

Vol. 62/No. 3

January/February 2019

# bulletin

**EDUCATION WEEK  
2019**

**LA SEMAINE DE L'ÉDUCATION**

**March 3 - 9 Mars**

**Go the Extra Mile  
Aller plus loin**

## **IN THIS ISSUE...**

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# Up Front from the President



As I gather myself and reflect on the year that was 2018, I can't help but also look forward to 2019. While I am proud of what has been accomplished, I also

acknowledge that there remains much to be done. Concluding this round of negotiations, preparing for the next provincial budget and advocating for our profession and the province's education system chief among them.

We all need to periodically self-reflect and evaluate where we are and what we have done. As President of our Association, I always have to measure the NLTA's successes through the lens of how our members have benefitted. We must continue to push the envelope and move forward. The promise that our education system holds for every student in this province will most likely be filled when the voice of the teacher, our members, is heard and more importantly, heeded. It is, and will always be, through the efforts of the educator that we will reach and fulfill the promise of an education that all students deserve.

Over the course of this past year I have, on behalf of the Association, made the point that growth, improvements, and the expansion of educational opportunities for all is in the best interest of all our citizens. In speaking with Rotary Clubs, Chambers of Commerce, and any other audience, I have, and will continue, to make the point that the best way forward runs through our province's classrooms. A solid educational foundation leads to benefits in terms of social, health, and economic outcomes.

The recent report of the Child and Youth Advocate outlined the impact that under resourced schools have on our students. Class sizes that are too large, class compositions that are too varied, school counsellor and school psychologist allocations that are insufficient to meet student needs, and a system that demands too much of our school administrators without providing the time and resources to meet those demands have led to a myriad of concerns within the education system. In order to address student concerns, government and the school districts must start with an appropriate address of our concerns. Without this address the likelihood of our education system moving forward will be greatly compromised.

In early January the Association

reached a tentative collective agreement with the employer and government. This deal is one that addresses a number of long-standing concerns and it introduces a number of new concepts for our working conditions – ones that future negotiating teams will seek to build upon. While government remained firm on its financial template, on balance, this agreement is one that the Negotiating Team, Provincial Executive, and Joint Council feel is the right one to accept at this time and I am hoping will see our membership support. Between now and casting your vote, I would ask that you assess the tentative agreement in its totality and weigh out and consider what is the best path forward at this time.

As always, thank you for the support you have shown for your Association and the tremendous efforts being made to move education forward.

Until next time...

April 23-26, 2019 • April 23-26, 2019 • April 23-26, 2019 • April 23-26, 2019 • April 23-26, 2019 • April 23-26, 2019

## BGM 2019 Invest in Our Kids

The Biennial General Meeting of the Newfoundland and Labrador Teachers' Association will take place from April 23-26, 2019 at the Sheraton Hotel in St. John's. The theme for the upcoming BGM is "Invest in Our Kids". Information regarding the Biennial General Meeting will be provided as it becomes available at [www.nlta.nl.ca](http://www.nlta.nl.ca).

The Provincial Executive Council will be elected by delegates at this upcoming BGM. The 2019-21 NLTA President and Vice-President were elected by acclamation on November 6, 2018.

# THE bulletin

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## Improvements to Health Benefits

The Managers of the NLTA Group Insurance program have made the decision to increase the benefits available to members who are enrolled in the Health program.

The psychologist/registered social worker benefit will increase to \$1,600 per calendar year from \$800 per calendar year effective January 2019.

This increase reflects the changing demands many of our members and their family members are experiencing in coping with mental health related concerns.

If you have any questions or need further information please contact an Administrative Officer in Programs and Services, 709-726-3223, 1-800-563-3599, or mail@nlta.nl.ca.



PROVINCIAL/NATIONAL/INTERNATIONAL

# NEWS

## DILDO

## Woodland Elementary Remembrance Day poem and poster contest winners

Woodland Elementary in Dildo had a large number of winners at this year's Remembrance Day Poem and Poster Contest, with over \$300 in awards being presented to students.



Back Row (L-R): Mr. McCarthy (Assistant Principal), Joshua Legge (3rd Place, Junior Colour Poster), Olivia Cranford (1st Place, Junior Colour Poster), Hannah Reid (3rd Place, Junior Poem), Jesse Kaupp (2nd Place, Junior Colour Poster), Mr. Brown (Legion Representative, Trinity Bay);  
Middle Row (L-R): Hope Williams (1st Place, Primary Colour Poster), Ava Ke (2nd Place, Junior Poem), Arianna March (3rd Place, Junior B & W Poster), Katie Hefford (1st Place, Junior B & W Poster);  
Front Row (L-R): Andrew Pollett (2nd Place, Primary B & W Poster), Sebastian March (Honorable Mention), Liam McGrath (Honorable Mention), Ava Canning (Honorable Mention).

## NEWFOUNDLAND &amp; LABRADOR

## 2018-19 NLTA scholarship winner announced

Samantha Miller of Torbay has been named the 2018-19 recipient of the NLTA Scholarship.

Samantha recently finished her internship in Kindergarten with Keri-Lynn Follett at Octagon Pond Elementary in Paradise. Since finishing, she has been volunteering in the class and around the school. "My internship has been a wonderful learning experience," says Samantha. "It has proven to me that I have chosen the right career for myself and I can't imagine being anything other than a teacher." In her spare time, outside of preparing for lessons and tutoring sessions, Samantha enjoys spending time with her fiancé and their families.

The NLTA Scholarship is awarded annually on the basis of academic excellence and character to a senior student enrolled in the Faculty of Education. The scholarship, valued at \$1,000, is awarded annually by the MUN Senate Committee on Scholarships, acting on the recommendation of the Dean of Education.



Samantha Miller on the first day of her internship.



## NEWFOUNDLAND &amp; LABRADOR

## 2017-18 NLTA scholarship winners announced

Six Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2017-18. They are: Daniel Burke (Waterford Valley High), child of Sherry Burke, St. John's; Caitlyn Coles (Holy Spirit High), child of Lisa Coles, Conception Bay South; Mikayla Downey (Holy Heart of Mary High), child of Anne Downey, St. John's; Brooklyn Hollett (Tricentia Academy), child of Karen Hollett, Arnold's Cove; Lauren O'Driscoll (St. Mark's School), child of Glen O'Driscoll, Plate Cove East; and Jessie Reccord (Menihek High), child of Lisa Beresford-Reccord, Labrador City.

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



Daniel Burke



Caitlyn Coles



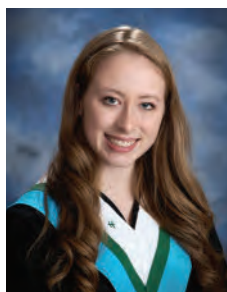
Mikayla Downey



Brooklyn Hollett



Lauren O'Driscoll



Jessie Reccord

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let's talk  
science



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## YMCA 25<sup>th</sup> Annual Enterprise Olympics

The Enterprise Olympics are made up of three separate programs, each designed to teach students about the viability of entrepreneurship at different stages in their development. The programs are delivered across Newfoundland and Labrador, and reach over 3000 students.

The three programs are titled **Create A Logo Competition** (grades 4-6), **Community Matters Competition** (grades 7-9) and **Venture Marketing Plan Competition** (grades 10-12). Each program is tailored to meet curriculum outcomes in a variety of subject areas.

The YMCA of Newfoundland and Labrador is proud to present the 2017-18 winners, as listed below:

### **Create A Logo Competition:**

Grade 4: *Forget-A-Light*, Ella Rashleigh, Ecolé C.C. Loughlin; Grade 5: *Bane of Rain*, Benjamin Evans, Mary Queen of Peace; Grade 6: *Go to Guiders*, Sara Pelley, Sprucewood Academy

### **Community Matters Competition:**

Grade 7: *University Preparation*, Carly Johannesen, Immaculate Heart of Mary; Grade 8: *S.P. (Single Parent) Center*, Kori Noel, Immaculate Heart of Mary; Grade 9: *The Newfoundland Railway*, Nicholas Lundrigan, St. Paul's Intermediate

### **Venture Marketing Plan Competition:**

1st Place: *Moon Box*, Mitchell Hynes, Holy Heart of Mary High School; 2nd Place: *Idle Hands*, Laura Paul, Holy Heart of Mary High School; 3rd Place: *Squiggle Tail*, Ashley Bonnell, Holy Trinity High School (\*this competition is only available to Entrepreneurship 3209 students)



2017-18 Enterprise Olympics participants.

The program is offered in partnership with the Atlantic Canada Opportunities Agency; the Department of Education and Early Childhood Development; and the Department of Tourism, Culture, Industry and Innovation.

The 25th Annual Enterprise Olympics program has begun as of January 2019. If you would like more information on how your school can get involved, please contact Ted Cadigan at [ted.cadigan@nl.ymca.ca](mailto:ted.cadigan@nl.ymca.ca), call (709) 765-3404, or visit <http://ymcanl.com/enterprise-olympics.php>.

## CANADA

## The HeartSmart Kids Program

The HeartSmart Kids™ (HSK) program has been educating students in grades K to 6 for 23 years in British Columbia and has now expanded into communities across the country. This program is designed to help educators teach children and families how to lead healthy lifestyles by providing free print resources for every student. HSK is directed to health educators including school teachers, nurses, dietitians, after-school program facilitators, etc. Become an HSK educator today and register now at <http://hskids.ca>. If you have questions regarding the program please contact Jillian Pollard, Health Promotion and Communications Coordinator, Heart and Stroke Foundation of Newfoundland and Labrador, email: [jillian.pollard@heartandstroke.ca](mailto:jillian.pollard@heartandstroke.ca) or phone: 709-383-1030.

## Forests Worth Knowing Atlantic Teachers Tour

The Canadian Woodlands Forum organizes an Atlantic Teachers Tour each year in the Atlantic provinces. Corner Brook Pulp and Paper Ltd. sponsors a teacher every year to attend this four-day, all-expenses paid, forest and environmental workshop, which puts emphasis on outdoor, "in the field" experiences. This offer is open to teachers of all grades and all schools in Newfoundland and Labrador.

The Atlantic Teachers Tour is being held this year on August 19-22, 2019 in Truro, NS. Interested teachers can go to [www.teacherstour.com](http://www.teacherstour.com) to register and to access information on tours in previous years. Teachers will be accepted on a first come-first served basis. Registration deadline is May 31, 2019.



## **"CHRONIC ABSENTEEISM: WHEN CHILDREN DISAPPEAR" REPORT HIGHLIGHTS THE NEED FOR INVESTMENT IN EDUCATION**

The Newfoundland and Labrador Teachers' Association commends the Office of the Child and Youth Advocate for its extensive report "Chronic Absenteeism: When Children Disappear". The NLTA has been advocating for more investment in education and the information from the Report is consistent with messaging throughout other reports and specifically from research provided for the Invest in Our Kids online resource.

"In order to address student absenteeism, barriers to student-teacher and school-parent relationships must be addressed," says Dean Ingram, President of the Newfoundland and Labrador Teachers' Association. "Lower class sizes and increased allocation for guidance and school administration are necessary. As well, there needs to be greater cooperation and ownership of the problem by agencies outside of education."

The school factors that were identified by the Child and Youth Advocate that contribute to chronic absenteeism include lack of strong relationships between teachers and students, poor communication between school and parents and insufficient personnel to prevent and address attendance issues. The report went on to say that school attendance is encouraged if the individual learning needs and interests of the student were met by school personnel and if there was mental and emotional support at school.

"We have stated on numerous occasions that government must step up and invest in our kids and the future prosperity of the province," continues Ingram. "This investment must include a reduction in class size, set standards for class composition – so that all students in our classrooms can be supported in maximizing their potential in their own unique ways in safe and caring learning environments, and provide special supports to enable students with special needs and mental health issues to access the same opportunities as their peers."

## **CANADIAN TEACHERS' FEDERATION PARTICIPANTS SOUGHT FOR STUDY ON SHORTAGE OF TEACHERS IN FRENCH-LANGUAGE SCHOOLS IN MINORITY SETTINGS**

Thanks to a grant from Canadian Heritage, the Canadian Teachers' Federation is sponsoring a study on the shortage of teachers in French-language schools in minority settings. The study is conducted by a University of Ottawa research team under the leadership of Phyllis Dalley, Ph.D.

The research team wishes to interview people who have chosen to leave permanent teaching positions in minority settings as well as those who have chosen to stay, in the first five years of their career. Why choosing to stay? Why choosing to leave?

### **Who can participate?**

- Any teacher who has been in a teaching (permanent or on track to become permanent) position in a minority French-language school for less than five years.
- Any teacher who has left the French-language school system during his or her first five years of teaching to go and work for an English-language school (immersion, FSL, other).
- Any teacher who has left the teaching profession during his or her first five years of teaching.

### **What will the participants be asked to do?**

Participants will be asked to take part in an individual Skype interview which will last from 30 to 120 minutes, depending on their availability. Please note that participation is purely voluntary. Anything participants say to the researcher and her team will be kept strictly confidential. The identity of participants will not be disclosed under any circumstances.

### **Who to contact for more information or to participate?**

Josée Lebel, Project Manager, [educavenir@uottawa.ca](mailto:educavenir@uottawa.ca)

### **Help us!**

If you know teachers who have left or thought about leaving a position in a minority French-language school, please forward this information to them.



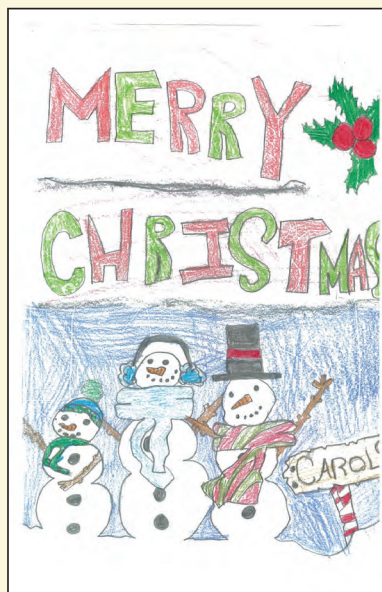
## 2019 NLTA Christmas Card Contest Winners Announced

**Anna Gould**, a Grade 4 student of teacher Lois Applin at Canon Richards Memorial Academy in Flower's Cove, has been chosen as the winner of the 2019 NLTA Christmas Card Contest. Anna receives a \$100 cash award and a framed copy of her winning entry. Her winning design will appear on the NLTA Christmas card that will be distributed to schools, businesses and other groups in December 2019.

The second place cash prize of \$50 was awarded to **Sara Leyte**, a Grade 4 student of Pamela Brown at New World Island Academy in Summerford, and the third place cash prize of \$25 was awarded to **Julia Follett**, a Grade 4 student of Michelle Hickman at Lake Academy in Fortune.



Anna Gould's winning design for the 2019 Christmas Card Contest.



Second place winning design by Sara Leyte.



Third place winning design by Julia Follett.



# KIDS EAT SMART FOUNDATION NL

## WE ARE HERE TO HELP!

The holidays are over and we are in the middle of a cold and snowy winter. While the temperatures outside are frigid, those inside our schools are anything but. Mornings in schools around our province are bustling with freshly made toast, heaping bowls of cereal, fruit and plenty of milk, combined with the kind warm smiles of our volunteers.

Kids Eat Smart Breakfast Clubs are in over 90 percent of our province's schools. We are thankful to the many volunteers who ensure breakfast is ready when kids arrive. Many of those volunteers are our teachers, principals and school administrative staff.

We want you to know Kids Eat Smart Foundation NL has many resources available to help you run your KES Breakfast Clubs.

We are your financial support. For Breakfast Clubs that require financial help, please contact us and forward a progress report; this report is assessed individually, and funds are disbursed as needed. We also have two main fundraising events to help you raise money and collect food throughout the year. Our TD Walk to Breakfast is held in October, and this is a great way to kick start your year's fundraising event. Donations may be made by pledge sheets or online at [www.kidseatsmart.ca](http://www.kidseatsmart.ca).

Our second event is the Breakfast Blitz and will be held on February 28, 2019 throughout schools in the province. This is a great event to help you raise awareness, money and food donations for your KES Breakfast Club. For more information please contact your Regional Coordinator or our office at 1-877-722-1996.

Our Regional Coordinators are in your areas and are available to provide support to help you develop a fundraising plan, recruit volunteers, and do menu planning and food safety training. Please reach out to them as they are a valuable resource.

For great menu ideas, healthy recipes, fundraising updates and inspirational stories regarding our Breakfast Clubs, please follow us on Facebook and Twitter @KidsEatSmartNL. For more information or resources regarding your KES Breakfast Clubs, or to make a donation, please visit our website at [www.kidseatsmart.ca](http://www.kidseatsmart.ca), call us at 722-1996, toll free 1-877-722-1996 or email [info@kidseatsmart.ca](mailto:info@kidseatsmart.ca).



### MAUREEN CLEMENTS

*If love could have saved you, you'd have lived forever.*

Maureen Clements was raised and educated in the Northern Peninsula community of Conche, Newfoundland where she attended Sacred Heart School, graduating in 1979. She continued her education at Sir Wilfred Grenfell College in Corner Brook and later Memorial University campus St. John's. Maureen graduated with her Bachelor of Education Degree in 1985 and completed her Master's Degree in Counselling in 2004.

Maureen embarked upon her teaching career in West Ste. Modeste, Labrador in 1986-87 and in 1988-89 taught at Mountain Field Central High, Forteau, Labrador.

In 1989 Maureen moved to Torbay where she married Neil Tapper. Together they raised three children (Zack, Danielle and Tyrell). Maureen worked the remainder of her career at Holy Trinity High School, Torbay, where she later became Vice-Principal. She was known to be a dedicated, strong, supportive and inspiring administrator who touched the lives of so many students and colleagues in a positive manner. Maureen is deeply missed by the entire school community of Holy Trinity High – her presence in our building remains in the hearts, minds and actions of those she guided and supported in so many ways.

*(Submitted by Kelly McCarthy, Holy Trinity High, Torbay)*



Maureen Clements



# *School Closure and Salary*

## When are Substitute Teachers Entitled to be Paid?

by DEANA HATCHER

Every year NLTA Programs and Services staff receive questions regarding whether a substitute is entitled to be paid during a school closure. In order to make that determination we outline the provisions of the collective agreement and ask questions about the teacher's particular situation. Here is what we typically ask in order to provide advice on this question:

- 1) Was the teacher contracted to work on the day in which the closure occurred?
- 2) Was the school deemed to be closed?
- 3) Was the reason for the closure one of those listed under Section 32 of the *Schools Act*?

In most cases, if all three questions above are answered "yes", the substitute is entitled to be paid for the hours they were contracted to work. Relevant excerpts from the collective agreement as well as Section 32 of the *Schools Act* are listed below. What follows are some common scenarios with answers as regards to whether or not the substitute is entitled to be paid under the particular circumstances.

Clause 49.04 of the Provincial Collective Agreement (Clause 46.04 of the Labrador West Collective Agreement) states:

*For salary purposes, substitute teachers shall be deemed to have kept school on any day or part thereof where:*

- (a) *the school is closed pursuant to Section 32 of the Schools Act, 1997; or*
- (b) *previously contracted substitute services are not required for any other reason(s) and the substitute teacher is not notified prior to reporting for duty at the school that his or her services are not required.*

Section 32 of the *Schools Act*, 1997 states:

*A teacher in a school shall, for the purpose of determining payment of salary, be considered to have taught on a day or part of it when*

- (a) *the teacher having charge of the school closes it because of inclement weather, under a general authority given to him or her orally or in writing by or under the*

*direction of the board;*

(b) *the school is closed by order of the minister responsible for health by reason of disease being or threatening to become epidemic;*

(c) *the school is closed by the board at any time after opening to enable repairs to be effected;*

(d) *the school is declared uninhabitable by the board because of fire, storm, failure of the sewage system or other cause of a similar nature;*

(e) *the teacher was unavoidably prevented from opening the school because of delay in construction of new buildings or the extension, remodelling or renovation of existing buildings and the minister is satisfied that no alternative accommodation was available;*

(f) *the school was closed because of lack of heating or for another reason, where, in the opinion of the minister, the closing of the school could not have been avoided by the teacher; or*

(g) *the teacher is required to act as a member of the board of arbitration established in accordance with the collective agreement as defined in the Teachers' Collective Bargaining Act.*

### Scenario 1

A substitute teacher is contracted to work for a teacher who is scheduled to attend a professional development workshop. The day prior to the workshop, the workshop is cancelled and the regular teacher is scheduled to return to work. Is the substitute entitled to be paid?

In this scenario, school was not closed and so as long as the substitute teacher is contacted "prior to reporting for duty at the school" he/she would not be entitled to pay. However, if the substitute is not notified prior to reporting for duty, then they are entitled to receive pay for the day in question.

### Scenario 2

A substitute teacher is contracted to work at a school

on a particular day or for a particular contract period and that school is subsequently closed due to inclement weather. The substitute is notified of the school closure and cancelled prior to arriving at the school. Is the substitute entitled to be paid?

The substitute is under contract and the reason for the school closure falls under those listed in Section 32 of the *Schools Act*, therefore they are entitled to be paid, regardless of being contacted prior to arriving at school.

### Scenario 3

A substitute teacher is contracted a week in advance to substitute for a teacher who is going to be absent on a Friday. The school sends out a notice on Wednesday that there is going to be a scheduled power outage forcing the school to close on Friday due to lack of heating. Is the substitute teacher entitled to be paid for the day, since they were notified prior to reporting for duty at the school?

Yes, the substitute teacher will still be entitled to be paid for the day, regardless if the substitute is contacted by the school and informed that the school will be closed. The reason for the closure falls under Section 32 of the *Schools Act*. The substitute teacher, like any other regular teacher on that staff, is deemed to have kept school on that day or part thereof for the purpose of determining salary.

### Scenario 4

A substitute teacher is contracted to work for a teacher on sick leave for a dental procedure. The morning of the appointment, the procedure gets cancelled and the regular teacher is scheduled to return to work. The substitute is notified prior to reporting for duty at the school that the contract is no longer required and is cancelled. Later, the school is closed due to weather. Is the substitute teacher entitled to be paid?

The substitute teacher would not be entitled to be paid since the contract was cancelled for reasons other than a school closure pursuant to Section 32 of the *Schools Act*. The regular teacher was due to return to work. At the time that the school was closed, due to weather, there was no contract in place with the substitute as it was already cancelled for other reasons. If, however, the substitute is not notified of the cancellation prior to reporting for duty, then they are entitled to receive pay for the day in question.

### Scenario 5

A substitute is contracted to work for a teacher who will be out with students on a field trip. The school remains open but the field trip is cancelled due to

weather and the substitute is no longer required. Does that fall under Section 32 of the *Act* for weather-related reasons and is the substitute entitled to be paid?

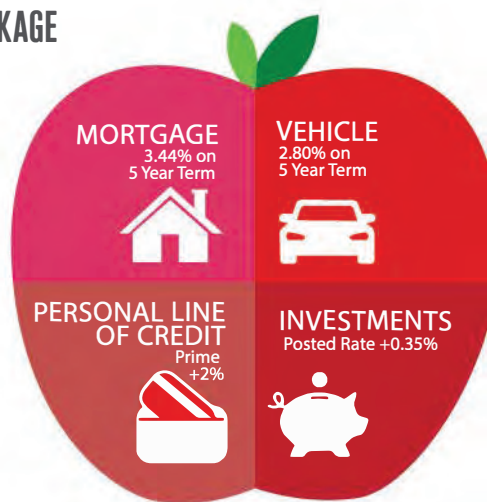
In the scenario above, the school was not closed and the regular teacher assumed those duties no longer required by the substitute. As long as the substitute teacher is contacted prior to reporting for duty at the school, he/she would not be entitled to pay.

**T**eachers with questions regarding entitlement to be paid during school closures are encouraged to contact an Administrative Officer with the NLTA to discuss your particular circumstances.

*Deana Hatcher is an Administrative Officer in Programs and Services at the NLTA.*

#### 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.



# Financing a Year of Deferred Salary Leave

The Deferred Salary Leave Plan (DSLPL) is available to any tenured teacher in a permanent position covered by the NLTA Collective Agreement. The terms of reference and other details of the DSLP are set out in Article 51 of the provincial contract (Article 57 of the Labrador West Collective Agreement). Many teachers find the DSLP an excellent means of financing a year of leave to pursue travel, family time, other employment, further studies, or any interest(s) one might have. Leave under the DSLP is fully credited for purposes of pension, seniority, severance pay, salary increments, and sick leave. The plan is registered with the Canada Revenue Agency (CRA), which does not allow the year of leave to be taken as the last year before retirement. **The deadline to apply for enrolment in the DSLP beginning in September is April 30 of the previous school year.** So, a teacher wanting to start paying in to a DSLP in September 2019 would have to submit his/her application to the school district by the end of April 2019. The Deferred Salary Leave application and other information can be accessed on the provincial government website at [www.ed.gov.nl.ca/edu/forms/teachers/payroll.html](http://www.ed.gov.nl.ca/edu/forms/teachers/payroll.html).

While the DSLP provides an excellent opportunity for personal and professional rejuvenation, it is important to understand the economic realities of taking a deferred leave. NLTA Administrative Officers in Programs and Services are often asked what the “difference” is in take-home pay while participating in the DSLP. We cannot provide specific financial details or advice

to members because each individual's situation is different and all financial matters, such as salary levels, income tax rates, CPP and EI contribution rates, etc. are subject to change. Accordingly, the information provided herein contains rough estimates only.

The following comparisons of net salary for a teacher on full salary versus the various DSLP options are **rough calculations for illustrative purposes only**. Each individual teacher's situation will be different. The estimates are based on the salaries that were in effect as of September 2016, as per the collective agreements that are currently in effect. Taxes deducted vary for each teacher and they are approximations only, based on information provided by Teacher Payroll. EI and CPP deductions are based on 2019 formulae. All estimated figures are rounded to the nearest dollar. **Teachers participating in the DSLP continue to pay pension premiums based on the full, un-reduced salary.** EI premiums are paid on the full salary, but are *not* paid during the year of leave. Therefore, teachers may not be eligible for EI benefits in the year following the year of deferred salary leave, which may have implications for those wishing to take maternity leave right after a deferred salary leave.

Any further questions on the Deferred Salary Leave Plan should be directed to an NLTA Administrative Officer in Programs and Services at 726-3223 or 1-800-563-3599. Emailed inquiries sent to [mail@nlta.nl.ca](mailto:mail@nlta.nl.ca) will be directed to appropriate Programs and Services staff for a response.

Full Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	70,391	81,531	92,234
Estimated Tax	13,365	16,974	20,472
Estimated EI	860	860	860
Estimated CPP	2,749	2,749	2,749
NLTA Fees	880	1,019	1,153
Pension Deduction	7,989	9,254	10,469
<b>Estimated Net*</b>	<b>44,548</b>	<b>50,675</b>	<b>56,531</b>

2/3 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	46,927	54,354	61,489
Estimated Tax	5,617	7,296	9,146
Estimated EI	760	860	860
Estimated CPP	2,215	2,594	2,749
NLTA Fees	587	679	769
Pension Deduction	7,989	9,254	10,469
<b>Estimated Net*</b>	<b>29,759</b>	<b>33,671</b>	<b>37,496</b>

3/4 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	52,793	61,148	69,176
Estimated Tax	7,235	9,511	11,980
Estimated EI	855	860	860
Estimated CPP	2,515	2,749	2,749
NLTA Fees	660	764	865
Pension Deduction	7,989	9,254	10,469
<b>Estimated Net*</b>	<b>33,529</b>	<b>38,010</b>	<b>42,253</b>

4/5 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	56,313	65,225	73,787
Estimated Tax	8,214	10,956	13,671
Estimated EI	860	860	860
Estimated CPP	2,749	2,749	2,749
NLTA Fees	704	815	922
Pension Deduction	7,989	9,254	10,469
<b>Estimated Net*</b>	<b>35,797</b>	<b>40,591</b>	<b>45,116</b>

## *Personal Privacy and Public Accountability* Why the NLTA is Asking the Supreme Court of Canada

by STEVE BROOKS

In November of 2018, the Newfoundland and Labrador Teachers' Association applied for leave from the Supreme Court of Canada to appeal a decision of the Court of Appeal of Newfoundland and Labrador. This decision was not taken lightly and the matter in dispute is significant. The issue at hand is whether government or a "public body", and specifically the NLESD, can rely upon the *Access to Information and Protection of Privacy Act* (ATIPPA) to disclose the names, positions and exact salaries of teachers upon request from any member of the public, including the media. This should not be confused with the *Public Sector Compensation Transparency Act* (often referred to as the "sunshine list" legislation) which requires government and all public bodies to annually release a list of the names and approximate (rounded) salaries of employees earning over \$100,000 in a given year.

There is no automatic right to appeal to the Supreme Court of Canada. If a group or individual wishes to appeal a decision of a lower court to the Supreme Court they must first seek leave or permission to do so. Typically, the Supreme Court of Canada only hears approximately ten percent of the cases for which leave is sought.

To better explain why the Association believes it is in the interests of all teachers and other public servants that this issue be heard by the highest court in the country, it is helpful to review the judicial history. In March 2016, the NLESD received an ATIPPA request from a local newspaper requesting the names and exact salaries of all employees earning \$100,000 or more. A similar request went to all provincial departments and government agencies. The NLESD informed the NLTA that it believed it was required to release the requested information. This position was also taken by most other government departments and agencies and was in fact supported by the privacy commissioner of the day. While relatively few of our members make in excess of the \$100,000 threshold,

the Association openly opposed the release of its members' personal information and sought an injunction through an application to the Supreme Court of Newfoundland and Labrador to prevent the release of the requested information. In December 2016, Justice Butler ruled in favour of the NLTA citing that the release of the requested information would be an "invasion of their personal privacy" under ATIPPA.

The provincial government appealed the decision to the Court of Appeal of Newfoundland and Labrador. The evidence was heard by Court Justices White, Hoegg and Welsh. In a split decision, the provincial Court of Appeal found in favour of the government and overturned Justice Butler's decision. However, Justice Welsh wrote a very strong dissenting opinion which was in favour of Justice Butler's earlier ruling. As a result of this Court of Appeal decision, it is now the law in this province that any individual, regardless of reason or motivation, can anonymously obtain the income information of any public servant regardless of salary level. As Justice White states: *But even on the narrowest theory of s. 40(2)(f) it allows people to snoop into their friends' or neighbors' or coworkers' information. Anyone can anonymously request the position and salary of any named individual. There is no dispute about that.*

It continues to be the position of the NLTA that the public has a right to know the salary levels of teachers and other public servants. However, the Association does not believe that it is in the public interest to allow privacy legislation to be used to disclose the salaries of named individuals, regardless of salary level, in response to anonymous requests. The NLTA believes that this interpretation and application of ATIPPA puts all public servants, including teachers, at risk of invasion of privacy. To be clear, as a result of this ruling, a parent who wants to know the salary of a first year teacher working with their or someone else's child can ask for that information anonymously and they will get it.

As a result, the Association has taken the only judicial step remaining and has applied for leave from the Supreme Court of Canada to hear our appeal of Justice White and Hoegg's decision. In our leave application we have asked the highest court in the country: *How much personal privacy must be forfeit in the name of public accountability, and how do public bodies and Courts navigate the contrary dual purposes of ATIPPA legislation?*

Fundamentally, the question is how much personal privacy are we prepared to sacrifice in the name of public accountability?

Steve Brooks is Executive Director of the NLTA.





# Personality: What Makes Me “Me” – What Makes You “You”?

by JUDY BERANGER

Personality is the unique “You” that is readily apparent to others. The Psychological Association says that personality refers to individual differences in the way we tend to think, feel and behave. The study of personality focuses on two broad areas: understanding how the various qualities of a person come together as a whole and understanding individual differences, such as characteristics like sociability or irritability. As teachers, our internal voice is steadily remarking on the variations in our own personalities and behaviors as well as that of our students, colleagues, family members, friends and others with whom we interact. As difficult as it can sometimes be, consistent reflection on this internal voice allows for growth opportunities. It can deepen our understanding, reduce competitiveness and heighten our compassion and acceptance of the many differences and uniqueness of each person. Instead of “what a strange guy he is...” we can choose to reframe: “I wonder what is going on with that person that he acts that way. Maybe he is going through/has gone through a lot more than I can ever imagine.”

What the research has in common as to the reasons why we vary so much in personality types are:

- differences in genes;
- differences in our experiences;
- differences in our overall environment;
- differences in our mental health.

There have been numerous personality frameworks developed including the Myers-Briggs Indicator, the Enneagram framework, John Holland’s six personality types, among others. Lucy Ash of BBC News contends there are about 2500 personality indicators on the market – many of which would have something to teach us and assist us in deepening our understanding of who we are, of why we do certain things, and about our default thinking patterns. Learning and trusting ourselves while focusing on at least one action goal that deepens our awareness of what keeps us at our best is a realistic goal. Personality indicators create self-awareness and uncover patterns of behaviour that sub-consciously

drive and motivate us to act in certain ways. Here is an example that, unfortunately, may sound familiar to many: *Mannie tells his colleague Murtha about the fantastic job Cullington is doing as department head. Murtha, struggling with self esteem issues all her life, is unconsciously and automatically threatened by Mannie’s comments. She replies with disparaging remarks about Cullington and works hard at diminishing Mannie’s compliment. Had Murtha done a little self reflection on her internal reactions, she could have used this as an opportunity for growth and echoed Mannie’s life-giving statements about Cullington, which she herself had experienced, even though she didn’t want to acknowledge that fact. Some people seem unwilling to recognize or explore why such negativity lives within them.*

We can learn from the wise words of Audre Lorde: “It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.” One teacher used the example that, for her, personality is to a person like scent is to a flower.

## Five Personality Traits

Striving towards a greater understanding of who we are, and who we want to become, is a strategy that will result in an enhanced sense of purpose and well-being. The National Institute of Health, along with several universities in the US, have worked together to review and research personality programs with a view to uncovering the core ingredients that make up personality. Their conclusion was that an individual’s overall personality was determined by where they fit on the following five trait continuums of:

1. introversion/extraversion
2. openness/rigidity
3. conscientiousness/indifference
4. agreeableness/disagreeableness
5. emotional stability/instability

The introversion/extraversion continuum is likely the most recognizable personality trait. Finding oneself toward the centre of this scale allows for flexibility of movement from introverted to extraverted, ensuring the ability to move in either direction as



situations and job expectations require. This allows a person to thrive when working with others. Going further along the continuum into introversion on one end or extraversion on the other, creates growing neediness, less balance and greater challenges for those who work with these extremes.

People high in openness are imaginative, creative, perceptive, adaptable, curious, resilient and appreciative. They can flourish in unpredictable and volatile situations. Those low in openness (rigidity) are the opposite and have low toleration for change.

People who are conscientious are dependable, value time, have a strong sense of duty and work ethic and plan their time well. They are highly productive, disciplined, decisive and achievement-focused. They meet job expectations and take the good along with the more challenging. People low in conscientiousness (indifference) are more likely to coast and glide along in their work, picking and choosing how to spend their time, and leaving the lion's share to others who will pick up the slack. They act as if they are meeting their job and family expectations and can be quite convincing.

Agreeableness measures the extent of a person's warmth and kindness. The more agreeable someone is, in the true sense of the word, the more likely they are to be trusting, helpful and compassionate. The more a person moves along the continuum towards disagreeableness, the more likely they are to be cold, negative, suspicious, less cooperative and envious. Being envious, which can lead to people being perceived as not agreeable, was found to be a common personality type in the August 2016 *Journal of Science Advances*. The research found that envious people feel threatened when someone else is more successful. A positive comment about a person can, for no apparent reason, trigger a defensive, negative comment from someone high on the disagreeable side.

People high on the emotional stability scale are compassionate, sensitive, other-oriented and even-keeled. Those people who move further to the instability side are much less compassionate and other-oriented and have been linked with challenging health issues. The further on the instability continuum the more likely people tend to be negative in their self-talk and experience higher bouts of anxiety and depression, turning to addictive and dysfunctional behaviours to ease their nerves. They worry frequently, easily slipping into anxiety and depression. Sadly, if all is going well, they will find other worries. (The term often used by scientists for this emotional stability/instability trait is "neuroticism," a word, that sometimes holds negative connotations and can be misunderstood.)

### Personality Can Change

There is ongoing debate as to whether personality can change to engender a higher quality of life. A study at the University of Illinois reviewed 207 published research papers, (*Psychological Bulletin*, January 2017). It concluded that therapy may indeed alter personality. Psychologist/researcher, Brent Roberts, maintains that if we are willing to focus on one aspect of our self, and willing to go at it systematically, there is now "increased optimism that we may affect change in that domain." Something as purposeful as overcoming resentment against others and practicing forgiveness can go a long way to strengthening personality and overall health.

Although we can never change genetics or our family of origin, we can have input into how we grow as people. We can change some of the characteristics in our personality that cause us unhappiness. We can impact how we feel inside. We do need to be mindful that if an untreated mental health issue is present, the capacity to improve personality is much more limited. A physician should be involved along with counselling, Employee Assistance Programs and other therapies when a person is ready.

In *Anne of Green Gables*, Lucy Maud Montgomery addresses the complexities of personality. Her character, Anne says, "There's such a lot of different Anne's in me. I sometimes think that is why I'm such a troublesome person. If I was just the one Anne it would be ever so much more comfortable, but then it wouldn't be half so interesting." Any tool that can assist in promoting a sense of peace and internal honesty that translates into more meaningful relationships at home and at school is worth exploring. Being true to how we are thinking and feeling, and especially in how we treat ourselves and each other, is necessary. Strengthening our personality through self-reflection, followed by meaningful action, gives us greater quality of life and provides opportunities to make a difference in our lives and in the lives of others.

Awareness of self followed by a sincere desire to change are the forerunners of personal growth. Electing to improve in one area will likely affect the whole self. Most of us have times when we feel stuck, disappointed, lack passion and focus, inspiration and motivation. Understanding more about what makes you "you" and what makes me "me" can enhance our character and improve our sensitivities, making the rest of our careers the best of our careers.

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](mailto:jmberanger@nlta.nl.ca).

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**"We can change some of the characteristics in our personality that cause us unhappiness."**

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# The Curriculum Development Process

by BRADLEY CLARKE

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**“One of the misconceptions of curriculum development is that Department officials write/create the curriculum.”**

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**Y**ou know how it happens: you meet someone, and in the process of making small talk, the individual asks, so what is it you do exactly?

For more than one-half of my career as an educator I have worked in the area of curriculum development. It was a huge change coming from the fast pace, excitement, and challenge of teaching high school science. I soon discovered, however, that curriculum development is equally as exciting and challenging.

## The Development Process

From initiation to implementation, curriculum development is a process that typically takes 24 to 36 months. It involves the hard work of many educators from the school level (usually 20+), and the support of several professional staff within the Department of Education and Early Childhood Development (EECD). I would like to unpack the process of curriculum development.

### *The Starting Line*

All curricula are developed based on student needs. English Language Arts, for example, helps to ensure that students are literate. Social studies help ensure that students understand, and can participate as citizens of the world in which they live. Ultimately, students require the knowledge, skills, and attitudes that will prepare them to continue to learn throughout their lives. Students need to make connections and develop abilities across subject boundaries and to be ready to meet the shifting and ongoing opportunities, responsibilities, and demands of life after graduation.

Much of what forms the basis of our current Kindergarten to Grade 12 Program of Studies can trace its origin to the founding of education in our province. Since the late 1800s, as society changed and new needs presented themselves, school curricula also changed to help meet those needs. Perhaps the most recent example is the movement to expand the teaching of coding. This movement is in part intended to enhance students' computational thinking skills (a.k.a., problem solving), which has become increasingly in demand.

### *Getting Organized*

Determined through a curriculum or program evaluation, several factors may trigger the curriculum renewal/development process. Note, continuous curriculum monitoring and evaluation produces data which informs decisions such as when or how significant a curriculum renewal occurs. Once the need for a new or revised curriculum has been identified, a Department Program Development Specialist, with responsibilities in that content area, takes the lead and begins the development process.

Several things normally occur before any curriculum writing begins:

- The current academic literature is reviewed (e.g., what best practices does research support?)
- A jurisdictional scan takes place, which includes provinces in Canada, as well as other countries if appropriate (e.g., who has redeveloped in this area recently? What did they consider? What are the components of their new curriculum? Is there any evaluation data on the new curriculum?)
- Stakeholders are consulted (e.g., what are the things that content and/or education experts would like to see changed? Are there any external factors to consider? Employment/post-secondary implications?)
- Existing frameworks/foundation documents are reviewed (e.g., is the potential curriculum a paradigm shift, or congruent with the present framework/foundation document?)

Based on evaluation data and this initial work, the Program Development Specialist sets out the scope of curriculum change required. The need might be addressed, for example, by modifying aspects of the existing curriculum, or making a change to the student learning resource, or perhaps providing additional professional learning opportunities for teachers. The most comprehensive recommendation is a complete curriculum redesign that includes new teacher/student resources.

### *Step One*

Once the scope of work is identified, the Program

Development Specialist will work with the districts to identify teachers who will participate in the curriculum writing process. One of the misconceptions of curriculum development is that Department officials write/create the curriculum. Curriculum is not created from “above”. It is developed by those who will ultimately use it in the classroom with students. Department of Education and Early Childhood Development staff guide and manage the process...practicing educators (the “working groups”) create and write the curriculum, select resources and evaluate the finished products. In Newfoundland and Labrador, curriculum development is a practitioner-driven process.

A working group will be comprised of a cross section of teachers providing various perspectives. For example, this would include, but not be limited to:

- Large school teaching
- Small school teaching
- Rural area
- Urban area
- Subject specialist
- Subject generalist
- French First Language or French Immersion (if applicable)

Other perspectives, multicultural, Indigenous, multi-grading, etc., are included throughout the curriculum development cycle where most appropriate. It is this diversity of perspectives that helps to ensure that the curriculum is the best it can be, and “works” in a variety of settings.

### Step Two

Now the “heavy lifting” occurs as curriculum writing begins. For the purposes of this article, let us assume that the scope of work identified was a complete curriculum redesign. Working groups of teachers would meet and, over a period of 12 to 18 months, write, review and evaluate a curriculum guide. Teams of teachers work on front matter, describing what to teach (a.k.a outcomes), sample teaching and assessment strategies. The team also provides links to resources that support student learning. Many supportive components may also be added to a curriculum guide, each being created and reviewed by the “end users” (the classroom teachers).

### Step Three

Once all components are completed, the draft curriculum guide is formatted into a standard guide template that is used for all subject areas and grade levels. This format is probably very familiar to teachers – look at the table of contents of any guide – Acknowledgements, Section One: Newfoundland and

(continued on page 18)

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## Cognitive Behavioural Therapy—Tools for Thinking Differently

St. 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 Strength

St. 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.

## Borderline Personality Disorder—Understanding and Supporting

St. John's: April 17

This workshop's purpose is to increase the understanding of BPD from the perspective of all those impacted, including caregivers, family members, and those diagnosed. Participants will learn new strategies and become better equipped in their role of supporting meaningful and manageable change in the lives of those impacted by BPD.

## The Ethics of Helping—Boundaries and Relationships

St. John's: May 1

This workshop is designed to give individuals and organizations an opportunity to review common principles and standards for ethical practice that are relevant for their settings. Participants will practice using an ethical decision-making process to work through common areas of ethical concerns and leave with a stronger awareness of their own ethical base.

## Harm Reduction—A Framework for Change, Choice, and Control

St. John's: May 29

Harm reduction moves away from traditional understandings of “addiction” as a disease. This workshop explores the principles of harm reduction, how it works, and to whom it may apply. Participants will learn practical strategies for working with individuals, families, and communities within a harm reduction framework.



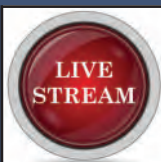
## The Culture Question—The Secret to Employee Engagement

St. John's: March 26

Based on the book, *The Culture Question*, this workshop provides a guide for how every organization can increase employee engagement and become a great place to work.

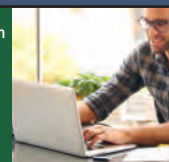


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Labrador Curriculum, Section Two: Curriculum Design, Section Three: Specific Curriculum Outcomes, and so on.

Now that the content of a guide is organized and presentable, it is subjected to several cycles of review, the most important of which is referred to as validation.

For the validation process, Department staff work with the districts to identify teachers (representing various perspectives) who have not yet been involved in the curriculum development process. These teachers meet and thoroughly review the entire draft curriculum guide. They provide feedback, make suggestions/edits, and finally indicate if the curriculum guide is suitable for its intended purpose.

Once a curriculum guide has been validated, if it is going to be used in French First Language or French Immersion, it is translated into French. Translation often takes three to six months.

### The Pilot Process

Once the curriculum guide is built and translated, it is important to move from gathering opinions about a curriculum guide to actual data from its use during teaching and learning. School districts identify locations and teachers who will pilot or “test” the curriculum in a classroom setting. Similar to the composition of a working group, courses are piloted in a variety of settings to help ensure that it “works” to meet the needs of all learners from a variety of environments. We reflect on the diversity of schools and educators who will be offering the curriculum. Piloting would typically take place:

- in a large, a mid-sized, and a small school
- in a rural area and an urban area
- with a subject specialist and with a subject generalist
- with a French First Language or French Immersion teacher (if applicable)

Information gathered from the pilot often results in more edits/improvements to the curriculum guide. At this stage, it is rare that significant change is required. This makes sense given the degree of teacher involvement that occurs to get to the point of a pilot. If significant change is required, however, the guide development cycles back to the working groups.

If the pilot is considered positive (post minor edit completion), the curriculum guide is now ready for implementation.

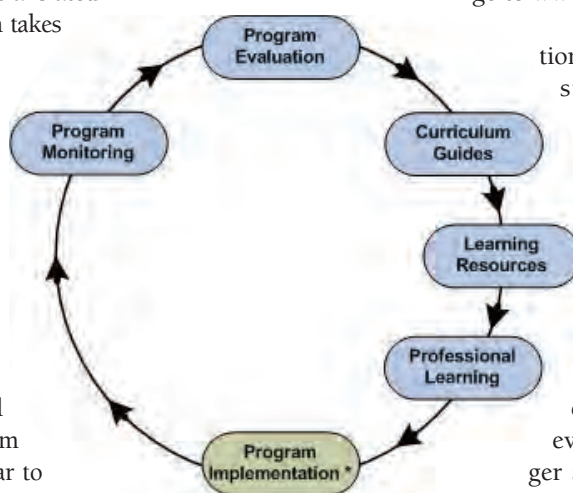
### The Implementation Process

A created, edited, validated, translated, and successfully piloted curriculum guide is now ready for final Department approval. Next, the Department coordinates with the districts to determine the timeline and processes of its implementation. All school administrators and teachers need to be informed of the change; teachers must have opportunities for professional learning (PL); and curriculum information and resources must be distributed to schools. Perhaps the most challenging is planning and developing the professional learning opportunities. District and Department teams begin by analyzing what is different or has changed in the new curriculum, what feedback did pilot teachers provide? For more information related to PL planning, go to [www.k12pl.nl.ca](http://www.k12pl.nl.ca).

Following implementation, Department and District staff work collaboratively to monitor the course, in particular to identify possible areas where further support is needed. Monitoring curricula is an annual process. The evidence from monitoring determines if a full-scale curriculum evaluation is required. The evaluation results may trigger a new cycle of curriculum renewal, and so the process begins again.

This is a very condensed explanation of curriculum development. The reader would be correct to assume that, given the diversity of educators involved, at times there is much debate and discussion. Indeed, it is the hard work of teachers all over Newfoundland and Labrador that has led to us having one of the most modern, applicable K-12 programs in Canada. Our commitment to the students of this province ensures that our provincial curricula are developed to a very high standard. Curriculum development lends itself to adapting and changing as needed for the students of our province – very exciting and challenging!

*Bradley Clarke is the Director of Programs and Services with the Department of Education and Early Childhood Development. He has spent 18 years with the Department in several capacities including Program Development Specialist for K-12 science, Manager of High School Certification and Manager of Curriculum.*



# School Sports NL Participation Nation

## “Dart Outdoors” Day

NLTA Education Week 2019

March 3 – 9

### How Do We Participate?

- Plan an outdoor activity day that allows students to enjoy the benefits of physical activity in the great outdoors!
- Register your event by emailing [crussell@schoolsportsnl.ca](mailto:crussell@schoolsportsnl.ca) or by calling Natelle at the SSNL Office at **729-2710**

### What's the Criteria to Participate?

- Any school, any class, Grade K-12 is eligible to register an event
- Submit us your activity ideas along with number of participants
- Each school that registers will receive a reimbursement for their hot chocolate upon sending in their receipts (packaged or bulk cans only of hot chocolate – no pre-made hot chocolate from restaurants will be reimbursed).

### How Do We Get Into the Grand Prize Draw?

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- Register your event
- Send us pictures from your event via email or

### Activity Ideas

- Snowshoe relay races and hikes
- Cross country skiing adventures
- Outdoor shelter building – quinzee/lean-to's
- Snowman making contests
- Ice/snow sculpting
- Skating
- Field snow games (i.e., snow soccer, snow obstacle courses)
- Sliding

### Deadline to Register

**February 28, 2019**

**Disclaimer:** SSNL will not be liable for rosy cheeks and laughter obtained from participating in “Dart Outdoors” Day!





# *Supporting Students with ASD*

## Preparing for Post-Secondary

by KENDRA LANE

Many more students with autism are pursuing a post-secondary education and while academically capable of succeeding, many face unique challenges related to the social and contextual demands of this new environment. The transition is often the focus of the final year of high school and throughout the summer, but for students with autism, beginning the process earlier and more systematically can make all the difference. The transition stress itself can be daunting enough to impact their experience and, ultimately, their success in post-secondary education.

### **Volunteering**

Community involvement, in a variety of ways, can make a real difference to the success of students with autism. Exposure to different work places, jobs, and work-related social environments helps students build more self-awareness and make informed decisions about post-secondary programs. Best practice for employment preparation programs designed specifically for those with autism include community volunteerism and job shadowing opportunities as an important part of building self-determination.

### **Tour Campus and/or Observe Classes**

Tour campuses early, perhaps even before students decide where they are attending and for what program. Students with autism may benefit considerably from much earlier visits to post-secondary institutions to get a better understanding of the physical, social, and academic environment. Take a walk around campus, visit faculties of interest, and even sit in on a class when available. Getting a sense for the physical environment can be invaluable to preparing students with autism and setting them up for success.

### **Connect with Student Services**

Review the services available for students early and discuss why they may be important. Physically going to student services offices and/or meeting with advisors ahead of time will help students access services

should the need arise. Many students with autism report feeling too overwhelmed by the processes of navigating, understanding, and advocating for services and therefore do not access them appropriately, or only do so in times of crisis. Familiarizing students with the how, where, why, and who ahead of time increases the likelihood that services will be utilized at a later date.

### **Logistics and Scheduling**

Many students with autism struggle with the drastic change in independence and the related demands on personal organization. Setting and keeping a schedule for classes, labs, assignments, exams etc. can be more overwhelming than the actual academic requirements. Some students will benefit from early support in creating visual class schedules and calendars that include study times, deadlines, exams, and other commitments as a way of targeting challenges related to executive function. Again, many students with autism struggle more with the organization of the work rather than the work itself; something commonly overlooked by the support people around them.

### **Peer Support**

Some institutions provide formal peer mentor programs that can vary in structure and specifics, but essentially pair up experienced students with new students with autism to help ease the stress of the transition, particularly when it comes to navigating the physical spaces and the social “norms” expected with classmates, instructors, roommates, etc. If a specific program doesn’t exist, it may still be helpful for students to have a designated peer that can provide informal support, especially in the beginning.

### **Natural Supports in High School**

It is important for students, parents, and educators to think about the natural supports a student receives in the high school setting because of “the way things are”. Often there is a focus on the formal supports (such as academic supports like extended exam time,

dictation, assistive technology devices, etc.) that may transfer with the student, but we do not think about the natural supports that may exist from caregivers and educators just because they've always been there. It is good practice to spend some time with the student really looking at their daily routine and how independence will change that in the post-secondary environment. In the best case scenario, students have a good understanding of what changes to expect and, where necessary, have already developed tools to compensate for these changes before post-secondary begins.

Students with autism will continue attending post-secondary institutions in greater numbers than ever before – and institutions are better prepared each and every day for diverse learners and unique needs. It is crucial for these students that we think about the transition process as early as possible, creating building blocks of success for a strong start in this exciting and important next step!

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

## SAVE THE DATE

### WORLD AUTISM AWARENESS DAY

## TUESDAY, APRIL 2, 2019

Stay tuned on ways to celebrate **World Autism Awareness** and raise awareness and funds for programs and services impacting those with autism and their families. Last year schools across the province came together in amazing ways to promote a better understanding of autism – visit [www.autism.nf.net](http://www.autism.nf.net) to find out how your school can participate today!

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Johnson Insurance is a tradename of Johnson Inc. ("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 may apply, and/or vary by province/territory. Travel insurance products are underwritten by Royal & Sun Alliance Insurance Company of Canada ("RSA"). Valid provincial or territorial health plan coverage required. The eligibility requirements, terms, conditions, limitations and exclusions which apply to the described coverage are as set out in the policy. Policy wordings prevail. JI and RSA share common ownership. \*NO PURCHASE NECESSARY. Open January 1, 2019 – April 30, 2020 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 of JI with whom JI has an insurance agreement. One (1) available prize of \$25,000 CAD. Odds of winning depend on the number of eligible entries received. Math skill test required. Rules: [www1.johnson.ca/cash2019](http://www1.johnson.ca/cash2019)



# 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)
- Health Education Council
- Math/Science Council
- Music Council (MSIC)
- NL Counsellors' & Psychologists' Association (NLCPA)
- Physical Education Council (PESIC)
- School Administrators Council (SAC)
- Second Languages Council
- Small Schools Council
- Speech Language Pathologists
- Teacher Librarians Newfoundland Labrador (TL-NL)
- 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](http://www.nlta.nl.ca). Click on "About NLTA" and scroll down to "Special Interest Councils".

**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](mailto:icrewe@nlta.nl.ca)  
Tel: 726-3223  
or toll-free at 1-800-563-3599, ext. 232

## Health Education Council News

**Save the Date!**

### 2019 Physical and Health Education (PHE) Conference

The NLTA Health Education Council would like to make you aware that the 2019 Physical and Health Education (PHE) Conference is happening **May 2-4 in Montreal**. Sessions on Whole School Approaches to Mental Health, Sexual Health, and more. This a valuable and worthwhile professional development experience. A reminder that the NLTA can assist with a grant for out of province professional development at: [www.nlta.nl.ca/out-of-province-grants-for-teachers](http://www.nlta.nl.ca/out-of-province-grants-for-teachers)

### [www.healthednl.com](http://www.healthednl.com)

Don't forget to visit our website ([www.healthednl.com](http://www.healthednl.com)) where you can find all kinds of resources to use for your Health Education curriculum. One example of the many links you can find is [www.participaction.com/en-ca](http://www.participaction.com/en-ca) which is packed with ready-to-use posters, fact sheets, and an interactive page called Build Your Best Day! where students can learn all about Canada's 24-hour movement guidelines.

### Wellness Insurance

Professional services covered by the NLTA Group Insurance Program include a yearly maximum to consult registered practitioners (Psychologist, Speech Therapist, Acupuncturist, Podiatrist, Osteopath, Naturopath, Masseur, Chiropractor, and Physiotherapist).

More information can be found on page 47 of the NLTA Group Insurance Program Booklet at [www.nlta.nl.ca/wp-content/uploads/2019/01/gi\\_bklt.pdf](http://www.nlta.nl.ca/wp-content/uploads/2019/01/gi_bklt.pdf)

Thank you to everyone who attended our last two PL sessions.

It was well attended and informative.

Congratulations to the winners of the door prizes:

Maggie Atkinson, Matthew Chapman and Jillian Lahey



# NEWS & EVENTS

## PHE CANADA NATIONAL CONFERENCE

May 2-4, 2019

Montreal, QC

Attn: Phys. Ed. & Health Ed. Teachers. This conference offers an opportunity to network with colleagues and increase your knowledge and skills in fostering healthy active living for children and youth. For more information visit: <https://phecanada.ca/connecting/events/2019-phe-national-conference>

## SCHOOL ADMINISTRATORS COUNCIL CONFERENCE & AGM

May 8-10, 2019

Glynmill Inn, Corner Brook. Theme: *Fostering Excellence and Equity for All: Moving Towards New Possibilities*. 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/](http://www.nlta.nl.ca/pd_opportunities/)**

## 2019 Convention Deadlines

### 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.

**BGM information can be found on the main page of the NLTA website at [www.nlta.nl.ca](http://www.nlta.nl.ca)**

## Dates to Remember

### February 2019

Feb 14 Janeway Day in the Schools  
Feb 21 **Deadline:** PD Fund applications

### March 2019

Mar 3-9 Education Week  
Mar 7 NLTA Provincial Executive Meeting  
Mar 8-9 NLTA Joint Council Meeting  
Mar 21 **Deadline:** PD Fund applications  
Mar 31 **Deadline:** Centennial Study Award applications  
Mar 31 **Board Deadline:** Notice for retirement at end of school year

### April 2019

Apr 1 **Deadline:** Johnson Bursary Applications  
Apr 15 **Deadline:** Notice for postponement of Deferred Salary Leave or withdrawal from DSLP  
Apr 18 **Deadline:** PD Fund applications  
Apr 23-26 NLTA Biennial General Meeting  
Apr 30 **Deadline:** Year-end resignation from contract  
Apr 30 **Deadline:** Deferred Salary Leave applications

### May 2019

May 6-10 Branch Election Week  
May 7 **Deadline:** Notice by Board of layoff  
May 16 **Deadline:** PD Fund applications

### June 2019

June 7-8 NLTA Provincial Executive Meeting  
June 20 **Deadline:** PD Fund applications

### July 2019

July 31 **Deadline:** NLTA Scholarship applications

## The Conference on New Teaching and Classroom Techniques

# CONTACT 2019

## 40<sup>th</sup> ANNIVERSARY

**AUGUST 6-9**  
**University of**  
**New Brunswick**  
**SAINT JOHN, NB**



Further details available soon.



**EDUCATION WEEK  
2019**

**LA SEMAINE  
DE L'ÉDUCATION**

**Go the Extra Mile  
Aller plus loin**

**March 3 - 9 Mars  
2019**

