fully versed on all the ins and outs. I found it very interesting.*
- *Covered all aspects of the Association. Nice to have an up-to-date list of staff/executive and to put a "face to a name".*

- *Very useful to me as I am a new School Rep.*
- *Very informative. Organized and concise. Presentation also brought forth some great questions from participants.*
- *I learned some interesting facts that I did not previously know through discussions*
- *Great update on Collective Bargaining. And so refreshing to know we have a fantastic group of professionals on our side of the table.*
- *Appreciated the updates and clarification on issues.*
- *As a complete newbie to the position of rep, I cannot express how beneficial this seminar was for me! It provided me with the necessary guidance and encouragement to take on the position. Thank you!*



The third in the series of school rep seminars are scheduled to take place October 12-13, 2018 in Plum Point, October 19-20, 2018 in Clarendville, and November 2-3, 2018 in Deer Lake. Further information will be sent on those at a later date.



EDWARD HAROLD DAWE, 1936 - 2017

Edward Harold Dawe of Country Road, Bay Roberts, passed peacefully away in the presence of his loving family on September 5, 2017 at the Carbonear Long-Term Care Facility in his 82nd year.



Born at Coley's Point in 1936, Harold finished his Bachelor of Education at Memorial University of Newfoundland in 1965. A teacher and former principal of St. Luke's Elementary in Port de Grave, Harold's teaching career spanned 31 years including positions at Winterbrook, Norris Arm North, South River, Norris Point, Petty Harbour, Tack's Beach, Goulds, and Badger's Quay. Following his retirement, he became an active member of the Con-Tri Retired Teacher's Association for many years.

Harold was proudly active in the Anglican Church as a Lay Reader, Parish Treasurer and Warden, and spent many hours volunteering in the Church Lads' Brigade (CLB), Lion's Club, CNIB, Kiwanis, International Friendship League as well as local politics, serving as a town councillor and as Deputy Mayor of Bay Roberts. In his free time he enjoyed making wooden toys and ornaments.

Harold leaves to mourn Joyce, his wife of 56 years, as well as four children and six grandchildren, and a large circle of relatives and friends.

(Submitted by Stephen Dawe)

In Memoriam Submission Guidelines

Submissions to In Memoriam should be a **maximum of 250 to 300 words** and may contain a photo of the deceased. In Memoriams should be submitted within a timely manner – normally within the same school year (if possible) of the death of the teacher.

Please submit to: Lesley-Ann Browne, Editor, *The Bulletin*, labrowne@nlta.nl.ca, Newfoundland and Labrador Teachers' Association, 3 Kenmount Road, St. John's, NL, A1B 1W1; Fax: 709-726-4302 or 1-877-711-6582 (toll-free in province).

Please be sure to include a contact name, school or business name, mailing address, telephone number and e-mail address.

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Premier's Task Force

NLTA Lobbying for a Voice at the Table

by STEVE BROOKS

On July 25, 2017 the Premier and most of his cabinet released the much anticipated report on the Premier's Task Force on Improving Educational Outcomes. The NLTA, along with many of our Special Interest Councils made detailed presentations to the Task Force Committee, revealing the current state of the public school system.

There was much to be pleased about in the report of the Task Force and the Premier's release of the report. Most importantly was the finding that the Inclusive Education Initiative was failing our students. The NLTA has been advising government and the school districts regarding this problem for years and it was rewarding to hear our concerns being confirmed and acknowledged. We were also pleased to see an acknowledgment that a new model for providing student support services was required and that an additional allocation of 100 reading specialists being recommended by the Task Force commissioners.

Overall, the report was a validation of the legitimate concerns raised repeatedly by the NLTA on behalf of teachers and students. That being said, the work of implementing the report has really just begun and it is important that the NLTA continue to lobby for inclusion at all tables in which implementation decisions are being made, to ensure that the collective voice of teachers is heard. To that point, I am pleased to report that the NLTA has been granted representation on the first three committees established as a result of report recommendations. The NLTA has appointed administrative staff officers to the student support services/inclusive education committee, the provincial assessment committee and the student dropout reduction/student retention committee.

While there was much to be pleased about, there are also a number of Task Force recommendations which could potentially pose significant challenges for our members. Recommendation 10 calls for a provincial child health services model, situated within

one government department to provide year-round access to speech-language pathology, psychology, occupational therapy and social work. The NLTA's position on this recommendation is that all educational services should remain within the purview of the Department of Education and Early Childhood Development and the respective school districts.

Recommendation 22 speaks to the need for guidance counsellors to have more time to deliver school-based, proactive mental health services by reducing the number of assessments they must conduct and reducing their involvement in special education. The NLTA continues to advocate for an increase in allocations for guidance counsellors. Without such an increase, it is difficult to imagine how the work demands of guidance counsellors can change without negatively impacting on other professionals in the system.

The Association also saw the absence of any recommendations regarding school administrators as a serious omission in the report. The NLTA has lobbied continuously for improvements in the teacher allocation model, including a reinstatement of the administrator allocation pre 2013. We dedicated a chapter of our submission to the Task Force to the realities and problems facing school administrators and were disappointed that the concerns were not addressed or referenced.

The Premier, in his release of the Task Force report, indicated that the education system is one of the most important systems that the government manages and that changes are necessary. On that, the NLTA and government are in agreement. The NLTA is the professional body of teachers and is in the best position to provide advice on how to fix our education system. Hopefully government will be listening.

Steve Brooks is Executive Director of the NLTA. To view the final report of the Premier's Task Force, "Now is the Time", visit www.ed.gov.nl.ca/edu/task_force/report.pdf



April Poole Leader of Distinction Award Winner

Student Leadership NL (formally the Newfoundland and Labrador Student Leadership Association) is very proud of its Labrador Representative, Ms. April Poole, who was recognized recently for her outstanding efforts with her student leadership team at St. Lewis Academy.

April is one of this year's Leader of Distinction award winners from the Canadian Student Leadership Association. April was one of 10 Provincial winners announced in September at the annual Canadian Student Leadership Conference, hosted this year by the Waterloo-Oxford School District in Ontario. April was presented with her award in October at the closing banquet of the Provincial Student Leadership Conference hosted by John Burke High School in Grand Bank.

A Leader of Distinction is an education professional who has "consistently demonstrated excellence in leadership and an extraordinary commitment to the development of student leadership in Canada," according to the award criteria. They must go above and beyond, using innovation and imagination to improve their school's climate and culture.

A teacher for 16 years, April started the student council at St. Lewis Academy 15 years ago, which has since blossomed under her tutelage. Over the years she has brought student council members to 15 Provincial Conferences, in all corners of the Province, and one national conference.

April and her student council have hosted weekly and monthly school spirit events, Anti-bullying Week activities, video dances, a Student Appreciation Bistro, pep rallies, school holiday events and activities, Random Acts of Kindness promotions, and Wishmaker Walks for Wishes, just to name a few.

April has shown true dedication to Student Leadership in Newfoundland and Labrador by representing Labrador as the Labrador Regional



Leader of Distinction Award winner April Poole.

Representative of StudentLeadershipNL, for all 15 of those years.

April says, "If I had to say anything about student leadership in our school, it's that it has come a long way from where we started! We have evolved over the years into a group that is super spirited, highly effective and efficient, and completely 'all in' when it comes to representing our school. None of us take ourselves too seriously, myself included, and we have the most fun doing it!"

It is clear that St. Lewis Academy is a better place thanks to April's influence, energy and compassion for her students and their student leadership team, which ultimately will pay forward for generations to come.

For more information about Student Leadership and StudentLeadershipNL visit www.nlasaa.com/index.html or for information about the Canadian Student Leadership Association please visit <https://studentleadership.ca>.

Information for this article was provided by John Dennison, Positive Actions for Student Success (PASS) Teacher, Student Activities Advisor at Corner Brook Regional High and Newfoundland and Labrador Provincial Advisor for the Canadian Student Leadership Association.



The Collective Bargaining Process

by STEFANIE TUFF

As NLTA members would be aware from recent Bargaining Briefs, the collective bargaining process for new Provincial and Labrador West Collective Agreements has begun. Information about the progress of negotiations will be communicated in subsequent Bargaining Briefs as things proceed. However, it is timely now to provide an overview of the process so that teachers can have that understanding to set the context for future communications.

The process for collective bargaining for teachers is governed by provincial legislation – the *Teachers' Collective Bargaining Act* ("the Act"). The table below provides a flow-chart depiction of the process established in the Act, and the information provided in this article on the status of negotiations is current up to the date of submission.

The current Provincial and Labrador West Collective Agreements expired on August 31, 2016. The opening proposals for negotiations on the Provincial Collective Agreement were approved by Provincial Executive in March 2016. Government

served notice to open negotiations for both Agreements on June 8, 2016. Pursuant to Article 43 of the Provincial Collective Agreement (Labrador West Article 3), the Agreements in place remain in full force and effect until such time as a new agreement is negotiated.

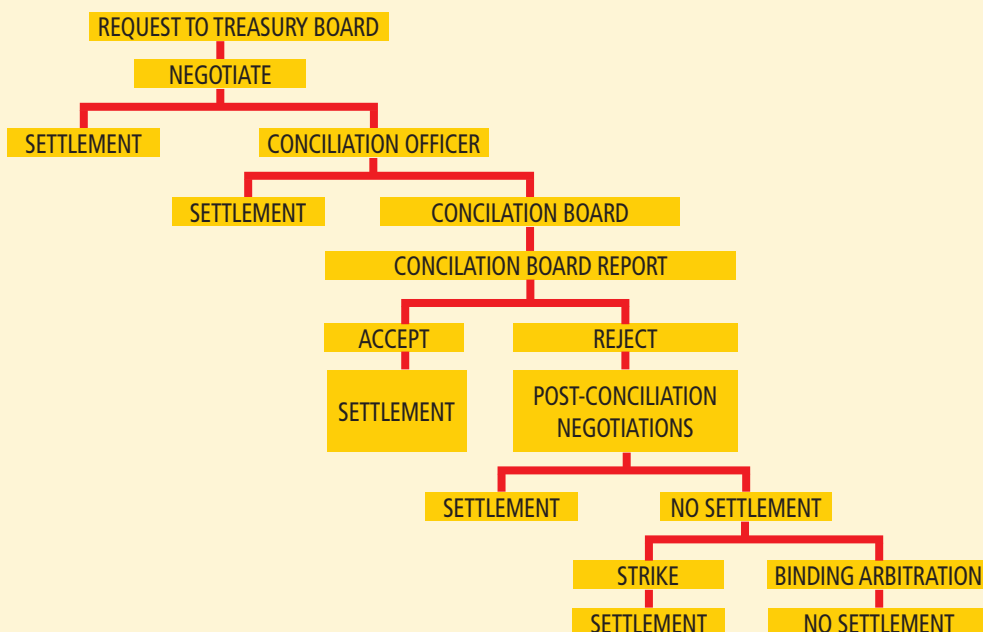
February 13-14, 2017 were scheduled for the exchange of opening proposals between the employer and the provincial NLTA negotiating teams. The NLTA team met in advance of these dates for training and preparation. However, on the morning of February 13, the chief negotiator for Government advised that their team needed more time to prepare. Due to the closure of the NLTA and Government offices for extreme weather conditions the following few days, the exchange of opening proposals was postponed and took place on March 30-31. As per Association policy, a document containing the details of both the government and Association opening packages was subsequently prepared and provided to members at Branch meetings following a special session of Joint Council held on Friday,

April 21. Provincial negotiations resumed on October 17-19, 2017 and November 6-7.

The opening proposals for Labrador West collective bargaining were approved by Provincial Executive in March 2017. The exchange of opening packages between the NLTA Labrador West and employer negotiating teams took place on September 27-28, 2017. President Dean Ingram presented the NLTA and employer opening proposals to members of the Labrador West Branch on October 17. No further dates have been scheduled for Labrador West Collective Agreement negotiations.

As you can see from the flowchart, we are still at a very early stage in the bargaining process for both Collective Agreements. During the last round of provincial nego-

The Negotiations Process



tiations, a tentative agreement was not reached until during the conciliation board process. The Association is committed to reaching the best possible negotiated agreement for all members. Your negotiating teams work diligently to this end, and they are:

Provincial Negotiating Team

- **Trent Langdon** (Chairperson) – NLTA Vice-President
- **Stefanie Tuff** (Chief Negotiator) – NLTA Assistant Executive Director
- **Craig Hicks** – NLTA Provincial Executive Member, Vice-Principal/Teacher, Phoenix Academy, Carmanville
- **Dayle Denny** – Educational Psychologist, NLESD office, Spaniard's Bay
- **Susan Whitten** – Replacement Teacher, St. Matthew's Elementary, St. John's
- **Lee Anne Johnson** – Kindergarten Teacher, Gander Academy, Gander
- **James O'Brien** – Junior/Senior High Science/Math Teacher, Mealy Mountain Collegiate, Happy Valley-Goose Bay
- **Joe Brown** – K-6 and Junior High Multi-Age Teacher,
- **Mary Simms** All-Grade, Main Brook
- **Paulette Colbourne** – SAC Representative, Vice-Principal/IRT, Memorial Academy, Botwood
- **Miriam Sheppard** (Staff Consultant) – NLTA Administrative Officer

Labrador West Negotiating Team

- **Arlene Ann Johnson** (Chairperson) – President, Labrador West Branch, Social Studies Department Head, Menihek High, Labrador City
- **Stefanie Tuff** (Chief Negotiator) – NLTA Assistant Executive Director
- **Sandy Crowley** – Speech-Language Pathologist, Labrador City
- **Chloé Tinkler** – Homeroom Teacher (grades 5-9), Centre éducatif l'ENVOL, Labrador City
- **Kris Brown** – Grade 3 Teacher, A.P. Low Primary School, Labrador City
- **Miriam Sheppard** (Staff Consultant) – NLTA Administrative Officer

The members of the Employer Negotiating Team are:

- **George Joyce** (Chief Negotiator) – Assistant Deputy Minister (Advisory Services Branch), Human Resource Secretariat
- **Deana Hatcher** – Registrar of Teacher Certification, EECD
- **Ron Smith** – Director, Evaluation and Research, EECD
- **Lloyd Collins** – Assistant Director of Education (HR - Provincial), NLESD
- **Lester Simmons** – Trustee, NLESD
- **Wayne Lee** – Trustee, NLESD
- **John George** – Trustee, NLESD

The Association will continue to keep the membership apprised of ongoing developments in collective agreement negotiations.

Stefanie Tuff is Assistant Executive Director of the NLTA.

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Sick Leave — What You Need to Know

by DARRIN PIKE

For many reasons, it is important for every teacher to be aware of how much paid sick leave they have available. It is also important to know what happens and what the options are when paid sick leave has been exhausted. Keep in mind, accrued paid sick leave provides the best support to a teacher when dealing with health issues as it provides the same level of salary and benefits that a teacher would receive when working. This is not the case if a teacher needs to access Employment Insurance (EI) Sickness Benefits and/or Long Term Disability (LTD) coverage under the NLTA Group Insurance program.

Under our current Provincial and Labrador West Collective Agreement language, teachers accrue sick leave in one of two ways.

For teachers who taught in Newfoundland and Labrador prior to September 2006:

Sick leave entitlement is calculated once annually, at the beginning of each school year, based on the table below, minus the total number of days used in the previous four school years:

First year of service	18 days
Second year of service	36 days
Third year of service	60 days
Fourth year of service	89 days
Fifth year of service	117 days
Sixth year of service	146 days
Seventh year of service	157 days
Eighth year of service	168 days
Ninth year of service	179 days
Thereafter	195 days

For example, a teacher with 15 years of service would have started the 2017-18 school year with 195 days of sick leave minus all sick leave used in 2016-17, 2015-16, 2014-15, and 2013-14. This calculation is repeated prior to September of each new school year.

To further illustrate, let us assume that the teacher in the example above used the following number of sick leave days during the previous four school years:

2016-17	7 days
2015-16:	5 days
2014-15:	3 days
2013-14:	10 days

Total: 25 sick days used over four years

This means the teacher would have started work in September 2017 with 195 days minus 25 days, for a total of 170 days of sick leave accrued.

Any teacher who started teaching in this province prior to September 1, 2006 and who has accumulated nine years or more of service would calculate their available sick leave by subtracting their sick leave used during the previous four school years from 195.

For teachers who have no previous teaching experience in the province prior to September 1, 2006:

Sick leave accrues at the rate of 12 days for every full-time year (195 days) of teaching service, up to a maximum of 240 days over 20 consecutive years. The amount of sick leave available in any given year is calculated as follows:

[Number of years of service] × 12 minus [all sick leave time previously used].

Number of years of service includes the current year of service, and assumes full time continuous service for the year.

Example: A full-time teacher starting his/her seventh year of service would have 84 (7 × 12) sick leave days (assuming full time service for all years) minus the total number of sick leave days used to date.

To illustrate, let us assume the teacher in question used the following number of sick leave days during their previous years of service:

2016-17:	10 days
2015-16:	15 days
2014-15:	6 days
2013-14:	4 days
2012-13:	6 days
2011-12:	5 days

Total: 46 days

Sick leave available as of September 2017 would be $84 - 46 = 38$ days.

The scenarios used as illustrations above emphasize the importance of teachers tracking their sick leave usage. These examples also demonstrate that paid sick leave is not a well that never runs dry. It is therefore critical that eligible teachers maintain additional insurance – Long Term Disability Insurance (LTD) coverage – through the NLTA Group Insurance program to provide for a reasonable level of income in the event of a disabling condition/illness that prevents them from working for an extended period of time. While sick leave is the best coverage (100% of salary and benefits), in situations that meet the criteria for coverage, LTD provides a significant benefit which can help teachers to get through difficult circumstances.

The examples given above are simple ones, used for illustrative purposes. There are other factors that may reduce sick leave accruals such as working part-time and certain types of unpaid leave.

It is also important to understand the rules for accessing one's accrued sick leave. A medical certificate is required for sick leave that exceeds four consecutive teaching days. While a note is not required for every absence of less than four days, the maximum number of days in a school year that a teacher can access sick leave without a note is seven days. For example, a teacher who has been off on sick leave on eight separate days and has provided a note for three of those days (five days without a note) can still access two days without a note.

Accordingly, whenever a teacher uses sick leave to see a physician or other health care provider, getting a note when possible is recommended. All sick leave used, with or without a medical certificate, is deducted from the teacher's days as accrued in accordance with the formulae explained above.

Finally, teachers who have exhausted their sick leave do have the ability to access, upon request, 15 days of "special" sick leave. Accessing special sick leave is, in effect, borrowing from the year(s) to come as all special sick leave granted is deducted from sick leave subsequently accrued or recovered from other compensation at the end of employment. Teachers who have exhausted their paid sick leave may also be entitled to claim EI Sickness Benefits upon application for a maximum of 15 weeks of benefits (at EI rates) per claim. As noted previously, teachers who are enrolled in the LTD insurance plan may also be able to access these benefits if they are assessed as medically disabled from work.

Understanding sick leave entitlements can be complicated and it is not possible to cover every situation and scenario in one article. Staff at the NLTA can provide information and assistance – any teacher who has questions or concerns about sick leave should contact an Administrative Officer in Programs and Services.

Darrin Pike is an Administrative Officer in Programs and Services at the NLTA.

NLTA Member Information Update Contest Winners Announced

Thank you to all NLTA members who participated in our recent Member Information Update Contest. A total of 6,264 teachers were sent personalized emails on a weekly basis and each week those who completed their information were entered for a chance to win a **\$100 VISA gift card**. We are pleased to report that 4,834 entries were received (77.2%). The weekly winners were as follows:

- September 22:** **Tonia Churchill**, Phoenix Academy, Carmanville
- September 29:** **Michelle Carroll**, Smallwood Academy, Gambo
- October 6:** **Deirdre Costello**, Queen of Peace Middle School, Happy Valley-Goose Bay
- October 13:** **Tina Crane**, Roncalli Elementary, St. John's
- October 20:** **Lindsey Ash**, Memorial Academy, Botwood
- October 27:** **Melanie Mullaley**, Morris Academy, Mount Pearl

On October 31 all names of those who updated their information were entered in a draw for an additional prize package of various NLTA promotional items as well as a \$200 VISA gift card. Our **grand prize winner** was **Charmaine Powell**, William Gillett Academy, Charlottetown, Labrador.

Congratulations to all our winners and thank you to those who updated their information!





Project Overseas 2017

by MEGAN SCHWARTZ

“...I can undoubtedly say I am a changed person and teacher.”

I first learned about Project Overseas during my internship. I was setting out on my career as an educator with vigor and enthusiasm and after reading an article about a former teacher of mine who had travelled to Haiti with the Canadian Teacher's Federation, it immediately added fuel to my fire. I knew that someday I wanted to embark on an adventure such as this one. Now that I have completed the trip and am sitting home reflecting on my journey, I can undoubtedly say I am a changed person and teacher.

Project Overseas is an International Program that supports the development of education in developing countries. Every summer, the NLTA sends one teacher on a global education mission that aims to transfer the pillars of the Canadian education system to the teachers of a host country. Workshops are prepared and delivered by Canadian teachers in subjects such as literacy, numeracy as well as other areas as requested by the host country.

It's hard to describe the delight I felt when I received a call at my school from Beverley Park at the NLTA telling me I had been chosen as the 2017 NLTA Project Overseas representative. I was informed that I would be travelling to St. Vincent and the Grenadines (SVG), a beautiful island nestled in the middle of the Caribbean Sea. I knew very little about the island I would be travelling to, but nothing I would read in the months leading up to my departure would prepare me for the beauty, the heat, the passion and the devotion that encompass this island.

Our team consisted of five educators from various

parts of Canada, and five co-tutors from SVG. Each of us came with different backgrounds and areas of expertise which made for a powerful teaching team. I had met my Canadian counterparts only via skype in the months leading up to the trip, so it was very exciting to finally meet in person when I landed in Ottawa for training. The energy and passion that unites us as teachers was certainly present, and after introductions were complete, we dove head first into preparing and planning for the upcoming workshops. My excitement was building as the preparation continued, and it was quickly apparent that we were all working towards the same goal.



The Canadian Team visiting the Girl's School where the summer institute was held in Kingstown, St. Vincent and the Grenadines.

It was a humbling experience to work alongside my SVG co-tutors, who were so knowledgeable and well versed in the latest trends in Literacy Education. They want so badly to have the resources and support to put diverse, holistic and differentiated classrooms into effect. When I told them about our classroom situations back in Canada they were full of longing and desire. It makes me appreciate all of the assets so readily available to us here at home in the Canadian education system. I don't think there will ever come a time again in my career where I will take my classroom space, and the abundant resources available to me to fill it, for granted.

The teachers of St. Vincent and the Grenadines were incredible to work with. As our teachings were not mandatory to them, the teachers involved voluntarily gave up two weeks of their summer to attend



Opening ceremonies of the Summer Institute 2017.



Working at the union office to prepare for the Summer Institute.

the workshops. They simply wanted more – for themselves and for their students. Their dedication was apparent as they learned new teaching strategies, assessment practices and how to differentiate instruction in all subject areas in order to reach as many types of learners as possible. I could see that they have such a passion for their classrooms and were trying to gather as many ideas and resources as they could to take back with them for September. Many of these teachers travelled great distances to attend the workshops each day, leaving me to feel privileged to have connected very deeply with many of them. You realize very quickly that, as educators, we have so much more in common than the distance that separates us.



Teaching a class on oral communication strategies in the classroom.

We were also very fortunate to have had the opportunity to experience the culture of the island, thanks to the hospitable and accommodating SVG teacher's union. On the days we weren't planning for workshops they organized weekend excursions to ensure we experienced the true "Vincy" culture and cuisine. On top of climbing to the summit of a volcano and attending an authentic breadfruit and fish cook up, we swam beneath waterfalls and shopped the local markets. This time spent outside of the classroom really helped me connect with the participants on a more personal level and made the profes-

sional learning experience so much richer for us all.

It is tradition with Project Overseas that the Canadian teams of teachers also share some of their culture with the host country through a "Canada Day" celebration. We organized a mini stick hockey tournament, a classic game of Jeopardy, and even a folk dance to share a snapshot of our culture with the participants. It was wonderful to see their spirit as they were dressed head to toe in red and white. Their respect and enthusiasm made it very clear that the partnership we have built with their country is as important to them as it is to us.



Celebrating Canada Day in St. Vincent and the Grenadines.

I hope the participants learned from me. I know that I have certainly learned from them. They impressed me on numerous occasions with their resourcefulness, and have taught me an important career lesson that "not having the materials" is never an excuse. There is always a way of bringing a lesson to your students. It may take some creativity and adjusting, but I have been taught by the teachers of SVG that it is never impossible.

I could not be happier and more grateful to have been given the chance to work with Project Overseas and I would like to thank the NLTA for offering teachers this opportunity. The program has taught me so much about myself as a professional, as a traveler and as a being. It is truly amazing how accomplished and proud you can feel after you've spent time outside of your comfort zone and I feel this adventure has added another level of depth to my perception of life. If you are looking for a career-altering opportunity, with a chance at experiencing another world culture, I encourage you to apply to this program. It will transform your teaching practice, challenge you in ways you never knew possible, and provide an opportunity to help other teachers help their students. An experience I will truly never forget.

Megan Schwartz is a teacher at St. Peter's Academy in Benoit's Cove.

CONTACT 2017

by JOHN VEITCH

The Newfoundland and Labrador Teachers' Association is proud to offer a range of professional development opportunities to our members. The Conference on New Techniques and Classroom Teaching (CONTACT) is a wonderful example of these initiatives. Each year, the NLTA partners with the teacher associations of all the Atlantic provinces to sponsor the CONTACT conference.

CONTACT is a teacher-driven professional learning opportunity, where teachers and other educational leaders from Atlantic Canada come together to share their insights, reflect on experiences and explore strategies to achieve excellence. Most importantly, it provides an opportunity for teachers to connect with their colleagues and to celebrate all that is best about our profession.

The annual conference is hosted by each of the provincial associations in turn. Beautiful Prince Edward Island was home to this year's event at UPEI in Charlottetown from August 8-11. Teachers from the Maritimes were joined by twenty members of the delegation from the Newfoundland and Labrador Teachers' Association.

This year's conference was called *The Road Travelled...And the Road Ahead* and the organizers developed a rich variety of informative, practical sessions to explore this theme. Geoff MacDonald's opening talk, *The Road to Reconciliation*, explored the

heightened awareness of Indigenous understandings and set the stage for a week of reflection and growth. Vicki Whitlock discussed her quest to improve the educational experiences of the new immigrant and refugee learners in Atlantic Canada through better supports for teachers. Dave Cormier's concluding session focused on developing digital literacy to help teachers in their classrooms.

CONTACT is guided by active teachers for their colleagues. This year's presenters demonstrated understanding of the realities of the modern classroom and provided tangible strategies for success. Teachers facilitated workshops on developing citizenship thinking, exploring strategies to promote student creativity through STEM-based learning, supporting professional judgment with interactive activities and achieving excellence in teaching through better work-life balance. All sessions were met with positive reviews. CONTACT organizers also provided opportunities for teachers to connect through a variety of social and cultural activities and a wonderful final banquet.

The enthusiastic response of participants to CONTACT 2017 was reflected in the feedback from the conference. Some examples from participants' evaluations include:

- *Well organized and welcoming inclusive atmosphere for collaboration.*
- *CONTACT PEI 2017 has been a fantastic experience. Wonderful presentations – both topics and presenters. Thumbs up to all involved.*
- *Lots of learning, but lots of fun as well.*
- *My first CONTACT. Outstanding! I wish I had discovered it earlier.*
- *Great job, something for everyone. Loved meeting other teachers; making connections.*
- *CONTACT is a great way to connect with teachers from all over the region and get "geared up" for the new year.*

The NLTA is excited to be the hosting organization for CONTACT 2018. The conference will be held at Grenfell College in Corner Brook from August 7-10, 2018. Watch for more details in the spring, with applications due in the first week of May. Onsite expenses for successful applicants (registration, accommodations and meals) will be paid by the Association. A travel subsidy will be provided, based on funds available.

Consider making CONTACT part of your plans for personal and professional development next August. You will certainly be pleased with your decision.

John Veitch is an Administrative Officer in Programs and Services at the NLTA.



Delegates at CONTACT 2017.

Of Special Interest...

NLTIA Special Interest Councils are professional learning communities dedicated to life-long learning and the ongoing professional growth of NLTA members. Their mandate includes offering a range of professional development programs, including conferences, institutes, focus groups, teleconferences, and e-learning initiatives. Councils communicate with their membership using a variety of current technologies.

Promotion with NLESD

This year, an attempt is being made to have school district staff at the NLESD (i.e. Program Specialists, Senior Education Officers, Assistant Directors) made more aware of the mandate and professional learning opportunities being provided by the various Special Interest Councils. The thought is that by making those individuals more aware of “what it is” that Special Interest Councils do/are doing, the District will increase its support for teachers in their attendance of such professional learning opportunities. This support can be in the form of approved leave and/or financial support for travel/accommodations, etc., but can also be by way of promotion and encouragement to teachers to attend such PL events.

SIC Membership

The NLTA is also looking to strengthen its database re teacher membership in the various Special Interest Councils and as such will

be sending a short survey to teachers in the near future to determine potential interest of teachers to become members of the various councils. We would ask that when that survey is sent out, all teacher should take a minute or two to indicate their interests.

A Couple of “Shout-Outs”

Congratulations to co-organizers/co-hosts of the Physical Education Council & Health Education Council in addition to the Newfoundland and Labrador Counsellors’ and Psychologists’ Association on their successful National Conferences that were held in St. John’s this past spring and fall. The feedback on both these amazing events has been extremely positive and all conference committee members should be extremely proud of the work that was done in providing teachers with incredible professional learning opportunities. Members of the School Administrators’ Council that make up the CAPNL Committee are hard at work this year as they will also

host their National Conference (Canadian Association of Principals Conference) from May 16-18, 2018 in St. John’s.

Exciting Things Happening

On a more regional level, there are also exciting things happening with the Math/Science Council having hosted its annual provincial event during the summer, the Music Council recently hosting its provincial RESONATE Conference in October and the TESIC Conference in November. Not to be overlooked is the work of the Teacher Librarians NL, Council of Special Services (COSS), Speech Language Pathologists and Small Schools Council. Thank you in particular to all the executives of these Special Interest Councils on the work they do above and beyond their regular teaching duties! It does not go unnoticed.



Members of the NLTA Music Special Interest Council at their RESONATE conference in St. John's in October.

For more information on membership, PL opportunities or other items associated with NLTA Special Interest Councils, teachers should go to:

www.nlta.nl.ca/sics/

or email Ian Crewe,
Administrative Officer,
Programs & Services
icrewe@nlta.nl.ca

or call 726-3223
or toll-free 1-800-563-3599,
ext. 232



Procrastination

I'll Get On That Right Away – NOT!

by JUDY BERANGER

“Nothing is so fatiguing as the eternal hanging on to an uncompleted task” ~ William James

If I start marking now I can finish long before my two-week due date, or maybe I will wait until Sunday night;

I know I need to move more so maybe I will start walking ten minutes a day ... deadlines are good for me, I think I will start next month;

I always get more done toward the end of my goals so maybe I will wait until after Christmas to get started.

We are all guilty of procrastinating to a point of frustration while finding it difficult to focus at one time or another. As teachers, we are all too familiar with the comment: “I finished my assignment, I just left it at home.”

The literature abounds with advice to fight procrastination by encouraging us to break big tasks down into steps (www.psychologytoday.com/basics/procrastination). If I commit to marking five papers this evening I can feel satisfied and maybe stimulated to go a little further. Achievable goals that give focus and stimulation can be delayed when steps needed to launch them are compromised by speculative thinking: when the kids graduate, when I save extra money, when the mortgage is paid off. Haven't we all repeated or heard similar reasons for delay?

Procrastination is universal, is habit forming and when left unchecked, can create considerable anxiety. Have you ever felt the anxiety and panic that can arise over an approaching due date? Some report that in addition to panicking over not having enough time to complete the task, they also start freaking out about panicking. Where are you on the continuum of procrastination? Consider taking a procrastination quiz: www.verywell.com/quiz-are-you-a-procrastinator-2795418.

In *The Procrastination Equation*, author Piers Steel says that 95% of people, at some point, regretted putting off tasks. Such behaviour can reduce respect from others, make us appear lazy and compromise our feelings of well-being. We lose the joy that living in the moment can bring. In another study,

De Paul University research suggests up to 20% of adults are chronic procrastinators who habitually pay bills late and start on deadlines the night before. Procrastination can become a very bad habit of delaying good feelings. Delaying the action of completing a task delays the happiness and meaningfulness that comes with achievement. According to *The New Yorker*, 65% of students faced with writing a term paper said they would like to avoid procrastinating because they knew the delay would make them unhappy. Ignoring a deadline can seriously affect your mood.

The Science Behind Procrastination

Understanding what is happening in our brain can help in initiating strategies to reduce our need to procrastinate. Emotions motivate everything that we do. Our limbic system is accountable for our base emotions and reactions as it is the part of our brain that is responsible for emotions. The prefrontal cortex, dedicated to more complex functions like planning and reasoning, allows us to integrate information and make decisions. “This is the part of the brain that really separates humans from animals,” says Professor Tim Pynchyl, author of *The Procrastinator's Digest*. The prefrontal cortex, located immediately behind the forehead gets the job done, but it is not automatic and needs to be kicked into gear. (“I have to make that call... I have to write that email!”). The moment you're not consciously engaged in a task telling yourself to keep it up your limbic system takes over. If we give in to soon to what feels good, we procrastinate.

Neurologically, when the limbic system identifies an action as negative, whether it is or not, it coerces our more rational prefrontal cortex to act. It tells us to do good things such as pull our hand from a hot stove and the not so good things such as to avoid tasks that appear disagreeable. This triggers procrastination symptoms. It directs us to opt for “immediate

mood repair,” explains Dr. Pychyl. “We often turn to more enjoyable pastimes until the immediate consequence of our procrastination kicks our brain into ‘fight or flight’ mode, allowing us to accomplish our task with a rush of adrenaline.”

Delaying a simple task can turn it into a larger one. Avoiding multi-tasking or task switching can be helpful to the brain when facing deadlines. Just as it is difficult for the brain to switch gears and focus on new tasks, it is also tough to let go of unfinished pieces. There can be an encounter between the limbic system – the unconscious zone that includes the pleasure center and the prefrontal cortex – the conscious internal “planner”. When the limbic system wins, and that’s often, the result is putting off for tomorrow what could be done today.

Strategies for Reducing Procrastination

We can choose to reduce procrastination time by learning more about how it compromises our self-control. Some suggestions to consider:

- **Strive to increase our energy levels.** We are more likely to meet our commitments when we are well rested and energetic. Energy and motivation can be depleted when we put off goals, or we live in fear of failure, and are more impulsive and self-absorbed. This increases the difficulty of focusing on a task.
- **Being intentional about our close relationships.** Being mindful and present to others will foster supportive friendships. This in turn will provide us with resources to assist, coach or even to cheer us along when we need help.
- **Address our fears** and challenge our negative thinking. Some of us fear making mistakes, while others fear failure. Susan Whitbourne of *Psychology Today* suggests that by addressing the fear that is keeping us from getting started, we can begin to overcome a procrastination habit.
- **Eliminate as many distractions** as possible.
- **Set realistic, achievable goals** – take baby steps with deadlines. If we want to exercise thirty minutes a day commit to at least ten minutes as a start.
- **Make a list and get started with the tasks we most dislike.** Review the list often, check off what is completed and add anything that may be missing. Notice the energy boost, feel the flow that is being created as we get to the less difficult tasks. Scott Peck affirms that: “Delaying gratification is a process of scheduling the pain and pleasure of life in such a way as to enhance the pleasure by meeting and experiencing the pain first and getting it over with.”
- **Do something – even a small task or two.** Focus on being better, not perfect. Gene Hayden reminds us that following through is the only thing that separates

dreamers from people that accomplish great things.

• **Identify procrastination triggers.** If using activities like surfing the net, Netflix or Facebook to the extreme it may eat up more time than we realize. Even putting our phones away can be helpful.

• **Feel the success and joy that comes with a job well done** – even little jobs. Dr. Tim Pychyl advises procrastinators to practice ‘time travel’ – projecting themselves into the future to imagine the good feelings they will have after finishing a task, thus relieving the anxiety and worry we subconsciously feel about the future.

• **Consider adding a little mindfulness practice.** This can modify our brain’s circuits to improve our ability to stay calm in stressful situations. Tasks that could take hours are accomplished in thirty minutes when a pressure deadline appears. For an example of mindfulness tips check out this link: www.verywell.com/search?q=mindfulness%20practice&offset=0.

• **Consider the costs of delay.** If our goal is to hike Gros Morne, hanging out at the bottom will not make it happen.

• **Acknowledge success.** Plan rewards or treats for tasks completed. Follow through on your promises to yourself about getting the job done, or else your brain won’t make the link between your work and the rewards.

• **More tips:** www.unstuck.com/how-we-procrastinate/

Procrastination that causes stress and anxiety is a bad habit and the longer it is ignored the more serious the consequences become. In *Stop Procrastination in Its Tracks*, Briallyn Smith reminds us that procrastination can lead to anxiety, stress, and frustration. Procrastination behaviors can significantly affect our mental/brain health, our relationships, and our overall well-being. Stress and the brain have a complex relationship. If we have too little stress the brain is in a state of disengagement. If we have too much stress the brain can seize up with the release of hormones. The ideal is to have balance, producing just enough stress hormones to keep balance with focus, mindfulness, energy and action.

Setting goals that create new emotional memories of success will guide us in developing a pleasant habit of achievement. Having a plan to notice when procrastination starts to creep in and overcoming the tendency to postpone a task allows for increased self-control, courage and confidence. We can make it happen! It isn’t easy, but it is possible.

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



Social Stories™: An Evidence-Based Intervention

by KENDRA LANE

The last generation of parents, caregivers, and professionals had very limited options in understanding and supporting those with Autism Spectrum Disorder (ASD). In recent years, however, the opposite is true where families and professionals are inundated with strategies and therapies designed to meet the needs of those with autism. In order to make sense of the plethora of options, professionals are relying on research to establish evidence-based strategies proven to reach desired outcomes related to learning, behaviour, and independence.

Story-based interventions are an established, evidence-based intervention for school-aged children with ASD. Story-based interventions use stories to share information with individuals on the spectrum by identifying a target behaviour and then describing the context in which that behaviour is expected to occur. Their flexibility is particularly appealing as they can be adapted to any age or context, as well as varying levels of reading and listening comprehension.

Story-based interventions have proven their effectiveness in outcomes related to:

- 1) communication and learning readiness
- 2) interpersonal and self-regulation
- 3) decreasing problem behaviours

In a story-based intervention, written descriptions are used to communicate:

- The target behavior
- The situations in which the behavior should occur
- The likely outcome of performing the behaviour.

The information included in the story will vary based on the student's cognitive and developmental level; however, typically features will include:

- Information about the “who/what/when/where/why” of the target behaviour
- Being written from an “I” or “some people” per-

spective with the goal of increasing perspective-taking skills

- Discussion or comprehension questions to make certain the student understands the main points
- Pictures to enhance comprehension of the story components.

(Adapted from *Findings and Conclusions: National Standards Project, Phase 2*)

“...story-based interventions can help students overcome some of the daily obstacles they face in the classroom setting and help them to better understand their expectations as a peer and as a student.”

Perhaps the most well-known story-based intervention is Social Stories™ by Carol Gray. Gray provides specific criteria for Social Stories™ outlining details regarding the creation process, structure, “voice”, story develop-

ment, descriptive nature, and implementation process (www.carolgraysocialstories.com). Following the Social Stories™ criteria ensures that the professional and the student with autism gain the most from the story-based intervention. As with many strategies for supporting students with ASD, the attention to detail in how the support is individually designed, taught, and implemented will determine its effectiveness.

Story-based interventions can target the complex exchanges of the social environment, special events or changes to routine, or they can help students better understand life-changing events. More importantly, however, story-based interventions can help students overcome some of the daily obstacles they face in the classroom setting and help them to better understand their expectations as a peer and as a student.

For examples of 16 Social Stories™ developed by Carol Gray, and details about how to create one for your student, visit www.carolgraysocialstories.com and view the Social Story Sampler.

Kendra Lane is Director of Operations with the Autism Society NL and a certified TEACCH Practitioner. She can be reached at 709-722-2803, ext. 226 or klane@autism.nf.net.

TEACHERS CHANGE LIVES EVERY DAY

JANEWAY DAY 2018

CARING AND SHARING FOR THE JANEWAY

FEBRUARY 14, 2018

EVERY YEAR, JANEWAY DAY IN THE SCHOOLS PROVIDES AN OPPORTUNITY FOR STUDENTS AND TEACHERS TO HELP OTHER CHILDREN. SINCE **1986** STUDENTS AND TEACHERS HAVE DONATED MORE THAN **\$1,116,220** TO THE JANEWAY.

HERE'S HOW TO PARTICIPATE IN JANEWAY DAY 2018:

ASK STUDENTS AND TEACHERS TO FOREGO THE EQUIVALENT OF RECESS MONIES FOR ONE DAY.

THAT'S THEIR DONATION TO THE JANEWAY. *MORE INFORMATION TO FOLLOW*



ALL MONIES WILL BE FORWARDED TO THE JANEWAY TO HELP THE CHILDREN OF NEWFOUNDLAND AND LABRADOR.

A PROJECT OF THE NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION



CALL FOR NOMINATIONS

NLTA AWARDS 2017-18

Each year your Association honours several of its members with four prestigious awards. Please take a moment to read about them. If you feel that someone within your school qualifies for nomination for one of these awards for the 2017-18 school year, please contact your school representative who will forward the name and information on this person to your branch president or the appropriate special interest council president.

BANCROFT AWARD

This award, named in honour of James Frederick Bancroft, the first president of the NLTA, was established in 1980 during the 90th anniversary of the Association. The award was established to recognize the outstanding service given to branches by the dedicated and talented teachers whose efforts have helped make the NLTA the strong association it is today. Nominations must come from branches and must be received at the NLTA Office by **January 15th**.

BARNES AWARD

This award was established in 1987 and is named for Dr. Arthur Barnes, a long-time supporter of the Association, who, in 1920, became the first Minister of Education. The award was established to recognize outstanding professional development services provided by teachers at the special interest council level. Nominations must come from special interest councils or branches and must be received at the NLTA Office by **January 15th**.

SPECIAL RECOGNITION AWARD

This award was instituted by Johnson Inc. to recognize the 100th Anniversary of the NLTA. It is presented annually to an active or life member of the Association who, while a teacher in the province, has made a major contribution to the cultural, social and/or community life of Newfoundland and Labrador. The award recognizes contributions in the areas of the arts (music/literature/visual arts), community service, and/or municipal politics. Nominations must come from branches or special interest councils and must be received at the NLTA Office by **January 15th**.

ALLAN BISHOP AWARD

This Award was also established during the NLTA Centennial Year to recognize outstanding service to the NLTA at the provincial level and it is named after former NLTA President and long-time staff member, Allan Bishop. The award is open to any active or life member of the Association, except that current members of the Provincial Executive are ineligible for the award and a provincial past president is ineligible for the award within three years of his/her presidency. Nominations must come from branches or special interest councils and must be received at the NLTA Office by **January 15th**.

All nominations for the Association awards must be completed or printed from the NLTA website at www.nlta.nl.ca and submitted by the deadline indicated in order to be considered.

NEWS & EVENTS

ATLANTIC REGIONAL MUSIC EDUCATION CONFERENCE

May 2018

Halifax, Nova Scotia. Hosted by the Music Education Associations in Atlantic Canada. More Information to follow.

CANADIAN ASSOCIATION OF PRINCIPALS (CAP) 2018 CONFERENCE

May 15-18, 2018

Delta Hotel, St. John's. The NLTA School Administrators' Council is hosting CAP 2018. Theme: *Navigating Uncharted Waters: Keeping An Even Keel*. Further information: www.capnl2018.ca or @CAPNL2018.

Dates to Remember

January 2018

- Jan 12 **District Deadline:** Educational Leave applications
Jan 15 **Deadline:** 2018 Christmas Card Contest entries
Jan 15 **Deadline:** Receipt of nominations for Barnes, Bancroft, Allan Bishop and Special Recognition Awards
Jan 18 **Deadline:** PD Fund applications
Jan 19-20 NLTA Provincial Executive Meeting

February 2018

- Feb 11-17 Education Week
Feb 14 Janeway Day in the Schools
Feb 15 **Deadline:** PD Fund applications

March 2018

- Mar 8 NLTA Provincial Executive Meeting
Mar 9-10 NLTA Joint Council Meeting
Mar 15 **Deadline:** PD Fund applications

Information for Substitute Teachers

Information for Substitute Teachers is available for download on the free NLTA mobile device app at:

www.nlta.nl.ca/iosapp or
www.nlta.nl.ca/androidapp.

Information is also available on the NLTA website www.nlta.nl.ca.

Click "**Programs and Services**" and then "**Substitute Teachers**" to find information on a variety of topics including:

- Benefits for Substitute Teachers
- Government Money Purchase Plan
 - Group Insurance
 - Hiring of Substitutes
 - Teacher's Guide to EI and more...

For any questions re substitute teacher issues please contact:

George Tucker

Administrative Officer

NLTA Programs and Services

726-3223 or 1-800-563-3599, ext. 245

gtucker@nlta.nl.ca

APPLYING FOR EDUCATIONAL LEAVE?

Applications for Educational Leave for the 2018-19 School Year
are available on the NLTA website at www.nlta.nl.ca.

Application is made to the District. Districts deadlines are as follows:

NLESD: January 12, 2018 • CSFP: January 12, 2018



TEACHERS CHANGE
LIVES EVERY DAY

