

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION
T H E

Vol. 62/No. 1

September/October 2018

bulletin

WELCOME Teaching and Learning Assistants TO THE NLTA



Up Front from the President



Every September, at least for the past 26, I have always felt a little excited at the start of another school year. I expect that many of you felt similar sentiments as you began the

school year wondering about class assignments, how the students will blend together, what approach you will take to address curriculum issues and how you will meet the needs of the students in your charge.

As you all know, the NLTA has repeatedly called for more resources for our education system. Advocating for smaller class sizes, more instructional support teachers, guidance counsellors, learning resource teachers, school administrators, educational psychologists and speech-language pathologists. As a result of our efforts, the government commissioned the Premier's Task Force on Improving Educational Outcomes. Through that process government has committed to adding Reading Specialist positions, increasing the allocation of Learning Resource Teachers and creating a new position, Teaching and Learning Assistants. Importantly, government has also acknowledged the failures of the existing Inclusive Education Model. These new resources will be rolled out to the school system over three years starting this September. The NLTA will be monitoring the progress in the Phase I schools and be reporting any concerns to government and the school boards.

With regards to Teaching and Learning Assistants, your Association wanted to ensure that these positions would be utilized to the greatest benefit of teachers and students. As well, we wanted to take the necessary steps to ensure a clear definition of roles and responsibilities was established for these new positions. As a result, the NLTA entered into discussions with government and the School Boards Association and on August 9th signed a Memorandum of Agreement to the Provincial Collective Agreement which specifies that Teaching and Learning Assistants are members of the NLTA bargaining unit. Detailed information on this Memorandum has already been sent to all teachers.

We will have updates for you in the coming weeks on Collective Bargaining as we continue to work on your behalf to arrive at the best possible deal for our members. As well, we will continue to lobby on student assistant allocations. When cuts were announced in June, we immediately sought and received impact information from school administrators and engaged both the Department of Education and Early Childhood Development and the Newfoundland and Labrador English School District. As a result of these efforts, we have been successful in having a majority of the hours that were cut in June reinstated.

I had the opportunity this summer to attend the Canadian Teachers' Federation Forum on Public Education. These Forums have, as a focal point, an issue that is impacting the country's public education system. This year the focus was on school violence. One thing I have learned as I vis-

ited our province's schools is that violence is an issue in our schools and our members are being greatly affected by it.

I must stress that reporting these incidents is very important. Only by reporting can action be taken. There is an African proverb, "Until the lion learns to speak, the tales of hunting will be weak". We all must find our voice on issues that face our education system and our ability to perform our professional duties. I will continue to speak on these issues – I am asking that you join me in doing so!

With all of these demands in the system, it is little wonder that many of you have indicated that these demands are wearing on you personally to the point that health may be compromised. At the beginning of the school year it is critically important to build in time for yourself. Take the time to tend to your own health and well-being. Unless you look after yourself, you will be unable to look after your students. Professional duty is important – it's what we do. But these duties must be balanced with an important, necessary and needed attention to "me" time.

I am hoping that you will find this school year to be a productive one. As always we will continue to advocate for improvements to the education system, to your working conditions and the learning conditions of your students. I hope to continue to hear from you in the coming months as I am only a phone call or email away.

Until next time...

ATTENTION! NEW TEACHERS

Information for New Teachers is available on the NLTA website at www.nlta.nl.ca. Click "Programs and Services" and then "Beginning/Early Career Teachers"

If new teachers wish to receive any of the information on the website on a flash drive, please email: newteachers@nlta.nl.ca



THE bulletin

Lesley-Ann Browne
Editor

Michelle Lamarche
Editorial Assistant

John Bishop, Elliott Green
Design • Printing • Distribution

Linda Farrell
Online Services

The Bulletin is published five times a year during the school year by the Newfoundland & Labrador Teachers' Association, 3 Kenmount Road, St. John's, Newfoundland, Canada, A1B 1W1.
Tel: 709-726-3223; 1-800-563-3599
labrowne@nlta.nl.ca
www.nlta.nl.ca
Follow us on FaceBook and Twitter
@NLTeachersAssoc

Unless otherwise indicated, materials used in *The Bulletin* may be reproduced or broadcast without permission.

Opinions, advertisements and/or notices carried in this publication do not imply endorsement or recommendation by the Association.

Advertising inquiries should be directed to:
Michelle Lamarche, Ext. 227
mlamarche@nlta.nl.ca

Deadlines for material are:
November/December Issue: November 1
January/February Issue: January 2
March/April Issue: March 1
May/June Issue: May 1



ISSN-1189-9662
Printed on Recycled Paper

CONTENTS

Features

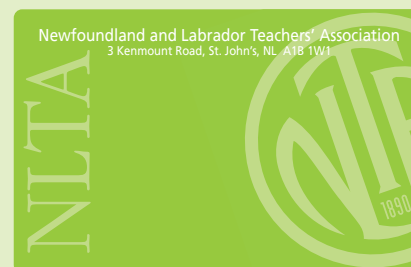
- 8 Executive Director's Message**
Student Assistants, Teaching and Learning Assistants, Collective Bargaining and Bill S-206: NLTA in Action
by Steve Brooks
- 9 Programs & Services**
Going on Leave?
Things You Should Know
- 10 School-based Professional Development and the Collective Agreement**
by Miriam Sheppard
- 12 So, You're a Substitute Teacher – Things to Know**
by George Tucker
- 16 Professional Development**
CONTACT 2018
by John Veitch
- 18 Developing Successful Schools 2018**
by Ian Crewe
- 19 Of Special Interest...**
- 20 Project Overseas 2018**
by Ashleigh Hudson
- 22 Canadian Association of Principals: Conference at a Glance 2018**
by Christina Pike
- 24 Living Well**
You've Got Mail
by Judy M. Beranger
- 26 Autism in the Classroom**
Relaxation Station, Zen Zone, or Cozy Corner
by Kimberly Maich, Chelsea O'Keefe, Tricia van Rhijn & Adam W.J. Davies
- 28 Supporting LGBTQ+ Students**
Gendered Lines: Supporting Transgender and Gender Diverse Students in the Classroom
by Christopher Cumby
- 30 Viewpoint**
I Teach Physical Education! Gym Lives Down the Street
by Kellie Baker

Departments

Up Front from the President	2
On Location News	4
In Memoriam	7
News and Events	31

NLTA Membership Cards

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". Cards will be mailed to the home address we have on file for you. If you have had a recent address change, please update your current address.



For further information please contact:

Newfoundland and Labrador Teachers' Association
Tel: 709-726-3223 or 1-800-563-3599
mail@nlta.nl.ca

Note: You may need your NLTA membership card to access discounts from the NLTA Teacher Discount List which can be found on the NLTA website at www.nlta.nl.ca. Go to "Programs and Services" and then "Member Services".

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

GRAND FALLS-WINDSOR

EVI participates in Tomatosphere project

The Tomatosphere project is a program where students can investigate the effects of outer space on seed germination. The project is operated by Let's Talk Science and it allows students to observe, experiment and inquire about the possibility of growing plants in space given the right conditions.

Students in Mrs. Krista Simms' Grade 7 class at Exploits Valley Intermediate in Grand Falls-Windsor signed up for the project and received two packages of seeds. One package was stored here on Earth and another package spent six weeks on the International Space Station in August 2016. Their task was to plant the seeds and care for them every day for about a month and then report on the germination results. The results were then submitted to the Let's Talk Science website along with other student results from all over the country. Students were then presented with a certificate and were able to bring home their germinated plants to continue growing over the summer. "It was a great project filled with scientific experimentation and inquiry," said Mrs. Simms.



Pictured are the grade 7 EVI students involved in the project (l-r): Lilly Hillier, Ava Smith and Amber Murray. Missing from photo is Autum Mitchell.

EVI students win TakeChargeNL contest

TakeChargeNL is a partnership between Newfoundland Power and Newfoundland and Labrador Hydro. Its goal is to inform people about energy efficiency and promote energy saving ideas. Several contests are presented to various grade levels in the school system and the 7-12 contest focused on students creatively explaining why saving energy is important, demonstrating what they can do to conserve and highlighting some safety tips when using energy.

This past spring, several groups from Exploits Valley Intermediate entered the contest and a group of Grade 9 students from Mrs. Krista Simms' science class won one of only two grand prizes. This was due to their submission of a music video they wrote and created themselves. "It was an excellent video, filled with energy saving ideas presented in a creative and informative way," said Mrs. Simms.

The grand prize was an iPad for each member of their group and five iPads for their school. The video will be posted on the TakeChargeNL website for public viewing. They were presented with their prize on June 14 and also earned a pizza party for their class. "Congratulations to those students who did an awesome job."



Pictured (l-r): Dave Ellis (NL Power), Aaron Janes, Shane Peyton, Glory Agada, Ryan Whelan, Glen Fisher (NL Power)

SPANIARD'S BAY

Watch out for giants crossing!

Mrs. Danielle McDonald's Grade 2 students at Holy Redeemer Elementary in Spaniard's Bay let their imaginations soar with a creative "Fairy Tale Artifact" that they presented to other classes at the school. Some artifacts included a dragon's tooth, a magic bean and Snow White's poison apple. "Wonderful job Grade 2!" said Mrs. McDonald.

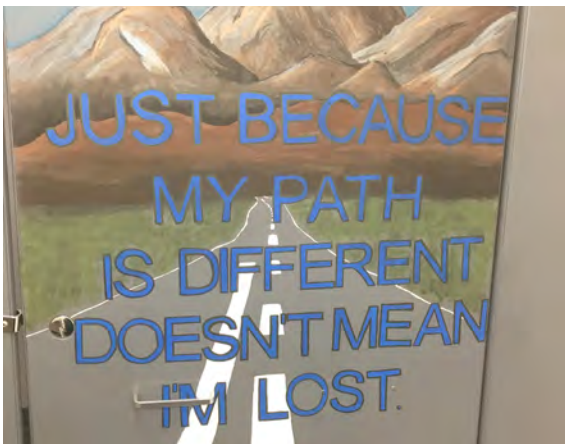


Teacher Danielle McDonald. Photo credit: Ron Fagan

POLLARD'S POINT

Main River Academy students use art to promote wellness

As part of their senior and junior high Art classes, students at Main River Academy in Pollard's Point used the washroom doors as their canvas. Inspirational quotes and images were painted in an attempt to foster positive self-esteem within a safe and inclusive school.



An inspirational quote is painted on the washroom door at Main River Academy.



Meaning of Home



The Meaning of Home is an annual writing contest for students in Grades 4, 5 and 6 in support of Habitat for Humanity Canada. Students across Canada are invited to submit a poem or essay explaining what *home* means to them. It's a great way to engage your students in an interactive and fun way, and it teaches youth the importance of safe, affordable housing.

Sign up and stay informed at
meaningofhome.ca

Contest opens for entries January 7, 2019.

BAY BULLS

NLTA Medal winner announced

Alana Williams

Alana Williams of Bay Bulls is the 2018 recipient of the Newfoundland and Labrador Teachers' Association medal. Alana graduated from Memorial University at the Spring 2018 Convocation with a Bachelor of Education (Primary/Elementary).

Alana was a Student Teacher in the fall of 2017 at Pemberley Academy in Harlow, Essex. As a teacher, she says she understands there are many benefits of teaching young minds. Alana believes that all children have the right to be involved in an inclusive, supportive classroom where they feel welcomed and safe. Her significant leadership experience has helped her grow as both a teacher and as a person. She understands that students react well using positive reinforcement strategies and feels it is important to focus on students' positive attributes to help them succeed.

The NLTA Medal is awarded annually to an Education student who, during his/her academic career, has made an outstanding contribution to the Faculty of Education and to the University. The recipient must be a graduating student and have a consistently good academic record in the professional courses required for the degree. The award is made by Memorial University on the recommendation of the Dean of Education.

ST. JOHN'S

NLTA presents cheque during Janeway Telethon

On June 2, twenty teacher volunteers answered phones and assisted with receiving donations dur-



Teachers answering phones during the NLTA segment of the Janeway Telethon.

ing the NLTA segment of the 34th Annual Janeway Children's Miracle Network Telethon. The teachers donned NLTA t-shirts and arrived early to receive training on completing donation forms and answering questions from the public while on the phone.

NLTA Vice-President Trent Langdon was on hand to present a cheque for \$34,343.39 on behalf of teachers and students. The money was raised during Janeway Day in the Schools, an annual event that takes place on or near February 14 when students and teachers across Newfoundland and Labrador donate recess money to the Janeway Child Health Centre. Janeway Day in the Schools provides an opportunity for children throughout the province to help other children. Since 1986 over \$1,150,220 has been donated to the Janeway Child Health Centre from children's recess money and the fundraising efforts of our students and teachers.

Waterford Valley Branch retirement dinner

On May 15, the NLTA Waterford Valley branch hosted their retirement dinner at the Royal Canadian Legion on Blackmarsh Road in St. John's. Of the 24 retirees within the branch, there were 18 in attendance, along with their guests, making it one of the



NLTA Vice-President Trent Langdon presents a cheque for \$34,343.39 during the Janeway Telethon in June.



Pictured is NLTA president Dean Ingram with retired teachers and their scrolls.

biggest celebrations ever. Betty Lou Kennedy brought greetings from the Retired Teachers' Association while NLTA President Dean Ingram spoke on behalf of the Association and presented teachers with their scrolls. Guest speaker, and former NLTA President, Jim Dinn, entertained the audience with stories of reminiscence and well wishes into their new journey of retirement.

Don Ash receives CTF Special Recognition Award

Don Ash, former Executive Director of the Newfoundland and Labrador Teachers' Association has been named a 2018 Special Recognition Award recipient by the Canadian Teachers' Federation (CTF).

Don's public education journey began when he earned a Bachelor of Science and Bachelor of Education from Memorial University, specializing in Mathematics. Ash later obtained an MBA from York University's Schulich School of Business, as well as a Certificate in Industrial Relations from Queen's University. The St. John's native returned to his home province to pursue a career in teaching.

Don spent 17 years as a classroom teacher, mathematics department head, and high school administrator before joining the professional staff of the NLTA, where he stayed for 17 more years. Beginning with the Association in 1999, Don served as the Conception Bay South Branch president and member on the elected Provincial Executive Council of teachers. He began as an Administrative Officer overseeing teacher welfare, group insurance, and pensions, prior to his selection as Assistant Executive Director in 2008 and Executive Director in 2013.

When asked to reflect on the highlights of his career, Don pointed to his role as the NLTA's Chief Negotiator and Spokesperson in a 2015 pension reform. His key role helped reach the Newfoundland and Labrador Teachers' Pension Plan Joint Sponsorship Agreement (JSA) with the provincial government. The JSA put the plan on a path to full funding, and led to the creation of the Newfoundland and Labrador Teachers' Pension Plan Corporation, which is now responsible for the plan's administration and the investment of the pension fund.

Since Don's retirement in 2016, he has continued his commitment to defined pension plans as a Director on the Board of the Newfoundland and Labrador Teachers' Pension Plan Corporation.



MARILYN O'DEA

On September 14, 2017, the world lost a beautiful lady, a wonderful teacher, a devoted wife, mother, and sister, and a treasured friend. Marilyn O'Dea grew up in Bay Bulls, Newfoundland, where she received her early education, graduating from Mobile Central High School in 1972. She went on to Littleton and then MUN, completing a BA (Ed).

Marilyn began her teaching career in Southern Harbour where she resided for over two years, returning home in 1978 to marry Patrick O'Dea. Unable to find a teaching position close to home, Marilyn accepted a position at Kinney Shoe Stores on Water Street in St. John's, becoming manager in short order. Marilyn belonged in the classroom, and fortunately for the teaching profession, she found her way back when a position became available at Baltimore High School on the Southern Shore in the early 1980s.

Marilyn taught at Baltimore for most of her teaching career, becoming Math Department Head. She also completed a diploma in Technology Education from MUN and contributed greatly to the technology program at Baltimore. In 2002, Marilyn accepted a transfer to Mobile Central High School where she taught until her retirement in 2009.

Marilyn was a dedicated teacher who went above and beyond for her students. She wasn't above bribery, often bringing homemade goodies to encourage her students to stay for after school tutoring! Marilyn was involved in every aspect of extra-curricular activities at our school. She was a long-time member of our sports committee, attending meetings, planning tournaments, sports banquets and fundraisers. She also served for several years as teacher sponsor for the Techsploration Program as well as teacher sponsor for several school sports teams. Marilyn's involvement didn't end there. She chaperoned dances, worked on our Happy Tree Project each and every Christmas, planted and maintained our school memory garden and volunteered for everything else that came up.

On September 14, Marilyn slipped quietly away following a two-year cancer battle. She certainly left this world a better place, despite spending too little time in it. Our deepest condolences go to her husband Pat, her sons Neil and Colin (fiancée Bryn), and her brothers, sisters, and other family members. Marilyn was a dear friend, and she will remain in our hearts forever. May her gentle soul rest in peace.

(Submitted by former colleagues and friends, Lynn Emberley and Elizabeth Maloney)



Marilyn O'Dea



Student Assistants, Teaching and Learning Assistants, Collective Bargaining and Bill S-206

NLTA in Action

by STEVE BROOKS

First of all, I would like to wish all members a successful start to another school year. Your Association has been busy over the summer months addressing issues which will affect both the education system and our members. With regards to student assistant allocations, the NLTA responded immediately to the news of reduced allocations that were announced in June. We surveyed school administrators for impact information and lobbied both the Department of Education and Early Childhood Development and the Newfoundland and Labrador English School District. As a result, a majority of the announced cuts were reinstated. We continue to work on this file. We know that student assistants are an important support for both teachers and students.

In addition, when the NLTA was informed that the provincial government intended to introduce Teaching and Learning Assistants as part of the Education Action Plan, we immediately began discussions with various government departments with the aim of clearly defining the role of these positions and to ensure maximum benefit for teachers and students. As a result, the NLTA and the provincial government entered into a Memorandum of Agreement, amending the current Provincial Collective Agreement, outlining the scope of practice for Teaching and Learning Assistants and including them in our membership. We are excited to have Teaching and Learning Assistants as members of the professional association. This marks the first increase in scope of membership since the 1980s when Speech-Language Pathologists became eligible for membership.

Collective Bargaining continues to be a high priority for the Association as we are committed to reaching the best possible deal for our members in what is a difficult negotiating environment. Interestingly, we still get calls from teachers concerned that our current agreement has expired and wonder when it will be replaced. To clarify that line of thinking, please be aware that under the terms of our existing collective agreements, the agreements

remain in effect until such time that new collective agreements are reached.

Another issue that your Association is engaged in on your behalf is probably less understood by the membership in general. Bill S-206 is currently going through the Canadian Senate, which would repeal Section 43 of the Criminal Code of Canada. This section of the criminal code currently provides protections for teachers working with students when accused of improper contact with students in the line of duty. As we all know, teachers can be legitimately called upon to make physical contact with students for various reasons, such as stopping fights and restraining students with behavioural disorders when they may pose a threat to themselves or others. In the absence of Section 43, these actions could be construed as physical assault and as such, be subject to the criminal justice system. Your Association has been active nationally on this issue, encouraging the Canadian Teachers' Federation and other teacher organizations to make it a priority. Your President has been in contact with all Senators for this province and we have had discussions with the Senate Committee on Legal and Constitutional Affairs, which is currently studying Bill S-206. We will keep you informed on our progress on this important issue.

In addition to our collective advocacy, the NLTA works with individual teachers in addressing specific work-related problems. In the past school year the Association opened 20 plus grievance files, over 40 files dealing with teacher discipline by the employer, and 20 files involving teacher-required accommodations. These do not include individual issues involving pensions, payroll, teacher certification, employment insurance, group insurance enquiries, as well as other work on behalf of teachers.

In closing, I would like to wish each and every one of you a successful school year.

.....
Steve Brooks is Executive Director of the NLTA.

GOING ON LEAVE? THINGS YOU SHOULD KNOW

Whether you are going on maternity leave, approved leave without pay, unpaid sick leave, educational leave, or deferred salary leave, it is your responsibility to ensure your desired benefits are maintained while on leave. The purpose of this information is to ensure teachers going on leave are aware of the steps which must be taken to maintain these benefits which include NLTA Membership, Group Insurance and Pension service. As well, we are often asked about the impact of such leaves with respect to seniority, pension and salary increments. The table below has been prepared to assist teachers in addressing these questions.

NLTA Membership

N1: Payment of \$5.00 per month must be made to the NLTA to maintain membership rights and benefits as per NLTA policy. To discuss payment options, please contact Rita Tee, NLTA Corporate Services, rtee@nlta.nl.ca; 726-3223 or 1-800-563-3599, ext. 236.

N2: Membership dues continue to be paid as normal via deduction from paid salary.

N3: Dues not required in order to maintain membership.

Group Insurance

G1: Teachers must arrange with the plan administrator, Johnson Inc., to pay their share of the group insurance premiums by bank deductions. Failure to do so will result in termination of insurance. If insurance is terminated, the teacher will be required to apply for coverage, and provide proof of medical insurability subject to policy limitations, should the teacher wish to resume coverage. Should a teacher take more than 39 weeks, they must arrange with Johnson Inc. to pay by bank deduction both their share and the government's share of the group insurance premiums for the additional leave period. Otherwise, if insurance is allowed to lapse during a period of parenthood leave, medical proof of insurability may be required in order to be reinstated in the plan. As well, upon the birth of a child, teachers must contact Johnson Inc. within 31 days of the child's birth/adoption in order to add a dependent for group insurance coverage. Beyond 31 days, an application providing satisfactory medical evidence of insurability will be necessary and approval must be granted by the underwriters.

G2: Teachers must arrange with Johnson Inc. to pay by bank deduction both their share and the government's share (Life, Accidental Death and Dismemberment, and Health plans only) of the group insurance premiums. Failure to do so will result in termination of insurance. If insurance is terminated, the teacher will be required to apply for coverage, and provide proof of medical insurability subject to policy limitations, should the teacher wish to resume coverage.

G3: Payment of group insurance premiums continue to be paid via normal payroll deduction and government's contribution of their share continues.

Pension

P1: Pension premium is unpaid and no pension service accrues while on leave. Teachers may arrange with the Teachers' Pension Plan Corporation (TPPC) to purchase lost pension service within 180 days from return to work. If the service time is purchased within this window, the cost is at current contribution rates matched by government. After 180 days, the cost is at full actuarial value, which is a significant cost increase.

P2: Pension premium continues to be paid on the full salary, not the reduced salary, and full pension service accrues.

Salary Increments

Teachers' placement on the salary grid is reviewed and changes are made once per year at the beginning of the school year or at the date of initial employment of a teacher. To determine the number of teaching years for salary increments, all teaching days to the date of calculation are totalled and this total divided by 195, which is the number of days in a school year. A fraction of half a year or more is required to move to the next step on the salary grid.

S1: Credited fully as time taught for the period of leave (maximum 39 continuous weeks for maternity/adoption/parental purposes) for the purpose of salary increments.

S2: Most unpaid leave is not credited for salary incremental purposes; however, it is credited fully as time taught when leave is related to upgrading experience and/or qualifications (unpaid educational leave).

S3: Not credited for the purpose of salary increments.

Seniority

Seniority is determined on the basis of the total length of time employed as a teacher with any school board in the province, schools operated by the Department of Education, schools in Churchill Falls, and schools in Conne River.

SE1: Credited fully as time taught for the period of leave (maximum 39 continuous weeks for maternity/adoption/parental purposes) for the purpose of seniority.

SE2: Not credited for the purpose of seniority.

Inquiries regarding specific circumstances should be directed to an Administrative Officer in Programs and Services at the NLTA at 726-3223 or 1-800-563-3599 or via email at mail@nlta.nl.ca.

Type of Leave	NLTA Membership	Group Insurance	Pension	Salary Increments	Seniority
Maternity/Parental Leave	N1	G1	P1	S1	SE1
Approved Unpaid Leave	N1	G2	P1	S3	SE2
Approved Unpaid Sick Leave	N3	G2	P1	S3	SE1
Paid Educational Leave	N2	G3	P2	S1	SE1
Approved Unpaid Educational Leave	N1	G2	P1	S2	SE1
Deferred Salary Leave	N2	G3	P2	S1	SE1
Injury on Duty	N3	G3	P2	S2	SE1



School-based Professional Development and the Collective Agreement

by MIRIAM SHEPPARD

In the last round of collective agreement negotiations (2012-2016), the Association pressed for changes to Article 28 of the Provincial Collective Agreement and Article 16 of the Labrador West Collective Agreement. The Association raised concerns regarding the feeling expressed by many teachers that they lacked the opportunity to have input in their own professional development. This absence of consultation left many teachers feeling that professional development activities did not address their needs. As a result of the Association's efforts, the following language change was agreed to in both Clauses 28.01 (a)(ii) and 16.01 (a)(ii) of the Provincial and Labrador West Agreements respectively:

Effective September 1, 2002, for salary purposes, the length of the school year shall be 195 teaching days comprised of 187 actual teaching days, three (3) paid holidays, two (2) non-teaching days to be scheduled by the Board during the school year for administrative purposes, and three (3) professional development/in-service days to be scheduled by the Board during the school year; one of which shall be reserved for professional development at the school level. In determining the topics to be covered, in consultation with the school principal, priority will be given to professional development needs identified by teachers at the school level.

The Association felt this language would guarantee one day of professional development during which priority would be given to professional development needs identified by teachers at the school level. The interpretation of this clause was clarified through the grievance process in 2015, when a group of teachers contended that they were not afforded the one professional development day guaranteed by the collective agreement to cover and give priority to needs identified by teachers at the school level. The School District and the Association reached a settlement during the grievance process, and entered into a Memorandum of Understanding on the interpretation of Clause 28.01 (a)(ii), as follows:

1. The topics to be covered in the school level professional development day will be determined in consultation between the Principal and the Teachers of the School, which will allow for input and feedback on topic selection.
2. Providing the topics for the school level professional development day relate to the teacher's individual Professional Growth Plans and other new professional development needs, priority will be given to the professional development needs identified by the teachers at the school level.

Through separate correspondence, the Association confirmed that this settlement would be "with prejudice,"; this means that it is an applicable interpretation of the Agreement for all schools. As a result, teachers should expect consultation when determining the one professional development day prescribed under Clause 28.01(a)(ii) of the Provincial Agreement and Clause 16.01(a)(ii) of the Labrador West Agreement.

So, what does "consultation" mean? A recent ruling in another grievance clarifies the meaning of the term "consultation". While that grievance addressed a different provision of the Collective Agreements, the discussion on what constitutes consultation is instructive. Thus, consultation must be real and meaningful and contain the following elements:

- the active participation of teachers, i.e., "a discussion" or "bilateral interaction";
- full consideration of teachers' input by the administration before a decision is made, i.e., that teachers' input will be "taken into account when the decisions are made"; and
- a decision explained.

As well, for this professional development day, priority must be given to professional development needs, including new professional development needs, identified by teachers. The NLTA provides professional development sessions on many topics, including, but not limited to:


- Achieving Goals
- Addressing Change and Challenging Situations

- Assessment Practices (using the latest research on assessment of/for/as learning)
- Effective Strategies for Classroom Instruction
- Student Motivation/Engagement
- Differentiated Instruction
- Classroom Organization & Management/Cooperative Discipline
- Safety in the Workplace
- Staff Dynamics and Working Effectively as a Team/Maximizing Your Potential
- Personal/Professional Balance
- Creating and Maintaining a Respectful Workplace
- Having Essential Conversations
- Time/Energy Management
- Stephen Covey's 7 Habits of Highly Effective People
- Effective Use of Technology in Teaching
- Retirement Planning
- Financial Wellness
- Professional Relations and Managing Conflict in the Workplace
- Social Media: Protecting Yourself and Your Students
- Legal Issues in Education
- Professionalism and The Code of Ethics
- Knowing Your Collective Agreement
- Dealing with Abuse/Harassment
- Violence in the Workplace: Preventing and Responding

Teachers with questions regarding the application of any provision of either the Provincial or Labrador West Collective Agreements, or who wish to discuss the NLTA's professional development offerings, should contact a Programs and Services Administrative Officer at 726-3223 or 1-800-563-3599.

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

PAID ADVERTISEMENT




SPACE


Touching down this fall
in a classroom near you.

space.letstalkscience.ca

let's talk  science



Thank you to our supporters and partners





Canadian Space Agency Agence spatiale canadienne

Regional support from

SCIENCE • TECHNOLOGY • ENGINEERING • MATH



So, You're a Substitute Teacher – Things to Know

by GEORGE TUCKER

Wikipedia, the free encyclopedia, states, “A substitute teacher is a person who teaches a school class when the regular teacher is unavailable; e.g., because of illness, personal leave, or other reasons. Substitute teacher (usually abbreviated as “sub”) is the most commonly used phrase in the United States, Canada, India and Ireland, while supply teacher is the most commonly used term in Great Britain and the Canadian province of Ontario. Common synonyms for substitute teacher include relief teacher or casual teacher (used in Australia and New Zealand) and emergency teacher (used in some of the United States). Other terms, such as guest teacher, are also used by some schools or districts. Regional variants in terminology are common, such as the use of the term teacher on call (T.O.C.) in British Columbia.” Regardless of the term used, substitute teachers are an integral component of education systems throughout the world. Substitute teachers are certainly an important membership constituency of the Newfoundland and Labrador Teachers’ Association (NLTA). Consequently, the NLTA provides a number of supports, as well as information, to its members who are substitute teachers to recognize their unique and challenging role. These resources include:

- **InfoSheets** found on the NLTA website (under Publications) contain a great deal of information pertinent to substitute teachers. From group insurance to pension questions (substitutes contribute to a separate pension plan), substitute teachers can access information that is relevant to them. Of particular note to substitute teachers are the following:
 - Infosheet #13: Substitute Teacher Membership and Benefits
 - Infosheet #14: Substitute Teachers and Group Insurance
- **The Provincial Collective Agreement and Labrador West Collective Agreement**, also found on the NLTA website, contain a number of articles that apply directly to substitute teachers. While all articles in the Agreement are important, Article 49

(Labrador West Article 46) is focussed entirely on substitute teachers and addresses a number of significant issues, such as access to paid sick leave, rates of pay depending on the duration of a period of substitution for the same regular teacher, rules around payment for holidays and school closure days, etc. Substitute teachers would be well advised to make themselves familiar with the topics addressed in Article 49 (Labrador West Article 46), and in the Collective Agreement in general.

- **Phone and Email:** As NLTA members, substitute teachers are entitled to access programs and services provided by the NLTA. You can contact the NLTA directly to have questions or concerns answered by an NLTA Administrative Officer (726-3223/1-800-563-3599). Staff contact information, including phone extensions and email addresses are available on the NLTA website; and, you can submit questions via the “Ask NLTA” function on the website (www.nlta.nl.ca/asknltaform/).

- **Substitute Teacher Standing Committee:** The Association has a number of standing committees that focus on different issues of importance to teachers and make recommendations to Provincial Executive, one of which is dedicated entirely to substitute teachers. This committee is currently based in St. John’s and is chaired by NLTA Provincial Executive member, Chesley West. The committee has spearheaded a number of initiatives aimed at improving supports for substitute teachers, including the recent implementation, over the past couple of years, of substitute teacher information sessions held in different areas of the province. Information regarding session times/dates/location and the application process are publicized through various means when sessions are planned.

- **www.nlta.nl.ca:** The NLTA website is a wealth of information for teachers in general. For easy reference to resources of particular interest to substitute teachers, you should visit the dedicated online section at www.nlta.nl.ca/substitute-teachers/.

Substitute teachers are members of the NLTA and as such enjoy all the rights and privileges of membership. They are eligible to hold office within the Association, to be a delegate to the Biennial General Meeting and to seek advice and representation from the Association. Other topics substitutes should be aware of include:

Group Insurance

As a substitute teacher, you are eligible for coverage under the NLTA Group Insurance Plan's substitute teacher program. In order to join, you need to apply to the plan within 31 days of your first teaching day in a given school year. For substitute teachers who apply later than this, their applications will be subject to evidence of insurability. In order to maintain coverage in the following school year, you will need to have taught for at least ten days the previous year and at least one day before November 30 of the following school year. Payment of premiums must be made via bank deductions. New substitute teachers are encouraged to contact the Association after their first day of employment to discuss group insurance coverage.

Pension

All substitute teachers participate in the Government Money Purchase Pension Plan (GMPP). This plan is administered by Great West Life and the contribution rate is 5% of salary, matched by government. The GMPP is a defined contribution plan which is similar to an RRSP in that investments and earned interest determine the benefit level upon retirement. Substitute teachers who obtain replacement or permanent positions should consider transferring their GMPP service to the regular Teachers' Pension Plan (TPP), which is a defined benefit plan. Teachers in this position should contact the Teachers' Pension Plan Corporation by email at memberservices@tppcnl.ca, providing their name, address and social insurance number, to request a transfer of their funds from the GMPP to the TPP.

Pay Scale

Substitute teachers are paid according to Schedule B of the Provincial and Labrador West Collective Agreements. However, when a substitute teacher replaces the same regular teacher for four or more days, as per Clause 49.02 (Clause 46.02 in Labrador West), the substitute teacher will be paid according to the regular teacher salary scale. If a paid holiday occurs during a substitute teacher's contract

(continued on page 14)

PAID ADVERTISEMENT

When we run by ourselves we may run fast but when we run together we run far!

African Proverb

Lets Run Far!!

On December 4th

Re Elect Dean Ingram as NLTA President

Email : dingram@nlta.nl.ca Phone : 697-4777  [dean_ingram](https://twitter.com/dean_ingram)

PAID ADVERTISEMENT

Re-Elect

TRENT LANGDON

as

NLTA
Vice-President
2019-2021




'A Diligent & Decisive Voice'

Email: tlangdon@nlta.nl.ca
Blog: trentlangdon.blogspot.ca
Twitter: [@TrentLangdonNL](https://twitter.com/TrentLangdonNL)

period, the teacher will receive pay for that holiday. For teachers in Newfoundland and Labrador, there are three paid holidays: Thanksgiving Day, Remembrance Day and Victoria Day. A paid holiday is considered to occur during a contract period if the substitute teacher is working on the teaching day immediately before and after the holiday.

EI Eligibility

For the purposes of Employment Insurance (EI), one full day of teaching is reported as eight hours of insurable employment. This has not changed despite recent changes to the NLESD pay stubs. The number of hours required in the qualifying period to be eligible for regular EI benefits fluctuates from 420 – 700 depending on the region and the unemployment rate in that region. The number of eligible hours is re-set each month. Special benefits (e.g., maternity, illness, parental, compassionate, etc.), require specific numbers of qualifying hours. It is important for all teachers to be aware that, under existing EI regulations, teachers are often not eligible for regular EI benefits during the non-teaching periods (Christmas and Easter breaks, July and August) except under certain exceptions. Teachers who do receive regular EI benefits during the non-teaching periods must be actively seeking work in fields of employment other than teaching during those periods. If you are in receipt of regular EI benefits during the summer based on hours of employment accumulated as a teacher, you may become ineligible for benefits once you accept a contract for a teaching position that commences in September. You must advise Service Canada immediately once you accept such a contract and Service Canada will adjudicate your specific case to decide if you qualify for EI during the summer months. For EI inquiries, contact Service Canada at 1-800-206-7218.

Sick Leave

Substitute teachers who accumulate 50 days of substitute teaching during a school year and are unable to work during a contract period due to illness are

entitled to access any paid sick leave they have accumulated. Once a teacher has 50 days of substituting service, she/he is also entitled to retroactive payment of sick leave back to their first teaching day of that school year for any days missed due to illness during a contract period. It is therefore very important for substitute teachers to maintain careful records of their teaching contracts and any days missed during a contract because of sickness. Teachers may only access sick leave they have accumulated through the formula outlined in Article 15 of the Provincial Collective Agreement (Article 27 of the Labrador West contract). For the purpose of accessing paid sick leave, an illness-related absence is considered to have occurred during a contract period if it happened after the teacher had commenced work during that contract period.

For more detailed information on these and other substitute teacher topics, please refer to the Provincial and Labrador West Collective Agreements, Infosheet #13 – Substitute Teacher Membership and Benefits, the NLTA Group Insurance Program, the Teachers' Guide to Employment Insurance, and the Substitute Teacher Information page, all of which can be found in the Publications section of the NLTA website (www.nlta.nl.ca).

If you are a substitute teacher and would like further information about the supports and resources available through your Association, please feel free to contact the NLTA. While all Administrative Officers are able to answer questions, the main contact person for substitute teachers is George Tucker, who can be reached via email at gtucker@nlta.nl.ca or via phone at 709-726-3223 or toll free at 1-800-563-3599, ext. 245.

George Tucker is an Administrative Officer in Programs and Services with the NLTA.

Notice for Substitute Teachers

Information for Substitute Teachers is available on the NLTA website at www.nlta.nl.ca. Click "**Programs and Services**" and then "**Substitute Teachers**".

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

2018 PRE-RETIREMENT SEMINAR

REGISTRATION FORM

Name

Mailing Address

Postal Code

Home Telephone

Last 3 digits of S.I.N.*

School Name

School Telephone

Email

*** By providing the last 3 digits of your SIN you are authorizing the NLTA to request your pension information from the Teachers' Pension Plan Corporation (TPPC). This information will be used for NLTA internal purposes only.**

Please check which session you will be attending:

☐ **Oct. 11-12** – Mt. Peyton Hotel, Grand Falls-Windsor

☐ **Nov. 1-2** – Greenwood Inn & Suites, Corner Brook

☐ **Nov. 15-16** – Hampton Inn & Suites, St. John's

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

☐ **Dec. 6-7** – Hampton Inn & Suites, St. John's

Will your partner be attending? ☐ Yes ☐ No

Name of partner (if attending)

Earliest eligibility date for pension

Have you attended a previous pre-retirement seminar?

☐ Yes ☐ No

- Note:**
- Teachers within two years of retirement (on or before June 2021) are eligible to attend.
 - All participants must pre-register.
 - You will receive confirmation prior to seminar.
 - Travel costs will be paid according to policy and only to the nearest seminar.
 - Teachers are advised to bring a calculator.

Please submit registration form to:

Melanie Jaster

Newfoundland and Labrador Teachers' Association

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

Fax: 709-726-4302; 1-877-711-6582 (toll free)

or submit online at www.nlta.nl.ca. Go to "Forms".

NOTE: As space is limited, registrations will be taken on a first-come, first-served basis.

FOR NLTA OFFICE USE ONLY		
Date Received	Confirmation Sent	Information Package Sent



CONTACT 2018

by JOHN VEITCH

The Newfoundland and Labrador Teachers' Association recognizes that professional development is a fundamental element of an excellent education system and offers a variety of opportunities and supports for our members to help them pursue their professional and personal goals.

The Conference on New Techniques and Classroom Teaching (CONTACT) is an example of our Association's commitment to these initiatives. For the past 32 years, the NLTA has partnered with the teacher organizations of the Atlantic Provinces to sponsor CONTACT. The annual conference is hosted by each of the provincial associations in turn.

One of the key reasons for the success of this conference is that CONTACT is a teacher-driven professional learning opportunity, based on the premise that educators in the field understand the realities of today's classroom and can provide practical PL to their colleagues. Teachers and other educational leaders from Atlantic Canada come together to share ideas, reflect on their experiences and explore strategies to achieve excellence. It is also an opportunity for teachers to connect with their colleagues and to celebrate all that is best about our profession.

The beautiful West Coast was the backdrop for this year's event at Grenfell Campus from August 7-10. Teachers from New Brunswick, Nova Scotia, and Prince Edward Island were joined by 26 delegates and presenters from Newfoundland and Labrador. Inspired by the dramatic geography of Corner Brook, the theme of this year's conference was *New Horizons – The View from Here*. The organizing team from the four provinces developed a rich agenda of practical and provocative sessions to explore this concept. A wonderful team of teacher volunteers welcomed and assisted delegates throughout the week, demonstrating their generosity and commitment to their colleagues.

NLTA President Dean Ingram gave opening remarks and served as host and tour guide for the presidents of the Prince Edward Island Teachers' Federation, the Nova Scotia Teachers Union and the Ontario Teachers' Federation. Representatives of the Qalipu Nation got the conference off to an exceptional start with a smudging ceremony and musical performance. Trent Langdon, guidance counsellor at St. Peter's Junior High in Mount Pearl, followed with an inspirational exploration of the Virtues Project, designed to empower individuals to make the world a better, more caring place for all. Psychologist Betty Tilley and Clinical Social Worker Marcellene Parsons-Chaulk reminded participants of the importance of maintaining a healthy balance between work and their personal lives and provided specific examples of how to achieve this goal. On Friday's concluding session, Amber Legge, ESL Instructor with the Association for New Canadians, explored the supports provided for New Canadians and Tilak Chawan, Settlement Worker with the Association for New Canadians, gave a moving account of his personal journey from 20 years as a refugee in Nepal to a new life helping others in his proud home of Newfoundland and Labrador.

CONTACT engages current teachers to share their challenges and successes. This year's presenters demonstrated understanding of the realities of the modern classroom and provided tangible strategies for success. Teachers facilitated workshops on cultivating a "maker mindset" in students, exploring



Newfoundland and Labrador delegation at CONTACT 2018.

strategies to improve the experiences and achievements of reluctant learners, and demonstrating how to incorporate mindfulness practices in any classroom. The NLTA was proudly represented by Joshua Whittle, Assistant Principal/Teacher at Sacred Heart Academy in Marystown, who provided practical techniques to differentiate instruction for any group and Glenn Cake, CDLI Teacher, who led an interactive session on simple ways to use Google effectively with students. All sessions received positive reviews. CONTACT organizers also provided opportunities for teachers to connect through a variety of social and cultural activities and a wonderful final banquet and dance.

The enthusiastic response to CONTACT 2018 was reflected in the feedback from the participants. Some examples from the evaluations include:

- *One of the best conferences I have attended. Relevant sessions, fantastic people!*
- *Wow! Wonderful session. I'll be changing my practice after this presentation.*
- *Great! So many practical tools.*
- *Sessions were applicable to all grade levels.*
- *High energy presenters with great take home messages and ideas.*
- *Captivating, motivating presentations!*
- *Organizers and agenda were spot on!*
- *Great team on the registration/help desk.*

The Newfoundland and Labrador Teachers' Association is delighted to collaborate with NBTA, NSTU and PEITF to organize next year's conference. CONTACT 2019 will be held in Saint John, New Brunswick from August 6-9, 2019. 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.

Please consider making CONTACT part of your plans for next August. You will be rewarded with a rich opportunity for personal and professional development.

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

PAID ADVERTISEMENT

CTRI

CRISIS & TRAUMA
RESOURCE INSTITUTE

NEWFOUNDLAND & LABRADOR

PUBLIC WORKSHOPS
FALL/WINTER 2018-2019

INSPIRING LEARNING AND IMPROVING LIVES

**Anxiety—Practical Intervention Strategies**St. John's: October 18

This workshop will explore when anxiety is adaptive and in order, compared to when it becomes disordered. Participants will learn practical and accessible strategies which can be applied to all ages, and help address the physical, emotional, cognitive, and social aspects of anxiety.

Challenging Behaviours in Youth—Strategies for InterventionSt. John's: November 7

This workshop will review challenging behaviours related to aggression, non-compliance, and attention-seeking, and will provide a framework for intervening with these behaviours. Participants will analyze the effectiveness of their current approach and develop insights into what is happening when attempts at intervention do not work.

Brief Focused Counselling Skills—Strategies from Leading FrameworksSt. John's: November 20-21

This workshop explores Cognitive Behavioural, Strengths-Based, Narrative, and Solution-Focused counselling frameworks. Practical strategies and techniques from these frameworks will be explored, accompanied with experiential opportunities to assess and understand their application within a counselling context.

De-escalating Potentially Violent Situations™St. John's: November 27

This workshop is designed to teach people to de-escalate potentially violent situations through assertiveness and interpersonal communication. Participants will develop a clear understanding of how to assess the potential for violence and respond with a diverse set of interpersonal tools and strategies designed to defuse potentially violent situations.

Vicarious Trauma—Strategies for ResilienceSt. John's: December 11

This workshop will provide participants with the opportunity to examine their own experiences and become aware of the signs of both vicarious trauma and vicarious growth. Participants will have the opportunity to develop a personalized plan to repair negative effects as well as accelerate their resilience.

Cognitive Behavioural Therapy—Tools for Thinking DifferentlySt. John's: March 14

This workshop provides a strong foundational knowledge of the principles and strategies involved in using Cognitive Behavioural Therapy (CBT). Participants will gain an understanding of which populations tend to benefit the most from CBT, and will be equipped with many strategies and tools that can be practically applied in their work.

Trauma Informed Care—Building a Culture of StrengthSt. John's: March 28

This workshop explores how to build a trauma-informed culture in a workplace setting that integrates knowledge throughout the organization. Participants will develop an understanding of the pervasive impact of trauma on individual health and relationships. Becoming trauma informed creates a sustainable foundation in any work setting to promote strength, engagement, and recovery.



To register or for
more information:
www.ctrinstitute.com
info@ctrinstitute.com
877.353.3205

ACCESS OUR WORKSHOPS RIGHT FROM
YOUR COMPUTER!

Check out our website for Live Stream
Workshops and On-demand Workshops.



Developing Successful Schools (DSS) 2018

by IAN CREWE



Keith McCandless

The Newfoundland and Labrador Teachers' Association, once again this year partnered with the teacher associations in the three Atlantic provinces to sponsor the Developing Successful Schools (DSS) 2018 Institute. The event took place at Mount Allison University in Sackville, New Brunswick on July 4-6, 2018 and some 50 participants were in attendance. The Newfoundland and Labrador Teachers' Association was represented by a delegation of eight educators.

The focus for the institute was *Liberating Structures*. Keith McCandless, DSS 2018 Institute facilitator, said: "What delights me most is the range of challenges, big and small, where this work can

have a positive influence. Professional, functional, and interpersonal boundaries seem to dissolve when using Liberating Structures. I love creating the conditions for social inventiveness to flourish and to help people to take on their most entangled challenges with newfound confidence".

Liberating Structures are easy-to-learn microstructures that enhance relational coordination and trust. They quickly foster lively participation in groups of any size, making it possible to truly include and unleash everyone. Liberating Structures are a disruptive innovation that can replace more controlling or constraining approaches. When used routinely they make it possible to build the kind of organization that everybody wants. They are designed to include everyone in shaping next steps.

During the three-day event, participants were introduced to and experienced a wide variety of the structures and were given an opportunity to interact directly with Keith, who is viewed as a trail-blazer in the "liberating structures" field. Participants also had a wonderful opportunity to network with other colleagues from the Atlantic region.

Developing Successful Schools (DSS) is an annual event made possible through a partnership between the four Atlantic teacher associations (NLTA, NBTA, PEITU and NSTU) and the New Brunswick Department of Education. DSS 2019 will be held once again at Mount Allison University. The tentative dates are July 3-6. More detailed information on DSS 2019 will be available in the new year.

If you are interested in being a participant, contact Ian Crewe, Administrative Officer in Programs and Services at the NLTA at icrewe@nlta.nl.ca, 726-3223 or 1-800-563-3599, ext. 232.



DSS 2018 delegates participate in one of the "liberating structures" at Purdy Crawford Centre for the Arts at Mount Allison University.

OF SPECIAL INTEREST...

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

Currently there are 12 special interest councils as follows:

Council of Special Services (COSS)	School Administrators Council (SAC)
Health Education Council	Second Languages Council
Math/Science Council	Small Schools Council
Music Council (MSIC)	Speech Language Pathologists
NL Counsellors' & Psychologists' Association (NLCPA)	Teacher Librarians Newfoundland Labrador (TL-NL)
Physical Education Council (PESIC)	Technology Education Council (TESIC)

If you wish to become a member of one of the existing councils, you have only to contact the president of that council, and you will be sent the necessary membership information. Opportunities also exist for you to become an executive member of one of the councils, thereby allowing you to take on a valuable leadership role within the Association. Contact information for the SICs can be found on the NLTA website at www.nlta.nl.ca. Click on "About NLTA" and scroll down to "Special Interest Councils".

Expression of Interest

ARE YOU INTERESTED IN JOINING THE SECOND LANGUAGES SPECIAL INTEREST COUNCIL EXECUTIVE?

If so, please contact:
Ian Crewe, Administrative Officer,
Programs and Services, NLTA
726-3223 or 1-800-563-3599, ext. 232
icrewe@nlta.nl.ca



Health Education Council How Can We Support You?

We would love to hear from you about how we can support your health education needs. Contact any one of the Executive: www.healthednl.com/meet-the-team. Below is a list of some of the ways our Council supports NL teachers so that they can support their students:

- Adding easily accessible Health Education resources to our website (www.healthednl.com)
- Sharing #healtheducation news and resources through social media (Please follow us @NLTA_Health_Ed)
- Communicating with our supporters via email, Google Polls, The Bulletin and/or newsletters (see website), and social media. (Become a supporter – www.healthednl.com/membership-1)
- Offering professional development and learning
- Developing ongoing professional relationships with the NLTA, School Board, and Department of Education

Health Education Resources

We regularly update our website to provide the most recent information on #healtheducation. Here is one timely link, but there are many more on our website. Cannabis information from Canadian Public Health Association: www.cpha.ca/lower-risk-cannabis-use-guidelines-canada

Are you also looking for resources to meet curriculum outcomes on puberty, contraception, STIs and relationships? Check out the new Sexual Health resources in the Staffroom section of the NLESD website. These resources link to curriculum and were developed by Eastern Health's Sexual Health and Wellbeing Consultants.

Resources for Teachers to Support Curriculum Outcomes related to Puberty for grades 4-6: www.nlesd.ca/staffroom/includes/doc/TeacherResourcegr4-6puberty.pdf

Resources for Teachers to Support Curriculum Outcomes related to Sexual Health and Wellbeing for grades 7-9: www.nlesd.ca/staffroom/includes/doc/TeacherResourcegr7-9sexualhealthandwellbeing.pdf

There are health and wellness resources on the NLESD website that can be shared with students and families. These resources contain information on health topics such as head lice, allergies, healthy lunch and recess ideas, tobacco and sexual health. These resources can be found at: www.nlesd.ca/families/healthandwellness.jsp

If you have any questions, concerns or ideas re the NLTA Special Interest Councils, contact:

Ian Crewe, Administrative Officer – Programs & Services, NLTA
icrewe@nlta.nl.ca; Tel: 726-3223 or toll-free at 1-800-563-3599, ext. 232

Project Overseas 2018

by ASHLEIGH HUDSON

For as long as I can remember, I've always sought adventure. Being an educator, I've been lucky enough to explore teaching opportunities in other countries, even teaching in Abu Dhabi in 2011-2012. When I accepted a full-time permanent job in St. John's and settled down, the wanderlust didn't entirely ever go away. So, when an email circulated by the NLTA about volunteer teaching opportunities abroad for Newfoundland and Labrador teachers came across by computer, I was beyond excited to learn more about the opportunity.

The program is called Project Overseas (PO) and is run by the Canadian Teachers' Federation (CTF), in partnership with teacher unions all across Canada. CTF has been operating this program for over 54 years. Partnering with teacher unions in developing countries, the goal of the program is to provide professional development to public school teachers. Currently the program is being operated in several countries in the Caribbean and Africa. The goal is to connect Canadian teachers with teacher leaders in the participating countries, provide professional support, facilitated learning workshops and connect globally with other teachers.

When I applied early in the fall, I didn't really know much about the program. I hadn't met anyone who had done it before. I really had no idea what country I would be assigned to, or even what region of the world. I was taking a big risk. I sent off my application, hopeful I would have the adventure I was seeking. What I gained from the experience was beyond anything I could have ever dreamed.

John Veitch from the NLTA had contacted me in late November to tell me I had been selected by the committee and would be putting my name forth to CTF for final selection. Even at this point I did not know what country, just that I would be going for a few weeks in July. Being a selected candidate, I knew I had to be flexible and adaptable to new situations.

In January I found out I was selected for the Ghana group. I couldn't have been more thrilled that my first Project Overseas experience was going to be in Africa. It was an honor to be selected for the Ghana project, as it is one of the longest running and essentially a flagship country for the program. The

Canadian Teachers' Federation has been working collaboratively with the Ghana National Association of Teachers (GNAT) for over 50 years.

Our team consisted of eight teachers from all over Canada, who were divided into two cohorts. I was assigned to be on a team of four for the New Entrants group. The New Entrants group would be working with teachers new to the profession and administrators new to the leadership role. Our goal would be to tackle issues related to entering the profession, as well as professional development on topics including classroom management, inclusive education, play-based learning, technology education and communication. The other four teachers (the Nkabom group) were assigned to work with experienced teachers on a variety of topics in literacy, mathematics and early childhood education.

We began planning as a team in January. Over several group video chats we developed a shared vision for the project. We discussed the given topics at length, and how best we would approach them. We even discussed how we were going to share our culture by planning fun activities such as maple syrup tasting and hockey. As the weeks progressed, I started to gather resources and jot down ideas. I became more reflective on the teaching and learning process. I analyzed my own methods and pedagogical approaches. This deep reflection had invigorated my current teaching practice.

With the date of our project quickly approaching, as a group we decided we wanted to raise funds to donate school supplies to the three regions we would be working with. I was so touched by the support of my school community to help me raise these funds. I am very thankful for the parents of my class who helped supply us with food for a café fundraiser, and for the students who became so enthralled about being the waiters of our café. They were so dedicated, even donating all their "tips" for the cause.

Upon our arrival in Ghana in early July, we were welcomed with open arms by the representatives from GNAT, Thomas and Ernest, and Gifty from the Ministry of Education. We journeyed from the capital city of Accra to the city of Kumasi in the Ashanti (central) region of Ghana. Once in Kumasi we met

with our cooperating teachers from Ghana with whom we would be leading and delivering the sessions. A key part of the program was to showcase the talented and passionate teachers that already exist in Ghana. Working closely with our co-tutors, we collaboratively developed plans for the sessions and how we would share in the delivery.



Ghanaian teachers brainstorming teaching methods in groups.

Over the next three weeks, over 600 teachers from the three selected regions (Upper West/East, Northern and Brong Ahafo) travelled great distances, away from their family and homes, during their school year, to attend the workshops. It was evident they were enthusiastic about the professional learning opportunity. The discussion and interaction during the sessions was lively. Teachers asked questions and shared experiences with passion and conviction. They strived to better their teaching practice and examine their methods, just as I had in preparation for this project.

I was lucky to meet many great teachers who were very appreciative of the learning that took place during our time together. My co-tutor, Oppong, and I primarily focused on play-based learning, and giving teachers the tools to incorporate these methods, even when circumstances such as limited resources and large class sizes may be a factor. I have a newfound insight that good teaching methods are good teaching methods, no matter what. Students all want the same things from us, as teachers – to be loved and accepted. It is up to us, as educators, to use the resources we have to create the best learning environment we can, no matter the obstacle.

Every Friday, we had many “selfies” taken with proud teachers who couldn’t wait to get home to share their newfound knowledge with their school community. Many participating teachers have even reached out to me by email after the sessions to express gratitude.

But it is I who is forever grateful. Grateful for experiencing the beauty and culture of another country.



Planning professional development sessions with my co-tutor, Mr. Oppong.

Grateful to share Canadian culture, especially during our Friday evening Canada/Ghana nights. Grateful for the GNAT representatives who made sure we had a pleasant and comfortable experience. Grateful to the newfound family I made with my co-tutors from Ghana and Canada. Grateful that I learned how I can tackle challenges and that I grew personally. But most of all, I am grateful to have found that adventure I was looking for...and so much more.

Ashleigh Hudson is a Grade 4 French Immersion teacher at Vanier Elementary in St. John's.



PROJECT OVERSEAS 2019 Teachers' Action for Teaching

Volunteer for Project Overseas with CTF!

*Are you ready for something more in your professional life?
Are you looking for a larger, more global view of education?
As a teacher, do you feel you have more to offer, and more to learn?
Are you ready for a personal and professional adventure?*

If yes, Project Overseas (PO) might be for you!

The CTF seeks English and French-speaking Canadian teachers at the primary, elementary, and secondary levels who are interested in volunteering their time and talents to offer professional development in-service programs in partnership with teacher organizations in developing countries.

PO is a volunteer experience. Administrative, travel, and living expenses are covered by the CTF and its Member organizations. No salaries or honoraria are paid to PO participants.

**Information and application forms are available
on the NLTA website at www.nlta.nl.ca/forms**

Deadline for applications: **November 7, 2018**

Canadian Association of Principals Conference at a Glance 2018

by CHRISTINA PIKE

From Tuesday, May 15 until Friday, May 18, 2018 over 400 educators from across Canada and the United States converged at the Delta in St. John's, Newfoundland for the national CAP (Canadian Association of Principals) Conference. This year's theme was, *Navigating Uncharted Waters: Keeping an Even Keel*.

On Tuesday, May 15, delegates had the opportunity to take part in the Pre-Conference which offered two strands, an Arts Strand and a Science Strand, visiting many of the local scenes including the Duke of Duckworth (home of *Republic of Doyle*), for a meal of Newfoundland and Labrador's famous Fish and Chips! The tour ended with a tasting at Quidi Vidi Brewery.

On Wednesday, May 16, the Conference officially started with the opening ceremonies and opening blessing acknowledging our aboriginal roots. Eastern Owl Drumming, a unique group of women who blend the styles of First Nations drum music and contemporary folk then provided the entertainment.

Zita Cobb, a local from Fogo Island, opened the conference as the first keynote. Zita is co-founder and CEO of the Shorefast Foundation, a registered Canadian charity, and founder and innkeeper of the Fogo Island Inn. Recognizing that traditional charity in the form of monetary handouts would not contribute to long-term cultural, social, and economic resiliency for Fogo Island, Zita's goal was to leverage initial investments to create culturally-rich, community-owned economic assets. She believes that the key to resilience for rural communities lies in the specificity of place: rediscovering intellectual heritage and cultural wisdom, and fostering the talent, knowledge, and abundance of possibility that already exist naturally in our communities. In 2016, Zita was awarded the Order of Canada in acknowledgement of the work of the Shorefast Foundation in collaboration with the community of Fogo Island to help secure a more resilient future for this singular rural place.

Zita was followed by the second keynote of the morning, Dr. J.W. Wiley. Dr. Wiley currently has a joint appointment as the Chief Diversity Officer at State University of New York - Plattsburgh and a Lecturer in Philosophy/Interdisciplinary Studies. His doctorate is in Educational Leadership from the University of Vermont in Burlington. Dr. Wiley is an accomplished writer/poet. He has a monthly column on diversity and social justice titled *Justice for All*. His book, *The NIGGER in You: Challenging Dysfunctional Language – Engaging Leadership Moments*, published by Stylus in May 2013 is the inspiration for a film in production by renowned educational filmmaker Dr. Thomas Keith (*The Bro Code*, *The Empathy Gap*).

Two breakout sessions followed which encompassed many of the hot stove topics affecting administrators and educators today. CAP was very proud to highlight a large number of local presenters.

On Thursday, May 17, the day began with the Holy Family Elementary Orff Ensemble. Foli is École Holy Family Elementary's Grade 5 and 6 Orff Ensemble. Immersed in a musical culture that



It takes a team! CAP organizing team with presenters.

includes body percussion, speech, song, movement and dance, these students habitually improvise, compose, choreograph and perform elemental music and dance.

Then Pekka Paappanen, a Finnish principal spoke. In recent years, Pekka has trained Finnish principals in the subjects of change management and strengthening inclusion as part of an active school culture. In the further education of teachers, he has lectured on the implementation of the curriculum and on increasing physical activity on an everyday basis in schools.

This was followed by Newfoundland and Labrador's Dr. Susan Murray who spoke next about leadership. Susan is a leadership specialist who appreciates the importance and impact of leadership styles in both public and private sector environments. She founded Clearpath Leadership to help people improve their effectiveness in conceptualizing a vision and leading a team to achieve it. Susan has worked closely with leaders, both locally and globally, to help develop their leadership potential. Susan has a Doctorate in Business Administration (DBA) in organizational leadership.

These keynotes were followed by two more breakout sessions, again highlighting many local experts. During the lunch, Lifetouch announced the Administrator that had been randomly selected to take part in the Memories Project to build a school in Puerto Rico. As well, the CAP Principal and Assistant Principal were presented with their awards. At the gala supper, Dr. Myrle Vokey entertained the Educators with stories of how education has changed from the slate to the Google classroom. Myrle was born and educated on Bell Island on the eastern coast of Newfoundland. He attended Memorial University, the University of New Brunswick and in 1982 completed doctoral studies at the University of Toronto (O.I.S.E.).

On the final day of the conference, there were two keynotes. The morning started with the Holy Heart Choir. This 50-student auditioned SATB choir has a long history of performing high quality choral music at various events including school concerts, community events, and festivals. The first keynote was Tom Power. Tom is an award-winning musician and broadcaster who hosts the national arts and entertainment program, *q*, on CBC Radio One. Hailing from St. John's, Tom started his career programming folk music on college radio while pursuing a B.A in Folklore from Memorial University. Tom quickly moved on to become a news announcer for a local radio station and in 2008, at the age of 21, he joined the CBC as the host of the national folk music program *Deep Roots*. The last speaker, was Mr. Manny

Scott, who is an original Freedom Writer whose story is told in part in the 2007 hit movie, *Freedom Writers*. Manny has energized over a million leaders, educators, volunteers, and students worldwide. In 2007, he founded Ink International, Inc., an educational consulting team that is preventing thousands of suicides, raising student achievement, and improving teacher effectiveness. Through Ink's online Professional Speaker Academy, Manny is training people how to survive and thrive as professional speakers.

As has often been said, the mark of a successful conference is how it is bookended. The beginning of which was Zita Cobb and the end, Manny Scott. Nothing else needs to be said.

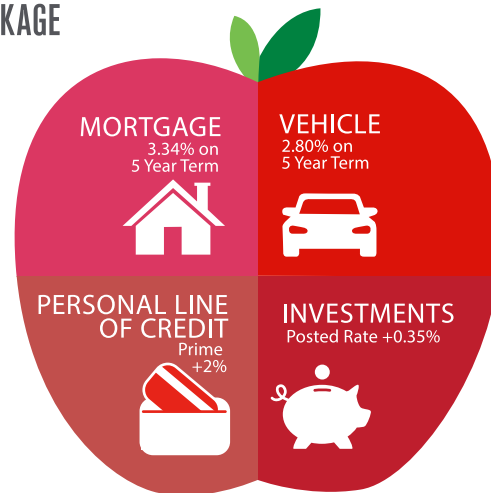
Christina Pike is Principal of Macdonald Drive Junior High in St. John's and was Co-chair of the CAP 2018 Conference Planning Committee.



Pekka Paappanen

PAID ADVERTISEMENT

CARE PACKAGE



As a teacher, you care for your students. We at NLCU, applaud all that you do, so consider this bundle of special offers a "Care Package" of sorts.

You can benefit from any one or all of these special rates.



* Annual Percentage Rate (APR) means the cost of borrowing for a loan expressed as an interest rate. It includes all interest and non-interest charges associated with the loan. Rates subject to change without notice. All loans and rates subject to credit approval.



You've Got Mail

by JUDY M. BERANGER

The romantic comedy, *You've Got Mail*, depicts how influential email messages can be in our lives. At the time of its release in 1998 over 400 million email accounts existed worldwide. By 2015, this had grown to a staggering 4.4 billion accounts with an average of 205 billion messages per day!

Emails are often fun, easy and quick for interaction with family, friends, parents, students, colleagues and others. We send updates, stay connected and share information without any need for face-to-face conversation. We value keeping in touch and experience first hand how thoughtfully-crafted emails can bring us closer together in life-giving ways. Writing a draft, leaving it for awhile and then rereading and tweaking after reflection, works well for all emails, especially those that are filled with emotion.

On the other hand, there are times when the sheer volume of emails received can be a struggle for teachers to read and respond to, while keeping up with other demands. Some emails are not relevant, and some emails should never be sent. Once an email is sent, it is out there! Emails can cause misunderstandings and assumptions and can be quite demanding. It is not unusual to hear comments like, "wish I hadn't pressed SEND because when I reread it an hour later I thought: this will come back to haunt me," or, "Did I ever regret hitting Reply All!" When receiving a disrespectful email message, a response is often futile and may only fuel confusion and conflict. In those times it is wise for us to delay writing a response to prevent further misunderstandings and assumptions. Teachers know that the best immediate response when emotions run high may be a delayed response, allowing time for full consideration. In rare situations, the best response is no response at all.

Less than two decades ago, if a teacher wanted to chat with a parent, or vice versa, they were as likely to do so by telephone or an appointment to meet at school. There was time to plan and to think. Today, email and other electronic communications can create a false sense of urgency, making us think that an immediate response is necessary, even when there is little, if any, thinking and reflection time.

Writing as concisely and clearly as possible and doing a quick review of a draft is always helpful. This is especially vital when a concern is raised in an email. Even when we think we are being respectful, it may still come across as critical and devaluing, thus it is important to be aware of our audience when we are sending the email. People who live with high conflict personalities read and understand through a different lens. What they mean to be assertive, often comes across as aggressive.

Sending a response immediately means that our writing may be highly influenced by our emotions in the heat of the moment. We may be less rational and less likely to consider potential repercussions. When sending out more general information, like email updates, we can write them in an intentionally relaxed manner. There is a felt difference to the recipient if the email message demands, rather than requests. "Staff debrief will be at 3:10 sharp!", instead of a calmer request saying, "There will be a staff debrief at 3:10 in the library."

Emotional emails are more likely to capture what we are really feeling at the moment it was written when it may be the wrong place to allow our feelings to creep into the text. Consequently, we may fail to get our point across or, worse yet, we could damage our relationship and reputation with the recipient. The last thing we want to do when responding to an email is to use it as an emotional venting tool to relieve our own stress while heightening the stress of the recipient.

There are situations where people have collected, saved and printed emails and threads of emails to demonstrate that they have been hard done by. In these cases, it may be important to respond to inaccurate statements with the accurate information that was taken out of context – but only once. If we choose to continue writing emails that are life draining, it is a sign to stop and think about exploring more life giving, self care strategies. Your Employee Assistance Program can help.

The BIFF Acronym (Brief, Informative, Friendly, Firm)

Bill Eddy, of the High Conflict Institute reminds us that we can also consider his BIFF technique for emails as well as other potentially high conflict communications. The BIFF technique comes to our aid anytime we are communicating with people who tend to be quite negative and exhibit high conflict personality traits. Eddy has many helpful resources available on his website at www.highconflictinstitute.com.

To reduce chances of a prolonged and angry back and forth, it is important to keep our responses as brief as possible, thus avoiding prolonged tensions which could never lead to positive outcomes. There are people who live with complicated operating systems that affect how they think. They truly believe they have no choice but to respond in anger, keeping the conflict going. As competent professionals, we can choose to not respond to any personal attacks and avoid judgements that will only intensify unwelcomed feedback. It is a gift if we can learn not to take any of this personally or at least “act” like we are not taking any of this to heart.

Responding to negative emails in a cordial and respectful manner, even though you may not feel like it, may help calm the other person. Consciously preparing and practising a respectful response will increase the chances of getting at least a neutral response in return. If our goal is to change the communication pattern, then acting and sounding respectful has the greatest likelihood of success. Kristin Byron, researcher and professor at Syracuse University, found that emails which are hastily composed, rather than well considered, generally increased the likelihood of conflict and miscommunication. As teachers, we can minimize this by encouraging curiosity, not defensiveness, while acknowledging there may be times when the only appropriate option is to disengage.

Themes

Other helpful strategies found in the literature include:

- Never write an email that you would be embarrassed to see circulated on social media or in print.
- Ensure you have the correct email address and are sending to the right person. It is wise to enter the email address last to protect against sending the email before you have a chance to proofread.
- Email can be a good medium for a message when a record needs to be kept of details.
- Include a clear, direct subject line to increase the likelihood of it being read.
- Only use “Reply to All” when you believe your message is relevant to everyone on the list.

- Some of the literature suggests being “emoticon free” while other literature suggests it is fine. What is common is to stay away from using too many emoticons, capital letters, exclamation points, and bold or colored fonts. Exclamation points should be used sparingly and only to suggest excitement.

- Be cautious with humour in emails. When in doubt, leave it out. Humour is said to sometimes get lost without the right tone or facial expressions.

- Avoid judging others’ intentions based on a few sentences. Practice moving from critical interpretation to supportive interpretation. When we are delivering a criticism or disappointing message, consider nesting it between two very encouraging points.

- Accept that there may be times in your personal life when disengaging from writing or responding to any emails with a person is the right thing to do. This is not uncommon when unhappy or volatile relationships come to an end and one person is unwilling to stop obsessive or controlling contact.

- Barbara Pachter, author of *The Essentials of Business Etiquette*, cautions on the importance of being sensitive to cultural differences, especially in writing forms like email messages.

- A popular way to end an email is to develop a signature block which includes an inspiring quote, or a comment of our own that will stay with the recipient in a positive way. Try searching online for “inspiring quotes for email signature blocks” for some great suggestions.

As in *You’ve Got Mail*, we see many examples of how email can be a vehicle to enhance and enrich our lives by providing an efficient mode of communication. However, it is important to control this tool and use it carefully as it has the equal potential to create wonder or havoc in both our professional and personal lives. As attributed to author, Charles Swindoll, maintaining control of your reactions to what comes your way in life – whether in the form of email messages or any other happenstance – is a critical life skill. “Life is 10 percent what happens to you and 90 percent how you react to it.”

Judy Beranger is a Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Judy at 726-3223 or 1-800-563-3599, ext. 265, jmberanger@nlta.nl.ca.

Ever wonder how to set up a relaxation station in your classroom? The beginning of the school year is the best time to set up the physical structure of the room and create routines that lead to success throughout the year. Thank you to Kimberly Maich, and colleagues, for sharing these highlights from their article, *A Relaxation Station for Every Location*. Information on how to access the full article is provided below. Get started on your relaxation station today!

Kendra Lane, Director of Operations, Autism Society of Newfoundland & Labrador

Relaxation Station, Zen Zone, or Cozy Corner

by KIMBERLY MAICH, CHELSEA O'KEEFE, TRICIA VAN RHIJN, & ADAM W. J. DAVIES

Today's inclusive classrooms feature many diverse groups of students who have a need for teaching and supporting effective self-regulation skills. One element of classroom design that can support this area of need that permeates everyday interactions – and classroom successes – is the creation of a classroom space where all students can head for reflection, relaxation, and self-calming. Although such spaces can be beneficial for many students, it can be essential for some students, such as students with Autism Spectrum Disorder who are beginning to learn strategies to self-regulate in group settings like classrooms. Because such spaces are not restricted by age or grade and can support students with or without exceptionalities, a range of students in varying classrooms and schools can use this approach for those moments of every day disquiet, stress, or anxiety that occur throughout the school day.

Whatever students and teachers choose to name it, a relaxation station is a proactive way of setting up the classroom to give students a way to initiate and practice self-regulation – right in a classroom space. The below 10-step process can help.

Step 1: Choose Location Carefully

Consider which spaces are easily accessible and/or make use of nooks or spaces in the classroom while providing a balance of some privacy with supervision. Spaces can be created under reading lofts, utilizing play tents that sit on desks – depending on the grade level and needs of the classroom and its students, keeping safety foremost in mind.

Step 2: Set Physical Boundaries

Pseudo-barriers, such as translucent curtains, low fur-

niture, or even tri-fold cardboard cubbies, can be used to create boundaries around spaces set up in Step 1. These elements give a message to the classroom community that some privacy is needed, for now.

Step 3: Create Names & Labels

This space can be given a positive name like “The Nest” or “The Office,” with inviting visuals promoting its use as an everyday classroom tool.

Step 4: Provide Expectations

Simple and concrete procedures and rules should be created and posted. Rules should be limited in number and be brief and explicit, such as, “Use the relaxation station only when it is needed.” A procedure might include, “Set the timer for five minutes.”

Step 5: Develop Entry Procedures

Choose how students will let teachers know that they need to use this classroom space. A verbal comment to the teacher is an option, or the use of a sign-up sheet, or a break card that can be placed on students' desks.

Step 6: Providing Relaxation Tools

Sensory and self-regulation tools are critical components of relaxation stations and may include manipulatives and/or visuals such as stories or posters that encourage students to utilize self-regulation strategies. One example is the *Incredible Five-Point Scale*. Such tools should be taught and described to the whole class so that students are familiar with them once encountered within (or outside of) the relaxation station.

Step 7: Comfort Objects and Preferred Items

The relaxation station must be structured utilizing physically comfortable and pleasing materials, which could include family photos, comfort objects, drawings – or photos of some items if space is limited. For younger students, the station may include an “All

About Me” book. For older students, it may include more in-depth materials, such as photos of favourite people, hobbies or items. Students’ interests, strengths and passions should be considered when developing a relaxation station, as these items can be utilized to provide a comforting and calming effect.

Step 8: Sensory Items

Sensory items can provide benefits when utilized appropriately within relaxation stations. Such items may be tactile (like fidget items) or target other sensory systems such as noise-cancelling headphones and/or calming music. These items encourage student direction and individualized choice around self-regulation when students experience and learn which strategies and/or tools help them best to self-regulate.

Step 9: Using Reflective Teaching Tools

Reflective tools may be open-ended (such as journals) or more structured, such as sentence completion exercises that focus on emotions and/or behaviours – as well as future self-regulation plans.

Step 10: Creating Exit Procedures

To establish relaxation stations that work smoothly and effectively, teachers can consider establishing guidelines and procedures which can be taught and displayed (e.g., the maximum number of breaks per day and the length of breaks). Additionally, timers and/or self-monitoring forms may be utilized to reinforce such criteria and allow for increased student independence.

It is important to remember that the set-up and use of a relaxation station depends on age, grade, and functioning level of students – but such stations can be utilized in a range of teaching and learning environments in a positive way. There are many possibilities and choices in setting up such a station, and there are many commercial kits and resources that can guide teachers in developing relaxation stations. Just search *Pinterest* or *Teachers Pay Teachers* to see examples of what others have accomplished.

The full article can be found by accessing the below title: Maich, K., Davies, A.W., & van Rhijn, T. (May 2018, OnlineFirst). A relaxation station in every location. Feature Article: *Intervention in School and Clinic*, 1-6. doi: 10.1177/1053451218767916

Kimberly Maich is Associate Professor, Faculty of Education, Memorial University; Chelsea O’Keefe, is a Master of Education Student, Faculty of Education, Memorial University; Tricia van Rhijn is Associate Professor, Department of Family Relations and Applied Nutrition, University of Guelph; and Adam W.J. Davies, is a Ph.D. Candidate, Ontario Institute for Studies, University of Toronto.

PAID ADVERTISEMENT

Re-Elect TRENT LANGDON



as
NLTA Vice-President
2019-2021

‘PROACTIVE & PROVEN REPRESENTATION’



Email: tlangdon@nlta.nl.ca
Blog: trentlangdon.blogspot.ca
Twitter: [@TrentLangdonNL](https://twitter.com/TrentLangdonNL)

PAID ADVERTISEMENT



**Because Students Matter -
Teachers Matter!!**

**On December 4th
Re Elect Dean Ingram
as NLTA President**

Email: d Ingram@nlta.nl.ca Phone: 597-4772

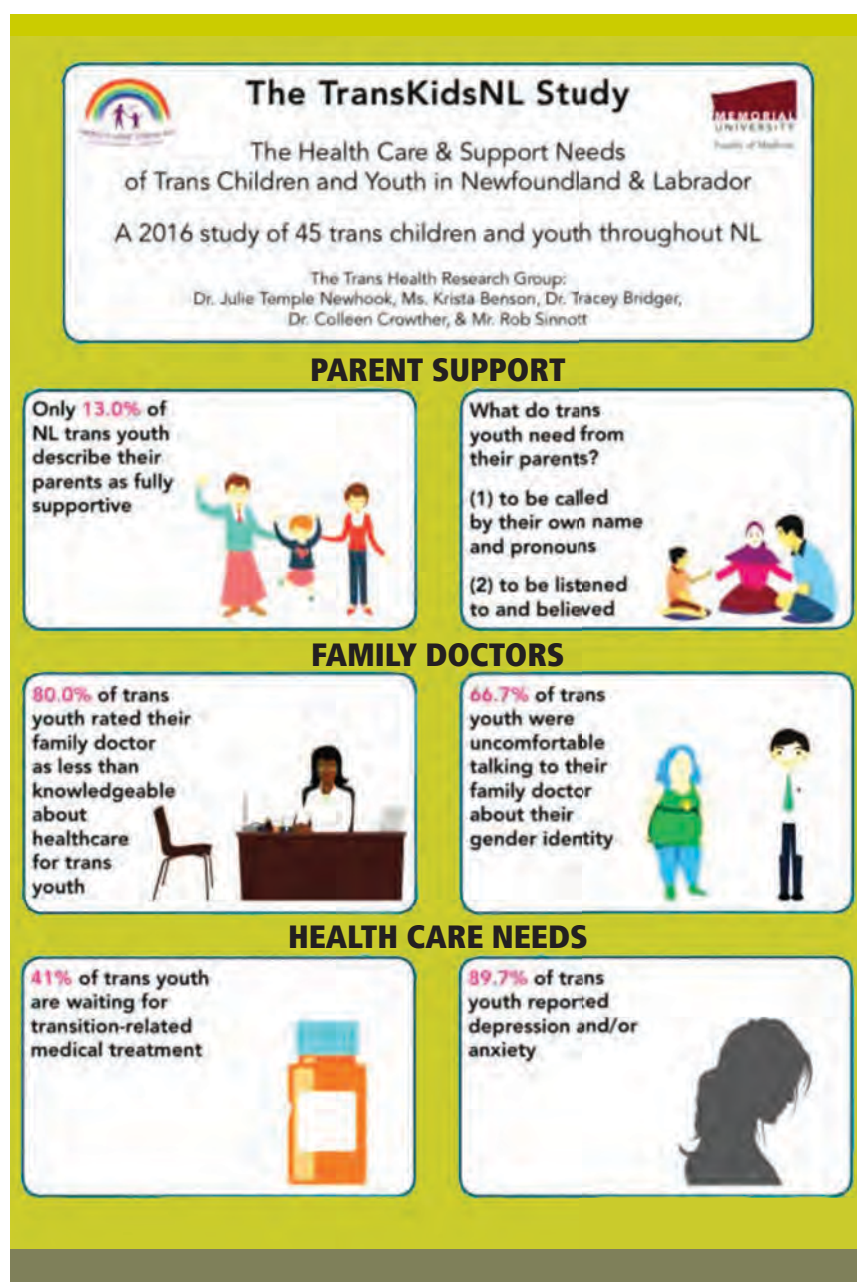


[@dean_ingram](https://twitter.com/dean_ingram)

Gendered Lines

Supporting Transgender and Gender Diverse Students in the Classroom

by CHRISTOPHER CUMBY



It's the beginning of a new school year; with it, the familiarity of our classrooms, the routine of work, and the anxiousness of what's to come. While it may be a welcome retreat after weeks of lounging around the house, so often do I hear from teachers the worries and confusion of how to engage with lesbian, gay, bisexual, transgender, and queer (LGBTQ+) students. It seems that with social media platforms such as Tumblr, students are more connected than ever, and are coming to school each year with information that seems like a foreign language. It's true – social media has accelerated how we share information, and has largely contributed to the donning of a new movement of gender diversity. Prior to this movement, transgender people lived almost entirely invisible, passing under the radar of everyday life. Today, however, conversations about gender identity and expression have exploded and more and more people are visible and proud.

The system is not as quick on the uptake of trans and gender diverse students. With the complexities of primary, elementary, junior high, and senior high classrooms, it isn't a surprise that we haven't been able to hammer down anything concrete. Even when we do, the language and conversation has shifted so much that it is out-of-date or irrelevant. While the internet can be a powerful tool for learning new information, the nature of the internet has shifted so that information can often be unreliable, inaccurate, and damaging if used improperly in the classroom. That's where this series comes in: over the course of several articles in the coming months, we are going to explore some of the nuances of LGBTQ+ students' lives, specifically focusing on transgender identity and expression within the K-12 school system. We will examine LGBTQ+ terminology and myths, tips to support students who come out in the classroom, supporting rural LGBTQ+ youth, and resources for further developing our pedagogical practices.

You might be asking yourself, "Why should I

care about this?" Well, there are a lot of valuable reasons to care about supporting our LGBTQ+ students. First, in a 2016 study of 45 trans youth in Newfoundland and Labrador, Dr. Julie Temple-Newhook from Memorial University and a team of healthcare providers found that only 13% of youth reported having parents that were fully supportive of them being transgender. Egale Canada, a national LGBTQ+ human rights organization, also published a study in 2011 called *Every Class in Every School: The First National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools*. They found that of those surveyed, 49% of trans students experienced sexual harassment in the year prior, 37% reported experiencing physical harassment or assault, 37% reported being verbally harassed daily or weekly (74% reported ever experiencing verbal harassment), and 17% of trans students reported hearing discriminatory comments from teachers daily or weekly. While these are only small examples, they are perhaps of no surprise to many of us.

The reality of being a trans and gender diverse student in Newfoundland and Labrador is varied and complex. While we are doing fairly well in supporting trans students compared to other provinces, there will always be room to help students through compassion, kindness, and understanding. Over the coming months, look forward to articles in *The Bulletin* which outline resources and answer questions regarding LGBTQ+ and especially transgender students. If you have any questions you would like to ask, email Christopher.cumby@mun.ca.

Christopher Cumby is a community activist, communications specialist, mental health counsellor, and Ph.D. student at Memorial University's Faculty of Education.

PAID ADVERTISEMENT

UP TO 30% IN SAVINGS RESERVED FOR YOU.*

NLTA members have a special place with Johnson Insurance. We'll set you up with home, car, and travel insurance designed for you—plus, you can get **exclusive savings** on car insurance!



CALL US FOR YOUR QUOTE.

1-877-742-7490

OR VISIT: Johnson.ca/save

Mention Group Code 61 for your preferred rates.

JOHNSON 
INSURANCE
HOME • CAR • TRAVEL

Johnson Insurance is a tradename of Johnson Inc. ("Johnson" or "JI"), a licensed insurance intermediary. Home and car 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 car 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: www.1.johnson.ca/bmw2018

0087_0918



I Teach Physical Education! Gym Lives Down the Street

by KELLIE BAKER

In the field of physical education in Canada the word “gym” is hotly debated. Some might consider the word “gym” degrading, while others may not share this viewpoint. Insisting for many years that students and colleagues use the word “physical education”, I have come to soften my stance.

There’s No Such Thing as a “Gym” Curriculum Guide

As an early career educator fiercely concerned with the value of physical education (PE), I came to view “gym” as a word to be removed from student and colleague vocabulary. I would use statements such as “there is no gym curriculum guide”, or “gym is a place, not a school subject”. Sometimes I turned to my colleagues teaching French Immersion for support as “éducation physique” was the norm on students’ timetables. I proudly continue to wear my PESIC conference shirt that says “I Teach Physical Education! ‘Gym’ Lives Down the Street.” And I still gently remind students that it “hurts my heart” when they say “gym” because the gym is only one place where we learn about ourselves (socially, cognitively, and physically) through physical education.

“Gym” vs. “Physical Education”

However, as I said, my stance is softening. I still view the word “gym” as a barrier to changing not only what we say in the name of PE, but what we do in the name of PE. The word “gym” conjures up a “roll out the ball” approach where free play and games without instruction or feedback is the norm. But it doesn’t have to. I am still fiercely concerned with the value of PE but have come to focus my energy on developing a student experience that conjures up feelings of joy, happiness, confidence, and competence (i.e., physical literacy) rather than debating word choice. If a student thinks back on their experience with positivity, then I am not as concerned about whether they use the word “gym”, “PE”, or “physical education”. If

we can change what we do in PE, then we will change what is being said about PE/gym, and that is more important than the title.

Changing What We Do in PE

In reconsidering what we do in the name of PE and challenging ourselves to do things a little differently, some contemporary teachers of PE have worked selflessly and tirelessly to make curriculum stronger by offering rich and diverse experiences. Current research suggests that students find PE more meaningful and are therefore more likely to participate in physical activity across the lifespan when it involves opportunities for: 1) social interaction; 2) fun; 3) challenge; 4) motor competence; and 5) personally relevant learning. (*Read the blog and free access article in the references listed in this online issue of The Bulletin to learn more.*)

Another path forward for PE has been suggested by David Kirk, one of the top PE theorists in the world – an approach called Models-Based Practice (MBP). As a student-centered approach to the teaching and learning of PE, MBP uses multiple pedagogical models (e.g., Teaching Games for Understanding, Teaching Personal and Social Responsibility, Sport Education, Cooperative Learning in PE) to meet the diverse needs of students and/or classes. A few helpful Vlogs and a Blog series (*see online references*) can jump-start your professional learning in anticipation of a Canadian resource on MBP being available in the near future.

There are more ways to change what we do in PE of course, and ultimately changing what we do in PE will also change how we perceive the word(s) used to represent it. As such, what is most important from my perspective, is that we thoughtfully develop curricula and programs that attach positive feelings, emotions, thoughts, and experiences to whatever word as long as it supports students in finding meaning and value in their physical, emotional, and social health.

So, bring it on! This school year you can call it what you’d like – gym, PE, physical education, éducation physique – as long as it’s focused on supporting student learning across educational domains.

Kellie Baker is a Grade 5 classroom teacher at Cowan Heights Elementary in St. John’s and teaches Physical Education at Memorial University. She is currently President of the NLTA Health Education Special Interest Council.



I Teach Physical Education! Gym Lives Down the Street

by KELLIE BAKER

In the field of physical education in Canada the word “gym” is hotly debated. Some might consider the word “gym” degrading, while others may not share this viewpoint. Insisting for many years that students and colleagues use the word “physical education”, I have come to soften my stance.

There's No Such Thing as a “Gym” Curriculum Guide

As an early career educator fiercely concerned with the value of physical education (PE), I came to view “gym” as a word to be removed from student and colleague vocabulary. I would use statements such as “there is no gym curriculum guide”, or “gym is a place, not a school subject”. Sometimes I turned to my colleagues teaching French Immersion for support as “éducation physique” was the norm on students’ timetables. I proudly continue to wear my PESIC conference shirt that says “I Teach Physical Education! ‘Gym’ Lives Down the Street.” And I still gently remind students that it “hurts my heart” when they say “gym” because the gym is only one place where we learn about ourselves (socially, cognitively, and physically) through physical education.

“Gym” vs. “Physical Education”

However, as I said, my stance is softening. I still view the word “gym” as a barrier to changing not only what we say in the name of PE, but what we do in the name of PE. The word “gym” conjures up a “roll out the ball” approach where free play and games without instruction or feedback is the norm. But it doesn’t have to. I am still fiercely concerned with the value of PE but have come to focus my energy on developing a student experience that conjures up feelings of joy, happiness, confidence, and competence (i.e., physical literacy) rather than debating word choice. If a student thinks back on their experience with positivity, then I am not as concerned about whether they use the word “gym”, “PE”, or “physical education”. If

we can change what we do in PE, then we will change what is being said about PE/gym, and that is more important than the title.

Changing What We Do in PE

In reconsidering what we do in the name of PE and challenging ourselves to do things a little differently, some contemporary teachers of PE have worked selflessly and tirelessly to make curriculum stronger by offering rich and diverse experiences. Current research suggests that students find PE more meaningful and are therefore more likely to participate in physical activity across the lifespan when it involves opportunities for: 1) social interaction; 2) fun; 3) challenge; 4) motor competence; and 5) personally relevant learning. (*Read the blog and free access article in the references listed in this online issue of The Bulletin to learn more.*)

Another path forward for PE has been suggested by David Kirk, one of the top PE theorists in the world – an approach called Models-Based Practice (MBP). As a student-centered approach to the teaching and learning of PE, MBP uses multiple pedagogical models (e.g., Teaching Games for Understanding, Teaching Personal and Social Responsibility, Sport Education, Cooperative Learning in PE) to meet the diverse needs of students and/or classes. A few helpful Vlogs and a Blog series (*see online references*) can jump-start your professional learning in anticipation of a Canadian resource on MBP being available in the near future.

There are more ways to change what we do in PE of course, and ultimately changing what we do in PE will also change how we perceive the word(s) used to represent it. As such, what is most important from my perspective, is that we thoughtfully develop curricula and programs that attach positive feelings, emotions, thoughts, and experiences to whatever word as long as it supports students in finding meaning and value in their physical, emotional, and social health.

So, bring it on! This school year you can call it what you’d like – gym, PE, physical education, éducation physique – as long as it’s focused on supporting student learning across educational domains.

Kellie Baker is a Grade 5 classroom teacher at Cowan Heights Elementary in St. John’s and teaches Physical Education at Memorial University. She is currently President of the NLTA Health Education Special Interest Council.

References

for Bulletin article -

I Teach Physical Education! Gym Lives Down the Street ... from The Bulletin Vol. 62, No. 1 Sept.-Oct. 2018

Beni, S., Fletcher, T., & Ní Chróinín, D. (2017). Meaningful experiences in physical education and youth sport: A review of the literature. *Quest*, 69(3), 291-312.

<https://www.tandfonline.com/doi/full/10.1080/00336297.2016.1224192>

Casey, A. (2014). Models-based practice: Great white hope or white elephant?. *Physical Education and Sport Pedagogy*, 19(1), 18-34.

Casey, A. (2017, August 15). A new blog series: Forthcoming [Blog post]. Retrieved from

<http://www.peprn.com/2017/8/a-new-blog-series-forthcoming.aspx>

DePaepe, J. L. (2018). The trappings of physical education: Yesterday, today and tomorrow, *Journal of Physical Education, Recreation & Dance*, 89:6, 5-6, DOI: 10.1080/07303084.2018.1478552

Goodyear, V. (2015, June 11). Vlog 11: A Models-Based Approach [Vlog post]. Retrieved from

<https://www.youtube.com/watch?v=f-6xe-q4gyE>

Kirk, D. (2013). Educational value and models-based practice in physical education. *Educational Philosophy and Theory*, 45(9), 973-986.

Kirk, D. (2009). *Physical education futures*. Routledge.

Learning About Meaningful Physical Education (LAMPE). (2016, March 24). Meaningful physical education: What does that mean? Part 1 [Blog post]. Retrieved from [https://](https://meaningfulpe.wordpress.com/2016/03/24/meaningful-physical-education-what-does-that-mean-part-i/)

meaningfulpe.wordpress.com/2016/03/24/meaningful-physical-education-what-does-that-mean-part-i/
(*blogs on all parts of meaningful PE can be accessed by scrolling to the bottom of <https://meaningfulpe.wordpress.com/blog/>)

Physical and Health Education Canada (2018). *Activate: Physical Literacy*.

<https://pheducanada.ca/activate/physical-literacy>

NEWS & EVENTS

NL COUNSELLORS' & PSYCHOLOGISTS' ASSOCIATION CONFERENCE & AGM

October 25-26, 2018

Capital Hotel, St. John's. For registration and other information contact nlcpa.nl.ca.

MUSIC SPECIAL INTEREST COUNCIL RESONATE 2018 CONFERENCE

November 1-2, 2018

Holiday Inn, St. John's. Sessions include presenters from across the country covering a wide variety of music education areas. For further information and registration visit nlmsic.com.

STEMFESTNL 2018

December 3-4, 2018

The NLTA Technology Education Special Interest Council (TESIC) & Math/Science Special Interest Council are hosting STEMfestNL 2018. **K-6:** Monday, December 3; **7-12:** Tuesday, December 4. More information to follow.

SCHOOL ADMINISTRATORS COUNCIL CONFERENCE & AGM

May 8-10, 2019

Glynmill Inn, Corner Brook. More information to follow.

For a full list of conferences and professional development opportunities, visit the NLTA website at www.nlta.nl.ca/pd_opportunities/

2019 Convention and Province-Wide Vote Deadlines

November 4, 2018

- Mailing of Election issue of *The Bulletin*.
- Final deadline for receipt of nominations for offices of President and Vice-President.

December 4, 2018

Province-wide vote for the election of President and Vice-President.

December 18, 2018

Run-off ballot for the election of President and Vice-President (if required).

January 24, 2019

Proposed changes, amendments or repeal of NLTA By-Laws to be actioned by Convention must be presented in writing to the NLTA.

February 24, 2019

- All nominations for Provincial Executive for publication in the Convention issue of *The Bulletin* must be postmarked or hand delivered to the NLTA Office.
- Names of elected delegates and alternates to Convention should be forwarded to the NLTA Office for printing in the Convention issue of *The Bulletin*.
- Resolutions to Convention must be received at the NLTA Office.

March 24, 2019

Mailing of Convention issue of *The Bulletin*.

April 23-26, 2019

Biennial General Meeting.

April 25, 2019

Final deadline for receipt of nominations for Provincial Executive.

APPLYING FOR EDUCATIONAL LEAVE?

Applications for Educational Leave
for the 2019-20 School Year
are available
on the
NLTA website at
www.nlta.nl.ca.

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

NLES: January 11, 2019

CSFP: January 11, 2019

Dates to Remember

October 2018

Oct 11-12 Pre-Retirement Seminar, Grand Falls-Windsor
Oct 12-13 School Rep Seminar, Plum Point
Oct 18 **Deadline:** PD Fund applications
Oct 19-20 School Rep Seminar, Clarenville
Oct 25 NLTA Provincial Executive Meeting
Oct 26-27 NLTA Joint Council Meeting

November 2018

Nov 1-2 Pre-Retirement Seminar, Corner Brook
Nov 2-3 School Rep Seminar, Deer Lake
Nov 7 **Deadline:** Project Overseas Applications
Nov 15 **Deadline:** PD Fund applications
Nov 15-16 Pre-Retirement Seminar, St. John's
Nov 29-30 Pre-Retirement Seminar, St. John's
Nov. 30 NLTA Provincial Executive Meeting

December 2018

Dec 1 NLTA Provincial Executive Meeting
Dec 6-7 Pre-Retirement Seminar, St. John's
Dec 20 **Deadline:** PD Fund applications

The NLTA takes great pride in welcoming new educational professionals within our ranks and are very pleased that through the advocacy efforts of the NLTA, with other stakeholders, the newly created Teaching and Learning Assistant positions have become members of our Association.

We acknowledge this important step forward in creating the education system that our students deserve, and we are very proud of our role in what we hope will be an era of continued growth in the profession and the provincial public education system in general.

