



NWTTA NEWS

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Are you interested in being on Central Executive?

Adrien Amirault, Executive Director

The NWTTA needs dedicated members to exist as a viable organization. One very important role that members can fill is to serve in Central Executive positions. The Central Executive oversees the business and operations of the Association on behalf of the membership. They also chair various committees, as well as having decision making authority for the affairs of the Association.

Four of the positions are voluntary. Three of these (Vice-President, Secretary-Treasurer and Member-at-Large) are voted in by the entire membership for two year terms every second March. The fourth volunteer position is the Regional Presidents' Representative, who is selected by the sitting Regional Presidents annually in October.

The position of President is a full-time paid position. The President is also voted in by the entire membership for a two year term in March. The President is only able to serve two terms, for a total of four years. Remuneration for the President is 150% of the class 6 step 12 grid placement of the GNWT contract. If the President is from a community outside of Yellowknife, relocation to Yellowknife from their home community will be provided. The person may also receive a small housing allowance if they need to keep a residence in the community they were teaching in. There are also a few differences in pay and benefits depending on the NWTTA contract group they are coming from. Basically they

keep the same benefits that they received as a teacher.

The Central Executive meets face-to-face three times a year in Yellowknife, have a number of teleconference meetings (some scheduled and others as needed), attend the Annual Meeting of Central Council (AMCC) in the spring and finally, attend the Regional Orientation sessions for their region in the fall.

They are expected to write reports on the committee work that they do, as well as receive reports from the staff of Central Office. For more specific requirements of each role please refer to Bylaws 6 and 7 of the NWTTA Handbook.

Any member can be nominated to run for the positions of Vice-President, Secretary-Treasurer or Member-at-Large. The Regional Presidents' Representative must be a sitting Regional President.

It is a requirement that a member nominated for the position of President have prior Regional and Central Executive experience.

Nominations are due by February 15, 2018. If you are interested in running and have further questions, please contact someone at Central Office, or call an existing Central Executive Member for specific advice on their roles. Contact information is on the back page of the newsletter and in your NWTTA Pocket Planner as well as on the NWTTA website.

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Update from the President Feedback on STIP

Fraser Oliver, President



In my many meetings with the Department of Education and Superintendents the one topic that takes the lion's share of our agenda is Strengthening Teachers Instructional Practices (STIP). The NWTTA has heard from our members about the Personal Professional Planning side of STIP (Days without students) where 89% of our members have told us that they feel the improvements in teacher wellness has been felt from slight to significant. As school staffs and superintendents start to plan for next year's Collaborative Learning Activities side of STIP, member feedback was needed. A report card of how teachers were feeling about these Collaborative Learning Activities was necessary.

The NWTTA has heard through member meetings that, "yes", there had been some successes, but there were also some challenges throughout the 2017-2018 school year. The NWTTA decided to survey the membership to have a better understanding of the successes or challenges, so if needed, positive adjustments can be made as we move forward. Members also had an opportunity to give anecdotal comments with their responses.

As well as the NWTTA member survey, superintendents were asked to share some details of what types of activities were occurring in their regions during the collaborative learning time of STIP. The idea was to share what was taking place across the different regions and give opportunities to schools that might be doing similar collaborative learning to connect and share activities and findings. These details of what was shared by superintendents can be seen on pages 4 & 5 of this newsletter.

Other topics discussed in meetings with Department of Education and Superintendents include:

- Social Media attacks on members
- Teacher Recruitment and Retention,
- Student Success Initiative (SSI)
- Housing
- Video surveillance in the classroom - Developing a policy

Hay River and Fort Smith are completing the final tasks as they are getting ready to host the 2018 Arctic Winter Games. Exciting times for both communities and I know many teachers are involved in coaching, organizing or volunteering for these games. Best of luck to both host communities. Go Team NWT!

Mahsi Cho

Fraser

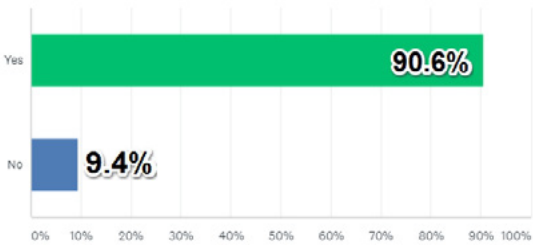
Survey Results STIP - how is it working in 2017-2018?

Online member survey conducted January 23-30, 2018. Full results have been published in Member Area of NWTTA website.

STIP time is divided into:

- - 50% Teacher Self-Directed Professional Duties
- - 50% Collaborative Professional Learning Practices (Superintendent/Principal directed)

Generally speaking, has the identified STIP time during the current 2017-2018 school year been split 50/50 as described above?



How would you rate your satisfaction with the COLLABORATIVE PROFESSIONAL LEARNING PRACTICES time at your school?

Region	Responded	Very Satisfied	Satisfied	Okay	Dissatisfied	Very Dissatisfied
CSFTNO	44%	8.3%	50%	25%	8.3%	8.3%
Beaufort-Delta	47%	27%	28.6%	23.8%	12.7%	7.9%
Dehcho	58%	24.2%	21.2%	27.3%	18.2%	9.1%
Fort Smith	46%	57.1%	23.8%	19.1%	0	0
Sahtu	34%	14.3%	23.8%	38.1%	19%	4.8%
South Slave	54%	25.7%	35.9%	20.5%	12.8%	5.1%
Tlcho	43%	51.7%	20.7%	24.1%	3.5%	0
YCS	68%	12.5%	28.1%	31.3%	17.2%	10.9%
YK1	36%	25.3%	38%	30.4%	6.3%	0
NWT-wide	46%	26%	30.2%	27.1%	11.4%	5.3%

SUCCESSES - what are some successes of the STIP Collaborative Professional Learning Practices time at your school?

Brainstormed ideas to engage parents---as a result 3X increase in parental engagement
Brainstormed ideas to increase literacy and aboriginal language engagement--as a result literacy levels are up and more kids are engaged with their language.

CHALLENGES - what are some challenges of the STIP Collaborative Professional Learning Practices time at your school?

The board level collaborative work is not very helpful. They have us working in vertically integrated groups within our school, while dictating how we spend this time. As a JK/K teacher, I am forced to collaborate on curriculum with the Grade 1/2 teacher. There is not much common curriculum. It is more distracting than helpful.

SUGGESTIONS - what are some suggestions for change to the Collaborative Professional Learning Practices time at your school?

To keep improving our use of it, we need to build the best teams we can and keep sharing and enhancing clarity of what effective collaboration looks like. We also need to ensure that paperwork is kept at a minimum so that as much time as possible is spent on improving teacher workload (the original reason for these days) and enhancing student learning efficiently.

Northern Lights

Meet Justin Heron from Fort Smith (Fort Smith region)



Q. Where did you grow up?
I grew up in Fort Smith and Winnipeg.

Q. What made you decide to become a teacher?
I became a teacher to give back to my community.

Q. What do you teach?
I am currently teaching Cree class at Joseph Burr Tyrrell Elementary School.

Q. What do you enjoy most about teaching?
I enjoy seeing the the joy on my students' faces when they learn new words and phrases in the Cree language, also when they tell stories of being able to talk to their family in the language.

Q. How do you engage your students?
I engage students by using a lot of humour and respecting who they are.

Rewarding To Do My Part
I chose to become a Cree teacher because my grandmother worked hard revitalizing the Chipewyan language, and my grandfather was a fluent Cree speaker and I wanted to honour both of my grandparents. I love what I do working with kids and Aboriginal language and culture, it is very rewarding to do my part to teach a new generation of Cree speakers.

Collaborative Learning Activities for STIP

What is happening across the NWT

Fraser Oliver, President

Superintendents were asked by the NWTTA to share some of the Collaborative Learning Activities occurring in their regions during STIP. This is the first of three years that schools in the NWT are living with our STIP agreement that was developed out of the last round of negotiations. As you will read below some schools are just starting on their journey to develop their collaborative learning plans while others schools are further along having been at this process for several years. There have been some challenges this year and many successes as well, but teachers, principals, superintendents and the NWTTA are committed to work together to make adjustments (if needed) and continue to move forward as we prepare for year 2 of our Collaborative Learning Activities.

Beaufort-Delta

1. Gamification: The effect on student motivation and performance at the post-secondary level. Computer games are increasingly part of the daily activities of Canadian students of all ages and while have been shown to support student motivation and learning, however, can be challenging to implement in the classroom. Gamification involves incorporating elements of computer games such as points, leaderboards and badges into non-game contexts in order to take advantage of the motivation provided by a game environment.
2. PLC Language Group: Goal - During the 2017-2018 school year, our PLC group will promote and increase the use of the Gwich'in and Inuvialuktun languages in the school community at East Three Secondary.
3. PLC Group looking at Coping Strategies for Students: Goal to provide a list of classroom interventions and materials to teachers to differentiate the classroom environment. Create a teacher resource kit for each classroom and then have small target groups to practice strategies. Target group is grade 8's.

Commission Scolaire Francophone (CSFTNO)

- PLCs - groupings
- Literacy - JK to Grade 6 - very structured - 4 learning sequences this year
 - Reading Apprenticeship - Grade 7 to 12
 - Technology - Team
 - Math - Grade 7 to 9

So far, it is working well. These teams meet every second Thursday for early dismissal. They also get dedicated PD opportunities with consultants we invite from different organizations.

Dehcho

All schools are working on the development of Professional Learning Communities as directed by the Dehcho Divisional Education Council using the information provided in the in-service training at the Orientation and on a subsequent webinar. As our school district is new to PLCs, there is a lot of work on the organizational/structural piece of this aspect of collaborative work.

All schools have also been working on the cooperative teaching component of the Inclusive Schooling Directive. The Regional Inclusive Schooling Coordinator has been supporting schools with this topic.

At Deh Gah Elementary and Secondary School teachers have worked on PowerSchool and Gradebook, Evaluation and Assessment, Planning, Dene language, Self-Regulation and Daily Five.

At Thomas Simpson School the staff work in PLCs on literacy and numeracy themes. Dene Kede and staff wellness were other topics.

Louie Norwegian, Kakisa and Chief Julian Yendo Schools arranged teleconferences to discuss and develop strategies using the Teacher Helping Teacher model and to share resources for the content areas. At Louie Norwegian School the teacher worked on PowerSchool and gradebook and Autism with the regional consultants. The Kakisa principal/ teacher used the other collaborative time for PowerSchool and Gradebook as well as visits to collaborate with staff at DehGah School in the area of student support. Additional collaboration time at Chief Julian Yendo School was spent on a school wide bullying prevention strategy, team teaching and self regulation.

Bompas Elementary uses the collaboration time for student writing and assessment of writing and school discipline.

At Charles Yohin and Charles Tetcho schools the main themes for the collaboration time were: improving literacy and numeracy competencies, self-regulation, student support planning and school improvement planning.

Echo Dene School established PLC teams who worked independently and then shared with the whole staff on the following themes: literacy, numeracy, attendance, culture and events, positive behaviour intervention and supports, and safe, caring and healthy schools.

Sahtu

During the 2017-18 school year, the Sahtu DEC has been working with principals to either implement or further develop the Professional Learning Communities in each school. The principals have identified a strong need to work on PLCs in their school in order to prepare teachers to work collaboratively during the STIP hours. Some schools have well established PLC groups who engage in regular, on-going professional dialogue. Other schools rather have the opportunity for professional dialogue. With

regularly scheduled STIP hours provided, the staff in each school now have dedicated time to work collaboratively on a myriad of topics, including student data, goal setting, instructional strategies and assessment.

In addition to the work on Professional Learning Communities and the collaborative work of teachers, each school takes part in various other activities, including:

- Chief Albert Wright School, Tulita
- Collaborative writing assessments
 - Working together on report card outcomes and comments
- ?ehtseo Ayha School, Deline
- Book review "Creating Thinking Classrooms" by Gini-Newman & Case.
 - Collaborative goal setting for improving literacy, numeracy, and student mental wellness
- Mackenzie Mountain School, Norman Wells
- Whole Region Writes collaborative marking
 - collaborative goal setting using data (writing, reading, and numeracy) and School Improvement planning
- Chief T'Selehye School, Fort Good Hope
- Whole School Writes collaborative assessments
 - Staff planning school activities, course delivery (at the high school) and school goals
- Colville Lake School, Colville Lake
- Collaboration to support a team-teaching environment
 - Sharing of best practices and instructional strategies

South Slave & Fort Smith

The STIP initiative this year has given us the time and opportunity to reinvigorate our Professional Learning Communities (PLCs) as a means to improving staff and student wellness and achievement. The focus of the South Slave collaborative learning teams, during the principal directed time, has been on the 4 key questions (credit to Solution Tree):

1. What do we want our students to learn? (Essential Learning Outcomes [ELOs])
2. How will we know if they've learned it? (common assessments)
3. What are we doing if they haven't learned it? (differentiation/interventions)
4. What are we doing when they've already learned it? (differentiation/interventions)

In our recent round of school visits and meetings with individual teachers, we have been particularly impressed with the ELOs teachers have identified, the assessments they are aligning to those ELOs and the innovative and effective ways that schools, collaborative learning teams and individual teachers are diligently setting goals, tracking results and then using that information to inform their next steps.

Tlicho

Our two smallest outlying schools had a change in principal at the end of the last year and many staff are new to PLCs ... accordingly, these schools are really working to build their knowledge and understanding of the solution tree model of PLCs and RTI. They are in the initial stages of doing so and I would suggest that the work reflects what the other three schools really worked on during 15-16/ 16-17 school year.

Our three larger schools (Mezi Community School, Elizabeth Mackenzie Elementary School, Chief Jimmy Bruneau School) are further along in this regard. Teachers continue to meet weekly to review student achievement of key curricular outcomes, to discuss instructional strategies that support student learning, and to identify necessary supports for struggling learners. Teacher teams are at various places of proficiency and comfort (as is to be expected) so we continue to support them at the level they're at. Likewise, our school-based support teams of principals, PSTs, and counselors (where available) are implementing an approach to tier two intervention support for students who are struggling to learn in the area of reading: for some students this is an oral language delay so collaborative teacher teams at those grade levels are focused there. The work being done in the tier one PLC teams directly informs the process of implementing tier two supports. These schools are very early in the process of implementing tier two systemically in their schools so it is a steep learning curve this year. Again, teachers are at various levels of knowledge, comfort, expertise and willingness in these next steps of the process – so again, the Board Office is working to support them where they are and to help them continue moving forward.

Yellowknife Catholic Schools (YCS)

Based on teacher input, Yellowknife Catholic Schools chose to go with full days for STIP this year. We were very excited to have gained an opportunity for our teachers to work together in moving forward with our district vision. Our teams are district based, rather than school based. Eight teams were established with each team focusing on one of the following topics: Daily 5/Daily 3, Innovative Learning Models, Indigenous Language and Culture, New Role of the PST, Curriculum Compacting, Play-Based Learning, Student Leadership and Inquiry Based Learning.

Yellowknife Education District No. 1 (YK1)

During our STIP time, YK1 teachers are focusing on using the model of Professional Learning Communities. Goals are set around student data and academic achievement. Teachers come together in common Grade level teams to collaborate on teaching strategies, lesson design and planning, based on the data collected by the team. As well, during our STIP time teachers are focusing on learning strategies for Mathematics & Science using inquiry based learning practices. Educational Assistants also receive professional development in areas of communication, visuals and strategies for supporting students with autism. These activities involve a combination of district level collaboration and school level collaboration.

Kate Powell

Canada's Outstanding Principal 2018

Congratulations to **Kate Powell**, Principal of Deninu School in Fort Resolution (South Slave region), for being one of **Canada's Outstanding Principals for 2018!**

Kate Powell is a committed educator who seeks to bring new experiences to her small isolated school.

Deninu School was facing issues of attendance, alienation, anti-social behaviours and high staff turnover. Kate's instructional and relational leadership, as well as her focused collaborative approach, changed expectations, practice and the school's culture.

Deninu School's student population is approximately 99% Indigenous and Kate has worked to include traditions, art, sports, language and activities in the school. Dene Elders are honoured and welcomed in the school and a new Our Language curriculum is being implemented.

There are expanded elective student courses including welding, exchange visits from other parts of the country and advanced courses available via video conferencing.

Kate is unrelentingly positive in making substantial differences to transform learning and success at the Deninu School and for her Fort Resolution community.

Canada's Outstanding Principals is awarded by **The Learning Partnership**, a national charity dedicated to enhancing publicly funded education to prepare students in Canada for a globally connected world by building partnerships between government, education and business.



Conference Corner

Upcoming Professional Development Conferences to Consider



Canadian Association of Principals Conference 2018
 St. John's, NL
 May 15-18, 2018
<http://www.capnl2018.ca/registration/>



2018 National Physical & Health Education Conference
 Whistler, BC
 May 17-19, 2018
<http://www.phecanada.ca/whistler2018>



EduTeach2018 Third Canadian International Conference on Advances in Education, Teaching & Technology
 Toronto, ON
 July 28-30, 2018
<http://educationconference.info/>

School Profile



NWTTA Region: **YCS (Yellowknife Catholic Schools)**
 Community: **Yellowknife**
 School: **École St. Patrick High School**
 Grade Range: **Grade 8 to 12**
 Student Population: **500**
 Staff: **40**



École St. Patrick High School staff
(not all staff available when photo taken)
 List below is name & home province/territory/country

Front Row (l-r)		Back Row (l-r)	
Heather Burns - NS	Kris Ballard - NB	Christian Methot - QC	Tobi Dusome - NS
Thana Rahim - Iraq	Stacy Applejohn - ON	Patricia Oliver - NL	Dianne Lafferty - ON
Don Reid - NL	Eletha Curran - PE	Scott Roos - BC	Jean-Yves Drouin - ON
Seana Stewart - NS	Alicia Larade - NS	Nic Rivard - QC	Deneze Nakehk'ó - NT
Catherine Coolen - NS	Emma Smith - ON	Rob Hart - NT	Michel Thoms - NL
Sam Tidd - NB		Thea Campbell - NS	Loralea Wark - MB
Brent Simmons - NS		Thomas McOuat - NT	Gerard Landry - NS

Together We Can Grow Our Languages

Mâmawi Kîyânan Kakeh Pimâtositanaw Kipîkiskwewinew

Gwich'in

Photo: T.Macintosh

What Teachers should know about Gwich'in

Gwich'in, which is part of the Dene-Athabaskan linguistic language family, is recognized as an official language of the Northwest Territories (NWT) and is also spoken in parts of Yukon and Alaska. Speakers may refer to Gwich'in itself, or one of its dialects/sub-dialects, as Dinjii Zhu' Ginjik, Teetl'it Gwichin, or Gwichya Gwich'in.

According to the 2014 NWT Community Survey, there are a total of 335 territorial resident speakers of Gwich'in aged 15 years and over living in the communities in the chart below.

Since 2013, the Gwich'in Tribal Council receives annual contributions from the GNWT to administer a Five Year Gwich'in Regional Language Plan to support local language revitalization goals:

- Preservation and transfer of the language: To ensure traditional language is passed on.
- Immersion in the language: To provide opportunities for community members to participate in our language.
- Community involvement and support: To allow participation in regional language activities and to encourage widespread coordination and support for language activities.
- Program and policy development: To ensure language programs are based on current evidence-based research.

Vision: In five years, the Gwich'in language will be revitalized and no longer critically endangered. Gwich'in citizens will live, breathe and speak Gwich'in.

Community	Number of NWT Gwich'in Speakers (15+ years old)	Proportion of all NWT Gwich'in speakers (15+ years old)
Northwest Territories	335	100.00%
Fort McPherson	120	35.80%
Inuvik	81	24.20%
Yellowknife/Ndilo	45	13.40%
Tsiigehtchic	32	9.60%
Fort Smith	13	3.90%
Hay River	13	3.90%
Aklavik	12	3.60%
Other communities: (Détah, Dettah, Enterprise, Fort Good Hope, Fort Resolution, Fort Simpson, Norman Wells, Tulita, Tuktoyaktuk)	19 Low number of respondents	5.70%

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!



Member Engagement Leads to Stronger NWTTA

Fraser Oliver, President

During the past two years of my term as President, the NWTTA has had two main focal points: Increasing Member Wellness and Increasing Member Engagement. Much has been done to increase member wellness with Starling Minds providing online sessions to address anxiety, the EFAP (Employee and Family Assistant Program) available for live 24/7 support and STIP (Strengthening Teacher Instructional Practices) providing Personal Professional Planning time for teachers to prepare lessons, assess student work and Report Card Days. STIP has helped to reduce workloads for our members as well. Today I would like to spotlight the second focal point, "Increasing Member Engagement".

Like member wellness, lots has been done over the past couple of years to increase member engagement, but we still have a little ways to go. At our last Annual Meeting of Central Council (AMCC) in April 2017, a new policy was passed by Central Council called "Effective Regions". The new policy encourages NWTTA regions to hold regular member meetings (minimum of four per year), foster and encourage discussion at these meetings, hold these meetings in an atmosphere of transparency and trust and promote active NWTTA membership.

As these meetings are open to all NWTTA members, I would encourage you to attend in person or join your LRO and call into the regional teleconference call. Only three of our eight regions, Fort Smith, YCS and YK1 can hold face-to-face meetings since all of their members live in the same community. The other five regions have a teleconference style meeting where regional executives, school LROs and other NWTTA members call into a teleconference and share concerns and information that is relevant to their NWTTA members. Central Office also attends in person if possible or joins the regional teleconference. At all NWTTA meetings, the President (me), Executive Director (Adrien) or Assistant Executive Director (David) are present to support members, answer questions, listen to concerns or issues and take direction from the members.

"As President of the NWTTA I place priority on listening to our membership and responding with openness, honesty and concern. I am committed

to engage, involve and include our membership in decisions that will impact the NWTTA's future and its members."

In my role as President I have made this quote my mission statement. Listening to members, working towards increasing teacher wellness and member engagement is important to me in my role as your President.

Let me give you an example of how members voicing their concerns and issues at these member meetings have impacted the present STIP Memorandum of Understanding that all NWTTA members are experiencing this year.

At these meetings, I have heard from members that some Collaborative Learning activities have in fact added to teacher workload and that some of these activities are not very engaging or seen as relevant by our members. Yet I have also heard of some Collaborative Learning activities are running very smoothly and are very engaging and relevant. This information was shared with all Superintendents and GNWT Department of Education, Culture and Employment (ECE) personnel at our STIP meetings. The information members shared with me was only shared with Superintendents and ECE from a territorial perspective and not by region or school. From these talks the NWTTA encouraged the Superintendents to survey their teachers to ask three questions:

1. What are some of the successes of the STIP plan to date?
2. What are some of the challenges teachers are experiencing?
3. What are some suggestions or changes needed to move forward?

By attending or calling into your regional member meetings, sharing your issues with Superintendents and ECE and being engaged in your NWTTA is important and makes us a stronger association.

Thank you for reaching out to me by email or phone when you need support. It is my honour to be your President, representing all NWT teachers territorially and nationally.

Northern Lights

Meet Steve Elms from Yellowknife (YK1 region)

Q. Where did you grow up?

Bay Roberts, Newfoundland

Q. What made you decide to become a teacher?

I've always wanted to be a teacher, even as a young child I recall creating tests and lessons for my younger brother.

Q. What do you teach?

I teach grade 4 at NJ Macpherson School, and am the Vice President of YK1 NWTTA Region.

Q. What do you enjoy most about teaching?

Seeing my students' eyes light-up when they understand something being taught.

Q. How do you engage your students?

I try to include a lot of hands-on activities, real world connections, and technology.

...and continue teaching my lesson

I did one of my internships at a school and the principal of the school planned on pulling a joke on my cooperating teacher. The principal had arranged for the students to stand on their chairs at a certain time and the principal would enter the classroom and be upset with the cooperating teacher. The principal didn't realize that I would be teaching the lesson at that time. The clock changes and the students stand on their chairs, I look at the teacher puzzled and he looks at me. The principal enters the room. I pull up a chair, stand on it and continue teaching my lesson. The principal became a close and dear friend and we chuckle about it to this day.



Food First Foundation

Tess Ondrack, Food First Coordinator

The Food First Foundation is a registered charity whose mission is to support food and nutrition education programs in NWT schools with the goal of encouraging a healthy population of children and youth for future generations. Over the course of the 2017-18 school year, we have provided funding to around 2,500 NWT students via support for snack and breakfast programs, purchase of kitchen equipment, our cooking program called Tastemakers and indoor gardening efforts.

We are always looking for new ideas and would love to support teachers and administrators in making them a reality! Some areas of interest to our organization include incorporating traditional foods into school food programs and working with elders and other community members to transfer traditional food knowledge to youth. If you have any ideas for the 2018-19 school year, please contact Tess at coordinator@foodfirst.ca.



FoodFIRST FOUNDATION



In lieu of sending Christmas cards during December 2017, the NWTTA has made a \$500 donation to the Food First Foundation (Tess Ondrack, Coordinator in photo with NWTTA President Fraser Oliver).

<http://foodfirst.ca>

Wellness

A partnership between the NWTTA and the GNWT Department of Education, Culture and Employment through the Education Renewal Initiative now provides access for members to the [Starling Minds Health and Wellness Online Toolkit \(Starling\)](#), developed specifically for educators by Dr. Andrew Miki and is based on Cognitive Behaviour Therapy (CBT). Starling is Canadian, based out of Vancouver, BC.

There is no cost to NWTTA members to use Starling and confidentiality and privacy are assured through this program.

More information on Starling, including introductory videos and how to create an account can be found in the [Starling section](#) of the Health & Wellness page of the NWTTA website.



Employee and Family Assistance Program (EFAP) is a negotiated benefit for NWTTA members from all three bargaining units (GNWT, YCS, YK1). This service provides 24/7 confidential support services for assistance with work, health or life concerns. An [EFAP brochure](#) is available in the [EFAP section](#) of the Health & Wellness page of the NWTTA website.

English Helpline: 1-844-880-9142

French Helpline: 1-844-880-9143

English & French
Hearing Impaired Helpline: 1-877-338-0275

Online Counseling: www.shepellfgi.com/ecounseling

Let us help

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

1.844.880.9142 TTY: 1.877.338.0275
workhealthlife.com

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

Laissez-nous vous aider

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

1.844.880.9143 ATS-ATME: 1.877.338.0275
travailsantevie.com

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

Northern Lights

Meet Lorna Jones-Martin from Inuvik (Beaufort-Delta region)

Q. Where did you grow up?

I was born in Twillingate, and raised nearby in Carter's Cove, Newfoundland.

Q. What made you decide to become a teacher?

I actually kind of detoured into teaching, after my first undergrad degree in science. Some university friends were leaning toward the education field and I decided to give it a try (and have never regretted it!).

Q. What do you teach?

I've been in the Special Needs/Student Support field for most of my career, but most recently have been involved with PowerSchool administration at the school board level as well as high school academic/career support.

Q. What do you enjoy most about teaching?

I really enjoy working with students as they discover their academic and personal strengths and how that develops into post-secondary planning. In recent years there has been a focus on relationship building with students and I feel that this is crucial for anyone working in schools.

Q. How do you engage your students?

Frequent check-ins with students lets them know that we care about them as well as being available to them as they need support in their studies and career planning.

High school friends surprised I'm a teacher

Most of my high school friends would be VERY surprised to know that I became a teacher as I was incredibly shy and introverted. As many teachers will tell you though, it's a lot easier to speak in front of a group of students than a group of your peers!



You're coming to the conference February 19-21!

Here are some things you need to know

This information is for NWTTA members only. Non-NWTTA delegate information would come from the person's employer.

How/when will I receive my conference session schedule?

All conference delegates will be required to wear a provided **name tag** during the conference to gain access to venues. Your final sessions schedule will be included with your name tag.

Yellowknife Delegates:
Will receive their name tags through their LROs during the week of February 12

Out-of-Town Delegates:
Will receive their name tags on check-in either at the airport on arrival, or at your hotel in Yellowknife

If you are from out-of-town and not staying at a hotel or have not received your name tag prior to February 16, your name tag will be at the conference registration table at St. Pat's/Weledeh School prior to the keynote beginning. The registration table will open at 7:30 am on Monday, February 19. The Keynote will begin at 8:30 am.

I'm flying to the conference; when/how will I receive my flight itinerary and hotel information?

All flight schedules and hotel information has been provided to LROs to share with members at their schools/work sites. Please ask your LRO for your flight and hotel information. If your LRO does not have your flight or hotel information, please contact Amanda Mallon (pd@nwtta.nt.ca / 867-873-5759)

Delegates are flying to Yellowknife on both scheduled and charter flights on seven different airlines: First Air, Canadian North, Air Tindi, Northwright, Aklak Air, Simpson Air, South Nahanni Air

Some delegates are driving to Yellowknife for the conference - their hotel information was included on the list provided to LROs.

Flight/Luggage Information

Be prepared to show a piece of government issued photo identification when checking in for your flights. Each airline and flight has its own weight/balance restrictions. If the luggage allowance for your flight is known by the NWTTA, it was included on the flight/hotel information provided to LROs. For those people flying on a charter, know that you may be required to weigh in at check-in for the airline to ensure the flight operates safely within aircraft capabilities. Your flight may not have luggage/cargo capacity to carry back items you purchase in Yellowknife; check with your airline for your luggage allowance if necessary.

Most flights will be met by an NWTTA conference representative who will direct delegates to shuttle busses once you collect your checked luggage. You will need to know which hotel you are staying at. If nobody from the NWTTA meets your flight, please take a taxi to your hotel, requesting a receipt from the driver. Save the receipt as you will be able to claim the expense after the conference is complete.

I'm staying at a hotel. What do I need for check-in?

You need to know which hotel you're staying at. There will not be lists at the airport to direct you.

Delegates are staying at seven different locations: Explorer Hotel, Chateau Nova, Days Inn, Capital Suites, Embleton House, Anderson Thomson Tower, Watermark Tower.

The hotel room and taxes for all delegates are being direct-paid by the NWTTA.

When you arrive at the hotel most will require a piece of photo identification to confirm your identity to the name on the booking. The hotel will also request a credit card from you for any charges to your room. If you do not have a credit card to provide, the hotel will lock out the telephone in the room and you will not be able to charge anything to your room (bills from the hotel's lounge and/or restaurant). If you provide a credit card and charge items to your room, when you check out those items will be charged to your credit card. If you do not charge anything to your room, you will not owe anything to the hotel at check-out.

Am I getting per diems?

All GNWT members from outside of Yellowknife will be receiving per diems. Per diems are being paid through Electronic Funds Transfer (EFT)/direct deposit. If your EFT Directive information has been provided to the NWTTA Finance Office (finance@nwtta.nt.ca) by February 9, once your arrival for the conference has been confirmed, your per diem will be deposited on the first day of the conference, Monday, February 19. If your EFT information is not provided by February 9, your per diems will be paid out **after the conference** is complete.

Most per diem recipients will receive: \$375 (3 x \$100 overnight in NT, no meals provided + 1 x \$75 no overnight in NWT, no meals provided). If your conference registration indicated that you did not require a hotel room, you will receive \$50/night (\$150 total) for private accommodations. If you requested a private hotel room (all requests have been accommodated), your per diem will be reduced by \$95/night (3 x \$95 = \$285).

Am I able to claim expenses incurred during the conference?

Some expenses can be claimed by GNWT members. A Conference Expense Claim Form will be available online prior to the conference and printed copies at the conference registration desk. **Receipts are required for all claims.** Conference Expense Claims will be processed after the conference is complete and reimbursed through electronic funds transfer.

Here is what IS eligible for conference expenses:

- taxi to/from airport in home community and taxi to/from airport-hotel in Yellowknife if no shuttle bus was provided
- child care to a maximum of \$25/day
- those from outside of Yellowknife who are driving to the conference (no receipts required - payment will be based on GNWT distance grid)

2018 NWT Educators' Conference

Countdown to February 19-21

Amanda Mallon, Professional Development Coordinator

We're so looking forward to seeing you at the NWT Educators' Conference!! By this time, each NWTTA member should know your workshop choices and have purchased your social ticket if you wish to attend, your travel plans to and from Yellowknife and where you will be sleeping and for some of you, who your roommate will be. If you are not attending, your Alternative PD plans have been submitted.

I want to take this opportunity to thank the conference committee for all their assistance in choosing and classifying sessions, advising on choices, providing back up when needed, you'll see some of them greeting you on arrival.

OUR STUDENTS
OUR NORTH
OUR SUCCESS

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



Members of the 2018 NWT Educators' Conference committee are: Caroline Roux - YK1; Colin Pybus - Beaufort-Delta; Devin Roberts - South Slave; Jenny Reid - YCS; Karen Gelderman - Tlicho; Lea Lamoureux - Kaw Tee Whee; Pam Walsh - Fort Smith, Val Gendron - Dehcho and Crystal Blackler - ECE. We have also hired Bottomline Event Planners - Lona Collins, Lisa Tesar, Shannon Graf and Rockstar website coordinator, Sarah Camsell.

The story behind William McDonald School Anti-Bullying Video

Teresa Martin, École William McDonald Middle School student

“Step up, so others don’t get stepped on.”

Our school objective is to raise awareness of important causes, such as bullying. In creating this video, we are now one step closer to our goal:

A bully-free school!

Where everyone is accepted and valued as they are.

So, École William McDonald Middle School (WMS) Me to We team decided to create this video. Which is impactful yet positive.

There is a significance behind our video idea.

By covering our faces, we demonstrate the harsh effects that victims endure every day. They all feel weak, worthless and unvalued. Bullying is a terrible cycle.

“She was the dark alleyway, I dared not go.” Poem - Lana Sanders

BUT...

HOPE can be found! There is hope at the end of every tunnel!

By taking down our hands, we broke down those walls. We stood up for ourselves. We spoke up to the bully and we found peace!

We all deserve to be treated with respect. No one ever should be treated in any other way.

Our next step is the “Letter to a Stranger” campaign. As a school we will be writing these letters. Then posting them around Yellowknife. These letters will be addressing causes in our society.

Nothing would have been possible without the ongoing support of the WMS Me to We group. Also with our amazing videographer Allison Ansty. Finally, with the constant help of Melanie Parisella, our advisor, and mentor.

Thank You!

Be You. Be Brave. Be Heard.

Let’s End Bullying Together!

Bully
by: Lana Sanders

She was my shadow
She was my big down fall
She was the weight that is bringing me down
She was my dark alleyway where I dare not go
She was always making sure that I do not get my way
She was making me seem like I do not matter when I do
But no more
I stood up for my rights
And I spoke from the heart
I said my piece
And now I am free
So speak up

PDF newsletter: [click on below image to view video](#)
Paper newsletter, video URL: <https://goo.gl/8LWbAi>



Created by Team:



William McDonald School, 2017-18

LAST CALL!
REGISTER BY FEBRUARY 28th, 2018
China Odyssey Tour
Beijing to Shanghai with Yangtze River Cruise
July 17, 2018 | 14 days
CONTACT MELISSA HERNANDEZ AT 867.766.6003 OR MELISSA@TOPOFTHEWORLDTRAVEL.COM FOR DETAILS.

Inclusions in tour:

- 13 nights hotel accommodation (4 star) as per itinerary based on twin share
- All transfers/transportation is by private, air-conditioned coach with driver/guide
- Arrival meet & greet guide assistance, departure guide assistance
- Meals as indicated on itinerary (B-full breakfast, L-Lunch, D-Dinner) includes daily breakfast, 12 lunches and 7 dinners
- Full board on Yangtze Cruise with shore excursions and balcony cabin
- Sightseeing and admissions as per the itinerary
- Local taxes on accommodation and sightseeing tours
- English speaking local guides & English speaking national guide
- Domestic flights within China including air tax

Exclusions in tour:

- Early check-in & late check out of rooms (standard check-in time is 2PM / check out 10AM)
- Travel Insurance
- Visa/passport handling fees
- International airfares, departure taxes and fuel surcharges, seat Selection
- Personal items
- Optional tours
- Meals unless listed in itinerary
- Tips and gratuities
- National guide

Land Only Package \$3900 CAD

** Price may vary depending on final group size.
Based on double occupancy, per person including taxes and service fee.
Single supplement available for additional \$1415.00 CAD per person. Gratuities are extra and can be prepaid at \$275 CAD per person. Airfare from Yellowknife and Vancouver are yet to be determined, however departure date will be July 16th, 2018. Final airfare cost will be available at the time of booking.

Optional tours:

Beijing – Western Dinner followed by Martial Arts Performance \$140 CAD per person
Beijing - Local Village visit and Dumpling Making Experience \$110 CAD per person
Beijing – Western Dinner followed by evening walking tour at the market \$115 CAD per person
Xian - Tour the Ancient City Wall by bicycle \$95 CAD per person
Xian - Noodle Making Experience (at the Friendship restaurant inside the Terra Cotta Warriors) \$10 CAD per person
On Cruise - Optional tour to White Emperor City – paid locally. RMB 290 – approx. \$50 CAD per person.
Upgrade meals to Western Dinners also available at extra cost (varies by location).



GNWT50

1967-2017

2017 marked an important milestone in the history of the Northwest Territories - fifty years since the seat of the Government of the Northwest Territories moved from Ottawa to Yellowknife. This move brought government thousands of kilometers closer to the residents it was meant to serve and changed the way people interacted with their government.

The staff at the Department of Executive and Indigenous Affairs set out to commemorate this anniversary, with a focus on three priorities:

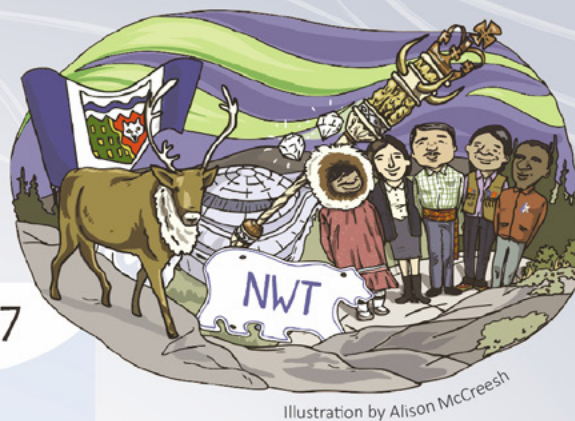
1. Create something that was easy to access and share.
2. Involve GNWT staff and NWT residents in the process.
3. Focus on the role of public servants in shaping the government and delivering the services residents depend on.

The result is **GNWT 50 – One government, many stories**, a web-based, self-directed journey through the history of the GNWT. Brought together by the signature style of NWT artist Alison McCreesh, this scrapbook-like collection presents a collage of facts, personal stories, photos and video that will both inform and entertain.

GNWT 50 – One government, many stories is available in both English and French. Visit <http://gnwt50.eia.gov.nt.ca/storybook> to view the project.

Teachers may be interested to know that the digital project is organized by theme, with 14 “chapters” covering a wide variety of subjects, including:

- the move from Ottawa • territorial symbols
- geographical, technological and jurisdictional changes
- regional infrastructure and operations
- language and culture • political development
- meet residents and public servants who share their memories
- view a variety of archival documents, photos and videos



The Government of the Northwest Territories (GNWT) commemorates its 50th in digital style

VISIT

<http://gnwt50.eia.gov.nt.ca>
where teachers and students
can view the digital project
and access other GNWT 50
information and resources.
You can even test your
GNWT knowledge by taking
an online quiz!



Understanding Your Professional Judgement

A Perspective from the Elementary Teachers' Federation of Ontario

David Murphy, Assistant Executive Director

Recently I attended the Canadian Teachers' Federation National Staff Meeting and had the opportunity to participate in a number of professional development opportunities. One of these opportunities was a presentation by the Elementary Teachers' Federation of Ontario (ETFO) with a focus on teacher professional judgement. ETFO had been advocating for the recognition of teacher professional judgment for years, especially in the areas of assessment and reporting.

ETFO has been successful in having the definition of teacher professional judgement included in their collective agreement. Their definition of teacher professional judgement is as follows:

“Professional Judgement shall be defined as judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.”

ETFO believes the inclusion of this definition in their collective agreement is a significant win for the teaching profession as it supports their members in making decisions based on their knowledge of assessment and recognizes the value of their members' wisdom and experience in all areas of their teaching practice. ETFO provincial staff have prepared resources and workshops to support their members in developing a deeper awareness and understanding of professional judgement and how to exercise it.

One ETFO document, “Understanding your Professional Judgement”, is designed to assist teachers understand that professional judgement is an important concept for educators and that it is a right that comes with responsibility. ETFO believes it is important for their members to understand what professional judgement means, when it may be exercised and what steps to take if they believe their ability to use professional judgement is being curtailed. Another document also produced by ETFO is a parent pamphlet, “Teacher Professional Judgement Matters”, in which it explains to parents that teachers using their professional judgement contributes to building better schools.

To help you clarify professional judgement, please download the ETFO pamphlet, **Understanding Professional Judgement, 2016**. The document explores the legislative requirements of teachers' roles in areas where there is little room to exercise professional judgement. It also explores those areas where teachers may make conscious decisions based upon their professional judgement. A chart is included in the booklet that provides an overview of some areas which raise issues of professional judgement that teachers may be called upon to exercise.

The chart below contains examples from the online booklet that illustrates where teachers may or may not have room to exercise professional judgement depending on the circumstances. If you have an opportunity to download and read the booklets, please take time to reflect on the professional judgement decisions you make in your current situation. I would welcome any feedback about this topic that you would like to share with me.

These are generally considered to be examples of areas where there may be LESS room for the exercise of professional judgement depending on the circumstance.	These are generally considered to be examples of areas where there may be MORE room for the exercise of professional judgement depending on the circumstance.
Following legislation (Education Act, human rights, health and safety, etc)	
Following school budget and board spending guidelines	Determining the specific items you wish to purchase for your classroom based upon board/school spending guidelines
Following Individual Education Plans	Implementing the strategies for differentiating instruction and assessments
Teaching the curriculum for the subjects	Determining the instructional strategies and appropriate technologies to deliver the curriculum
Completing lesson plans and long-range plans	Determining the format and content for lesson plans and long range plans
Attending meetings with school administrators	The timing of meetings with administrators
Following the school or board assessment and evaluation guidelines	Choosing the frequency, timing, methods and types of assessment and evaluation used to measure student learning.

How do I get involved with the NWTTA?

Fraser Oliver, President

There are many ways NWTTA members can get involved in the Association. One of the most important roles members can perform to be involved in the NWTTA is to participate in **regular member meetings**. Each region holds regular member meetings. Some, like Fort Smith and the two Yellowknife regions, can hold a face-to-face meeting with all their members as they are in the same communities. The other five regions hold their member meetings by teleconference call, where the LRO and members call in and the meeting is conducted over the phone.

Members can also be involved by simply filling out any **surveys** they receive from Central Office. It is important for members to share their concerns or issues with other members and their Regional Executive. The more our membership is engaged, involved and included, the stronger the Association.

Members may also want to get involved in the Association by taking on a leadership role, as listed below:

Elected Positions:

1. Members can run for Central Executive positions for a two year term (2018-2020). Nomination deadline: February 15
2. Members can run for Regional Executive positions for a one or two year term. Elections will be held regionally in April or May 2018.

Local Receiving Officer (LRO):

Selected by the school staff.

NWTTA Committee Member - Appointed positions for a 2 year term. Members can put their names forward to serve on any of the NWTTA's Committees. An application notice to forward your name to Central Office will be sent out in March 2018. See committee list below:

1. The following are the NWTTA **Standing Committees**: Indigenous Educators and Leadership Council, Curriculum, Discipline, Finance, Legislation, Professional Relations, Public Relations, Status of Women, School Administrators' Council, Small Communities and Teacher Welfare.

Northern Lights

Meet
Jessie Campbell
from Tulita (Sahtu region)



Q. Where did you grow up?

Tulita

Q. What do you teach?

I taught for six years and I am currently the regional TLC coordinator for the Sahtu Divisional Education board.

Q. What do you enjoy most about teaching?

I enjoy watching students learn their language and culture. Watching the smiles when the student is successful

Students need to know their identity

I really believe that students need to know their identity to be successful. Teaching students about their language and culture and to be proud of who they are is one of the most satisfying achievements that I have known. Teaching a child "ayí duwe".

2. The following are the NWTTA **Ad Hoc Committees**: Property Management, Wellness.
3. The following are the NWTTA **Joint Committees** with ECE: Central Professional Development, Student Success Initiative, NWT Teacher Qualification Service.

Members are always welcome to contact Central Office with any questions or concerns they may have.

For more information on how you can get involved in the NWTTA you can visit our website or contact NWTTA President Fraser Oliver.

Email: fraser.oliver@nwtta.nt.ca

Office: (867) 873-8501

Mobile: (867) 447-3636

Holiday Meals in Norman Wells

Mackenzie Mountain School (Sahtu region) teachers Jeff Milligan and Gregor McGregor started a food bank for Norman Wells this year. For the 2017 Christmas season they were able to distribute twenty full holiday meals to community members that needed a bit of extra help.

The food bank program is possible thanks to donations from local organizations, students, staff at the school and community members. The first food bank was hosted in the fall of 2017 for Thanksgiving.

Jeff decided to start the program after reading about social justice and poverty in his Masters class while studying at Memorial University.

A message from Jeff:

"The North has been extremely good to me during my seven years here and I thought it was time to try to give back a bit on a local level."



Teacher Jeff Milligan with his wife Janelle at the Thanksgiving food bank

Northern Lights

Meet
Gizelle Gaudon
from Yellowknife (YCS region)



Q. Where did you grow up?

I grew up in a small town in western Newfoundland called Port au Port. I moved to Yellowknife in January 2000 and have been here ever since.

Q. What made you decide to become a teacher?

When I was little, I often played school with my dolls and teddy bears...must have been destiny!

Q. What do you teach?

I have taught grades 2-7 at École St. Joseph School and Weledah Catholic School. I am currently the Literacy Support Teacher at Weledah Catholic School.

Q. What do you enjoy most about teaching?

Like most teachers, I enjoy that moment when a student realizes they can read, add, subtract or accomplish something they have been working on. Those moments, in such a busy and fast paced workplace, are what make the career rewarding. As my career progresses, it is great to see former students in the community starting their careers.

Q. How do you engage your students?

I enjoy integrating technology in my classroom and finding ways for students to show their learning through technology tools. I enjoy having students collaborate on projects and gain independence on tasks in the classroom. When students are interested in what they are doing, they become engaged in their work. I try to make their assignments applicable and relevant to them.

I Feel Fortunate

I've learned so much from students and teachers while working in the north. I saw a note on a colleague's desk some years ago that said "I am the only grade 3 teacher they will have". I think about this message often. The impact of the relationships we develop with students is long lasting and an important part of teaching. I feel fortunate to have met and worked with so many wonderful students!

NWT Education Renewal Update

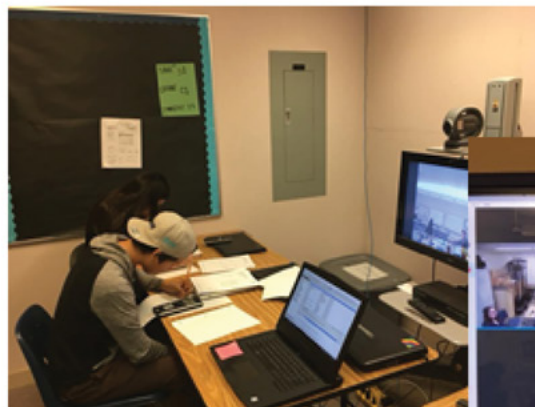
Northern Distance Learning

The NWT Northern Distance Learning initiative started in 2011, to provide academic (dash 1/-1) grades 10-12 courses to small community school students. Before Northern Distance Learning was introduced, the only options for small community school students to take academic (-1) courses was to take the course(s) in a class where often both -1 and -2 courses were taught at the same time or to enroll in Alberta Distance Education course.

Northern Distance Learning course delivery uses a synchronous approach to learning through the use of video-conferencing where students from the communities dial into a live class that is being taught by teachers at East Three Secondary School in Inuvik. The program also incorporates an asynchronous learning method, where students log into a Learning Management System called Moodle which has course material uploaded ready for them to learn on their own.

Northern Distance Learning gives NWT small community high school students the opportunity to get the day-to-day instruction and guidance from teachers who are subject experts while still receiving support from their home community school. As a result, the success rate of student completion within these grades 10-12 academic courses has been very high. Specifically, 71% of students who have registered for a grades 10-12 (-1) Northern Distance Learning course have completed and passed the course.

Ulukhaktok, Tuktoyaktuk, Aklavik, Fort McPherson, Fort Good Hope, Fort Liard, and Fort Resolution. Expansion of Northern Distance Learning will continue over the next three school years beginning in 2018-2019 to include a total of 20 small community schools.



A student participating in Northern Distance Learning and their colleagues on the screen.



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

Government of
Northwest Territories



Catching Up NWTTA Members' Life Events

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

Congratulations to the following GNWT NWTTA members who recently received their Masters in Education:

Denise Lipscombe (East Three Secondary School, Beaufort-Delta region) - Maîtrise en éducation administration Université de Saint-Boniface

Matthew Miller (East Three Elementary & Secondary Schools, Beaufort-Delta region) Masters

in Educational Leadership and Administration from St. Francis Xavier University

Michèle Tomasino (Mangilaluk School, Beaufort-Delta region) Master of Education in Curriculum Studies from the University of Victoria. The title of her thesis is First Nations Earth Science 11: Place-Based Secondary Science Education Incorporating Indigenous Knowledge

Rosa Mantla (Tłıcho CSA, Tłıcho region) - Master of Education, Tłıcho Worldview: The Role of Language in Tłıcho Puberty Camps from University of Victoria

Please send updates of any significant Professional Development achievement to Amanda Mallon (amanda.mallon@nwttta.nt.ca)

GNWT Education Leave Application Deadline: March 1, 2018 at 5:00 pm

Amanda Mallon, Professional Development Coordinator

A GNWT teacher with four (4) or more continuous years of teaching experience as a NWTTA member with the Government of the Northwest Territories may be granted Education Leave for professional purposes for one (1) year to attend a recognized accredited institution for additional education and training on a full time basis. There are basically three different categories of Ed Leaves:

1. Education Leave With Allowances (LWA) Onsite year of study

The NWTTA member leaves their teaching home community to attend the educational institution, the member shall receive:

- tuition
- travel and removal expenses from their place of employment to the location of the educational institution
- return travel and removal (out and back at 1.5 removal from Article B3) expenses to their place of employment.
- an allowance of sixty percent (60%) of current salary or sixty percent (60%) of Category V maximum on the GNWT salary grid, whichever is the lesser.

2. Education Leave With Allowances (LWA) Online year of study

The NWTTA member arranges to stay and study via distance while in the geographic region of the NWT, the member shall receive:

- tuition
- an allowance of seventy-five percent (75%) of current salary or 75% of category V maximum on the GNWT salary grid, whichever is the lesser.
- no travel and removal expenses.

3. Education Leave Without Allowances (LWOA)

The NWTTA member leaves their home to attend the educational institution, the member shall receive:

- tuition
- return travel and removal (out and back at 1.5 removal from Article B3) expenses to their place of employment

GNWT NWTTA members are reminded that the deadline to apply for Education Leave With and Without Allowances for the 2018-2019 year is March 1, 2018 at 5pm.

Online newsletter: Click here for information about the leaves

Click here for Application Form Click here for Scoring Rubric. Printed newsletter: to receive the Application Form in MS Word format or for more information, contact Amanda Mallon at pd@nwttta.nt.ca, Phone: 867-873-5759

NWT Education Renewal Update

Photo: ECE-GNWT

Literacy in the Disciplines—NWTLitD

Why literacy in the disciplines?

Many of our students are struggling with comprehending complex texts across the curriculum. The focus of literacy in the disciplines is on supporting students to comprehend texts across the disciplines of English, French, science, mathematics and social studies, and to develop resiliency and confidence in their ability to deal with the challenges they face in their reading and learning.

What is literacy in the disciplines and how does it work?

Literacy in the disciplines is a holistic approach to reading, built on a framework that includes the personal, social, cultural, cognitive and knowledge-building dimensions of learning in order to create a strong community of learners in the classroom. The approach includes classroom routines, protocols and strategies that clearly and effectively support students to gradually take ownership of their reading and comprehension, resulting in higher levels of engagement and self-confidence.

By following specific strategies, teachers model their own thinking and self-talk during reading, taking the students inside their reading process and helping them to understand that reading is not automatic or passive. Reading should be experienced as a dynamic activity, which includes thinking, frustration, wondering, confusion, joyful 'aha' moments and connections. Students develop metacognition to become aware of their own thinking process during reading, so that they can confidently deal with road blocks and challenges to their understanding and be resources for one another.

The benefits of an evidence-based approach

This approach was initially developed in the United States as Reading Apprenticeship and has been thoroughly researched for many years.

The positive impact in classrooms includes higher levels of comprehension, engagement, and reading scores reported in both the United States and in Manitoba, where it has been used for the past eight years.

What if I want to learn more?

If you want to learn more, contact your school literacy coach or your regional literacy coordinator to find out about NWTLitD or participate in the sessions offered at the NWTTA Educators Conference in Yellowknife in February by Shelley Warkentin and Daniele Dubois-Jacques and visit the NWTLitD booth!



Learning potential is developed through literacy in the disciplines by making connections between the personal, social, cultural, cognitive and knowledge-building dimensions of classroom life.

Government of
Northwest Territories



Northern Lights

Meet Angie Fabien

from Fort Resolution (South
Slave region)



Q. Where did you grow up?

I grew up in Fort Resolution, N.T.

Q. What made you decide to become a teacher?

I've worked with education for 23 years, starting as a janitor, then worked with special needs and culture instructor. I set up summer, winter, spring camps. I was offered the Aboriginal language position. Our language had been shelved with only a few elders speaking Chipewyan. I was part of a team who won an award for publishing a Chipewyan dictionary to revitalize the language. Our language has been brought to life with our students, parents and non-Aboriginal staff.

Q. What do you teach?

I teach the Chipewyan language.

Q. What do you enjoy most about teaching?

I enjoy teaching my Chipewyan language and when I teach, I teach from my heart. It's a challenge, and I enjoy the challenge, making a difference in students' lives, to hear little Junior Kindergarten students to grade 12 speak. I always tell my students to be loud and proud of who they are as Dene people.

Q. How do you engage your students?

I engage my students by using different strategies such as hands-on, visuals, audio, reading, writing, singing, playing games.

Using their language, giving back

I experience great joy when parents and grandparents tell me their child is using the language at home, teaching their younger brothers and sister. Students can say their opening prayer and sing Christmas songs at the elders' Christmas feast, giving back to the elders. In our community we have a saying *eschia*, meaning 'take it easy'. Mársi cho. Thá huná. Thank you. May you live long.

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: March 5, 2018



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

1. How is STIP time divided 50/50?
2. Who is one of Canada's Outstanding Principals for 2018?
3. What is the Food First Foundation's cooking program called?
4. What is the deadline for nominations to be received at Central Office for Central Executive 2018-2020?

Kirstin Prescott from École Sir John Franklin High School in Yellowknife (YK1 region) won the December 2017 Newsletter Trivia!

Newsletter cover photo:

2015 NWT Educators' Conference participants during outdoor activity session.

2016-2018 Central Executive

Fraser Oliver

President

fraser.oliver@nwtta.nt.ca

Matthew Miller

Vice President

beaufortdelta@nwtta.nt.ca

Lenny Hill

Secretary-Treasurer

lhill@ssdec.nt.ca

Sonia Gregory

Member-at-Large

sonia_gregory@bdec.learnnet.nt.ca

Todd Sturgeon

Regional Presidents' Representative

tsturgeon@ssdec.nt.ca

LOOKING FOR THE ULTIMATE
**OUT OF CLASSROOM
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