

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

T H E

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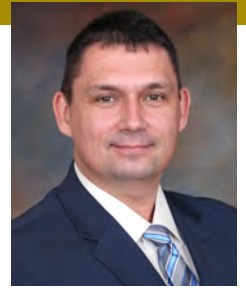


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TEACHERS
CHANGE LIVES
EVERY DAY



Thank you

Up Front from the President



As I sit here collecting my thoughts, I can't help but reflect on the conversations I have had with many of you since my last *Up Front*. The messages and thoughts that have been shared with me are consistent. Teachers are dedicated to reaching students and providing them with the education they need and deserve. Those same teachers are frustrated by the impediments they feel prevent them from doing exactly that. Anyone who has spent time in our schools will have reached a conclusion that there are significant and real concerns over student mental health, inclusive education, violence in our schools and a lack of curriculum supports that has framed many a discussion in many a staffroom these past few months. Yet through it all, I have encountered a universal determination to continue to do the best job possible for our students. The frustration of our teachers stems from knowing that were there changes, additional supports, a more direct focus on ensuring that the primary task asked of teachers was that which is most important, then our students would be one step closer to receiving the quality of education that they rightly deserve.

Imagine how much more effective school administrators would be were they provided an environment where they could perform as true instructional leaders. Consider the impacts on our students were school counsellors and school psychologists allocated such that they were able to provide more extensive counselling services. What would be the impact on our most vulnerable students should there be a more effective model for student support services? For just a second ponder the difference it would make if IRTs were allocated as per need – if other supporting personnel were available as per student needs. And while you are considering this, think about the impact it would have on our students if class size and class composition were at a reasonable level.

We all know that teachers change lives every day. But we also know that teachers in our province are asked to do more and more

with less and less. In recent years we have seen how expectations have risen, demands are higher and yet we have not seen a corresponding increase in supports that are needed if the system is to function as it should – for the benefit of our province's students.

I am constantly astonished by the degree to which some parents are prepared to accept larger class sizes, more complex classes for their children when research clearly indicates that it will have an impact on their post-secondary success and future earnings. The OECD defines a challenging classroom as being one in which greater than 10% of the students are outside of the dynamics of their peers. I would suggest that very few of our classes wouldn't be considered to be challenging. I am left to assume that these parents believe that the delivery of education has not changed since they were in school.

The fact is, it has changed dramatically in the past ten years. While class sizes have been raised, we have also seen increases in the number of students with serious learning and behavioural problems that have been integrated, again as a cost-cutting solution, into regular classrooms with insufficient or no supports. This means that they are less likely to get the attention they need and deserve, obviously continuing to fall further behind.

The NLTA supported the new inclusive education model when it was first introduced in 2009. We assumed that resources would be provided to ensure proper implementation and success. That did not happen. In fact, class sizes and the complexity of diverse needs have only grown. With diverse needs comes behaviour problems. I am sure parents would be shocked to learn that in the past two years the NLTA has received 93 reports of serious incidents of violence against teachers in our schools. In 2008 the government of the day instituted lower class sizes and mandated a review of that allocation model in 2011. That cabinet-mandated review never occurred, and class size caps were conspicuously absent from the man-

date of the recent Premier's Task Force on Improving Educational Outcomes.

Do we think increasing class sizes has helped us deal with the many issues noted above? I would suggest that the answer to this is obvious – no.

Do we think that the education of our children and youth is important enough to be a top priority? Again, I would suggest that the answer to this is obvious – yes.

Can you improve educational outcomes by creating larger and larger classes with students with vastly different ability levels?

What is the vision for our schools? Do we want schools where students thrive as individuals and are valued for being unique and capable of expressing themselves? Overcrowded classes with too many students with special needs are not an environment where students thrive, where teachers are able to support their learning, their character development, their social-emotional learning, and their dreams. Our schools should not just be good enough. Our schools should be outstanding. Our schools must be excellent and supportive places where all students thrive.

Many of these concerns were referenced in the Premier's Task Force Report. By the time you read this, the Provincial Budget would have been released. I have been, to date, hopeful that the recognition of the challenges coupled with implementation of the recommendations through a consultative process with our members will have a positive impact. There is an expectation of real change that was brought about through the report. It was released with significant fanfare and I would certainly hope that the implementation of many of the recommendations will be followed through on. If not, this report will simply be another in a long list of reports that held promise – but unfortunately unrequited results!

Until next time...



THE bulletin

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Message to all active and retired teachers who are members of the group benefits service with Johnson Inc.

On March 18, 2018, Johnson Inc. ("Johnson") implemented new technology to enhance the group benefit claims service. Johnson is working with Express Scripts Canada to offer a more modern and efficient claims processing system. That means faster processing of your claims.

You can expect the same personal service you've always received from Johnson. While most of the changes will be behind-the-scenes to upgrade the technology, you could hear the name Express Scripts Canada from Johnson or from your provider and you may interact with Express Scripts in some situations for claims processing, particularly for drugs that require approval.

Any questions, please advise, or call the claims line at 1-800-563-1727 to reach the Johnson claims team in St. John's.

If you experience any problems, please ask your pharmacist or service provider to check that they have the correct Policy Number 140834, and your correct ID Number which can be found on your Johnson Insurance Card.

If you are currently authorized to be receiving a medication that required prior approval you **must** complete a **new** Prior Authorization Form **by September 2018**. The **Prior Authorization Form** and **Fact Sheet** for those drugs that need to be pre-approved can be found at www.nlta.nl.ca.

Questions?

Johnson is committed to working to serve you better. If you encounter any issues with your benefits related to these changes, feel free to contact: GBclaims@johnson.ca.



PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

ST. JOHN'S

2017-18 NLTA scholarship winner announced



Sarah-Beth Cormier

Sarah-Beth Cormier of St. John's has been named the 2017-18 recipient of the NLTA Scholarship.

Sarah-Beth is a graduating student in the Bachelor of Music Education program at Memorial University of Newfoundland. Originally from Antigonish, Nova Scotia, she has made St. John's her home since beginning her Bachelor of Music here in 2012. An avid performer and composer as well as an active participant in the local live theatre scene, Sarah-Beth is inspired by the vitality of this province and has long hoped to contribute to the lives of its children and youth through music education. She is looking forward to setting out on this new stage of her education journey.

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 \$1,000, is awarded annually by the MUN Senate Committee on Scholarships, acting on the recommendation of the Dean of Education.

SAINT-JEAN

Une journée olympique à L'École des Grands-Vents

Les élèves et le personnel de l'École des Grands-Vents ont participé à une journée amusante mettant en vedette les Jeux olympiques d'hiver de 2018. La journée était composée de sports d'hiver olympiques (le curling, le ski et le bobsleigh, entre autres), d'activités artistiques (création de torches olympiques, de médailles et de drapeaux) et d'activités académiques (la présentation des informations sur leurs pays d'origine). Les pays choisis étaient sélectionnés pour mettre en valeur les diverses nationalités présentes dans notre corps étudiant.

Students and staff at École des Grands-Vents

participated in a fun-filled day, highlighting the 2018 Winter Olympics. The day was comprised of Olympic winter sports (such as curling, skiing and bobsledding), artistic activities (students created their own Olympic torches, medals and flags) and academic activities (including filling out information on their respective countries and answering questionnaires on their iPad). The countries chosen represent and highlight the various nationalities represented in our student body.



Une journée olympique à L'École des Grands-Vents.

ST. JOHN'S

Rennie's River Elementary celebrates Winter Olympics 2018

Students in Kindergarten to Grade 6 at Rennie's River Elementary in St. John's kicked off the Winter Olympics with an assembly. Each class chose a country, created a flag, tracked the medals won throughout the Olympics and updated it on a pictograph displayed in the hallway.

At the opening assembly, students marched into the gymnasium with country flags and banners, while dressed in colors that represented their country. Students read the Olympic Pledge, shared interesting facts on each country, and relayed inspirational quotes. The final kick-off to the 2018 Winter Olympics was the lighting of the Olympic torch.

Daily, throughout the Olympics, students arrived at school excited to share facts that they had researched on their country and took the initiative to decorate their classroom with flags and paraphernalia. Additionally, students enthusiastically followed and updated the medals won and added them to the Medal Count pictograph.



Students at Rennie's River Elementary march with flags, banners and colors representing their country.

The Olympic focus ended with a fun-filled afternoon of students grouped from Kindergarten to Grade 6 moving from station to station, participating in physical activities, followed by a closing assembly where the highlight was extinguishing the Olympic flame.

"There was much excitement amongst students throughout this two-week period as they discussed which country was in the lead and followed their favorite sport or athlete," said Lorna Walters, Assistant Principal at Rennie's River Elementary. "Outcomes addressed across the curriculum sparked students in taking ownership for their learning and student motivation was evident throughout!"

PLACENTIA

Laval High School hosts Education Week Opening Ceremonies

Education Week in Newfoundland and Labrador took place February 11-17, 2018. This year's theme was *Believe and Achieve • Je crois en moi, je réussis*.

Laval High School in Placentia hosted this year's opening ceremonies which were held on Monday, February 12. NLTA President Dean Ingram and the Honourable Dale Kirby, Minister of Education and Early Childhood Development, addressed the audience as did Mr. Tony Stack from the NL Eastern School District.

(cont'd. on page 6)

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Kids Eat Smart Foundation NL

Celebrating 25 Years

Kids Eat Smart Foundation NL is celebrating 25 years of serving our children nutritious food at school. That also means 25 years of working with our teachers, principals, school administration and community volunteers to ensure our children start their days well nourished to be ready to learn.

Our School Food Program has evolved over the last 25 years. Today the program is inclusive, universal and non-stigmatizing. There are many reasons why children come to the Breakfast Club: some have long bus rides, some come from busy households, some come to socialize and sadly, some do not have food at home. No matter the reason and regardless of socio-economic status, every child is welcome to come to breakfast at no charge to the child or families.

There are 252 Kids Eat Smart Clubs operating in schools and community centres throughout Newfoundland and Labrador. Every school day with the support of volunteers, many of whom are teachers, principals and school staff, we serve over 27,000 meals to children and youth in kindergarten to senior high.

Our Kids Eat Smart team works with volunteers on menu planning, volunteer recruitment and stewardship, fundraising and food safety. We provide resources to the volunteers who run the KES Breakfast Clubs.

Kids Eat Smart Foundation NL works with each individual KES Club to determine funding needed to run the Breakfast Club. We receive \$1.1 million annually from the Government of Newfoundland and Labrador; we raise approximately \$900,000 in the community and our schools raise about \$1.4 million locally in donations of food and money.

Fundraising, of course, is vital to ensuring the success of our Breakfast Clubs. That's why we hold several fundraisers annually and ask our schools to participate. The TD Province Wide Walk to Breakfast is held in October. This is an event that most of our schools participate in and every year more and more sign up. It's a pledge-based event where children ask their family and friends for support. In March, we held our Breakfast Blitz. This is an opportunity to reach out to the community to help fill our KES Cupboards. Many schools report receiving enough food, like cereal, to last until the end of the school year. The school community is very creative, and many schools hold various events to support their KES Breakfast Clubs.

As the adage goes, "it takes a village to raise a child", and this is so reflective of our KES Breakfast Clubs. It takes an entire province, our Government, corporations, community groups, small business and individuals to ensure our children start their day with a healthy breakfast. We are truly grateful to the school community for embracing our KES Breakfast Clubs and making it a part of your mornings.

For more information regarding Kids Eat Smart Foundation Newfoundland and Labrador please visit www.kidseatsmart.ca, call 1-877-722-1996 or email info@kidseatsmart.ca. Please follow us on Facebook and Twitter @KidsEatSmartNL.



Masters of Ceremony for the event were Laval High School students Liam Ryan and Lucas White. The opening ceremonies commenced with the singing of *O Canada* by the Laval High Choir, led by Ms. Renee Warren. Students, staff and guests were then welcomed by Principal Sean Ryan.

The audience were treated to performances by the St. Anne's Academy Primary Choir, led by Ms. Deanna Higdon, and the Laval High Choir, led by Ms. Renee Warren. Laval High School Grade 12 students Jackson Davis and Mackenzie Wakeham also performed and the representatives from Laval High School Student Council delivered a speech.



Laval High School students perform at the Education Week Opening Ceremonies.

The Education Week proclamation was read by students Jayden Brown and Jake O'Keefe in English and Eesha Bahorun and Katy Fritz in French. Following the signing of the proclamation, the youngest student at St. Anne's Academy and the oldest student at Laval High School cut the Education Week cake. The ceremonies then drew to a close with the singing of the *Ode to Newfoundland*.



NLTA President Dean Ingram and the Honourable Dale Kirby, Minister of Education and Early Childhood Development, sign the official proclamation.

JENNIFER KELSEY, 1980 – 2017

On July 19, 2017 Jennifer Kelsey passed away suddenly while enjoying her summer holidays at her home in Victoria. Her family, friends, colleagues and students were shocked and saddened by her sudden death. At 37, Jennifer was Guidance Counsellor and Special Education Teacher at Persalvic School in Victoria.

Jennifer was born and raised in Bristol's Hope, Conception Bay. After graduating from St. Francis in 1998, she attended MUN where she received a Bachelor of Education. After substituting for a short time, Jennifer accepted her first position during the 2003-2004 school year. A short time later she received her Bachelor of Special Education from MUN. She went on to complete her Master's Degree in Counselling Psychology and would serve as Guidance Counsellor and teacher in different schools within the region. In 2010, Jennifer continued her teaching career at Persalvic School.

While at Persalvic School, Jennifer built many positive relationships with students, colleagues and members of the community. In addition to her teaching responsibilities, Jennifer delivered the Roots of Empathy program, started the school's first primary skating program, organized lunch time activities, started a bike repair program and was instrumental in the start of Persalvic's microwave program.

Jennifer gave of her time unselfishly to her family, students and friends. Throughout her life, she loved to coach figure skating and rowing. Jennifer's friendship was a gift to all who knew her. She had the ability to engage in conversation with anyone. Jennifer had many friends whom she valued and loved.

Jennifer spoke often of her three children, Nolan, Rilan, and Leah. They, above everything else, were her greatest love. Her legacy will live on through her children. They had the greatest mom!

Jennifer will be sadly missed by all who have had the privilege of knowing her. We are all certain that her impact on others continues and thus, cannot be forgotten.

"Once a Panther, Always a Panther"

(Submitted by the Staff of Persalvic School, Victoria)

TERESA HOWARD LEE, 1926 – 2017

Teresa was born in Daniel's Cove, Trinity Bay, the eldest of nine children born to Patrick and Johanna (Hogan) Howard. After her initial schooling in her home community and at Litledale in St. John's, Teresa pursued a career in teaching. This took her to Bonavista, the Burin Peninsula, Petty Harbour and to the Goulds, where she remained for over 30 years teaching at St. Kevin's School in various capacities.

While dedicating herself to her family – husband Ted Lee, son Michael and daughter Mary – she found time to obtain her Bachelor of Education Degree from MUN, completing her courses at night. After her retirement in 1984, she maintained an active life volunteering in her church and community, traveling and taking an interest in the lives of her many students. She was proud to be called an educator, gave the best of herself to her students and expected the best in return from them.

Teresa died peacefully on December 15, 2017 at St. Clare's Mercy Hospital, St. John's. She was predeceased by her husband, Ted, in 1989; brothers, James, Gerald, and Richard; sisters, Angela and Joan. She is survived by her son, Michael (Lynette), granddaughters, Kyra and Lauren, Goulds, and daughter, Mary, London, England. She is also survived by her sisters, Pauline Walsh (Walter) and Sheila Hanson (Glenn), and one brother, Ray (Peggy).

(Submitted by Beth Howard)



Jennifer Kelsey



Teresa Howard Lee

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.



Accommodation: The Basics

by MIRIAM SHEPPARD

Do you have a disability or family requirements that interfere with your ability to work? The *Human Rights Act* and the Collective Agreements require employers (the school districts) to accommodate human rights related needs of employees to the point of undue hardship. But what does this mean? What is involved in seeking accommodation?

The duty to accommodate requires employers to make modifications or provide the accommodation (supports, equipment, etc.) necessary (short of undue hardship) in order to allow an employee to fully and equally participate in the workplace. According to the Supreme Court of Canada, accommodation requires “an individualized investigation of accommodation measures and an assessment of an employee’s needs.” [Central Okanagan School District No. 23 v. Renaud, 1992 CanLII 81 (SCC)] Every accommodation may look a little different, as accommodations should be tailored to the specific needs of the person seeking the accommodation. Some examples of accommodations in the teaching context might include:

- Jane has a knee injury and needs an adjustment to her supervision schedule so that she does not have to do outdoor supervision until she has recovered;
- Due to a medical condition, Marissa can no longer project her voice, and requires an amplification system to teach;
- Joe’s child has a serious illness requiring medical care in a different area of the province, and he needs to take a period of unpaid leave, or be transferred to a school closer to medical services, in order to access the necessary care for his child;
- Michael’s wife works offshore for weeks at a time and adequate child care services are not available in the area of the province where he lives and works; he therefore needs to reduce his hours to part time for a year, until his child is a bit older, in order to meet his legal parental duties; or
- Karen has a chronic medical condition and can no longer live or work in an isolated area because necessary medical care is not accessible in that area; she needs a transfer to a different position in a location

within a certain commuting distance of the medical services she needs.

As previously noted, an employer’s duty to accommodate is to the point of “undue hardship”. Undue hardship is a very high threshold as it requires the employer to prove excessive disruption of or interference with its business or operations, or undue expense. The types of circumstances that would amount to undue hardship will vary depending on the details of each situation. Each case must be assessed and decided on its own facts, but meeting the “undue hardship” test may include a consideration of a number of factors, not one of which may be determinative, including:

- Financial cost;
- Safety;
- Size of the organization;
- Collective Agreement provisions;
- Interchangeability of work force and facilities;
- Impact on other employees.

The onus is on the employer to demonstrate that it has made reasonable attempts to accommodate an employee to the point of undue hardship. Employees also have a duty to cooperate in the accommodation process, which includes providing required information and considering and implementing reasonable proposals advanced by the employer.

Teachers seeking accommodation **MUST** provide appropriate documentation to support their request. With respect to medical accommodation, for example, teachers would need to provide medical documentation to establish:

- that they have a medical condition that impacts on their ability to do their job (details of the diagnosis are not required);
- what functional limitations or restrictions on their abilities they have as a result of their medical condition and the likely duration of same (i.e. are the condition and/or limitations temporary or are they likely to be permanent); and
- that, in their physician’s opinion, working without the recommended accommodations would most likely lead to a worsening of their condition and a probable need to access sick leave.

Sometimes physicians may also comment on what adjustments/accommodations are medically required in order to enable the teacher to meet the demands of their job without exacerbating their condition or causing their symptoms to worsen. Depending on the case, other types of medical documentation may be required.

Documentation will also be required to establish the necessity of accommodation in other types of cases. For example, a teacher seeking family status accommodation on the basis of a family member's medical conditions must provide documentation relating to that individual's condition to support the claim for accommodation. Other reasonable documentation may be required in requests for family status accommodation in other types of situations. In general, the first question to consider in a request for accommodation based on family status is: will the employee be unable to meet his/her legal obligations to care for a family member if an accommodation is not made?

The employer is only obligated to accommodate properly documented employee needs, not preferences or conveniences. Supporting documentation must establish what is necessary or required, not what is preferred or most convenient.

Requests for accommodation can be complex and are very fact specific to individual cases. Teachers who are considering making a request for accommodation are encouraged to contact an NLTA Administrative Officer in Programs and Services for advice and assistance.

Further information about human rights and the accommodation process can be found at the Newfoundland and Labrador Human Rights Commission website at: <https://thinkhumanrights.ca/education-and-resources/frequently-asked-questions/#what-does-the-duty-to-accommodate-mean>.

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




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School Lockdown

by DARRIN PIKE

On February 14, 2018, the United States was subjected to another school shooting. As Canadians we watch in horror, we listen to the debates on gun control legislation, and we feel grateful that we live in this country. Our hearts and prayers go out to the Florida families who experienced an unthinkable tragedy. We are fortunate that school shootings in Canada still remain rare, but as educators we see the crumbling social infrastructures and mental health challenges that are impacting so many young people. We experience interactions with parents who are also struggling. Our schools are extremely safe places, but they are not immune to tragedy. In January 2016, four people were killed in a small northern Saskatchewan community, two in a local high school.¹

Seventeen people were killed on that Wednesday afternoon in Florida, making it one of America's deadliest school shootings. It took place just before dismissal and students thought they were having another fire drill.² Schools are dynamic communities, sometimes chaotic and often unpredictable. How do you anticipate all the endless possibilities?

We prepare and practice.

We teach students to look for safe locations, to stay small and stay quiet. We teach students how to communicate and the importance of language. I was watching a CBC interview last year in which a student was describing a school lockdown due to a

threat in the community. The student was very well spoken when she described her school going into secure school mode. It seems the media often confuse secure schools and school lockdown. It is important that we understand the difference.

Lockdown should only be used when there is an armed intruder within the school. The over or misuse of lockdowns, can lead to staff/students becoming desensitized and they will not take lockdowns seriously. Schools only come out of lockdown when the police release them.

Secure school protocols are used for a variety of reasons. They can be used when it is desirable to secure the school due to a situation out-

side that may not be related to the school or a disturbance in the school. In this situation, the school continues to function normally, while limiting the movement of students and securing the exterior doors until the situation is resolved. School administrators signal the end of a secure school.

What does this mean for teachers? You should:

- Know your school's plan, the policy, and regulations.
- Assist in the practices. Schools are required to have three a year (three secure schools and three lockdowns). All schools should have completed at least one lockdown practice by this time of the year.
- Assist your school administration in making small improvements to the plan as needed.

“Teachers work extremely hard to create safe places for students and the practice of school lockdowns is just one more way to continue feeling safe.”

¹ “Saskatchewan judge rules La Loche school shooter will be sentenced ...” 23 Feb. 2018, <https://www.thestar.com/news/canada/2018/02/23/saskatchewan-judge-to-decide-whether-la-loche-shooter-will-be-sentenced-as-adult-or-youth.html>.

² “Florida school shooting: What we know so far – The Globe and Mail.” 15 Feb. 2018, <https://www.theglobeandmail.com/news/world/florida-school-shooting-explainer/article37989892/>.

³ “How the Survivors of Parkland Began the Never Again Movement ...” <https://www.newyorker.com/news/news-desk/how-the-survivors-of-parkland-began-the-never-again-movement>.

- Suggest ways to make the school more secure.
- Support your students in understanding that preparation doesn't mean being fearful.
- If you have questions, speak to your school administrators.

Schools in this province have been doing fire drills for decades but it has been less than 10 years since we have implemented and started practicing lockdown procedures and practices. Teachers work extremely hard to create safe places for students and the practice of school lockdowns is just one more way to continue feeling safe.

Students in this province, under the leadership and mentorship of teachers, continuously show leadership in almost every social area. The things they learn in schools about school lockdowns and secure schools will be carried over into real life situations. A recent high school graduate was working at a fast food establishment when the restaurant went into lockdown. As a result of the practice during school, it was the student who led the adults and kept everyone calm and safe until the authorities arrived.

Not only students in our province, but young people around the world are demonstrating they are leaders of today, not just future leaders. Just four days after the school shooting at Marjory Stoneman Douglas High School, students began a movement named "Never Again" with the goal for legislative changes for stricter background checks for gun buyers and to remind Americans "that the shooting was not a freak accident or a natural disaster but the result of actual human decisions".³

Teachers do amazing things with students every day, often going above and beyond, showing every day that "Teachers Change Lives". As teachers, we cannot fix the ills of society nor can we prevent the life experiences that would lead someone to commit unconscionable acts of violence. Teachers can only continue to do what they do best – teach children and young people. Teachers have the opportunity to connect with every student, engaging with them to build hope and confidence.

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

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Johnson Insurance is a tradename of Johnson Inc. ("Johnson" or "JI"), a licensed insurance intermediary. Home and auto policies underwritten by Unifund Assurance Company ("UAC"). Described coverage and benefits applicable only to policies underwritten by UAC in NL/NS/NB/PEI. JI and UAC share common ownership. Eligibility requirements, limitations, exclusions, additional costs and/or restrictions on percent savings apply, and/or vary by province/territory. *Full 30% savings amount available on auto insurance if the following discounts are applicable: NL/NS/PEI: long term, multi-line, conviction free, select and member discounts NB: Long term, Multi Line, multi-vehicle, Conviction Free and Member discounts. Percentage savings may vary otherwise. MEDOC® is a Registered Trademark of JI. This insurance product is underwritten by Royal & Sun Alliance Insurance Company of Canada ("RSA"). JI and RSA share common ownership. Vehicle may vary from illustration. BMW Canada Inc. including its parent company, subsidiaries, divisions and other operating entities, has neither authorized, sponsored, nor endorsed this Contest. BMW, BMW model designations and all other BMW related marks and images are the exclusive property and/or trademarks of BMW AG. †NO PURCHASE NECESSARY. Open January 1, 2018 – December 31, 2018 to legal residents of Canada (excluding NU) who have reached the age of majority in their jurisdiction of residence and are a member of a recognized group with whom JI has an insurance agreement. One (1) grand prize available: 2018 BMW 230 xi xDrive Coupe vehicle (approx. retail value \$50,650). Odds of winning depend on the number of eligible entries received. Math skill test required. Rules: www1.johnson.ca/bmw2018

0087_0218

THE REDUNDANCY/REASSIGNMENT AND LAYOFF PROCESS

May 7th is the **DEADLINE** for teachers to be notified of layoff and **ALL** teachers should be familiar with the process for redundancy/reassignment and layoff as outlined under Article 9 of the Provincial Collective Agreement (*Article 47 in the Labrador West Collective Agreement*).

Article 9 outlines the process that school districts are required to follow as they prepare and finalize staffing plans for the 2018-19 school year.

Teachers should be informed of and take steps to ensure that the redundancy process is properly followed in their circumstances.

As well, Article 9 can be found on pages 4-6 in the Provincial Collective Agreement and Article 47: Layoff can be found on pages 25-27 in the Labrador West Collective Agreement. The Collective Agreements can be accessed at www.nlta.nl.ca.

During any year in which there is a reduction or a realignment of teaching units in a school, a position(s) in a school may be designated as redundant. The actual removal of a position(s) can be accommodated through

one of two means: i) through the natural attrition process, created by teacher retirements or resignations and the school district's decision not to fill the vacancies that have been created; or ii) through the redundancy/reassignment/layoff process, as outlined in Article 9. Even when the number of retirements and resignations are equal to or greater than the number of teaching units that are scheduled to be removed because of redundancies, there still exists the possibility that redundancy in a school may occur for program reasons. Redundancies in a school can have implications not only for teachers in that school, but in neighboring schools as well.

Any teacher who has been notified by his/her school administrator and/or school district personnel that their position is redundant and that they will be reassigned or laid off for the following school year should consult with the designated Administrative Officer in Programs and Services responsible for their school district/region. (The NLTA number is 726-3223 (or toll free at 1-800-563-3599.) The school district assignments for each Administrative Officer are listed below:

NL English School District:	Avalon Region	Avalon East	Ian Crewe	ext. 232	icrewe@nlta.nl.ca
		Avalon West	Darrin Pike	ext. 226	dpike@nlta.nl.ca
	Central Region	Nova Central	Stefanie Tuff	ext. 231	stuff@nlta.nl.ca
		Burin	George Tucker	ext. 245	gtucker@nlta.nl.ca
		Vista	George Tucker	ext. 245	gtucker@nlta.nl.ca
	Western Region		Miriam Sheppard	ext. 230	msheppard@nlta.nl.ca
	Labrador Region		John Veitch	ext. 244	jveitch@nlta.nl.ca
Conseil Scolaire Francophone Provincial de Terre-Neuve et du Labrador			John Veitch	ext. 244	jveitch@nlta.nl.ca

School District Teacher Online Profiles:

In determining a teacher's capabilities, the school district will first rely upon the information contained in a teacher's online profile. It is important, and strongly recommended, that all teachers create, review and update if necessary the information in their online profile to ensure that it is complete, accurate and reflective of their teaching experience and qualifications.

Steps in the Redundancy Process

The following are the steps in the redundancy process which teachers should ensure are applied to their circumstances (clause numbers noted are from the Provincial Collective Agreement but the provisions and process described are provided for in the Labrador West Collective Agreement and apply in the same manner within the Labrador West bargaining unit):

Step I:

Clause 9.01: Defines seniority as the total length of time employed as a teacher in Newfoundland and Labrador, and identifies May 7 in the school year as the date of calculation of seniority for the purpose of reassignment and layoff for that year.

Each teacher must ensure that their placement on the school district's seniority list accurately reflects their entire teaching service in the Kindergarten to Level III public school system in the province. Time taught outside the province or outside of the Kindergarten to Level III school system cannot be credited as seniority. If there are discrepancies between a teacher's calculation of seniority and the school district records, it is the teacher's responsibility to notify the school district as soon as it is discovered.

Step II:

Clause 9.02: Where it is determined by the school district that a teaching position in a school is being declared redundant, the senior teachers shall be reassigned to the remaining positions within the school that they are capable of filling. Subject to capability, the reassignment process shall be as follows:

- (a) tenured teachers;
- (b) teachers on a one-year probationary contract;
- (c) teachers on a two-year probationary contract;
- (d) teachers on probationary contracts in accordance with Clause 7.05.

This effectively means that the junior teacher should be the person leaving the school unless the junior teacher is teaching something that no other more senior teacher is capable of teaching while still fulfilling the program needs of the school.

Step III:

Clause 9.03(a): A teacher, who is not reassigned in accordance with Clause 9.02, shall have priority, based upon seniority, subject to capability, to vacant teaching

positions or positions held by junior teachers, in the following order of priority:

- (i) within the community;
- (ii) within the nearest community, within the school district, where such a position exists.

A teacher who is reassigned and notified in writing in accordance with Clause 9.07(b), has five (5) working days following their notification to notify the school district of his/her acceptance or rejection of the reassignment.

Step IV:

Clause 9.03(c) states that, notwithstanding Clause 9.09, any teacher who refuses reassignment in accordance with Clause 9.03(a) in any particular year shall not be entitled to further consideration for reassignment in that year. A teacher who refuses reassignment in accordance with 9.03(c) can apply for transfer to vacant positions during the remainder of the school year and will be considered with all other teachers who have applied for transfer to the same position. If the individual is unsuccessful in obtaining a transfer before the end of the school year, the teacher will be deemed to be laid off and placed in recall subject to Clause 9.10 after the end of the school year (see Step V below).

NOTE: With respect to Clauses 9.02 and 9.03, in determining capability to fulfill the requirements of the job function, the school district shall consider the overall ability of the teacher to perform the functions of the position in accordance with the currently modern standards required for the position. As per Clause 9.05, reassignment contemplated by Clauses 9.02 and 9.03 shall be to a comparable position, where possible.

Step V:

Any teacher, who is declared redundant and not reassigned, in accordance with Clauses 9.02 and/or 9.03, is deemed to have been "laid-off" and placed on recall. Any teacher placed on recall will be offered vacant comparable positions during the subsequent three (3) years following the layoff before the positions are advertised (Clauses 9.09 and 9.10). For the purpose of recall, a layoff does not take effect until the contract year (the last day of school for teachers).

It is the teacher's responsibility to inform the school district of their interest in and availability for recall in the subsequent three years after layoff.

If you have any questions or need further information contact mail@nlta.nl.ca or 726-3223 or toll free 1-800-563-3599.



Information You Need to Know

Under the Teachers' Pensions Act, a teacher is eligible for pension benefit:

- (a) At age 60, with between five and 24 years of pensionable service. **Note:** teachers who retire **prior to age 60** with between 5 and 24 years of pensionable service will not be eligible for a pension until the month following their 62nd birthday.
- (b) At age 55 or after, with at least 25 years of pensionable service.
- (c) After completing 30 years of worked service* (or 29.5 years by June), regardless of age.
- (d) Reduced pension with 29 years of worked service (or 28.5 years by June) and at least 30 years of pensionable service. Pension will be reduced based on the number of months a teacher will be retired prior to reaching age 55.

(*worked service refers to all pensionable service, except university study buy-back that was purchased prior to 1991.)

Regardless of which retirement eligibility trigger applies, **pension is only payable in the month following resignation and application for a pension.** For example, a teacher who retires effective June 30 and a teacher who retires effective June 5 will both be eligible to start receiving a pension in July. This holds true no matter when or in which month a teacher chooses to retire.

Access to Pension Estimator

Teachers also have access to a pension estimator through the NLTA website (www.nlta.nl.ca); click on "Programs and Services", then "Salary, Benefits and Pensions". Teachers can now go on-line and using their individual Teacher Benefit Statement that they receive from the Teachers' Pension Plan Corporation (TPPC), input their salary information and obtain an estimate of their expected pension at a chosen point of retirement.

Checklist for Retiring Teachers

The following checklist is designed to assist teachers as they participate and plan for this upcoming life phase change.

- ☐ Apply to the NLTA to attend a pre-retirement seminar up to two years prior to your year of retirement;
- ☐ Confirm the eligible date of your retirement with the TPPC at the pre-retirement seminar or by contacting the TPPC directly.
- ☐ Submit your resignation to the School Board (**do not** resign until eligibility has been confirmed): one month notice is required if retirement is to occur anytime prior to Christmas; three months notice (March 31st) is required if retirement is to occur after Christmas.
- ☐ Apply for pension by completing and submitting the appropriate "Teachers' Pension" application prior to the effective date of your resignation.
- ☐ Complete and submit the "Direct Deposit" form to the TPPC if there is a change to your current "Direct Deposit" information.
- ☐ Apply for severance pay by completing the "Severance Payment Request" form.
- ☐ Confirm/consult with Johnson Inc. on Group Insurance coverage: 1-800-563-1528.
- ☐ Consider joining the Retired Teachers' Association by completing the application form and submitting it to the NLTA.
- ☐ Consider seeking personal financial advice regarding financial decisions related to retirement.
- ☐ Keep your mind active and your body healthy. Enjoy life!

Changes Effective Upon Retirement

- NLTA Membership status changes from Active Membership to Life or Associate Membership.
- Access to the services and benefits of the Employee Assistance Program (EAP) terminates.
- Basic Life Insurance coverage reduces to twice annual pension from twice annual salary (provided coverage is maintained and premiums paid); coverage terminates at age 65 and is replaced by a members only \$15,000 benefit after age 65.
- Basic Critical Illness Insurance terminates.
- Eligibility for EI ceases (unless a person becomes a "re-established worker" or is on a forced medical retirement).

Any questions or comments can be directed to George Tucker, Administrative Officer in Programs and Services at the NLTA at gtucker@nlta.nl.ca, Tel: 726-3223 or 1-800-563-3599, ext. 245.

The Conference on New Teaching and Classroom Techniques

CONTACT 2018

New Horizons: The View From Here

August 7 (evening) - August 10 (noon)
**Grenfell Campus – Memorial University of
Newfoundland • Corner Brook, NL**

Plenary Sessions, Keynotes and Your Choice of Concurrent Sessions

Presented by your teacher colleagues from the four Atlantic provinces on a variety of topics to send you back to your classroom equipped with new ideas and enthusiasm!

Application Guidelines

1. FORWARD YOUR APPLICATION DIRECTLY TO THE NLTA by Friday, May 11, 2018.

2. The Professional Issues Committee is the Selection Committee for delegates to CONTACT. Decisions will take into account the following:
 - Priority to teachers who have not previously attended CONTACT.
 - Branch representation.
3. Teachers will be notified of acceptance as soon as possible following the selection of delegates.
4. a) Onsite expenses for CONTACT (registration, accommodations and meals) will be paid by the Association. A travel subsidy will be based on funds available.
b) Transportation costs shall be based on the cheapest and most direct mode of transportation possible.
c) Selected delegates to CONTACT must submit a non-refundable \$25.00 deposit towards their registration.

CONTACT is sponsored by the teacher organizations of the Atlantic Region.



CONTACT 2018 APPLICATION FORM

Name:

School/Address:

.....

..... Postal Code:

Tel: (s) (h)

Mobile:

Email:

Home Address:

..... Postal Code:

Have you attended CONTACT before? ☐ No ☐ Yes; Year

Branch:

If you are not selected in the initial process, do you wish to be waitlisted and contacted in the event of a cancellation? ☐ Yes ☐ No
(Waitlisted applicants will be considered up to June 30, 2018)

Date: Received:

Deadline Date: May 11, 2018
Late applications will not be considered.

Return to:

John Veitch, Administrative Officer, Programs and Services
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NL A1B 1W1
Fax: 726-4302 or 1-877-711-6582 (toll-free)

or

submit online at www.nlta.nl.ca

Go to FORMS

and then click on "C" for CONTACT.



Mind Your Memory

by JUDY BERANGER

Have you ever pondered how the memories you choose to hold on to can influence your present and future behaviours, and indeed your overall life? Memories such as the 9/11 attack and what was happening in our schools that day is but one example. As we share the memories of hearing the broadcast with others who were with us, some of the details now differ significantly. If we were to discuss these memories again in five or ten years, the differences would increase still further. Imagine what can happen to the memories that we consider much less significant! Wikipedia asserts that memory is not a perfect processor and that it is affected by many factors. This is especially true when linked with our emotional state at the time. If we are anxious or not giving full attention when a memory is being formed, it will be altered.

Dr. F. Brynie, author of *Brain Sense: The Science of the Senses and How We Process the World Around Us*, says that memory has a distinct, negativity bias. It highlights unpleasant experiences. Scientists suggest this is due to an evolutionary adaptation of always being on guard, watching for danger, known as the “flight or fight” response. As teachers, this gives us insight, not only into our own reactions to stressful situations, but to those of our students. This automatic defensive behavior can cause us to unconsciously get caught up in complaining and finger pointing using a selective memory that may or may not be accurate. Negative experiences leave an indelible trace in the memory, even when efforts are made to “unlearn” them. Author Doug Johnston says, “there is nothing in the world that clings like a memory that stings!” Blaming and complaining about others – just in our mind – is enough to cause collateral damage to ourselves and to others.

Regardless of how our day is unfolding, the challenge is to stay strong and focused to ensure we are creating meaningful memories. We need to be very cautious when other people try to convince us of their negative version of a reality when we know it is not our version. If we are not careful, their version of reality might influence our own memories. If we have a choice between being right or being kind, being

kind will stimulate the gentlest memory that brings joy in the recall – tough though that may be to do at the time. Ancestral aboriginal leader Chief Seattle reminds us that we did not weave the web of life, we are only a strand in it. Whatever we do to the web, we do to ourselves.

The Memory Illusion

In her book, *The Memory Illusion*, Julia Shaw suggests that we sometimes change details of events in our recall. She says that even cherished memories are prone to alteration and that we can be convinced that we experienced things that either did not happen to us or did not happen at all. There is significant literature that refers to this distinction. Take, for example, what children can go through if their parents have had an acrimonious divorce and the children become estranged from one of their parents. In some cases, this may go on for a lifetime as the children grow into adulthood and maintain their loyalty to the parent who supports the distancing. Our version of reality can, and often is influenced by another's version. However, with self-reflection and re-examination, we can explore and choose actions that create memories that are more life giving. We can focus on making it a positive version to stimulate our ability to make the best of the best of each day.

The Human Memory website reminds us that our memories are formed in several different areas of the brain that act in conjunction with one another. If there is any damage or deterioration in any of these areas, our memories will be compromised to some degree. The simple act of riding a bike, for example, is reconstructed by the brain from many different areas: the memory of how to operate the bike, of how to get from here to the end of the block, of biking safety rules, and the memory of that nervous feeling when a car veers dangerously close, all come from different areas of the brain.

Memories Are Flexible

Our memories are flexible. We can learn from, or move away from, old memories. As teachers we try to learn from our mistakes and encourage our stu-

dents to do likewise. We can rewrite information when better information comes along and update our memory banks regularly. Most of us would agree that a student's behaviour allows us to see a glimpse of their mind at that point in time. If behaviours are disrespectful and angry we can be assured the student's default memories are negative. If students, or ourselves for that matter, are distressed, whether we realize it or not, we are likely caught up in painful memories.

Dr. Jeremy Dean and memory expert, Robert Bjork, tell us that:

- Research demonstrates how sleep makes the memory stronger. During sleep the brain restructures and reorganizes our memories.
- We need to ignore stereotypes. If you think your memory will get much worse with age, then it probably will.
- People's memories are much stronger for posts on Facebook than for sentences from books, or even people's faces. Facebook posts were easier to remember because they were in an easily digestible format and written in spontaneous speech. As teachers we are trying to help each other, and our students understand how important it is to be mindful of what we write on Facebook and careful of what we choose to read.
- We can reduce the impact of troublesome memories. Studies have shown that people can crowd out painful negative memories by focusing on more positive ones. This is more likely if people can address, get help if needed, and eventually let go of hurtful memories.

Most days teachers choose an optimistic lens through which to see the world. They understand how choices can impact memory and thus behavior. We also understand how quickly that lens can change. If someone says something hurtful about another teacher and then another person adds to this unkind input, memories will be impacted regardless of reality. Even if a compassionate person walks in at this point and tries to reframe, it is likely that a negative perception will persist.

Mannie, for example, went through a hurtful divorce with a partner who was going to "make him pay". His favorite brother took sides with the former in-law, sharing gossip and acting disloyal. "Memories" were created with other family members based on one-sided perceptions and distortions. Mannie came to be seen through a muddled lens by other family members until they participated in a helpful mediation experience that facilitated a clearer understanding.

Author Tara Thean says the phenomenon of false

memories is common to everyone. Martha, for example, was sure she attended a birthday party with her friends in 1999. Her sister reminded her she had been home sick that night. Martha's friends talked about this party so often it had made its way into her memory. Accurate memory recall tends to contain detail – especially sensory detail like smell, sound, touch, sight and taste.

Nora's parents split up when she was in grade three and she and her two siblings lived away with their Mom. Three years later one of the older siblings went to live with the Dad. Twenty years later the family were all shocked that Nora had no memory of her older sibling ever living with them for the first three years after the family restructured. False memories can sometimes be a mere curiosity, but other times they have real implications and can compromise what might have been beautiful relationships.

All Behaviour Has Meaning

All behavior has meaning, and the memories of past behavior can influence future actions. When siblings share family stories they are often surprised that the stories about the same event are so different. As they talk this through they realize their relationships, and how they were thinking and feeling at the time, all had an impact on their memory.

Lawrence Patihis of the University of California, reported that researchers believe no one is immune to memory distortion – memory is fragile, malleable and prone to errors – for all of us. Memory is more efficient and accurate when we are not anxious or stressed. We need to encourage our students and each other to be mindful of the memories we create. A goal to focus on highlighting people's helpful behaviors and strengths is achievable. Participating in conversations that are necessary, helpful and respectful will also create powerful new memories of empathy and appreciation.

We can further support students and colleagues by being the catalyst to build compassionate memories and strong loyalty. Most importantly of all, we can remind our students and each other that these are the kinds of mindful memories that will give us a gentle place to rest.

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.



NL Administrators Named as Canada's Outstanding Principals

Two principals from Newfoundland and Labrador have been named Canada's Outstanding Principals for 2018 by The Learning Partnership. John Antle, Principal of Exploits Valley Intermediate in Grand Falls-Windsor and Michael Tobin, Principal of Paradise Elementary, join 38 other exceptional educators from across the country as Canada's Outstanding Principals of 2018.

Canada's Outstanding Principals recognizes outstanding contributions of principals in publicly funded schools. It honours principals from every province and territory in Canada who demonstrate innovation, entrepreneurial spirit and who have done something truly remarkable in public education.



John Antle

John Antle has worked as a principal to prioritize both academic achievement and student wellbeing. Under John's leadership, working with Positive Behavioural Intervention Strategies (PBIS), suspensions and anxiety declined, and learning outcomes improved. Department leaders work collaboratively, using effective strategies and tools, to carefully track student data to inform their practice. John cares for the health and wellbeing of his students, demonstrated through coaching, breakfast programs and adding additional cocurricular activities. Academic achievement is celebrated at school assemblies, and a new web-based behaviour management system was implemented with an emphasis on recognizing student contributions in creating a safe and caring school learning environment. Positive student behaviours are acknowledged every Friday with "Gotchas", and through monthly celebrations, with rewards donated by local businesses. Under John's leadership, academic achievement and student wellbeing has improved substantially.



Michael Tobin

Michael Tobin is an experienced administrator who establishes personal trusting relationships with all members of Paradise Elementary School's community. Michael emphasizes the possibilities and successes in each of his students. He is visible in classrooms, around the school, and in the community, soliciting input from teachers, students and community members. Through this collaboration,

teachers have felt empowered and technology facilitated learning has increased. Michael and his team provide programs and tools for students requiring additional types of assistance. The school is inclusive, ensuring students have a safe and supportive learning environment. Literacy is another focus for the school and Michael actively networks with colleagues, ensuring professional learning is current and effective. Michael's actions demonstrate his commitment to his personal slogan of "being the best you can be."

Canada's Outstanding Principals is both a nationally recognized award and an Executive Leadership Training Program. Launched in 2005, the executive leadership program was created, in partnership with Rotman School of Management, to strengthen the education system in Canada by developing its leaders in publicly funded schools across Canada. The program offers principals from across Canada, who have demonstrated outstanding leadership in their schools and community, the opportunity to be brought to Toronto to be recognized nationally as innovative educators at an annual gala awards evening for 500 guests; to experience a five-day executive leadership training program at the Rotman School of Management; and become part of a National Academy of Principals, a pan-Canadian learning community of over 400 Canada's Outstanding Principals alumni.

Each year, the winners of Canada's Outstanding Principals become members of a National Academy of Principals. Throughout the year, these outstanding principals will continue to act as champions of the program. They also participate in ongoing discussions about leadership issues through an online forum and are involved in mentoring colleagues in their home schools. They actively collaborate in developing and communicating about issues important to publicly funded education with research support from The Learning Partnership.

(Information for this article was accessed from The Learning Partnership's website at www.thelearningpartnership.ca.)

Inside Out for Autism

April 13, 2018

by KENDRA LANE

What if changing your shirt inside out could change someone's view of autism? Each year, World Autism Awareness Day (WAAD) takes place on April 2. In 2017, ASNL teamed up with Autism Canada for the first ever nation-wide awareness and fundraising event to celebrate the day and we're doing it again this year! This year, with schools closed for Easter Break, we will celebrate WAAD on Friday, April 13.

Being misunderstood is a barrier experienced by many people with Autism Spectrum Disorder (ASD). Whether it is in the classroom, at the workplace, with friends and family, or in the community, those on the spectrum often feel like those around them do not understand how and why they may experience things a little differently.

On April 13, we're asking people in Newfoundland and Labrador to turn their shirts Inside Out for Autism! Participating in this event shows understanding and raises funds to support awareness, understanding and acceptance. Inside Out for Autism is in partnership with Autism Canada, an organization dedicated to advocating for and supporting Canadians with ASD and their families. Please visit www.autismcanada.org to learn more.

Taking part is simple! Register your team (school/classroom) online at www.insideoutforautism.ca and then turn your shirt inside out on Friday, April 13, 2018. Students can bring along a toonie and/or your school can set a fundraising target for the day!

Frequently Asked Questions

We usually wear blue shirts for World Autism Awareness Day. Why the change? If you love wearing blue for WAAD, keep it up! Any awareness and show of support for those on the spectrum is awesome. Perhaps this year you could turn your blue shirt Inside Out. Inside Out is a little different than wearing blue because it incorporates education about the sensory aspect of autism. Anyone can participate with whatever they choose to wear!

What does turning my shirt inside out have to do with autism? People with Autism Spectrum Disorder can experience the world around them in very different ways. For many, this can mean the way they see, hear, smell or feel their environment can be overwhelming or uncomfortable. Inside Out is representative of those who are very sensitive to clothing tags. We do it to show our understanding and support of the often misunderstood characteristics of ASD.

I thought World Autism Awareness Day was on April 2. Why is this happening on April 13? This year, WAAD falls during the week of Easter holidays, so in NL the date for Inside Out has been moved to the following week so schools can participate.

We already have something planned for Friday, April 13 – can we turn our shirts Inside Out another day? Of course! The more schools taking part, the better. Inside Out will be occurring throughout April month, until the 30th. If another date works better – go for it! It is all about supporting the cause.

If you have any questions about Inside Out or would like to know how you can maximize your participation, please contact Tess Hemeon, Manager, Advocacy and Community Engagement, ASNL at themeon@autism.nf.net or 722-2803 ext. 232.

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.



what if changing your shirt around could change someone's view of autism?



April 13th turn your shirt Inside Out . Show Understanding. Raise Awareness. Make a Difference.

www.insideoutforautism.ca register school or workplace online.

For more information e mail info@autism.nf.net



@AutismSocietyNL

Copyright and Fair Dealing for Teachers

Teachers and students today have greater opportunities for learning as a result of a Supreme Court of Canada decision in 2012 which clarified how “fair dealing” applies in the classroom. Canada’s copyright law supports learning, fosters innovation, and drives knowledge creation by providing teachers and students with the legal right to deal fairly with the copyright-protected works of others.

It is important for teachers to have a working knowledge of “fair dealing.” Fair dealing permits teachers to communicate or use “short excerpts” from copyright-protected works for students in

their classes without seeking permission from the copyright owner or paying copyright royalties, provided the dealing is for an educational purpose and is “fair.”

To ensure compliance with copyright law, the education community in Canada has established the *Fair Dealing Guidelines* to help educators determine what is “fair.” The *Fair Dealing Guidelines* describe a safe harbour, not absolute limits. Copying or communicating a copyright-protected work within the prescribed limits will, according to the advice of legal counsel, almost certainly be fair. Copying or communicating beyond those limits may, or may not, be fair.

The *Fair Dealing Guidelines* inform educators about their rights – as well as their obligations. For example, the guidelines prohibit systematic copying that cumulatively results in copying beyond the quantitative limits in the guidelines.

Throughout Canada, copyright is respected by teachers, school boards, and government ministries and departments. Respect for copyright is taught in schools. As responsible stewards of copyright and education, teachers understand the importance of complying with the *Copyright Act* and being aware of their rights and responsibilities when they use the copyright-protected works of others.

To learn more about copyright and fair dealing, teachers are encouraged to visit www.CopyrightDecisionTool.ca. With this on-line resource, teachers have, at their fingertips, the information they need to decide if a particular use of a short excerpt is fair or not. All teachers need to be aware of their rights – and their limits – when relying on fair dealing in their classrooms. Visit (and bookmark!): www.CopyrightDecisionTool.ca.



Copyright and Fair Dealing

Can I use this in the classroom?

TEACHERS AND
COPYRIGHT



CopyrightDecisionTool.ca



The Copyright Resource for Teachers: CopyrightDecisionTool.ca

There is a great on-line resource to help teachers determine whether fair dealing permits them to use short excerpts from copyright-protected materials for the students in their classrooms.

CopyrightDecisionTool.ca helps teachers decide, with a few clicks, whether the fair-dealing provision in the *Copyright Act* permits copying of short excerpts from print materials, artistic works, or audiovisual materials for students without having to get copyright permission.

So, the next time you wonder, “Can I use this in the classroom? Can I copy it?” the answer is at your fingertips! It takes 30 seconds on CopyrightDecisionTool.ca to have your copyright questions answered. By clicking through this user-friendly resource, teachers will know how to apply fair dealing and whether their use of the copyright-protected materials is “fair.”

www.CopyrightDecisionTool.ca

CopyrightDecisionTool.ca informs teachers about their rights and obligations when they use copyright-protected works of others. It will ensure that they better understand the law and the application of the *Fair Dealing Guidelines*. There are other important copyright resources all teachers should become familiar with:

- the instructive video “Dealing Fairly with Copyright-Protected Works of Others”;
- the *Fair Dealing Guidelines*;
- the poster prohibiting the copying of consumables; and
- *Copyright Matters!* (“the orange book”) provides key questions and answers on copyright law and education.

All of these resources can be printed for teachers’ easy reference.

CopyrightDecisionTool.ca is a helpful resource to keep teachers on the right side of the law. It is important for teachers to know their rights under Canada’s copyright law, and it is very important for them to know their limits. When in doubt about whether a use is fair dealing, use the Copyright Decision Tool.



MASTER OF EDUCATIONAL TECHNOLOGY **MET**
LEARNING INNOVATION **ONLINE**

*You know where you're going.
The online MET graduate program meets you there.*

 **THE UNIVERSITY OF BRITISH COLUMBIA**
Faculty of Education

Discover more:
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NLTA TEACHER DISCOUNT PROGRAM

A list of businesses that provide discounts and special services to teachers is available on the NLTA website.

The **QSP MAGAZINE DISCOUNT PROGRAM**, which offers hundreds of magazines at enormous discounts, is still offered to teachers, and discount programs are available for hotels, car rentals and various businesses.

A complete list of discounts can be found on the NLTA website at **www.nlta.nl.ca**.

Go to “**Programs and Services**” then “**Member Services**”. The Discount Program is listed under “**D**”.

NOTE: You may need your NLTA membership card to access discounts from the NLTA Discount List. If you require an NLTA membership card, please visit the NLTA website at **www.nlta.nl.ca**, click on “Forms” and then “Request a Membership Card”.

2018 NLTA Christmas Card Contest Winners Announced

Madison Brake, a Grade 4 student of teacher Dorothy McCann-Locke at Templeton Academy in Meadows, has been chosen as the winner of the 2018 NLTA Christmas Card Contest. Madison receives a \$100 cash award and a framed copy of her winning entry. Her winning design will appear on the NLTA Christmas card that will be distributed to schools, businesses and other groups in December 2018.

The second place cash prize of \$50 was awarded to **Daisy Kim**, a Grade 4 student of teacher Brenda Blackmore at Macdonald Drive Elementary in St. John's, and the third place cash prize of \$25 was awarded to **Ashlyn Collins**, a Grade 4 student of teacher Tina Dooley at Sprucewood Academy in Grand Falls-Windsor.



Madison Brake's winning design for the 2018 Christmas Card Contest.



Second place winning design by Daisy Kim.



Third place winning design by Ashlyn Collins.

NEWS & EVENTS

LEARNING DISABILITIES AND THE CLASSROOM: A FOCUS ON STRATEGIES

April 27, 2018

Fluvarium, St. John's. Learning Disabilities Association of NL presents "Learning Disabilities and the Classroom: A Focus on Strategies". Learn how to help those with specific learning disabilities reach their full potential. For more information email: david@ldanl.ca.

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*. For further information visit: www.capnl2018.ca or @CAPNL2018.

NATIONAL PHYSICAL & HEALTH EDUCATION (PHE) CONFERENCE 2018

May 17-19, 2018

Whistler Conference Centre, Whistler, BC. The conference provides participants an opportunity to increase their knowledge and skills to foster healthy active living for students in their school, family and community. For more information and to register visit: www.phecanada.ca/whistler2018.

CANADIAN LIGHT SOURCE TEACHERS' WORKSHOP

July 18-20, 2018

Saskatoon, SK. Attn: Science Educators. Build a stronger connection between scientific research and science education. (NOTE: This workshop is a requirement for teachers who are interested in participating in the "Students on the Beamlines" program.) For more information and to register visit: www.lightsource.ca/teachersworkshop.

NL COUNSELLORS' & PSYCHOLOGISTS' ASSOCIATION CONFERENCE & AGM

October 24-26, 2018

Capital Hotel, St. John's. More information to follow.

MUSIC SPECIAL INTEREST COUNCIL RESONATE 2018 CONFERENCE

November 1-2, 2018

Holiday Inn, St. John's. More information to follow.

Dates to Remember

April 2018

- Apr 15 **Deadline:** Notice of postponement of Deferred Salary Leave or withdrawal from DSLP
Apr 19 **Deadline:** PD Fund applications
Apr 27-28 NLTA Provincial Executive Meeting
Apr 30 **Deadline:** Deferred Salary Leave Applications
Apr 30 **Deadline:** Year-end resignation from contract

May 2018

- May 7 **Deadline:** Notice by Board of layoff
May 7-10 Branch Election Week
May 17 **Deadline:** PD Fund applications

June 2018

- June 8-9 NLTA Provincial Executive Meeting
June 21 **Deadline:** PD Fund applications
June 21 **Deadline:** Notice by Board of acceptance/rejection of Deferred Salary Leave Requests

July 2018

- July 31 **Deadline:** NLTA Scholarship Applications

Canadian Association of Principals (CAP) National Conference 2018 Delta Hotel, St. John's, NL May 15-18, 2018

The NLTA School Administrators' Council is very excited to be hosting the upcoming National Canadian Association of Principals Conference. This opportunity to welcome administrators from across the country is one we take with much pride and excitement.

Registration is now open so please go to www.capnl2018.ca/registration for a detailed breakdown of what registration includes to be a part of this great professional development event.

www.capnl2018.ca
@CAPNL2018



NAVIGATING UNCHARTED WATERS:
KEEPING AN EVEN KEEL

invest in our kids

We know that Teachers Change Lives Every Day.

But we also know that teachers in our province have been asked, year after year, to do more with less.

Classrooms have become more complex, yet they are being supplied with fewer resources.

Newfoundland and Labrador needs to face the future with evidence-based decisions – because, in the big picture, investing in education actually saves us money.

That idea is the inspiration behind a new initiative from the NLTA called Invest In Our Kids.

There's an overwhelming consensus in the research: investing in education gives us returns in every other area of society too.

When each student in our schools gets a better education, they go on to earn a better living, and contribute to building better communities.

The decisions we make as a province affect all of us – and we believe they should be based on evidence and open discussion.

That's why we're building an online library of research and resources, so that anyone can get informed or get active, helping to shape a stronger future for our province.

Because we think the best way forward is to Invest In Our Kids.

Don't you agree?

Dean Ingram
NLTA President



Assigning "just a few more students" to any given educator doesn't save money – it just passes along an **even bigger cost** to our social and economic systems.



invest in my **Students** NLTA

One additional year of education adds an estimated **10%** to a person's wage.

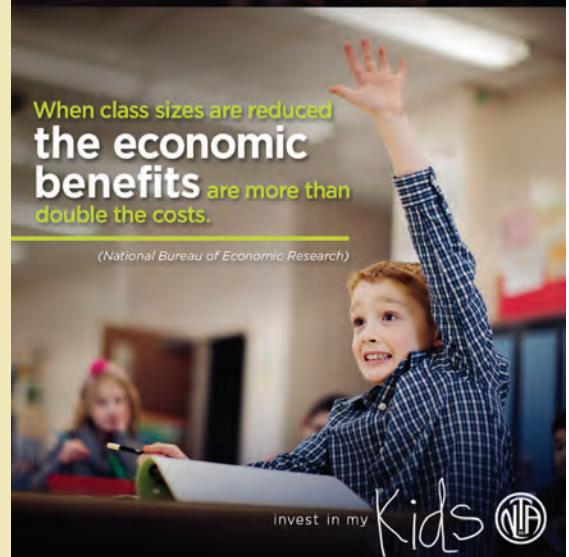
(Policy Brief: Research Consortium on Educational Outcomes & Poverty)



invest in my **Kid** NLTA

When class sizes are reduced **the economic benefits** are more than double the costs.

(National Bureau of Economic Research)



invest in my **Kids** NLTA

www.investinourkids.ca