



NWTTA NEWS

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Territorial Teachers' Conference 2018

Connecting educators to their most valuable resources...each other

Amanda Mallon, Professional Development Coordinator

The NWTTA PD office is excited to announce the date for the next **Territorial Teachers' Conference** will be **February 19–21, 2018** during NWT Education Week.

We have started booking the necessary venues. A BIG Thank You for the immediate support from Yellowknife Education District No. 1 and Yellowknife Catholic Schools for the use of their schools.

What this means for you:

In early 2017, the Professional Development Office will send out a Conference Survey to all NWTTA members. You will be asked to provide input on professional learning topics AND, very importantly, if you would be willing to present on topics of expertise and interest. We want to recognize and create opportunities for our accomplished members to provide professional learning opportunities tailored to NWT educator needs.

We have been investing in our members for many years and now have an experienced talented membership who can offer Professional Development on a variety of relevant topics to our own members including Professional Learning Communities, Self-Regulation, Language Acquisition, High School Mathematics, and Working with Autism.

Carrying on the tradition of unique professional development opportunities for northern educators to learn and share together!

MARK YOUR
CALENDAR!

February 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

**Territorial Teachers' Conference 2018
in Yellowknife**

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Regional Orientation Meetings
Action Planning with Members

Fraser Oliver, President

During the month of October, Assistant Executive Director Adrien Amirault and I travelled to many NWT regional centers to host orientations for regional executives and LROs. At these meetings, members had an opportunity to look at member concerns and formulate action plans to take on some of these issues.

One of the many highlights at the regional orientations was the presence of the Minister of Education, Culture and Employment (ECE), Alfred Moses, who with ECE Deputy Minister Sylvia Haener and Assistant Deputy Minister Rita Muller, attended a portion of the Tlicho, YCS and YK1 meeting. Minister Moses, MLA for Inuvik Boot Lake, also attended a portion of the Sahtu and Beaufort-Delta meeting by himself. With their attendance, they were able to hear directly from teachers who were able to explain their concerns/issues with realistic passion and first-hand knowledge. These visitors listened with empathy and expressed a willingness to work with the NWTTA and its members to solve many of their concerns.

During these orientation meetings, we two travelers racked up over 4600km of driving, visiting many smaller communities, on top of the flights to Inuvik, a distance equal from Yellowknife to Dallas, Texas. Although there were many kilometres traveled, I, as your new President, was able to visit many members and experience their community and school life. I was excited to see that all students were engaged in the lessons and amazed by all the caring professional teachers across the NWT. I am honored to represent you as your President.

Visiting single-teacher schools like Kakisa, Jean Marie River and Nahanni Butte really showed the many diverse schools and unique situations that our members teach in. In Wrigley, the members are cut off for six weeks in the winter and six more weeks in the spring when the ferry or ice road across the Mackenzie River is closed. Some of these communities do not have any stores, so members must drive up to 4 hours (one way) to get to a regional centre that has a store to buy groceries. To get to Nahanni Butte, visitors have to leave their vehicle on the highway side of the river and have to hire a local to take them across the Liard River and drive them to the community about 5km away. The same thing has to happen when you want to leave.



Kakisa Lake School in Kakisa
All students and staff (K to Grade 10)



Louie Norwegian School in Jean Marie River
All students and staff (JK to Grade 9)



Charles Yohin School in Nahanni Butte
All students and staff (JK to Grade 10)

Northern Lights

Meet
Jackie Thompson
from Fort Simpson
(Dehcho region)



Q. Where did you grow up?
Fort Simpson, NT

Q. What made you decide
to become a teacher?

I always wanted to become a teacher. I progressed into it naturally. Starting from instructing swimming lessons to instructing sport camps, I always gravitated towards teaching. Coming from the North I saw the impact a good teacher could have. I wanted to come back and be that person.

Q. What do you teach?
I teach grade 4.

Q. What do you enjoy most about teaching?
I enjoy creating relationships with students. Being able to help them learn new things, watching as they become masters of something they previously knew nothing about. That "Aha" moment is one of the best moments as a teacher.

Q. How do you engage your students?
To engage the students I make things as relatable as possible. How the skills will help them here in Fort Simpson and how they will help them if they decide to leave. Being from here and teaching at the same school I attended as the students helps me relate to them and have honest conversations.

Respect Brings Value to Relationships
As a second year teacher one thing I always teach and expect is respect. Respect I feel is the key to a successful year. We spend weeks talking about what respect means, what it looks like and what it feels like to be respected. We talk about mutual respect and how we need to mutually respect each other. Being from a small northern community, you see all the time the value respect brings to relationships.

Northern Lights

Meet

Sarah Kelly
from Norman Wells (Sahtu region)

Q. Where did you grow up?

Toronto, Ontario

Q. What made you decide to become a teacher?

Seeing my teachers in high school do either exemplary things or horrible things in the classroom helped me realize I wanted to be a teacher. Grade 11 was a big year for me. In that same year, one teacher wildly impressed me by dramatizing Shakespeare and I witnessed another be homophobic to my classmates, which repulsed me. I wanted to add to the good and detract from the bad.

Q. What do you teach?

Mostly Grade 8-12 English, Northern Studies and Social Studies with a sprinkling of Math and Science on occasion!

Q. What do you enjoy most about teaching?

I absolutely love working alongside adolescent learners. This is the awesome age where students are figuring out where they stand on controversial and political issues that will strongly impact their adult lives. Facilitating the discovery and development of their perspectives while simultaneously teaching respectful yet strong debate skills is extremely rewarding.

Q. How do you engage your students?

Identity is key. Making what students are learning relevant to their lives is vital to student engagement so I use literature that features a variety of characters from diverse cultures, races, religions, genders, sexual orientations and more. When students see their identity validated in the classroom, they are both more willing and able to engage with what they are learning. I also work hard to share my identity with students too. If I am asking them to share personal things about who they are, it is only fair I show them who I am as a person too. To thine own self, be true!

Kindness Leads Me Home

The repeated kindness of students and community members continues to astound me. It has been a particularly rough few years with loss in my family and every time, I have been flooded with kindness, from homemade treats and cards from students to invitations to drum dances, dinners and more. This kindness has led me to feel like I am always flying home both ways, whether it be back to Toronto or back to the Sahtu.



Exotic Travels for NWTTA Members

Fraser Oliver, President

The NWTTA is looking at start a Travel Club with members, coordinating travel opportunities to exotic destinations with the first being in the summer of 2018. The trip would take place in the last two weeks of July and last for 10 to 12 days. It would be open to all NWTTA members and their partners (adults only).

Option 1: Best of China (11 days) – Beijing, Tiananmen Square, Forbidden City, Great Wall of China, Terracotta Warriors, Li River Cruise, Shanghai and many more sights.

Total Cost \$4150.00.



Option 2: Central European History (10 days) Berlin, Berlin Wall, Checkpoint Charlie, Warsaw, Krakow, Auschwitz, Prague, Prague Castle, KGB museum and many more sights.

Total Cost \$4,344.00.

Total Costs include return airfare departing from Edmonton, hotels (2 persons per room), breakfast & dinner, private bus and guide.

These two options are not necessarily the final destinations, but suggestions to see what interest there is in creating a Travel Club. If you are interested in traveling with other NWTTA members in the summer of 2018, please email NWTTA President Fraser Oliver (fraser.oliver@nwtta.nt.ca) by **January 6th, 2017**. If there is enough interest, the members who express interest will have input into the final destination.

GNWT Memorandum of Understanding Strengthening Teacher Instructional Practices

Dave Roebuck, Executive Director

This has been a very busy start to the academic year.... and it just seems to be getting more so! As Adrien Amirault predicted after concluding and ratifying the new Government of the Northwest Territories (GNWT) NWTTA collective agreement, "The heavy lifting starts now".

By that, he meant the NWTTA and the GNWT Department of Education, Culture & Employment (ECE) would be sitting down on many occasions to flesh out the Memoranda of Understanding (MOU) worked into our new agreement, especially the "Strengthening Teacher Instructional Practices". This is the one dealing with developing options for legislative change to re-direct up to 100 hours of instructional time per school year. This process begins now and will continue during the current 2016-2017 school year.

The genesis of this MOU was two studies on teacher workload, one by the NWTTA and one conducted by ECE. They both showed conclusively teachers working over 52 hours per week on all things educational. Teachers in the NWT have amongst the most instructional days per year and the longest instructional days in Canada.

Teachers here, on average, teach approximately 120 hours more instructional hours than those in the rest of Canada. Research shows that increased instructional hours do not necessarily translate into higher student achievement. Something like filling a glass to the brim with water and continuing to pour....it is counter-productive.

The meetings your Association will have with ECE senior personnel are to explore evidence based possibilities aimed at increasing teacher efficacy and improved student learning and outcomes. The meetings will look at pilot projects leading, hopefully, to NWT Education Act legislation changes that will allow teachers that most precious commodity - TIME!

Time for teachers to complete professional duties such as planning, reporting and professional learning within the school day. This time will also be used for professional collaboration and professional training and development. This will lead to better outcomes for our students.

One factor already coming out of the new GNWT collective agreement is the 2016-2017 pilot project of having three days during the school year; set aside as school closed time, for teachers to prepare report cards and student assessments related to the report cards. Just think of it - a whole day in your class, no students, no meetings, no interruptions, to do your report cards! This

type of thing can be worked into every school year going forward along with many other possibilities to allow teachers to re-adjust the work life balance, to become less stressed and increase their wellness. Remember, teachers' working conditions are our students' learning conditions.

We are on the cusp of great change in education in the NWT. It is a moment when we have to put ourselves out there and embrace change. And we have a say in the changes coming. These will be exciting times for educators and students, and the communities we serve.

Just as we are going to the press with this issue of the newsletter, news came in that the membership at Yellowknife Education District No. 1 voted 93% in favour of accepting their collective agreement in principle. Along with some improvements to discretionary days and wedding leaves, the new collective agreement contains the three days for report card preparation and commitment to the Strengthening Teacher Instructional Practices Memorandum of Understanding. The monetary package for YK1 is the same as the recently ratified GNWT collective agreement: 0, 0, 1%, 1% over 2016-2020.

THE GATHERING PLACE

An Exploration of Canada's Capital

A free teaching resource for
Social Science and History,
Grades 5-8

THE LESSONS AND ACTIVITIES EXPLORE:

- Canadian culture, identity and symbols
- Government, citizenship and democracy
- Canadian stories, heroes and celebrations

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at www.canada.ca/GatheringPlace

Created and distributed on behalf of
the Department of Canadian Heritage.



Thank You for Making a Difference 2017

André Corbeil, Finance & Communications Officer

2017 marks the 20th year for the *Thank You for Making a Difference* campaign, an opportunity for students to express their appreciation for their teachers, and be entered to win prizes.

In response to member requests, some changes are happening with the prize draws this year. Below is a summary of the program which will be coordinated by NWTTA LROs in all NWTTA schools/work sites.

January 16, 2017

Program launches. Students are able to submit messages of appreciation either through online form or printed form that are collected by each school/site.

February 3, 2017

Deadline for student submissions.

February 10, 2017

Each LRO will conduct a draw to select a school/site winner and then communicate that winner's nomination form to Central Office.

February 22, 2017

During NWT Education Week (last full week of February), the *Thank You for Making a Difference* Grand Finale celebration will be held in Lutselk'e (South Slave region) this year.

All school/site winners will be placed in one of two draw boxes – GNWT members and YCS/YK1 members. ONE winning entry will be drawn from the two boxes. The student and NWTTA member nominated on the winning entry will each win an iPad Mini 4 (32GB, WiFi).

New this year: ALL active NWTTA members will be in two additional draw boxes – GNWT members and YCS/YK1 members. Two draws (four total) will be made from each of these boxes, with each winning member's name drawn winning a \$1000 flight voucher, redeemable for reimbursement for up to \$1000 towards personal travel.

Thank You for Making a Difference 2017 is possible through sponsorship from GNWT Education, Culture & Employment and Northern News Services Ltd.

Catching Up NWTTA Members' Life Events

Send your **Catching Up** life events for future newsletters to news@nwttanw.ca

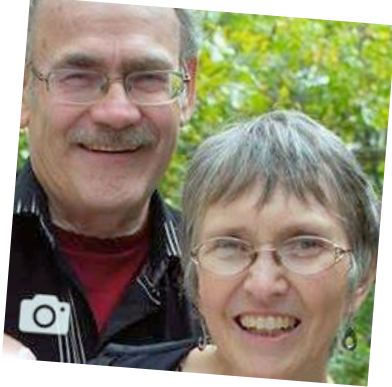
Long-time NWT teachers **Lea Lamoureux** and **Neil Penney**; currently teaching at Kaw Tay Whee School (YK1 region) in Dettah welcomed a new baby on June 25th. **Lucy Dandelion** is a proud addition for big brother Jack, a Yellowknife grade one student. She already has a fishing rod and a life jacket.



Chris and Gerald Baron enjoyed teaching for 26 years in the Tlicho Region. They continue to live according to their various teaching mottos "Enjoy each day, it is a blessing from God" and "Be of service to others in the school and the community", which keeps them happy busy with church activities and community volunteerism. Both have NWTTA Lifetime Memberships. Chris Baron was inducted into the NWT Education Hall of Fame

in 2012. They appreciate the support and professional growth opportunities that they received from the GNWT, NWTTA and the Tlicho region. Learning from students and traditional elders was awesome. Living in Saskatchewan now, they maintain close ties to the North – the land and its people.

The NWTTA's initiative of release time for teachers to work on report cards and other teaching workload tasks with the provision that those hours be student-free and with no extra responsibilities added on is both good and necessary. Since retirement, Chris and Gerald notice that teachers work much harder than many other jobs and professions. Being so busy it is not easy to see what other people's work life is like. Teachers are encouraged to take time to look after themselves physically, emotionally, mentally and spiritually.



Wilf Schidlowsky, a long time Yellowknife teacher passed away at the age of 86 on September 30, 2016. Wilf came to teach in Yellowknife in 1964 after teaching in Saskatchewan for 17 years. He worked at Yellowknife Catholic Schools from 1964 to 1995



Marilyn Morrison, long-time NWTTA member and LRO from Range Lake North School in Yellowknife passed away suddenly on November 8, 2016 at the age of 56.

Marilyn had a deep love of music which she shared with her students as music and band teacher, and also through many extra-curricular activities in her school, community and church. Marilyn's vibrant personality, infectious laugh and creative spirit are dearly missed.



Conference Corner Upcoming Professional Development Conferences to Consider:



Ever Active Schools - Shaping the Future

Kananaskis, AB
January 26-28, 2017
<http://www.everactive.org/stf>



Alberta Teachers' Association Conventions

throughout Alberta
February through March 2017
<https://goo.gl/SgKmBS>



Educational Developers Caucus (EDC) 2017 (re) Thinking Tradition

Guelph, ON
February 22-24, 2017
<http://edc2017guelph.com/register/>



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First Air is the northern airline of choice for the NWTTA.

Check with your LRO for First Air Leisure and Business Travel promotional codes for discounted travel.



Northern Allowance Rates

Adrien Amirault, Assistant Executive Director

NWTTA Northern Allowance rates went up in all but one NWT community effective September 2016. This was an unusual event as recent history has usually had a number of community rates go down, while others went up. The one exception was Yellowknife which has stayed the same. The Northern Allowance is calculated against the Yellowknife base rate; this base rate would only change in negotiations.

The rate is based on a few factors:

1. negotiated increases to the base amount during collective bargaining;
2. return airfare rate to Edmonton from the applicable community;
3. GNWT kilometre rates for duty travel;
4. road mileage/accessibility;
5. survey of household spending (basket of goods). The basket of goods includes food purchased from stores, household operation, household furnishing/equipment, the operation of automobiles/trucks, clothing/footwear, personal care and recreation; and
6. living cost differentials.

Every Spring, costs of a basket of goods are compared in NWT communities against the same basket of goods in Yellowknife. The Northern Allowance Rate is supposed to reflect the difference in cost against the same items in Yellowknife. The NWTTA Northern Allowance also has a significant portion of the calculation based on the cost of travel. This is one of the main differences between the Union of Northern Workers' calculations, which have different Northern Allowance Rates than the NWTTA.

Often, members ask why the rate hasn't changed much over the last few years even though they see an increase in the cost of goods over the same time. Usually this is because the same goods have also increased in cost in Yellowknife. So the cost of an item does not change the rate, it is the difference in cost compared to Yellowknife that changes the rate. Sometimes items in Yellowknife go up more than the

same item in a community which may stay the same price or go up less. In cases like this the Northern Allowance has a decrease in a community.

Even though this is the case, when we look at Northern Allowance Rates from 13 years ago, they have all increased. The increase in the cost of travel supports this, as well as some very expensive items in outlying communities. Here are a few comparisons over a thirteen year period:

Community	2003 Rate	2016 Rate
Inuvik	8,112	14,291
Colville Lake	17,103	28,615
Nahanni Butte	7,114	19,814
Gameti	7,127	15,491
Yellowknife	1,862	3,250
Hay River	2,926	5,813
Fort Smith	3,227	6,195

Northern Allowance is taxable income, though territorial taxes are quite low compared to many provinces. Though the current collective agreement reflects the September 2016 rates, the rates are adjusted every year, and can be found on both the GNWT Human Resources website and the NWTTA website.



Moses Ipana and Eileen Allen accepted the Minister's Choice Award from the Honourable Alfred Moses, Minister of Education, Culture & Employment on behalf of their mother, Sandra Ipana, NWTTA member from Inuvik who passed away in July 2016. The Minister's Choice Award recipient is selected by the Minister and goes to an individual or group that has or continues to promote an aspect of their culture to a broad audience in their region.



Congratulations Allie McDonald (centre, Fort Smith region) who won an award in September from NWT Parks & Recreation for Innovation in the Community. The award recognizes the running of sports programs and engaging youth and adult participation in sport.



Congratulations Josie Sangris-Bishop (Tlcho region) who completed two CILDI (Canadian Indigenous Languages and Literacy Development Institute) courses at the University of Alberta (UofA)! CILDI hosts an annual summer school held at the UofA, and is dedicated to the revitalization of Canada's Indigenous languages through documentation, teaching, and literacy.



Congratulations Jessie Campbell (I) from Chief Albert Wright School in Tulita (Sahtu region) for receiving the Minister's Culture & Heritage Circle Award from the Honourable Alfred Moses, Minister of Education, Culture & Employment. The award recognizes and appreciates those who contribute to the preservation and promotion of arts, cultures and heritage in the NWT.

Northern Lights

Meet
Lorna Hill
from Hay River (South Slave region)



Q. Where did you grow up?

I grew up in rural Nova Scotia, in a small community called Valley. It is about 8 km outside of Truro.

Q. What made you decide to become a teacher?

I have always worked with children it seemed to be a natural fit. I used to baby sit a lot for my neighbors, worked at a local daycare, and I also got a job as a playground coordinator. I always liked the hustle and bustle of being with children. I took a few courses at the Nova Scotia Teachers College and I really enjoyed the courses and the professors. Then I enrolled full time in the NSTC.

Q. What do you teach?

I currently teach Language Arts, Science and Home Economics to Grade eight students, with my awesome teaching partner who is my husband.

Q. What do you enjoy most about teaching?

I really enjoy getting to know the students and watching them learn and grow into amazing young men and woman. I love to hear when students go for their dreams and succeed.

Q. How do you engage your students?

Things are changing so fast for all of us. I started teaching when we still used chalk boards and ditto machines (the ones with the purple ink). I stay current with what students like and what challenges they are facing every day. I use current material they are interested in. I also use the many strategies I have learned over the years to help support student learning.

We All Bring Something Special to the Table

Being a teacher has been an awesome career choice for me. I have met many amazing educators over the years who have taught me that we all bring something special to the table. The most important thing I have learned is: be who you are and enjoy life.

Teaching Outside the Classroom

Muskox Hunt

*Richard McKinnon, Helen Kalvak School
(Beaufort-Delta region)*

The unmistakable connection between people and the land that I have witnessed in the north is both extraordinary and unique.

It is a tradition at Helen Kalvak School in Ulukhaktok for students in junior high to head out on the land with their teachers and community Elders to harvest several muskox. I am not sure if it is the land, the hunt, the Elder stories, the opportunities for spontaneous teaching or, in the end the distribution of meat to Elders that bring the students the greatest sense of accomplishment and joy.

While there have been many hunts and on the land experiences in our school, the spring hunt of 2014 is still vivid in my memory. For us, the hunt is not a single day; rather a series of events that lead up to the actual hunt. This particular year we began preparing for our hunt in the gym, during lessons in archery. Our students were trained to use recurve bows for several weeks and then, those who were able, moved over to training with the compound bow. This is where the competition began. We decided that the top two archers would get the opportunity to harvest their first muskox using a bow and arrow. Needless to say, the excitement was palpable. In the end, two young men (Jacob Klengenberg and Austin Kitekudlak) came out on top and were rewarded with the privilege of being the school's harvesters.

While I would love to take the credit for their archery skills, I can't. Two of our school's Support Assistants, Adam Kudlak and Gary Okheena, continued to train the two students in the gym, after school. Adam went a step further and took the two students out on the land every Saturday for six weeks

to hone their archery skills while wearing full winter gear and enduring extremely cold temperatures.

You would think that, at this point, we went on our hunt, but we were not there yet. We strive to ensure that students have all the necessary skills needed to be competent while on the land. To do that, we went to our woodworking shop and with the help of some community Elders, the students learned how to make a sled for travelling on the land. I have always found it amazing to watch the transformation of the students, especially those who have had some struggles in the classroom become the leaders in woodworking and traditional activities. During our times in the shop, we were always treated to stories of traveling, hunting, survival and myths that would have otherwise not be shared; just another those unplanned spontaneous teaching moments. Students kept journals during this process, writing down everything from instructions and tips for sled building to recounting the stories that were passed on to them. Students participated at their own level ability, contributed to the final product and took great satisfaction in the process.

Was it time to go on the hunt? Not quite yet. From here, we invited our Search and Rescue team in for a session with the class about being safe on the land. We discussed necessary items for

packing, conditions to watch for and how to make a safety plan. Our safety plan for the trip included a checklist of necessary items, what to watch for on the land and on the ice and we mapped out our hunting location with a copy to leave at the school office.

Once we were within three days of the trip we gathered the students in the school kitchen and began the packing process. We compiled a list of what we still needed and some students went to pick up those items at the store. We packed the remaining items, reviewed our checklist and marked our preparations complete. The involvement of every student in all aspects of the trip was important, not only to the teachers and me, but to the students who appreciated that this was their trip; they felt a sense of ownership and responsibility for each other's enjoyment and safety.

The day of departure arrived, March 12, 2014. We gathered in our morning circle to say a prayer (as is our school tradition) for a safe and successful trip and then sing O' Canada in Inuinnaqtun. With one final check of the supplies, the bows, the students and then we wait for the weather. The staff and Elders are gathered by the skidoos, chatting and laughing. We tell stories about hunting and traveling on the land, but we notice there are no kids. Looking to the school I can see all 15 kids sitting on the steps, waiting

eagerly. You can see the anticipation in their faces as they wait for the word. The Guide (John Alikamik) motions to get ready. All the kids at once rush for one sled. Everyone wants to be the first to ride in the sled they make. We will switch sleds every stop, so that everyone has a chance. The sun is up, the day clear and cool. It's perfect for traveling and with a little luck for hunting.

Along the way we make several stops so the Elders can teach students traditional place names and talk about their importance. The students recognize the place names as they had already been taught about them in language class, but now they make the connection. While the kids are excited to hear the stories, every stop for our two harvesters is nerve racking as at every stop they would jump from the sled and say "Are there musk-ox?", voices shaking with excitement. John would laugh and reassure them, "There will be soon".

Finally, it happened. The lead skidoo stopped and motioned to the group. We stopped and as our two harvesters ran to the lead sled, "yes there are musk-ox" is all I remember. I think my heart was beating harder than anyone's. Jacob jumped on the back of Gary's skidoo and Austin jumped on with Adam. We reminded them of all they were taught and kept the kids calm. We watched from a distance and they drove the skidoos a little closer and stopped. They were a long way off, but the harvest must be done on foot and the final distance walked hunched over, slowly stalking and being careful not to alarm the animal. It seemed as if time was standing still as we all watched the process slowly unfold. I can remember the deafening silence. Then success!! We all yelled and jumped, Elder and student alike; "Let's go!" John yelled.

Once we were with the hunters there were high fives, pats on the back and hugs for almost 30 minutes. The excitement in the kids was contagious. However, the work was not done. The two harvesters thanked the animals for giving their lives up

so that the community would have food. Then the Elders showed the students how to properly skin the first muskox. Now it was their turn. I was just about to settle down for a cup of coffee, when I heard "Come, I'll show you". Austin took on the responsibility of showing me how to skin a muskox. He took great pleasure in teaching me how and why they cut in certain spots. I realized that the student became the expert on the land, in the same way I am the expert in the class. The old saying, now the student has become the teacher.

Once the animals had been dressed, butchered and packed, it was time for food. During our meal the Elders told story after story and we shared a great deal of laughs. Then the kids decided it was time for the teachers to learn some arctic games. I tried the "muskox wresting", and leg wrestling and a few others.... once again I learned the students were the experts.

On the way back to the school, there was a sense of accomplishment. We left in the morning as teachers, Elders and students, but we returned that evening as a group of hunters. We had a common bond and a shared experience. I have found that being a part of these trips and taking part in all aspects has developed a relationship that has helped foster better relationships in the classroom. The respect we show on the land to the kids is paid back double in the school. There is an appreciation and an understanding that I don't believe could be accomplished any other way.

Once back at school we were joined by community members who came to celebrate the successful hunt. Parents were there to congratulate the kids and share stories. Everyone pitched in to put away the equipment. We had a quick talk with the kids about what we would do the next and then asked an Elder to say a prayer of thanks for our successful and safe trip.

The next day the students had, what I believe, was the most rewarding part



of the entire trip. They went around the town and delivered their muskox to Elders. This was keeping with the tradition of sharing the meat and providing for the Elders. The smiles were unforgettable. The last exercise for the students was to write one final journal entry and reflect on the whole process. We guided the reflection with some leading questions, one of which was, "What was your favourite part of the muskox hunt process?" I expected that Austin and Jacob would both choose the harvesting of their first muskox by bow; however, they both wrote that their favorite was giving out meat to the Elders; which made me smile. Then I read every other student's last journal entry and they all had the exact same comment; that brought a tear to my eye.

This is only one of many hunts that our school has taken part in. It wasn't the first nor last of its kind. While it takes a lot of planning, the students' experiences cannot be measured with a simple score on a journal, in their archery unit or in any outcome that we covered. It is the entire experience in its totality and the confidence and character building that accompanies the experience that is the real outcome. While I am not able to head out on every trip with the students, I am greatly appreciative of the opportunities I have been afforded and all that I have learned. Sometimes the classroom has no walls and the teachers and students find themselves on equal footing, learning together from the experts of the land, the Elders. It is in those situations that relationships are forged and respect is earned that transfers to the classroom in unimaginable ways.



Attention Educators -
Do you know about the **FREE**
Prince of Wales Northern Heritage
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for your Students and School?

Avis aux enseignants :
Connaissez-vous les programmes
et services éducatifs **GRATUITS**
offerts par le Centre du
patrimoine septentrional
Prince-de-Galles (CPSPG)?

Museum Programs:

- 16 Programs available across five categories:
 - Dene Kede • Science and Natural History
 - Social Studies & Northern History
 - Living History • Seasonal Programs
- Delivery in English or French at the museum - Programs can be adapted for different grade levels and subjects.

Edukits:

- 17 Edukits to choose from! Edukits are lessons in a box that support hands-on cultural learning. Contact the PWNHC to learn more and reserve an Edukit - see contact info below.
- Edukits ship free of charge

Artifacts for Loan:

- Borrow from a large collection of touchable artifacts including: Furs and hides • Dene, Inuvialuit and Inuit clothing • Skulls and bones • Traditional toys and games ...and more!
- Artifacts ship free of charge

Travelling Exhibits

- 9 travelling exhibits are available for 2016-2017 from "Ice Age Bison Discovery: Our Frozen Past" and "Hunters of the Alpine Ice" to "Travel through Time" and "A Century of Northern Children" ...and more!
- These travelling exhibits are free and available to all NWT communities!

Visit the PWNHC online!

- Check out online exhibits from "A NWT Historical Timeline", to "Songs of the Thichq Drum Dance", and more!
- Visit the NWT Archives Photo Gallery online and download historic images for free
- Find out how other image, sound and document files can be accessed by NWT teachers and students. Visit www.nwtarchives.ca

Contact us: | Contactez-nous :
867-767-9347 ext. | poste 71245
pwnhc_education@gov.nt.ca
www.pwnhc.ca

Programmes du musée :

- 16 programmes dans 5 catégories :
 - Dene Kede • Science et histoire naturelle
 - Sciences humaines et histoire du Grand Nord
 - Histoire vivante • Programmes saisonniers
- Ces programmes peuvent être adaptés aux diverses matières et aux différents niveaux scolaires. Ils se donnent en anglais ou en français.

Trousses éducatives :

- 17 trousse éducatives à choisir! Les trousse éducatives sont des leçons portables qui appuient l'apprentissage pratique sur la culture. Pour plus d'information, contactez-nous aux coordonnées ci-dessous.
- Ces trousse sont expédiées sans frais

Objets à emprunter :

- Nous disposons d'une vaste collection d'objets pouvant être manipulés, que votre école peut emprunter, dont :
 - Fourrures et peaux • Vêtements dénés, inuvialuits et inuits • Crânes et os
 - Jouets et jeux traditionnels ...et plus!
- Ces objets sont expédiés sans frais

Expositions itinérantes :

- Neuf expositions itinérantes sont prévues pour 2016-17 : « Le bison venu du froid : Quand les dégel fait renaître le passé » • « Les chasseurs des névés alpins » • « Un voyage à travers le temps » • « Un siècle d'enfants du Nord » ...et plus!
- Ces expositions sont gratuits et accessibles à toutes les collectivités ténaises.

Visitez les ressources en ligne

- Visitez nos nombreuses expositions en ligne, de « Chronologie des Territoires du Nord-Ouest » à « Chants de la danse du tambour Thichq » et plus!
- Visitez la Galerie de photos d'archives des TNO et téléchargez gratuitement des images historiques
- Voyez comment divers documents, fichiers audio et autres images peuvent être consultés par les enseignants et les élèves des TNO. Visitez : www.nwtarchives.ca



- School Programs
 - Edukits
 - Artifact Loans
 - Travelling Exhibits
 - Museum Online
-
- Programmes scolaires
 - Trousses éducatives
 - Objets à emprunter
 - Expositions itinérantes
 - Ressources en ligne



Northern Lights

Meet

Stephanie Staller
from **Wekweeti (Tlicho region)**

Q. Where did you grow up?

Surrey, BC

Q. What made you decide to become a teacher?

I loved sports and volunteering when I was in school, and wanted a job where I could give back and share the experiences that I had as a child. After completing high school, I received a university scholarship for rugby and started coaching a community team, which is when I knew I wanted to become a teacher.

Q. What do you teach?

I have taught in BC, Korea, and in Behchoko prior to moving to Wekweeti. I have taught grades 2-12, and a variety of subjects. This year, I have had the opportunity to take on a new role as Principal and the K-3 teacher at Alexis Arrowmaker School in Wekweeti.

Q. What do you enjoy most about teaching?

I enjoy teaching because no two days are the same. I enjoy that no matter the demands that the profession can bring, at the end of the day, it all comes down to your students and you. I value the relationship I have with my students, and the excitement and laughs we share together.

Q. How do you engage your students?

I try and find ways to make the curriculum relevant to my students through real life scenarios, and hands on experiences both within the classroom, as well as through virtual and out of school field trips.

An Invaluable Lesson For Me

I spent several summers as a student working at summer camps for foster kids and low income families. I had recently started the Professional Development Program, and received my first placement for my practicum. When I found out the school, I was thrilled because it was a grade 8 inner-city middle school. I was familiar with the school, and had hoped that some of the students from my summer camp would be in my class. I sighed a sigh of relief when I walked in on the first day and recognized several of the campers who were now my students. This was an invaluable lesson for me to learn early on in my career - the relationship between a teacher and their students is so important. Without the student teacher relationship, I would not have chosen teaching as my career.



Tales from the Classroom

Send your **Tales from the Classroom** for future newsletters to news@nwtta.nt.ca

I had a young kindergarten student come in with his pizza money the other day, when he handed his money to me, I asked "what kind of pizza would you like to order?" The student responded with "Macaroni pizza".

It took all that I could muster not to belly laugh that one out.

I then asked if he wanted pepperoni pizza? He said yes!

I smiled at him and he went on his way! He was so proud that he was able to get his pizza ordered!

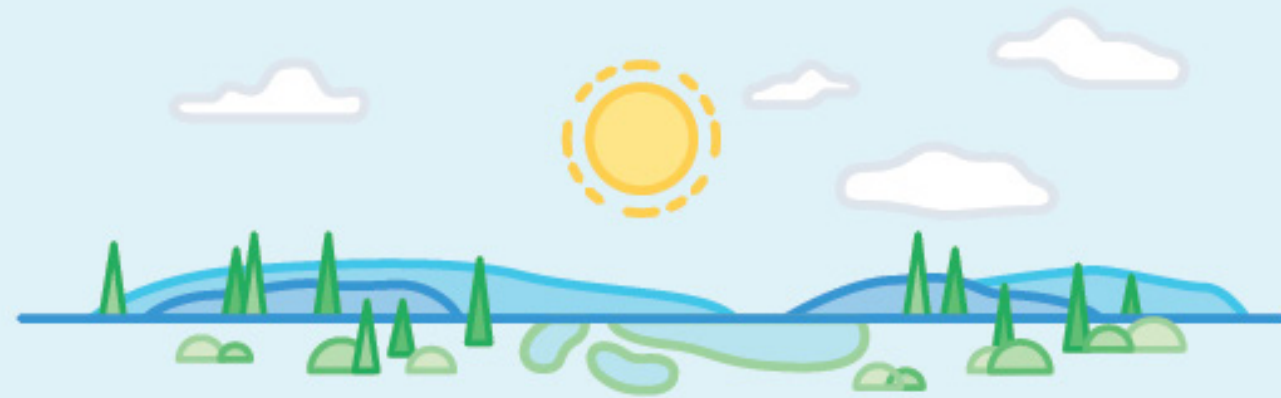
While reading the book "When we go Camping" to a 4th grade class, a student said: "Don't you find it funny that they would put Ewoks in a book about camping?" Another student turns around and says: "Dude, that's a raccoon."

The teacher asked her grade 9 class to read a short story and answer some questions that explored their understanding of the story. The students were very excited and quickly were engaged into the story. At the end of the class, the teacher collected the assignments and after reading "little Johnnie's" answers, a smile had appeared on her face.

The question was, "Give six pieces of evidence that proves that this story took place in the past".

Little Johnnie's answers:

1. There was a coal shovel used in the story
2. They had to collect water in a bucket
3. No grade 12
4. They had to dig a new well
5. They did not have a phone
6. The Toronto Maple Leafs were a good hockey team



STRESS RESILIENCE AND MENTAL FITNESS FOR NWTTA MEMBERS

The Starling Program is an online mental health and wellness tool that helps you assess, monitor and improve your mental wellbeing.

As a member of the Northwest Teachers' Association, it's available to you to use anywhere and anytime you want, for free. **Starling is and will always be 100% confidential.**

A NWTTA MEMBER SAYS

“ I grew up in a family where talking about emotions wasn't something to do on a regular basis. Everyone has feelings, but boys and men don't talk about them so much. I didn't really have a vocabulary to talk about these things.

With Starling, one of the ways it helps is to give me some language to talk about my emotional and mental health I didn't have before.

It's an eye-opening thing.



Sign up at starlingminds.com.

The Northwest Territories Teachers' Association together with the Department of Education, Culture and Employment, through the NWT Education Renewal Initiative, are proud to support the Starling Program for NWT educators. Starling has a successful track record of giving teachers the tools they need to increase their productivity and resilience to stress.



Wellness The F in EFAP

As an NWTTA member, a negotiated benefit with all three employers (GNWT, YCS, YK1) is EFAP, which stands for Employee and Family Assistance Program.

Sometimes overlooked is the F in EFAP. Members of your Family also have access to free, immediate, 24/7 confidential support services from counsellors - over the phone and online, in English and French.

Here are a few examples you or family members may be experiencing and want to talk to a counsellor about:

- Family & relationships
- Mental Health
- Addictions
- Disease & conditions
- Traumatic events
- Credit & Debt management
- Will preparation
- Dealing with a disability/illness
- Death of a loved one
- Having a baby (or adopting)

Please share this information with your family members at home as well as adult children studying away from home.

Let us help



Access your Employee and Family Assistance Program (EFAP) 24/7 by phone, web or mobile app.

1.844.880.9142 TTY: 1.877.338.0275
workhealthlife.com

Download My EAP app now at your device app store or scan the QR code.



Laissez-nous vous aider



Accédez à votre programme d'aide aux employés et à la famille (PAEF) en tout temps, par téléphone, sur le Web ou à l'aide de votre appareil mobile.

1.844.880.9143 ATS-ATME : 1.877.338.0275
travailsantevie.com

Téléchargez l'application Mon PAE à partir de la boutique d'applications de votre appareil ou saisissez le code QR ci-contre.



Northern Lights

Meet

Allie McDonald
from Fort Smith (Fort Smith region)



Q. Where did you grow up?

I grew up in Ottawa, Ontario. Spending my summers between our cottage in Loch Garry and PEI, where the rest of my family is from.

Q. What made you decide to become a teacher?

As the oldest of five children, it was natural for me to take on a leadership role. My siblings would argue that this is called "being bossy", however, it taught me many valuable skills that led me towards the path of being an educator. After finishing my undergrad degree, I travelled to Uganda to work for an NGO teaching English and facilitating Phys. Ed programs for young girls. This experience confirmed my desire to be in the teaching profession and led me to pursue my teaching degree once I returned to Canada. I went to teacher's college in North Bay, Ontario, where I started to become fascinated and intrigued by what Canada's northern communities had to offer. In 2013, I was hired to teach in Fort Smith and have not looked back since!

Q. What do you teach?

I currently teach junior high French Immersion (Grades 7-9).

Q. What do you enjoy most about teaching?

I enjoy being able to share learning experiences with my students. I am also fortunate enough to have had many opportunities to travel and be involved in extra-curricular activities with my students. This helps to build strong relationships with students that go far beyond the walls of the classroom.

Q. How do you engage your students?

I engage my students by creating a safe working environment that benefits each student's individual needs. I use lots of technology, hands on activities and inquiry based learning methods to try and engage each and every student in my classroom.

Each Day is a New Adventure

As a teacher, each day is a new adventure with new experiences, challenges and successes. I am excited for what this profession continues to offer.

Gay Straight Alliances Giving NWT Kids Hope Together

Sarah Kelly, Mackenzie Mountain School (Sahtu region)

My name is Sarah Kelly and I am so glad to be given the opportunity to talk to NWT teachers, educators, policy makers and more about both why we need to support LGBTQ students (lesbian, gay, bisexual, transgender and queer/questioning) in the territory and how we can make it happen. Having successfully advocated for queer youth in the big city of Toronto and the hamlet of Tulita and now in Norman Wells, I can vouch for the fact that no matter where you are teaching, there is an LGBTQ child who needs your support. Furthermore, kids who aren't LGBTQ deserve the right to learn how to be an ally and to practice tolerance and inclusivity.

To provide a bit of background, I went to a very homophobic high school in Ontario. Then, in 2009 while in teacher's college, I learned that a school board in Ontario was banning students from forming Gay Straight Alliances. A Gay Straight Alliance (GSA) is a student group that provides a safe space for queer students and allies to both discuss issues relating to homophobia and transphobia and mostly, be free to be themselves! I am pleased to report that it is now illegal to ban GSAs in Ontario and that the NWT is paving the way for progressive education, thanks to conversations in the Legislative Assembly in June 2016 featuring MLAs Cory Vanthuyne and Kieron Testart. These MLAs brought concerns forth to the Hon. Alfred Moses, Minister of Education, Culture and Employment, regarding the role Education Renewal will play in supporting LGBTQ students and the Minister assured the assembly that legislative change was indeed on the way and that LGBTQ initiatives, such as Pride Week and GSAs as well as NWT involvement in the Canadian Teacher Federation's Every Teacher project, have the Minister's full support. The next time someone quips that LGBTQ issues are irrelevant to NWT schools, please remind them of these developments.

Proudly, in 2014, Mackenzie Mountain School started its first GSA. Then, in 2015, the Rainbow United GSA organized Norman Wells' first ever Pride Week, which has now successfully taken place in September of both 2015 and 2016. Our wildly brave, tenacious, hilarious, compassionate



student membership continues to grow this year and we currently have two facilitators: myself and the incredible Student Support Assistant, Lyn Flowers. The Rainbow United GSA meets weekly and hosts a number of community, school-wide and GSA-specific events and builds both confidence and leadership skills for LGBTQ students and allies looking to make positive changes in their school. When told about this upcoming article, I asked GSA members in Norman Wells what they most wanted other teachers in the NWT to know. Here is a list that, while certainly not exhaustive, hopefully creates ripples in northern classrooms.

- Acknowledge when someone comes out to you. This is a huge honour! Thank them and congratulate them - coming out can be a traumatic experience and takes strength.
- If you do not identify as LGBTQ, recognize your privilege. It is still illegal to be gay and/or trans in parts of the world and people lose their lives to fight for the rights to be themselves and love who they love.
- Always speak up when you witness homophobia/transphobia. Never let "that's so gay" slide in the halls. If you permit it, you promote it.
- Do your homework. If there is a term you don't understand, Google it! It is completely okay as an ally to not know everything but progress begins with you.
- Get creative with what you can do at any age in any subject. During Pride Week in Norman Wells, the Kindergarten class created rainbow arts and crafts and learned that the rainbow colours represent you are a friend to all.
- Explore cross-curricular ways in which you can battle heteronormativity (the overwhelming presence of straight culture). For example, compare gay marriage equality statistics in Mathematics or Geography or study the Mathew Shepard story in Drama and English Language Arts.
- Take note of national days dedicated to supporting LGBTQ Youth. In addition to Pride Week, Mackenzie Mountain School pays homage to Spirit Day (October 19) and the Transgender Day of Remembrance (November 22).
- Consider taking Queen's University's new course called Teaching LGBTQ Students, to be taught in the Spring by yours truly. The course code is CONT 807.
- If you are a Sahtu teacher, look out for my session at the February 2017 conference

talking about teaching LGBTQ students in the North.

- Keep an eye out for upcoming additions to NWT Education Renewal, including specific supports for LGBTQ students in the Safe and Caring Schools document.
- Email me at skelly@sahtudec.ca at any time to exchange ideas, receive support, get in touch with our GSA!

Ultimately, the overall message of intrinsic activities like Pride Week and GSAs is to teach youth how to tolerate and love others who may be different from themselves and be true to who they are as individuals. Any excuse speaking out against LGBTQ kids, whether it be personal, religious, or political, violates our ethical obligations as teachers. We have a duty of care to support all learners for who they are and that begins with each individual educator in the classroom. LGBTQ kids deserve to see themselves represented and validated in their educational environment and that starts with you. In remembrance of Harvey Milk, the first openly-gay man elected into public office in the United States who was later murdered for his involvement in the LGBTQ Rights Movement, I leave you with this:



"Somewhere in Canada, there is a young gay person who all the sudden realizes that he or she is gay; knows that if their parents find out they will be tossed out of the house, their classmates will taunt them, and their community will tell them they don't belong. And that child has several options: stay in the closet, suicide? Or one day that child might open the paper or read online that "the people of Norman Wells now accept people for who they are" and there are two new options: the option to move to Norman Wells, or to stay in their respective school and fight. You've got to protect gay youth, so that that child, and the thousands upon thousands like them, know that there is hope for a better world; there is hope for a better tomorrow. Without hope, not only gays, but anyone who feels the world closing in on them, the us's -without hope the us's give up. I know that you can't live on hope alone, but without it, life is not worth living. And you, and you, and you, and you have got to give them hope.

Let's give NWT kids hope together.

Northern Lights

Meet
Sonia Gregory
from Tsiigehtchic
(Beaufort-Delta region)



Q. Where did you grow up?

I grew up on a farm in northeast Saskatchewan, our farm was five miles north of the town of Preeceville.

Q. What made you decide to become a teacher?

I went to university in Saskatoon after I graduated from high school in 1986 as an Arts & Science student and it was a dismal failure. Four years later, I decided to try again and was convinced that I wanted to be a Speech & Language Pathologist. I enrolled in Special Education with plans to complete a Master's degree in the USA. During the course of my Education degree I discovered that I really loved teaching!

Q. What do you teach?

This year I am teaching primary in a Kindergarten to Grade 3 split classroom. I am also the Principal.

Q. What do you enjoy most about teaching?

I love that every day and every year are different. Teaching is a profession where you never have to worry about being bored! In my 20+ year career, I have taught every grade level, been a Program Support Teacher, and worked in administration.

Q. How do you engage your students?

It's all about relationships. You have to find the thing that your students connect with and bring that into your teaching. When students know that you honour them and their stories they start to connect with you. Commitment is huge too, your students need to know that you're going to be there for them for the long-term.

Opportunity to Make a Difference

Growing up in a rural community, I was pretty sure teachers had nice lives. I thought they worked from 8:30-3:30 Monday-Friday, lived in nice houses, and got lots of vacation! I was also pretty sure they made good salaries. Needless to say, my choice to be a teacher wasn't based in ideals about the education system. Boy was I in for a shock that first year! When I got my first teaching assignment, list of extra-curricular activities, and pay cheque I cried! But, by the end of that year I was hooked. I fell in love with the profession and the opportunity it gave me to make a difference in the lives of my students.

NWT Landscape Photo Mystery

Can you identify these six Northwest Territories landscapes/locations?



Answers on page 21

Northern Lights

Meet
Tyson Ruston
from Fort Good Hope (Sahtu region)



Q. Where did you grow up?

I grew up in the community of Woodslee, not far from Windsor, Ontario.

Q. What made you decide to become a teacher?

My elementary teachers were exceptional and had a lot to do with my decision to become a teacher. When I was about 10 years old, I got to give a presentation on dinosaurs to younger students, giving me my first experience with teaching, followed by many positive experiences over the years working with kids by volunteering with youth, as well as working at the local library and tutoring.

Q. What do you teach?

I teach grades 10, 11 and 12. I am a Math and Science teacher but like many I have taught most classes in the secondary curriculum.

Q. What do you enjoy most about teaching?

The students are what I enjoy most about teaching. I have been in the same school for 8 years and I have known most of my high school students from the time I started. Seeing them grow and mature and eventually graduate has been a great experience.

Q. How do you engage your students?

A good sense of humour and getting to know their interests are the best ways to engage my students. A crack about a video game or film that my students are interested in gets me their attention and has them striking up conversations that I can use to build a rapport and give me ideas for elements I can include in my lessons.

A Great Experience

When I first came to Fort Good Hope it was my first time in the North. After a long series of flights and worries I arrived in Fort Good Hope and was picked up by the Principal who brought me to the school. He showed me around and introduced me to my fellow teachers and the students. After meeting a group of high school students and being introduced as Mr. Ruston one student asked me what my real name was. She then made it clear that she wanted to know my first name. I told her and she happily informed me that she had a son with the same name. She asked me about where I was from and why I had come to Fort Good Hope and wanted to know about my family. It was a great experience for a nervous and exhausted teacher who was far from home.

Newsletter Trivia

Send your answers to the trivia questions below to news@nwttta.nt.ca with subject *Trivia*.

Trivia answers are contained within this edition of the newsletter. Newsletter Trivia contests are open to active NWTTA members.

Deadline for entries: January 6, 2017



Win a \$50 Tim Horton's Gift Card!

1. When is the next Territorial Teachers' Conference?
2. What are the two NWTTA Strategic Plan items for 2016-2018?
3. What community is Helen Kalvak School located in?
4. NWTTA and ECE studies have shown conclusively that NWT teachers work over how many hours per week?

Heather Jelinski from Range Lake North School in Yellowknife (YK1 region) won the September 2016 Newsletter Trivia!

Chantelle Hotte from N.J. Macpherson School (YK1 region) won the iPad Air 2 for registering or renewing online membership accounts by September 30!

NWT Landscape Photo Mystery Answers (pg 20)

1. Nahanni Butte
2. Tsiigehtchic
3. Fort Smith and Rapids of the Drowned
4. Johnny Berens Ferry / N'duleh Crossing
5. Sambaa Deh Falls
6. Inuvik

Leadership Workshop Finalizes NWTTA Strategic Plan 2016-2018

Fraser Oliver, President

Regional Presidents, Central Executive and the NWTTA Executive Director and Assistant Executive Director met in Yellowknife for two days October 21-22, 2016 to finalize the NWTTA Strategic Plan for the next two years.

Last June, NWTTA members completed a survey, giving feedback on what they considered were the top concerns/ issues in their region and across the NWT. This survey results were explored at Regional Orientation meetings where Regional Executives and LROs correlated the data and prioritize their regional concerns.

At the Leadership Workshop in Yellowknife all regional concerns were shared, explored and with the help of facilitator Brenda Robinson, these concerns were prioritized and actions examined. In the end, two main strategic plan items emerged: **Member Wellness** and **Member Engagement**.

Teacher Wellness

This will be addressed over the next two years by making improvements in the following areas:

Member Concern/Issue	Action
Housing	<ul style="list-style-type: none">• Occur in 2016-2017• Regions are to survey their members, requesting data and photos for February 2017• Regional Presidents are to meet with Superintendents• NWTTA to bring data to ECE, Housing and related GNWT departments and Ministers
Workload/Class Composition	<ul style="list-style-type: none">• To be addressed in the GNWT collective agreement of the pilot programs looking at reducing contact time by up to 100 hours• The hope of the NWTTA is that all schools will pilot a program in 2017-2018 to reduce contact time by 100 hours• By 2018-2019 the NWT Education Act will be changed to reduce contact time by 100 hours
Leaves (casual, special)	<ul style="list-style-type: none">• Increase member understanding of contract and leaves through "Did you know?"
Term Contracts	<ul style="list-style-type: none">• With improvements in the new GNWT collective agreement, this should be addressed. Review by 2017 Annual Meeting of Central Council.
Human Resources & Hiring	<ul style="list-style-type: none">• NWTTA President and Executive Director to meet with GNWT Human Resources to discuss concerns and possible solutions.
Member-to-Member-Admin Communications	<ul style="list-style-type: none">• Develop common scenarios based on real experiences of member-to-administration relations. Include alternative solutions following NWTTA Code of Conduct.

Member Engagement

The goal is to increase Member Engagement by involving and including members both at the regional level and with Central Office. This will be done by increasing communications with members, being more transparent and seeking direction from the membership. This will be addressed by the following:

Newsletter	Member Meetings	Website (update)
Surveys	President and Executive Director school visits	Regional Orientations
Leadership Workshops	Central Executive Meetings	President contacting new members
NWTTA Facebook	More "Did you know's"	Contests/Games in newsletter

Aboriginal Sports Circle NWTTA Teacher Award

On November 24, 2016, **Lori Rutherford** (Fort Smith region) received the inaugural Aboriginal Sports Circle NWTTA Teacher Award, at an awards dinner held in Yellowknife.



The Aboriginal Sports Circle awards celebrate the outstanding leaders, role models, volunteers, and athletes in the NWT. The NWTTA Teacher Award recognizes an NWTTA member who has continually shown dedication and hard work and has made contributions towards the positive difference they are making in their community.

A total of eight nominations were received this year, all exceptional role models and contributors.

In her 17 years teaching at Paul W. Kaeser School in Fort Smith, Lori has coached and been an organizer for every sports that's been offered, including outdoor soccer, volleyball, basketball, cross country running, indoor soccer, track & field, and going on the school Sweetgrass trip (story on page 9). Lori also coaches sports outside of the school system, and is working to attain certification in higher levels of coaching with a goal of coaching at the Canada Winter Games.

Lori is an integral part of sports in Fort Smith and the NWT, demonstrating through action the ideals of volunteerism of giving back to your community. The NWTTA is extremely proud to call Lori Rutherford a member and congratulates her as the first recipient of the Aboriginal Sports Circle NWTTA Teacher Award.



Congratulations to **Lori Rutherford** (l) who was presented the **Aboriginal Sports Circle NWTTA Teacher Award** from NWTTA President **Fraser Oliver** (r) on November 24, 2016.

Northern Lights

Meet **Sarah Morton** from Yellowknife (YCS region)



Q. Where did you grow up?
Yellowknife, NT

Q. What made you decide to become a teacher?

I've wanted to be a teacher since I was 7 years old. Throughout high school and university I pursued opportunities to work with children in summer camp and volunteer settings that cemented my calling to become a teacher.

Q. What do you teach?

I am an elementary teacher and am currently teaching grade 2. I have had the opportunity to work with the most amazing, energetic, intelligent, unique children at Weledeh Catholic School. I have taught grade 2, 3, 4 and 7 throughout my career.

Q. What do you enjoy most about teaching?

I really enjoy being part of a school community and getting to know my students. I love getting to see students supporting each other and getting to experience their enjoyment when learning something new.

Q. How do you engage your students?

I enjoy using mentor texts/picture books to engage my students in Language Arts lessons. I also use hands-on materials and experiments to engage students in learning opportunities.

Re-Meeting Students

A few years ago, I was asked to teach grade 7, which quite frankly terrified me. But I took it as a challenge and accepted the position. I was incredibly lucky in that the grade 7 students that I was asked to teach were in fact the students I had taught in my very first year of teaching 5 years earlier. It was such a rewarding experience to be able to re-meet these students as individuals and learners and to see their growth and connect with them again.

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Friday: 8:00 am – 4:30 pm

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December 10, 2016

Human Rights Day

Today and every day, @CanTeachersFed supports
Human Rights in your classroom - **Speak Truth to Power Canada**
<http://sttpcanada.ctf-fce.ca/>

 Canadian Teachers' Federation
Fédération canadienne des enseignantes et des enseignants

www.ctf-fce.ca



The NWTTA is a member of the the **Canadian Teachers' Federation** (CTF), providing a national voice for Canadian educators.

Pictured above is the 2016-2017 CTF Board of Directors, which includes Presidents and Executive Directors.

