



NWTTA NEWS

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Welcome to the 2017-2018 School Year!

The NWTTA is excited to launch its new website, a collaborative effort that was in development all throughout the last school year. Thank you to all 2016-2017 Regional Presidents, LROs and members who provided direction/feedback of what members want in their NWTTA website. More information about the new website can be found within this newsletter.

Returning NWTTA members have been sent an email from membership@nwtta.nt.ca advising them of how to set new passwords for their migrated online Member Area accounts to the new website.

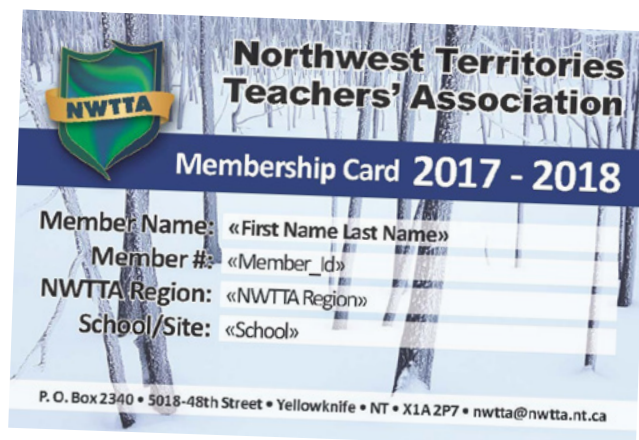
New NWTTA members, please visit nwtta.nt.ca, click on "REGISTER" in the top right corner and complete the simple sign-up. Once your status as an NWTTA member is confirmed, your online account will be approved/activated. You will receive automated emails throughout the process.

Website content is being added regularly. Your feedback is always welcome at news@nwtta.nt.ca.

September 30 is the deadline to register your online membership account to receive a 2017-2018 Membership Card, which will be printed and delivered to your school/work site in October.

Membership Cards can be used for proof of profession, and that you are eligible for various educator and/or government discounts.

Here is a preview of the 2017-2018 Membership Card:



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Member Input is Important to the NWTTA

Fraser Oliver, President

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 the spring of 2016, NWTTA members were asked to complete a survey to give direction to the President, Executive Director, Central Executive, as well as Regional Executives.

The results of the spring 2016 survey showed the following common concerns from all regions across the NWT.

- 1) Housing
- 2) Teacher Wellness
- 3) Classroom Composition
- 4) Member – Administration Communications

In the fall of 2016 at Regional Orientations and our NWTTA Leadership workshops, a Strategic Plan was developed to focus on the following two member concerns taken from the survey of our members:

1. Teacher Wellness (Which includes Housing)
2. Member Engagement

This year, the NWTTA's Central Executive as well as Regional Executives will continue to work towards making improvements in these areas. The implementation of the STIP (Strengthening Teacher Instructional Practices) Memorandum of Understanding with all three employers has already had a positive impact on wellness by giving teachers time without students to complete report cards during the instructional day. To address member engagement, delegates at our Annual Meeting of Central Council (AMCC) passed a new policy, "Effective Regions" (included on next page), which we are hopeful will engage more members in regional monthly meetings as well as the actions of Central Executive and President. Other actions the NWTTA are involved in to increase member engagement include the new format of our newsletter, as well as rolling out in the summer of 2017, our new NWTTA website.

At the NWTTA, member voices are important!

NWTTA Handbook (Bylaws, Policies and Documents) available in your staff room (Green handbook), and in the Member Area of nwtta.nt.ca



NWTTA Policy 8.3.1 - Effective Regions

Preamble

The NWTTA believes that to be effective, regions should strive to achieve the following:

Bylaws

1. Establish Bylaws as per Bylaw 13.2

Member Meetings

- a) Hold regular executive meetings
- b) Hold regular member meetings (minimum of four (4) per year)
- c) All member meetings be open to all members of the region
- d) Use effective communication practices (i.e. sharing agendas, posting meeting minutes)
- e) Invite Central Office staff to meetings as deemed appropriate
- f) Encourage LROs to share information as a standing item at the beginning of regular staff meetings

Environment

- a) Foster and encourage discussion
- b) Conduct meetings in an atmosphere of transparency and trust
- c) Educate regional executive members in their roles and responsibilities as per Bylaw 13.4
- d) Encourage members and regional executives to be knowledgeable of their Collective Agreement
- e) Promote wellness of all members
- f) Encourage active NWTTA members

Joint Consultations (Regional Executive with Superintendent)

- a) Hold joint consultation meetings with Superintendent

Communication/Feedback

- a) Encourage participation in surveys
- b) Inform members on how to access their Professional Development funds
- c) Encourage NWTTA input into in-service days and orientation topics
- d) "Did you knows" in plain language
- e) Foster communication between members and Central Office/Central Executive
- f) Attend DEA/DEC meetings as observers

Social Events

- a) Encourage member social events and celebrations

Northern Lights

Meet

Jean Ekpakohak from Ulukhaktok (Beaufort-Delta region)



Q. Where did you grow up?

I was born at a bay called Boot Inlet in Minto Inlet. Now I live In Ulukhaktok NT. I have grown up and lived In Ulukhaktok all my life.

Q. What made you decide to become a teacher?

At the time I was working at the preschool/daycare centre. The school Principal phoned me and asked if I would like to teach Inuinnaqtun at Helen Kalvak Elihakvik. I said yes, I could try for a few years, not knowing how long the teaching job would be.

Q. What do you teach?

I teach Inuinnaqtun language from JK to the high school students since I started teaching.

Q. What do you enjoy most about teaching?

Listening to the students tell stories in the Inuinnaqtun language. Trying to remember the Inuinnaqtun words that they have learned while out on the land hunting with their parents. They learn to connect the words when they are out on the land.

Q. How do you engage your students?

The students will say all the greeting words at the right time of the day in Inuinnaqtun or they get to see what the words really mean when they have heard the words being spoken around them at home, play and at work. They get to see what it means to our elders by using the Inuinnaqtun language.

Proud to be a Teacher

I am very happy that I have tried to kept my Inuinnaqtun language after residential school. I can read and write and learn while I am teaching the language. I cannot imagine not speaking my language while we still have our Elders that we live with in our community. They have so much knowledge. They teach sewing, carving tools, hunting/trapping and living out on the land to survive. Inuinnaqtun is a big part of our community.

Meet Christine Sivret from Fort Smith (Fort Smith region)



Q. Where did you grow up?
I grew up in a small town called Tracadie in the province of New Brunswick. It is a small French Acadian community, where fishing and agriculture are the main economic activities. Both my parents are French Acadian. I have one sister.

Q. What made you decide to become a teacher?
During my time as a camp coordinator for a local children's camp, I discovered that I really enjoyed teaching children and organizing activities. I realized during that time that I loved being around children. The experience of spending the whole summer doing outdoor activities and getting to know each individual child made me realize the importance of my role in their eyes.

Q. What do you teach?
I currently teach Core French at Joseph Burr Tyrrell School in Fort Smith. Previously, I taught French immersion kindergarten to grade two at the same school. I also taught French immersion in Hinton, Alberta.

Q. What do you enjoy most about teaching?
One of the things I enjoy the most about teaching is getting to know each child and their personalities. Although it is a routine part of my day, there's never a dull moment. The children always find a way to impress me and make me laugh. I love having them be part of my everyday life.

Q. How do you engage your students?
The way I like to engage my students is through humour and respect. I find that organizing activities that are stimulating and fun encourage them to participate and learn in a motivating environment.

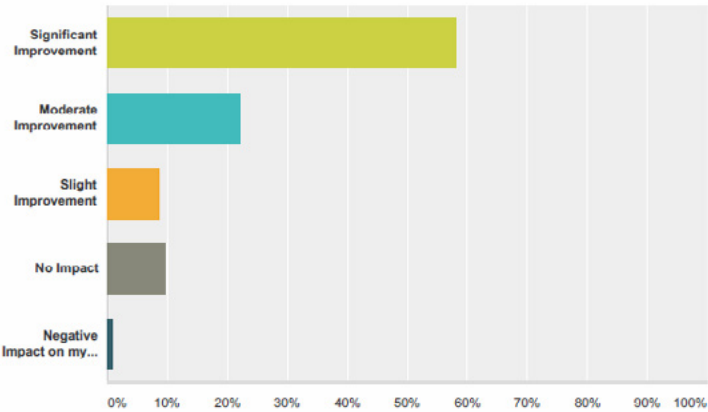
Culture in the Classroom
Being from New Brunswick, I enjoy getting to know the culture and traditions of the Northwest Territories. Having participated in trapping activities, fishing trips and getting to know elders from the community has been a wonderful experience. I have integrated these practices in my curriculum and have seen the importance of the culture in the classroom.

June 2017 Survey Results

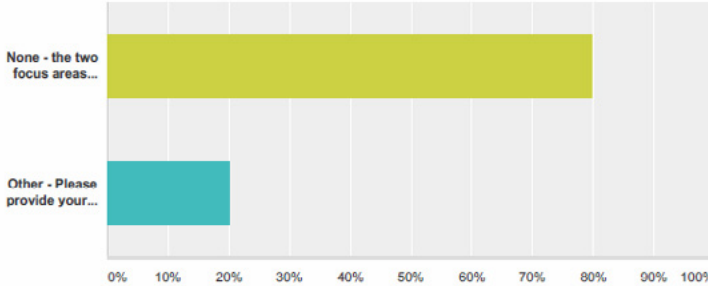
Fraser Oliver, President

In June 2017, NWTTA members were given the opportunity to complete a survey to provide feedback to Central Office, Central Executive and Regional Executives. The results of the survey will be used this fall by Regional Executives and Central Office to address the concerns of our members. The full survey results will be posted in the Member Area of the NWTTA website later this fall for all members to view. Below are two question results we would like to share with you:

Question 25
During the 2016-2017 school year, the STIP (Strengthening Teacher Instructional Practices) Memorandum of Understanding provided three (3) days without students present to complete report cards and professional duties. What impact did these three (3) days have on your Wellness and Workload?



Question 27
Central Executive's Strategic Plan for 2016-2018 focuses on two items: 1) Member Wellness; 2) Member Engagement. What other areas does Central Executive need to focus on in 2017-2018?



Continued on page 5

Survey Results continued from page 4

Below are some areas outside of our Strategic Plan that members have asked us to address:

- Member-to-Member communications on touchy issues
- What should members do when being bullied or harassed by community members on social media
- How to deal with Human Resources (HR) issues

Members can reach me anytime with their concerns or suggestions through email (fraser.oliver@nwttta.nt.ca) or mobile phone (867-447-3636).

Conference Corner Upcoming Professional Development Conferences to Consider:



Achieving Excellence for Indigenous Canadian Learners
Montreal, QC
October 18-19, 2017
<https://goo.gl/klv0en>



23rd Annual Aboriginal Education Conference
Renewing Our Relationship
Vancouver, BC
November 30-December 2, 2017
<http://www.fnesc.ca/conference/>



uLead 2018 - The Summit of Educational Leadership
Banff, AB
April 15-18, 2018
<http://ulead.ca/Welcome.html>

Government of Northwest Territories

Welcome Back

Teachers, Principals and School Staff

The 2017-2018 school year is an exciting time in the Northwest Territories. Education in the North continues to change. The Department of Education, Culture and Employment, along with partners such as the NWTTA, parents, community members and you - our educators - have been examining improvements to the education system through NWT Education Renewal and the *Right From the Start: Early Childhood Development Framework and Action Plan*. The expansion of opportunities for learning and discovery and the promotion of teacher and student wellness are some of the ways that school-family-community relationships are supported and strengthened.

ECE is proud to support school communities and will do so with continued collaboration with many partners like the NWTTA. I look forward to meeting you and I wish you all a safe and happy return to school!

Mahsi Cho,

Alfred Moses

Honourable Alfred Moses
Minister of Education, Culture and Employment

Health & 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. Dr. Miki has written an article on page 18 of this newsletter entitled “Bloated Boundary Prevention”.

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

Professional Development

Amanda Mallon, Professional Development Coordinator

You can find Professional Development (PD) information including application forms on the NWTTA website. Please contact PD Coordinator Amanda Mallon for questions, comments, feedback and suggestions.

The Rule of Thumb for all Professional Development - **you must apply for reimbursement BEFORE the start of the course/event/conference activity.**

Reimbursements are done through Electronic Funds Transfer (EFT); the **EFT Directive form** can be found on the NWTTA website.

GNWT PD Application Forms for 2017-2018: (hyperlinks from PDF newsletter)

- [Distance Education Credit Courses](#)
- [Summer School - Credit Courses](#)
- [Summer School - Non-Credit Courses](#)

2017 - 2018 Teachers' Conferences List

There is a list of [upcoming Education Conferences posted on the NWTTA website](#). Please check it regularly as it will be updated throughout the year.

GNWT Members

If you want to take:

- **University courses – apply to the Central Professional Development Office**, forms on NWTTA website/Bylaws, Policies & Documents Handbook

You are eligible to receive up to \$2,500 in tuition reimbursement per fiscal year (September 1 - August 31). Applications must meet the following requirements:

- Coursework must be related to professional development (work-related skills and knowledge) or growth (advancing role within the institution), or part of a college degree program
- Reimbursement is for tuition only (books, meals, mileage, and related expenses are not included)
- Courses must be taken at an accredited institution
 - [Colleges and Institutes Canada](#)
 - [Association of University and Colleges of Canada](#)
- **Conference, workshops, job shadowing, 'On the Land' – apply to your Regional Professional Development Committee.** There is funding available for members to choose their own PD activity. Check with your Regional PD committee's 2017-2018 guidelines and policies.

YK1 & YCS Members

Please contact your School Professional Development representative.



Together We Can Grow Our Languages ?e?la Nuwe Yatí Nílye Xadúwíle

Chipewyan

Photo: T.Macintosh

What Teachers should know about Chipewyan

Chipewyan, 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 Alberta, Saskatchewan, and Manitoba. Speakers may refer to Chipewyan itself, or one of its dialects/sub-dialects, by the terms Dēne Sųłné Yatíé, Dēne Dédłné Yatíé, Tłhetsánót'íné Yatíé, and other names.

According to the 2014 NWT Community Survey, there are a total of 562 territorial resident speakers of Chipewyan aged 15 years and over residing in Yellowknife/Ndilo, Łutselk'e, Fort Resolution, Fort Smith, Hay River, Dettah, Hay River Reserve, and other communities (source: 2014 NWT Community Survey).

Writing systems for Chipewyan include many of the same letters as the English alphabet. Additional letters include the glottal stop (ʔ/ʔ) and barred-L (Ł/ł). Chipewyan is a tone language, marking high tones on vowels (Á/á). Other diacritic marks show nasalized vowels (Ě/ě), tone plus nasalization (Ā /ā), distinctive vowels (Ĕ/ĕ), and 'click'-like glottalization (T'/t'). The lowercase-l is usually undotted (l/i). The Chipewyan writing system underwent the first stages of a standardization process along with other NWT Dene languages in the 1980s and 1990s—public awareness, research, and literacy education is ongoing.

Chipewyan verbs are inflected for person (1st, 2nd, and 3rd person) and number (singular, dual, and plural)—however gendered pronouns are not used (as in English, 'she/he').

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



Resources:

Dēnesųłné Keyboard Layout. Available at: <http://www.languagegeek.com/keymaps/2013/athabaskan/Denesuline.pdf>

Keyboard layouts for the Northwest Territories. Available at: <http://www.languagegeek.com/nwt/index.html>

NWT Bureau of Statistics – GNWT. *Language*. Available at: <http://www.statsnwt.ca/language/>

For more information visit: www.ece.gov.nt.ca or email: aboriginallanguages@gov.nt.ca

Government of Northwest Territories



Northern Lights

Meet Kirstin Prescott from Yellowknife (YK1 region)



Q. Where did you grow up?

Martensville, SK; 10 minutes north of Saskatoon.

Q. What made you decide to become a teacher?

I don't know if I ever really decided to be a teacher, it's just always what I wanted to do. I taught skating and karate through high school and university, and then became a classroom teacher.

Q. What do you teach?

Science 9 and 10, Chemistry 20 and 30, High School Prep Math and Science.

Q. What do you enjoy most about teaching?

I love interacting with teenagers- subject specific or otherwise. My favourite moment is when they get the "oh, it all makes sense" look on their faces. That is closely followed by Graduation Day, when we all know we've had a hand in sending the next class of thinkers out into society.

Q. How do you engage your students?

I always try to explain where and why the concepts we are learning are important - like where you would use a particular technique in your laboratory job. When that doesn't work, I wear fancy shoes ;).

Teaching Is My Calling

Teaching has taken me from Saskatchewan, to England, Yellowknife, Saint Vincent and the Grenadines (Project Overseas 2010), Kuwait, and back to Yellowknife. I've worked with students who were incredibly academically able, students who were truly at-risk, and everyone in between. Yes, some days are hard, but this is not just a job for me--Teaching is my calling.

NWTTA Travel Club China in July 2018

Fraser Oliver, President

The NWTTA Travel Club will be going to China in July 2018 for 14 days. The trip is being booked through Top of the World Travel in Yellowknife. Information on the tour is listed below.

There are currently approximately 20 people who have expressed interest in participating, who were part of the planning of the destination, date and tour content.

The Travel Club is open to all NWTTA members and their partners/friends who would like to travel as a group.

Inclusion on tour:

- 13 nights hotel accommodations (4 star) as per itinerary based on twin share (single supplement available for a fee)
- All transfers/transportation is by private, air-conditioned coach with driver/guide
- Meals includes breakfast daily, 12 lunches, 7 dinners
- Full board on Yangtze Cruise with shore excursions and balcony cabin
- Sightseeing and admissions as per itinerary
- English speaking local guides & English speaking national guide
- Domestic flights within China including air tax

Exclusion in tour:

- Visa/Passport handling fees
- Travel Insurance
- International airfares, departure taxes and fuel surcharges, seat selection
- Optional tours
- Tips and gratuities

Prices will be available as of September 1, 2017

For more information or to to join the tour, please email Melissa at Top of the World Travel: melissa@topoftheworldtravel.com

Application for NWT Teacher Certification and Salary Evaluation upon Initial Hire

Adrien Amirault, Executive Director

Teacher certification is something that you have to do upon arrival to teach in the Northwest Territories. For the most part, you have to have been certified in the last region that you worked as a teacher or for new grads, in the jurisdiction where you studied. Generally as long as you are qualified to teach somewhere, you can start teaching in the Northwest Territories (NWT).

There are some necessary documents that you need to provide to the Registrar to ensure that you will get this done in a timely manner. Here are the documents that are required:

- Completed Application Form
- Payment of the \$75 fee
- Birth or Citizenship certificate
- Confirmation of Employment (Available from the Employer. Or you can submit your accepted job offer.)
- Official and complete transcripts
- Verification of Teaching experience (from all past employers)
- A current official Statement of Professional Standing (from the last jurisdiction that you worked in or graduated from)
- A photocopy of your current Canadian teaching certificate
- Proof of name change if appropriate (eg: a marriage certificate)

Teachers certified in other countries should contact the Registrar regarding documentation required.

Though delays can happen for a number of reasons, the most common reasons are missing information from the applicant or delays in getting the information from an outside source. Certification entails the granting of an NWT license, but it also confirms a teacher's placement on the salary grid.

The Class of a license generally applies to the number of years that you attended post-secondary education.

A Bachelor of Education is generally needed to at least be class 4. Step progression on the teaching grid refers to years of experience as a teacher.

In order to be properly paid for your education and experience you need to ensure that you do this as soon as possible. Usually new teachers are paid at class four step zero until you can prove your experience and education through the completed licensing process. New teachers are usually paid retroactively to their commencement date with their NWT employer once their proper grid placement is assigned.

If you have not completed the steps for teacher certification yet, it is best to start early. Teachers that are reporting on teaching experience from other countries can often experience significant delays in waiting for all documentation to get to the registrar.

Finally, if you disagree with the certificate class or step that you have been granted you can appeal the decision of the registrar to the NWT Teacher Qualification Service. Information about this committee can be found in the Northwest Territories Teachers' Association Pocket Planner, which is distributed to all members at the start of the school year.

NWT Teacher Certification forms can be found on the NWTTA website: <https://nwttta.nt.ca/forms>



The NWT Teacher Certification Registrar can be contacted at:

Email: TeacherQualification@gov.nt.ca

Phone: 867-874-2084

Fax: 867-874-3321



Welcome David Murphy Assistant Executive Director

David Murphy began his role as NWTTA Assistant Executive Director on August 23, 2017. David has been a teacher at Yellowknife Catholic Schools (YCS) since 1988, he was President of the NWTTA from 2000 to 2004, and most recently, was on the YCS collective bargaining team.

We are excited to have David join the Central Office team and know his wealth of knowledge and experience with the NWTTA and his compassionate style of helping others will serve our membership exceptionally well.

David is originally from Job's Cove, Conception Bay, Newfoundland. David and his wife Julie have three adult children and two grandchildren, all living in Yellowknife.

STIP, Report Card Days, Teacher Conference and saying adios to a successful Bill 16

Fraser Oliver, President

I would like to welcome back all members and hope your summer break was safe, restful and you had a chance to visit family and friends. To our newest members who are “New to the North”, welcome to the NWTTA family, which in my opinion, is the best teacher association in Canada.

What a year we had last year! We ratified all three collective agreements and signed Memorandum of Understandings on Strengthening Teacher Instructional Practice (STIP), which gave teachers for the first time, dedicated time during the traditional school day to complete report cards without having students present. Our membership helped encourage our Members of the Legislative Assembly (MLAs) to pass Bill 16, which led to reducing the minimum instructional hours from 1045 to 945. Thanks to this hard work our members have lots to look forward to this year!

Like teachers who experienced the STIP days, I also experienced many changes last year, moving from a full-time classroom teacher of 33 years to the President of the NWTTA and the political realities of the job. Steep learning curve for me, even though I was involved for many years as a Regional President and Central Executive Vice President. Has my first year ever gone fast! It was just a short year ago that I attended the NWT Literacy Council open house. There I met the Minister of Education Alfred Moses who was also in attendance. We started up a

conversation about sports that soon lead to teacher wellness and working conditions. I was encouraged by Minister Moses’ desire to know what challenges teachers are facing today and so I invited him to attend our regional orientations, which he did and heard first hand from the teachers their concerns and about their working conditions. Again this year we have invited the Minister to attend our regional orientation meetings where Regional Executives and Local Receiving Officers (LROs) meet to discuss the NWTTA, their role in the association and how to assist members at their schools/work sites throughout the year.

Working countless hours with the Government of the Northwest Territories’ Department of Education, Culture and Employment, Superintendents and NWTTA teachers to get Bill 16 passed in the Legislative Assembly was a new challenge for me. I very much enjoyed meeting with MLAs, painting a picture for them of the realities of teaching in the NWT, and encouraging them to vote “yes” on Bill 16. Like all of us here at the NWTTA Central Office, I feel honored to work for our members.

In closing I would like to wish everyone of our 800 members a stress free and successful school year. Remember, teachers have the most important job in the world, we look after the children.

Go Leafs Go!

Fraser Oliver



Junior Kindergarten backpacks full of school goodies are being distributed to new students across the NWT.

The 2017-2018 school year is an exciting time in the Northwest Territories (NWT). With the first year of territorial implementation of Junior Kindergarten (JK) comes opportunities to support and nurture early childhood development through fun, creative, hands-on activities.

A child’s healthy learning and development begins at home with parents and caregivers. The JK backpacks are a positive way to connect with children and families by providing materials and resources. In partnerships with Health and Social Services (HSS) who provided the toothbrushes and toothpaste and the NWT Literacy Council (NWTLC) who provided some books for the backpacks, each backpack contains resources and materials that relate to self-regulation, early literacy, healthy development, and play-based learning.

Educators of JK/K programming participated in a four day training in-service in May 2017. Participants from all regions across the territory engaged in sessions and workshops focusing on early childhood development, play-based learning topics such as:

- Building Language Through Play
- Children with Exceptionalities
- Early Childhood Environment Rating Scale (ECERS)
- Francophone and French Immersion Play-based Learning
- Inclusive Education
- Indigenizing Play-based Education
- Literacy and Numeracy in Play-based Classroom
- NWT JK/K Curriculum and Teacher Guide
- Occupational Therapy – Your Partners in Play
- Play-based Education in Multi-grade Classrooms
- Play-based Learning
- Play-based Reporting and PowerSchool
- Relationships with Families
- Self-Regulation in a Play-based Classroom
- Territorial Cultural Programming and EduKits
- Trauma Informed Practice for Play-based Learning



In September, ECE is hosting another opportunity to participate in the NWT JK/K Play-based Training and In-service for those delivering and supporting JK/K programming. Many of the topics will be repeated and additional sessions will be added for training of the Early Development Instrument (EDI).

For more information visit: www.ece.gov.nt.ca
or email: rightfromthestart@gov.nt.ca

Government of
Northwest Territories



Teaching Perspectives Tehran to Whati

Mehdi Saghafi is a teacher in Whati (Tlicho region) who grew up and began his teaching career in Iran.

"Learn from cradle to tomb", "knowledge is power", "learn even if you have to travel to China", "one's knowledge is more precious than his wealth", "knowledge lasts forever wealth not..." and so many other proverbs in Iranian culture delineates the importance of education and learning among Iranians.

Getting into a prestigious university is the highest accomplishment of an Iranian, believe it or not. Parents sell the carpet under their feet to pay the tutors to prepare their children for national university entrance exam which is called conquer (pronounced –kon-koor the French word for triumph!). If you consider the fact that a typical Iranian student who is graduated from high school has to compete with hundreds of thousands students to get into university you may appreciate why that entrance exam is called kon-koor!

Teaching has never been looked at as a trade or business in Iran – in my time to be precise. You know that as a teacher, you will be paid the lowest among

all other jobs but there is something about teaching, something extremely attractive for me was the growth and change that you as a teacher cause in the life of a human being, the sense of a genuine appreciation from your tutee and his/her family. And when you successfully tutor someone to get into university-what I used to do most often - Oh my God you feel so good, you feel God!

Comparing teaching in NWT to teaching in Iran has two sides for me; one being a student and the other one being a teacher.

In general, while teaching is almost the same in the essence, teachers are different. There are good teachers and not so much good teachers even bad teachers in all cultures and countries. I remember however, my teachers



Principal Assistant Principal

Tehran, Iran	Whati, Canada
Population: 8.15 million	Population: 492
Population Density: 11,800 people per square kilometre	Population Density: 8.3 people per square kilometre

because of their commitment, their devotion, and their love and passion for teaching. They changed my life; it was them who made me love teaching. I remember all those long after school hours when my physics teacher was surrounded by students to ask their questions and get help. I never forget that cold winter evening when the doorbell rang and my grade one teacher showed up and asked about me and to tutored me - for free of course - every day until I recovered. I never forget when my grade five teacher helped me to get back to what I really was; as he believed - a smart student who wanted to learn and ask to know more and more. That's why I can forgive some not much good teachers who made me feel down and bad about myself.

Back then and there, teaching involved more lecturing time, more hands-on jobs, in terms of making posters, newspapers, making crossword tables, less multimedia-if any!!

I remember when I was in grade three, 46 years ago, our teacher told us about a complicated, high tech, mysterious device which he was going to use it in our class. There were rumours about it from a week before among students and finally: BAM! It was slideshow machine. I still remember that thrill: sitting in a dark room and watching amazing pictures about wildlife and natural resources in Iran.

Iranian students, in general, are very much goal oriented; many of them have already chosen their career-usually either doctor or engineer, and study under tight parental supervision until they enter university.

"Parenting" as part of the teaching in Iran is more than what I can see in Canadian system in general and particularly in NWT. In Iran, students have only one day off and less time in Phys. Ed. Sex Education is not part of the public education and it is left to parents to handle it. Educational space per capita varies from only

0.17 m² in deprived remote regions to 5m² in private schools. Most of schools don't have proper space for physical education based on government statistics there is only 10cm² for each Iranian student to practice sports. Assignments are mostly written and less hands-on jobs or projects are assigned. There is a very powerful private sector in education-both in secondary and post-secondary sections-which attracts most of the experienced and distinguished teachers due to their high salaries sometimes 10 times more than what government pays.

You can now imagine what challenges should an Iranian teacher or student face in order to have a successful teaching/ learning experience. It is really hard to be a successful teacher in Iran. Yet Iranian students win international scientific Olympiad medals every year, only few of



My School, present time. Now a museum.

them are graduated from private schools, most of them are pure work of teachers' hard work/ dedication and their own passion for progress.

I am still in touch with my first students; one of them has a huge bakery in Semnaan and the other one is an excellent artist in fine arts. From then, teaching and learning are two sides of one coin for me. Being a handful student myself made me more patient when I deal with students that have some behavioural challenges. In fact I LOVE to work with them I have such a huge feeling and sympathy/empathy for them they are a reflection of me.

Changing life for the better was what my teacher taught me. Teaching has the same meaning to me: changing lives, helping students discover themselves, value themselves, live better lives, see more of the world, expanding their horizon and vision, discovering undiscovered truths about the life and existence, finding their talents and having a reasonable relationship with their surrounding all are my purposes for teaching.



Math Class at Mezi Community School in Whati

I am more than ABCs

NWT EDUCATION RENEWAL UPDATE

Strengthening Teacher Instructional Practice (STIP)

With the combined efforts of the NWTTA, the NWT Superintendents' Association and the Department of Education, Culture and Employment (ECE), there are STIP pilots in place in each school in the NWT for the 2017-2018 academic year.

ECE is thrilled to be part of this important initiative which provides teachers time for individual and collaborative professional duties and learning. While the pilots look different from school to school and region to region, the common thread is that teachers will have more time to prepare, assess student work, collaborate, and develop their teaching practice, which we know is critically important for the success of our students. ECE wishes all teachers a successful and happy year!

Northern Distance Learning (NDL)

The NDL pilot project has developed an NWT-specific approach and now has a proven track record. The 2017-2018 school year will be the fourth year of NDL with eight schools across four regions attending class with a teacher in East Three Secondary School in Inuvik. The teachers are all employed by the Inuvik school authority. ECE helps fund the small communities who join the program.

This program will be expanding to other small schools over the next few years. This is part of Government of the Northwest Territories' (GNWT) mandate to expand this successful approach to bring increased equity in programming to our smaller communities.

New to the North Educators' Conference (N2NEC)

The three day N2NEC, now in its' third year, was held in Yellowknife, Detah and Ndilo from August 15-17, 2017. About 50 new to the NWT educators participated in the three day conference, which provided the following:

- 1) A unique opportunity to provide mandated training for all new hires regarding the history and legacy of residential schooling;
- 2) A timely opportunity to provide an introductory learning experience regarding Education Renewal and the positive shift in teaching practice and student learning experiences currently underway in the NWT;
- 3) An opportunity to meet with all new to the NWT teachers as protégés to introduce the NWT Teacher Induction and Mentorship Program; and
- 4) A supportive opportunity to provide a territory-wide experience for new hires to begin the process of becoming connected professionally and personally with their colleagues.

For more information on the N2NEC, visit: <https://n2nec.wikispaces.com>

High School Pathways

We are happy to be introducing the *myBlueprint* platform to interested schools this year. The purpose is to provide NWT students, from Grades 8 to 12, access to information and resources about postsecondary education (PSE) programs of study and employment opportunities throughout Canada.

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

Government of
Northwest Territories

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

OUR STUDENTS OUR NORTH OUR SUCCESS

NWT Educators' Conference

February 19 – 21, 2018 • Yellowknife, NT



Amanda Mallon, Professional Development Coordinator

Your NWTTA 2018 Conference Committee is hard at work soliciting the very best resources and expertise for the over 800 educators that will be in attendance. **All members will receive information about conference registration, accommodations and travel in October 2017** linked to the NWTTA website. Some of the highlights so far:

Keynotes

Opening Speaker:

Marie Wilson, Yellowknife resident and former Commissioner of the Truth and Reconciliation Commission (TRC) of Canada will be speaking on aspects of reconciliation beyond the TRC. Marie Wilson has spent 35 years as an award-winning journalist, trainer, senior executive manager, independent contractor, and consultant in journalism, program evaluation, and project management



Closing Speaker:

Richard Van Camp, proud member of the Tlicho Nation from Fort Smith, Internationally renowned storyteller and bestselling author of 24 books by February 2018! Richard is a graduate of the En'owkin International School of Writing, the University of Victoria's Creative Writing BFA Program and the Master's Degree program from UBC.



Confirmed Plenaries

- Aboriginal Language and Culture Based Education Directive
- Kim Barthel – Brain Informed Trauma
- David Bouchard – Canadian Metis Author, educator, and presenter has written more than 50 books in both French and English
- Tom Hierck - Solution Tree's Professional Learning Communities
- Bryan Schenk – Restorative Practices

Sessions

- Aga Khan Institute
- Education, Culture and Employment
- FOXY (Fostering Open eXpression among Youth)
- Indspire – Indigenous Education
- Lamarr Oksasike
- Leyton Schnellert - Assessment
- Merril Dean
- NWT Literacy Council
- NWT Parks and Recreation
- NWTTA members
- Pension information
- Rainbow Coalition of Yellowknife
- Smart Learning
- Sport North
- Taking It Global
- WAMP (Western Arctic Moving Pictures)
- Yellowknife Public Library
- And many more (final call for sessions mid September 2017)

NWT Education Trade Show

Conference Social: Tuesday, February 20, 2018 co-hosted by the NWTTA & GNWT Education, Culture & Employment

Northern Lights

Meet Alison Tomczynski from Tulita (Sahtu region)



Q. Where did you grow up?

I am the third generation of family born in Prince Rupert, BC and just prior to starting school moved to Smithers, BC which is where I 'grew-up'.

Q. What made you decide to become a teacher?

It was never my intention to be a teacher, even though people suggested that it would be a good career fit for me. It was while working at a non-profit youth centre as the Program Coordinator that I realized that I might have a larger, positive impact if I was in a classroom setting.

Q. What do you teach?

Currently I am teaching both Jr. & Sr. High Courses; Math, Health (Fourth R), Physical Education, Social Studies and Foods.

Q. What do you enjoy most about teaching?

When you look at the courses I teach, initially you might think diversity, but what I enjoy most is making the cross-curricular connections, the inter-connectedness that we see and apply to real life situations.

Q. How do you engage your students?

Finding out what interests students and then making the connection to the curriculum is my favorite way of engaging students. Programs such as the NWT Heritage Fair is an excellent way to foster students' personal interests, develop research skills, presentation skills and to encourage creativity. Perhaps that is also why I enjoy teaching Foods as it is hands-on way to develop many life long positive skills.

Working For the Betterment of our Community

As a youth I was fortunate to have many teachers who felt that learning does not stop after leaving the classroom; people who coached me in a variety of sports and encouraged me to be involved with programs such as the BC Youth Parliament, Yearbook Societies and Student Government. Since arriving at Chief Albert Wright School in 2002, I have tried to emulate those good teachers who gave me many different opportunities. Over the years I am happy to say that I have lived and work with many such people here in Tulita who are striving to do the same. It is good to be part of a team, working for the betterment of our community.

2017-2018 Student Success Initiative Projects

Amanda Mallon, Professional Development Coordinator

Student Success Initiative (SSI) projects are a negotiated item as defined in 16.08(1) in the GNWT Collective Agreement. Every GNWT employer region submits projects to the SSI committee to be reviewed and approved in the early summer. Last year the SSI committee met on June 20, 2017. The following projects were approved for the 2017-2018 school year:

- Beaufort-Delta Divisional Education Council - *Indigenizing Education* - Granted \$123,000
- Commission scolaire francophone- *Communautés d'apprentissage professionnelles* - Granted \$21,100
- Dehcho Divisional Education Council - *Building Teacher Capacity to Increase Student Literacy* - Granted \$84,000
- K'alemi Dene (ECE direct special funding) - *Developing Oral Language Skills in the Early Years* - Granted \$15,000
- Tlcho Community Services Agency - *Expanding the Foundation of a PLC Culture and Developing a Structure or RTI (Year 3 of Multi-year project)* - Granted \$84,000
- Sahtu Divisional Education Council - *Improving Literacy and Mathematical Skills for All Students* - Granted \$84,000
- South Slave Divisional Education Council - *Leadership for Literacy: A Focus on Improving Reading and Math Results* - Granted \$120,000
- Yellowknife Catholic Schools - *Empowering Courageous Leadership* - Granted \$103,000
- Yellowknife Education District No. 1 - *Supporting All Learners Through Inclusive Practices* - Granted \$123,000

More information on the NWTTA negotiated SSI fund can be found on page 36 of the GNWT Collective Agreement, in the Publications section of the NWTTA website (nwtta.nt.ca)

Welcome to your new job as a Probationary Teacher

Adrien Amirault, Executive Director

All New to the NWT teachers that are hired into positions are on probation for the first two years of their employment. There are two exceptions to this rule:

1. Teachers that have successfully completed their probationary period in another jurisdiction can have their probation period reduced to one year at the Superintendent's discretion.
2. Teachers that finish their two year probation can have their probationary period extended if there is a concern with the teaching practice that the employer wants to see improvement on.

A two year probationary period is longer than many other occupations. Many probationary periods in the Government of the Northwest Territories are six months long, but because of the vulnerable population that teachers work with, and the difficulty of assessing the work and pedagogy of teachers, the probationary period for teachers is longer than most.

So since you are a probationary employee, what should you be concerned about? The most important thing to remember is that the Principal in the school is responsible for your supervision and evaluation as a teacher. At the end of the probationary period it is the Principal that will make a recommendation that you be granted indeterminate status. With this

in mind it is very important that you set up a good communication dialogue with the Principal as soon as possible. The Principal will be formally and informally evaluating you through your probationary period. The standard that the Principal is trying to gauge is your suitability as a teacher in your particular school and community.

So it is important that you ask questions of colleagues and listen carefully to the direction that the Principal is giving. It is also important to contribute to the school climate, culture, and to be a valuable staff member outside of your classroom. The main issue that all Principals are looking for is that you are an effective teacher in your classroom. That does not mean that you are an expert. In fact if you are in your first few years of teaching, there is too much to learn to be an expert right away.

Being let go at the end of (or in the middle of) a probationary period may be a judgement based on your suitability for the position. It is not a dismissal that needs to show cause, but remember for the most part the employer pays a lot of money to move teachers into the NWT; they are not looking to have their new teachers fail. Take advantage of this; ask questions, take advice, try suggestions from more experienced northern teachers. We are all here to help you. Remember all of the experienced teachers you see around you were new once, and they too had to pass a probationary period.

NWTTA Website Quick Connect

One of the features of our new NWTTA website (nwtta.nt.ca) is the Quick Connect form. Members or general public can use the Quick Connect form to know your message is going to the appropriate person as soon as you click "Send Message".

Who do the messages go to?

General Inquiries ⇒ Denise
Accounts Payable & Receivable ⇒ André
Newsletter Advertising ⇒ André
Member Support ⇒ Adrien
Media Inquiries ⇒ André
Professional Development ⇒ Amanda
Member Wellness ⇒ Fraser

Bloated Boundary Prevention for NWTTA Members

Dr. Andrew Miki, Registered Psychologist and founder of Starling Minds Inc.

Boundaries are like your waistline. If you don't pay attention to what you are doing for a while, you can put on an old pair of pants to find that they no longer fit and wonder, "How did that happen?"

At Starling, we see boundaries as an integral component of assertiveness and self-confidence. Setting boundaries involves establishing a clear position on an issue, effectively communicating it to yourself or others, and being open to feedback. Telling yourself that you will stop working at Time X and leave school at Time Y is a clear personal boundary. Saying "no" to someone is a clear interpersonal boundary. Holding firm to your boundaries or shifting them appropriately based on the available evidence are also key components.

One of the reasons educators appear to struggle with holding boundaries is because it is difficult to maintain their standards in the face of decreasing resources and increasing expectations. If we assume that external pressures on educators from both their professional and personal lives generally increase and change over time, how can they keep the school and/or classroom running smoothly?

Starling's relationship with the NWTTA is approaching our 2-year anniversary and our research has indicated that educators generally receive considerable intrinsic satisfaction from their profession. However, they maintain their standards and satisfy all of the various stakeholders by working very long hours. As the workload increases, their personal boundaries are at risk of slowly eroding.

There are subtle ways that this can happen. For example, the act of checking your smartphone to relieve the uncertainty that everything is fine at school releases dopamine in your brain and reinforces the behaviour. As the level of stress increases, these "hits" can provide temporary relief. By not consciously maintaining boundaries around such checking, this behaviour can become a habit. Eventually, you may be checking your smartphone when you should be sleeping or spending time with the people around you.

Similarly, one of the reasons educators often struggle with holding boundaries is because of the natural internal tension that arises. If your plate is full and you have to tell a colleague, parent, or student that you cannot oblige their request, you may feel guilt that you are letting them down or worry that they are upset or disappointed with you. It can be easier at the time to accommodate that individual and avoid that emotional distress. However, that decision erodes your boundaries and it will likely take more energy



from your battery in the long run to help that person.

While it is unlikely that most educators' boundaries will be shifted solely by their smartphone use or difficulties saying 'no', these examples represent how everyday work activities can affect them. Every time we can effectively create and maintain a clear boundary it strengthens our overall competency with boundaries. Conversely, every time we fail to hold a boundary, our abilities diminish.

The following lists include signs that you may be struggling with boundaries.

At School

1. Indecisiveness (e.g. questioning the quality of your work)
2. Unable to say "no" to superiors, colleagues, staff, students, or parents
3. Staying at school longer hours to keep up or catch up
4. Working through recess and lunch
5. Checking your smartphone or email
6. Not delegating tasks to others (only if you have supports available)
7. Procrastinating on important items that need to be completed

Personal

1. You neglect your own health and self-care to increase your output and maintain your standards
2. You don't have time for any hobbies or activities that help you to recharge
3. You consistently set goals that are too lofty
4. You beat yourself up and/or engage in a lot of negative self-talk
5. You frequently experience the same negative emotions (i.e. sadness, guilt, anger, anxiety, worry, shame)
6. You consistently spend more time on tasks/activities that you initially intended

Interpersonal

1. You have a hard time saying "no" to others
2. You smother or overprotect others
3. You lash out at others
4. You are overly concerned about what others think
5. You look for a lot of reassurance from others

It takes energy to create and maintain boundaries. If the level of energy in your battery declines from September to June, consider how effective your boundaries are at the beginning of the school year compared to just before summer holidays. One way that you can monitor the level of energy in your battery is by taking a Starling assessment. Similar to your physical health, if you are proactive with your mental health and take preventative steps, you will be in a much better position to handle unexpected stressors and those that grind us down over time.



Inclusive Schooling

This is year two of implementation of the new Inclusive Schooling Directive. As a result, many of you will see an increase in program support teachers (PSTs) in your schools and regions, as well as more training opportunities for those PSTs, classroom support assistants, principals, etc. who support classroom teachers in meeting student needs.

Self-Regulation (SR)

After two years of initial Education, Culture and Employment (ECE) SR implementation support in the school in each region identified by the superintendent, all NWT schools will now be invited this September to apply for a variety of possible supports in SR implementation. Online Mindfulness courses continue to be accessible to NWT educators. This year, the following four courses will be available:

- Mindfulness Fundamentals - 6 Weeks Online, 2-4 hours per week
- Mindful Educator Essentials - 6 week course, 3 to 6 hours per week
- Mindful Communication Course - 8 Weeks Online, 2-4 hours per week
- Difficult Emotions Course - 6 Weeks Online, 2-4 hours per week

Safe and Caring Schools

Thank you to members of each school's Safe School committee for their work on your Safe School Plan. This year, a territorial emergency response plan is being developed and put in place across all schools, and a new directive on LGBTQ2+ inclusion is being written for implementation next school year (2018-2019).

Mental Health (a new addition to the work of Education Renewal!)

New mental health training for school staff in interested education bodies is being launched this year. This training will provide school staff with knowledge about mental illness, what signs to look for in the classroom and in their interactions with students, and how to know when to refer students to a mental health expert.

Finally, our small community school mental health pilot, in partnership with the experts at Northern Counselling and Therapeutic Services, continues this year in eight communities! We will soon be in touch with the principals involved.

Languages Curriculum

In the 2017-2018 school year, the new draft of Our Languages curriculum is being piloted in several schools. Schools with successful core Indigenous language programs have broadened the reach of the classroom; students hear and use the Indigenous language in routine, conversational interactions with all staff and other students throughout the school.

Broadening the scope of an Indigenous language program requires inspired leadership to facilitate shifts in attitude, program focus and behaviour in all stakeholders. This paradigm shift cannot take place without principals and other teachers. It's also a lot of fun to learn the language of the community!

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

Government of
Northwest Territories

At snack time the children ask for their snack in Willideh. Keysha Delorme has asked for a green apple by saying, "Jiecho jt'qā nehwhq" which translates to "apple green I want", showing she knows the proper word order in her language.

Catching Up NWTTA Members' Life Events

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

Merril Dean retired in June 2017 from Yellowknife Catholic Schools. Merrill came north in 1989. She taught at William McDonald School, Sir John Franklin High School, École St Joseph School and Weledeh Catholic School. She was a teacher (drama, English, Social, computers, math, home ec, and ESL) an administrator, and Inclusive School Coordinator.

"I think teaching is an incredibly rewarding profession but one that requires us to be discerning consumers of new ideas. I wish

my fellow northern educators all the best and hope to meet with many of you as I step into my post-retirement work as a school psychologist."

Eileen Marie Fizer (nee Landon) passed away on April 13th, 2017. Eileen was a teacher and then teacher librarian at Mildred Hall Elementary School from 1965 until 1986. She will be missed but never forgotten by her children, grandchildren, great-grandchildren and extended family and many friends.



Eileen Fizer

IGNITING CLASSROOM DISCUSSIONS ABOUT COMPLEX SOCIETAL ISSUES

The Canadian Teachers' Federation has developed three classroom resources to enable teachers to engage students in open, frank and respectful discussions on:



Truth and Reconciliation



Mental Health



Child Poverty

Students and educators were engaged throughout the production process of these pedagogical booklets. Teachers who are already registered with the CTF's social justice program Imagineaction can easily access the booklets' accompanying **lesson plans** by login in.

Not yet registered as an Imagineaction teacher? Visit www.imagine-action.ca/members/Login.aspx and follow the instructions. It's simple and free.

JOIN THE 2,900+ TEACHERS ALREADY REGISTERED WITH IMAGINEACTION!



The use of technology has increased dramatically in recent years, but the standards of professionalism have not changed. Teachers are professionals and expected to model ethical and appropriate cyberconduct. Teachers hold a position of trust with students and will be held accountable if their actions expose students to inappropriate material or communications. Remember, nothing is truly private when you communicate digitally. When you use school board equipment and networks, your employer has access to all your messages and any sites you have browsed.

SOCIAL NETWORKING

The growth of social media since 2004 has been nothing short of phenomenal, giving rise to a wide range of networking sites such as Twitter, YouTube, MySpace, LinkedIn, Flickr and Google+. Both Facebook and Google+ allow their users to form groups/circles of "friends" and publish information of varying nature in text, image or video as status updates. They allow friends to interact with each other, including the ability to "tag" others in photos. Both these sites encourage users to gather as large a number of friends as possible because it helps generate enormous revenue from targeted advertising.

Social networking sites can carry tremendous benefits in one's professional development but can also present pitfalls. As educators, we have a professional image to uphold and how we conduct ourselves online holds no exceptions. Before launching a Facebook or Google+ page for your class or school, please check your school board policy with respect to the types of information that can be posted and shared with the world. With a little forethought, these social networking sites can offer a variety of educational benefits without risking any safety to students or members of the school community.

Users of social networking should consider the following:

- Familiarize yourself with the networking site's privacy policy and activate your own privacy settings.
- Never "friend" a student on your personal Facebook or Google+ account. You can set up a separate profile to be used only for school, based on the professional student-teacher relationship. This will require using a different email from that which you've signed up for your personal account.
- Do not permit images of yourself to be taken and posted on any site without appropriate privacy safeguards; learn how to "untag" photos.
- Never post criticism of - or share confidential information about - colleagues, students or administrators.
- Never post confidential images or information about yourself.
- Do not post anything on a social media site that you would not post on the bulletin board outside of your classroom.
- Establish professional boundaries. Do not share any of your personal information with students (eg. photos), and do not succumb to doing so if students ask.

CLASSROOM RESOURCES

www.media-awareness.ca

Excerpt from Canadian Teachers' Federation **CyberTips for Teachers** brochure used with permission. **English** and **Français** brochures are available online at nwttta.nt.ca and from NWTTA Central Office.

Know Your Collective Agreement

Maternity Leave

David Murphy, Assistant Executive Director

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

Maternity Leave is addressed in each of the collective agreements and is compared below. Each collective agreement offers Parental Leave and Adoption Leave as well. Additional information regarding this article, and future articles, will be placed on the NWTTA website.

Members who require more information regarding these leaves are advised to refer to the collective agreement in their specific agreement for additional guidelines. Members may also contact Central Office for assistance if they wish to do so.

	GNWT	YCS	YK1
ARTICLE NUMBER	15.05	14	15
Notify the Employer	15 weeks before the end of termination of pregnancy	4 months before the expected date of confinement	4 months before the expected date of confinement
Continuous employment for eligibility	Six (6) months	Six (6) months	Ten (10) months
Maternity Leave Allowance	93% of salary for seventeen (17) weeks with proof of eligibility to receive EI benefits	93% of salary for seventeen (17) weeks with proof of eligibility to receive EI benefits	93% of salary for seventeen (17) weeks with proof of eligibility to receive EI benefits
Duration (Maternity, Adoption and Parental Leave)		Combined leave not to exceed 52 weeks	Not to exceed 17 weeks but may be extended up to an additional 35 weeks
Health and Welfare Premiums		Board agrees to provide its share for the duration of the leave	
Return to Work	For at least six (6) months	For at least five (5) months or one semester at high school	For at least six (6) months or one semester at high school
Position when returning to work	Every consideration will be given to returning the employee to the same position	Consideration will be given to returning the employee to a comparable position	Employees have the right to return to the same position if it exists
Failure to return to work	Shall reimburse the Board for all monies paid (except death, permanent disability, medical termination or layoff)	Shall reimburse the Board for all monies paid (except if the failure is caused by death, disability or layoff)	Shall reimburse the Board for all monies paid (except for personal health problems or relocation of spouse away from Yellowknife)
Medical Certificate	May require a medical certificate certifying pregnancy	At the end of the 7th month of pregnancy may be required to provide the Board with a physician's certificate	
Medical Exam		Returning from maternity leave may be required to pass a medical exam before returning to duty	Returning from maternity leave may be required to pass a medical exam before returning to duty

Northern Lights

Meet
Marianne Maltby
from Yellowknife (YCS region)



Q. Where did you grow up?

I was born in North Bay, Ontario. Shortly after, we moved to a small farming village in southern Ontario to live beside my grandparents.

Q. What made you decide to become a teacher?

I was the eldest child with four brothers and a sister. I would create a classroom in our basement and teach my siblings. Both sets of grandparents told me I would be a teacher when I grew up.

Q. What do you teach?

I was a Drama teacher at École St. Patrick High School and produced several musicals while I taught there. The last seven years I have been at Weledeh Catholic School teaching Fine Arts: Drama, Dance and Music.

Q. What do you enjoy most about teaching?

I enjoy learning new skills. We started a Fiddle Program and I learned to play with the students. That has been a wonderful experience. I love creating the opportunities for students to express and develop their unique skills.

Q. How do you engage your students?

Students get a chance to collaborate and create scenes, choreography and songs. We have a Christmas concert where 200 kids sing in the finale song. We are beginning to integrate project-based inquiry into the Fine Arts classes. Students have a chance to explore their passion.

Proud that I Teach in the North

I have taught classes with children from Kindergarten age to grade twelve students. Each opportunity has been exciting and rewarding. I am proud that I teach in the North!

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: October 2, 2017



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

1. What does the acronym STIP stand for?
2. What does the acronym EFAP stand for?
3. When will members receive information about the 2018 NWT Educators' Conference about registration, accommodations and travel?
4. Should you "friend" a student on your personal Facebook account?

Stephen Offredi from École Sir John Franklin High School in Yellowknife (YK1 region) won the April 2017 Newsletter Trivia!

Newsletter cover photo:

New to the North 2017 new NWTTA members and presenters/facilitators.

2016-2018 Central Executive

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Regional Presidents' Representative
will be selected October 20-21, 2017
at the Executive Leadership Meeting



The NWTTA is a member of the Canadian Teachers' Federation (CTF), which represents nearly 232,000 elementary and secondary teachers across Canada. Pictured above is the **2017-2018 CTF Executive Committee**:

From left to right: CTF Vice-Presidents Sam Hammond, Elementary Teachers' Federation of Ontario; Francine Leblanc-Lebel, Association des enseignantes et des enseignants franco-ontariens, and Clint Johnston, British Columbia Teachers' Federation; CTF President H. Mark Ramsankar, The Alberta Teachers' Association; CTF Vice-Presidents Bethany MacLeod, Prince Edward Island Teachers' Federation; James Dinn, Newfoundland and Labrador Teachers' Association and Cassie Hallett, CTF Secretary General.

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