



NWTTA NEWS

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Technology in the Classroom

The use of technology in classrooms is constantly evolving. Where at one point students learned to type on manual typewriters in high school, today elementary-aged students use keyboards to code/program. The teachers have to keep up on not only the use of ever-changing technology, they also need to teach students how to use it.

In this edition of NWTTA News you will learn about how some schools in the Northwest Territories are using technology, in some cases to be able to teach students who are hundreds of kilometres away, and meet some NWTTA members who are technology leaders in their work.

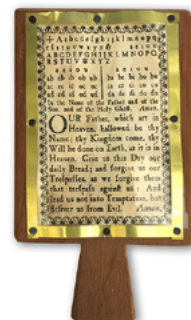
As you browse through **the Evolution of Technology in Schools** infographic that runs throughout this newsletter, consider in what time you were a student and how revolutionary the technology at the time it was introduced. Then consider the evolution and staying power of each evolution of technology. The pencil was first mass produced in 1900, but is still in use today. The Horn Book which was used in 1650 is familiar today as a flash card or electronic tablet which students read from or interact with.

What did each item cost? Who paid for it? Were they readily available? Could you, today, operate a Film Projector or Mimeograph?

THE EVOLUTION OF TECHNOLOGY IN SCHOOLS

Horn-Book 1650

Wooden paddles with printed lessons; typically with an alphabet and religious verse to help children learn how to write.



Magic Lantern 1870

Printed images on glass frames are projected on the walls in darkened classrooms.



School Slate and Chalkboard 1890

School Slates helped students work (and rework) problems. Chalkboards are still used in some classrooms today.



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A Year in Review 2018-2019

Fraser Oliver, President



There is a saying that as you get older the years seem to pass by faster. Well, this year I turned 60 and this year just flew by. Maybe there is merit in that saying.

We had a busy year here at the NWTTA office dealing with member concerns, grievances, medical leave travel as well as other benefit concerns that our members are entitled to. There are many other highlights as well. Here are just a few:

1. In September the membership dues increase took effect which saw membership dues increase from 1.4% to 1.5%. This has allowed the NWTTA to run a surplus which will see most of our surplus placed in our "Job Action Fund" in case it is needed next year as we move into negotiating new collective agreements.
2. Our two Francophone schools joined together to form their own NWTTA region, CSFTNO. The NWTTA now has nine regions. The NWTTA has also started to translate our bylaws and policies into French to better serve our francophone members.
3. Recreational cannabis was legalized in Canada on October 17, 2018. Lots of work was done by the NWTTA to make its members aware of the GNWT policy "Fit for Work". To date there have been no concerns brought to the NWTTA about cannabis use by its members.
4. Status of Women Committee surveyed the membership this year and has met to plan hosting of a Women's Symposium on Leadership and Engagement.
5. Social media attacks on our members have been a big concern. Superintendents, ECE and the NWTTA have developed guidelines in a document called "Promising Practices for Respectful and Harassment Free School Communities". It outlines our members the steps needed to take if they become the victim of an attack and where to go to get help.
6. The number of violent incidents at schools being reported to the NWTTA by the membership is on the rise. We are seeing similar trends across the country as well. The NWTTA will be surveying its members this year to get a better handle on the types of incidents, who is causing them, and why they are occurring. With this survey data, the NWTTA will work with partners in education to seek out possible solutions, with the goal to make schools safer for both students and staff.
7. The NWTTA has been taking steps to prepare for next year's negotiations with all three collective agreements expiring in 2020.
8. The NWTTA President, Executive Director and Assistant Executive Director attended many meetings with ECE, HR, Superintendents, DEC chairpersons as well as the Minister of Education to address member concerns and issues. Our meetings are designed to bring awareness of membership concerns and also look at solutions to address them.

This is just a short list of the many things your NWTTA has been working on this year on your behalf. If you have any questions on any topic with the NWTTA please contact President Fraser Oliver (fraser.oliver@nwtta.nt.ca).

THE EVOLUTION OF TECHNOLOGY IN SCHOOLS

Pencil 1900

First mass produced in the late 19th century, pencils and paper replaced the School Slate.



Stereoscope 1905

Stereoscopes reinforced topics by showing students images in 3-D. Stereoscopes evolved into the View-Master in 1939. In 2015 a new View-Master was produced, the View-Master Virtual Reality Viewer.

Film Projector 1925

Thomas Edison claimed the film projector would render books obsolete in schools: "Scholars will soon be instructed through the eye".



Overhead Projector 1930

Originally used for police identification work, their expansion into schools created an interactive technology classroom.

Ballpoint Pen 1940

Now a go-to writing instrument with millions manufactured and sold everyday. It took over 50 years for the ballpoint pen to gain popularity, originally priced at \$9.75 each.



Mimeograph 1940

Hand-cranked copies helped teachers spread homework to the entire class. The downside? Perpetually ink-stained fingers.

Northern Lights

**Rencontrer
Martin Deschesnes**
de Yellowknife (région du
CSFTNO)



Q. Où avez-vous grandi?

J'ai grandi dans la province de Québec, plus précisément au Lac-St-Jean. J'ai ensuite poursuivi mes études universitaires à Trois-Rivières. Mon parcours en enseignement m'a permis d'enseigner dans le nord du Québec, en Colombie-Britannique, en Alberta et finalement ici, dans les Territoires du Nord-Ouest.

Q. Qu'est-ce qui vous a décidé à devenir enseignant?

J'ai toujours eu une certaine facilité à transmettre mes connaissances et mes apprentissages. J'ai alors décidé de me lancer dans un métier qui pourrait combiner mes passions et ma capacité de transmission des connaissances.

Q. Qu'est-ce que vous enseignez?

J'enseigne depuis maintenant 19 ans, dont 15 dans les TNO. J'enseigne présentement deux matières qui me passionnent, soit l'éducation physique et l'informatique.

Q. Qu'aimez-vous le plus dans votre enseignement?

Ce que j'aime le plus est de voir les élèves évoluer dans leur apprentissage.

Q. Comment engagez-vous vos étudiants?

Je crois que pour engager les élèves, il est important de proposer des tâches qui sont adaptées à leurs habiletés. Pour les garder engagés, il faut aussi souligner leurs réussites, leur progression et leur effort. En informatique, j'ai la chance de pouvoir facilement utiliser la pédagogie par projet, ce qui donne un sens à l'apprentissage et favorise l'engagement de l'élève.

Philosophie en technologie

Les élèves utilisent souvent les technologies soit pour jouer (jeux vidéo), soit pour communiquer (messages textes, clavardage, etc.) Ce que nous devons développer chez les élèves est la capacité à utiliser les technologies de manière autonome pour faciliter leur apprentissage.

Sir John GSA participate in National Dialogue on Health, Wellness, and Gender-based Violence

Kirstin Prescott, École Sir John Franklin High School (YK1 region)

The 2019 National Dialogue on Health, Wellness, and Gender-based violence involved the GSA (Gender and Sexuality Alliance) groups from twelve schools across Canada, one of which was École Sir John Franklin High School (Sir John) in Yellowknife. The schools' GSAs participated in weekly video conferences with prominent LGBTQ2+ (Lesbian Gay Bisexual Transgender Queer/Questioning Two-Spirited + for inclusiveness) mentors and advocates during the months of February and March, and select students travelled to Edmonton for a weekend leadership retreat. This project was an initiative of the Centre for Global Education in Edmonton, in partnership with [TakingItGlobal Education](#).

While in Edmonton, there was a lot of work, but there was a lot of fun too! The students critically considered the GSA in their own schools, and worked through a Strengths-Weaknesses-Opportunities-Challenges framework. Students then wrote descriptions of their schools' GSAs, and wrote a practical manual about how to form and run a GSA for schools who do not have one. The manual covers reasons why a GSA is important, definitions of labels people may identify with, and looked to address the areas of weakness and challenges groups may face as they start and continue to run. The description of individual schools' GSAs showed a range of growth, from schools who

are trying to start a GSA to schools who have active, prominent, and fully-functioning GSAs. Fun activities included a trip to West Edmonton Mall, a showing of the film "Love Simon" at the Princess Theatre, along with lots of laughs and bonding time.

The "Pride Guide" is currently being edited, and will be delivered to the federal government of Canada, as a for youth-by-youth guide. Sir John will be sent a copy of the document when it is complete. Online PDF version of this newsletter will be updated with hyper link to Pride Guide when available.



Above: Kirstin Prescott (centre) with two Sir John GSA students
Below: Edmonton Leadership Retreat participants



SKILL 4 SUCCESS Career and Education Advisor (CEA) Update

Photo: T.Macintosh

CEAs on the ground in 20 schools

The Department of Education, Culture and Employment (ECE) is proud of the work that has been accomplished by the Career and Education Advisors (CEAs) to pilot new resources in schools with grades 9 to 12. CEAs met with all Superintendents and together selected 20 schools across the NWT to visit between March and June 2019, to pilot a new approach to help students navigate their best academic path from "classroom to career". The CEAs are working with students to register them on myBlueprint, a new online resource that empowers students to make informed decisions about their future. Students are also learning about jobs that are in demand in the NWT, what post-secondary education and training is needed for those jobs, and where to access financial supports including NWT Student Financial Assistance.

Implementation of this new career and education advising service will begin in the fall in all schools with grades 9 to 12 and will incorporate lessons learned from the pilot. So far, more than 400 students across the territory have met with a CEA. Making connections with a Career and Education Advisor is important to help students navigate the many opportunities that are available to them.

"This program really prioritizes it and makes our students consider just what interests them, what doesn't interest them, and how to go about taking the next step," said Gene Jenks, Principal at East Three Secondary School in Inuvik. Student Tyler Gordon-Bahr agreed and said, "I feel like the jobs they suggested could help me find what classes and programs I could take throughout high school, or even university or college." At YK1, Diane Brookes shared, "It was a pleasure having the CEAs at Route 51 and seeing how interested the students were with what you could offer them."

NWT students represent one-third of the NWT's future workforce. With 78% of the job opportunities requiring a post-secondary education, it's important that students are able to make informed decisions to improve their education and employment outcomes. The Career and Education Advisors are looking forward to working with more students in fall 2019.



CEAs work with students at East Three Secondary School in Inuvik, NT.

Using Technology in the Classroom in Yellowknife Catholic Schools

*Holly Kavanaugh, Technology & Innovation Specialist
(YCS region)*

As part of Yellowknife Catholic Schools' (YCS) focus on student-centered learning, we have been working to implement purposeful technology and inquiry-based learning instruction to better support innovation and prepare students for future forward thinking. Being in a new position this year as the Technology and Innovation Specialist has allowed me to work alongside teachers and assist them in integrating technology tools in their instruction to enhance student learning, delivering tools and instruction with the use of technology to enhance student learning. This has increased the excitement teachers and students have for the power of technology in their classrooms.

I have been working full-time in the schools



supporting teachers directly in their classrooms as well as providing support, training, and co-planning using new tools that support student learning. I have been fortunate to work with a large percentage of the teachers in YCS this year to integrate technology and am happy to highlight some of the great ways teachers are using technology in their classrooms.

Each of the three schools in YCS has set aside a period of time to work on passion projects or student-driven activities. Weledeh Catholic School offers Genius Hour weekly. École Saint Joseph School (St. Joes) offers Options Block once per cycle and École Saint Patrick High School (St. Pats) has Flex Block three days per week. Students have the opportunity to work on interest-based activities during these periods and have come up with some pretty amazing ideas. Genius Hour, Flex Block and Options Block encourage student creativity, communication, collaboration, and critical thinking while allowing for student-centered projects. These provide students with choice and ownership to include their interests in what they will learn to better engage students.

In the photos at left, students are involved in their student-driven projects. They have participated in activities such as coding, creating 'how to' YouTube videos, Makerspace, building 360 tours, art, mechanics, Green Screen images and videos, 3D printing and several other choice based activities. St. Pats students created a full 360 tour of their entire school, which will be used on the school website, providing an authentic audience for students.

With a focus on **Universal Design for Learning**, teachers have been working very hard to provide and support students in using available technology tools to not only enhance student learning but to provide and expose students to these necessary tools that work best with their learning styles with the support and encouragement from their teachers.

[Read and Write for Google Chrome](#) has been purchased for all students in the district. This is an assistive technology tool that offers a range of powerful support tools to help students to gain confidence with reading, writing, studying and research. Read and Write for Google Chrome is being accessed by most of our students in grades four to twelve.

[SeeSaw](#) is another technology tool that has been used mainly by our junior kindergarten to grade seven teachers and students. SeeSaw is used to make learning visible, communicate with parents, and save a digital portfolio highlighting the entire school year. Students in Madeline McCarthy's Grade One French Immersion class at St. Joes have been using SeeSaw to read stories in French, practice vocabulary, show their thinking when practicing math talk videos. Students were engaged in the learning and were also very excited to share their learning with not only their teacher but their parents/guardians as well.



[FlipGrid](#), a video platform to share student voice, has really enhanced output in Morgan Gallagher's grade 8 Social Studies class. Students who normally shy away from presenting their work, have been able to express themselves more freely. FlipGrid is another tool that is applied universally as an option for students when presenting,

and/or completing a class assignment. The district sees Read and Write for Google Chrome, SeeSaw and FlipGrid as good universal tools for student-centered learning and they are currently being incorporated at all three schools.

In Kathy Lovatt's literacy support group, students used a chrome extension called Webcam Recorder in order to record themselves reading a story they created. They took the videos of themselves reading the story and embedded them directly into their slide show to share with their classmates as well as their classroom teacher and parents. When Kathy Lovatt commented on the big advantage to implementing this technology into her literacy groups with support she stated, "It levels the playing field, allowing for more equity for students who may have difficulty expressing themselves through the written format."

A Hyperdoc is basically a digital document such as a

Google Doc where components of a unit are compiled within a single document including hyperlinks to all resources needed and opportunities for students to engage, explore, and explain their learning, make connections, collaborate with classmates and apply their learning with voice and choice. My Place in Canada was a Hyperdoc that was created with Melody Begg, a grade 4 teacher, who was highly interested in making and using Hyperdocs to enhance student-centered learning in her classroom, but was a bit overwhelmed by the process. Melody felt that with support to create and launch the Hyperdoc she would then be able to effectively use Hyperdocs throughout other lessons and units throughout the year, creating even more opportunity for student interest and engagement.

Grade 5 teachers Tamara Statchook and Guylaine Cyrenne wanted to engage students even further in their social studies inquiry-based learning unit on different Indigenous tribes across Canada by using the green screen to create images placing students back in time such as the images shown below. Teachers used traditional clothing from the Prince of Wales Northern Heritage Center and posed with images they selected from their chosen tribes.

It's not just students who are engaged in their learning, teachers at YCS have been accessing YCS Tech Tips as well as professional development provided within each of their schools. Teachers in all three schools learn along with their students and support and encourage each other. We also support teacher technology leaders in their learning through our #getyourtechon team. These teachers then support their colleagues in each school, empowering teachers as learners of technology. Teachers are doing great things to prepare YCS students to be future ready by using technology in their classrooms every day!



What is the Central Professional Development Committee (CPDC)?

Christina Steen, Professional Development Coordinator

The CPDC administers the Professional Development Fund as per the negotiated terms of Article 16 in the NWTTA-GNWT Collective Agreement. It is a committee of four members – two members named by the Department of Education, Culture & Employment to represent the Government of the Northwest Territories (GNWT), and two teachers named by the President of the NWTTA to represent the NWTTA. The members of CPDC are appointed for two year terms. The current CPDC is just about half way through their term which runs from September 2018 to August 2020. The Professional Development Coordinator is an ex-officio and nonvoting member of the committee.

The current members of your CPDC committee are:

- Todd Sturgeon, NWTTA Member
- Matthew Miller, NWTTA Member
- Andrea Giesbrecht, ECE GNWT
- Jessica Schmidt, ECE GNWT
- Christina Steen, NWTTA Professional Development Coordinator

What is CPDC Responsible for?

CPDC is ultimately responsible for overseeing and making sure the Professional Development Fund is distributed in accordance with the NWTTA-GNWT Collective Agreement.

The Committee's main responsibilities are:

- developing policies and procedures that set the overall direction, promotion and coordination of GNWT professional development;
- setting policy that governs the work of the NWTTA Professional Development Coordinator;
- receiving and approving financial reports of the PD Fund;
- developing and implementing an evaluation process to help determine if funded professional development activities are meeting the goals and expectations of the PD fund;
- providing oversight for the organization of the

NWT Educators' Conference; and

- selecting Education Leave recipients.

The CPDC meets 4 - 6 times per year, 2 meetings in person, and the remainder via teleconference. The March meeting is an exciting meeting. It is at this meeting that the committee goes through the difficult process of reviewing, scoring and selecting Education Leave recipients. On that note, the CPDC is happy to share that the following Members have been selected for Education Leave in 2019-2020.

Michelle Wright

East Three Elementary School, Inuvik

Colin Pybus

East Three Secondary School, Inuvik

Adam Wright

Beaufort Delta Education Council, Inuvik

For more information on the Professional Development Fund, see Article 16 of the NWTTA-GNWT Collective Agreement.

THE EVOLUTION OF TECHNOLOGY IN SCHOOLS

Headphones 1950

Headphones and the idea that lessons could be learned through repetition gave rise to 'language labs'.



Slide Rule 1950

Before the pocket calculator, the slide rule was the tool of choice for calculations.



Television 1958

The use of film for classroom instruction was projected to become obsolete with the arrival of the television set.

Liquid Paper 1960

Errors when typing no longer meant having to re-type the entire page.



Annual Meeting of Central Council (AMCC) 2019

Over the course of a day-and-a-half on May 10 and 11, 2019, Central Council met in Yellowknife. Central Council is the governing body of the NWTTA making decisions on budget, policies and bylaws and providing direction to the President, Central Executive and Executive Director. Central Council is comprised of Central Executive, Regional Presidents and delegates based on the number of NWTTA members in a region.

Resolutions/business that was passed at this year's Annual Meeting of Central Council include:

- Passed a surplus budget for 2019-2020
- Member Protection investment fund be increased by \$100,000, transferred from daily business cash bank account
- A professional negotiator will be hired to represent the NWTTA in all three upcoming collective agreement negotiations in 2019-2020
- Central Executive Elections:
 - Deadline for nominations to be submitted by January 15 at 5:00 pm
 - Central Executive election date will occur on the same date for all schools/work sites between February 1 and February 15
 - An automatic recount will occur if the difference in votes between candidates is less than 2%
- The Liz Hansen Indigenous Educator Award updated to recognize an active NWTTA Indigenous Member
- New President's Award recognizes an NWTTA member for their outstanding service to the membership, by advancing the values and goals of the NWTTA



Congratulations to **Steve Lafferty** (Fort Smith) who was presented the Liz Hansen Indigenous Education Award by Vice-President **Marnie Villeneuve** at AMCC 2019 for his significant contributions to Indigenous Education in the Northwest Territories (left).

Congratulations to **Tyson Ruston** who was presented with the President's Award for his outstanding service to the membership, advancing the values and goals of the NWTTA.

Northern Lights

Meet Craig Walsh
from Fort Smith
(Fort Smith region)



Q. Where did you grow up?
Grew up in St. John's, NL.

Q. What made you decide to become a teacher?

Do you want the real answer!!! I wasn't allowed to go to Trades School. Mom said university or move out!! But in actuality it is because I enjoy working with students and watching the light come on when they "get it".

Q. What do you teach?

I have been a high school Industrial Arts teacher for the last 5 years.

Q. What do you enjoy most about teaching?

Working with tools every day and teaching kids how to use them safely and effectively!

Q. How do you engage your students?

For the most part that is the easy part of shop, however I do believe my enthusiasm for the subject and their seeing my real world connections engages them.

Importance of appropriate use of technology

We just spent a week in the bush with a group of high school students. Just showing them how a Topography map app they could have downloaded would show their location without access to cell service confirmed the importance of appropriate use of technology.

Northern Distance Learning

William Logan, Beaufort Delta Northern Distance Learning Coordinator

Northern Distance Learning (NDL) was an initiative that started in 2010, to provide academic courses to communities that did not have the resources to offer them. Before Northern Distance Learning the only option for students to take academic courses in some communities was to enroll in Alberta Distance Education, which students found very little success in as the learning was completely asynchronous.

Northern Distance Learning wanted to add a synchronous approach to the learning and accomplished this through videoconferencing where students from the communities dial into a live class that is being taught by teachers in Inuvik. The program also adapted asynchronous learning, 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 gave students an opportunity to get guidance and teaching from teachers who were experts in their curriculum every day, very similar to students who take a traditional brick and mortar class. As a result the success rate in these academic courses was much higher than it was in Alberta Distance Education.

Northern Distance Learning started out as a Beaufort Delta Education Council (BDEC) Initiative with one community school, a webcam and a simple internet

connection. Soon after, the Government of the Northwest Territories (GNWT) saw the potential for this program in that students in small communities could have regular access to all the most difficult high school courses that can be taken in the NWT. Many schools in the territory cannot provide these courses sometimes because there are not enough students interested, or there are not enough teachers. These courses are the kind that make you immediately ready for a post secondary institution like college, trade school, and university. Of course you have to get good grades! Northern Distance Learning could solve this. Students who want to take Physics 20 or 30 for example, could join other students online through videoconferencing to make up a whole class. With the help of the GNWT, BDEC has been able to make advancements in technology with webcams being replaced by 80" videoconferencing units, better internet connections, and well developed online resources.

These advancements have helped the program grow to where we have 6 teachers from East Three Secondary School in Inuvik offering 19 different courses to 50+ students from 11 community schools from 5 different Education Councils. Northern Distance Learning has also had 26 students who have graduated including 3 from Ulukhaktok.

Sitting down grade 11 NDL student Kyran from Ulukhaktok, here is what he had to say about the program.....



Students participate in a Math class
Above: Ulukhaktok, Below: Fort Liard



What was your First Impressions of Distance Learning as a new Student to the Program?

I thought it was pretty different, and it was much harder than other classes I had taken, but not too bad, it presented a new challenge in my education.

How do you compare NDL to a Brick and Mortar classroom?

Sometimes you feel a little less connected to the teacher as they are not right in the room, but it is not too bad as the teacher is always willing to help, but that would be the biggest difference.

What Advice would you give new students joining NDL?

Be ready to work independently, taking academic level courses has to be something you truly want otherwise you will not be successful. Just treat it like a regular classroom; everything is basically the same it is just a different method of delivery. Do not be shy, your teacher is there to help and when

you don't understand speak up it will really help with your studies.

After being in NDL for two years now, how do you feel about the program?

I feel more prepared for University, this program has opened up learning opportunities that I did not have before, I am a more independent learner and this program has made me more enthusiastic about learning. I feel I can take on many other challenges because of what I learned here.

With such a high success rate compared to other forms of distance learning, NDL has plans to expand to 20 different communities across the Northwest Territories by the 2021-2022 school year. NDL will offer all of the Academic Level Math, Science, English and Art courses, providing students with the opportunity to graduate from their home community and go onto a Post-Secondary Institution without the need to upgrade.

Below: Jessie Curell (in white) presents a digital story workshop in Megan McCaffery's English Language Arts class.





Department of Education, Culture & Employment

Students in Fort Resolution take part in a real-time Northern Distance Learning (NDL) lesson.
Photo: B. Braden

2019 Literacy Award Nominations

Council of the Federation Literacy Award

The 2019 Northwest Territories Council of the Federation Literacy Award will honour the achievements of an adult learner who has overcome challenges and demonstrated outstanding progress in the pursuit of literacy skills in any of the 11 NWT Official Languages.

Ministerial Literacy Awards

Ministerial Literacy Awards provide an opportunity to honour the literacy achievements of exceptional youth, educators and organizations across the Northwest Territories in any of the 11 NWT Official Languages.

There are four categories of awards:

- NWT youth learners (ages 16 to 25) who have demonstrated exceptional commitment to their own literacy development, have overcome literacy challenges and have been role models for other youth.
- NWT adult learners (26 years and over) who have excelled in literacy achievement, improved personal literacy levels, helped others to improve their literacy levels and must have been enrolled in classes within the past 18 months.
- NWT organizations, literacy committees or programs which have advocated for literacy and improved literacy levels in their communities.
- NWT educators: teachers, tutors or literacy facilitators who have demonstrated an outstanding dedication to literacy.

For more information or a nomination form visit: www.ece.gov.nt.ca/NWT_Literacy_Awards

TQS Teacher Re-Certification

Does your Teacher or Principal Certificate expire this year? Please check your card! If your certification expires in June 2019 please contact the Registrar's Office to request a re-certification form and payment details.

Requirements for re-certification:

1. Completed re-certification form
2. Original Vulnerable Sector Check – dated within 3 months of submission
3. Fee of \$30 – payable by credit card

There is a legislated requirement for all teachers in the NWT to keep their certification up to date.

Email: teacherqualificationsupport@gov.nt.ca

Telephone: 867-874-2084 or
867-874-6531

Government of
Northwest Territories



Hand-Held Calculator 1970

The calculator was slow to be adopted by teachers as it was feared it would undermine time-tested basic skills.



Scantron 1972

The Scantron made it simple to grade multiple-choice exams, saving teachers countless hours.



Personal Computer 1980

The computer introduced a way to teach students about the realities of 19th century pioneer life courtesy of the Oregon Trail - one of the earliest educational video games.



World Wide Web 1991

The World Wide Web became available to schools connecting them by text-based interfaces.



iPad 2010

A culmination of its technology predecessors, combining touch, video, and calculations in one unit.



Today 2019

Articles in this newsletter tell us what technology in the classroom looks like today.

Northern Lights

Meet
William Logan
from Inuvik (Beaufort-Delta region)



Q. Where did you grow up?

I was born and raised in Parrsboro, a small town in Nova Scotia with a population of 1000. In 2010 I moved to the big city of Inuvik with my girlfriend for a 6-month term position. Nine years, marriage, a house, and two kids later I still call Inuvik my home.

Q. What made you decide to become a teacher?

After graduating from high school I wanted to get right to work, so enrolled in a 2-year diploma course for computer networking. After graduating from the program, I worked in a call centre and knew it was not for me, so applied to university. While taking my Bachelor of Science degree I thought of how much I enjoyed high school and all the relationships that I had with my teachers and coaches and thought it would be great to be able to do that for a living.

Q. What do you teach?

When I first started teaching at Samuel Hearne/East Three Secondary School, I taught Senior Math and Science. Currently I am the Northern Distance Learning Coordinator for the Beaufort Delta Education Council.

Q. What do you enjoy most about teaching?

My favorite part of teaching is the relationships that I am able to make with students. Over the years, I have run into former students who share stories about when they were in my class, or what they are doing now. These moments make me realize that I have made a lasting impact on their lives and it is crazy to me to think I get paid to do that!

Q. How do you engage your students?

I engage my students by getting to know who they are and what they are interested in. Most importantly, I try to make my classroom a safe and welcoming place to be through humour and building a strong relationship where the students feel comfortable to make mistakes and learn.

The more we use technology in classrooms, the more engaged students will be

As a former Northern Distance Learning teacher, I had an opportunity to use technology in my classroom all the time. Technology gives students in small communities an option to take Math, Science, English classes they otherwise would not have access to. Often times, I become the student in my classroom when using technology. I recall one class where I had students taking pictures of different compounds using the molecular model building kits. I wanted students to email the pictures to me when they were finished. A few of them said "can't we just 'Airdrop' it to you?". I had no idea what they were talking about. Not long after that a group of students were walking me, the teacher, through all the steps to receive Airdropped files. Next thing you know I am Airdropping all the time. Students feel very comfortable with technology and I do believe the more we can use it in our classrooms the more engaged our students will be.

Working for Our Members A Glimpse of What We Do

David Murphy, Executive Director

Members often contact us for assistance and when they do, we try to be very prompt in answering their concerns. A few of the concerns for which members have contacted us recently are to seek assistance with pay and benefits, leave, long term disability, Human Rights, certification and salary grid placement, WSCC, maternity leave, retirement and pension, evaluations, PD, grievances, over payments, disciplinary meetings, removal, transfer assignments, accommodations in the workplace, and substitute teacher pay. If you ever need assistance with these or other concerns please contact us.

School Calendars

At this time of year schools are preparing their school calendars for the 2019-2020 school year. Each school calendar outlines the starting and closing dates for schools, the STIP days, PD days, spring break, Christmas break and other times schools may not be in session. All GNWT schools follow a school year that includes 195 days for teachers while teachers employed by the Yellowknife Catholic Schools (YCS) and Yellowknife District Education No. 1 (YK1) follow a school year with 192 days.

All school calendars are submitted by Superintendents to the Government of the Northwest Territories (GNWT) Department of Education, Culture and Employment (ECE) for review. The Northwest Territories Teachers' Association (NWTTA) is provided an opportunity to review each school calendar as well and provides their observations to ECE. When the NWTTA reviews the school calendars we look to see if the STIP days are equally distributed between the teacher professional planning days and the teacher collaborative planning days. As well we check to see if schools meet the yearly and daily instructional hours as stated in the Education Act.

Currently the Education Act prescribes the hours of instruction for an academic year where a student attends to be no less than 485 hours for kindergarten and no less than 945 hours for grades one to twelve. While this means that the instructional hours in a school year may not be less than 945 hours, school jurisdictions may exceed this minimum. For example, there are school jurisdictions that have mandated that in particular schools that the yearly hours of instruction be no less than 1000 hours.

In addition to the minimum 945 yearly hours of instruction, the Education Act establishes the hours of instruction in each day. The hours of instruction for each day cannot exceed 6 hours for kindergarten, 5.5 hours for grades one to six and 5.75 hours for grades seven to twelve. While some schools do have less hours of instruction per day than the maximum recommended, they have to be careful that in those cases they do not have less than the 945 minimum instructional hours.

When completing school calendars, schools have an opportunity to count some activities that occur outside the regular school day as instructional hours providing that these hours include teachers and students and in some cases parents. These activities can include parent-teacher-student conferences held around report card time where teachers meet with students and parents to review students progress. Other activities that are held outside the regular school instructional time during early morning before school starts, after school, during the evening or on weekends, can include Christmas feasts and concerts, on the land activities, graduation ceremonies, awards assemblies, school open house events, parent-student information nights, culture day and literacy nights.

Teacher Certification and Salary Grid Placement

All those wishing to teach in the NWT require a minimum of a Bachelor of Education degree to be employed as a teacher. Upon initial hire all teachers are placed on the salary grid at category 4 which is equivalent to four years of education. When the Registrar reviews a teacher's credentials of education and experience a final determination of salary grid placement is made by the Registrar and the teacher is then placed at this level.

You may contact the Registrar using this new email address teacherqualificationsupport@gov.nt.ca.

Teachers who have obtained education and experience in Canada find that the Registrar is very prompt in assessing their qualifications and they receive their teacher certification and salary assessment in a reasonable amount of time. Teachers who have education and experience from international institutions often find the Registrar is unable to process their applications as quickly as they would like. In many cases involving international teachers, the Registrar relies on outside agencies to assess their credentials for salary

grid placement. Two of these agencies are the Canadian section of the World Education Services and the Alberta Teachers Qualification Service.

At this time of year a number of teachers have completed additional educational qualifications which may move them to another category on the salary grid. It is a teacher's responsibility to notify the Registrar of any new educational qualifications and apply to the Registrar for a re-evaluation. It is important to apply for your re-evaluation as soon as you can as the effective date is when you apply and not always when you completed your courses. Please review your education and experience to see if you are at the proper salary grid placement. Sometimes you may need one course to move you from the top of category 5 to the top of category 6. In the case of the GNWT collective agreement this would be a difference of \$5,270 additional yearly income.

I would like to stress the importance of checking your salary grid placement. There have been a number of teachers who have contacted us this year to seek advice regarding their pay. In a number of situations teachers found they were being underpaid for a few years as a result of their employer placing them incorrectly on the salary grid. In other cases teachers found that they had completed courses which they had not submitted to the Registrar for re-evaluation. If you need assistance with this please let us know.

Remember, we are here to serve you, our members. Please let us know if there is ever anything we can do to assist you.



Short Film Creation & World Premiere at JHS

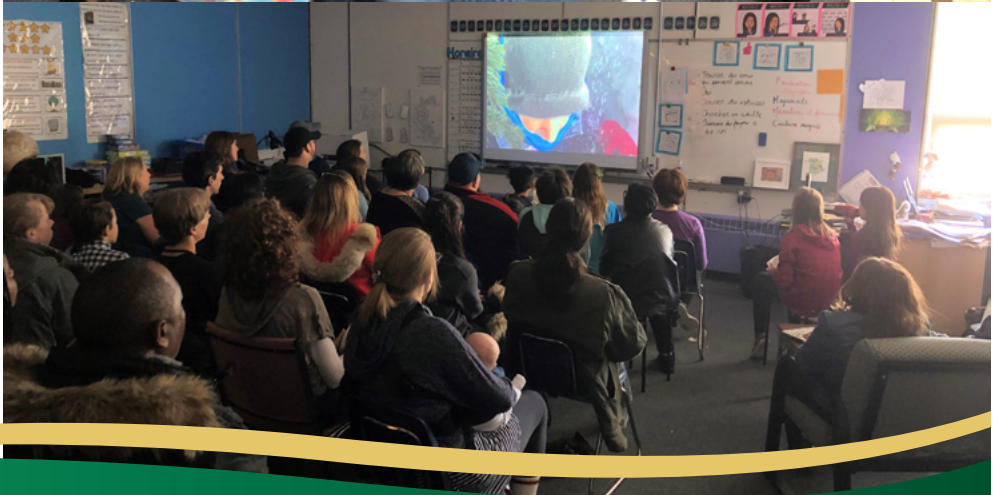
Danika Jobin, École J.H. Sissons School (YK1 region)

In February 2019, Yellowknife-based visual artist and film director, Jennifer Walden, worked with my students on short films. We explored the vocabulary of film production in French and she showed us how to write a screenplay. Then, using [GoogleSlide](#), the students broke up into their film teams and wrote it on a collaborative document.

Once they finished their screenplay, they worked on story-boarding. Finally, we filmed using iPads and edited using iMovie.

On March 6, we invited all of our families to our World Premiere. There were a red carpet, tickets, and programs (which were made with [Canva](#)), a backdrop for pictures and most importantly, popcorn! Most students dressed up in their fancy clothes and were extremely excited about their premiere.

Overall, a huge success and it was a fantastic experience!



NWT Educational Leadership Program

Adrien Amirault, Assistant Executive Director

To be a continuing principal in the Northwest Territories it is mandatory that you take the Educational Leadership Program (ELP) offered every summer by the Government of the Northwest Territories Department of Education, Culture and Employment (ECE). Principals can be hired into a position without the program, but they must complete it once hired. Usually within the next two summers after hire, but this can be extended due to individual circumstances and prior commitments.

The Educational Leadership Program is a combination of on-the-land education and classroom instruction, delivered by educational leaders within the territory. They call on experienced principals to guide the conversations, as well as make presentations. Superintendents have been presenters, NWTTA staff have presented, and senior leadership of ECE have also presented to the ELP participants.

The program is offered to help principals meet the requirements of the [NWT Education Act](#) as follows:

Certificate of eligibility as principal

64. A certificate of eligibility as principal may be issued to a teacher who has the prescribed qualifications and who successfully completes the prescribed program for the certification of teachers as

principals.

Eligibility of teachers as principals

65. (1) Subject to subsection (2), no teacher is eligible to be employed or to continue to be employed as principal of a school under subsection 63 (1) unless the teacher holds a certificate of eligibility as principal issued in accordance with the regulations.

Exception

(2) A teacher who does not hold a certificate of eligibility as principal may be employed as principal of a school where the Deputy Minister responsible for the Department of Education, Culture and Employment

is satisfied that the prescribed conditions governing that employment are satisfied.

Limitation of time

(3) A teacher referred to in subsection (2) who does not obtain a certificate of eligibility as principal within two years after the day that the teacher is employed as principal is not eligible to be principal of any school until he or she obtains a certificate of eligibility.

Application for extension of time

66. (1) A teacher referred to in subsection 65(3) or section 67 may apply in writing to the Deputy Minister responsible for the Department of Education, Culture and Employment for a single extension of one year to enable that teacher to obtain a certificate of eligibility

as principal.

Request for recommendation

(2) Where a teacher wishes to apply under subsection (1), the teacher shall request a recommendation for the extension from the Superintendent.

Recommendation from Superintendent

(3) The Superintendent may, in writing and on the receipt of a request under subsection (2), recommend that a teacher receive an extension of one year to enable that teacher to obtain a certificate of eligibility as principal.

Granting of extension

(4) Where the Deputy Minister responsible for the Department of Education, Culture and Employment is satisfied that circumstances exist that justify an extension described in subsection (1) and the Deputy Minister responsible for the Department of Education, Culture and Employment receives the recommendation of the Superintendent, the Deputy Minister responsible for the Department of Education, Culture and Employment may grant a teacher the extension.

There is a cost to attend the ELP program. GNWT teachers are supported by a \$2,500 grant through article 16 in the collective agreement. This usually covers the cost of the program, but may fall short if you have to travel a great distance from a remote community. The cost covers tuition, accommodation, meals, and travel. You do not have to be a principal to access this funding in the GNWT, and any teacher with an interest in being a principal can access this funding. More detailed information can be found on the NWTTA website or by following this link:

https://nwtta.nt.ca/sites/default/files/elp_2019_package_nwtta.pdf

Teachers in YK1 and YCS are usually sponsored by the two boards once they have to be certified. The sponsorship is usually given to those that are appointed to principal positions. Occasionally YK1 and YCS may sponsor teachers that are interested in becoming principals. In all cases YK1 and YCS members are encouraged to contact their superintendents directly regarding sponsorship for ELP.

As always, if you have questions about ELP please contact NWTTA Central Office.



NWTTA Professional Development Coordinator Christina Steen worked with ECE staff to prepare ELP equipment and supplies for this summer's program

Northern Lights

Meet

Kally Moorhouse
from Behchokò (Tłı̨chǫ region)



Q. Where did you grow up?

I grew up in Orillia, Ontario. I moved to the Northwest Territories four years ago. Today, I live in Edzo (Behchokò).

Q. What made you decide to become a teacher?

I became a teacher because I had some amazing teachers while I was growing up. One teacher in particular was always cracking jokes and making everyone laugh. He made me enjoy school and showed me that teachers are humans too. I became a teacher so I could build relationships with students and show them that learning can be fun.

Q. What do you teach?

I teach grade 1/2 at Chief Jimmy Bruneau School in Edzo (Behchokò).

Q. What do you enjoy most about teaching?

The thing that I enjoy most about teaching is watching students succeed. I love watching students finally master something that they have been struggling with for a while. I love seeing how proud they are of themselves.

Q. How do you engage your students?

I engage my students by doing a lot of hands-on activities and games. I find that if they get to build or create something on their own they put a lot more effort into it. Anything that gets the students up and moving around is more engaging. Singing and dancing also keeps my students engaged in their learning.

Showing students how to use technology effectively

I love using technology in the classroom. The students in my class enjoy the educational games on the laptops and SMART Board. I think that our society is becoming more dependent on technology so if we show the students how to use it properly then hopefully they will grow up using it effectively.

Status of Women's Committee Survey Results

Gwen Young, Chair, Status of Women's Committee

The three mandated goals for the Status of Women's Committee are promoting leadership for women, negotiating on issues affecting female members, and the development of a Women's Symposium for May 2020.

Member Survey

In March 2019, the committee conducted a member survey to ask female members the issues that directly affected them in the areas of Leadership, Gender Equality and Workplace Safety. 208 female members completed the survey, which represents approximately 36% of the female membership. The Highlights from the survey include:

- Over 80% of the members are happy with their current position.
- Teaching experience varied from those who answered.
- 61% of members felt that gender equality was not an issue concerning Leadership opportunities for women.
- 68% of respondents felt there was equal opportunity for women and men to advance.
- Many women aspire to Program Support Teacher (PST) positions instead of administration based on time commitments outside of school time.
- Experienced Sexual Harassment in the Workplace – 30% said Yes to the question.
- Bullying – 56% experienced it (all types), 51% the source was from fellow colleagues.
- Violence in the workplace – 80% of respondents experienced violence.
- 77% of Violence is in a form involving students.
- Impact of Violence on the member resulted in increased stress and anxiety.
- 60% of the members were not interested in being a more active member in the NWTTA.

From the results of the survey, the committee will be making the following recommendations to the three bargaining teams for the coming negotiations.

Recommendations

1. Extending the Parental/Maternity Leave.

2. Child Care Issues – Look at adjusting the number of days for sick employee's children (GNWT).
3. Increase maternity leave – Other government agencies can have up to 5 years off. Maternity leave should not affect seniority.
4. Maternity Leave Return to Work - Create a return-to-work program. School schedule be reviewed when teacher returns.
5. Hiring Practices – Made into policy.
6. Housing – Address safety and quality of housing for teachers.
7. Violence in Classroom – Create clear guidelines and policy.

Planning for Next Year

The committee will continue to work on issues affecting opportunities for women in Leadership. One suggestion from the survey was to create a program in partnership with the government's Department of Education, Culture and Employment (ECE), for women interested in Leadership. The program would provide key information, access to mentor women leaders and Professional Development on Leadership issues.

Concerns on Workplace Safety were clear and defined by the respondents in the survey. It is the recommendation of the committee that the NWTTA work with ECE and the Workers' Safety and Compensation Commission (WSCC) to address these issues that directly affect women educators in the workplace.

The NWTTA Status of Women's Committee will continue to promote leadership, actions and ideals that support women in Education. The committee will be focused on areas of concern for women in the workplace and address these issues in the coming year. This is a changing time for women in society and the Status of Women's Committee looks forward to the coming year to work with members and partners to create a new exciting opportunities for women educators. Thank you to all the members who took the time to share their thoughts and ideas on the survey.

Thank you to the 2018-2019 committee members for their time, energy and expertise.

Northern Lights

Meet
**Raguwarman
Kanagalingam**
from Tulita (Sahtu region)



Q. Where did you grow up?

I was born in Sri Lanka - my family fled Sri Lanka during the civil war and came to Canada as refugees in the late '80s. Since then, Toronto has been my home - it's where I grew up.

Q. What made you decide to become a teacher?

Teaching is actually my second career - I spent several years working as an Engineer prior to entering the teaching profession. Although I enjoyed my time as an Engineer, I felt unfulfilled and thought back to when I was happiest - when I was in school. There was a lunchtime tutoring program that ran in my high school, where Senior students would help others in the school. I was heavily involved in the program, and I really enjoyed helping others. I was also lucky to have several amazing teachers who inspired me to pursue the field.

Q. What do you teach?

I was hired to teach the Maths and Sciences. This year, I've taught Literacy, Math, Science, Music (piano keyboarding), and World Geography.

Q. What do you enjoy most about teaching?

I find joy watching the students grow and finding success - whether it be in or out of the classroom.

Q. How do you engage your students?

I engage students by finding something that we both can relate to - a commonality. I talk to the students regularly about things going on in their lives, their hobbies - sports, music, painting, cooking, video games, and so forth. It's a two-way street, as I find the students keep me engaged as well by telling me about their interests.

Technology is beneficial when used in conjunction to a lesson

In all honesty, I find technology in the classroom to be more of a distraction to the learning environment. Many students are given a cell phone or tablet at an early age, and arrive to school addicted to their device, but unable to use their device properly. It is a challenge to break the addiction. I do believe technology is beneficial when used in conjunction to a lesson - to provide reinforcement of learned concepts.

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: **June 24, 2019**



Win a \$50 Starbucks Gift Card!

1. What is the name of a video platform to share student voice in use at YCS?
2. What are two of the main responsibilities of the CPDC?
3. Why was Northern Distance Learning started in 2010?
4. What percentage of respondents to the Status of Women survey have experienced violence in the workplace?

Robert Heath from Deninu School in Fort Resolution (South Slave region) won the March 2019 Newsletter Trivia!

Newsletter Cover Photo: Weledeh Catholic School (YCS region) teachers **Jasmin Tolley** (Grade 2) & **Carrie Monks** (Grade 3) experiment with Virtual Reality headsets.

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Central Council 2019 and guests

left to right:

Matthew Miller (Beaufort-Delta Regional President/Regional Presidents' Representative), **Denise Works** (Administrative Assistant), **Elizabeth Brace** (YK1 delegate), **Todd Sturgeon** (Fort Smith Regional President/Secretary-Treasurer), **Mark Ramsankar** (CTF President), **Stephen Offredi** (YK Regional President), **Val Gendron** (Dehcho Regional President), **Marnie Villeneuve** (Vice-President), **Etienne Brière** (CSFTNO Regional President), **Gwen Young** (Member-at-Large), **Wendy Tulk** (Tłıcho Regional President), **Fraser Oliver** (President), **Ed Hartley** (Beaufort-Delta delegate), **Caroline Cochrane** (GNWT ECE Minister of Education, Culture & Employment), **Sonia Gregory** (Beaufort-Delta delegate), **Robin Dhanoa** (South Slave Regional President), **Colin Pybus** (Beaufort-Delta delegate), **Brent Simmons** (YCS delegate), **Sylvia Haener** (GNWT ECE Deputy Minister of Education, Culture & Employment), **Kirstin Prescott** (YK1 delegate), **Heather Jelinski** (YK1 delegate), **Christy MacKay** (Fort Smith delegate), **Patricia Oliver** (YCS Regional President), **Tyson Ruston** (Sahtu Regional President), **Christina Steen** (Professional Development Coordinator), **Andrea Giesbrecht** (GNWT ECE Director, Education Operations and Development)

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