

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION
T H E

Vol. 63/No. 2

November/December 2019

bulletin

TEACHERSCHANGELIVES.CA

Season's Greetings



INSIDE

Teacher Abuse.	14
Personal Property at School.	16
Seasonal Affective Disorder.	20

Up Front from the President



Like every good parent, I want my child to succeed. Like every parent, I want him to navigate through life and work in a career that he finds rewarding and allows him to become a productive member of society. I want him to enjoy his chosen field and have a quality of life that he and, for that matter, all of our children should have available to them. My son began studies at Memorial University this fall and has indicated that he wants to pursue a career as an educator. I'm proud of him for making that decision. I look forward to seeing him progress through his studies and position himself to take on the career of his choosing.

But I also realize that there are challenges ahead for him as he embarks on that career path. I would love to have him settle in this province. No parent wants to have their children leave. If the government of this province wants to recruit and retain educators, then there needs to be tangible measures taken to make that happen. Our teacher graduates, our province's teachers, are welcomed in jurisdictions from across the country and around the globe. Our province must compete with other provinces and countries in terms of compensation, working conditions, and, in some cases, living conditions in order to attract and keep those individuals. I am aware of, and been in contact with, a number of teachers who have chosen to leave the province as a result of concerns with the degree to which those factors were being addressed or not addressed. The loss of young professionals from any province is problematic. In our province, acutely so!

There are a number of changes that need to happen for our province's schools. The Education Action Plan had some good first steps. There are measures that

have the potential to produce positive impacts on the delivery of education to our students. But more needs to be done. Part of determining the need must involve consulting with those who know education best – our members. As part of the consultation there needs to be a review of the Teacher Allocation Model. This was supposed to be done in 2011. It is long overdue. Ask anyone attached to our schools about the impacts larger class sizes have had. Ask those same individuals about the impacts of a reduction in administrator allocations. Ask about how a forced integration of students with special needs, without adequate supports, has affected student learning. The answers to all of these questions will have a common theme. These measures have reduced the quality of the delivery of education.

As you are reading this you would be aware of our "Class Size Matters" initiative. A memo has been sent out as well as a video message and Class Size Matters buttons. We know that a measure that can be taken to start improving our delivery to students should be a reduction in class size. It's very much a common sense notion that the larger the class size, the less that students have their needs met. Investment in education provides a pathway, perhaps the most reliable pathway, for our province to move to the better tomorrow all of us want. I urge all of you to display that button and to let those in our circles know that "Class Size Matters". In my role as President I am your spokesperson. I am asking that you assist me in reinforcing the message that class size matters – to you as teachers, to our schools, but more importantly, for our students!

Until next time.

THE bulletin

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Features

- 12 Branch Leadership Seminars**
- 14 Programs & Services**
Teacher Abuse: What a Member Can Do When Faced With Abusive Conduct
by Miriam Sheppard
- 16 What About My Stuff?!**
Personal Property at School – What NLTA Members Should Know
by Darrin Pike
- 18 Important Information re**
Payment of Severance
- 20 Living Well**
Seasonal Affective Disorder: A Light Changing Experience
by Gail Carroll
- 22 Autism in the Classroom**
Supporting Students with ASD in Classrooms and Schools
by Scott Crocker
- 24 In the Classroom**
Monitoring Water Temperatures: Place-based Learning in Conception Bay, NL
by Patrick Wells
- 26 Of Special Interest...**
NLTA Music Special Interest Council Award Winners

Departments

- Up Front from the President* 2
- On Location News* 4
- In Memoriam* 9
- News and Events* back cover

MARCH 8-14 MARS

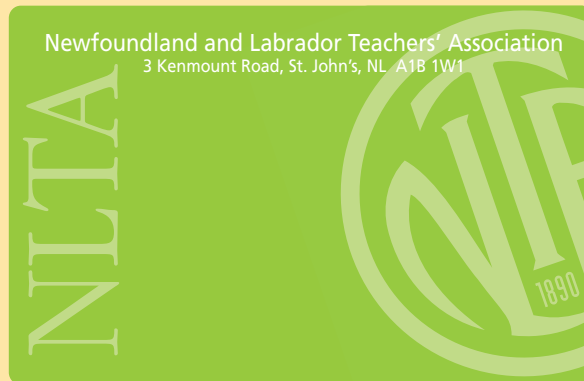
LA SEMAINE DE L'ÉDUCATION
EDUCATION WEEK 2020

2020

VISION

MORE INFORMATION TO FOLLOW.

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. Click on "Member Services".

PROVINCIAL/NATIONAL/INTERNATIONAL
NEWS

STEPHENVILLE

Book distribution event at SES a huge success

First Book Canada (FBC) partnered with Stephenville Elementary School (SES), Disney Worldwide Publication and Scotiabank in order to host the *first* book distribution event in Newfoundland and Labrador. FBC and Stephenville Elementary spent the better part of a year planning this event. During the month of August, 13,480 books were shipped from Disney Publication (mostly hard cover) and arrived at the front door of Stephenville Elementary School. This shipment was met by an extraordinary group of volunteers who, in two and a half hours, unpacked the eight crates of books and transported them into the school gymnasium.

Prior to opening the doors for this event, volunteers and staff members transformed the gymnasium into one massive bookstore. FBC and SES had scheduled its doors to open for FBC members on Wednesday, September 18 and close on Friday, September 20. All members were allowed to pick up 150 books of their choice and return to their communities where they would distribute them to the children under their care.

“When we closed our doors at 4:00 p.m. on Friday, September 20, all 13,480 *free*, brand *new* books were gone!” says Barry Kendall, Instructional Resource



Organizing some of the 13,480 books at Stephenville Elementary.

Teacher at Stephenville Elementary. These lucky members included Stephenville Primary, Stephenville Elementary, Stephenville High, Jakeman All Grade, Itinerant for Hearing and Visually Disadvantaged, Templeton Academy, Dorset Collegiate, Bishop Field Elementary, Bayview Academy, Corner Brook Intermediate, St. Michael's, Belanger Memorial, St. James Elementary, Templeton Academy, Vine Place Community Centre, Kindle Public Library, Girl Guides, Brownies, Sparks, Cubs, Scouts and Beavers, Janeway, Knights of Columbus, Targett Willow House and Targett Cara House.

“On behalf of the FBC and SES we would like to gratefully acknowledge all those who helped make this event such a success. In addition, the FBC Members of NL would like to thank First Book, Disney and Scotiabank for making this event possible.”

ST. JOHN'S

Waterford Valley Branch teachers help their community

On September 21, a group of 14 teachers from the Waterford Valley Branch of the NLTA spent part of their Saturday preparing and serving brunch for 171 guests at The Gathering Place. This was a first for many involved and all said that they would love to be a part of it again. If this is something you'd be interested in, the branch will be having another opportunity for you to take part later in the year.



Teachers from Waterford Valley Branch at The Gathering Place.

UPPER ISLAND COVE

St. Peter's Elementary officially opens new school playground

Friday, October 11 was a historical day in the town of Upper Island Cove. Once again, St. Peter's Elementary School was filled for the official opening of the new St. Peter's Public Park. School principal, John Drover, says this project would not be possible without the support of the Town of Upper Island Cove, fundraising efforts, corporate sponsorship and the kind donations within the school community and Conception Bay North area.

"It's been a collaborative partnership all the way," says Mr. Drover, who learned that there had been a playground in the exact location back in the 60s, and a playground like no other in its time. In the late 80s, there was a small ballfield and the remnants of a playground, but in Mr. Drover's recollection, it was a small softball field. After this time, the ballfield dwindled and the play area fell to alders and eventually the gates closed to St. Peter's students' families and the surrounding area.

"Thirty years later, here we are!" This project began a number of years ago as meetings were held, problems were solved, and many letters were written. About four to five years ago the town council came forward with an option. They would re-vitalize the old playground/ballfield property and it would be the school's responsibility to raise the money to furnish the playground. A proposal they could not reject. The school's efforts began with Government kickstarting it with a \$10,000 grant through Healthy Active Living. Hickman Automotive Group then set the momentum with a challenge for St. Peter's to raise \$25,000 that they would match if the school was successful. This challenge was fulfilled with community support. St. Peter's later signed up for an Aviva contest last fall and again, with the help of surrounding communities, they succeeded



Photos from the opening of St. Peter's Public Park.

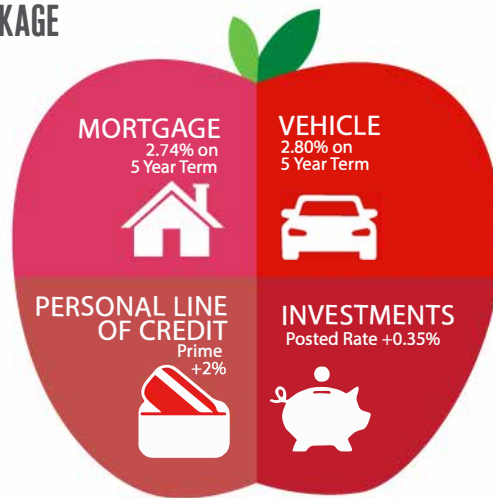
in raising another \$10,000 for a grand total of \$73,000.

"You would not believe the support we received from our school community and the CBN surrounding area," says Mr. Drover. "We want to send out a heartfelt thank you to all of you, because without you, this project would not be possible. Whether you were sitting at meetings, selling tickets, preparing/selling cold plates, performing in skits/concerts, delivering letters, asking for support, donating food/snacks, spreading pea stone, lifting equipment, landscaping the area, digging holes, welding equipment, donating park benches, tables, the list is endless and it is very difficult to list everyone, the best way to sum this up is by saying 'Thank you to you ALL. We are so very grateful' for your support and making this a day, a day we will never forget! This project is ours to appreciate, care for and enjoy with our families, friends, and surrounding communities for years to come."

On Friday, October 11, during their Thanksgiving Assembly, the official name of the park was unveiled and all students, staff, parents/guardians, friends, and guests were led to the park by the local Fire Department and snacks and lunch were served by the local church vestries and Fire Department.

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.

RIGOLET

Northern Lights Academy raises money for cancer research

Students and staff at Northern Lights Academy in Rigolet have much to be proud of. Over the last five years, the school, with a student population of 60-70 students and a community population of just over 300, has raised over \$10,000 for cancer research: \$2012.75 (2015); \$1776.85 (2016); \$2711.00 (2017); \$1889.85 (2018); and \$2025.40 (2019), for a total of \$10,415.85!

Elsie Wolfrey, a teacher at Northern Lights Academy and organizer of the Terry Fox School Run for the past five years, says this September they put forth three challenges and met them all. “If we raised \$1,000 our PE teacher would get a pie in the face. If we raised \$1,500 our K/1 teacher and IRT/5-6 teacher would feed each other chocolate pudding while blind folded and if we raised \$2,000 our VP would get duct taped to the gym wall. It was an inspiring assembly and successful event again this year!” says Ms. Wolfrey.



PE teacher gets pied.



Students making a difference at the Terry Fox School Run.



Students and staff participate in Terry Fox School Run events.

GOOSE BAY

NLTA Medal winner announced

Catherine Mitsuk of Goose Bay is the 2019 recipient of the Newfoundland and Labrador Teachers' Association medal. Catherine graduated from Memorial University at the Spring 2019 Convocation with a Bachelor of Education (Primary/Elementary).

Catherine grew up in Hopedale, but now lives in Goose Bay with her spouse, Adrian, and two sons – Laken who is 17 and Hunter who is four months old. She completed the Mining Technician course at CONA in Labrador City in 2006 and worked with IOCC for a few months before going on to work as a Mill Operator in Voisey's Bay for seven years. Catherine went back to school in 2014 to complete her IBEd, Bachelor of Education (Primary/Elementary) for Nunatsiavut, because she needed a career change and had a wonderful opportunity to complete the entire program in Goose Bay. “I love working with younger children and seeing them grow and change so much over a short little time,” says Catherine.

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.



Catherine Mitsuk with sons Hunter and Laken.

WE COULDN'T DO THIS WITHOUT YOU!

It's been a very busy fall at Kids Eat Smart Foundation NL. Thanks to you, the principals, teachers and school administration, there are 233 Kids Eat Smart Clubs operating in schools throughout Newfoundland and Labrador.

Every school day, with your support, we serve over 31,000 meals to school-aged children in our province. Every KES Club is different, but all share the same values of providing breakfast to children in a welcoming, safe and non-stigmatizing environment, at no cost to families.

You know your children and your area best, and that is why we work with your school on an individual basis to ensure children's needs are met. Kids Eat Smart Foundation provides resources such as menu planning, funding, volunteer recruitment and recognition. Our four Regional Coordinators are available to help you.

As you know, serving 31,000 meals a day is an expensive venture. It comes at a cost. Kids Eat Smart Foundation receive \$1.1 million from the Government of Newfoundland and Labrador annually, our Foundation staff and volunteers raised \$1 million last year, and our school community raised almost \$1 mil-

lion. That's where our revenue comes from and last year, together, we served 5.3 million meals.

That is why your support in terms of fundraising is so important. Just this past October, your schools participated in the TD Walk for Breakfast. This is your opportunity to participate in a province-wide fundraiser to support your Breakfast Club. We are delighted to report that the number of schools participating was 155, more than any other year. Thank you.

Our KES Radiothon was held on November 6 and we are pleased with the results in terms of money raised and awareness. While we don't ask our schools to participate in Radiothon, we do encourage you to let people in your community know about Radiothon and to encourage them to call or donate online and designate your Breakfast Club to receive their gifts.

We also ask schools to participate in Breakfast Blitz. This event will be held on February 27, 2020. This will be the perfect opportunity to raise money, collect food and create awareness of the good work you are doing in your Breakfast Clubs.

At Kids Eat Smart Foundation we

understand how difficult it is for you to take on one more fundraiser to support a great cause or to fund an important project for your school. We truly appreciate your commitment to your children's breakfast clubs and thank you for your time and energy to ensure your children start their day with a healthy breakfast.

We are grateful to you, the educators, and your school communities for partnering with Kids Eat Smart Foundation to provide children with access to nutritious food at school so they are well nourished and ready to learn.

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

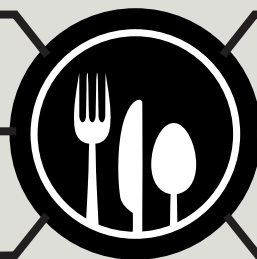


QUIK FACTS

233
KIDS EAT SMART CLUBS

31,000
MEALS A DAY

5.3 MILLION
TOTAL MEALS SERVED LAST YEAR

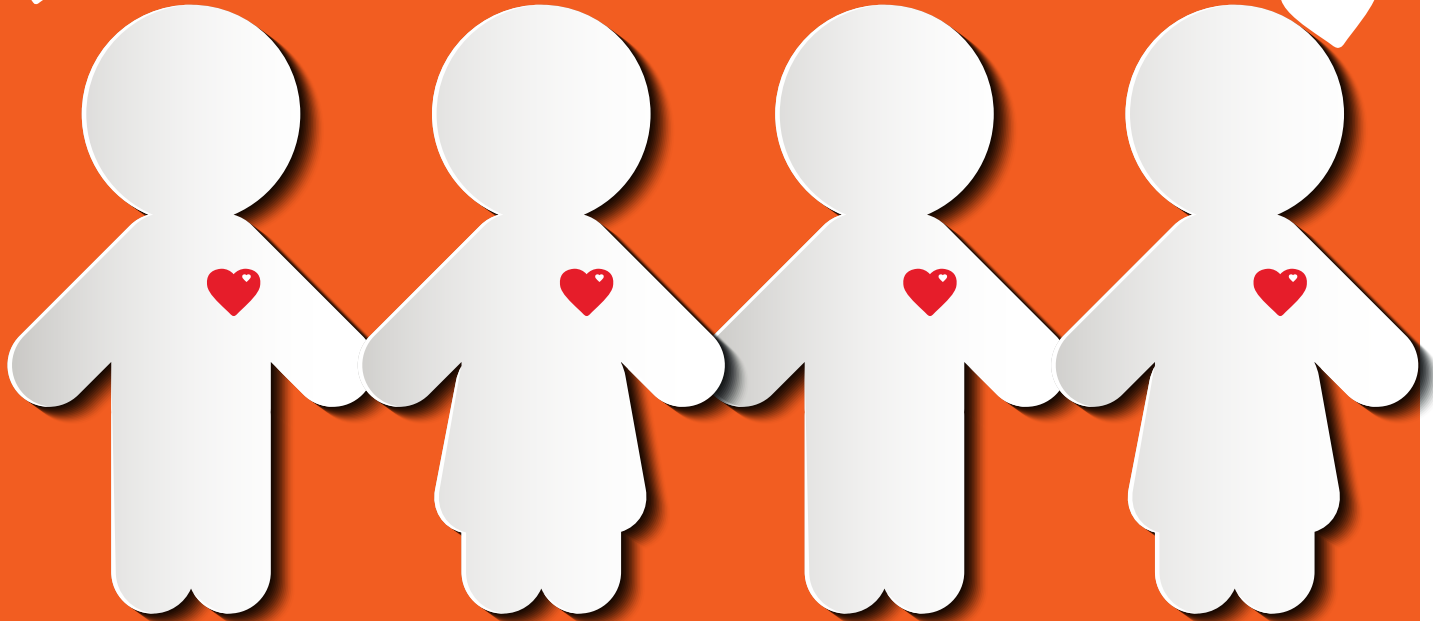


\$1.1 MILLION
FROM GOVERNMENT OF
NEWFOUNDLAND AND LABRADOR

\$1 MILLION
RAISED BY FOUNDATION
STAFF AND VOLUNTEERS

\$1 MILLION (ALMOST)
RAISED BY SCHOOL COMMUNITY

INVEST IN OUR KIDS



JANEWAY DAY 2020

CARING AND SHARING FOR THE JANEWAY
FEBRUARY 14, 2019

EVERY YEAR, **JANEWAY DAY IN THE SCHOOLS** PROVIDES AN OPPORTUNITY FOR STUDENTS AND TEACHERS TO HELP OTHER CHILDREN. SINCE 1986 STUDENTS AND TEACHERS HAVE DONATED MORE THAN **\$1,188,711** TO THE JANEWAY.

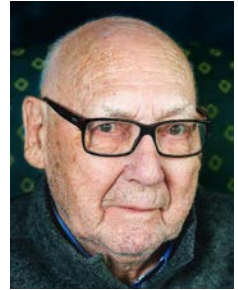
HERE'S HOW TO PARTICIPATE IN **JANEWAY DAY 2020**: ASK STUDENTS AND TEACHERS TO FOREGO THE EQUIVALENT OF RECESS MONIES FOR ONE DAY. THAT'S THEIR DONATION TO THE JANEWAY.



A PROJECT OF THE NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

Remembering Hudson H. Davis

NLTA Past President and Honorary Member



Hudson H. Davis

The Newfoundland and Labrador Teachers' Association was deeply saddened by the death of NLTA past president and honorary member, Hudson H. Davis, on May 31, 2019, at Bloomington Cove Care Community, Whitchurch – Stouffville at the age of 95. As was stated in his obituary, "a life well lived!"

Mr. Davis was born at Shoal Harbour, Trinity Bay, in 1923. Being the son of a United Church Minister, he attended school in several rural Newfoundland communities before graduating from high school in Western Bay. He went on to attend one year of teacher training in 1940 at Memorial College and began his teaching career in the communities of Petites and Lethbridge. After teaching for several years, he joined the Royal Canadian Air Force and served during WWII from 1943-46 as an airplane mechanic. On his return, he re-entered Memorial College where he studied for two years and completed his Arts Degree at McGill University in 1950. This was later followed by Bachelor of Education from the University of Toronto in 1960 and the first ever Masters of Education awarded from Memorial University in 1968.

Mr. Davis went on to teach in Bonavista from 1950-52. He had met Nellie Norman from the neighbouring Catalina years earlier and they were married in December 1950. He continued his teaching career in Carbonear for the next 17 years, during which time he became involved in the NTA. He was elected to the NTA Provincial Executive eight times, held various offices in the Carbonear local and regional branches, and for two years was elected as one of the vice-presidents. At the Association's Annual General Meeting in April 1962 he was elected as President of the Newfoundland Teachers' Association, serving from 1962 to 1964. Mr. Davis was also a Director of the Canadian Teachers' Federation, a member of the Atlantic Provinces Marking Board, and served for six years on various committees with University Deans and Departmental Superintendents. As important as teaching was to him, community involvement was also one of his strong beliefs and he showed this through church work, being Mayor of Carbonear, and being one of the founders of the Air Cadet Squadron 589.

With the reorganization of school boards in 1969, Mr. Davis left Carbonear to move to Gander, serving as Superintendent of the Terra Nova Integrated School Board for 10 years. In 1979 he retired as Superintendent and, in 1980, began working for the Newfoundland and Labrador School Trustees' Association, retiring from that position in 1987. Following his retirement, Mr. Davis continued to be an active member of the educational community. At the Association's Annual General Meeting in April 1991, Mr. Davis was made an honorary member of the Newfoundland Teachers' Association, an honor which is bestowed upon individuals who have made a significant contribution to the advancement of education in Newfoundland and Labrador.

Mr. Davis was also very active in the United Church at the local and provincial level, the Gander Hospital Board, and took part in many other community works. He maintained his interest in reading, walking, travelling and family and had a keen interest in discovering his genealogy, which included numerous visits to his daughter in England and to the genealogical records founds there. As well, he took up an old hobby of his youth, Fretwork, with his biggest project being a grandfather clock.

He had a poem that he used as a focus for his life and work, to respect and support all. It was taken from the work of Henry David Thoreau and he had a poster of this poem on his office wall for years.

*If a man does not keep pace with his companion,
Perhaps it's because he hears a different drummer.
Let him step to the music he hears,
However immeasured or far away.*

Mr. Davis was predeceased by his wife, Nellie, in 2004. He was a loving father of six and grandfather of six, sadly losing one granddaughter in 1988. He will be remembered for his love, devotion and inspiration to family, former students, colleagues, cadets and friends.

(Information for this In Memoriam was submitted by Kathy Mason (Davis), former NTA member 1982-90)

KATHLEEN MARY BROWNE (MANUEL)
OCTOBER 21, 1959 – SEPTEMBER 28, 2019



**Kathleen Mary Browne
(Manuel)**

Kathleen was born in St. John's on October 21, 1959, raised in Steady Brook and attended grade school in Corner Brook. She commenced studies at Memorial University School of Music in 1977. Kathleen graduated from Memorial University of Newfoundland in May 1983 with a Bachelor of Music specializing in Voice and a Bachelor of Music Education. In 1999 she subsequently earned a Masters of Education (Literacy) from Mount St. Vincent University, Halifax.

During her years with a young family, Kathleen opted to concentrate on offering private voice lessons in her home. She tutored many students who have gone on to successful careers both in music and other chosen vocations.

With both her own children off to a good start, Kathleen next embarked on a varied and extensive teaching career in the Newfoundland school system. She taught at all grade levels in many schools throughout the province, including Corner Brook, Bay of Islands, South Brook, Badger, Grand Falls-Windsor, Peterview, Botwood, Norris Arm and her longest stint (20th year) at Helen Tulk Elementary in Bishop's Falls where she was a Grade One teacher.

Kathleen's approach to teaching children was not burdened or hindered by the latest, most innovative trends in pedagogy and educational theory. She resolutely believed that certain fundamentals in teaching and learning were constant, not to be compromised or diminished. To her classrooms she steadfastly brought knowledge, life experience, an infective enthusiasm, a positive can-do energy, patience, fairness, mutual respect, and empathy – all delivered with that warm, engaging smile and personality. She also brought organization, structure and a commitment to meet the deliverables and deadlines of her profession and school. The proof that she might be on to something was the academic progress and respectful, loving response by so many of her students. It was observable, a matter of record, undeniable.

Throughout her life, Kathleen possessed and pursued many talents and interests. However, it was the extraordinary gift of "that voice" that distinguished her. It defined and revealed her true essence and soul. Kathleen was an exquisite mezzo-soprano. Her voice was a musical instrument of such beauty, quality, fullness and rarity. In addition to recognition and awards at Corner Brook music festivals as a young girl, Kathleen went on to be the winner of the Senior Rose Bowl at the 1980 St. John's Kiwanis Music Festival. She has also been featured on a number of CBC Radio recitals.

Throughout the years, Kathleen generously shared the gift of her voice and musicianship at many special events, weddings, and funerals. She could literally bring people to tears of appreciation with the beauty of her musical instrument, her vocal technique and her sincere, authentic presentation.

Kathleen will always be thought of fondly for her kindness towards her students, her love of teaching reading, writing and of course music. Her kindness and love for her students were so obvious, especially when we saw each of her students, at the end of each day, with stickers on their foreheads and of course receiving a hug, as they left school with a huge smile on their faces.

The family wanted to acknowledge the care Kathleen received, both at the Central Newfoundland Regional Health Centre in Grand Falls-Windsor and at the Health Sciences Centre in St. John's. In particular, HSC ICU nurses Jill Hopkins and Kim Pinsent will forever have their deepest appreciation and respect, including Dr. Mike Hickey for directing Kathleen's care and keeping the family informed on medical matters.

Grieving her sudden loss is her husband Bill, daughter Emilie, son William, and the extended Browne family. Also leaving to mourn are her mother Janet, sisters Maura, Susan, Jenny, and Tara, and brothers John, Terry, Michael, Simon, David, Peter, Ian, and Robert, as well as numerous nephews, nieces and friends. She had two much-loved Golden Retriever buddies, Inches and Lady Thatcher. Kathleen was predeceased by her father Terry, brother Andrew, very beloved grandmother, Isabel Walsh (Hardy) and cherished mentor, Sister Bernadine (Presentation Sisters).

In her final act of generosity on this earth, Kathleen provided the life-saving gift of organ donation to four individuals across this country.

Next to the Word of God, music deserves the highest praise. The gift of language combined with the gift of song was given to man that he should proclaim the Word of God through Music. ~ Martin Luther

The Lord respects me when I work, But He loves me when I sing. ~ Anonymous

(Submitted by William Browne Jr., husband, and Judith Crocker, principal at Helen Tulk Elementary)

MME JOANNIE BOYER, 1985 – 2019

À Labrador City, le 6 septembre 2019, est décédée à l'âge de 34 ans madame Joannie Boyer, conjointe de monsieur Dave Cleary.

Joannie a œuvré près de 12 ans dans le milieu de l'éducation. Entre 2014-2016 et 2017-18, elle a enseigné en classe multi-niveaux au Centre éducatif l'ENVOL de Labrador City. Elle y a également occupé le poste de direction d'école entre 2016-17 et 2018-2019. Comme à l'habitude, Joannie s'était lancée dans cette nouvelle année scolaire avec tout son cœur et son dévouement pour ses élèves et ses collègues. Étant également très impliquée au sein de la communauté de Labrador City, l'absence de son sourire et de sa joie de vivre laissera un grand vide dans son école, au conseil scolaire francophone et dans la communauté.

L'équipe-école du Centre éducatif l'ENVOL lui rend donc hommage par ce poème :

*Madame Jo,
Donne-nous les mots pour
Parler un peu de toi
Te rendre hommage comme il se doit
Parler de ces longues heures
À te dévouer à ton labeur*

*Madame Jo,
Donne-nous les mots pour
Raconter tous ces enfants
À qui tu as donné temps et tant
Raconter tes grandes idées
Qui nous faisait parfois rêver*

*Madame Jo,
Donne-nous les mots pour
Dire tes rires et ton sourire
Qui nous parlaient de l'avenir
Dire ta bonne humeur précieuse
Qui nous était si délicieuse*

*Madame Jo,
Donne-nous les mots pour
Nous aider à conjuguer
Pour ceux qui restent le verbe aimer
Nous aider à bien comprendre
Tes règles, exceptions et méandres*

*Madame Jo,
Donne-nous les mots pour
Accepter l'inacceptable
Nous avouer l'inavouable
Accepter ton choix et poursuivre
Sur la voie qu'il nous faut suivre*

*Madame Jo,
Nous avons enfin tes mots pour
Persévérer dans tes pas
Et poursuivre la route sans toi
Nous avons enfin tes mots pour
Parler ensemble de ces demains
Qui garderont le souvenir de tes refrains.*

Dannie Bernatchez

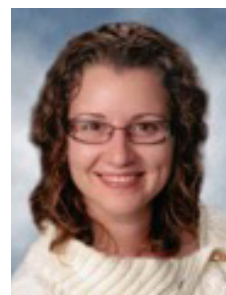
*(Soumis par Patrick Bourdeau,
bureaux administratifs du CSFP)*

**ELIZABETH CHRISTINE HOLLOWAY
DECEMBER 4, 1957 – NOVEMBER 4, 2019**

Beth passed peacefully away in the presence of her loving family at Pleasantview Towers in her 62nd year. Her 30-year battle with Parkinson's Disease is done. Beth was a high school English and Drama teacher at Port Rexton, Dunville, Whitbourne, and New Harbour, retiring from Holy Trinity Central High in Norman's Cove. After retirement she devoted herself to Parkinson Society NL, and over the years she earned the Anne Rutherford Memorial Award and the Mimi Feutl Award for her dedication and work with Parkinson Society Canada. She was the author of *My Idiotic Disease*. Beth is predeceased by her parents, Alvin and Winnie Holloway of Dunville, brother-in-law Garry Winsor, and darling nephew Andrew. She leaves to mourn sisters Rosalind (Richard) Deyholos and Janice Winsor (Glenn Hiscock); Patricia Morrissey, friend, colleague and confidante; aunts and uncles Marie Stead, Musgravetown; Eric and Marion Vincent, Bauline; Levina and Bruce Neal, Pearce and Sylvia Vincent, and Shirley Day, all of St. John's; residents and staff at Pleasantview Towers; and Beth's many relatives and friends who visited and kept in touch throughout her journey.

Gone Fishin'

(Submitted by Janice Winsor)



Joannie Boyer



Elizabeth Holloway

Branch Leadership Seminars 2019

This fall the NLTA held a series of Branch Leadership Seminars in Grand Falls-Windsor on October 24-25, Corner Brook on November 1-2 and St. John's on November 15-16.

Our School Rep Seminars have been revamped and this year we expanded the sessions to include more involvement at the Branch level. School Representatives and members of the Branch Executive are integral parts of the NLTA and they ensure that the membership remains informed and aware of the Association and the services that are provided. The new Branch Leadership Seminars were well attended and feedback from attendees was excellent.



Staff of the NLTA developed and delivered the sessions to the school reps and branch presidents who were able to attend, and valuable information was provided. The NLTA School Representatives, as well as members of the Branch Executives in the three locations, were provided with information on the NLTA organizational and operational framework, role of the school rep, role of the branch president, collective action: catalyst for change, information on branch finances, branch engagement, programs and services, and electronic voting for NLTA President and Vice-President. Also in attendance at the sessions was NLTA President Dean Ingram as well as members of Provincial Executive who are assigned the responsibility for branches in each of the areas.

All who attended had the opportunity to evaluate the sessions and their names at each session were entered for the opportunity to win one of three NLTA prize packages.

There will be three other Branch Leadership Seminars offered in the fall of 2020 and information will be forwarded as soon as it becomes available concerning dates and locations.

Some comments from the sessions:

- *I thought the whole idea was fantastic! Wish it had been offered earlier in my career, as I would have had a better understanding of the NLTA. Everyone should be exposed to this.*
- *I feel the seminar was very well put together. It was very informative and provided very relevant, important information and answered questions that branches and reps often face. I think the presentations were put together very efficiently and provided meaningful information in an engaging manner. Very well done, I would recommend it to anyone.*
- *This was an awesome seminar. Right from the start we were asked to write about a prevalent question. All sessions were engaging and full of information. The fact that there were many presenters added to the engagement.*
- *Great seminar. Very eye opening and I did learn a great deal. I really did not know what my entire role was as school rep until the weekend. Thanks so much.*
- *Excellent training seminar. Was incredibly beneficial.*
- *Nice to meet and talk with other members of different branches.*
- *Really enjoyed the seminar. Very informative. Better understanding of our roles as Branch Executive and role of NLTA offices to help members. Great for all members to know and importance of keeping in the know of things.*
- *It was a great session, I really enjoyed it! I learned a few things I didn't know and am looking forward to becoming more of a part in the NLTA branch.*
- *I thoroughly enjoyed the seminar and small group discussions. It was a great opportunity to network again and compare notes.*



DID YOU KNOW THERE ARE IMPORTANT RESOURCES FOR TEACHERS ON THE NLTA WEBSITE?



Searching the website has never been easier thanks to a new search button on the main page called **"I am Looking For..."**

I am looking for: ▼

INFOSHEET
Programs and Services
Number 26
2019/2020

Cyberconduct and Electronic Communications – Important Information and Guidelines for Teachers

Introduction
Information and communication technology (ICT) is a regular part of everyday life for most people. Through email, chat, blogs, YouTube, dating websites, Twitter, Facebook, Instagram, etc., it is now just a few clicks away from changing the way we communicate and interact, both personally and professionally. While advances in ICT have, in many ways, made the sharing of information faster and more efficient, the seemingly endless possibilities do not come at a low cost. The digital age has brought with it a host of new risks, including the potential for identity theft, data breaches, and the loss of privacy and security. It is the responsibility of all users to take steps to protect their information and ensure the integrity of their data.

Why Be Concerned?
NLTA is proud to offer the Cyberconduct and Electronic Communications (CCE) program to all members. This program provides members with the latest information and resources to help them stay safe and secure in the digital age. The program includes a variety of resources, including a comprehensive guide to cyberconduct and electronic communications, a list of best practices for teachers, and a series of webinars and workshops. The program is designed to help teachers understand the risks of ICT and to provide them with the tools and resources they need to protect themselves and their students. The program is available to all members and is updated regularly to reflect the latest developments in the field.

Guidelines and Advice
In light of the above, all members are advised to take the following steps to ensure their safety and security in the digital age:

- Use strong, unique passwords for all accounts.
- Enable two-factor authentication for all accounts.
- Avoid clicking on suspicious links or downloading attachments from unknown sources.
- Be cautious of phishing emails and social media scams.
- Regularly update software and operating systems.
- Avoid using public Wi-Fi networks.
- Be mindful of what you post online.
- Report any suspicious activity to the appropriate authorities.

Cyberconduct and Electronic Communications – Important Information and Guidelines for Teachers — Infosheet No. 26

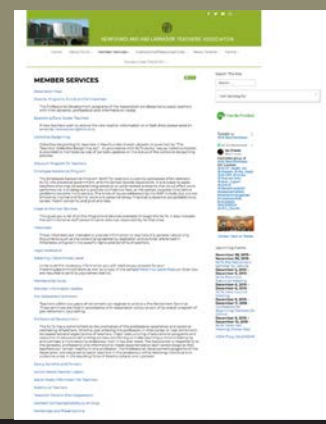
http://files.nlta.nl.ca/wp-content/uploads/public/documents/infosheets/info_26.pdf

A video on Social Media for Teachers

www.nlta.nl.ca/socialmedia



There is a full list of **Member Services** at www.nlta.nl.ca/programs-services-benefits/



Violent Incident Tracking Form

INSTRUCTIONS:

- The INCIDENT REPORT Form should be used to document violent behaviour or conduct in the workplace that the Member believes is not conducive to a safe and healthy working environment.
- This form should always be completed and submitted **within 24 hours** of the occurrence or discovery of the behaviour/conduct in question.
- Completed INCIDENT REPORT Forms should be submitted no later than 14 days after the incident. If you are unable to submit the form by this deadline, please contact the NLTA office at 905-882-1000 for more information.

PLEASE NOTE: This form will only be used for Collective Bargaining purposes.

Step 1
Step 2
Step 3

Provide All Information Requested

If you are providing a copy of this form to the NTA, then the form should be filled out in the spaces provided.

Name of NLTA Member *

First Name: Last Name:

Home/Personal Telephone Number *

Home: Mobile:

Email Address *

Email:

School District *

School District:

Name of School *

Name of School:

Street Address or P.O. Box of School *

City/Town/Village:

Postal Code of School *

Postal Code:

The **INCIDENT REPORT** form to document **violent behaviour and/or conduct in the workplace**

www.nlta.nl.ca/nlta-violent-incident-tracking-form/

Go to www.nlta.nl.ca for news/events, publications/resources, information on member services, and everything an NLTA member needs to know about their Association.



Teacher Abuse

What a Member Can Do When Faced With Abusive Conduct

by MIRIAM SHEPPARD

“It is clear... that with the advent of social media, abusive conduct is now often very, very public.”

Abuse of teachers is a real concern. Due to a lack of historical tracking systems, as well as likely underreporting, it's hard to say if the frequency of abusive conduct by parents and students is greater than in the past. It is clear, though, that with the advent of social media, abusive conduct is now often very, very public. Both school districts are required, pursuant to Clause 29.07 of the Provincial Agreement (Clause 17.06 of the Labrador West Agreement), to have and implement policies regarding abusive conduct by parents and students.

The Newfoundland and Labrador English School District (NLESD) policy defines abuse as follows:

To ill-use, to misuse, or to insult, in a manner that endangers an employee's job or reputation, undermines performance, or threatens the economic livelihood of an employee. Abuse includes, but may not be limited to, verbal or psychological abuse. (Physical abuse would be considered “violence”.) Verbal abuse is any use of language to undermine someone's dignity or security through insults or humiliation. Psychological abuse is a form of mistreatment that causes mental or emotional pain or injury and includes, but is not limited to: statements or actions that humiliate or belittle; insults; and isolation.

The policy of the Conseil scolaire francophone provincial (CSFP) states:

Abus, abus verbal, abus psychologique et abus physique sont définis comme suit :

« Abus » signifie abuser, abuser ou insulter, d'une manière qui met en danger le travail ou la réputation d'un employé, nuit au rendement ou menace la subsistance économique d'un employé. La violence inclut, mais ne peut pas être limitée à la violence verbale ou psychologique. (L'abus physique serait considéré comme de la « violence » conformément aux dispositions de cette politique.)

« Abus verbal » est l'usage excessif du langage pour porter atteinte à la dignité ou à la sécurité de quelqu'un par des insultes ou des humiliations.

« Abus psychologique » est une forme de mauvais traitement qui cause une douleur ou une blessure mentale ou émotionnelle et comprend, sans s'y limiter : des déclarations ou des actes qui humilient ou déprécient, les insultes et l'isolement.

« Abus physique » est tout geste posé qui provoque, de façon non accidentelle des blessures corporelles ou des traumatismes.

But what can an NLTA member do when faced with abusive conduct?

As noted previously, the Collective Agreement requires the school districts to not only have policies on dealing with such abuse, they must implement those policies as well. A recent “with prejudice” settlement with the NLESD illustrates a beginning framework for District response when teachers are subject to abuse. (A “with prejudice” settlement is a settlement of a grievance that compels the District to act according to its terms. The following is a starting point for response, and other actions may be necessary, depending on the situation.)

- 1) Violence is not a necessary precondition to a finding of abuse under the Policy. (A teacher can be abused in the absence of physical violence.)
- 2) An appropriate response is a timely response. The District must make every effort to respond within 2 working days for the first District contact with a complainant (i.e. person complaining about a teacher's actions).
- 3) Specific and detailed communications with targeted employees, regarding the steps taken by the District in furtherance of policy objectives, is an important part of demonstrating ‘support’ for employees in providing a harassment and abuse free workplace;

- 4) Abuse under the policy includes, but is not limited to, a public attack by an employee of NLESD, parent/guardian, student or volunteer that threatens the livelihood or professional reputation of an employee.
- 5) The District will make every effort to take available steps (i.e. make a request to site administrators) to have offending communications removed from public access.
- 6) The District will write complainants and, when possible, have in person meetings with complainants when confronted with communications that run afoul of the Policy. Such communications must identify the inappropriateness of the abusive behavior and draw relevant policy to the recipient's attention, with a copy to be provided to the NLTA in cases where the teacher is availing of Association representation.
- 7) These steps establish a baseline for responsive action, not a complete protocol, and other steps may be required depending on the circumstances of a particular case.

Every abuse case is different. Many are difficult to resolve. However, teachers are not alone. Your Association is here, available and ready to assist teachers in such situations.

Teachers with a specific question or who require individual advice should contact an Administrative Officer in Programs and Services.

Miriam Sheppard is an Administrative Officer in Programs and Services at the NLTA, msheppard@nlta.nl.ca.

CLASS SIZE MATTERS

If there's one thing that kids need to be successful, it's one-on-one time with their teacher. This has been researched extensively and parents get it too – smaller classrooms mean better outcomes for students.

Your Association has repeatedly raised concerns with government officials regarding the adverse impact on children's education of increasing class sizes. While the report of the Premier's Task Force on Improving Educational Outcomes did outline how the Inclusive Education model was failing students and has led to some new and needed resources, it was silent on the issue of class size.

It is therefore time to get the general public more involved in the debate on class size and class composition. To this end, the NLTA has been distributing "Class Size Matters" pins to all members and interested parties. The purpose of these pins is to bring more attention to this important issue and encourage discussions between teachers and parents regarding the impact class size and composition are having on children's education.

All members are asked to display the pins in the workplace and during your daily routines. In doing so, you will assist your association in advocating for a better resourced education system for our students.

Your Association has sought legal advice on members displaying the "Class Size Matters" pin in the workplace and distributing them to parents and other adults. Please be advised that there is jurisprudence on this issue and the wearing of these types of pins is constitutionally protected, which has been upheld by arbitrators and the courts, the Association does not expect that teachers will be directed to remove them from the workplace.

However, should any member be directed to either remove the pins or to direct others to remove the pins, they are advised to comply and to contact the Association as soon as possible. The NLTA will take any infringement on teachers' fundamental Charter rights seriously and engage all necessary avenues and resources to address same.

If you wish to have more **Class Size Matters** pins for distribution please contact your Association.



INVEST IN OUR KIDS



What About My Stuff?! Personal Property at School – What NLTA Members Should Know

by DARRIN PIKE

Teachers, like all employees, typically have certain items of personal property with them when they are at work. However, for NLTA members, this often includes things beyond a special mug, family photos, and a favourite sweater for those days when you just can't get warm. The reality is that, more than any other profession, teachers regularly, and voluntarily, contribute and use their own resources for professional purposes. Therefore, it is good idea during every school year for teachers to periodically take stock and give some thought to what the collective agreement says about issues related to teachers' personal property at school as this may influence the choices they make. What happens if a teacher's personal property is lost or damaged at school? What are the school district's obligations in such circumstances? From time to time, this question arises, and it is important for teachers to understand the employer's and their own responsibilities in this regard.

This issue is addressed in Article 34 of the Provincial Collective Agreement (Article 35 of the Labrador West Collective Agreement). Two types of personal property are identified – “personal effects which the teacher would reasonably have in his/her possession during the normal performance of his/her duty”; and, “tools, equipment, or other materials” which the teacher has received prior written permission from the school board to use in the performance of teaching duties.

Personal effects include items such as clothing, footwear, eyeglasses, purses and briefcases, etc. – the usual things teachers would be wearing or have with them at school on a regular basis. If, in the performance of their duty, a teacher suffers loss of or damage to any such personal effects (and the loss/damage does not result from the teacher's own negligence), they may be entitled to monetary compensation, up to a

maximum amount of \$325. The amount of compensation will depend upon proof of the value or repair cost of the item(s) damaged or lost.

The second category of personal property covers items used by teachers in the performance of their duties. Teachers have a history of sometimes using their own musical instruments, books, items collected during their travels, etc. in order to enhance the learning experiences of their students. These contributions and efforts are of course commendable, but all teachers should follow some essential steps to ensure they are protected from potential financial loss. A teacher's own personal resources (books, art work, displays, etc.) and equipment (computer, tablet, camera, musical instrument, etc.) are *not* personal effects. In order to be protected by the employer in the event of loss of or damage to such items (as long as the loss/damage does not result from the teacher's own negligence), teachers need to have written authorization from the school district to use the item(s) in the course of their teaching duties *before* bringing the item(s) into the school. In light of the widespread proliferation of personal, portable technology devices today, this is something teachers should give serious thought to in deciding if/when to use these personal devices at school.

Some personal home insurance policies may provide coverage for items that fall into the “tools, equipment, or other materials” category if/when such items are being used at school; however, this would depend on the particulars of each individual situation and teachers are advised to consult with their insurer and request written confirmation of coverage before taking personal belongings into the workplace. Teachers should also take care to maintain an accurate list and clearly mark/identify any books, manipulatives and other resources used and kept at school that belong to them personally (as opposed to items purchased with school or district funds).

Any incident of loss or damage to personal effects or other items must be reported in writing to the Director of the School Board (or his/her designate) within five working days of the discovery of the loss or damage. If this deadline is not met, a claim that would otherwise qualify for compensation could be denied. As indicated above, the School Board is not obligated to compensate a teacher for any loss of or damage to personal property that is caused by the teacher's own negligence.

If you have any questions regarding the above, please contact an Administrative Officer in Programs and Services.

Darrin Pike is an Administrative Officer in Programs and Services at the NLTA, dpike@nlta.nl.ca.

NOMINATIONS

NLTA AWARDS 2019-20

CALL FOR

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

BANCROFT AWARD

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

BARNES AWARD

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

SPECIAL RECOGNITION AWARD

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

ALLAN BISHOP AWARD

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



IMPORTANT INFORMATION RE PAYMENT OF SEVERANCE

As previously communicated, payment of severance will occur over **three pay periods**, depending on the number of years of service a teacher has for severance purposes and their salary as of March 31, 2018.

20 OR MORE years of continuous service
PAYMENT: October 17, 2019

20>

9–19 YEARS of continuous service
PAYMENT: November 14, 2019

9–19

1–8 YEARS of continuous service
PAYMENT: December 13, 2019

1–8

Important Note

During the first payout of severance in October (for teachers with 20 or more years of continuous service) there were a number of teachers who, for various reasons, did not receive their payout on the date set for this. The NLTA has been informed by Teacher Payroll that there will also be teachers in the second payout group (teachers with 9–19 years of continuous service) who will not receive their severance on November 14. We have been advised that there are two primary reasons for teachers not receiving their payout on time, which are:

1. The teacher did not submit their **Election Form** to the District. This is the form on which teachers had to select one of five options available for severance payout. If you did not submit an Election Form, you will not receive a severance payout until December 13.
2. The teacher indicated on their Election form that they would be contributing more than \$15,000 from their severance payout to an RRSP but has **not submitted the required documentation**. Teachers who selected this option had to apply directly to the Canada Revenue Agency (CRA) for a tax waiver using CRA form T1213. The teacher then had to send a copy of their response letter from CRA to the District. If you received a response to your T1213 application from CRA but have not yet submitted a copy of this response, you will not receive a severance payout until this documentation has been provided. Your CRA response letter can be submitted directly to Teacher Payroll via email at TeacherSeverance@gov.nl.ca.

Teachers who have **concerns that their severance has been incorrectly calculated, or that their years of service for severance purposes are incorrect**, should request an **audit from Teacher Payroll**. This can be done by emailing TeacherSeverance@gov.nl.ca. Teachers should review their audit and indicate where they feel errors have been made. Teacher Payroll has advised that audits will not be provided until after December 13, 2019.

Additional Information About Severance

What if I did not return the severance payout forms?

You will be paid your severance on December 13, 2019, less taxes and other deductions.

What if I did not return my T1213 response to the Employer?

Teachers who chose either Option #3 or #4 (more than \$15,000 to be transferred to an RRSP) on their school district "Election Form" were required to submit a Form T1213 to the CRA, to which you would receive a response letter directly from CRA. This response would then have to be provided to your school district. If you selected Option #3 or #4 but have not yet received or submitted the response from CRA to your T1213 application, no payment will be made until you have submitted the necessary CRA documentation.

How is severance calculated?

Severance is calculated based on Article 33 of the Provincial Collective Agreement and service is calculated based on Clause 21.05 of the Provincial Collective Agreement.

A teacher who has one or more years of continuous service as a teacher in the Province as of March 31, 2018, is entitled to be paid severance pay equal to the amount obtained by multiplying the number of completed years of continuous employment as a teacher in the Province by two percent (2%) of his/her annual salary as of March 31, 2018, to a maximum of forty percent (40%) of his/her annual salary.

Service for severance purposes is calculated as follows, in accordance with Clause 21.05 of the Provincial Collective Agreement:

- A five (5) hour instructional day constitutes a day of service.
- Total years of service are determined by dividing the total days of service by the number of days in a school year (190 days before September 1, 2002, 195 days since then). Severance accrues at 2% per year, up to a maximum of 40% (or 20 years).
- A fraction of one-half ($\frac{1}{2}$) of a year or more shall be counted as a full year and is rounded up. A fraction of less than one-half ($\frac{1}{2}$) of a year is rounded down.

For example: A teacher has worked for a period of 10 years in a combination of substitute, replacement and permanent positions. On March 31, 2018, she was in a full-time, permanent position and was at step 7 on the salary grid with a Level VI teaching certificate, for an annual salary of \$76,478. During her career, she has had one year off on approved unpaid leave, and prior to becoming permanent she always worked at least 20 days each school year. Her service is therefore continuous. Her amount of service is determined by dividing the total number of days she taught during the continuous period by the number of days in a school year (195). Over the 10 year period up to March 31, 2018, the teacher

worked 1,297 days. Divided by 195, this amounts to 6.7 years, which is rounded up to 7. So, the teacher in this example would have 7 years of continuous service for severance purposes, which at 2% per year equates to a 14% severance payout. Her severance estimate would be $\$76,478 \times 0.14 = \$10,707$.

Keep in mind that service for seniority or pension purposes is not always the same as service for severance. Service that counts for severance purposes includes:

- all days taught with a school district in the province, including substitute and replacement time;
- any time off on paid leave;
- up to 10 days of general unpaid leave per school year;
- injury on duty leave for temporary earnings loss;
- any time off on maternity/parental/adoption leave (as a permanent teacher or during a contract period);
- time off on deferred salary leave.

With the exception of the categories of unpaid leave referenced above, periods of unpaid leave do not count as service for severance purposes BUT, as noted above, approved unpaid leave does NOT constitute a break in service continuity.

What is continuous service? What kinds of a “break” do not interrupt continuity?

Continuous service means service without a break, unless the break is identified in the Collective Agreement as an exception. The following situations do NOT constitute a break in service continuity for teachers for severance purposes:

- Periods of approved leave (for example, general unpaid leave, unpaid sick leave, parenting leaves);
- The teacher left the employment of a school board to further his/her education as a teacher and returned to employment with a school board at the commencement of the next school year after the completion of the education;
- The teacher taught for at least twenty (20) days in any school year; or
- Any time service for severance is accrued pursuant to Clause 33.05 (for example, teaching at the College of the North Atlantic or a government school).

What if I was a substitute teacher when I had my children? Does that break my continuous service?

Some substitute/replacement teachers did not always work at least 20 days in a school year because they took time away from work for parenting reasons (maternity/parental/adoption). If they had no position at the time, they would not have been “on leave” under the collective agreement. However, such absences (of up to one school year) from the workforce do not constitute a break in continuous service for severance purposes.

If you are a teacher to whom this applies, the Employer would not know unless you self-identified and provided details. If there is an unwarranted break in your service, you may contact an Administrative Officer in Programs and Services for further assistance.

What if I was disabled when working as a substitute teacher?

Does that break my continuous service? Some substitute/replacement teachers did not always work at least 20 days in a school year because they were unable to work due to disability. If they had no position at the time, they would not have been “on leave” under the collective agreement. However, such an absence from the workforce does not constitute a break in continuous service for severance purposes.

If you are a teacher to whom this applies, the Employer would not know unless you self-identified and provided details. If there is an unwarranted break in your service, you may contact an Administrative Officer in Programs and Services for further assistance.

NLTA Programs and Services staff are available to assist as required at 726–3223 or 1–800–563–3599:

Ian Crewe, icrewe@nlta.nl.ca, ext. 232

Deana Hatcher, dhatcher@nlta.nl.ca, ext. 270

Darrin Pike, dpike@nlta.nl.ca, ext. 226

Miriam Sheppard, msheppard@nlta.nl.ca, ext. 230

George Tucker, gtucker@nlta.nl.ca, ext. 245

John Veitch, jveitch@nlta.nl.ca, ext. 244



Seasonal Affective Disorder

A Light Changing Experience

by GAIL CARROLL

*Bows and flows of angel hair
And ice-cream castles in the air
And feather canyons everywhere
I've looked at clouds that way.*

*But now they only block the sun
They rain and snow on everyone
So many things I would have done
But clouds got in my way...*

(Excerpt from *Both Sides Now* by Joni Mitchell)



Beautiful long sunny days into the evening become distant memories as the daylight and the weather changes in late fall through the winter months. We see darker, shorter days and more clouds, and for a number of us “clouds” do get in the way as the song goes. The changing light, weather and temperatures can get in the way of our energy levels, sleep and concentration and have a significant impact on our bodies, minds and spirits. We crave sunshine and the good feelings the sun brings our way.

“As October began, I could hardly drag myself out of bed each morning. My body felt so heavy and tired. Normally I am a morning person, but I have noticed in the past few years that I am really struggling with my energy when the fall season arrives and I struggle just to get through the days, but it seems to resolve itself as the spring approaches and the days become longer again. I questioned if I had some type of depressive disorder, but, the funny thing was that I could think of no reason why I would be depressed.” (Individual experiencing SAD)

What this person is referring to is Seasonal Affective Disorder, commonly known as SAD. SAD is a seasonal depressive disorder that is more prevalent in Canadian and northern climates where we are most affected by the lack of sun when our daylight hours are shorter with the changing of the seasonal light.

Seasonal Affective Disorder is commonly referred to as the “Winter Blues”. Do you ever think about any of the following questions?

1. Do you dread the long winter nights?

2. Do you crave carbohydrates in the winter and gain “winter weight”?
3. Do you like to hibernate in the winter?
4. Do you feel exhausted, anxious and/or depressed?
5. Do you crave sunlight?

If you answered YES to any of these questions, please keep reading to learn more.

One in six people or 6% of the general population on average is diagnosed with and/or experiences SAD. Another 20% of the population experience less debilitating symptoms and can be classified generally as “The Winter Blues”.

The symptoms of SAD generally begin to make an appearance between September and November each year and symptoms usually begin to relieve between late March and early May as spring approaches. Seasonal Affective Disorder was first professionally described by Dr. Norman E. Rosenthal and his associates at the National Institute of Mental Health.

Symptoms of SAD can range from mild to severe and can interfere with an individual's ability to function in their daily lives relative to the severity of their symptoms.

SAD symptoms involve changes in:

- **Energy:** feeling more tired than usual but may not understand why.
- **Mood:** feeling sad, irritable, hopeless, higher sensitivity, bouts of crying and lowered self-esteem for a period of at least two weeks in duration.
- **Cognitive Function:** difficulties with memory and concentration. Brain feels sluggish. You are just not as motivated as usual.
- **Anxiety:** feel less able to deal with stress.
- **Immune System:** lowered immune function making you more susceptible to colds and other viruses.
- **Sleep:** sleeping more and/or having the desire to sleep more. Feeling sleepy during the day. Disrupted sleep and /or insomnia.
- **Eating:** a desire to eat foods higher in carbohydrates and calories (comfort foods) resulting in winter weight gain.
- **Socialization:** hibernating and isolating yourself.

The usual age of onset of SAD is 18-50 years of age. After age 50 the symptoms of SAD and risk of SAD significantly declines; however, research has not yet been able to show the reason(s) for this.

Why does SAD happen? What causes it?

It is believed that there are two hormones the body produces that are affected by light and our bodies' natural circadian rhythms. It isn't fully understood how and why SAD happens; however, current theories showcase the role that sunlight plays in producing the two key hormones that regulate your bodies' sleep-wake cycles, energy and mood. These two hormones are:

1. **Melatonin** which our bodies manufacture to regulate our sleep-wake cycle. When it is dark (days are shorter) our body makes more melatonin which can make us feel sleepy and lethargic.
2. **Serotonin** which is also made by our bodies and is related to our mood. Exercise and sunshine can increase our serotonin levels. Increasing or higher levels of serotonin help us fight depression.

What can you do to combat SAD?

- *Recognize the signs and symptoms* and talk to your doctor about your symptoms.
- *Be aware of the light in your life.* Try to increase the amount of time you spend outdoors. Try to take a walk over your lunch break or after work. Increased exposure to sunlight/daylight for even 20-30 minutes a day can be helpful. You can also explore different forms of light therapy. Two favorites in light therapy are the Philips goLite Blu Energy Light which is available locally at Costco and the Philips Wake-up light which simulates the sunrise and sunset and is also available locally at Costco. To explore either of these options take a look at www.philips.ca and look at the information and demo on their website through health and beauty products. Ensure that you spend as much time as possible in well-lit spaces throughout the fall and winter months, i.e., keep blinds and curtains opened, arrange furniture so that you are getting the maximum exposure to the light and trim tree branches that may block the light from your home.
- *Pay attention to your diet.* Try to eat good carbs, i.e., rice, pasta and whole grain breads as opposed to eating junk food. Ensure you are getting lots of vitamins, especially magnesium and potassium along with your ABCD vitamins. Eat a good mixture of fruits and vegetables along with nuts and whole grains.

- *Vitamins:* A good multi-vitamin is helpful and a minimum of 1,000 IU of Vitamin D is more helpful. Vitamin D can be purchased in tablets, melting mint strips and liquid drops. Vitamin D is known as the sunshine vitamin and according to the Ministry of Health in British Columbia, many Canadians are Vitamin D deprived because our climates are so different than those of the southern USA. Some interesting and helpful reading on Vitamin D is "The Vitamin D Cure" by James E. Dowd, M.D.
- *Work with it!* Recognize how the changes of seasons affect you and if they do, be sure to seek professional advice from your doctor, Employee Assistance Program and/or local mental health resources, i.e., Canadian Mental Health Association. When individuals work with their symptoms and seek professional consultation when needed, the symptoms of SAD can be managed whether through artificial light, natural light, exercise, diet, vitamins, anti-depressant medication, talk therapy or a combination of the above.
- *See a counsellor:* Talk therapy and cognitive behavioral therapy can be helpful. Remember to contact your Employee Assistance Program.
- *Others:* Practice stress management. Take good care of yourself. Get out and socialize. Take a trip to a warm, sunny place.

Whatever you choose to do this fall and winter season, remember to take good care of you!

Remember to take care of your body; it's the only place you have to live! ~ John Rohn

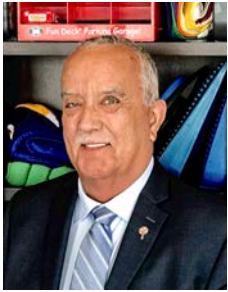
.....
Gail Carroll is a Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Gail Carroll (ext. 242) or Judy Beranger (ext. 265).

References

www.sad.org.uk
cmha.ca/understanding-mental-illness/mood-disorders/seasonal-affective-disorder
www.mayoclinic.com (articles referencing seasonal affective disorder)
www.heretohelp.bc.ca/factsheet/seasonal-affective-disorder

Resources

- For stress management: www.iorest.us (for yoga and mindfulness meditation)
- For light therapy: www.philips.ca
- Vitamin D: *The Vitamin D Cure* by James E. Dowd, M.D.
- *Winter Blues: Revised Edition: Everything You Need to Know to Beat Seasonal Affective Disorder* by Norman E. Rosenthal, M.D.



Supporting Students with ASD in Classrooms and Schools

by SCOTT CROCKER

Community organizations like the Autism Society, Newfoundland & Labrador (ASNL), have a variety of resources available to assist educators, administrators, and students in understanding and supporting those with an Autism Spectrum Disorder (ASD). Through its headquarters at the Elaine Dobbin Centre, St. John's, and across the island at its centres in Clarenville, Grand Falls-Windsor, and Corner Brook, ASNL offers education, outreach, awareness, and advocacy to professionals, families, caregivers and individuals affected by autism. Following is an outline of just some of the resources made available to educators with the goal of raising autism awareness and acceptance and creating an inclusive community for those on the spectrum.

Classroom Awareness Presentations

Four Engagement staff from ASNL provide fun and meaningful classroom presentations about what it means for someone to have Autism Spectrum Disorder (ASD) and how that diagnosis can impact them as a student and as a friend. Designed according to grade level, these engaging presentations use age-appropriate stories, videos, games, and discussions to educate students and create understanding and empathy among peers. *Christopher Dedde* serves the Avalon; *Treshana Gosse* serves the larger Clarenville area; *Jeannette Coates* serves the greater Grand Falls-Windsor area; and western areas of the province are served by *Amy Parsons*.

Through *Sesame Street* at the primary level, and pop culture at the high school level, relatable material is used to show the varying ways in which a person with autism may experience his or her diagnosis. Staff may use simulations to help peers understand the differences in sensory processing and play games centered on assumptions we make in communication to help explain why individuals with ASD sometimes act or communicate a certain way. Staff also provide tips on how students can be supportive to their peers on the spectrum and some ways to approach new friendships. All presentations conclude with a question and answer period where students can ask any

additional questions they may have. These presentations are inclusive and sensitive in nature and are designed for all students in the classroom, including those on the spectrum.

Barbara J. Hopkins Library

The Barbara J. Hopkins Library offers a wide variety of resources related to ASD. Extensive literature is available including curriculum, behaviour strategies, research, diet, sensory processing, and co-occurring diagnoses. Some materials were published by authors with ASD. The collection also includes many children's books and videos about having autism or having a family member or friend with autism. In addition to borrowing print materials, the library offers DVD collections, games, and special equipment related to sensory or learning needs, as well as technological devices for trial and learning purposes. Staff are available to help guide members in locating specific resources and educate on the use and application of various materials.

Although the Barbara J. Hopkins Library is housed at the Elaine Dobbin Centre for Autism in St. John's, materials can be accessed across the province via the library's online and mailing service through the ASNL website. Hundreds of families, professionals, and individuals with ASD access library services every year; ASNL's annual \$10 membership is the only requirement. Additionally, if a particular resource is not available, members are encouraged to contact ASNL as resources are continuously being sourced and updated.

Professional Development & Training

Professionals at ASNL can support school district personnel by providing educators with general information about ASD as a diagnosis, and effective strategies to support students on the spectrum. Professional development sessions can be tailored to meet the specific needs of a school or educator demographic and focus on the unique attributes and learning styles of this group of students.

Through understanding ASD characteristics

shared across all levels of diagnostic impact, educators can utilize specific tools to address common challenges and help students cope with stressors in the environment, increasing their ability to access the intended curriculum. Similarly, understanding challenging behaviours from an ASD perspective often reveals common misunderstandings and assumptions made in general behaviour modification that can prove ineffective or counterproductive with this population. Focusing on why a student with ASD may be struggling or not meeting his/her potential requires a different lens. Problem solving from that perspective can have an incredible impact on student pride and performance.

Conferences & Workshops

ASNL offers several opportunities for professionals, families, and those with an interest in ASD to further their education and training through workshops and/or conferences presented by ASD professionals. Most every year, ASNL hosts a professional development opportunity designed primarily for educators which is presented by renowned leaders in the field of autism. In addition to the annual conference, ASNL hosts a variety of presentations and workshops offered throughout the year by local professionals concerning such topics as: financial/estate planning, naturopathic resources, diet and nutrition, post-secondary information, inclusive hiring and workplace practices, new and upcoming research, assistive technology, panel discussions, and advocacy training.

Individuals requesting particular forms of professional development or training are encouraged to contact Sarah White, Family and Community Services Officer, as the organization is always evaluating various educational opportunities so as to be responsive to needs of the community.

Education and understanding are the first steps in creating a truly inclusive environment where diversity is accepted, supported and embraced. Sometimes the most powerful help we can provide to our students does not come in the form of direct supports, but rather in putting an emphasis on taking the time to educate ourselves and others about what diversity and inclusion really means.

For more information about these resources, or any of our offerings, supports and services, please contact Sarah White, Family and Community Services Officer, at swhite@autism.nf.net

Scott Crocker is Chief Executive Officer with the Autism Society, Newfoundland & Labrador. Note: This edited ASNL article first appeared in The Bulletin in 2016.

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Monitoring Water Temperatures Place-based Learning in Conception Bay, NL

by PATRICK WELLS

In July of this year, I presented a school-based ocean monitoring project at the National Marine Educators Association Conference in Durham, New Hampshire. This ocean monitoring was part of a place-based lesson (Smith, 2002), where high school students, teachers and local mariners developed, built and deployed arrays to study ocean water temperatures in Conception Bay, NL (see: Wells and Negrijn, 2019). The collection and examination of ocean water temperatures helped address many curriculum outcomes while increasing students' awareness of the properties of the nearby ocean. This

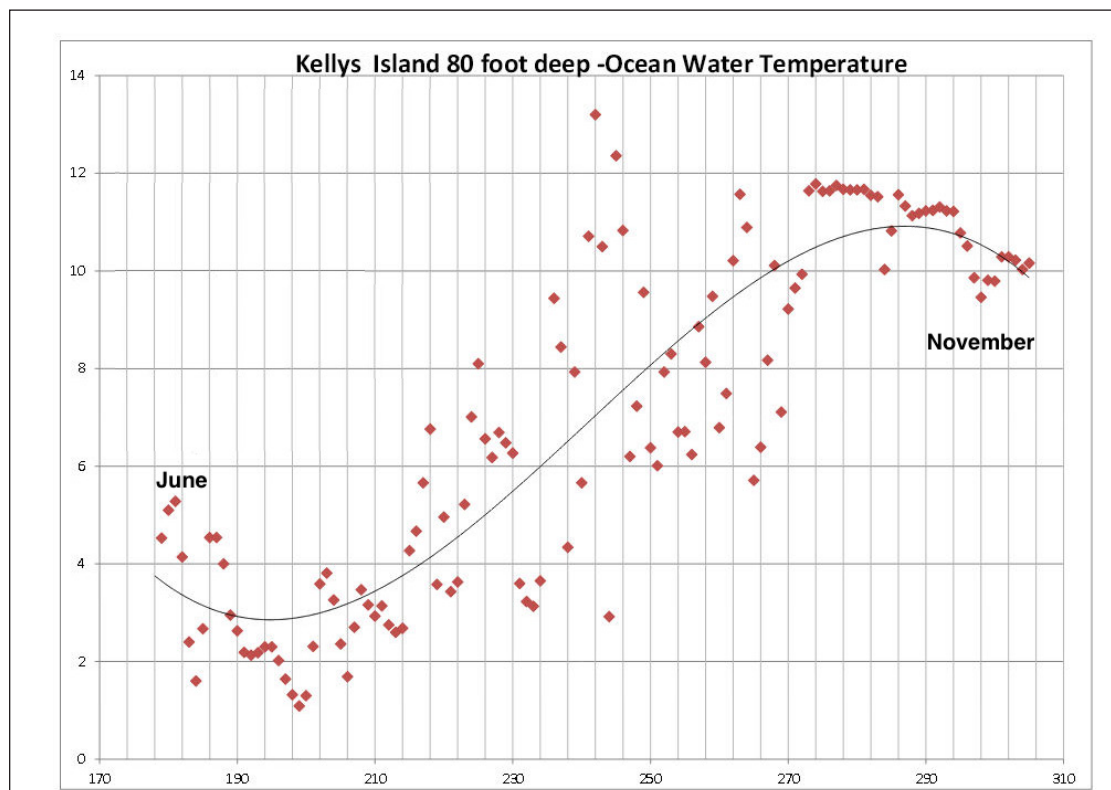
article describes the students' work, the temperature data collected, and the significance of these types of projects for student and teacher learning regardless of the scale of the endeavor.

For the ocean monitoring project, the Environmental Science class were the "makers" who built and tested the data logging arrays. The students spliced rope and tested the proposed temperature; the rigorous testing was vital, as the ocean's impact on the gear was unknown. The students and teachers used local knowledge and research to discover that Conception Bay is a busy spot for fishing, recreational boating, heavy industry and is the

habitat for major marine species. All the activity, and the weather of Conception Bay, had to be considered before we placed our expensive gear in the water. Once testing and construction were complete, Captain Jan Negrijn of the MV Coastal Explorer sailed our gear out into Conception Bay and dropped it over the side – then we waited.

Five months passed before we collected the probes; sadly, one array was lost during that time and those that survived were a mess (bio-fouled with algae and blue mussels). The digital thermometers were freed from the waterproof containers and with great anticipation, their data was downloaded into spreadsheet. Fifteen Science 1206 students crunched the daily temperatures into averages and

Figure 1. Average daily bottom temperatures from June to November 2014



graphed the data for surface and bottom temperatures – the results were both informative and beautiful!

The surface temperatures demonstrated the typical daily changes, a rise and fall that was slightly out of synch with the air temperatures; however, the bottom temperatures surprised many students. For example, off the west end of Kelly's Island at a depth of 24m, the ocean bottom was 1 to 3°C in June and then warmed up to 10°C, by November (see Figure 1). This seemed backwards to the students, but it demonstrates the ocean's impressive heat capacity and resistance to temperature change. This same ocean heat sink significantly impacts our local weather. An examination of weather versus water temperatures demonstrated that wind direction also played a significant role in the temperatures at all depths – making more useful connections to the Science 1206 Weather Unit.

While the temperature results were an important aspect of the learning of this project, local knowledge and failure also taught us valuable lessons. We lost a full array and the valuable data stored on the probes with a cost of \$400. However, within many scientific endeavors, failure is a natural part of trial and error learning. The “project process” brought the following: the nature of the marine life of Conception Bay, the impact of tide and currents, speed and direction of local winds, the nature of loss in oceanographic research, and the significance of the ocean for the town of Conception Bay South. For example, some students were not aware that Conception Bay fishers caught lobsters, herring, snow crab, and even tuna. Others were intrigued by transient marine visitors such as sunfish, leatherback turtles, blue sharks, and whales. We all learned the marine life in Conception Bay is governed by the water temperature, dictating the arrival and departure of large marine species as part of the seasonal rhythm of life.



While I have never considered myself a member of the “maker movement”, this was a “maker project” (Halverson & Sheridan, 2014). What would you call a project that builds, tests, analyzes, troubleshoots,

and requires communication at almost every step? Typical of making, the process grew knowledge and had a high degree of engagement as students tackled a problem. I was pleased that all the aforementioned project activities such as data collecting and sharing are skills which are woven into the new Integrated Skills unit of all science courses.

Science 1206 Integrate Skill Outcomes [GCO 2]

- 1.0 identify questions to investigate that arise from practical problems and issues
- 2.0 design an experiment identifying and controlling major variables
- 3.0 state a prediction and a hypothesis based on available evidence and background information
- 4.0 design an experiment and identify specific variables....

(Retrieved from www.gov.nl.ca/eecd/files/k12_curriculum_guides_science_science_1206_curriculum_guide_2018_sept7.pdf)

These skill outcomes may be daunting for some, but I urge teachers to commit to making and scientific inquiry as pedagogical strategies. Fortuitously, making and inquiry of place-based education naturally address the Integrated Skill outcomes as students engage in testing, collecting data and communicating during the lessons.

When designing lessons for local habitats I look to the sea for inspiration and am fortunate that students have a natural fascination with the ocean and marine life. However, there is substantial learning potential found in studying any local habitats and local lessons are highly engaging for students (Arenas, 2001). I recommend you start with a place and topic you enjoy and regardless of the scale of the lesson, place-based education is rewarding for you and engaging for students. If you need support, I urge you to contact me. There exists a multitude of organizations willing to support you with knowledge and funding – I would be pleased to hear from you and help you get connected!

This project was supported by: the Conservation Corps Newfoundland and Labrador, Captain Jan Negrijn of Coastal Connections, Holy Spirit High School, the former Industry, Trade, and Rural Development Department (Gov. NL), Oceans Learning Partnership, Learning for a Sustainable Future, Transport Canada, and the Department of Fisheries and Oceans.

Patrick Wells is a teacher at Holy Spirit High School in Conception Bay South. He can be reached at patrickwells@nlesd.ca.

(References: <https://tinyurl.com/y32wmawg>)

OF SPECIAL INTEREST...

NLTA MUSIC SPECIAL INTEREST COUNCIL AWARD WINNERS

The NLTA Music Special Interest Council is pleased to announce their 2019 award recipients, who were honoured at the Council's 2019 conference in St. John's on October 24.

CMEA Honorary Life Member Award: DR. ANDREA ROSE

Awarded to one individual each year to recognize their outstanding contribution to music education in Canada.



As a musician, educator, researcher, and activist, **Dr. Andrea Rose** is dedicated to the ongoing growth and development of music education at local, national and international levels. Andrea holds undergraduate degrees in music and music education from Memorial University, and a Master's degree in Music, and PhD in Curriculum and Instruction from the University of Wisconsin-Madison.

Andrea was a music educator for ten years at Holy Heart High School in St. John's, and since 1990 has been a professor of music education at Memorial University. Recently retired from Memorial University (December 2018), Andrea received the designation of Honorary Research Professor to acknowledge her continuing scholarly and professional work in music education. Andrea has been the recipient of several awards including the Queen's Diamond Jubilee Medal (2012) and MUN President's Award for Distinguished Teaching. She has also received the designation of 3M National Teaching Fellow by the Canadian Society for Teaching and Learning in Higher Education.

Andrea performed as a violinist with the Newfoundland Symphony Orchestra for over 30 years, and currently serves on the NSO's Board of Directors, and is an advisor for the NSO's education and outreach programming. She has served in leadership roles with a variety of organizations including the International Society for Music Education, Canadian Music Educators' Association, Debut Atlantic, Action Canada, and Teach for Canada. She is currently serving as Director of Higher Learning with the Canadian Music Educators' Association. A past Artistic Director of FESTIVAL 500 Sharing the Voices International Choral Festival (2001-2013) and founding Director of The Phenomenon of Singing International Symposia (1997-2013), Andrea is the Co-Founder and Co-Director of The Singing Network (TSN), an international collective of individuals and organizations interested in singing and song. The Singing Network generates and hosts musical, educational, and scholarly events including the biennial International Symposium on Singing and Song. TSN recently hosted Choral Canada's national choral conference and

festival – Podium 2018 – in St. John's, and the 2019 World Choral EXPO EXchange! in partnership with the International Federation of Choral Music in Lisbon, Portugal.

Andrea is honoured and humbled to receive the 2019 Canadian Music Educator's Professional Award as Honorary Life Member. She is very thankful for amazing colleagues, students, family, and friends who continue to travel her professional life with her. Onward!

Jamie Wilkinson Memorial Award: CHERI CARROLL

Presented annually to a teacher in this province who exhibits a passion for music, demonstrates perseverance, musically inspires her/his music students and who takes great pride in her/his school music program and endeavors to encourage young musicians to enjoy all that music offers.



Cheri Carroll graduated with a B.Mus./B. Mus.Ed. degree from Memorial University in 1995. She completed her Master's Degree in Education (Literacy) from Mount Saint Vincent University in 2008. She has taught Choral, Classroom and Instrumental music from K-12 and is currently the Music Specialist (Choral and Instrumental) at Mount Pearl Senior High School. She is a founding member of Lady Cove Women's Choir, and has performed with various theatre companies in St. John's including Spirit of Newfoundland, Atlantic Light and Best Kind Productions. She believes that teaching is a vocation, not just a chosen career path and feels very blessed to have a job she loves, where she tries to inspire young people to be the best version of themselves through music education. She is beyond humbled and grateful to receive the Jamie Wilkinson Memorial Award and would like to thank her co-worker (and Jamie's close personal friend) Erin Cavanagh for the nomination. "Where words fail, music speaks."

CMEA Builders Award: DARREN WHITE

The Builders Awards seek to recognize those who advance music education in any Canadian province, through building community or establishing significant collaborative efforts.



Darren White graduated from Memorial University of Newfoundland in 1988 with Bachelor of Music and Bachelor of Music Education degrees. In 1996, he received a Master of Arts in Education from the University of Victoria, BC. Darren recently retired from the position of director of school

OF SPECIAL INTEREST...

bands in the Corner Brook school system after a teaching career spanning 31 years. In 1991, after spending two years teaching in the Clarendville area, Darren accepted a position in his home town of Corner Brook where he taught at Herdman Collegiate Senior High, as well as G.C. Rowe and G.A. Mercer Junior High Schools. In addition to the numerous annual performances in Corner Brook, ensembles under Darren's direction received 28 consecutive gold performance standards from 1992 to 2019 at regional and national Music Festivals in St. John's, Halifax, Ottawa, Montreal and Toronto. On four separate occasions, bands under his direction received "Most Outstanding Ensemble" awards at the Atlantic Band Festival and the Toronto Band Festival. In 2014 he performed with the Corner Brook Regional High Wind Symphony at the prestigious Carnegie Hall in New York City.

During the summer of 2000, Darren taught a graduate course on "Quality Literature for Concert Bands" at the University of Victoria. In 2007, he was awarded an Arts Educator Award at the NL Arts Works Conference and in 2013 was named a finalist for the ArtsNL Memorial University Arts in Education Award. Darren also served as a director of the Corner Brook Rotary Music Festival for 28 years. In 2014 he was honored as a Paul Harris Fellow by the Rotary Foundation of Rotary International, in appreciation of a substantial contribution to its humanitarian and educational programs.

Darren is thrilled to have spent his career in the Corner Brook music system and proud that hundreds of his students have gone on to further music education in their post-secondary studies. Many are now educators and performers worldwide. He would like to thank the NLTA Music Special Interest Council for this award and is so pleased that he was able to avail of the professional development opportunities offered by the MSIC over the entirety of his teaching career.

CMEA Builders Award for Newer Teachers: EMMA HOUSE



Emma House is a music educator in her second year of teaching at Jens Haven Memorial School (JHMS) in Nain, an Inuit community in Nunatsiavut, Labrador. At JHMS, she teaches K-12 Music, Grade 8 English Language Arts, and Grades 7-9 Art. As the only NLESD music specialist teaching in Northern Labrador, she is dedicated to ensuring her students

receive not only a high quality music education, but one that incorporates as much Inuit culture as possible. She believes in the transformative power that music can have in building community, in developing individual and cultural identity, and in contributing to positive emotional and mental well-being.

In her first year of teaching, Emma was awarded a MusiCounts Band Aid Program grant, the majority of which funded the

purchase of 20 traditional Inuit drums as well as an assortment of brass instruments to be used for a new brass band that will be created this year. At school, she runs choir for students in Grades 4-12, some of whom travel to an annual Pan-Labrador Choir event. Last year she organized workshops for students in throat singing and established an annual Open Mic school event for solo and small group performances. In addition to her involvement at school, Emma teaches a small number of private music students and performed at the first Tusannituk Nain Music Festival this past summer.

Emma completed her Bachelor of Music Education (2018) and her Bachelor of Music (Hons) in trumpet at Memorial University, as well as courses towards a Master of Music in Choral Conducting (2017-18). She also completed Level 1 in the Orff Schulwerk Certification program this past summer (2019).

Heather MacDonald Memorial Award: JORDAN MILLS

The Heather Macdonald Memorial Scholarship is awarded annually to an outstanding Music Education intern.



Jordan Mills is from Campbellton, a small community on the northeastern coast of Newfoundland. He completed his Bachelor of Music at Memorial University and is currently completing the final semester of his Bachelor of Music Education degree. Jordan is a diverse instrumentalist having studied single reeds and piano, in addition to his experience playing brass instruments in the Salvation Army. His passion for instrumental music has led him to direct several community youth bands, as well as local and regional bands within the Canadian Cadet Organization. Currently, Jordan runs a single reed and piano studio out of Long & McQuade, while also working as an intern at Holy Heart of Mary High School in St. John's.

Jordan enjoys working in different contexts and seeks active involvement in various music communities. As a result, he has worked on many unique projects including productions with Choral Canada, events with the Hymn Society in the United States and Canada, and performances such as the Tournament of Roses Parade in Pasadena, California.

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

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

NEWS & EVENTS

TEACHER LIBRARIANS OF NL COUNCIL CONNECT 2020 CONFERENCE

May 1, 2020

St. John's NL. For more information contact: Leigh Borden at leighborden@nlesd.ca.

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

Dates to Remember

December 2019

- Dec 5 NLTA Provincial Executive Meeting
- Dec 6-7 NLTA Joint Council Meeting
- Dec 9 NLTA Town Hall Meeting, Goose Bay
- Dec 11 NLTA Town Hall Meeting, Clarenville
- Dec 12 NLTA Town Hall Meeting, Stephenville
- Dec 12-13 Pre-Retirement Seminar, St. John's
- Dec 19 **Deadline:** PD Fund applications

January 2020

- Jan 10 **District Deadline:** Educational Leave Applications
- Jan 15 **Deadline:** 2020 Christmas Card Contest entries
- Jan 15 **Deadline:** Receipt of nominations for Barnes, Bancroft, Allan Bishop and Special Recognition Awards
- Jan 16 **Deadline:** PD Fund applications
- Jan 24-25 NLTA Provincial Executive Meeting

February 2020

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

March 2020

- Mar 5-6 NLTA Provincial Executive Meeting
- Mar 7 NLTA Joint Council Meeting
- Mar 8-14 Education Week
- Mar 19 **Deadline:** PD Fund applications
- Mar 31 **Deadline:** Centennial Study Award applications
- Mar 31 **Board Deadline:** Notice for retirement at end of school year

APPLYING FOR EDUCATIONAL LEAVE?

Applications for Educational Leave for the 2020-21 School Year are available on the NLTA website at www.nlta.nl.ca.

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

NLESD: January 10, 2020

CSFP: January 10, 2020

NLTA CHRISTMAS HOURS

Please be advised that the NLTA building will be **CLOSED** from

December 21st to January 1st
(inclusive)

to allow staff to enjoy the holiday season.

The office will reopen on January 2, 2020.



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