

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

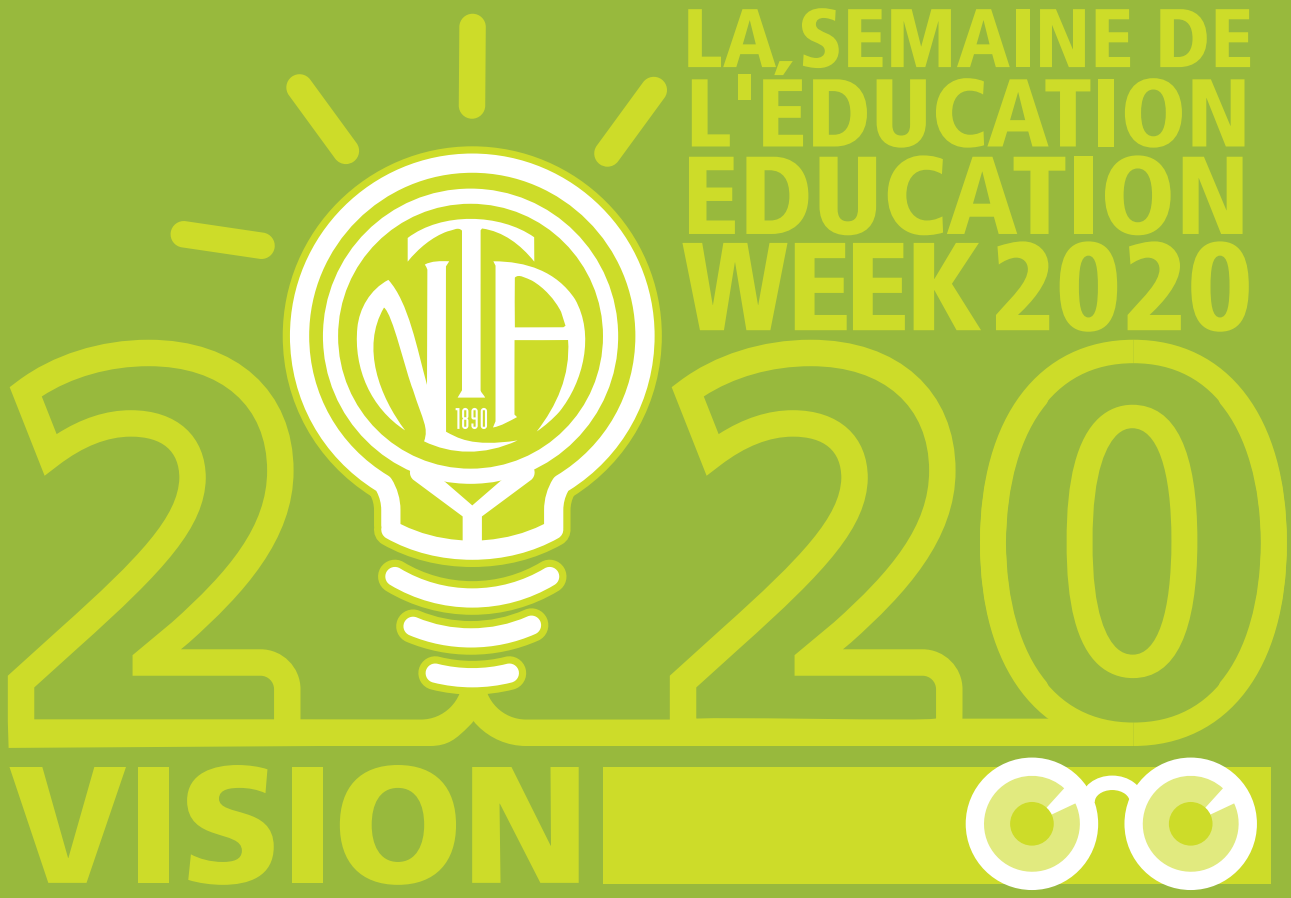
T H E

bulletin

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INSIDE

- Redundancy/Reassignment & Layoff Process. 8
- School Closures for Weather and Other Reasons. . . 12
- Activate Our School Body. 18

Up Front from the President

Tomorrow is the first blank page of a 365-page book. Write a good one. ~ Brad Paisley



My musical preference has been varied and multi-dimensional. When I read this quote from country music artist, Brad Paisley, it did strike a chord with me.

With the year 2020 underway we all need to reflect on what we need, what we want and what we are willing to do to push for those things that we value and prioritize.

When I look back on the “Up Front” I wrote at this time last year, I was struck by the opening paragraph. It is as relevant now as it was then... *As I gather myself and reflect on the year that was 2018, I can't help but also look forward to 2019. While I am proud of what has been accomplished, I also acknowledge that there remains much to be done. Concluding this round of negotiations, preparing for the next provincial budget and advocating for our profession and the province's education system chief among them. (January/February 2019 Up Front, The Bulletin).*

The Collective Bargaining Committee has undertaken its work. The Negotiating Team has been formed and discussions are happening to address the concerns raised by our members. Through member input, Town Hall meetings, email and other submissions, the needs of the members have been clearly articulated. In order for there to be changes to the education system of this province, we must realize that just asking for needed improvements, despite the strength of the arguments, may not be enough. We have to collectively determine and be prepared to decide on what lines we are collectively prepared to draw and actions we are prepared to take to bring about these changes. We are seeing across this country how other teacher organizations are being forced to take strong

actions to fight for what is needed in their education systems. We have to consider the possibility that we may need to also take similar actions at some point.

If the last round of negotiations indicated anything, it was that the NLTA membership doesn't simply desire change for the sake of change. We see parts of the province where recruiting and retaining educators are becoming more and more challenging. We see a drop in the number of students pursuing education as a career choice. In order to reverse both these trends, the environment in which teachers operate, the environment that potential future educators are aware, must see significant change.

So this brings me back to the statement I made earlier about what are we willing to do and what lines are we collectively willing to draw to bring about change. The Class Size Matters Initiative has had an impact. When teachers wear the Class Size Matters buttons in their classrooms, awareness is raised on the issue. Other initiatives are being considered that should achieve the same. We want and need the province to understand how important education is to all of our collective futures.

Governments communicate their values and priorities through the budgetary process. Early in the year there was a call to action for our members to complete the pre-budget consultation survey. Thank you for doing so. The work of advocating for what is needed is so much more effective when the message that is sent is reinforced by membership engagement. I will continue to press, on your behalf, that we need investments in education. We need changes to the system for the benefit of our students and our schools. We need a review of the allocation model, an independent review, sooner, not later. We need education to be viewed as the long-term investment that it truly is!

The most important individuals in our schools are our students and they are best served when teachers and schools are provided what is needed. The understanding is most likely attained through advocacy, not just from the NLTA, but from all our members and education partners. With this in mind, the question bears repeating. We know what is needed, we know what changes need to occur, but what are we collectively willing to do to convince the policy makers, decision makers, the school districts, Department and the Government to make the right decisions for education in this province?

Until next time...

A handwritten signature in black ink, appearing to read "Brad Paisley". The signature is fluid and cursive.

THE bulletin

Lesley-Ann Browne
Editor

Michelle Lamarche
Editorial Assistant

John Bishop, Elliott Green
Design • Printing • Distribution

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Tel: 709-726-3223; 1-800-563-3599
labrowne@nlta.nl.ca

www.nlta.nl.ca

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

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CONTENTS

Features

- 8 Programs & Services**
The Redundancy/Reassignment and Layoff Process (for Teachers and Teaching and Learning Assistants)
- 12 School Closures for Weather and Other Reasons – Important Information for Members re Substitutes, Attendance and Leave**
by Stefanie Tuff
- 14 Living Well**
Cultivating Gratitude: Time to Say Good-bye
by Judy Beranger
- 16 Autism in the Classroom**
Barriers to Employment for Youth With ASD Transitioning Out of High School (and Several Solutions)
by Scott Crocker
- 18 In the Classroom**
Activate Our School Body
by Kellie Baker & Melanie Stone
- 20 Research**
Strategies to Promote Resilience Within Our Students
by Tara Saunders
- 23 Of Special Interest...**
First Ever Joint Physical Education and Health Education Special Interest Council Conference a HUGE Success

Departments

- Up Front from the President* 2
On Location News 4
In Memoriam 7
News and Events back cover



NLTA SERVICE PIN RECOGNITION PROGRAM

In April 2019 the NLTA initiated a Service Pin Recognition Program whereby NLTA members are recognized for 5, 10, 15, 20, 25, 30, 35, 40 years of service. A rounding formula was used, at that time, to provide members with their pin if they had 0.5 years of service of the five-year increments.

In November 2019 the Service Pin Recognition Program was expanded to include all NLTA members who have reached 5, 10, 15, 20, 25, 30, 35, and 40 years of active service (i.e., a member would have received a 25-year pin if they had 25 to 29 years of service). In the spring of 2020 we will again be reissuing the NLTA Service Recognition Pins to members

who have reached their 5, 10, 15, 20, 25, 30, 35, and 40 years of active service. So, a member who received a pin in November may be receiving another one this spring.

The NLTA Service Pin Recognition Program will be ongoing and we will issue the pins in the fall and spring of each school year. Teachers on leave will have pins sent to their home address as provided. Members are encouraged to update their member information through the NLTA website (www.nlta.nl.ca/member-information-form) to ensure we have correct and updated information.

PROVINCIAL/NATIONAL/INTERNATIONAL
NEWS

ST. JOHN'S

**Waterford Valley Branch
 NLTA Scholarships awarded**

This year's 2019 Waterford Valley Branch NLTA Scholarships were awarded to Matthew Halliday and Joshua Halliday, sons of Kathleen Halliday, teacher at Hazelwood Elementary. Each of these two \$500 scholarships were awarded to a Grade 12 graduate (graduated June 2019) who achieved the highest academic average as provided by the Department of Education and whose parent teaches in a Waterford Valley Branch school. Scholarship presentations took place on December 11, 2019 at Hazelwood Elementary School. Awards were presented by Kim Fifield (President of the Waterford Valley Branch).



Matthew Halliday is presented his scholarship by Kim Fifield.



Joshua Halliday is presented his scholarship by Kim Fifield.

Visible Learning^{plus} Institute

On April 28 and 29, 2020 Dr. John Hattie will be presenting his Visible Learning research in St. John's at the Visible Learning^{plus} Institute. Dr. Hattie is the keynote speaker for the event with additional Day 2 breakout sessions with expert facilitators focused on Visible Learning for Literacy, Numeracy, and Leadership.

Professor John Hattie is a researcher and the Director of the Melbourne Education Research Institute at the University of Melbourne in Australia. He is an Officer of the New Zealand Order of Merit as well as the Australian Government's Cabinet appointee as Chair of the Board of the Australian Institute for Teaching and School Leadership (which is responsible for the quality of teachers, school leaders, and teacher education). Dr. Hattie is also the author of the *Visible Learning* series.

Dr. Hattie holds a Ph.D. from the University of Toronto. As part of his research, he undertook to study all the factors that affect student achievement. His work is a database compilation of all the peer-reviewed studies focused on student achievement. He began this research as part of his doctoral research which still continues to this day, a span of nearly 40 years. In fact, his work has once been referred to as "the most comprehensive review of literature ever conducted" (Fisher & et. al. 2016, p. 4).

His research includes synthesizing more than 1600 meta analyses studies (data from similar research to determine trends), which are comprised of more than 95,000 individual studies and over 300 million students (K-12) around the world. Through his work he challenges conventional thinking in education to stop focusing on the effect that one single factor has on student achievement, but to look at all the effects together on a continuum. To date, Dr. Hattie's research has identified 277 influences on student achievement – with effect size! That is to say, he ranks how much of an influence each effect has on student achievement. Of course, every effect matters, but his position is that we should be focusing our attention on those factors that have the greatest

impact on student achievement.

For more information, or to register, visit www.corwin.com/nlvt and use the promo code NLESD for a \$50 discount.

NEWFOUNDLAND & LABRADOR

Canadian Parents for French 2019 award winners announced

On December 12, Canadian Parents for French (CPF) honoured excellence in French teaching and learning with a ceremony at Government House. The Honorable Judy Foote presented awards to CPF's 2019 Teacher of the Year, Amy Flight, 2019 Teacher Graduate of the Year, Jenna Edstrom and 2019 Student of the Year, Megan Fitzgerald. CPF congratulates and commends these exceptional people for their commitment to excellence in French instruction. Nominations are now open for Canadian Parents for French 2020 Provincial Awards. Nomination forms can be downloaded at <https://nl.cpf.ca/activities/provincial-awards-program/>



CPF President Larry Vaters with winners Amy Flight, Jenna Edstrom and Megan Fitzgerald.



Front row (l-r): Amy Flight, The Honorable Howard Foote, The Honorable Judy Foote, Jenna Edstrom and Megan Fitzgerald.
Back row (l-r): Paula Luby-Coughlin, Larry Vaters, Francine Couture and Laun Shoemaker

2018-19 NLTA scholarship winners announced

Six Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2018-19. They are: Joshua Halliday (Waterford Valley High), child of Kathleen Halliday, St. John's; Nicolas Keough (Holy Heart High), child of Sean Penney, St. John's; Melanie King (Ascension Collegiate), child of Sheena King, Bay Roberts; Jenna Manuel (Exploits Valley High), child of Juanita Manuel, Grand Falls-Windsor; Emily Payne (Corner Brook Regional High), child of Tracey Payne, Corner Brook; and Emily Reid (Laval High School), child of Ron Reid, Placentia.

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



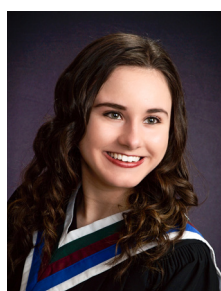
Joshua Halliday



Nicolas Keough



Melanie King



Jenna Manuel



Emily Payne



Emily Reid

HELPING YOU SERVE OVER 31,000 MEALS EVERY SCHOOL DAY

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

Kids Eat Smart Breakfast Clubs are in over 90 percent of our province's schools. We are thankful to the thousands of volunteers who ensure breakfast is ready when kids arrive. Many of those volunteers are teachers, principals and school administrative staff. We want you to know that Kids Eat Smart Foundation NL has many resources available to help you run your KES Breakfast Clubs.

Kids Eat Smart Clubs are set up with a clear expectation for our principals and volunteers. Each Breakfast Club is asked to put together a "Do It Crew", so that all the responsibility does not fall on one individual. Volunteers are asked to share the tasks associated with your Breakfast Club. With your support, we will ensure that our children remain the most important focus of our KES Clubs. The team at Kids Eat Smart Foundation NL is here to help you with volunteer recruitment, meal preparation, food safety training, equipment purchases and fundraising.

We ask each school to participate in our two main fundraisers throughout the year and to plan one other event to help sustain your KES Clubs. The TD Walk to Breakfast is held in October, and this is a great way to kick start your year's fundraising event. Donations may be made by pledge sheets or online at www.kidseatsmart.ca.

Our second event is the Breakfast Blitz and will be held on February 27, 2020 throughout schools in the province. This is a great opportunity to help you raise awareness, money and food donations for your KES Breakfast Club. For more information please contact your Regional Coordinator or our office at 1-877-722-1996.

Regional Coordinators are in your areas and are available to provide support to help you develop a fundraising plan, recruit volunteers, create healthy menus and provide volunteers with food safety training. Please reach out to them as they are a valuable resource for you. For Breakfast Clubs that require financial help throughout the year, please contact us and forward a progress report. This report is assessed individually, and funds are disbursed as needed.

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.



Kids Eat Smart
Foundation

NEWFOUNDLAND & LABRADOR

www.nlta.nl.ca



Searching the website has never been easier thanks to a new search button on the main page called

"I am Looking For..."



PATRICIA M. COFFIN

It is with great sadness that the family of Patricia (Patsy) Coffin share the news of her passing on November 11, 2019 at the age of 68.

Patsy graduated from Memorial University of Newfoundland with a Bachelor of Arts (Education) in 1974 and a Master of Education in 1988. During her early teaching career, she was teacher and principal of a small community elementary school in Island Harbour. She subsequently joined the staff as a teacher-librarian of the newly founded Fogo Island Venture Academy, which combined all elementary school services on Fogo Island. Unfortunately, Patsy retired early from teaching in the late 1990s due to cancer and loss of her eyesight. She continued her passion for reading and literature using audio books supported by the Canadian National Institute for the Blind (CNIB).

Patsy was known for her extensive knowledge of her own family tree as well as the genealogy of other residents of Joe Batt's Arm - Barr'd Islands. She had a remarkable memory for birthdays and the dates of other significant family and community events. We have lost a community oral historian with her passing.

Leaving to mourn Patsy are her parents, Stephen and Elsie Coffin, her brothers, Roy (Linda), Brent (Paula), and her sisters, Marie (Everett), Lucy (Perry), Daphne (Lloyd), Nancy (Jim), Carla (Chad), Cora (Ross), Mary (Boyd) and Dena (Karl). She will be missed by her many nieces and nephews, extended family, close friends, former students and teaching colleagues.
(Submitted by Carla S. Coffin, MD, MSc, FRCPC)

MICHAEL ALEXANDER SCHULZ, 1976-2019

I suppose, in a way, this has become part of my soul. It is a symbol of my life. Whatever I have done that really matters, I've done wearing it. When the time comes, it will be in this that I journey forth. (Douglas MacArthur)

On November 21, 2019, family, friends, colleagues, students, and former students were profoundly saddened by the death of Michael Schulz. His life will be both missed and treasured by those that knew him as son, brother, family, friend and teacher.

Michael grew up in Corner Brook, graduating from Regina High School in 1994. After pursuing his education degrees at Memorial University, he began teaching at Baltimore School in Ferryland. Here, colleagues and students knew him as a kind and gentle man whose demeanor suited the teaching profession and greatly benefited the school. He was generous with his time and knowledge and loved to share his understated and witty sense of humour. These traits, he then carried to St. Kevin's High School, Goulds.

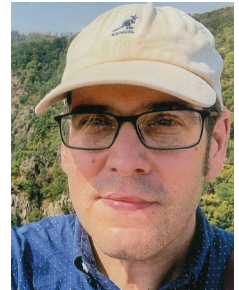
At St. Kevin's, Michael continued to teach French and Language Arts. Right up to his last day in class, he strove to make students aware that their efforts and attempts mattered, in both their studies and in their lives. This was the essence of Mr. Schulz, the teacher. And he wore it well with compassion and gentle words. As said by a student, "He cared a lot about teaching and his students won't forget that." Indeed, Michael cared about good teaching practice and strove to find ways to reach students in class and beyond. His leadership in research and technology saw his students creating animation projects for Heritage Fairs and entering a national competition, experimenting to find solutions to a real world problem – potholes! He shared his creativity with St. Kevin's in two drama productions as well as coaching public speaking. Michael truly cared for, and prepared his students for the world after St. Kevin's.

As a teacher, there was no doubt of Michael's dedication to the profession. He was an advocate for the profession and the teachers within it. He helped his fellow teachers navigate technology, share lesson plans, read statistics and contracts, and enjoy his wit and homemade baked treats. The loss of our friend Michael, at so young an age, can't help but make us think about what might have been. As a staff, we also strive to focus on what we have become because of him. We also send our sincere condolences to Michael's family and express our gratitude for sharing his life with us.

(Submitted by the staff of St. Kevin's High School, Goulds)



Patricia Coffin



Michael Schulz

*In Memoriam
Submission Guidelines*

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

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

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

THE REDUNDANCY/REASSIGNMENT AND LAYOFF PROCESS (FOR TEACHERS AND TEACHER AND LEARNING ASSISTANTS)

As the “Spring Staffing Season” approaches, both teachers and teaching and learning assistants (TLAs) should familiarize themselves with the process of redundancy/reassignment and layoff. The information provided below outlines this process and offers advice on what teachers and TLAs should do in the event that they are affected. While the process is essentially the same for both job classifications, there are some subtle differences that are noted throughout the information provided. Finally, whenever an individual is in doubt or has questions, they are always encouraged to contact an Administrative Officer at the NLTA.

May 7th is the **DEADLINE** for teachers to be notified of layoff.
May 28th is the **DEADLINE** for TLAs to be notified of layoff.
ALL teachers and TLAs should be familiar with the process for redundancy/reassignment and layoff as outlined under Article 9 of the Provincial Collective Agreement (Article 47 of the Labrador West Collective Agreement).

Article 9 outlines the process that school districts are required to follow as they prepare and finalize staffing plans for the 2020-21 school year. The Collective Agreements can be accessed under “Publications” on the NLTA website at www.nlta.nl.ca.

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

During any year in which there is a reduction or a realignment of teaching and/or TLA units in a school, a position(s) in a school may be designated as redundant. The actual removal of a position(s) can be accommodated through one of two means: i) through the natural attrition process, created by retirements or resignations and the school district’s decision not to fill the vacancies that have been created; or ii) through the redundancy/reassignment/layoff process, as outlined in Article 9. Even when the number of retirements and/or resignations are equal to or greater than the number of units that are scheduled to be removed from a school due to redundancies, it is still possible that redundancies may occur for programming reasons. Redundancies in a school can have implications not only for teachers and TLAs in that particular school, but also in neighboring schools as well.

Any teacher or TLA who has been notified (on or before May 7 or May 28, respectively) by their school administrator or school district personnel that their position is redundant and that they will be reassigned or laid off for the following school year should consult with the designated Administrative Officer in Programs and Services responsible for their school district/region. (The NLTA number is 726-3223 or toll free at 1-800-563-3599.) The school district assignments for each Administrative Officer are listed below:

NL English School District:	Avalon Region	Avalon East	Ian Crewe	ext. 232	icrewe@nlta.nl.ca
		Avalon West	Darrin Pike	ext. 226	dpike@nlta.nl.ca
	Central Region	Nova Central	Deana Hatcher	ext. 270	dhatcher@nlta.nl.ca
		Burin	George Tucker	ext. 245	gtucker@nlta.nl.ca
		Vista	George Tucker	ext. 245	gtucker@nlta.nl.ca
	Western Region		Miriam Sheppard	ext. 230	msheppard@nlta.nl.ca
	Labrador Region		John Veitch	ext. 244	jveitch@nlta.nl.ca
Conseil Scolaire Francophone Provincial de Terre-Neuve et du Labrador			John Veitch	ext. 244	jveitch@nlta.nl.ca

Steps in the Redundancy Process

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

Step 1:

Clause 9.01: Defines seniority as the total length of time employed as a teacher in Newfoundland and Labrador, and identifies May 7 (May 28 for TLAs) in the school year as the date of calculation of seniority for the purpose of reassignment and layoff for that year.

Each teacher and TLA should ensure that their placement on the school district’s seniority list accurately reflects their entire teaching service in the Kindergarten to Level III public school system in the province. Time taught outside the province or outside

of the Kindergarten to Level III public school system cannot be credited as seniority. If there are discrepancies between a teacher's calculation of seniority and the school district records, it is the teacher's responsibility to notify the school district as soon as it is discovered. School districts must post seniority lists in all schools by no later than January 31 of each year, listing teachers' and TLAs' accumulated seniority as of December 31.

Step II:

Clause 9.02 (Clause 9.03 for TLAs): Where it is determined by the school district that a teaching position or TLA position in a school is being declared redundant, the senior teachers (or TLAs, as the case may be) shall be reassigned to the remaining positions within the school that they are capable of filling. Subject to capability, the seniority based priority for redundancy/reassignment purposes shall be as follows:

- (a) tenured teachers;
- (b) teachers on a one-year probationary contract;
- (c) teachers on a two-year probationary contract;
- (d) teachers on probationary contracts in accordance with Clause 7.05. (not applicable to TLAs)

This effectively means that the junior teacher (or TLA) should be the person reassigned outside of the school unless the junior person is teaching something that no other more senior person is capable of teaching while still fulfilling the programming needs of the school. ***It is VERY important to note here that reassignment is distinct within the separate job classifications of teachers and TLAs respectively – teachers CANNOT be reassigned to TLA positions, and TLAs CANNOT be reassigned to teaching positions through the redundancy/reassignment process.***

Step III:

Clause 9.04(a) (9.05(a) for TLAs): A teacher (or TLA, as the case may be), who is not reassigned in accordance with Clause 9.02 (Clause 9.03 for TLAs), shall have priority, based upon seniority, subject to capability, to vacant teaching or TLA positions or positions held by junior teachers or TLAs, in the following order of priority:

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

A teacher who is reassigned and notified in writing in accordance with Clause 9.12(b) (Clause 9.13(b) for TLAs), has five (5) working days following their notification to notify the school district of their acceptance or rejection of the reassignment. ***It is VERY important to note again that reassignment is distinct within the separate job classifications of teachers and TLAs respectively – whether within or outside of their own***

school, teachers CANNOT be reassigned to TLA positions, and TLAs CANNOT be reassigned to teaching positions through the redundancy/reassignment process.

Step IV:

Clause 9.04(c) (Clause 9.05(c) for TLAs) states that, notwithstanding Clause 9.11, any teacher or TLA who refuses reassignment in accordance with Clause 9.04(a) (Clause 9.05(a) for TLAs) in any particular year shall not be entitled to further consideration for reassignment in that year. A teacher or TLA who refuses reassignment in accordance with Clause 9.04(c) (Clause 9.05(c) for TLAs) can apply for transfer to vacant positions during the remainder of the school year and will be considered along with others who have applied for transfer to the same position. If the individual is unsuccessful in obtaining a transfer to another permanent position before the end of the school year, the teacher or TLA shall be deemed to be laid off and placed in recall, subject to Clause 9.10, as of the end of the school year (see Step V below).

NOTE: With respect to Clauses 9.02 and 9.04 (Clauses 9.03 and 9.05 for TLAs), in determining capability to fulfill the requirements of the job function, the school district shall consider the overall ability of the teacher to perform the functions of the position in accordance with the currently modern standards required for the position. As per Clause 9.07, reassignment shall be to a comparable position, where possible.

Step V:

Any teacher or TLA who is declared redundant and not reassigned (including those who refuse their reassignment), is deemed to have been "laid-off" and placed in recall. Any teacher or TLA placed in recall shall be offered any vacant comparable positions that arise during the subsequent three (3) years following the layoff before such positions are advertised (Clauses 9.11, 9.12 and 9.13). For the purpose of recall, a layoff does not take effect until the end of the contract year (the last day of school for teachers and TLAs). ***It is VERY important to note here that recall is distinct within the separate job classifications of teachers and TLAs respectively – teachers who have been laid off CANNOT be recalled to TLA positions, and TLAs who have been laid off CANNOT be recalled to teaching positions.***

It is the responsibility of the individual teacher or TLA to inform the school district of their interest in and availability for recall in the subsequent three years following layoff.

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

School District Teacher Online Profiles:

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



Class size matters.

Kids' struggles can be hidden in larger classes, negatively impacting test scores and, more importantly, their mental health. Whereas small class sizes generate big results. Studies show that students perform better in smaller classrooms and continue to benefit throughout their lifetime. Class Size Matters, because our kids deserve to be seen.

invest in our Kids 

NLTA TEACHER VOICE FACEBOOK GROUP



The NLTA has created a closed Facebook group, NLTA Teacher Voice, where active NLTA members can express opinions, ask questions and discuss topics of interest.

Community Guidelines for this closed Group can be accessed at www.nlta.nl.ca/nl-teacher-voice-guidelines/.

To join you will need to be a member of Facebook. Search Facebook for NLTA Teacher Voice and ask to join the group.

When you ask to join NLTA Teacher Voice you will be prompted to answer a couple of questions to verify that you are an active member of the

NLTA. An active member means you are paying NLTA dues and we have contact information for you.

NLTA Teacher Voice will be moderated by the NLTA and we will make every effort to address questions through this group; however, please be patient as we also receive numerous emails and phone calls daily.

NLTA Teacher Voice is a great way for active NLTA members from all across Newfoundland and Labrador to connect, share ideas and have discussions.





School Closures for Weather and Other Reasons Important Information for Members re Substitutes, Attendance and Leave

by STEFANIE TUFF

Every year, particularly during the winter months, Programs and Services staff receive questions regarding NLTA members' rights and responsibilities when schools are closed for weather or other such reasons as per section 32 of the *Schools Act, 1997*. The following "Q&A"s address the most common inquiries that arise in these situations.

Substitute Pay

Q: If a substitute is contracted to work at a school on a particular day or for a particular contract period but that school is subsequently closed due to inclement weather, lack of heating, or other similar causes, and the substitute is notified prior to arriving at the school, are they entitled to be paid for the day or days?

A: Yes. Once contracted to work, substitutes are entitled to receive pay for any day or part thereof, if school is closed pursuant to Section 32 of the *Schools Act, 1997*, regardless of whether or not they are contacted prior to arriving at the school – refer to Clause 49.04(a) of the Provincial Collective Agreement, and Clause 46.04(a) of the Labrador West Collective Agreement. Section 32 of the Act states that "a teacher in a school shall, for the purpose of determining payment of salary, be considered to have taught on a day or part of it when" the school is closed due to inclement weather, health reasons, repairs/renovations/construction, lack of heating, or if the school is declared uninhabitable because of fire, failure of the sewage system or other cause of a similar nature. For example, if a substitute teacher is contracted in advance and on the particular day in question the school is closed due to inclement weather, the substitute will still be entitled to be paid for the day, regardless if they are contacted by the school and informed of the closure. The substitute, like any other regular teacher or TLA on that staff, is deemed to have kept

school on that day (or part thereof) for the purpose of salary.

Q: Would a substitute be entitled to receive pay if previously contracted services are cancelled for any reason other than those listed in Section 32 of the *Schools Act, 1997* and the substitute teacher is notified prior to reporting for duty at the school?

A: No. If the school remains open AND the substitute's services are no longer required AND the substitute is notified prior to reporting for duty at the school, then the substitute is not deemed to have kept school on that day and would not be entitled to be paid (refer to Clause 49.04(b) of the Provincial Collective Agreement and Clause 46:04(b) of the Labrador West Collective Agreement). For example, a substitute is contracted to work for a teacher or TLA who is scheduled to attend a professional development workshop. The day before the workshop, the PD is cancelled and the regular teacher/TLA will therefore be at work. As long as the substitute is contacted "prior to reporting for duty at the school" they would not be entitled to be paid. However, if the substitute is not notified prior to arriving at the school to work, then they are entitled to receive pay for the day in question.

Attendance Requirements

Q: Can teachers/TLAs be required to be in attendance when schools are closed due to inclement weather?

A: It depends. Clause 28.03(a) of the Provincial Collective Agreement (Clause 16.03(a) for Labrador West) states:

(i) *When a school is closed pursuant to Section 32 of the Schools Act, 1997, the teachers shall not be required to be in attendance at school.*

(ii) *Notwithstanding Clause 28.03(a)(i) (Clause 16.03(a)(i) in Labrador West), the Board may require teachers to be in attendance for meetings and workshops.*

The starting point is that attendance is not required when school is closed for weather related reasons pursuant to section 32 of the *Schools Act, 1997*. However, in instances where a meeting or a workshop had been previously scheduled before the anticipation or occurrence of a weather related school closure, the District may require teachers to be in attendance for the meeting or workshop, provided that: it is safe for staff to attend given the circumstances prevailing at the time and location of the scheduled meeting or workshop; and, the site of the meeting or workshop has the physical resources appropriate to the nature of the meeting or workshop and meets all applicable health and safety requirements. To put it another way, when schools are closed due to weather, teachers/TLAs cannot be required to be in attendance unless *previously scheduled* meetings or workshops are proceeding and the prior scheduling of the meeting/workshop is unrelated to the weather event or warning for which schools are closed.

Impact on Leave Usage

Q: If I am off on paid leave (sick leave, family leave, etc.) on a day when school is closed for weather related reasons, will I still have to use/lose a day of leave?

A: It depends on the type of leave you are accessing. If you are off on sick leave and the school ends up being closed due to inclement weather and teachers are not required to be in attendance, then the day shall not be deducted from your accumulated sick leave – this is set out in Clause 15.09 of the Provincial Collective Agreement (Labrador West Clause 27.09). However, this only applies to sick leave. If you are absent on any other type of paid leave (family, compassionate, etc.) on a day when school is closed for weather and teachers are not required to be in attendance, then the day of leave would still be used and deducted from your total entitlement, as applicable for the category of leave in question.

Any questions can be addressed to an NLTA Administrative Officer in Programs and Services by calling 726-3223 or 1-800-563-3599, or via email to mail@nlta.nl.ca.

Stefanie Tuff is Assistant Executive Director of the NLTA, stuff@nlta.nl.ca.

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Cultivating Gratitude: Time to Say Good-bye

by JUDY BERANGER

I will be retiring from my position as Employee Assistance Coordinator on January 31, 2020. Each day of my 11 years with the EAP Program brought something new for which to feel grateful. In the March/April 2019 issue of *The Bulletin*, I shared my thoughts about gratitude as part of healing and growing through loss. In this – my last article – I want to expand on this topic as I pay tribute to all the teachers, administrators, guidance counsellors, psychologists, social workers, school board and department staff, and colleagues at the NLTA that I have worked with along the way. Thanks for your support, friendship and to many who were exemplars of what it is to serve faithfully and with humility. I will always remember our laughter, our joys and our struggles.

Our culture, especially through media and advertising, often suggests what is missing in our lives. It implies that we will automatically become happier if we have more money, more possessions, more power, and bodies like models and athletes. The media urges us to lose weight, to count pounds, calories, and steps. Unfortunately, minimal time is spent encouraging us to acknowledge all that is good in our lives. William Ward says that, “feeling gratitude and not expressing it, is like wrapping a present and not giving it!” As we know from experience and ancient moral principles and wisdom, happiness does not come from acquiring more, but rather from finding deep appreciation for life and for people. When we deliberately take the time to recognize all there is to cherish, we are uplifted by the powerful force of gratitude and appreciation for all things, from having good energy and optimal health to seeing our students succeed. Our relationships with our colleagues strengthen, and our ability to demonstrate compassion and high ethical standards is heightened.

Nourish to Flourish

We are challenged from time to time with very difficult circumstances and struggles where our only realistic option will be to choose how we respond. As humans, we are all susceptible to the cognitive error that our emotions are caused solely by external

events and behaviours of others, leaving us with no control over our resulting emotions. The reality is that it is not what others say or do that causes our feelings, but rather how we choose to talk to ourselves inside about what the other person says or does. When we accept that we cannot change what others do or say, we can focus more on being proactive in our own thoughts and behaviours.

As a society, we have always instinctively known the importance of relationship connectivity in enhancing quality of life. Over the past century, and particularly over the past 30 years, this belief has been strongly supported by evidence-based research. Optimal wellness – being healthy, thriving, having good quality of life, along with a longer life span – is strongly linked to connectivity with others. Endless studies support this, including the respected Harvard 75-year longitudinal study and reams of thought-provoking articles and books. To flourish we don't need numerous relationships, but we need to nourish strong relationships where we feel trusted and valued. The literature suggests these are the people with whom we can share our nearest and dearest matters, who we can call at any time, knowing they would be there for us. It is common to have that someone within the family and it is good practice to have at least one other such person outside our immediate family.

The expression of gratitude is a key ingredient in the development of relationship connectivity. Practicing gratitude can nourish our relationships. Teachers often comment on how grateful they are for their families, friends, colleagues and circle of influence. Some find they are the ones who are expected to be the contact person for connecting, organizing general get togethers and even speaking up when things need to be addressed. Some say this gets tiring and they stop initiating. Others step up and keep focused on staying confident, strong and away from painful, self defeating behaviours. They choose to do and to influence what they can, seeing it as an essential part of active gratitude. In other words, being a champion for the greater good.

The language of gratitude is a language of belong-

ing. Authors Daniel and Tanya Amen say that, "... appreciation is gratitude expressed outwardly by building bridges of positive energy between yourself and others." Gratitude is an internal state, both a fleeting emotion and a stable trait—you can be a grateful person or experience a thankful moment. Gratitude can be cultivated and involves a warm sense of appreciation for somebody or something. It is a sense of goodwill that you can feel in your heart. Neuroscience research reports that essential and positive changes are created in our brains when we express gratitude.

Edwin Robinson explains gratitude as two types: the sudden kind we feel for what we take; the larger kind we feel for what we give. Research by the John Templeton Foundation found a large gap between the gratitude people report feeling and their actual expression of gratitude. According to the study, 90 percent said they felt grateful, yet only half of them reported expressing appreciation on a regular basis themselves. For the most part, I believe schools are exceptions to this, as most teachers and administrators are skilled at showing appreciation and gratitude, making it a daily habit.

Sonja Lyubomirsky, researcher and author of *The How of Happiness: A Scientific Approach to Getting the Life You Want*, says that "Gratitude is an antidote to negative emotions, a neutralizer of envy, hostility, worry, and irritation. It is savoring; it is not taking things for granted; it is present-oriented." Her research recommends gratitude as both a pathway to experiencing more positive emotions and a motivator for self-improvement.

Author Tamara Lechner explains that an active practice of being grateful can increase neuron density and lead to greater emotional intelligence. Practicing gratitude strengthens the brain's neural circuits for gratitude, making it easier to focus on these feelings. When you focus on the good in your life, your brain becomes better at discovering similar things. For example, if you consciously notice the beauty in nature, you will be more likely to look for it, deepening your awareness and appreciation. Neuroscience and positive psychology research confirm that both dopamine and serotonin production are increased when experiencing and expressing gratitude. Dopamine and serotonin are important chemical messengers/neurotransmitters. They help regulate many bodily functions. They have roles in sleep and memory, as well as metabolism and emotional well-being.

Cultivating gratitude in your life is a best practice. Activities are unique to each person and suggested strategies include keeping a gratitude journal, writ-

ing a note or sending an appreciation email or small gift, acknowledging people, naming things you are grateful for throughout a day or week, and planning mini celebrations. Informal meetings can be opportunities for gratitude. Let participants know in advance that there will be an opportunity to share a good news update. A one-sentence reflection can promote connection and good energy flow as people share a recent accomplishment or good news story. Be creative; we all need practice working on our "thanking" skills and our "being thanked" skills.

Having taught in senior high for a decade and having worked directly with teachers and administrators for more than another decade, I have consistently found most teachers and administrators to be patient, accepting, appreciative, kind, creative, enthusiastic and respectful. Compassion for students is high. Atticus Finch, a character from the Pulitzer Prize winning novel, *To Kill a Mockingbird*, said it beautifully, "You never really understand a person until you consider things from his point of view... until you climb into his skin and walk around in it." Teachers understand this. They model empathy and compassion and what it means to be a champion. It is a way of thinking, a mindset, a process for continuous learning, a commitment to connecting, knowing we are always becoming.

I am so appreciative to have had daily opportunities to witness how we are able to treasure the experience of capturing hearts and minds along the way. Thank-you for the notes of appreciation, encouragement, sharing of resources, and time – but mostly for your sincerity and trust. If I had to sum up my treasured time with you in one word, it would be gratitude.

I believe that we are each unique and irreplaceable. There is only ever one of each of us. We will bring our gifts and spirit and when we leave others will follow with their unique contributions. We are neither better nor less than anybody else but depending on our passion, knowledge and commitment for what we do, the best or least of ourselves will be determined. We are all working on finding the best "me" possible. It is hard work but exciting and never-ending. I am forever thankful for your stimulating company and the enormous collection of shared experiences indelibly printed on my mind and heart.

We all have the capacity to change and grow, to move beyond complacency and make a difference. The answer/secret is to focus on this present moment with gratitude. I leave as optimistic as when I started. My work with you all has been an honour, and has kept me inspired and committed to continuous growth and learning. I am more because I was here and for that cherished gift, I am truly grateful.



Barriers to Employment for Youth With ASD Transitioning Out of High School

(And Several Solutions)

by SCOTT CROCKER

A recent study suggested there are more than 500,000 adults in Canada who have intellectual disabilities or Autism Spectrum Disorder (ASD); just 1 in 4 engage in the workforce. A number of barriers contribute to this poor participation rate, but the fact remains that persons with disabilities are unemployed and underemployed at much higher rates than their peers. Research suggests ‘career exploration and preparation’ for students on the spectrum should begin early. Both parents and educators can help set realistic goals and plan for the challenges associated with students with ASD transitioning into adulthood and becoming active members in their communities.

Change can be challenging for all students; it can be especially challenging for those on the spectrum. Whether transitioning between physical locations, subjects, or teachers, changing the environment and expectations often creates considerable stress for students with ASD on a daily basis. One of the biggest transitions in anyone’s life is leaving high school and entering adulthood. This means we have to put much more effort into understanding how we can best prepare those with ASD for a successful journey.

We all know ‘routines’ are excellent coping mechanisms for students on the spectrum; we help students use routines and predictability to be successful throughout their day. But students with ASD, and even those who support them, can become very comfortable with “the way things are” and without the same social pressure from peers, students with ASD may resist taking on greater independence and more responsibilities with age. Students spend over a decade following a very similar routine throughout the structure of school and then, suddenly, everything changes. This drastic shift in expectations can be overwhelming and prevent capable students from moving onward to post-secondary opportunities and/or labour participation.

Current research trends are showing the need to

introduce work-related structure, ideas, and concepts earlier for individuals with ASD, allowing them to learn about different styles of expectations and use this familiarity to overcome the challenges associated with the transition out of school. Volunteer opportunities, job shadowing and other types of ‘experiential work learning’ are valuable for students on the spectrum who have difficulty generalizing the *concept* of what working really means and determining the type of work that is a good fit.

Another value of experiential work learning for students on the spectrum is discovering job suitability outside of the typical skills, strengths, and interests. Every job has a description indicating the duties and skills required for the position. But every job also has a list of *hidden expectations* relating to social understanding and communication, that are often taken for granted. Persons with autism, and those supporting them, can find these hidden expectations difficult to understand until they experience particular work environments. For example, preparing food may be someone’s passion, they may have the necessary skills mastered, but the fast-paced team dynamic and multi-tasking required, combined with the sensory overload of restaurant kitchens, may easily prevent someone with ASD from being successful in that setting. Students who experience the ‘day to day’ of a job are better prepared to make career decisions. While this is true for all students, it is much more difficult for those on the spectrum to shift subjects, career paths, and ambitions when things do not work out.

A critical consideration for students on the spectrum is that preparation occurs in the years leading up to the completion of high school and that the transition is directly from high school into their designated individual plans. When there is no transition, or when the transition is not facilitated by a professional, young adults with ASD often create a new routine at home that may become the most difficult challenge to overcome.

Career exploration and preparation programs designed specifically for persons on the spectrum target these challenging areas so students and young adults can work on the *hidden expectations* of the work environment and increase their confidence in setting and achieving their goals. With a focus on self-knowledge, experiential learning, and the social expectations of a work environment, students are much better prepared to be successful in their chosen field.

Autism Society NL offers a number of provincially and federally funded career preparation programs at its headquarters, The Elaine Dobbin Centre for Autism, in St. John's., and at its three regional offices around the island. They are specifically designed to prepare young persons with ASD for the workforce. For more information on any of these programs below, please contact info@autism.nf.net.

STEP (Students Transitioning into Employment Program): The STEP Program engages high school students with an Intellectual Disability or Autism Spectrum Disorder to participate in targeted career development activities and exploration. With an individualized approach, students build self-awareness and skills through structured learning sessions and community mentorship placements under the support of an ASD career counsellor. This opportunity enhances the transition planning process for students in order to identify strengths and experience contextual learning before leaving high school and helps identify appropriate employment or post-secondary choices. Referrals for the STEP Program are routed through Guidance Counsellors at participating schools, presently in the St. John's Metro area. Ages 16 – 21; Suitable for those who have the ability to work independently, or with minimal supports, and are motivated to obtain work placements and/or attend a post-secondary institution; registration ongoing. The STEP Program is funded by Autism Society NL.

EmploymentWorks Canada (EWC): This is a federally funded program that offers 12 weeks of employment readiness training for young adults on the spectrum who are no longer in school and are seeking opportunities to build employability. Through self-awareness activities and understanding employment expectations, participants engage in peer mentor learning and community workplace immersion to build confidence and capability. Groups meet twice a week for the duration of the program. Ages 15-29; Suitable for those motivated to gain employment skills and comfortable learning in a variety of community environments with limited supervision. Registration required per session

offering. The EmploymentWorks Canada program is sponsored by The Sinneave Family Foundation and Autism Speaks Canada and is funded in part by the Government of Canada's Opportunities Fund for Persons with Disabilities Program. From 2015 to 2019, EWC served 961 participants and engaged 328 employers across Canada. Of 279 participants surveyed one year after program completion, 32% were employed and 8% had returned to school. For more information, visit www.employment-works.ca.

Transitions: The Transitions Program aims to identify the strengths and interests of individual participants to better prepare them for employment and meaningful community involvement beyond high school. This program provides a full year of classroom learning, enriching community volunteerism, job shadowing, and onsite summer work experience to build the confidence and skill sets of young adults on the spectrum. The Transitions Program is heavily involved with the operations of the Shamrock Garden Centre and includes gardening (onsite and in the community) and greenhouse work. Ages 18+; Suitable for those motivated to gain employment skills, comfortable learning in a variety of community environments with varying levels of supervision, and for a minimum of three consecutive hours. Annual registration occurs in August. This program is funded through the Department of Advanced Education, Skills & Labour, Government of NL.

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

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Scott Crocker is Chief Executive Officer with the Autism Society, Newfoundland & Labrador.



Activate Our School Body

by KELLIE BAKER

Activate Our School Body is the name of Cowan Heights' Healthy Schools initiative. The play on words brings to light the connection between the body and the mind. When we move our bodies, we are also activating our brains for learning. While the increased activity during indoor recess and lunch play was expected, the degree to which the Grade 6 leadership group was engaged in authentic cross-curricular learning made the initiative even more meaningful.

Supported by NLESD's School Health Promotion Liaison Consultant, Ms. Peggy Orbasli, a group of teachers (with input from other teachers, staff, the leadership team, and students) completed the Joint Consortium for School Health's (JCSH) Healthy School Planner (physical activity module). Upon completion it was clear that a need at our school was to increase activity time during indoor recess and indoor lunch. Setting about to meet this need, and to involve students in leadership opportunities, Mme. Melanie Stone and her Grade 6 class eagerly took on the challenge.

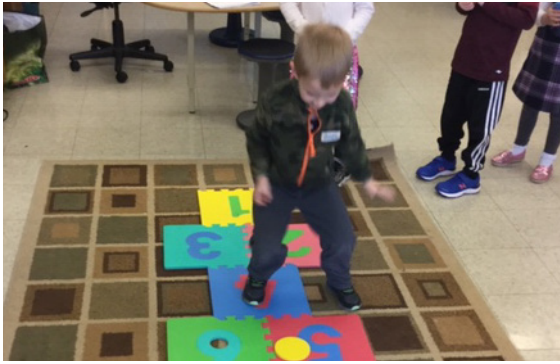
Over the next several months Mme. Stone and her class completed the following cross-curricular activities:

- Created multiple developmentally appropriate surveys about the physical activity interest of K-7 students
- Collected data by surveying all classes
- Analyzed the data from the interest surveys with safety, feasibility, practicality, and budgetary lenses
- Created a plan for appropriation of funding and distribution of equipment
- Engaged in thoughtful decision making by considering the developmental levels of students in classes and choosing equipment that they could use with limited teacher management
- Sought approval from administration and lead teacher for the physical activity grant in the way of a formal presentation that outlined the process and decisions
- Created a budget spreadsheet for ordering of equipment from various suppliers
- Revised and submitted final budget
- Unpacked equipment and distributed it to classes

This process was authentic learning at its best – experiencing first-hand the impact of data collection and analysis, creating budgets, contributing to a groups' success in working toward a common goal, and seeing a project through to fruition. For example, students applied their understandings of data management, a part of the math curriculum since kindergarten. This was an opportunity to explore and apply the concepts in a practical, multifaceted, hands on task, rather than something more abstract and not as tied to their real-world experiences. Students reported increased meaning between their lives and in-school learning with comments such as: *I think that this project was really fun and really helped with leadership skills. We got to choose what items to buy and how to manage money responsibly.; The project was really fun and helped with skills we will need in the future. It helped us learn how to do surveys and how to manage money.;* *I think the project was great in two ways. The first reason is we learned how to spend money wisely, as well as teach us how to calculate using the Google Spreadsheet. The second reason why is that all the classrooms now get things to play with.;* *I think it was a good experience because we got to ask around to see what students wanted at an affordable price point, how many items we could get, and who we give it to.* Feedback such as this is a testament to the power of student engagement in meaningful and authentic learning experiences.



Mme. Stone's Grade 6 students.



Kindergarten students loving being physically active in their classroom when we can't get outside.

Now that the winter weather is upon us, and the icy conditions of our outdoor play areas loom large, our students are engaged in indoor physical activities supported by equipment such as yoga mats, bowling, speed cup stacking, hopscotch, golf pool, horseshoes, basketball nets, and exercise balls, to name a few. While equipment was provided to each class, the expectation is that it will be shared across the grade level by rotating it between classes. Taking a quick peek in classes at recess and lunch will reveal a host of physical activities such as skipping (yes, indoors), basketball, bowling, speed cup stacking, a combination of golf and pool, and many more. These physical activities have transferred to our outdoor play as well with new skipping games and more hopscotch being played on the pavement area.



Grade 4/5 students taking in a little pool golf during lunch on a rainy day.

The in-class physical activity and equipment does not come without its challenges; but neither does outdoor play. Just as disagreements arise during outdoor play about the use of equipment, playing fair, being safe, and the like, so will this have to be managed in the classroom. But with an ever-increasing focus on Social-Emotional Learning as the basis for all learning and instruction in our schools and classrooms across the province, the in-class physical

activity equipment provides another opportunity for learning these vital life-skills.

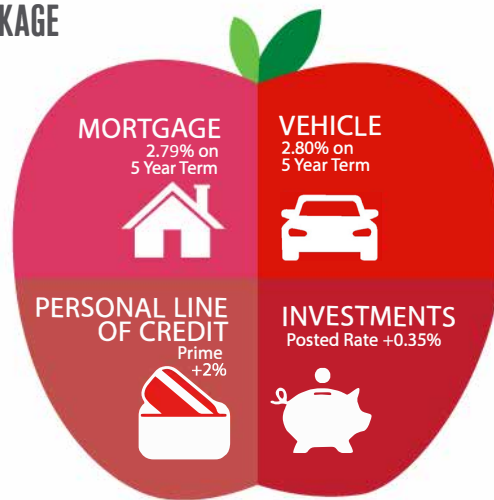
Thanks to the fantastic work by a group of Grade 6 students and their energetic and spirited teacher Mme. Stone, our classes are now outfitted with more indoor physical activity opportunities for students. And while this has physical activity benefits, we are also very proud to say that we are doing more than providing lip service to the mounting evidence linking increased physical activity to improved learning – we are taking action. We invite you to do the same!

Grant Application Team: Kellie Baker, John Best, Laura Martin, Joanne Harris

Kellie Baker is a Grade 5 classroom teacher at Cowan Heights Elementary in St. John's and teaches Physical Education at Memorial University. She is currently President of the NLTA Health Education Special Interest Council. Melanie Stone is a Grade 6 French Immersion teacher at Cowan Heights Elementary in St. John's. She coaches the school's cross-country team and provides a 5K run club for students and teachers.

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Strategies to Promote Resilience Within Our Students

by TARA SAUNDERS

The importance of building relationships with our students is becoming more well-known. This is even more important for students who may have a difficult home life outside of school, or general students who struggle academically or socially. Classroom environments can sometimes be the only place where a child feels safe and nurtured. This is why it is vital for students to feel included in a classroom community where they know they are supported. Furthermore, this can guide students to find the motivation and drive to push past their difficulties. If students can learn ways to be resilient, they can gain the confidence to accomplish more than they once believed they could. Upon researching this topic, I have found strategies that correlate with the protective factors of resilience that educators can implement in their classrooms to provide students with skills in nurturing resilience. These three strategies being restorative justice practices, goal-setting, and universal design for learning.

Resilience

Resilience is not a new concept. For many years, researchers focused on finding out the impact that stressors had on children. Student resiliency is a vital characteristic which can determine how students deal with stressors and ultimately how they perform in school. It is recognized throughout studies that toxic stress molds the brain which can even alter neurological, physiological, and behavioral systems at key stages of human development (Panter-Brick & Leckman, 2013).

Originally, researchers thought resilience was a trait that only certain children possessed. However, researchers now believe that resilience is not a trait, but rather a quality of the child's physical and social environment that can be strengthened under the right circumstances (Ungar, 2011). When thinking about the concept of resiliency in this way it can be seen how resiliency is a process that can be brought about or suppressed through the environment which surrounds the child. Educators can improve social

and emotional regulation by simply creating a more supportive environment (Ellis et al., 2017). With a resilient lens, educators can move forward in working to provide reinforcement in order to help students succeed.

While educators and researchers are aware which risk factors impact children's cognitive state, further research has been conducted to determine protective factors to shelter children from enduring any more adversity. Overall, three protective factors have been discussed throughout resilience research which are deemed necessary for healthy development and life success. These are: caring relationships, high expectations, and opportunities to participate and contribute (Benard, 1991; Thomsen, 2002; Benard, 2004; Bondy, Ross, Gallingane & Hambacher, 2007; Krovetz, 2008; Truebridge, 2014; Ungar, 2015).

Foundation for Beliefs

The most fundamental aspect in resilience research was found to be the aspect of beliefs. This is based around the fact that what teachers believe can become a self-fulfilling prophecy. If a teacher believes their student can succeed, they most likely will; if a teacher believes their student cannot or will not be successful, they likely will not. When discussing beliefs in her book titled *Resilience Begins with Beliefs*, Truebridge (2014) notes that *teachers who embrace the belief that all students have the capacity for resilience are teachers who embrace humanistic beliefs. Having high self-efficacy, internal locus of control, and humanistic beliefs can affect a teacher's motivation to engage students.* Similarly, Benard (2004) stresses that the protective factors that will attribute to students becoming resilient are the exact same factors and supports that will nurture us all. Therefore, as educators we have the knowledge to support students in a personalized way where students feel nurtured. Hence, if educators want their students to produce better academic results, they have to above all else, believe their students are capable. The power of resiliency lies within everyone. In order to fully benefit

students, educators must realize the reality that belief systems can influence their practice, and ultimately, the development of students.

Many school-wide approaches to behavior have been disciplinary in their actions. If a student behaves poorly, they get reprimanded and/or sent to the principal's office. In order to foster the development of our students, we need to foster the whole student – social, emotional, physical, and spiritual. With a responsive analysis of resilience, we can *shift viewing the world, communities, individuals, and our students through a traditional problem-based, deficit, pathology model to a positive, protective, and preventive model* (Truebridge, 2014). Today's educational system is still having trouble incorporating this concept. In this ever-changing world, students need help building their emotional and social skills just as much as their academic skills. As educators, we have to ensure our students are learning critical skills such as problem solving, perseverance, empathy, creativity, decision making, relationships, collaboration, and self-awareness – many of these skills will not only nurture our students to become responsible adults but will build resilience and increase academic success (Truebridge, 2014).

Restorative Justice Practices – Caring Relationships

Traditionally, when students misbehave, do not listen, or are not engaging in classroom matters, educators would view this behavior as defiance. This will most likely lead to conflict resulting in the student having a sort of punishment or being sent to the principal's office. This can ultimately result in a poor ongoing relationship between the student and educator. In order to repair this problem, teachers will need to reflect on their behavior and that of their students' in a new way (Bondy et al., 2007). Much of the research surrounding resiliency builds on the importance of relationship building. When a student does not have a supportive home environment, they can find and build relationships with teachers or administrators at their schools.

A strategy that can be used to provide caring relationships is a restorative justice (RJ) model. Restorative justice often gets associated as a tool for teachers to improve classroom management and student behavior. However, the main purpose of RJ is to build relationships; to move away from a rule-based school culture to a relationship-based school culture. Implementing restorative justice practices can be a holistic, whole-school approach to meet students' social-emotional needs. RJ is based around enhancing well-being through the values of respect, dignity

(continued on page 22)

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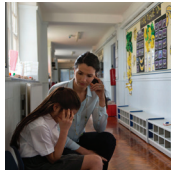


Walking Through Grief

–Helping Others Deal with Loss

St. John's: February 27-28

This workshop is designed to give helpers an increased awareness of the dynamics of grief, and to provide tools and strategies to best support someone who is grieving.



Anxiety in Children and Youth

–Practical Intervention Strategies

St. John's: March 7

This workshop provides a diverse range of skills that can be taught and practiced with children and youth to expand their capacity for managing anxiety.



Mindfulness Counselling Strategies

–Activating Compassion & Regulation

St. John's: April 2-3

This workshop teaches mindfulness, regulation, and activation strategies meant to promote compassionate self-awareness and emotional balance.

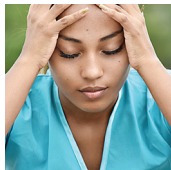


Trauma-Informed Care

–Building a Culture of Strength

St. John's: April 24

This workshop explores how to build a trauma-informed culture in a workplace setting that integrates knowledge throughout the organization.



Anxiety

–Practical Intervention Strategies

St. John's: May 14

This workshop explores practical and accessible strategies which can be applied to all ages, and help address the physical, emotional, cognitive, and social aspects of anxiety.

GENDER AND SEXUAL DIVERSITY IN YOUTH

Toronto: March 30-31

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RESTORATIVE JUSTICE

Facilitating Dialogue

TORONTO, ON: July 14-16



This highly experiential workshop utilizes a trauma-informed approach, and provides frameworks for identifying and responding to the needs of all those who were impacted by the wrong.

For details and to register, please visit our website.

and mutual concern (Vaandering & Voelker, 2018). RJ uses talking circles, which are rooted from indigenous cultures. Talking circles are a way to physically sit or stand in a circle and give each person an opportunity to share about a topic while passing around a talking stick. Using short and quick talking circle questions, or deep and reflective questions, educators can open the dialogue for students to feel heard and learn to listen to others. This creates a sense of community which is critical for nurturing relationships. Restorative justice practices create the opportunity for educators to foster an authentic and caring relationship with their students.

Goal Setting – Setting High Expectations

The protective factor of setting high expectations can also be related to the self-fulfilling prophecy model. Setting high expectations for students creates a sense of belonging in that students know others care for them enough to know that they can achieve great lengths when their lives are full of challenges and their well-being is threatened. Resiliency can be strengthened when students feel a sense of belonging; this positive impact can sustain participation (Ungar, n.d.).

When teachers model setting goals, students can learn to work towards that objective by following easier steps. This will ultimately help them attain their target. Vaandering (2015) explains that in order to treat each other with respect and relate to each other, people have to provide high support and high expectations and accountability. This results in students feeling valued because they know an educator believes they are capable of accomplishing tasks they may not feel they are able to achieve. Students who experience high-risk factors need to feel optimistic towards their future; implementing goal setting within the classroom is a strategy to combat this.

Universal Design for Learning – Opportunities to Participate and Contribute

The final strategy examines the benefits of using a universal design for learning (UDL) model to reach all learners in the classroom. UDL is a collaborative approach that intends to reach all learners at their level and plan to meet each students' needs within the lessons in order for students to experience success. It is a way of breaking down barriers so that students can have access to programming and services responsive to their needs in a large group, small group, or individual setting. UDL is a way to modify teaching practices to best support student learning in order to provide engagement and allow multiple means of representation.

Offering students opportunities in a safe place to express their strengths and demonstrate their knowledge to others can help promote resilience (Ungar, n.d.). Through incorporating multiple pathways for representation, action and expression, and engagement, this can assist classroom teachers with meeting the needs of a diverse array of students. Universal design for learning is a model that can help fulfil students' psychological need for belonging by providing opportunities for participation in group or cooperative activities (Benard, 2004).

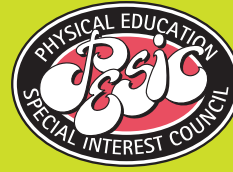
Closing

Interventions focused on fostering resilience from implementing the strategies of restorative justice, goal setting, and a universal design for learning can provide promising results for struggling students. By means of changing the environment around students, students can have an inclusive environment where protective factors are valued.

My passion began with trying to understand the reasoning behind why some children were resilient and others were not. Research has opened my eyes to the range of factors that are involved with student resiliency. The research presented here demonstrates the protective factors needed to support high-risk students. While these strategies may appear different, they are related in their nature to nurture the whole student and can therefore be integrated smoothly together. Moving forward, educators can collaborate with others to build on their own understanding of beliefs, foster the protective factors of their students, and implement strategies to develop student resilience in the face of social and academic difficulties and challenges. I wish you well in your future work.

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Tara Saunders is a Grade 3 teacher at Fogo Island Central Academy. Resources and references for this article can be found at: <https://drive.google.com/file/d/1hVIIqBAyPZ5Aab6TGhJ7Mdx85i9iAWhN/view?usp=sharing>

OF SPECIAL INTEREST...



First Ever Joint Physical Education and Health Education Special Interest Council Conference a HUGE Success!

The Physical Education Special Interest Council (PESIC) and the NLTA Health Education Council partnered to deliver a quality and information packed conference. Held at MUN's School of Human Kinetics (HKR) and Recreation September 19 and 20, the opening featured world-renowned keynote and presenter, Ted Temertzoglou. Other speakers included the Honourable Brian Warr, Minister of Education and Early Childhood Development, Dr. Linda Rohr, the Dean of HKR, and NLTA President Dean Ingram. While too many to mention, NLTA Vice-President Trent Langdon and NLTA Joint Council Representative, Craig Hicks, were also in attendance.

With social emotional learning presently at the forefront of education, presenters and exhibitors effectively provided delegates with a diversity of information and experiences that they could use to support the physical, social, and emotional well-being of students. Delegates were able to participate in a variety of gymnasium sessions that focused on the delivery of dance, yoga, Kin-ball activities and much more. These practical experiences offered approaches that could contribute to successful PE and Health Education delivery in our schools. Participants also had opportunities to focus on the theory of effective PE and Health Education approaches across a variety of key topics including student engagement, mental health and wellness, motivation, and vaping and youth. These sessions were informative, encapsulating, and engaging, to say the least. These content-driven sessions set the stage for teachers to

bring back pivotal ideas, theories, and approaches to their respective Health and Physical Education classrooms across our vast province.

In closing, the conference successfully showed the value of working together with emphasis on four key words: Innovate, Educate, Integrate and Motivate! With this in mind, we would like to thank our partners – NLTA, HKR, NLESD, and GOPHER Sport – without whom we would not have been able to provide the teachers of NL with this provincial professional learning opportunity. And of course we would like to thank all the presenters who took the time and energy to present motivating sessions and the delegates who took the time and energy to attend. If you were at the conference, we encourage you to Innovate, Educate, Integrate and Motivate by sharing your positive conference experience in a future issue of *The Bulletin* or PL session. A special thanks to all those on the planning committee who worked tirelessly for close to a year to provide the first in what we hope, is a long history of a joint PE/HE conference.

Note: *If you would like to see a few pictures and a description of the sessions that were offered, please go to www.healthednl.com. We encourage you to support us by becoming a free member and/or following us on Twitter: @NLTA_Health_Ed.*

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/

www.corwin.com/nlvi



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Visible Learning^{plus} Institute

April 28 – 29, 2020

Newfoundland &
Labrador, CAN



CONTACT 20/20 A VISION CHECK FOR EDUCATORS: STORIES FROM THE CLASSROOM

Tuesday, August 4th – Friday, August 7th, 2020
St. Francis Xavier University, Antigonish, NS

Dates to Remember

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

April 2020

Apr 1 **Deadline:** Johnson Bursary applications
Apr 15 **Deadline:** Notice of postponement of Deferred Salary Leave or withdrawal from DSLP
Apr 16 **Deadline:** PD Fund applications
Apr 24–25 NLTA Provincial Executive Meeting
Apr 30 **Deadline:** Year-end resignation from contract
Apr 30 **Deadline:** Deferred Salary Leave applications

May 2020

May 7 **Deadline:** Notice by Board of layoff
May 10–16 Branch Election Week
May 21 **Deadline:** PD Fund applications

June 2020

June 12–13 NLTA Provincial Executive Meeting
June 18 **Deadline:** PD Fund applications

July 2020

July 31 **Deadline:** NLTA Scholarship applications

INVEST IN OUR KIDS NL