



NWTTA NEWS

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Welcome to the 2018-2019 School Year!

The NWTTA is excited to welcome you for the 2018-2019 school year.

The NWTTA is here to serve you, our membership. If you have questions or need assistance, please reach out through email, phone, the Online Quick Connect Form on our website, or drop by our office in Yellowknife. Mobile phone numbers for after-hours access are printed on the back of your membership card and on the contact poster in your staff room.

All new members are encouraged to create their NWTTA online membership account as soon as possible. Please visit nwtt.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.

September 30 is the deadline to register your online membership account to receive a 2018-2019 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. Returning members who already have online NWTTA accounts don't have to do anything, but please update your membership profile information if anything has changed.

Here is a preview of the 2018-2019 Membership Card:



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They Say Change is Good - Changes at the NWTTA this Fall

Fraser Oliver, President



I would like to take this opportunity to welcome back returning members and offer a special warm welcome to the approximately 106 new teachers to the NWT. I hope everyone had a restful and relaxing summer and you were able to connect with family and friends over the summer break. One great change this summer for my wife Patricia and I was our oldest daughter got married down in BC. One down three to go! Not only was it a marathon three day wedding but it turned into a family reunion for everyone as well.

There are lots of changes occurring here in the NWT as it impacts the working lives of teachers. Adrien Amirault is staying with the NWTTA and we are thrilled to have him. His compassion and expertise in dealing with members is second to none and it is great to say that the team of David Murphy and Adrien will continue to serve the members, giving them first class service for many years to come.

The legalization of cannabis is on the horizon and the NWTTA has been working with Superintendents, Human Resources and the GNWT's Department of Education, Culture & Employment to understand the regulations in the work place that our members will have to abide by in the future. These new regulations are presently being finalized and should be out to our members by early October 2018.

106 new teachers to the NWT means approximately 13% of our membership is new. With such a high number there will be more work for Regional Presidents, LROs and Central Office to help these new members be engaged in the NWTTA to understand their rights and responsibilities. On a positive note, these new members also bring new blood, new ideas, new technologies into the school settings. I have always believed that us veteran teachers need to assist and help in the development of new teachers, but also keep an open mind and learn from them as well.

The Commission scolaire francophone Territoires de Nord-Ouest (CSFTNO) and its 26 teachers have become their own NWTTA region. Until now the two schools in the CSFTNO were a part of other NWTTA regions. École Allain St. Cyr in Yellowknife was attached to the Tlicho region and École Boréale in Hay River was with the South Slave region. This led to many challenges for their teachers to be

engaged with the NWTTA. Now at our next Annual Meeting of Central Council (AMCC), CSFTNO teachers will send their own delegate to represent them.

The NWTTA passed a new section to its Code of Ethics at AMCC 2018: Member to Co-worker Relations. This new section informs NWTTA members how to deal with conflict/issues that may arise with non-NWTTA members in the workplace. Basically, it says that members are to treat non-NWTTA co-workers the same way they treat NWTTA members. If you have an issue/concern, you are to approach the non-NWTTA first and try and resolved the matter.

As you can see lots of changes here in the NWT that will impact our 780 teachers/educators from across the north.

Fraser



Northern Lights

Meet Aldona Dziejko from Whati (Tlicho region)



Q. Where did you grow up?

I was born in central Poland, spent my childhood in a port city in northern Poland and moved to Vancouver, BC in middle school. I am now in Whati. I seem to be drawn to water!

Q. What made you decide to become a teacher?

Teaching is my second career: I was in arts administration before. My ESL teacher was inspiring as she was very patient with me. In all my previous jobs I enjoyed training new staff and leadership roles. I got my TESOL to be able to travel and teach. Teaching ESL/ELL has made me finally decide to go to teacher's college to teach in public school. Most of my friends are teachers and so were my parents.

Q. What do you teach?

ESL/ELL, Social Studies, English, Visual Art, Middle School Humanities

Q. What do you enjoy most about teaching?

I love learning so the challenge of gaining knowledge and packaging it for students excites me. I like the problem solving and creativity involved in that. I really enjoy it when students apply new skills and build something of their own from that. I also really enjoy the energy that kids and teens have and creating positive relationships with youngsters.

Q. How do you engage your students?

I try to make everything we learn relevant for students- so that they can immediately see meaning in what they are learning. I try to impart the importance of education and various skills that come from it. I tend to be very real in my classroom and also show above all that I very much care about each student and their hopes, dreams and plans for the future. I like to incorporate multiple technologies in the classroom and variety of activities (group work, pair work, collaborative games, quiet working time) to engage all types of learners.

Encouraging Her to Keep Going

The pivotal moment in my journey to becoming a teacher was when a student of mine came back to school after the semester's end to tell me that she passed an important test. She had been convinced that she would fail it and each time, in class, I had assured her that she wouldn't. She ended up doing well and said to me that the most important thing I did for her was believing in her and encouraging her to keep going. I think that most of my former students would remember me assuaging their anxiety above all...and my storytelling!

School Profile



School Staff (left to right)

Back row: Shawna Coleman (Principal) – Fort Smith, NT, Kim Mabbitt (Jr.Sr. High class teacher) – Fort Liard, NT
Middle row: Heather Gillis-Farais (Elementary class teacher) – Robinsons, NL, June Buckley (Support Assistant) – Hay River, NT, Deborah Reid (PST/Instructional Coach) – Elora, ON, Diane Tourangeau (Aboriginal Language & Culture Instructor) – Kátł'odeeche First Nation, NT
Front row: Delores Fabian (Support Assistant) – Kátł'odeeche First Nation, NT, Ashley Beck (Primary class teacher) – Mission, BC, Misty Pynten (School Community Counsellor) – Hay River, NT

Chief Sunrise Education Centre

Community: Kátł'odeeche First Nation

Governed by: South Slave District Education Authority

NWTTA Region: South Slave

Grade Range: JK to 12

Student Population: 45

Staff: 9

Indigenous Language Instruction: South Slavey (Dene Yatíé)

Chief Sunrise Education Centre, Kátł'odeeche

Curtis Brown, Superintendent, South Slave DEC
Sarah Pruys, Public Affairs Coordinator, South Slave DEC

Chief Sunrise Education Centre (CSEC), located on the Kátł'odeeche First Nation Reserve, is a JK-12 school with a population of 45 indigenous students. The school believes that education should be grounded in culture, the South Slavey (Dene Yatíé) language, and mutual respect. Students are taught to walk in two worlds through a focus on student learning and on their Dene culture and traditions.

At the cornerstone of all that CSEC does is a comprehensive plan based on the school's vision. The plan, developed by staff in 2017, identifies culture, community engagement, research-based best practices, and assessment (based on data-driven instruction) as the pillars of education in the school. Beneath each pillar staff have outlined tangible strategies to use to support the education of all students. In 2018, the school developed a new motto, "We're Better Together" which is illustrated through a shared sense of leadership, and with their strong and supportive relationships with each other and with students, parents and community.

In response to knowledge that many students had experienced trauma, low student attendance and poor student

achievement, due at least in part to the inter-generational impact of residential schools, the school's passionate and dedicated leadership team and staff have combined formal education with traditional knowledge and activities in a way that makes learning public so that the community sees first-hand the quality and importance of education. This student-centered and community-centered thinking has resulted in a multi-pronged approach that focuses on student wellness and self-regulation, combined with inquiry-based projects that together have increased student and community engagement, and become a model for other Dene community schools.

CSEC is recognized as the pioneer among NWT schools for self-regulation programming that began around 8 years ago. The approach includes organizing the physical environment so the school and classrooms fit the students rather than making the students fit the school (a variety of seating options, focus tools, private spaces, etc.) and addressing the meta-cognitive aspect through teaching students how to notice and understand their emotions, strengths, and needs as they engage in their learning environment. For example, last fall, the JK-2 class began the year by visiting a spa centre to learn hand massages, and then the teacher set up a spa centre in the classroom for students to visit and work on self-care strategies when they felt dysregulated.

In addition to being given skills to notice and manage their behaviours, students are authentically engaged in learning and using 21st-century skills such as problem solving and critical thinking as they explore real-life issues using inquiry based learning methods. In one inquiry unit, the primary class learned why and how to treat others with kindness that culminated with a conflict resolution song called Sets'ani, which translates to "Be a Friend." Many of the students starred in the song's music video and signed autographs at the video's community premiere.

Sandy Creek Thursdays were implemented to increase students' learning during seasonally relevant on-the-land activities. For example, in the fall, classes learn about harvesting and preparing berries and meat. Other activities have included setting snares, skiing and snowshoeing, and building winter shelters and an outhouse. Students receive instruction from long-time Indigenous Language and Culture Specialist Diane Tourangeau, who also accompanies them during on-the-land trips to help ground the language in the land. There have also been opportunities for students to travel outside of the community to attend trapping camps, a resiliency camp in Whitehorse, Dene handgames tournaments, and the Trades Awareness Program in Fort Smith.

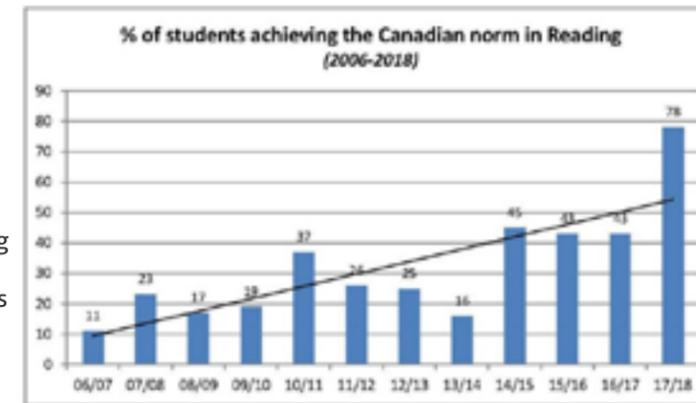
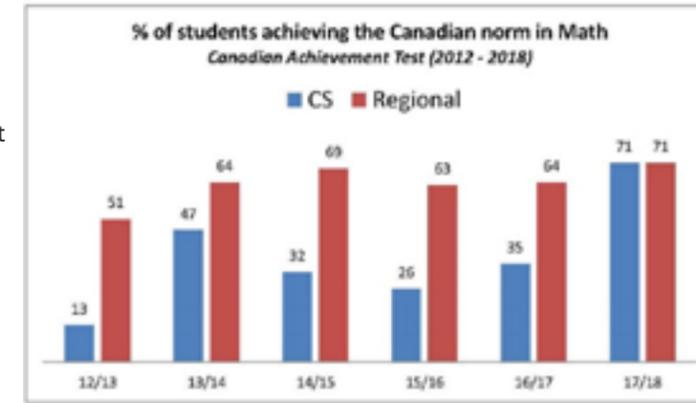
Perhaps not surprisingly, more students are attending school, on time and ready to learn. They are more active, engaged, and curious citizens who are more likely to be emotionally intelligent and able to pass these important skills onto future generations. Meanwhile, parents, Elders, and community members recognize the importance that the school is placing on traditional knowledge, and respect and trust are being built. We're Better Together goes beyond the school – the education of students is truly a community effort.

Staff, student and parent engagement is critical to student success, and in the 2017-18 school year, CSEC achieved the authentic engagement of 100% of parents in at least one school improvement planning day, a 3-way conference, or a parent workshop. One innovative example of community engagement is the beginning of the school year Fire Feeding ceremony, when most of the community comes out to stand together in a circle around the fire to remember their ancestors, and thank the Creator and ask for guidance in the upcoming year.

The school is led by an outstanding team of educators, including Principal Shawna Coleman, who is an Indigenous woman born and educated in the South Slave; 2018 Excellence in Education Award recipient and JK-2 teacher Ashley Beck; 2016 Excellence in Education Partner Award and School Support Counselor Misty Pynten; and former Principal and teacher Christina Steen, who eagerly provided transitional support to her successor. Along with the rest of the dedicated staff, they have guided the school to achieving amazing results on the Canadian Achievement Tests (CAT-4). In reading, 78% of students tested at or above the Canadian norm, while 11% of students achieved considerably above average or superior. Results are similar in math: 71% of students at or above the Canadian norm, and 14% of students achieved considerably above average or superior. In both reading and math, completion and participation rates have also increased by more than 20%.

These impressive results are due in part to thorough planning by school staff. Each year after receiving CAT-4 results, staff brainstorm next steps for both their students and themselves. These strategies extend beyond improving math and reading results – staff also look at creative ways to improve self-regulation and attendance strategies, such as by working with the local store to provide monthly incentives and through recognizing families with 90%+ attenders. CSEC also offers after-school programming that is responsive to student interest,

be it cultural activities, sports, or art. Chief Sunrise has also built meaningful relationships with community partners. The school is home to a popular Aboriginal Head Start program, offers counselling services to students and their families, and encourages students to engage with their community such as by reading to residents at the Judith Fabian Group Home. Article re-printed with permission from the South Slave Divisional Education Council.



Northern Lights

Rencontrer Sylvie Larose de Yellowknife (CSFTNO region)



Q. Où as tu grandi?

Je suis née à Montréal mais j'habite depuis très longtemps à St-Hippolyte dans les Laurentides.

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

L'éducation et plus particulièrement l'enseignement fait partie de ma vie depuis toujours. Je suis tombée dans la marmite! En fait, je crois que j'ai toujours eu cette curiosité de voir ce qui existait en éducation sur la planète. Comment apprendre et comment faire apprendre en tenant compte de toutes les différences Voilà le vrai défi qui m'anime. A chaque voyage, je veux voir les écoles et les modèles d'éducation afin de me nourrir de leurs façons de faire. En 2008, je suis allée enseigner à Bellegarde en Saskatchewan et depuis la piqûre de poursuivre ma conquête et de découvrir d'autres pratiques ne m'a plus laissée. En 2009, je suis allée en mission humanitaire au Honduras pour rénover une école. L'an dernier je suis revenue du Nunavik de la communauté de Aupaluk. Un coup de coeur! J'y ai travaillé comme directrice d'école et un enseignant qui est revenu des Artics Games m'a convaincue d'aller travailler aux Territoires du Nord Ouest. Allain St-Cyr m'anime déjà par sa francophonie. Et me voilà comme directrice de l'école Allain St-Cyr. En espérant retransmettre un peu ce que moi-même j'ai appris.

Q. Qu'est-ce que tu aimes le plus dans l'enseignement?

L'enseignement, pour moi, c'est synonyme de passion! Savoir que je peux faire une différence. Je sais que cela est un cliché mais c'est le cas. Etre un enseignant, c'est être un modèle. J'ai toujours cru qu'il y avait une place pour chaque enfant et que chaque enfant avait une place.

Q. Comment engagez-vous vos étudiants?

À phrase, je ne sais pas comment le faire, je réponds: on va te le montrer! Bonne rentrée à tous!

Welcome to MHS!

Mildred Hall School (YK1 region) staff painted games on the school's pavement/basketball court as a surprise for students on their first day of school. Thanks to Ryan Nichols for the photos!



Mental Health Education Delivered to 1 in 4 NWTTA Members



Stuart Bowyer, M.Sc., Director of Customer Success and Community, Starling Minds Inc.

This September marks the 3-year anniversary of Starling Minds' launch to the NWTTA! The online mental health program became available for NWTTA members and their families in the fall of 2016 to address rising teacher stress, to reduce mental health stigma, and to get 24/7 support into remote communities.

Fraser Oliver, NWTTA President shares, "In a time when mental health



35% of NWT teachers work in fly-in communities that don't have regular access to doctors or medical professionals.

and stress concerns are not viewed by the public as positive, Starling makes it possible for our teachers to work on their mental health in private and at their own pace from wherever they are without their colleagues or the public knowing." He continues, "For the first time in history, Starling gives immediate support to our members and their families who cannot wait weeks or months to get professional help from outside of their communities."

Starling's Impact on Teacher Mental Health

Starling is now being used by nearly 200 teachers across the NWT meaning that 1 in 4 members are benefiting from leading mental health education. What has resulted

is greater resilience to stress and improvement along the mental health continuum wherein 75% of members show an improvement in their mental health scores for sadness, anxiety, and worry.

An NWTTA member provides insight into how easy it is to work through the program and shares, "The examples and videos make more sense to me than any information I've ever received from doctors or therapists I have talked to in the past."



What Percentage of Teachers Decrease Anxiety, Sadness, and Worry?

Starling Minds is 100% confidential meaning that use of the program is kept strictly private. To understand aggregate teacher mental health scores, the organization tracks anonymous data to remain proactive when mental health scores begin to decline. The latest data report indicates that after using Starling:

↓ 63% of members experience less worry

↓ 50% of members report less anxiety

↓ 48% of members experience less sadness

Such increases are also impacting teacher effectiveness on the job and at home. For those who move up the mental health continuum, an average of 5 hours of productive time is gained from improved mental health.

One member shares, "I grew up in a family where talking about emotions was not something we did. Everyone has feelings, but I was raised in a world where boys and men don't talk about them. Before Starling, I didn't really have a vocabulary to talk about these things. One of the ways it helps is to give me some language to talk about my emotional and mental health which I didn't have before. It's an eye-opening thing."

How to Register For Starling Minds?

It's never too late to get started. To register for Starling Minds, visit: app.starlingminds.com/registration. You'll need your unique 4-digit NWTTA member number to sign-up. If you don't know your number please email membership@nwtta.nt.ca.



Access to Starling Minds is a partnership between the NWTTA and GNWT Department of Education, Culture and Employment through the NWT Education Renewal Initiative. There is no cost to NWTTA members to use Starling Minds.

Welcome to a New School Year Things You May Wish to Consider

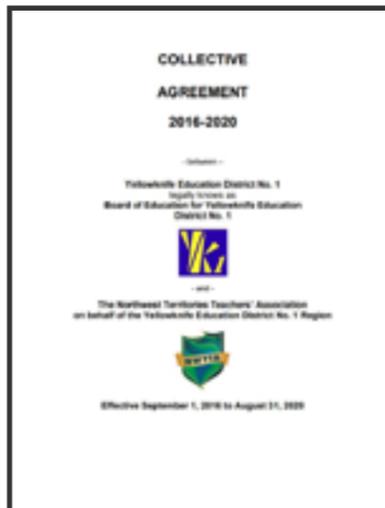
David Murphy, Executive Director

Whether you are a veteran teacher returning to the north or a new teacher coming to teach in the Northwest Territories for the very first time, I would like to take this opportunity to welcome you to a new school year. The Northwest Territories Teachers' Association is "your Association" and we are here to help you when you need assistance or advice. I have outlined several topics below which I believe are important to you. Please review and if you need clarification please do not hesitate to contact us.

Collective Agreements

You will be a member of one of three NWTTA bargaining units and as such will have a collective agreement specific to your bargaining unit. You may be an employee of the Government of the Northwest Territories (GNWT), Yellowknife Catholic Schools (YCS) or Yellowknife Education District No. 1 (YK1). You may obtain a copy of your collective agreement from the NWTTA website at <https://nwtta.nt.ca/publications/collective-agreements>. The collective agreements cover things such as salary, benefits, grievance and arbitration procedures, evaluation, sick leave, other leave, professional development and teacher qualifications. From time to time you may find yourself reviewing the collective agreement articles for information about something that comes up. If at any time you need assistance with this please give us a call or send an email. We shall be very pleased to assist you.

One of the first things you should check is your salary grid placement to ensure you are being paid correctly.



During the past year there were members who found that they had been placed improperly on the salary grid. As a result, some members were overpaid and had to return the overpayment to the employer. In other cases, members were underpaid and, in these circumstances, received a retroactive payment. So, please remember, to check your salary placement as you don't want to be in a situation where you have to repay money.

NWT Teacher Certification

New teachers to the NWT must apply for teacher certification and salary assessment to be placed on the salary grid. Members are placed initially on the salary grid at Category 4 and zero years of experience until their certification and assessment is completed. Returning teachers who have completed additional courses, which would provide them with an additional year of education, should request the Registrar to reevaluate their courses. If you are a new teacher then you should have already applied for your certification and returning teachers seeking a reevaluation should apply as quickly as possible for reevaluation. The forms to use to make application to the Registrar are available on the NWTTA website at <https://nwtta.nt.ca/forms>.

When you are initially hired as a teacher in the NWT you will receive an Interim Teaching Certificate from the Registrar and then placed on probation for the next two years. During these two years you will be evaluated and these evaluations will help the employer determine if you will be recommended for a Professional Teaching Certificate. Sometimes the evaluations identify

areas in which a teacher is required to improve. In these cases, the employer will offer support to the employee to help them improve in the areas identified. If for some reason your administrator or Superintendent is not evaluating you in a timely manner it may be a good idea to remind them so your evaluations are spread out over the year.

NWTTA Regions

As a teacher in the NWT, and Education Assistant and Junior Kindergarten Instructor in YK1, you are a member of one of nine NWTTA Regions. Each region is governed by an elected regional executive which often assists members with questions they may have. You are encouraged to become involved in your region by attending regional meetings and participating in your region's social activities. Take time to check the NWTTA website for information for members especially the Members' Area. Here you will find publications for members, member discounts for flights, hotels and some stores. As well there are regional pages listing your regions executive members, local receiving officers, regional bylaws and regional meeting minutes. You can follow this link, <https://nwtta.nt.ca/user>, to a page where you will be asked to register or login if you already have an account.

Professional Development

Each of the employers provide, through their respective collective agreements, professional development funds which teachers may use. The amount of funding available to you and the process to follow is determined by your collective agreement and your region's Professional Development committee. It would be a good idea early in the new school year to check this out and become acquainted with the process.

Cannabis and the Workplace

Another topic I would like to mention is the one of cannabis and the workplace. The Association has had discussions with Education, Culture and Employment, Human Resources and Superintendents about cannabis use and the workplace. Recreational cannabis will be available for purchase in Canada in October

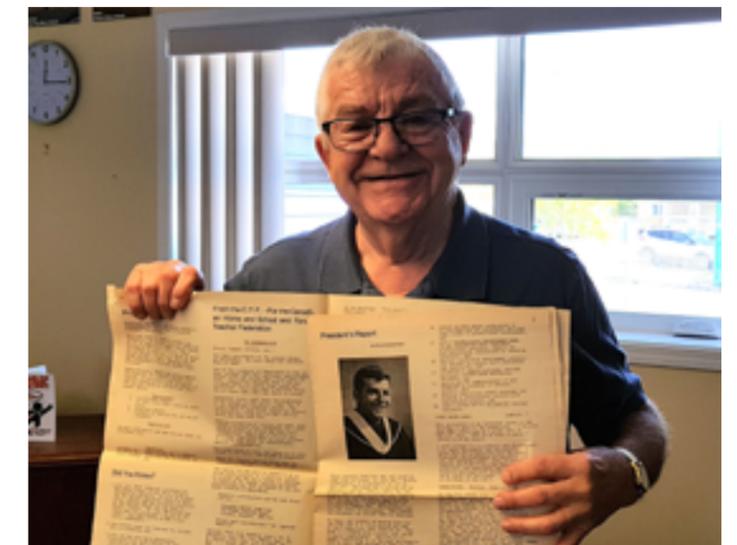
and employers are looking to create guidelines or policies that may impact our members. This is a new area for all of us and in discussions with these groups it is apparent that the uncertainty of cannabis use must become more clear.

Code of Ethics

As members of the NWTTA you are encouraged to become familiar with the NWTTA Code of Ethics. The Code of Ethics, NWTTA Bylaw 15, can be found in the NWTTA Handbook in the members' area of the NWTTA website. As well, copies will be sent to each school early in the school year. The Code of Ethics sets out standards of conduct required to be observed by all Association members. NWTTA members are expected to conduct themselves in a professional manner when interacting with students, the public, the Association, colleagues, other Association members and the employers.

In closing, let me welcome you once again to our schools in the NWT. If at any time you need assistance or wish to clarify a collective agreement article, please call us.

Remember, we are here to serve you, our members.



Ernie Comerford, our first full-time President (1975-76) dropped by for a visit to Central Office on June 8! Thank you Ernie for the visit and the walk down NWTTA history memory lane! In this photo Ernie is holding an NWTTA newsletter from 1975 showing his photo.

Government of
Northwest Territories

Welcome Back

Learning is a life-long adventure and goes beyond the walls of the classroom. Learning happens everywhere, and we are most effective when we recognize how students absorb information and peak their natural curiosity; when we support the educators, and when we continue improving our education system based on best practices.

We have seen some recent successes across a number of our initiatives such as Strengthening Teacher Instructional Practice, Northern Distance Learning, and renewed curricula being introduced across the school system. To assist in student wellness, the Community and Youth Care Counsellors will be in select schools this year, and the travelling team of specialists will be making their way around the territory to ensure our smaller schools are served. As well, we will be starting community engagements for High School Pathways to assist students with career counselling. Woven throughout is our focus on strengthening pride in identity, which is anchored in our northern traditions, cultures and languages.

Wrapped around all of those initiatives are you, the educators, who are participating in and driving these initiatives. I thank you for your commitment and enthusiasm and know that you are using your skills as well as professional development opportunities to provide high quality instruction to students of the Northwest Territories.

I am looking forward to this year and working with each of you as well as all of our partners – we are truly beginning to see some of the fruits of all of our labours.

Mahsi, enjoy your year,

Minister Caroline Cochrane, Education, Culture and Employment



CERN HST Program

Thana Rahim, École St. Patrick High School (YCS Region)

This year I had the honour to be the recipient of the Canadian Association of Physicists (CAP) High School Teaching Award 2018 for Northwest Territories and Prairies and I was selected to be Canada's representative for the HST 2018 CERN, Geneva, Switzerland. This workshop was the most valuable professional development experience of my career.

The CERN HST (High School Teachers) program, is a three-week residential program for selected participants that has been taking place for the last 20 years. It consists of 100 hours of lectures given by many distinguished scientists, on-site visits, exhibitions, and hands-on workshops that introduce its participants to leading-edge particle physics. In addition to these activities, participants devote 20 hours to group work to prepare presentations on selected topics. The purpose of this work is to gain a deeper understanding of topics related to particle Physics while working and exchanging knowledge in a collaborative way.



Above: Thana Rahim visits a Large Hadron Collider facility
Below: Official HST 2018 Group credit: Tony Valsamis/CERN



Northern Lights

**Meet
Brenda Tuckey**
from Fort Smith (Fort Smith region)



Q. Where did you grow up?

I was born and raised in Fort Smith.

Q. What made you decide to become a teacher?

I have had some amazing teachers as a student. School was a safe, welcoming place where I could be who I wanted to be instead of who everyone expected me to be. I could not read until I had eye surgery at thirteen and because of this I personally understand the frustrations and helplessness you can feel when you feel like a failure. I want to be the teacher that makes my students love learning and proud of who they are.

Q. What do you teach?

I have been a Support Assistant at Joseph B. Tyrrell School for sixteen years. While working there I worked with students across grades and subject areas. I had the opportunity to deliver the Literacy and Math Interventions at separate times. While working there, and during an eighteen month Education Leave, I was able to complete my Bachelors of Education at Aurora College. This year I will have my own classroom and be teaching grade three.

Q. What do you enjoy most about teaching?

My favourite thing about teaching is seeing when students have their 'Aha' moments. I am as ecstatic as the students and love sharing in their excitement and pride.

Q. How do you engage your students?

I always try to build relationships with my students. Students who know you love and care for them will feel safe and willing to try in so many ways. By teaching in my home community I get to make connections to my students and their families that I hope will encourage and nurture an authentic learning environment.

Conference Corner Upcoming Professional Development Conferences to Consider



57th NorthWest Mathematics Conference

Whistler, BC
October 18-20, 2018

<http://bcamt.ca/nw2018/>



Indspire National Gathering for Indigenous Education

Edmonton, AB
November 7-9, 2018

<https://indspire.ca/national-gathering/>



Future-Focused Learning: Ten Essential Shifts of Everyday Practice Workshop

Richmond, AB
November 19-20, 2018

<https://goo.gl/KmkDNO>

Together We Can Grow Our Languages

Areyǫné Dúle Nakenı Sahtúot'ine Yatı Gode T'á Ts'enezhe

North Slavey

Photo: T.Macintosh

What Teachers should know about North Slavey

North Slavey, which is part of the Dene-Athabaskan linguistic language family, is recognized as an official language of the Northwest Territories (NWT). Speakers may refer to North Slavey itself, or one of its dialects/sub-dialects, as Sahtúot'ine Gokedə, Sahtúot'ine Yatı, Sahtúgot'ine, K'ashógot'ine, Shúhtaot'ine, Shihgot'ine, or other names.



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

According to the 2014 NWT Community Survey, there are a total of 1081 territorial resident speakers of North Slavey aged 15 years and over living in the following communities:

Community	Number of NWT North Slavey speakers (15 years & over)	Proportion of all NWT North Slavey speakers (15 years & over)
Northwest Territories	1081	100.0 %
Déne	315	29.1 %
Yellowknife/Ndilo	175	16.2 %
Tulita	154	14.2 %
Fort Good Hope	146	13.5 %
Norman Wells	72	6.7 %
Colville Lake	45	4.2 %
Fort Simpson	39	3.6 %
Wrigley	27	2.5 %
Fort Smith	25	2.3 %
Hay River	15	1.4 %
Fort Liard	12	1.1 %
Hay River Reserve	11	1.0 %
Whatı	11	1.0 %
other communities (Behchoqı Dettah, Fort McPherson, Fort Providence, Fort Resolution, Gametı, Inuvik, Jean Marie River, Sambaa K'e, Tsiigehtchic, Tuktoyaktuk)	34 (low number of respondents)	3.1 %

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

Government of Northwest Territories

Member Benefits

Adrien Amirault, Assistant Executive Director

An important part of a member's compensation are the Health and Dental Benefits that they are entitled to. While all three bargaining groups of the NWTTA have similar health and dental benefits, they are not all exactly the same. The procedure for enrolling into the benefits plan are also different for the three bargaining units.

Once you have received your benefit information, it is an important responsibility that each member has to ensure they understand the benefits available, and the procedures for accessing the benefits. Members usually have a responsibility to claim benefits in a timely manner, and to follow the procedures as set out by each employer.

Each plan treats part-time employees differently, and for further details if you are a part-time employee it would be best to contact your employer.

Below is some information about each plan. For the most up-to-date and complete information it is important to check plan documentation.

Yellowknife Catholic Schools (YCS)

Benefits are provided by  Manulife Financial. They include Life Insurance, Accidental Death and Dismemberment, Extended Health Care (prescription medication, supplies, vision, etc.), Dental Care and Long-Term Disability.

Members working for Yellowknife Catholic Schools are provided a group benefits enrollment form from the Plan Administrator. Once completed the form is returned to the Plan Administrator who then forwards the application to Manulife Financial. For more information on this process YCS members can contact Amy Curran at the YCS office.

Yellowknife Education District No. 1 (YK1)

Benefits are provided by  Manulife Financial. They include Life Insurance, Accidental Death and Dismemberment, Extended Health Care (prescription medication, supplies, vision, etc.), Medical and Non-medical travel emergencies,

Dental Care and Long-Term Disability.

Members working for YK1 are provided a group benefits enrollment form from the Plan Administrator. It is important to complete the application material provided to you from YK1 as soon as possible to start your benefits. For more information on this process YK1 members can contact Stacey Scarf at the YK1 office.

Government of the Northwest Territories (GNWT)

Teachers employed in GNWT schools are provided Health and Dental Benefits by two different providers.

Health benefits are provided by the Public Service Health Care Plan and members are insured by  Sun Life Financial. Your initial employment documentation forms to enroll in the plan are usually provided, and these are submitted to your benefits officer. **It is important to apply as soon as you are able as there is a waiting period from time of application.** If this enrollment information has not been provided yet, please contact the NWTTA, or your employer. It is extremely important that after your documents are submitted that you complete a Positive Enrollment on the Sun Life website. This is mandatory before any claims can be processed.

There are some optional benefits that you will be able to select as you enroll in the plan.

Health benefits include Hospital Coverage, Medical Travel, Employee Family Assistance Plan, Supplementary Death Benefit, Disability Insurance, and 80% reimbursement of most expenses.

Dental Benefits are provided through  Green Shield Canada. Members are eligible for dental benefits following three months of continuous employment. There is an annual deductible depending on the type of coverage (family or single).

If you are unsure of the benefits you have available or if you need assistance in enrolling please contact the NWTTA office or your employer for assistance. It is important to get all of these benefits in place before you need them.

Just Keep Trucking A TruckerBuddy.org Story

Steve Elms, N.J. Macpherson School (YK1 Region)

Steve Elms is a grade 3 teacher at NJ Macpherson School, and Vice President of the YK1 Region. He has worked for the Yellowknife Education No. 1 school district since 2004. He lives with his partner John and son Michael in Yellowknife.



I've always wanted to be a teacher. My earliest memory is growing up in the small Newfoundland town of Bay Roberts. I'd creep down the stairs into my parents' unfinished basement to where I had setup a classroom and a library. Here in this secluded place I would teach stuffed animals and as the years went on my younger brother. My Aunt, who taught primary in St. John's, supplied me with a lot of school readers like; Mr. Whiskers and Dick and Jane.

When I graduated high school, I attended community college and received a Microcomputer Specialist certificate. During college I found that most of my time was spent reteaching the concepts learned during the day to my adult classmates: I loved it.

When my wife accepted a job in Inuvik working for CBC radio, I quickly jumped online and discovered that the local college (Aurora College) had a partnership agreement to offer education degrees through the University of Saskatchewan. I applied and was accepted. Upon completion, I accepted a job



2017-2018 4 Elms class - back row (l-r): student teacher Teegan, trucker Eric, Steve Elms

teaching a École J.H. Sissons School. I was partnered with a mentor teacher, Andrew Austin. While reading a teacher magazine in the library, we noticed an ad for a pen pal program that partnered teachers up with truck drivers called TruckerBuddy. My class was partnered with a trucker from the United States who transported different household goods and food. His name was Kris Kalin. He would send postcards detailing his journey all over the United States. In turn we would write letters detailing the adventures of a small northern classroom. After a few years, I was transferred to a different school and a different position and we stopped corresponding.

Two years ago while rummaging through some old teacher boxes I stumbled upon some of Kris' postcards. I went to Google to see if the program was still in existence, and sure enough it was. I reapplied to the program and after a few months wait I was partnered with our current trucker buddy, Eric van Luit. Corresponding with Eric has been great, both for the students, and myself. When I first started, email and smart phones were just beginning, so we communicated via postcards and letters. Now, Eric and the students email at least once a week. He has an app on his truck that allows us to see where in the United States or Canada he is, and we can use Google maps to track where he's been and where he is going. Eric sends updates every week, with lots of interesting facts about the location he's at.

I was amazed and shocked when Eric mentioned that he would be willing to visit us in Yellowknife in 2016-2017, and on his own time! He made the approximately



Norwich the Cat

2,400 km trek, and over 25 hour journey, not only once in 2016-2018, but twice in 2017-2018. Having Eric visit the class adds that extra connection with the students. It is a great opportunity for the

students to see how big our world is.

Eric grew up in the Cleveland, Ohio area until he and his family moved 75 miles west to Catawba Island, Ohio when he was 16. The island is actually a peninsula connected to the mainland. Eric has been with Truckerbuddy for about 15 years and has had 3 classes. The first was in Minnesota, the second was in upstate New York, and the third is our class in Yellowknife. He still stays in touch with his New York teacher even though he doesn't write to the class anymore. Eric has two cats who travel with him and they help him cope with the long distance; although he says he has done it long enough now that he doesn't think about the distance that much. Eric says, "The thing I like about the program [Truckerbuddy] is the chance to share the experiences of the road with kids who haven't had the opportunity to travel yet."

Eric recalls an interesting story about his first trip to Yellowknife. "It was from November 26 to December 10, 2015. I left from my home in Ohio. I had fifteen days to get there and back. When I was ready to leave I couldn't find Norwich. I finally needed to leave so I left without him and asked my brother who lived five minutes away to try to find him. I left in the car but my truck was still there and I knew Norwich would stay near the truck. My brother never found Norwich. I returned to the truck after fifteen days and found Norwich hiding under the

hood. He was almost dead from starvation but decided that he would rather die than be picked up by someone other than me. That was when I knew he was mine. He started eating right away and wouldn't leave my side for the first four days after the trip. He quickly regained his weight and within a week he was back to normal. Fortunately he has made my last 3 trips to Yellowknife."

I'd recommend TruckerBuddy.org to any teacher. I have enjoyed having Eric as a TruckerBuddy, our friendship has grown and just this past Christmas, I was in Whitehorse, Yukon visiting my boyfriend's family and we were able to meet up in Whitehorse and I got to see his truck. There is a plan that if a move happens to Yellowknife, he will get the trip and then the students and I will get to see him in action, and check out his truck. My students and I are extremely excited to see Eric and his cats again soon.



Trucker Eric in Whitehorse, Yukon

JBT Culture Day

Joseph Burr Tyrrell (JBT) School (Fort Smith region) staff went across the river on August 29, 2018 for their Culture Day where they spent time reconnecting with the land, filling their bellies and revitalizing themselves for the new school year. Thanks to Lora Sinclair for the photos!



PLAYSAFE:
Don't Let It Happen to You

Adam Rebecca

In The War Amps new "kids-to-kids" safety video, Adam and Rebecca lead viewers on a SAFETY WALK™ to help them spot the dangers in their neighbourhoods. Along the way, they introduce stories from other young amputees who, like them, have lost limbs in accidents. Together, they deliver the hard-hitting but positive PLAYSAFE message.

This valuable resource for educators can be viewed at waramps.ca/playsafe

The War Amps

Below: **Matthew Miller** (left), NWTTA Beaufort-Delta Regional President presented **Alfred Moses**, former GNWT Minister of Education, Culture and Employment with NWTTA Honorary Membership on August 30, 2018, recognizing Minister Moses' outstanding contributions to education in the Northwest Territories.



Northern Lights

Meet Tyrrell Hughes from Yellowknife (YK1 region)



Q. Where did you grow up?
Charlottetown, Prince Edward Island

Q. What made you decide to become a teacher?
After teaching for a year in South Korea - with my amazing wife Michelle who is also the counsellor at Range Lake North School! - I realized that children have an awesome world view where anything is possible. At times as adults we can lose sight of that so the imagination factor put me on the profession.

Q. What do you teach?
I teach Grade 8 and 9 Integrated Studies which is a mix of English Language Arts, Social Studies Science and Health. I also teach High School English Language Arts. I do this in the incredible community of Ndilo!

Q. What do you enjoy most about teaching?
Sharing new ideas with students about the possibilities in their life and mine. In my classrooms I insist students come to learn as well as teach. So many students are experts in amazing fields that I have little aptitude in, so I try and soak up as much of that knowledge as possible, which is really rewarding.

Q. How do you engage your students?
Relationship, relationship, relationship. Building better relationships yields better outcomes for everyone.

Connecting with kids in a meaningful way
As teachers we understand how difficult the job is. It's a really important job. I walk by teachers all the time saying to myself, "wow, they work really hard" although most of you make it look really easy. I've been fortunate to work with some great staff and educators as they have consistently pointed me in the right direction to connect with kids in a most meaningful way. Yellowknife has so many great people who want to be strong teachers. I'm a pretty lucky guy to be a part of it.

Northern Lights

Meet JP Bernard from Norman Wells (Sahtu region)



Q. Where did you grow up?

I grew up in a small French community called Mont-Carmel, Prince Edward Island along the coast of the Northumberland Strait.

Q. What made you decide to become a teacher?

Having many wonderful teachers growing up was one of the reasons I considered teaching as a profession (my mom was my Kindergarten teacher!). There is something about sharing knowledge and helping kids learn anywhere and anything from the soccer pitch to the Physics lab, to life experiences that I truly enjoy. I had the opportunity to substitute teach during my breaks while attending university and that confirmed that teaching would be a career that I would be very happy in.

Q. What do you teach?

Math and Physics are my majors, but as with many of us in who have taught in small schools, I have taught a wide range of courses from Legal studies, Philosophy, and many more. Currently, I am an IT Consultant with the Sahtu Divisional Education Council. My primary task is to help teachers integrate technology in their classrooms which can be from SMART Boards and Minecraft to PowerTeacher.

Q. What do you enjoy most about teaching?

I would have to say that it's the people I get to assist whether it be students or staff. I get a real sense of satisfaction when I can help others learn something new and when I learn something new, or see things from another perspective that I had not considered.

Q. How do you engage your students?

When in the classroom, engaging students can be challenging considering the wide variety of personalities and abilities. I try to vary my approaches and allow a bit of flexibility for the students to better meet their individual learning styles and needs. I am a firm believer that relationships are of huge importance in engagement, so I try to integrate the students interests in the classes. When I am helping teachers, their intrinsic motivation to be more efficient is enough to keep them motivated!

Thank-you for all your help

After one of the graduation ceremonies at my first teaching job, it was a custom for the graduates to spread out around the gym so that family, friends, and community members could go around and congratulate the graduates personally. While shaking the hands of one of the graduates, she thanked me for all the help I gave her. I was in the process of telling her that it was all of her hard work and dedication that were the reasons for her success, but she interrupted me mid-sentence and said: "Thank-you for all your help." It was a great feeling to know that a teacher's hard work is indeed appreciated by our students we teach even though we may not even know it at the time.

Survey Results Give Direction

Fraser Oliver, President

This past spring NWTTA members were asked to complete a survey and to provided data that would give direction to the President, Executive Staff, Central Executive and as well NWTTA Regional Executives.

As president of the NWTTA I place high 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.

The results of this 2018 survey showed many common concerns from all regions across the NWT.

1. Teacher Workload/Classroom Composition
2. Teacher Wellness
3. Housing (Tlicho, Sahtu, Dehcho and Beaufort-Delta regions)
4. Social Media Attacks on Teachers

At the NWTTA Regional Orientations this fall, Regional Executives, LROs and Central Executive will be reviewing the data members have provided and through collaborative workshops will be developing Strategic Plans to help address member concerns. The Strategic Plans will be developed by each Regional Executive to address regional concerns/issues to be implemented by Central Executive at the territorial level. These plans as well as completed survey results will be shared with all members after our regional orientations are completed.

The NWTTA will be asking its members to complete a survey in the upcoming months to help address and understanding the level of violence in NWT classroom. When you are asked by Central Office to complete a NWTTA survey, please take 10 minutes to complete the survey as it helps give direction to Central Office.

Remember at the NWTTA, member voices are important!

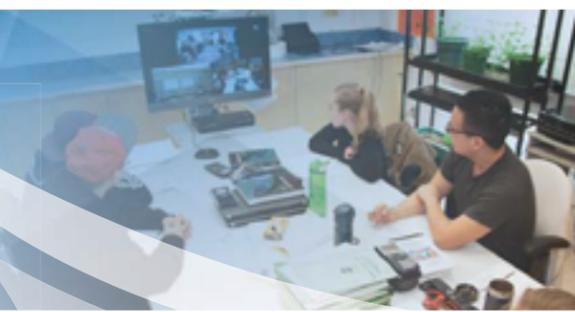
Tlicho Regional Conference

Tlicho region members gathered at the end of August to build relationships and reconnect for the new school year. Activities included a Feeding the Fire ceremony, Blanket Activity, duck plucking, and presentations/discussions on Assessment, Self Regulation, and Our Languages Curriculum and Handbook. Thanks to Carolyne Whenham for the photos!



I am more than ABCs

NWT EDUCATION RENEWAL UPDATE



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

Northern Distance Learning (NDL)

Northern Distance Learning (NDL) continues to expand to additional communities and 2018-2019 school year will be the fifth year of NDL with eleven schools across five regions attending class with teachers in East Three Secondary School in Inuvik. NDL increases the options for academic courses in small communities by connecting students who are academically-oriented. To date, the approach taken through NDL has resulted in a 66 per cent course success rate over the first seven semesters of the pilot project. This success is due to:

- ability to live and study in your home community;
- high-levels of support from educators who understand small community students and who are experienced in teaching these academic courses;
- peer group across the NWT who have unique perspectives not previously available to them; and
- the opportunity to access courses in a form not previously available.

This program will continue to expand to other small schools over the next two years with ECE helping to fund the small communities who join the program. 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.

Healthy Students, Healthy Schools -- Legalization of Cannabis

Cannabis is expected to be legal in Canada on October 17, 2018. The Department of Education, Culture and Employment, has been working in collaboration with the Department of Health and Social Services to develop information pieces for students, parents and staff about the affects of cannabis use on youth, and the rules and Code of Conduct that pertain to cannabis. These materials will be ready for distribution in advance of the legalization date.

Child and Youth Care Counsellors

Increasing access to counselling by children and youth is an action outlined in the GNWT's Child and Youth Mental Wellness Action Plan released last fall, and a priority in ECE's Education Renewal and Innovation Strategy.

Beginning this fall in the Thchq and Dehcho Regions, Child and Youth Care Counsellors (CYCCs) will be in larger schools (those with more than 75 registered students) to provide counselling services. In addition, schools with less than 75 registered students will have the support of the Northern Counselling Therapeutic Services team of traveling counsellors.

In the next four years, the Government of the Northwest Territories will introduce a total of 42 full time CYCCs and 7 clinical supervisors. Seven CYCCs will be in the following schools this fall, Echo Dene (Fort Liard), Deh Gah (Fort Providence), Thomas Simpson (Fort Simpson), Mezi Community (Whati) and Chief Jimmy Bruneau (Behchoko). In 2019-20, seven will be available in Beaufort Delta and Sahtu schools, 15 in Yellowknife schools in 2020-21, and nine in South Slave schools in 2021-22.

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

Government of
Northwest Territories



BDEC Members Gather in Inuvik

Beaufort-Delta region members gathered in Inuvik in August to prepare for the school year before members traveled to their homes across the High Arctic. Thanks to Matthew Miller for the photos!



Northern Lights

Meet
Deborah Dapaah
from Tsiigehtchic
(Beaufort-Delta region)



Q. Where did you grow up?

I was born in Ghana and grew up in Osaka, Japan from kindergarten to grade 9.

Q. What made you decide to become a teacher?

Living and experiencing three different educational systems in three different countries, I was always curious as to how education shaped and affected a person. After learning the impact of early years education I become an ECE (Early Childhood Educator), then later on my teaching license.

Q. What do you teach?

I teach JK/K students at Tsiigehtchic.

Q. What do you enjoy most about teaching?

I enjoy getting into the students 'business'; simply put, I love being in the moment with the children whether in their learning or play. I also enjoy watching them make a concept or skill I taught them their own.

Q. How do you engage your students?

I engage my students by following their curiosity. I am always listening and watching for signs of curious minds so I can act on it. I like to create a place where they can use their whole senses to engage in learning.

Privilege to be a teacher

It is a privilege to be a teacher because I can inspire a child by what I do, and what I bring in their presence. I have the privilege of being part of their childhood history in their life, and that is simply awesome and sobering at the same time.

Who's Who at Central Office

Central Office staff are here to serve you, NWTTA members. Here's who we are and why you might interact with us.

Fraser Oliver, President, is your elected president until June 30, 2020. Fraser works with Central Executive and Regional Presidents to provide leadership to the staff to

serve our members best. "Engage Involve Include" on the wall in our boardroom reminds all who meet in the space what the current member priorities are for Central Office. Fraser is our political representative with Territorial and Federal representatives, is our spokesperson with the media and also provides personal assistance to members.

David Murphy, Executive Director is responsible for all NWTTA operations, reporting to the President. All Central Office staff report to the Executive Director. David leads our meetings/interactions with the three employers (GNWT, YCS and YK1), meeting regularly on Human Resources and educational operations issues. David will lead collective agreement negotiations when they begin later this school year for the three current collective agreements which expire in 2020. When members need assistance, David is one of the people who provides personal assistance to members.

Denise Works, Administrative Assistant is your first contact when you phone us (867-873-8501) or send emails to our general email address (nwtta@nwtta.nt.ca). If you're a member of Central Council, Central Executive, a Regional Executive or an LRO, Denise has booked your travel, accommodations, facilities and catering for your meetings. Denise coordinates and completes the minutes for all Central Executive meetings and coordinates fully and completes the minutes for AMCC (Annual Meeting of Central Council). Denise is the centre of our Central Office operations, ensuring everybody is where they're supposed to be and all phone calls and drop-in visits are routed to the



Central Office staff (left to right): Fraser Oliver, David Murphy, Denise Works, Christina Steen, Adrien Amirault, André Corbeil

appropriate person to serve you best.

Christina Steen, Professional Development (PD) Coordinator is responsible for GNWT Professional Development. Christina is responsible for receiving, reviewing and approving GNWT members' central PD funding proposals. Christina is also

responsible for planning and coordination of territorial conferences, the next planned for 2021. Christina facilitates the work of the Central Professional Development Committee who has oversight authority over all GNWT PD funds.

Adrien Amirault, Assistant Executive Director works alongside David Murphy and Fraser Oliver with a primary responsibility of providing personal assistance to members. Adrien is actively involved in all employer meetings with David Murphy and Fraser Oliver. Adrien led the last round of collective bargaining with the three employers and will be deeply involved in the next round of negotiations.

André Corbeil, Finance & Communications Officer is writing these words and creating the newsletters. Anything related to NWTTA and NWTTA PD Fund finances involve me. GNWT PD reimbursement requests come to me to process and ensure they are deposited into your bank accounts. I work with our bank (RBC) ensuring NWTTA financial bylaws and policies are followed, and report our financial situation regularly to Central Executive and Central Office senior staff. I am also responsible for communications - including creation of the newsletter, maintaining our website and online membership system, creating and sending mass emails, posting to our social media pages, receiving media inquiries and generally trying to keep messaging clear for members and the general public.

We are here to serve you!

Catching Up Members' Life Events

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

Congratulations to **Miranda Orr** from Princess Alexandra School (South Slave region) on the birth of **Meadow Ann**, born August 24, 2018 at 12:55 am at Stanton Hospital in Yellowknife. Meadow Ann weighed 7lbs 4oz and was 19 3/4 inches long. Mom and baby are home and settling in well.



Miranda Orr with Meadow Ann

Kate Powell, Principal at Deninu School (South Slave region) passed away at her home in Fort Resolution the morning of August 17, 2018 at the age of 44.

Kate will be remembered for her kind heart and courageous spirit, dedication to her profession, and unwavering support for her community.



Kate Powell

South Slave & Fort Smith Members in Hay River

South Slave region & Fort Smith region members gathered in Hay River in August for their regional opening before starting their school year. Thanks to Fraser Oliver for the photos!



Violence in the Classroom

Fraser Oliver, President

Data from the Canadian Teachers Federation (CTF) and provincial and territorial teacher organizations tells us that 94% of teachers across Canada have experienced some form of violence in the classroom at some point in their careers.

Rates of violence in the classroom are increasing in Canada, with 80% of teachers saying violence is on the rise and incidences are becoming more severe.

Violence in the classroom includes verbal aggression, property damage, threats against teachers and physical attacks on teachers.

Classroom teachers overall report experiencing the highest rate of incidents, specialist teachers are next and school administration are 3rd on the list. Violence in the classroom is not discriminate, it is found in large regional centre schools as well as smaller community schools. It is found in high schools and elementary classrooms as well.

The NWTTA is asking its members to report all incidents of violence in the workplace by completing an "Incident Report" form found on the NWTTA website at nwtta.nt.ca. The form and data are sent directly to the President's email and are held in confidence by the President. The report usually takes 3 to 4 minutes to complete and I as NWTTA President will contact the members to offer any assistance. As well as reporting the incident to the NWTTA, members should also be reporting these violence incidents to their supervisor or principal.

Last year in one of the NWT schools we had a situation where a student threatened a teacher with a weapon. Since the member completed a NWTTA incident report we were made aware of the situation. I contacted the member immediately and was able

to provide assistance and support to this member to help them get the care they needed at the time.

The NWTTA will be asking its members in the near future to complete a "Violence in the Classroom" survey so we can get a better understanding of what is happening in our schools. The NWTTA is well aware that not all members report on every violent incident that they experience but we are asking you to please do so now.

The NWTTA will continue to work with our educational partners, Superintendents, Department of Education personnel as well as with our school leaders to make NWT schools safe for all who walk through the school's doors.



Date *
 Sep - 5 - 2018 -

Specify Type(s) of Abuse Experienced *

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

Specify Source(s) of the Abuse *

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

Additional Details

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

Submit



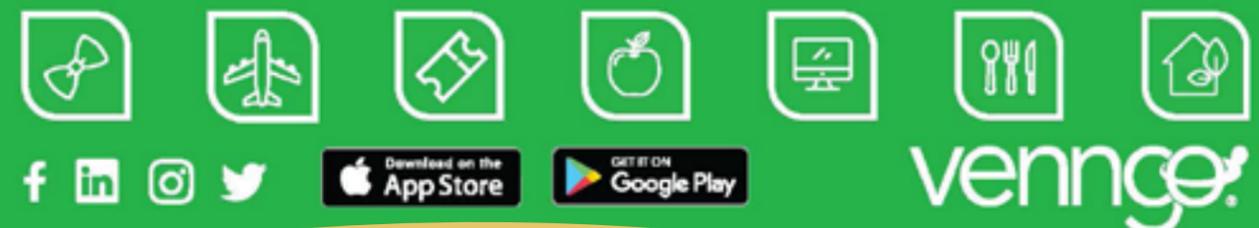
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Professional Development

Christina Steen, Professional Development Coordinator

Welcome back to another exciting school year. This is the first year in many that I have not had a first day of school. I was feeling a bit nostalgic, remembering the special energy of the first days of school for both students and staff. With that enthusiasm in mind, let's talk **Professional Development - the continuous growth of personal and professional knowledge and expertise that enhances teaching in support of student learning.**

As a NWTTA member you have several options open to you to engage in a broad range of activities that are committed to self-assessment, personal professional renewal and lifelong learning.

Each NWTTA region has Regional Professional Development funds to support PD for their members. Each region is unique. Please contact your Regional Professional Development Committee for their guidelines and application forms.

GNWT Members are also eligible for reimbursement for the following PD activities:

- [Online Distance Credit Courses](#)
- [Summer Credit Courses](#)
- [Summer Non-Credit Courses](#)
- Educational Leadership Program Funding
- [Education Leave with and without allowances](#)
- Indigenous Language Acquisition Funding

Additional information can be found on our website nwtta.nt.ca. Members can view the [NWTTA Central Professional Development Handbook](#) for details on reimbursement maximums, eligible expenses, application deadlines and to access current application forms. You may also contact Christina Steen via phone 867-873-5759 or email christina.steen@nwtta.nt.ca with any inquiries you may have about your professional development.

Important Reminder: You must apply for Professional Development **PRIOR** to the start of the PD activity to be eligible for reimbursement.

PD Spotlight Indigenous Language Acquisition Funding for GNWT NWTTA Members

These funds are specifically for the purpose of professional improvement of language proficiency in one or more of the official Aboriginal Languages of the Northwest Territories. NWTTA Indigenous Language teachers are eligible to receive funds for:

1. Language Acquisition and Instruction Courses

Purpose: For GNWT NWTTA Indigenous Language teachers to take courses aimed at improving Indigenous Language Instruction.

Eligible Expenses: tuition, on-site accommodation and meals (\$130/day), travel costs and substitute costs to a maximum of \$6,000.00

2. Individual Language Learning Activities

Purpose: Available to GNWT NWTTA Indigenous Language teachers to improve their Indigenous language skills. Activities with Elders or other Indigenous language speakers where there is the opportunity to hear and speak language and learn more about language, traditional ways and beliefs are eligible. This funding could also be used to connect Indigenous Language teachers with a language expert in the classroom.

Eligible Expenses: honoraria to Elder/language experts, substitute costs where applicable and/or warranted, materials to a maximum of \$6,000.00

3. Workshops, Seminars or Conference Participation

Purpose: to enable groups of GNWT NWTTA Indigenous Language teachers to get together for a workshop, seminar or small conference and to bring in language experts or instructional experts as resource persons.

Eligible Expenses: honoraria, travel and per diem costs for experts, travel for teachers, accommodation and per diem (max. \$130/day), materials, substitute costs

Northern Lights

Meet Patricia Oliver from Yellowknife (YCS region)



Q. Where did you grow up?

I was born in St. John's Newfoundland, the second daughter of four girls. Growing up I lived in both Colinet and Stephenville Newfoundland.

Q. What made you decide to become a teacher?

I chose to become a teacher because I have always enjoyed dealing with children and organizing activities which would allow them to learn in a fun and engaging way. I babysat A LOT since I was twelve - starting salary of 50 cents an hour! I also had some very nice teachers in our schools in Newfoundland and I saw how excited they were to teach my class, and I knew this was what I wanted to do.

Q. What do you teach?

I have taught many grades and subjects over the past 35 years from kindergarten to grade 12 departmental courses, but the courses I love to teach the most are high school math and chemistry.

Q. What do you enjoy most about teaching?

There are many aspects of teaching that I enjoy - building relationships with students, watching them be challenged with certain concepts in math and chemistry and seeing them have that "Ah ha" moment and that smile on their face when they realize they now understand it. I also enjoy watching students enter high school and grow over the next four to five years to graduate from high school and move on to the trades, college or university.

Q. How do you engage your students?

I try to make coming to my activities not only challenging, but fun and engaging. I think it is important for students to have input into their education, to be able to feel successful at the end of the day.

Where are they now?

Teaching is not always an easy career, but it can be most satisfying. Many students now live in the community, but more have moved away through the years, be it at a young age or after graduating. I often find myself wondering "Where are they now?" about many students I had a connection with.

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: **November 1, 2018**



Win a \$50 Starbucks Gift Card!

1. What is the Indigenous language of instruction at Chief Sunrise Education Centre?
2. What percentage of members believe Starling helps them manage stress at work and at home?
3. When is World Teachers' Day?
4. GNWT member dental benefits are provided through what organization/business?

Vivian Wirth from Moose Kerr School in Aklavik (Beaufort-Delta region) won the May 2018 Newsletter Trivia!

2018-2020 Central Executive

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Gwen Young

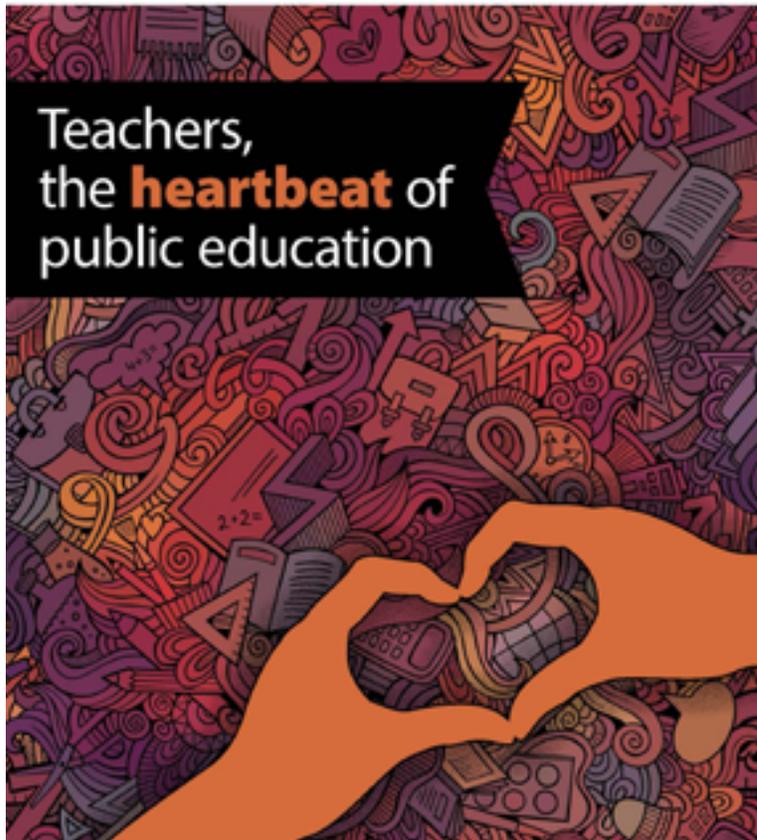
Member-at-Large

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Regional Presidents' Representative

To be chosen by Regional Presidents in October 2018

WORLD TEACHERS' DAY
2018.10.05



Teachers,
the **heartbeat** of
public education

 Canadian Teachers' Federation
Fédération canadienne des enseignantes et des enseignants

www.ctf-fce.ca

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