



NWTTA NEWS

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Countdown to the 2018 NWT Educators' Conference

Amanda Mallon, Professional Development Coordinator

By the time you are reading this, the 2018 NWT Educators' Conference website will be open with registration underway. NWTTA members and other delegates will be selecting two plenary choices and registering for four to six workshops out of over one hundred and eighty choices. You can find the full agenda and list of workshops on the conference website:

<https://www.nwteducatorsconference.ca>

These workshops range from:

- Collaborations with GNWT and NWTTA members like "Keep on Tusing" workshop offered by Sheena Trembley, Parks and Recreation and Meghan Wilson, teacher from Tuktoyaktuk who has developed a complete teaching unit around the Walk to Tuk;
- On the Land Workshops that highlight existing school programs from the Sweetgrass Camp out of Fort Smith to the programs in Deh Gah and Moose Kerr;
- Presentations from across the NWT including the three generation workshop from the Dragon family of Fort Smith;

OUR STUDENTS OUR NORTH OUR SUCCESS

NWT Educators' Conference
February 19 – 21, 2018 • Yellowknife, NT



- WAMP and SMART Learning are two organizations who will be using results directly from NWT schools, staffs and students;
- NWT resources including Kelvin Redvers from the *We Matter* campaign. Kelvin is an NWT grad from Diamond Jenness Secondary School in Hay River and offspring of retired NWTTA South Slave member Clara Redvers

In addition to the Professional Development part of the conference, there will be an Educators' Trade Show at École Sir John Franklin High School with approximately 60 booths with resources and merchandise for teachers running concurrently to the conference.

NWTTA President Fraser Oliver and the Wellness Committee have planned a Social Night for delegates with live music from The Committed at the Explorer Hotel; tickets are \$20 and can be bought online while registering. Ticket quantity limited due to room capacity.

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Regional Orientations

Fraser Oliver, President

The NWTTA held its Regional Orientations this past September in Inuvik and Yellowknife, which saw regional executives and school LROs come together to deliberate on many topics relative to NWTTA members. Some of the key topics examined at these meetings included the following:

- 1. Roles and responsibilities of regional executives including LROs
- 2. Examining NWTTA member surveys from June 2017
- 3. Developing Regional Bylaws
- 4. New NWTTA website
- 5. Social Media attacks on teachers
- 6. Privatization and Commercialization of Education
- 7. Member Wellness and Member Engagement

These meeting are important for the NWTTA; they are used to help give direction to Central Office staff and Central Executive. The belief is that members give direction to Regional Executives at member meetings or through the NWTTA member surveys. Then, Regional Executives along with Central Executive and the Executive Director develop actions to address our member concerns/issues.

Last year two strategic plan items were developed for my term as President (2016-2018) from member input and centered around the following:

- 1. Teacher Wellness
- 2. Member Engagement

A special thank you to all Regional Executives and LROs who volunteer on behalf of our membership. The work you do for our members is invaluable. You will see photos of some of the regional groups on the opposite page of this newsletter.

From all 780 educators in the NWTTA, thank you for providing your input to help direct our work.



South Slave Region
(left to right) Miranda Orr, Lenny Hill, Kelly Thompson, Robin Dhanoa, Jessica Connors, Sarah Ferguson, Gabriela Moreno



Tlicho Region
(left to right) Evan Burry, Jessica Appleton, Wendy Tulk, Arthur Elms



Dehcho Region
(left to right) Val Gendron, Blair Sellars, Leanne Jose, Kurt Donald, Leona Sellars, Kelley Andrews-Klein, Karen Hudry, Francis Amprako, Nancy Noseworthy, Doyle Manuel



Fort Smith Region
(left to right) Nashra Kamal, Alexandra MacDonald, Todd Sturgeon, Lora Sinclair, Christy MacKay

Northern Lights

Meet Amy Wilkinson from Yellowknife (YCS region)



Q. Where did you grow up?
I grew up in Russell, Manitoba a small farming community.

Q. What made you decide to become a teacher?
I knew I wanted to be a teacher when I was in Grade 3. My teacher, Mrs. Kowal, provided inspiration with her love of learning and especially Math. She was a strong woman that set the tone for me to become an educator - the first in my family!

Q. What do you teach?
This year I teach Math 8, Science 8, and Math 10-3.

Q. What do you enjoy most about teaching?
I love making connections with students. I am always excited to witness the lightbulb learning moments, and to see my students grow up to become mature, young adults. I have taught students with a range of academic, emotional, and social stresses, and I am most proud when they face challenges with resilience and come out on the other side a stronger, more confident person. It is important for me to let my students see me make mistakes and overcome obstacles too - teaching by example in some trying times!

Q. How do you engage your students?
A key element of my classroom culture is to have frequent opportunities for everyone to shine. I do my best to provide a "problem of the day" a couple times a week that allow for different strengths to come forward, and see a range of students with success and the opportunity to be the "teacher". Logic problems, spatial problems, mix of operations - a variety that speaks to the talents of the students. A sense of humour and homemade cookies always help to peak interest levels too! :)

Value My Time Supporting Students
I consider my role as a teacher an important one with much responsibility. I learn new things from my students all the time, and welcome the opportunity to reverse the roles. The level of talent in so many different areas astounds me, and I value my time supporting students at sports events, concerts, performances, and shows. Some of my favourite moments happen when former students swing by to chat and reminisce over "remember when we..." stories. I feel fortunate that what I have wanted to always do has become such a rewarding, fulfilling career.

Northern Lights

Meet Gwen Young from Yellowknife (YK1 region)

Q. Where did you grow up?

I grew up in the North in the community of Hay River, N.W.T. I am an alumni of Diamond Jenness Secondary School.

Q. What made you decide to become a teacher?

Like many people, teaching was not my first choice in career. However, when given the opportunity I looked to my parents as role models. My parents, Ray and Joyce Young were educators who taught in the North for 34 years. They reminded me of all the amazing opportunities and unique experiences that teaching in the North offered them.

Q. What do you teach?

I teach Senior Biology and Sciences in the Science Department at École Sir John Franklin High School in Yellowknife.

Q. What do you enjoy most about teaching?

I enjoy the daily interaction with my students, as I witness their lives from the sidelines as they transition into young adults. I enjoy how every day, the classroom environment is changing, fast paced and always living in the moment. As a high school teacher, I feel like I am always in the "know" of what is happening and have a front row seat to the excitement of the changing world.

Q. How do you engage your students?

My game plan is to connect with my students every day. I want to build a positive and supportive relationship with them. I focus on the whole student – not just the one in my classroom. I ask the hard questions and create a trust relationship with them. Once this relationship is in place, I share and enforce high expectations on my students. I engage them to be the best of themselves every day.

My Super Power Is...

As teachers, we are on the frontline of education. I am always surprised and excited by this experience. Students are the most important commodity that society has. Here I am, a teacher, a person who gets to sculpt, influence, engage, and promote their future. I have an unique opportunity to directly influence change in today's world through my interaction with my students.

My choice of being a teacher is constantly questioned by others. I too question why I choose this profession. I then remind myself of that moment in time – in the classroom – when a student looks at me. They then say thank you. I will take that moment any day and remind myself – yes I am a teacher and my super power is I Teach!



Her Braids at St. Pats

Amy Wilkinson, École St. Patrick High School

In September, a group of École St. Patrick High School (YCS region) students in Yellowknife, and their teachers, Judy Whitford and Amy Wilkinson, spent the morning with Sunshine Quem Tenasco, founder of *Her Braids*. Sunshine is Anishinabe from Kitigan Zibi Anishinabeg, Quebec. Kitigan Zibi has gone without clean drinking water for a total of 15 years. *Her Braids* is committed to bringing awareness and helping to bring clean drinking water in First Nations communities a reality, one pendant at a time. The students listened to Sunshine's stories about her determination and commitment to having clean water everywhere, and then designed and beaded their own unique pendant. Sunshine was happy to work with a group of teachers and students that already understood the beading process - a unique workshop experience for her! Thank you to YWCA NWT, GNWT, and Diavik Diamonds for support with providing YCS students a chance to participate in a culturally enriching opportunity! <https://www.herbraids.com>



Sunshine Quem Tenasco demonstrates to students how to work with the beads



Pendants created for *Her Braids*

Fly and save with First Air!

NWTTA members and their immediate families are eligible to use the NWTTA First Air Promo Code.

Login to the Member Area of nwttan.ca or check your staff room bulletin board for the Promo Code.



First Air

Fly the Arctic



Conference Corner Upcoming Professional Development Conferences to Consider



PHE Canada
Physical & Health Education Canada

Ever After Schools 2018 Shaping the Future Conference

Lake Louise, AB

January 30, 2017-February 3, 2018

<https://goo.gl/mqTkvq>



Greater Edmonton Teachers' Convention (GETCA)

Edmonton, AB

March 1-2, 2018

<http://www.getca.com>



uLead 2018 - The Summit of Educational Leadership

Banff, AB

April 15-18, 2018

<http://ulead.ca/Welcome.html>

Social Media Cyber Bullying Attacks

Fraser Oliver, President

Through our member surveys, the NWTTA has been made aware that social media and cyber bullying attacks against members have been on the rise. Incidents of parents, students and community members posting negative comments about teachers and school administrators have occurred in all regions across the NWT. These attacks may start off as one person’s nasty opinion and quickly become widespread throughout the community. They are extremely hurtful to our members who are having their reputations and character attacked.

The NWTTA is working with Superintendents, District Education Authorities & Councils (DEAs & DECs) and Government of the NWT, Department of Education, Culture and Employment staff to come up with a common territorial strategy to have an effective action/policy to deal with these attacks. Work has already begun and has the support and backing of all above mentioned groups. When the final action/policy is developed, it will be shared with all NWTTA members.

If you experience a social media attack, here are some helpful tips:

1. Capture the offensive message with a screen shot or make a paper copy.
2. Do not reply or engage with the attacker.
3. Contact your school Principal and or Superintendent letting them know about the incident. The hope is that they can contact the offender and have the offensive material removed immediately.
4. Contact the NWTTA and speak to the President or the Executive Director.
5. Complete an NWTTA Online Incident Report Form (see page 21 of this newsletter for more details).
6. If the attack is of a criminal nature you may need to contact the RCMP.

It is the goal of the NWTTA to build positive relationships between teachers and community, where parents or students, instead of posting negative comments will contact teachers to seek positive solutions and answers to their questions.

School Profile



NWTTA Region: **Beaufort-Delta**

Community: **Tsiigehtchic**

School: **Chief Paul Niditchie**

Grade Range: **Junior Kindergarten to Grade 9**

Student Population: **40**

Staff: **8** (5 NWTTA, 3 UNW)

School Year: September to June

Tsiigehtchic (tsee-get-chick) ("mouth of the iron river") is a Gwich'in community located at the confluence of the Mackenzie and the Arctic Red Rivers. The community was formerly known as Arctic Red River, until April 1, 1994.



Chief Paul Niditchie School NWTTA Members (l-r)

Sonia Gregory (Principal)

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

Erica Thompson

Erica is originally from Yarmouth, Nova Scotia. She is a graduate of McGill and Memorial Universities and obtained her Masters from the University of Saskatchewan.

Renie Koe

Renie is originally from Fort McPherson, NWT. She attended Chief Julius School in Fort McPherson and Samuel Hearne Secondary School in Inuvik. Renie has been working at Chief Paul Niditchie School for twenty years instructing the students in Gwich'in language and culture.

Jason Sterling

Jason, who is originally from Minto, New Brunswick, graduated from the University of New Brunswick in Fredericton.

Cliff Gregory

Cliff finished high school in Moose Jaw, Saskatchewan and attended the University of Wisconsin and graduated from the University of Regina.

Know your Collective Agreement Salary and Compensation

David Murphy, Assistant Executive Director

The NWTTA represents members employed by the Government of the Northwest Territories (GNWT), Yellowknife Catholic Schools (YCS) and Yellowknife Education District No. 1 (YK1), and negotiates collective agreements on behalf of these members. While each collective agreement may address the same issue, there are often differences in the way the issue is addressed.

Salary and compensation is negotiated in each of the three collective agreements and is compared below. The salary grids, and selected additional negotiated compensation benefits from each of the three collective agreements are outlined below to show a

comparison. For the purpose of this comparison the salary* shown is for a teacher who has six (6) years of teacher education and eleven (11) years experience.

It is important to note that some of the compensation listed below depends on varying factors, such as term, indeterminate, laid off, community of residence, length of service, dependents, etc, and are listed below as examples only. Members who require more information regarding salary and compensation are advised to refer to the articles in their specific collective agreement which can be found on our website (nwtta.nt.ca) under Publications. The page number has been provided below to assist you in finding the information more easily. Members may also contact Central Office for assistance if they wish to do so.

	GNWT	YCS	YK1
Length of School Year (days)	195 (p. 53)	192 (p. 38)	192 (see school calendar)
Salary*	\$126,897 (p. 82) (housing placed on the grid)	\$119,363 (p. 11)	\$126,176 (p. 37) (housing placed on the grid)
Housing Allowance	Included in salary	\$475 per month (p. 15)	Included in salary (p. 35)
Principal's Allowance	Percentage of maximum Step of Category 4 (for 251-400 students) is \$22,376.60 (p. 59)	Minimum \$8,000 \$6,000 plus \$30 per full-time student (p. 14)	Minimum \$13,000 \$4,521 plus \$38.01 per full-time student (p. 33)
Coordinator's/Consultant's Allowance	\$5,185 (p. 61)	\$3,000 (p. 14)	
Mentor's Allowance	\$1,294 (p. 61)	\$1,300 (p. 14)	\$1,000 (p. 34)
Vehicle Allowance for Travel Between Schools		\$100 per month (p. 14)	\$100 per month (p. 35)
Other Awards	Professional Allowance \$1,000 (p. 62)	Educational Awards \$1,600 per year, Religion Courses \$1,000 in addition (p. 15)	Master's Degree prior to September 1, 2013 \$1,000 per year (p. 34)
Travel/Northern Allowance <i>see page 22 of this newsletter for topic-specific article</i>	Ranges from \$3,250 (Yellowknife) to \$15,491 (Gameti) to \$33,640 (Ulukhaktok) (p. 63)	\$700 per employee and \$600 for each dependent (p. 15)	Employee receives the Canada Revenue Agency rate (Yellowknife to Edmonton) (p. 32)
Removal In	On road - the most economical airfare or privately owned car per Duty Travel. Range from employee with no dependents (3,175 kg) to employee with 4 or more dependents (6,804 kg) for belongings. Off road - from 907 kg to 1,814 kg (p. 67)	Transportation costs for teachers and dependents plus 3,600 kg (8,000 lbs) for belongings (p. 16)	Transportation costs up to the maximum from Edmonton to Yellowknife plus 5,000 lbs for household maximum (p. 30)
Removal Out	Ranges from \$5,737 (Fort Smith) to \$14,720 (Sachs Harbour) based on years of service up to 8 years (p. 64)	After two (2) years \$1,500 plus \$400 for each year of consecutive service (p. 16)	After 5 years the lowest airfare for employee and dependents plus 10,000 lbs for belongings from Yellowknife to Edmonton (p. 31)

Mini Mountie Program at East Three Elementary School

Students at East Three Elementary School in Inuvik (Beaufort-Delta region) have a new program in their school to build positive relationships between the youth in the community and the RCMP.

The program was developed by RCMP Constable Stephanie Leduc, a member of the Inuvik RCMP Detachment. Cst. Leduc arrived in Inuvik in May 2017 after being posted in Drayton Valley, Alberta for four years where she developed the "Mini Mountie" program.

The Mini Mountie Program runs at East Three Elementary School for the entire school year. The program focuses on educating the students on different topics such as bullying, fire safety, smart choices and/or outdoor safety. Every six weeks there is a different topic. Cst. Leduc created a bulletin board within the school with materials that educates the students on the topic.

There is also a topic specific colouring sheet provided to the students. The students can participate in the program by colouring the sheet and submitting it to the school office for their chance to be the Mini Mountie of the Month.

The program initially planned to have two to three Mini Mounties per month, but there were more than 200 colouring sheets submitted in the first month of the program at East Three Elementary, which led to eight Mini Mounties being selected. With so many students participating, one student from each grade was selected to be Mini Mounties.

The Mini Mounties are provided with a gift bag of items that range from RCMP teddy bears, free swimming passes, stickers and/or free slushies. The students also receive a certificate and their picture goes on up on the bulletin board in the school.



Cst. Leduc makes an effort to attend the school on a weekly basis, to touch base with students and talk about the current topic or just hang out with the students.

The program was very well received by the students in Drayton Valley and has been overwhelming received at East Three Elementary School. Cst. Leduc was very happy to get a call from the school advising that they needed more

colouring sheets just one day after the program started this year!

The Town of Inuvik Protective Services Cst. TJ Moore and Cst. Matt Hogan have also taken on a role in helping Cst. Leduc run the program at East Three Elementary School.

For more information about the Mini Mountie program, you can contact Cst. Leduc at stephanie.leduc@rcmp-grc.gc.ca



October Junior Kindergarten Mini Mountie with RCMP Cst. Leduc and Inuvik Protective Services Cst. Moore

Wellness Initiatives Update

UNDER NWT EDUCATION RENEWAL

Photo: ECE-GNWT

Trauma-Informed Practice Comes to the NWT

An important and very timely conversation for both the students and families we serve, and for educators, took place during the week of October 23-27 in Yellowknife.

World-renowned mental health expert, Kim Barthel, spent a week imparting knowledge about trauma and its impact on the brain to hundreds of representatives from across the Territory and Yukon. Kim was the guest speaker for this year's school principals' in-service, however the Department of Education, Culture and Employment (ECE), realizing that other GNWT departments and community organizations would benefit from the training, invited them to attend. So, in addition to educators, there were representatives from 17 groups including various health care providers, relevant NGOs, churches, Aurora College, NWTTA, Social Services, public servants from various departments and some from Yukon, in attendance.

Kim explained how trauma is a universal experience, starting in utero for some, and continuing across the lifespan, and even transmitted from one generation within a family to the next. An individual's experience of their life's trauma impacts every area of human functioning, from the physical and behavioural, to the social and spiritual. Circumstances such as violence, abuse, neglect and addiction within families, as well as simple loss and separation, dramatically affect a child's development, and significantly impede their capacity to function, let alone to learn.

The good news, however, is that these impacts can be changed, and research confirms that fostering warm, positive relationships with children, and with each other, is the most important thing we can do to help the brain recover from trauma. In addition to showing the research that supports her teachings, Kim taught us many effective classroom practices, instilled the importance of movement for dealing with emotions and to promote brain functioning, as well as how we can learn to "hold space" or be supportively with students' – and with each other's – suffering.

In addition to educators, she also spent a day with different representatives from the Department of Justice, from corrections officers to Justices of the Peace, as well as lawyers, departmental workers, and the RCMP. It was a powerful day of understanding what lies behind the actions, behaviours and coping strategies of many of the people served by our justice system. Her week ended with an important conversation with both ECE and Department of Health and Social Services staff about what government can do to instill a trauma-informed approach in the work it does.

To learn more, sign up for Kim's sessions at this year's NWT Educators' Conference in Yellowknife. Space will be limited – be sure to sign up so you don't miss out!

For more information visit: www.nwteducationrenewal.ca • www.ece.gov.nt.ca

Government of
Northwest Territories



Northern Lights

Meet Francis Amprako from Fort Liard (Dehcho region)

Q. Where did you grow up?

I grew up and attended school in Cape Coast, Ghana.

Q. What made you decide to become a teacher?

I was taught by some of the most loving parent-styled teachers in the early years of my education and who drew my choice toward teaching. Before attending my first year of school I was pretend-teaching my cousins who were in grades 2 and 3. As I got admitted and had access to teaching modeling by my wonderful teachers, it became quite clearer where I was to head to.

Q. What do you teach?

I have taught in Ghana, Zambia, Botswana and in Canada, beginning from Calgary before coming to Fort Liard. After teaching in the middle school since 2010 at Echo Dene School, I switched to yet another dream of teaching in the early elementary school, grades 1 and 2 combined.

Q. What do you enjoy most about teaching?

It is a privilege and humbling experience to be teaching the lower grades. These are the most sensitive and more impactful stages of our being as humans. The children teach me a lot of things about our trade or Pedagogy. It is so exhilarating to watch the children grow from dependence to independence from topic to topic.

Q. How do you engage your students?

I attempt to engage them by asking all of us to open one eye, and then switching to the other eye and again before opening both eyes. During that time we do metacognition by "thinking in our brain" about what we are going to do and what we want to achieve. It is fun to open both and steal a look at the not-suspecting children as they switch and switch from eye to eye.

A Lifelong Agency for Change

None owns knowledge, it has been in existence for all time. We meet it in different artistic ways as the different peoples of this world. It is on this basis that I am a teacher. All can transact with knowledge, old and young. All have a chance to direct the future through learning and construct knowledge with others, regardless of age. Learning is a lifelong phenomenon.



Fine Arts at the Conference

Karen Gelderman, Chief Jimmy Bruneau School (Tlcho region) is the Fine Arts representative on the NWT Educators' Conference Committee

During the NWT Educators' Conference in February 2018 in Yellowknife, there will be a display of student art of all levels with the intention of sharing project ideas and showcasing student artwork in the NWT. The display will present framed work, photos of sample student projects and a resource/idea sharing space which could include sample handouts and lesson plans.

Artwork should be send to the attention of Amanda Mallon at NWTTA Central Office in advance of the conference to ensure effective display.

Please contact Karen Gelderman at karen_gelderman@tlcho.net for questions, suggestions and to indicate if you plan to participate.

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

SMART NOTEBOOK* LESSON OPTIONS ALSO AVAILABLE.

Look for it in your school or download a copy at www.canada.ca/GatheringPlace

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

CLASSROOM CONNECTIONS

Project Overseas Finding Adventure and Feeling Humbled

Nashra Kamal, Paul W. Kaeser High School (Fort Smith region)

First of all, I would like to start by thanking the NWTTA for sponsoring their members to partake in Canadian Teachers' Federation's Project Overseas program. It is a life altering experience that allows members to experience education from a global perspective. I have been researching this program for a few years but was unable to apply until I had five years of teaching, as that is one of the requirements. I was fortunate enough to be selected to go to the beautiful island of Dominica during the summer of 2017. At first, I had no idea where this country was, I assumed I was going to the Dominican Republic. Not the case; the island of Dominica has approximately 73,000 people and is made up of natural hot springs and lush rainforests.

My journey started in Ottawa where I met with 53 teachers from across Canada. In Ottawa we completed a valuable orientation program that allowed for team building opportunities for the teams going to various countries. The Dominica team consisted of members from the Northwest Territories, Manitoba, Alberta, and Ontario. After a few days of orientation, the Canadian teachers headed out to ten countries located in Africa and Caribbean.

The Dominican Association of Teachers (DAT) greeted our team at the airport. We were assigned to work with a local teacher and spent the first few days discussing strategies we wanted to implement for the in-service. My co-tutors and I became good friends and planned a two-week conference on Visual and Performing Arts. During the workshop we created origami, tie-dye shirts, 3D illusion art, African dance, fundamentals of art and an art exhibition. During our downtime, we had an opportunity to experience the island. Our local teachers took us around to wonderful hikes, restaurants, hot springs, dolphin watching and beaches. Dominicans were open to share various facets of their culture. I learned about



Canadian Teachers in Dominica. Nashra is on the far left

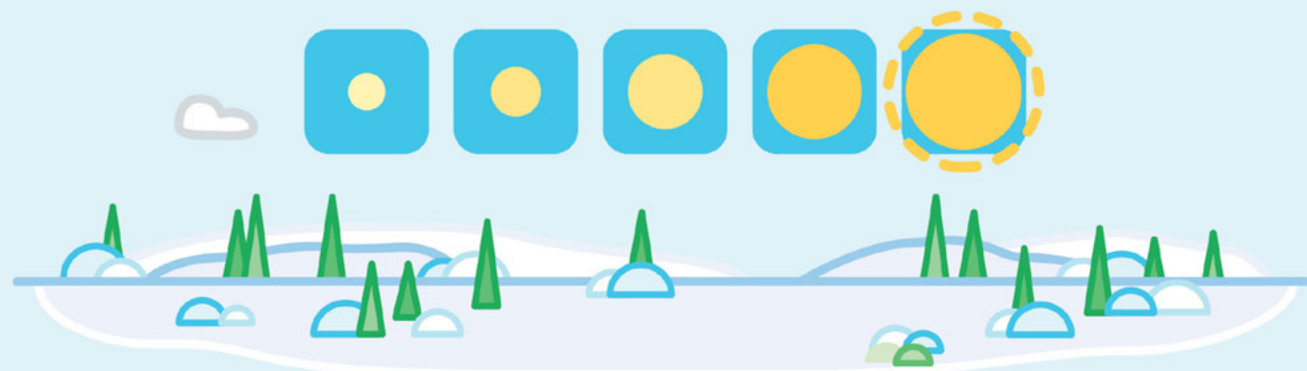
their language, culture, political views and socio-economic status. One of my favourite days was the Intercultural day where we shared our Canadian culture and Dominicans shared theirs. For this day, I had one of the workshop participants help me buy traditional material called madras and then had a tailor make a dress. I wore this outfit on the Intercultural day and had many participants approach me with gratitude for embracing their culture. I experienced a genuine sense of camaraderie.

This Project Overseas experience gave me an opportunity to find adventure and left me feeling humbled. Teachers who enjoy problem solving, stepping out of their comfort zone and are flexible will excel in this program. We experienced many challenges, but as a team were able to brainstorm solutions. The Canadian team that went to Dominica have become lifelong

friends after this experience. I am fortunate to meet and share this amazing experience with these wonderful people. I would recommend Northwest Territories teachers to take advantage of this fabulous program!



Visual and Performing Arts participants in Dominica



MENTAL FITNESS CHALLENGES FOR NWTTA MEMBERS

The Starling Program is an online mental health and wellness tool that helps you assess, monitor and improve your mental wellbeing. We are helping teachers all over Northwest Territories manage their workplace stress and mental health outcomes by training them to integrate CBT strategies into their daily lives.

Most teachers have seen or participated in some sort of physical fitness challenge. These challenges usually involve a group of people encouraging each other and working towards a common goal. This is exactly what we are doing with our Mental Fitness Challenges. You can anonymously join your colleagues across the province to learn new CBT (Cognitive Behaviour Therapy) skills and improve your mental fitness and resilience.

Our next challenge runs from January 1st – 5th, 2018, and will be focused on helping you stay mentally fit through the rest of the school year. In this challenge, you will increase your awareness of how stress affects you, and learn to set proactive goals to manage it in the future.

As a member of the Northwest Teachers' Association, the Starling program is available to you to use anywhere and anytime you want, for free. [Starling is and will always be 100% confidential.](#)

Join the Challenge by signing 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.



PD Funding for GNWT Members

Amanda Mallon, Professional Development Coordinator

As a GNWT NWTTA member, you have access to the following funding opportunities for Professional Development (PD):

1. **Regional PD funds** through your Regional PD committee. You apply directly to your Regional PD committee for individual PD activities including but not limited to:

Out of Territory conferences, On the Land Activities, Job Shadowing, School Based Professional Development. Check with your regional PD committee for your application forms, guidelines and policies.

2. **Central PD funds** which give you access to funds for:

- a. Distance Credit Courses - Ongoing
- b. Summer Credit Courses - Application deadline May 30
- c. Summer Non-Credit Courses - Application deadline May 30
- d. Education Leave - Application deadline March 30
- e. Educational Leave Program (ELP) offered by the GNWT Department of Education, Culture & Employment every summer (2018 in Inuvik)

3. **Aboriginal Language Funds** for Aboriginal GNWT NWTTA language instructors to attend Language Acquisition and Instruction Courses, e.g. CILLDI courses from University of Alberta, Individual Language Learning Activities, Workshop, Seminar or Conference participation for groups of language instructors – usually facilitated through the DEC offices.

You can find the Central Office PD information and forms on the NWTTA website (nwtta.nt.ca) under FORMS. Please remember the number one guideline for all PD activities – **you must apply to the right places for permission and reimbursement before the PD activity commences.**

For any further information please contact Amanda Mallon (amanda.mallon@nwtta.nt.ca)

Aboriginal Sports Circle NWTTA Teacher Award

On November 2, 2017, **Eugène Roach** (YCS region) received the Aboriginal Sports Circle NWTTA Teacher Award at an awards dinner held in Yellowknife. The photo below is NWTTA President Fraser Oliver (left) presenting Eugène Roach (right) with the award.



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.

Eugène Roach has been a builder, supporter and champion of youth in the École St. Joseph's School family, the community of Yellowknife and the Northwest Territories for many years. Eugène's teaching position has him teaching the physical education program and, as an exemplary model teacher, he takes what he does during the day and extends its importance into extra-curricular activities to support the health and well-being of his students and the school community. Teachers continually strive to ensure that all children find successes and build confidence from as many different learning experiences as possible. Eugène knows that for some students, this can begin within the area of physical education. Beyond his teaching job, Eugène has provided thirteen years of consistent support in the coaching area for students in volleyball, basketball, soccer, tennis, badminton, track & field and archery - which means countless volunteer hours after school. Eugène's service leads to better and richer opportunities for children in sport and recreation. His dedication as a tournament volunteer has supported the structure and ability for many students from other schools across the NWT to participate in an active lifestyle. Overall, Eugène is quite the difference-maker for NWT students and their families.



Northern Lights

Meet Miranda Orr from Hay River (South Slave region)

Q. Where did you grow up?

I had the fortunate opportunity to grow up in the beautiful Annapolis Valley in Nova Scotia. I was born in Digby and then moved to New Minas in Grade 5.

Q. What made you decide to become a teacher?

I always knew that I wanted to work with children. I first thought I was going to be a social worker, but then I shadowed a social worker and decided that it was probably not the right fit for me. Education was a natural fit and I am truly happy I chose this career. I love my job!!!

Q. What do you teach?

I currently teach a Grade 6/7 class. All of my students take Dene Yatie.

Q. What do you enjoy most about teaching?

I love coming to work every day. Having the opportunity to build relationships with my students and watching them learn and grow as individuals is what makes this career most enjoyable.

Q. How do you engage your students?

I try my best to make learning relevant for my students. I make connections to their lives so that they can relate to what we are learning.

Building Relationship is Important

I find teaching to be truly rewarding. Although my students can be somewhat of a challenge to teach, I always find a way to connect with my students. Building a relationship with my students is important to my pedagogy. By making those connections, my students are more engaged and they are more willing to complete their assigned tasks. "People don't care how much you know, until they know how much you care." T. Roosevelt



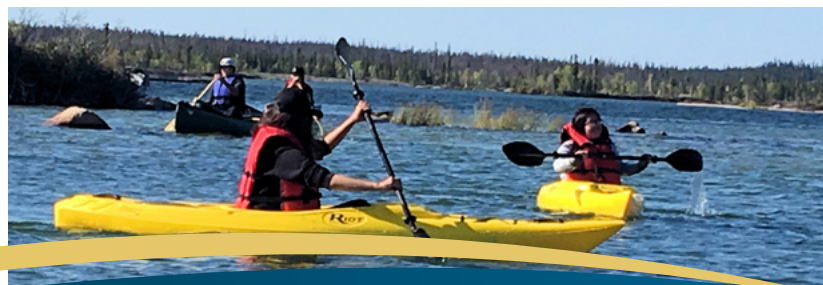
Bush Camp Traditional Activities

Maggie Phillips, Jean Wetrade Gameti School (Tlicho region)

Splash!! Whack! Scrape! With the leaves turning to rich fall colours, the students at Jean Wetrade Gameti School (JWGS) enjoyed three days on the land in early September. The weather was warm and sunny, so both our land and water activities could be fully enjoyed at our island Bush Camp. The elders, and other adults from our community, had many traditional bush activities available for the students. Muscles got a workout sawing logs... Whack! Chop! Splinter! And not an Ouch to be heard, as they used their good hand-eye coordination to prepare wood for our cooking fires. The firewood was much appreciated by the group of students who cooked lunch for everyone. The mouth watering aroma of grilled cheese, and all that physical activity, made sure that everyone was ready for our delicious lunch. No leftovers or picky eaters at Bush Camp! While our chefs were busy, other students built lean-tos and teepees by cutting down small trees, gathering branches and learning how to strategically place the branches to create successful shelters. Other groups learned how to make and set a trap, put out fishing nets, check them the next morning or afternoon and then cut up the fish into fillets to be eaten at lunch. Those fillets were a tasty addition to our lunch menu. One of our community members brought a moose hide that needed to be scraped. A great upper body workout and a new vest in the offing! Students also had some free time to either fish with a rod, kayak or canoe, or explore with a creative art activity. One of our most special moments was when we were reminded by our drummers, as we danced, that we are all connected to the Earth. We were fortunate to have the opportunity to learn so much about traditional culture and be able to share it with each other. Masi cho!



Making Dried Fish



Call for Nominations Central Executive 2018-2020

Are you interested in becoming a leader with the NWTTA? Here's your chance!

NWTTA Central Executive consists of five positions, four of which (President, Vice President, Secretary-Treasurer and Member-at-Large) are elected for two-year terms, and the fifth, a Regional Presidents' Representative who is selected annually by Regional Presidents. The term of office for the current Central Executive ends June 30, 2018.

Nominations are now open for the 2018-2020 four Central Executive positions listed above. **Deadline for nominations to be received at Central Office is February 15, 2018.**

All nominations must be moved, seconded and approved by one of the following groups:

- a Regional Executive
- the Nominations Committee
- Central Executive

The **Central Executive Nomination Form** can be found in the Forms section of the NWTTA website (nwtta.nt.ca).

To be eligible for nomination to the office of the President, a member must have previous NWTTA Central and Regional Executive experience. There is no previous Central or Regional experience requirement for the positions of Vice President, Secretary-Treasurer and Member-at-Large.

Duties of Central Executive Officers:

The **President** shall:

- call meetings of Central Executive and Central Council
- preside over the above mentioned meetings
- be a member ex-officio of all committees
- represent the Association officially
- be legal custodian of the property of the Association, but shall not have the power to acquire or dispose of Association property
- serve as Canadian Teachers' Federation Director
- the President's duties and responsibilities are to be as directed by Central Executive in accordance with its Bylaws and Policies

The **Vice President** shall:

- assume the duties of the President in the event of a vacancy in that position or the President's inability to perform his/her duties, or in his/her absence
- assist the President by acting for him/her when requested
- assist other Executive Officers as directed by Central Executive
- perform other duties as specified by Central Executive

The **Secretary-Treasurer** shall:

- ensure that the minutes of meetings of Central Executive are recorded
- ensure that minutes are typed, circulated, filed promptly after each meeting of Central Executive
- ensure that the newsletter is published and oversee the financial aspect of a newsletter and other publications
- exercise general financial control and supervision over the Association
- present a financial report and proposed budget to Central Council at AMCC or such other time as may be designated by Central Council
- cause to have the books audited at the end of the fiscal year
- perform other duties as specified by Central Executive

The **Member-at-Large** shall:

- serve as the representative of all members in all regions
- perform other duties as specified by Central Executive

Central Executive 2018-2020

Term: July 1, 2018 to June 30, 2020

Nomination deadline: February 15, 2018

Campaign material deadline: February 16, 2018

Voting days: February 28, 2018
March 7, 2018

A Day in the Life of a High School Principal

Dean MacInnis is Principal at École Sir John Franklin High School (Sir John/SJF) in Yellowknife.

Dean has been an educator in the North for over 25 years and has been in the role of administrator for the last 14 years. All of this experience has been with Yellowknife Education District No. 1. Dean taught for ten years at Mildred Hall School and one at École William McDonald Middle School (WMS) before becoming an administrator at WMS for four years, then three years as Principal of Range Lake North School, before landing at Sir John.

Sir John is the largest school in the Northwest Territories, with over 650 students from grades 9 to 12 in dual track English and French Immersion programs.

Along with the daily school schedule, Sir John has extension programs: Route 51, an afternoon individual program, and the SJF Night School, a module-based program that runs Monday to Thursday evenings. The school also supports the open and closed custody programs at the North Slave Young Offenders Facility. The SJF community has a staff of 52 NWTTA members led by Dean.

Being a school Principal is a twenty-four hour job because the



school is constantly in your thoughts. It has to be because, as the leader, you are responsible for faculty, staff and, most importantly, the students. In many ways you are always "on the job".

A day in the life of the Principal of the Northwest Territories' largest high school is an incredibly busy and rewarding job. No two days are alike. Some activities need to happen each day in order to keep on top of things: check and respond to emails and phone calls, plan your day and make adjustments to your plans. You're also planning out your week on Sundays and reviewing the week on Fridays.

Each morning starts off with the SJF administration team welcoming the students in the foyer at 8:25 am. After O Canada, Dean's day begins with his first (but not last) walkaround the school where he'll make a few class visits and meet with staff and students.

Dean builds strong relationships by knowing each student by name. He makes sure to celebrate

successes when the time arises: a student having a strong weekend in sports, congratulating students involved in a drama or music production, or with a simple "Glad you showed up!"

To balance between the administration work that needs to be done on a daily basis, along with the face-to-face communications and relationship building that needs to be done, you need to know your school community.

Every day is different for a Principal, but what is the same is that you are the leader of the school and everyone looks to you for support. While it is an exciting, rewarding, and exhausting job, it is one that most Principals love doing and it keeps them coming back everyday because there is no other job quite like it.

A Principal needs to be a leader, a supportive colleague and role model, for staff and students alike.

A Principal must be highly respected, and have the ability to make positive changes and quick decisions in the school, which might otherwise be met with resistance.

A Principal is never idle and never gives up – on their students or on any issue despite many hurdles, obstacles and challenges along the way.

Being Principal

means you must have the never ending skill of making decisions on-the-spot: students dropping a course, changing schedules, problem solving, emotional support, technology challenges, facility repair and maintenance and staff supports for those who are leaders in their classrooms.

Dean sets the tone at the school with the motto for his leadership team, "Sir John is a safe and caring environment for all students because we have a caring leadership."

An effective Principal also knows they need and rely on key people - their administration team, and the Student Services team. Dean meets with his team on a regular basis to ensure the lines of communication stay open. Having everyone on the same page, sharing the same goals and expectations is key for overall success of the school.

The 650+ students at Sir John are the focus of all school decisions - they are the reason the school exists. There are redeeming qualities in everyone, and it is the Principal's job to find it in each student.

Relationships for the Principal of Sir John go beyond the school community. Dean and his team must liaise with the City of Yellowknife for joint-use of school facilities (evening/weekend gymnasium, classrooms, playing field), the Northern Arts & Cultural Centre, which is located within the Sir John building, individual gymnasium user groups such as Sport North and many other sport



organizations.

Like most communities, schools are often the centre of the community, having a connection to everyone who lives there. Whether you are a student, a parent, an educator, an athlete, a supporter, a politician, an audience member for community celebrations and gatherings or a constituent who votes at a school being used as a polling station, everyone has a connection to the school. Every interaction and activity you can remember or imagine with a school, the Principal is involved in it.

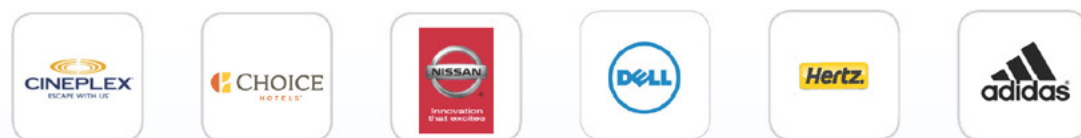
Always end the day by saying goodbye to students in the foyer for about 15 minutes following the last bell. As you are doing this, the lineup is forming at your office...end of the day questions, concerns, and challenges for tomorrow from students, parents and staff. After you meet with those individuals you start to answer emails, return phone calls, and see staff members before they leave for the day. Then finally after 4:30 pm it calms down...it becomes the most productive time of the day. A lot can get done in that time with few interruptions. Before you know it, you start all over again tomorrow.



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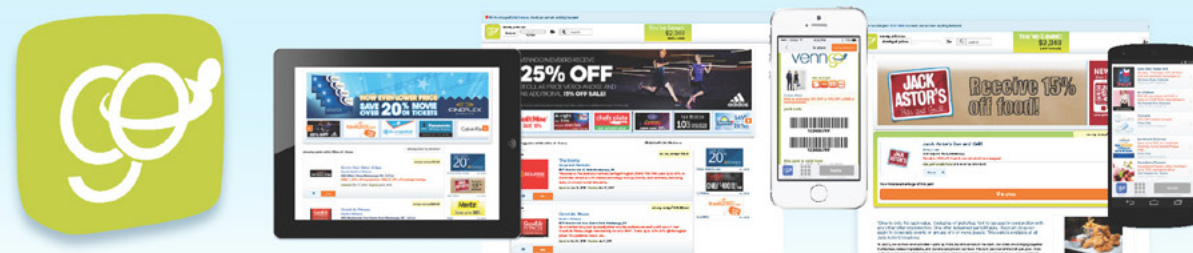


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The Duties of Being a Teacher

Adrien Amirault, Executive Director

The job of being a teacher is varied, and it often changes every day. There are many tasks placed on teachers, and teachers new and experienced are not always aware of what is required and what is voluntary. Here are some things we all need to be aware of.

Extra-Curricular activities (Drama Productions, Sports Teams, Chess Clubs...) done by teachers are on a voluntary basis. Your principal may ask you to coach the badminton team, they may even beg you to do it, but it is important to note that this is a voluntary activity. You will not have to be given lieu time (though some principals may do so), nor do you have to do these types of things. The advantage of extra-curricular involvement for teachers is, of course, getting to know students in a different environment than the classroom, developing relationships with students, and the appreciation of students, staff, and parents for the support you give to the culture of the school. For some teachers, their years of coaching are highlights of their teaching career. You do not have to do extra-curricular activities, but they are an important part of school life.

Co-Curricular activities (Bush Camps, Community Feasts, Concerts...) These types of activities are an important part of the school program in the NWT. They are sometimes accounted for in the available non-instructional hours that schools have. Co-curricular activities are very important, though may not always have assessment, or evaluation as a component. They can be experiential in nature, and can sometimes involve the community or be done across grades. When these activities occur outside of regular school hours, teachers can be directed to attend and participate in the activities. The authority for this is in the Education Act of the NWT. As an example, if there is a school concert, it is reasonable under the legislation of the NWT to require all staff to be in attendance and helping out for such an activity. Another example is if parent teacher interviews are after school hours, staff must attend them.

The duties of a teacher are spelled out in the legislation of the NWT. This list is general in nature and the specifics are decided at the school level. Principals also must follow these duties, as well as specific duties related to the principal position. It sometimes surprises teachers when they see what is included. **The highlighted** section 2 (e, f, and g) are catch all articles. You can see when you read them there can be a lot of direction given to staff that must be complied with.

Excerpt from the NWT Education Act:

Article 45. (1) Every teacher shall, respecting the students under his or her care and instruction,
(a) encourage the students in the pursuit of learning;
(b) diligently teach students in a manner that promotes

their physical, emotional, social, intellectual and spiritual development;
(b.1) teach the education program in accordance with the curriculum;
(c) implement the education program and individual education plans in a way that (i) encourages the development of students' self-respect, dignity and self esteem, and (ii) encourages students to respect other students' cultural and spiritual or religious values and beliefs;
(d) as part of a school team, develop, implement and evaluate individual education plans;
(e) assess each student's progress in the education program or an individual education plan;
(f) keep the student and the student's parent informed of the student's progress in an individual education plan;
(g) review, at least twice in the academic year, with each student and, if the student is a minor, his or her parent, the student's progress and assessments and advise the student of what the student must do to advance in the education program or his or her individual education plan;
(h) ensure, to the best of his or her ability, that students understand, and encourage their compliance with, the Territorial School Code of Conduct and any applicable school rules;
(i) recommend to the principal the suspension of any student where, in his or her opinion, there are grounds for suspension as set out in subsection 35(1); and
(j) inform the student's parent of the progress, behaviour and attendance of the student.

Additional duties

Article 45. (2) Every teacher shall

- report, in accordance with section 8 of the Child and Family Services Act, information that the teacher has of the need of protection of a student who is a child as defined in that Act;
 - Repealed, S.N.W.T. 1996,c.10,s.12.
 - provide the reports, records and statistics that may be required by this Act, the regulations, the Superintendent or the principal;
 - maintain all books, materials or equipment assigned to the teacher or placed in his or her care in the best possible condition, and return them to the principal when leaving his or her position or when requested to do so;
 - provide assistance and support to the principal and other members of the school staff;**
 - at the direction of the principal, attend the meetings, activities and exercises held in connection with the school program; and**
 - perform any other tasks related to the implementation of the education program that are assigned to the teacher by or under this Act or the regulations.**
- (3) A teacher may assign duties of a teacher to a teacher intern and shall supervise the performance of those duties.
(4) A teacher may assign duties to an education assistant that are consistent with that person's contract of employment and shall supervise the performance of those duties

Northern Lights

Meet Gail Sajo from Fort Smith (Fort Smith region)

Q. Where did you grow up?

St. Catharines, Ontario

Q. What made you decide to become a teacher?

When I was 3 years old, I would gather together my stuffed animals in a circle and tell them stories, talk about the pictures in my books, ask them questions, and sing and play with them. My parents nurtured my love of literature and dramatic play from the onset. There was never a question through my university years that my career goal was to teach.

Q. What do you teach?

My current position is Numeracy Program Coordinator for the South Slave DEC.

Q. What do you enjoy most about teaching?

The opportunities to cultivate students into mature, caring, and productive adults. It's magical to participate in learning with students especially when they have eureka moments. Years later as students find you to say thank you for some teaching nugget you had forgotten you had ever offered or to let you into their current world, that's the joy, the pay-it-forward moment. Creating and sustaining those relationships makes teaching among the most rewarding vocations I can think of.

Q. How do you engage your students?

By developing a culture of mutual respect, trust, kindness, and curiosity that helps us to focus on a question or problem to solve together. Whether it's an application of Joseph Campbell's heroic quest cycle, exploring the depth of a character in a Richard van Camp story, deconstructing a complex math problem, field-dressing a caribou, or reading aloud in a Kindergarten class, the desire to find out what's beyond the surface is key for me to engaging students. All of that...with a plate of chocolate chip cookies.

What I have learned...

- Love what you do.
- Be present.
- Discover your place.
- Set your goals.
- Reassess them periodically.
- Identify your five-year plan.
- Be flexible in how you negotiate that plan.
- Most of all, listen to the wisdom of others.
- Act on your own discernments.



CJBS Contributes to Beaded Heart Project

Karen Gelderman, Chief Jimmy Bruneau School (Tlilcho region)

On November 10, 2017, Chief Jimmy Bruneau School (CJBS) Art and Sewing students contributed to the NWT Native Women's Association Beaded Heart Project.

Twenty-five high school students chose to complete a beaded or embroidered heart as a way to honour the memory of Missing and Murdered Indigenous Women and Girls of the Northwest Territories.

Several students will help sew their hearts to the tapestry that will include hearts from across the North, including Yukon and Nunavut.



NWTTA Website Report an Incident Online

The NWTTA advocates for safe working environments for its membership. If you ever find yourself in an unsafe environment, report it to your Principal or your school/work site's Occupational Health & Safety Committee.

If you experience abuse, please go to the NWTTA website and **Report an Incident Online**. The screens and fields/questions of reporting an incident online area shown below. You *do not* need to be logged into the Member Area to report an incident.



Required fields are marked with a ★

MEMBER INFORMATION

Name ★ Email Address ★

School ★ Community ★

Position ★

Do you wish to be contacted by an Association representative? ★
* Yes * No

Phone

Enter your full 10-digit phone number in the format 867-555-1212 or (867) 555-1212. If not provided, we will contact you using the email address above.

Once submitted, Online Incident Reports automatically generate a receipt email to the person completing the report, and automatically generate the report that goes directly to President Fraser Oliver to follow-up on (he may phone and/or email you). If immediate support is needed, Fraser either provides that support or asks Executive Director Adrien Amirault or Assistant Executive Director David Murphy to become involved.

Incident Report data is held in strict confidence. Issues are only brought to the employer (Superintendent and/or Human Resources) with the permission of the reporting member.

INCIDENT DETAILS

Date ★
Oct 12 2017

Specify Type(s) of Abuse Experienced ★

- ☐ Physical attacks
- ☐ Damage to personal property
- ☐ Attacks on members of family
- ☐ Insults, threats, abusive language, obscene gestures
- ☐ Harassment (gender, race, religion, lifestyle)
- ☐ Other (specify below)...

Specify Source(s) of the Abuse ★

- ☐ Students
- ☐ Parents/guardians
- ☐ Community members
- ☐ Other (specify below)...

Additional Details

If you wish to describe the incident(s) in more detail, please do so here, including where and when the incident(s) occurred.

SECURITY

This question is for testing whether or not you are a human visitor and to prevent automated spam submissions.

☐ I'm not a robot

Submit

Northern/Housing Allowance for NWTTA members

Adrien Amirault, Executive Director

A part of the compensation package for NWTTA members is their allowances. Two specific allowances that have been negotiated into the collective agreements because of the high cost of living in the NWT are the **Housing Allowance that is provided to YCS members**, and the **Northern Allowance that is provided to GNWT members**. During the last collective bargaining session, **YK1 choose to absorb their housing allowance into their basic salary**. The advantage for YK1 members in doing so, the housing amount is now pensionable income.

A significant way Northern and Housing Allowances are different than basic salary is these allowances are not pensionable income, nor are Association dues deducted from these allowances. Allowances are taxable income though.

For YCS, the Housing Allowance is simple enough to explain as an acknowledgement of the high cost of housing in the NWT. It is not based on any formula, and it is set for the life of the collective agreement. If the Housing Allowance was to change, it would have to be bargained for at the negotiation table.

The Northern Allowance rate for GNWT NWTTA members, though, is a little more complicated. It does have one set rate, the amount for Yellowknife. This rate would have to be changed at the bargaining table. This rate is the comparison used for the rest of the NWT as rates are set every spring. Basically it is an acknowledgement of the difference in cost for certain items, and an amount for travel costs. The Northern Allowance is meant to support members with the high cost of goods and travel in the north.

For GNWT NWTTA members a significant portion of the Northern Allowance is for travel. The NWTTA bargained for this as travel costs are a significant cost to living in the NWT. As travel costs rise, they affect the Northern Allowance rates. It is important to note that the cost is compared to the Yellowknife base rate. So if travel in Yellowknife goes up more than it might in a community, the actual effect might be a decrease in the community travel amount of the Northern Allowance. Last year the travel component was increased in 19 communities (this includes ground and air travel).

Besides this there is a Living Cost Differential (LCD) which compares the cost of living in communities to Yellowknife. This is based on a survey that was last done in 2013, which will be used until another survey is completed.

Finally is a Survey of Household Spending that was done in 2015 by Statistics Canada. Also applied to this information is the Consumer Price Index from the previous year. The results of this survey were an overall decrease of \$2133 from the previous year. This attributed to an overall decrease for Northern Allowance in 26 communities in the NWT. The Survey of Household Spending is based on a certain number of specific items.

There are three common misunderstandings of the Northern Allowance Rate:

1. Housing costs are not part of the Northern Allowance Calculations, though some household items do show up in the Survey of Household Spending.
2. A change in the cost of an item at the community level does not immediately affect the Northern Allowance rate. When the survey is done the effect of change will get calculated. Travel actually affects the rate more directly year-to-year.
3. Finally, the calculations are always a comparison to the cost of living in Yellowknife. Though a cost for an item or travel may go up in a community. If the similar costs go up in Yellowknife there may not be an adjustment in Northern Allowance. If the cost of an item or service goes up more in Yellowknife than it does in a community, then there may actually be a reduction in Northern Allowance in a community.

The table at right on the opposite page represents the present Northern Allowance rates by community for 2017-2018.

The table can be found online at this URL:

<https://my.hr.gov.nt.ca/sites/default/files/Website%20NWTNA%202017-2018.pdf>

Northern Allowance Rates 2017-2018

As per Article B1.02 of the collective agreement between the Northwest Territories Teachers' Association and the Government of the Northwest Territories, the following chart shows the Northern Allowance of each NWT community effective from the beginning of your 2017-2018 school year and remains in effect to the end of your school year.

Community	Rate
Aklavik	\$20,902
Behchoko (Edzo)	\$4,855
Behchoko (Rae)	\$4,876
Colville Lake	\$27,671
Deline	\$22,730
Fort Good Hope	\$25,397
Fort Liard	\$9,590
Fort McPherson	\$19,184
Fort Providence	\$8,292
Fort Resolution	\$9,796
Fort Simpson	\$10,174
Fort Smith	\$5,916
Gameti	\$14,890
Hay River	\$6,457
Hay River Reserve	\$6,476
Inuvik	\$13,966
Jean Marie River	\$11,998
Kakisa	\$8,198
Lutselk'e	\$19,110
Nahanni Butte	\$18,516
Norman Wells	\$19,475
Paulatuk	\$28,104
Sachs Harbour	\$28,973
Sambaa K'e	\$23,237
Tsiigehtchic	\$20,083
Tuktoyaktuk	\$21,480
Tulita	\$25,246
Uluksaktok	\$33,321
Wekweeti	\$14,620
Whati	\$14,560
Wrigley	\$16,004
Yellowknife	\$3,250

Northern Lights

Meet Anna-Lee McLeod
from Aklavik (Beaufort-Delta region)



Q. Where did you grow up?

I grew up in my hometown of Aklavik where our motto is "Never Say Die".

Q. What made you decide to become a teacher?

I guess the first time I realized that I wanted to become a Gwich'in Language Teacher was when I was approached by a past Principal to fill a position here in Aklavik. That opened my eyes to a whole different view on the Aboriginal Language and how I could make a difference with our future speakers.

Q. What do you teach?

I teach the Gwich'in Language to students that are in Kindergarten to Grade 10.

Q. What do you enjoy most about teaching?

The thing I most enjoy about teaching is when I see the students singing, laughing and wanting to learn the language.

Q. How do you engage your students?

I try to engage my students through songs, stories, videos, on-the-land programs as well as traditional games and dances. We try to make learning as fun as we can, using laughter to rejuvenate our minds and bodies.

I Love My Language!

When I was first teaching the Gwich'in Language, it was so easy to teach the younger students who were eager to learn, and would sing and dance like no one was watching. As I got to the higher grades, the teenagers were a challenge, however anyone who knows me knows that I look forward to taking on a new challenges everyday. I had a group of students in grade 9 who were way too cool to learn how to sing the Canadian Anthem in the Gwich'in Language. So I thought, how can I make this a fun learning experience? After playing around with my keyboard one evening, I managed to sing the Gwich'in version of the Canadian Anthem to a rap tune and believe me, these teenagers laughed at first, but by the end of class I had them singing, laughing and wanting to learn more songs. The moral of my little story is to never give up on teaching our youth, every child just needs that extra love, encouragement and support to see a positive outcome in their daily learning.

Shigiinjik at'iinithan ! (I love my language!)

Northern Lights

**Meet
Martin
MacPherson**
from Colville Lake
(Sahtu region)



Q. Where did you grow up?
I grew up in Northern Ontario.

Q. What made you decide to become a teacher?

I became a teacher because my high-school guidance counselor said that there would be a demand for teachers following my graduation. Also, because I thought that my fun-loving and bright personality would make the job enjoyable. Also, because I had teachers that made learning pleasant for me and I thought that would be a rewarding job to have.

Q. What do you teach?

I am certified as a senior level math teacher. My favorite subject to teach is geography, which I minored in in university.

Q. What do you enjoy most about teaching?

What I enjoy most about teaching is staying connected with knowledge. Constantly teaching up-to-date information keeps me keen on current news.

Q. How do you engage your students?

I try and engage students by stressing the importance of trying their best at school. I try and get them to buy in to the system, that an education will provide them with a higher quality of life.

Equipping Students

Being a teacher is rewarding. Students become equipped to tackle the adult world. I help them become better equipped. That makes me feel that my life is important, since it helps others.

Student Financial Assistance for Teachers

Amanda Mallon, Professional Development Coordinator

The Department of Education, Culture and Employment (ECE) provides Student Financial Assistance (SFA) to eligible Northwest Territories (NWT) residents to assist with postsecondary education-related expenses.

Here are the guidelines:

- You have to be an NWT resident (living in the NWT for one year)
- You don't have to tell SFA that you are taking the course ahead of time
- The deadline to apply for Course Reimbursement is one year from the date you start the course
- Courses must be full credit, lead to a certificate, diploma, degree, etc at an approved post secondary institution
- The lifetime limit is \$5,000 per person
- Once the course is successfully completed, submit an official transcript showing the course completed; the SFA application; official receipts (tuition, books, fees, up to \$500 per course)
- You can take a maximum of two courses at a time

More information is available online at
<https://www.ece.gov.nt.ca/en/services/student-financial-assistance>



Students at Mezi Community School in Whati (Tlicho region) learn how to de-hair a moose hide for smoking, led by community member Therese Romie.

NWT Education Renewal Update

Photo: ECE-GNWT

New Health and Wellness Curriculum - Grades 4 to 6

After 25 years, a new Grades 4-6 Health and Wellness curriculum is being piloted in several NWT schools this year.

It is a cutting-edge curriculum, building on some of the best models from around the world and using collaborative inquiry, as an approach designed to engage students in their learning, in new and exciting ways. The approach is based on the understanding that simply knowing information about health issues does not create healthy people. Students taking responsibility for their health and wellness is a key goal of the curriculum.

This curriculum aligns with the Foundational principles and directions of Education Renewal, including:

- Many indicators tell us that young people in the Northwest Territories are not as well or healthy as they could be – indicating to us that there is an opportunity to change the way we teach health and wellness in order to provide students with the skills to play an active role in both their own and their community's health and wellness.
- The understanding that supporting the well-being of the whole person will have the greatest positive impact on overall academic success and positive life outcomes.
- Every student is different and everyone's educational journey is unique. The Health and Wellness curriculum is learner-centred, supports inquiry-based learning and is flexible to better meet the varied needs of our students.
- The curriculum does not focus on information about a collection of health issues but instead provides students with the tools, knowledge and skills to gather and evaluate knowledge on any health issue – and in fact to build knowledge in the field of health that is based on their own research and work. This develops life-long skills that are transferrable to many different parts of life.
- This may be a new way of approaching the whole area of health and wellness for students and teachers, and ECE will continue to support and work with school staff as the new curriculum is expanded into new schools and grades.
- Once the program is fully implemented for all Grades 4 to 6 students, it will be expanded to include Grades 7 to 9, followed by Junior Kindergarten (JK) to Grade 3.

For more information visit: www.nwteducationrenewal.ca, www.ece.gov.nt.ca or email: nwtedrenewal@gov.nt.ca

Skills 4 Success Update

In November 2016, teachers presented the Skills 4 Success *NWT Jobs in Demand: 15-Year Forecast Handbook* to their students in Grades 7 – 12. The Handbook identifies the NWT jobs in demand for the next 15 years. This information helps students consider their future career and postsecondary pathway, and to plan ahead while they are still in school, to select the right mix of high school courses to meet eligibility criteria of training and postsecondary institutions.

Sharing tangible information about NWT careers is one way of connecting with students about their future potential. When students see the path from classroom to career, it helps them realize that their efforts today do have a great impact on their choices in the future.

Teachers engaged their students in creative and innovative ways by using the Handbook for Grade 9 orientation and in CALM and CPP 9 programming. They supported jobsite online research with group presentations, promoted career scavenger hunts, and created new math lessons to analyze data, graphs, and related labour information.

Please continue to use the Handbook to facilitate meaningful and ongoing conversations with your students.



Government of
Northwest Territories

Strengthening Teacher Instructional Practices

Can redirected instructional time improve wellness and outcomes?

Dr. Curtis Brown is Superintendent for the South Slave Divisional Education Council and was named Canadian Superintendent of the Year (2011) by the Canadian Association of School System Administrators

Sarah Pruys is Public Affairs Coordinator for the South Slave Divisional Education Council

Reprinted from the Canadian Education Association

In the Northwest Territories, a newly negotiated initiative is giving schools the opportunity to redirect up to 100 hours of instructional time in their 2017-18 school year calendars, for teacher professional duties and collaborative planning. The N.W.T. is hopeful that this Strengthening Teacher Instructional Practices (STIP) initiative will result in improved staff and student wellness and achievement.

When we compare instructional hours, students in the Northwest Territories (N.W.T.) receive about four more years of schooling than their peers in Finland – and yet Finnish students’ achievement consistently ranks among the highest in the world¹, while N.W.T. students, the majority of whom are of Aboriginal descent, continue to lag behind their Canadian counterparts.

So why are Finnish students starting at age seven, in school for just 632 hours (elementary level) and 844 hours (secondary level) per year², and excelling in their core subjects, while N.W.T. students are starting a year or two earlier, in school for 997 hours (elementary) and 1045 hours (secondary) per year³ and not doing as well or better?

It turns out that the quality of instruction is more important than the quantity of instruction. Research does not support a relationship between instructional hours and student achievement, but it clearly shows that well-prepared, quality teachers do have a strong impact on student outcomes.⁴ “The amount of time spent in school is much less important than how the available time is spent, what methods of teaching and learning are used, how strong the curriculum is, and how good the teachers are,” states the OECD Educational Indicators in Focus Report (2014).⁵

While Finnish teachers spend fewer hours at the front of the classroom, they are able to devote more time to designing instruction and interventions that maximize achievement. They have time to ensure success, which strengthens their sense of efficacy and worth, and reduces the exhaustion and burnout.

Overwhelming Expectations

The professional expectations on teachers have expanded rapidly in the last few decades, with the change from a focus on teaching to a focus on ensuring student learning. Now, teachers must find time to work collaboratively to determine the essential learning outcomes (ELOs) in the otherwise bloated curriculum guides for each and every grade and subject, and to ensure that all students, even those who do not attend regularly, are making the best possible progress. To that end, teachers complete frequent pre- and post-assessments to know each student’s strengths and stretches in relation to the ELOs. With that information, teachers prepare evidence-based lessons that differentiate and maximize growth for each student. Further, the best teachers engage students and their parents in setting short-term goals for improvement.⁶

Education in the 21st century, and in Indigenous cultures, must take into account the whole person – teachers are expected to impart not only academic teachings, but also the values and skills that help a child grow into a competent adult. Teachers in the N.W.T. also build their programs on the foundation of Aboriginal culture, and deliver them in a more Indigenous way. And these skills, attitudes and world views – incorporating concepts like truth and reconciliation, self-regulation, resilience, and a positive sense of identity – take time to learn and understand.

Quality teaching and learning, as described above, is a monumental and insurmountable task in a 40-hour work week, considering that for the majority of that time (up to 30 hours) teachers are in front of the class (compared to 18 hours a week for Finland’s teachers).⁷ Teachers also prepare report cards, supervise children on their breaks, and are extensively involved in student extra-

curricular activities. The list goes on.

With so much to accomplish, N.W.T. teachers report working over 52 hours a week on average. If we take a moment to do the math, some teachers are working 2028 hours per year, compared to other government employees who average 1725 hours yearly. And that’s after their respective vacation times have been subtracted.⁸ It’s no wonder teachers feel increasingly stressed by their job demands. This phenomena is not isolated to the North – across the country, teachers are doing more while having less time to recharge. Teacher workload studies, conducted by teachers’ associations across Canada, consistently report that teachers work 50-55 hours each week.⁹

The N.W.T. STIP Initiative

Starting in the 2017-18 school year, as a result of negotiations between the N.W.T. Teachers’ Association (NWTTA) and the Government of the N.W.T. (GNWT), schools were permitted to submit proposals to redirect up to 100 hours of instructional time divided evenly between teacher professional duties and collaborative professional learning. This Strengthening Teacher Instructional Practices (STIP) time still ensures that students in all grades are in class for a minimum of 945 hours per year – a number still much higher than Finland, but more in line with the majority of Canadian provinces.

The STIP proposals require majority agreement of the school’s teachers, and further approval of the superintendent, the assistant deputy minister, and the president of the NWTTA. It is the locally elected District Education Authority (DEA) that approves the school year calendar, so the principal must ensure the calendar meets legislative requirements and receives the DEA’s approval.

How Schools Are Responding

Principals, teachers, and their local DEAs worked together to determine what would work best for the parents, students, and staff of each community. They analyzed past school attendance records and considered the implications that schedule changes could have on things

like busing and childcare. While schools were given the autonomy to determine how to redistribute the time, they were all required to approach the task with the same priority: to improve staff and student wellness and achievement.

For some schools, this means Friday afternoons free of student contact time, giving students an early start to their weekend and staff a chance to decompress as well as plan for the next week. For others, Monday mornings have the poorest attendance, making that the logical STIP time. And a few chose to attach full STIP days to holidays and other breaks through the year.

At Paul W. Kaeser High School in Fort Smith, classes used to begin at 8:30 a.m. sharp. But student attendance and tardiness is an issue in the mornings. So in 2017-18, students will begin their lessons at 9:10 a.m. as their teachers take the first 40 minutes to analyze student assessments, share strategies, and prepare more effective lessons. Principal Al Karasiuk, one of Canada’s Outstanding Principals in 2012 (The Learning Partnership), says, “We are going to work towards very specific data analysis – understanding the data, setting short-term goals to target learning outcomes, and ensuring that the kids are ‘getting it.’”

While the teachers are hard at work, students will be invited and bused to arrive early to school and enjoy a free hot breakfast and a slow start to their day in the foyer. Educational assistants will be available to supervise, tutor, and facilitate morning extra-curricular activities.

Karasiuk sees his proposal as a win-win for both staff and students. Teachers will have time to orient themselves for the day and collaborate with their colleagues, while the teens will be able to snag an extra half an hour of sleep or fill up on the oft-touted “most important meal of the day.” By the time the instructional part of the day officially starts, they are more likely to be rested, well-fed, and prepared to learn.

Deninu School in Fort Resolution, a small community of 500 Chipewyan people, kept the importance of teamwork at the forefront when redirecting 74 hours. The school has had success hiring educators who have been teaching internationally, in places as far away as China or South Korea, before deciding to return to Canada. But Beijing and Seoul are very different from the N.W.T., and when asked

for their feedback on how the hours might be redistributed, the current teachers reported that a few extra days near the beginning of the year to help ease them back into the Canadian curriculum, and to get support with the development of integrated year plans, would be helpful.

The other STIP days are dispersed throughout the year, in line with Deninu School’s planning cycle. Every four to six weeks, the staff will have time to meet and prepare for the upcoming units they will be teaching. “We chose to schedule full days of STIP time,” explains Principal Kate Powell, a co-recipient of a Premier’s Award for Excellence and a Ministerial Literacy Award. “To have meaningful conversations and collaboration, teachers suggested that we needed long periods of time. We plan to use the mornings of these days for collaborative planning, marking, assessing, and goal setting; and then the afternoons for teachers to work independently incorporating the morning’s learnings in the preparation of their units and lessons.”

The Value of Professional Learning Communities

Professional Learning Communities, or PLCs, have long been proven as one of the best strategies for ensuring all students learn at high levels. In what is touted as the largest ever evidence-based research in education, Hattie synthesized those factors that the research shows to have the greatest impact on student achievement, with Collective Teacher Efficacy ranking the highest.¹⁰

Frequent PLC meetings provide opportunities for teachers in similar grade or subject areas to work together to address challenges and share best practices, driven by actual classroom evidence. The result is stronger, more confident teachers who no longer feel isolated in their concerns about students or the curriculum. By sharing and learning together, teacher wellness and effectiveness is supported and enhanced.

Expected Results

A quick search of the Internet shows that teaching is often rated in the top ten most stressful professions, and our educators are facing increasingly high expectations in regard to unique student needs, cultural relevance, truth and reconciliation, accountability, testing, and student achievement.

As counter-intuitive as it may appear,

the evidence suggests that reducing instructional time can result in more effective instruction and in more students achieving their potential, provided the “found” time is used effectively for teacher professional duties and collaborative planning.

By giving teachers up to 100 hours of collaborative professional learning and working time throughout the school year to be more effective, we are hopeful that we can offset the high number of hours they work each year, while increasing their job satisfaction and well-being.

If the expected results occur, more teachers will be energized to come to work every day instead of feeling emotionally exhausted. Improved wellness should lead to less sick time and less money spent on substitute teachers (who are in extremely short supply or unavailable in most small outlying communities), resulting in a more stable, supportive environment for our students to grow. We are hopeful that the domino effect will include students being motivated to come to school, attending regularly, performing well on tests, and graduating in larger numbers.

The evolution of education demands a culture of both wellness and success in order for both staff and students to thrive. Along with the partners involved in this pilot project, we are keen to monitor and evaluate its effects on staff and student well-being and achievement.

Notes
¹ Programme for International Student Assessment, “PISA 2015 Results in Focus,” Organisation for Economic Co-operation and Development (2016). <https://goo.gl/TsLeC3>
² European Commission/EACEA/Eurydice, “Recommended Annual Instruction Time in Full-time Compulsory Education in Europe 2015/16,” Eurydice – Facts and Figures (Luxembourg: Publications Office of the European Union, May 2016). <https://goo.gl/OT4tpm>
³ Canadian Education Statistics Council, “Education Indicators in Canada: An International Perspective,” Statistics Canada (February 13, 2015). <https://goo.gl/GRcpUU>
⁴ J. Hattie, Visible Learning: A synthesis of over 800 meta-analyses relating to achievement, 1st edition, (London, New York: Routledge, 2009).
⁵ Organisation for Economic Co-operation and Development, “Education Indicators in Focus,” OECD (April 2014). <https://goo.gl/SLE2gv>
⁶ Adapted from the work of the DuFours in Learning by Doing: A handbook for professional learning communities at work, 3rd Ed. (Bloomington, Indiana: Solution Tree Press, 2016).
⁷ Kristen Lewis, “Lessons From Finland,” Scholastic. <http://bit.ly/2qBQg1c>
⁸ Government of the Northwest Territories, NWT Teacher Time and Workload Study (GNWT, January 2017). <https://goo.gl/9XT24A>
⁹ Compiled by C. Naylor, E. O’Neill, and K. Rojem, Teacher Worklife Research (BC Teachers’ Federation). <https://goo.gl/HJxsYq>
¹⁰ The larger the effect size, the more powerful the influence. Hattie concludes that an effect size of 0.4 is medium and 0.6 is large. His research shows an effect size of 1.57 for Collective Teacher Efficacy.

Catching Up NWTTA Members' Life Events

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

Congratulations to Sahtu members **Sheila and Michael Duclos** who welcomed two baby girls on August 18, 2017! Welcome to the world **Oriana** and **Odaya**!



Jill Taylor, Inclusive Education Program Coordinator in Hay River at the South Slave DEC and previously in Norman Wells at the Sahtu DEC passed away in the early hours of October 31, 2017 while in surgery.

Jill was a gifted and caring educator for 30 years in the NWT. All who knew Jill are devastated by her loss.

The photo at right is from Jill's induction into the NWT Education Hall of Fame in 2013.




Jill Taylor



CTF'S WOMEN'S SYMPOSIUM

Charlottetown, Prince Edward Island

Theme will explore women engagement and leadership in teacher organizations

 Canadian Teachers' Federation
Fédération canadienne des enseignantes et des enseignants

Hosted by the  Prince Edward Island
Teachers' Federation

Why is copyright important?

Just as you would want to protect anything that you own, creators want to protect their works. As students, we were all taught the value of original thinking and the importance of not plagiarizing the works of others. Since teachers use copyright-protected materials as well as educate the copyright owners and users of tomorrow, they have a unique responsibility to set the right example. The works of others should not be used without their permission unless the use is permitted by the Copyright Act. Teachers must be cognizant of the copyright status of resource materials in their possession.

What is fair dealing?

The Copyright Act provides that it is not an infringement of copyright to deal with a work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody, provided the dealing is "fair."

The following guidelines describe the activities that are permitted under fair dealing in non-profit K-12 schools and provide reasonable safeguards for the owners of copyright-protected works in accordance with the Copyright Act and decisions of the Supreme Court of Canada.

FAIR DEALING GUIDELINES

1. Teachers, instructors, professors, and staff members in nonprofit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course
 - a. as a class handout;
 - b. as a posting to a learning or course-management system that is password protected or otherwise restricted to students of a school or post secondary educational institution;
 - c. as part of a course pack.
4. A short excerpt means:
 - a. up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound

- a. recording, and an audiovisual work);
 - b. one chapter from a book;
 - c. a single article from a periodical;
 - d. an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - e. an entire newspaper article or page;
 - f. an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - g. an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
 6. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
 7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.



Excerpt from **Copyright Matters!** available in English & French at nwttta.nt.ca/publications/canadian-teachers-federation

Together We Can Grow Our Languages

Mâmwî Kîyânân Kakeh Pimâtositanaw Kipîkiskwewinew

Cree

Photo: T.Macintosh

What Teachers should know about Cree

Cree, which is part of the Algonquian linguistic language family, is recognized as an official language of the Northwest Territories (NWT) and its varieties are also spoken in parts of British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, and Newfoundland and Labrador. Speakers may refer to Cree itself, or one of its dialects/sub-dialects, by the terms Nêhiyawêwin, Sâkaw Nêhiyawêwin, Sakâwithiniwak, Bush Cree, Northern Woodland Cree, or Plains Cree.

According to the 2014 NWT Community Survey, there are a total of 275 territorial resident speakers of Cree aged 15 years and over residing in Fort Smith, Yellowknife/Ndilo, Hay River, Fort Simpson, and other communities (source: 2014 NWT Community Survey).

Writing systems for Cree include some of the same letters as the English alphabet, although a fair number of other letters are left out. Depending on the orthography, additional letters can include the S with caron (Š/š) that makes a “sh” sound, and the eth (Ð/ð) that sounds like the “th” in “that”. Long vowel length in Cree is marked with a macron (ō), circumflex accent mark (ô), or acute accent mark (ó) above the vowel, while short vowels don’t use any of these diacritics (o).

The NWT *Official Languages Act* protects the rights and privileges of speakers to access Government of the Northwest Territories public services utilizing Cree interpretation and translation and ensures the right to use Cree in the NWT Legislative Assembly.



Resources:

Cree (Standard Roman Orthography) Keyboard Layout.

Available at:

<http://www.languagegeek.com/keymaps/2013/algonquian/CreeSRO.pdf>

Keyboard layouts for the Northwest Territories.

Available at: <http://www.languagegeek.com/nwt/index.html>

NWT Bureau of Statistics – GNWT. *Language.*

Available at: <http://www.statsnwt.ca/language/>

NWT Metis Nation. *NWT Cree Language Program.*

Available at: <http://nehiyawewin.com/>

For more information visit: www.ece.gov.nt.ca

Government of
Northwest Territories

Did you know
there are **11**
Official Languages
in the NWT?
Learn more at
www.ece.gov.nt.ca
and stay tuned for
the next
newsletter for
another NWT
Official Languages
feature!

Northern Lights

Meet Kaitlyn Fox

from Behchoko (Tlicho
region)



Q. Where did you grow up?

Just outside of Kingston, Ontario.

Q. What made you decide to become a teacher?

I never intended to be a teacher. After university, work was scarce and I went overseas to teach English as a second language in South Korea. About half way through my contract I realized that I loved to teach. When I returned to Canada I went to teachers college and became an elementary teacher.

Q. What do you teach?

I currently have a grade 5/6 classroom.

Q. What do you enjoy most about teaching?

Those moments of connection when what I am teaching clicks with the kids and they GET IT. I also truly enjoy those moments of humour that occur in a classroom, so often unintentional, when the whole room erupts in infectious smiles and giggles.

Q. How do you engage your students?

By getting to know the students and what their interests are I can then tailor my approach to the curriculum. For example, I had a class one year that loved fairy tales, so we did a lot of literacy instruction using fairy tales. We built castles, then wrote persuasive writing pieces of whose castle was the best.

I Love Working with Students

I get asked a lot why I became a teacher and what it comes down to is I love working with the students. They always have a new way of looking at something that makes you stop and think, and that in a way teaches me as well. They have a unique perspective and boundless energy that makes me want to do better and learn more so I can answer all those questions they have.

Newsletter Trivia

Send your answers to the trivia questions below to news@nwtta.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 4, 2018



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

1. What band will be providing live music at the Social Night of the NWT Educators' Conference?
2. What is the deadline for Central Executive 2018-2020 nominations to be received at Central Office?
3. Which linguistic language family is Cree part of?
4. Who was Amy Wilkinson's grade 3 teacher?

Kelly Janes from École St. Patrick High School in Yellowknife (YCS region) won the September 2017 Newsletter Trivia!

Newsletter cover photo:

Dehcho and South Slave NWTTA Regional Executives and LROs arrive by float plane in Yellowknife for their Regional Orientation meeting on September 30, 2017.

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New to the North Educators Conference participants took part in a traditional activity of feeding the water on the dock in Dettah (above). Below, NWTTA Executive Director Adrien Amirault distributes tobacco for the water feeding ceremony to Katharine Brady, a new NWT educator at Alexis Arrowmaker School in Wekweeti (Tlicho region)



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