

EASTERN AREA TEACHERS' ASSOCIATION



Jill Coffin
Bluefield Sr. High



Natalie Bulger
Vernon River Cons.



Jeff Trainor
Englewood



Alison Kelly-Doyle
L.M. Montgomery Elem.



Gary Devine
Birchwood Int.



Amy Boswall
Sherwood Elem.



Alyson Hume
Central Queens Elem.



Joe Broderick
Charlottetown Rural High



Gary Connelly
Colonel Gray Sr. High



Jennie Mutch
East Wiltshire Int.



Shellee Mann
Colonel Gray High



Kurt Duncan
Sherwood Elem.



Angela Arsenault
Eliot River Elem.



Greg Campbell
Stonepark Int.



Helen Smith-MacPhail
Stonepark Int.



Josie Kelly-Kenny
St. Jean Elem.



Carla Callaghan
West Royalty School



Susan Sorrie
Belfast Cons.



Calvin MacPhail
Southern Kings Cons.



Joanne Cameron
West Royalty School



Olivia Milligan
Cardigan Cons.



Catherine MacDougall
Charlottetown
Rural High



Angela Killeen
Montague Reg. High



Bethany Lucas
Spring Park Elem.



Chris MacKinnon
Queen Charlotte Int.



Rebecca Rioux
Parkdale Elem.



Kevin Stonefield
Montague Inter.



Buffy MacDougall Hambly
West Kent Elem.



Pam Campbell
Montague Cons.



Marion McGaughey
Donagh Regional



Kim Gallant
Westwood Primary



Sherri Campbell
Morell Cons.



Stephen MacSwain
Souris Reg.



Linda Trainor
Stratford Elem.



Mark McGillivray
Gulf Shore Cons.



Lori-Dawn Gordon
Morell Reg. High



Clodagh Peverley
Westwood Primary



Robert Fitzpatrick
Georgetown Elem.



Melissa MacKinnon
Mount Stewart Cons.



Pam Paquet
Glen Stewart Primary



Adam Gauthier
Substitute Teacher
Representative



Jack Headley
Bluefield Sr. High



Rebecca Branton
Souris Cons.



Sally Dunn
Prince St. Elem.



Ronald Munn
Montague Reg. High



Joanne MacNevin
Dept. of Education
and Early Childhood
Development



Loretta Hawley-
McAleer
English Language
School Board



Suzanne Lechowick
English Language
School Board



Patrick MacFadyen
Deputy General Secretary

20 Days (Part II) How the Grievance Process Works

In the last newsletter I started a series on grievances, which is too deep of a subject to cover in one newsletter article. In the previous article, I explained what grievances are, the 20 day time limit to file, and what can be grieved. If you did not read the last article you really should, it is a fascinating and insightful read. In this article I will explain

the process of how grievances work.

When a teacher contacts the Federation with an issue and they feel they have been wronged, the first thing we always do is consult the Memorandum of Agreement. What is written in the memorandum will give rise to the basis of any judgment. Every sentence, word, comma, and omission needs to be looked at carefully to see if there is in fact a foundation for a grievance. It is difficult to overstate the importance of the memorandum when deciding if a grievance should be filed.

The grievance process is covered in the memorandum and there are two steps to a grievance. In step one, a grievance is filed that outlines clearly what section of the memorandum has been violated and what the corrective action should be. Again, this has to be filed within 20 days. Once it is filled out by Federation staff and the teacher signs the form, it gets faxed to the Superintendent of the School Board. From there the Employer has 10 days to set up a meeting with the Federation to hear the grievance. Present at the grievance meeting would be the Federation staff, member, Superintendent, Principal or other supervisor, and a Director from the School Board or Department. At the meeting, Federation staff do most of the talking and explain the facts of the case to the Superintendent and why they

are filing a grievance, including what sections of the memorandum have been violated. There is usually some discussion and debate. In the end, the Superintendent makes the decision on a step one grievance and we get a written decision from him/her.

If the member and Federation are not satisfied with the decision, a step two grievance can be filed. This is where, unlike in step one, an independent arbitrator (judge) will hear the case and make a decision based on the facts. A step two grievance, called an arbitration, is basically a court case where an Arbitrator listens to both sides' arguments, and witnesses are called and sworn in to testify. The hearing is all done by legal counsel for the Federation and the Employer with Federation supporting our legal counsel. The Arbitrator is an independent expert in Labour Law (usually a Labour Law professor) agreed upon by both the Employer and Employee's legal counsel.

It can be a long process to get dates where everyone is available and the hearing can take anywhere from one day to a week or longer. After the hearing, the Arbitrator can take months to render a decision, and once they make a decision, that is it, it is final. Any decision an Arbitrator makes can have implications going forward on the membership and the Employer so there is usually a lot riding on the decision. As you can imagine it is a costly process but a very important one for the membership.

In the next newsletter I will discuss the process of deciding whether or not to go to an arbitration hearing and the appeal process for members to take if they want to go to a hearing but may not be in the best interest of the membership or it is deemed there is little chance of success.

As always, if you have any questions please feel free to contact me. ☎

Classroom Strategies

Do you wonder how to solidify the day's lesson in the mind of your students? Do you want a great closing activity?

Do you want to help students extend the day's learning beyond your classroom?

You may find the following questions from Larry Ferlazzo's blog found at <http://larryferlazzo.edublogs.org>. We have Larry's permission to share this information. Some of these are his own, and some are a compilation of what others have shared on his blog.

These questions can be used in a variety of ways across many subject areas. The depth of response will change depending on the level of your students. You could give the list to your students, and ask them to respond in a journal, which would help you track their learning. You could have them respond on a post-it note, which is placed on the wall as they exit your classroom - this can be a quick way of assessing who 'got' what you were teaching that day. A quick look at what was posted will allow you to decide if re-teaching is needed or whether the group is ready to move on. There is no doubt that many of you will find other beneficial ways to use these questions, if you are not already doing so. Many of you are using some of these or similar questions already.

Closing questions are from Larry's book and Rick Wormelli, Harvard's Point Zero project, Zane Dickey an IB teacher in Africa,

and 2007 Foundation for Critical Thinking Press. All are found on his web site.

- What are two things you learned?
- What was the most interesting thing you learned?
- Create a metaphor or simile for what we learned today
- Think of one thing you learn today that can be applied in another subject or another part of your life. What is it and how will you apply it?
- What your favorite activity? Why?
- What will you tell your parents or guardians that you learned today?
- How would you teach one thing you learned today to a younger student?
- How does what you learned connect to what you already know?
- How did today's lesson extend your thinking?
- What questions do you still have about today's lesson?
- How will this help you make the world a better place?
- What specifically would you add to today's lesson?
- How did the lesson make you feel and why?
- How will this help you become a more proficient reader, writer, math student, physics student, etc.?
- What would you like to learn more about because of today's class? ☎

Working in Uganda: The Pearl of Africa

The summer of 2013 was spent working in the small East-African country of Uganda. I had the opportunity to represent PEITF and CTF through Project Overseas. Project Overseas is a joint endeavour of the Canadian Teachers' Federation and its member organizations. The main goal is to improve the quality of education in developing countries. CTF's main driving force is 'working towards quality public Education or ALL' (EFA). The basic format is 'teachers teaching teachers' through a shared professional journey.

Project Overseas is a key part of CTF's International Development Cooperation program. This involves teachers volunteering their time and expertise to plan and deliver teacher in-service alongside colleagues in 12 countries throughout Africa and the Caribbean during July and August. PO has evolved during its 51 year history and is now embedded into the professional services of each of the national teacher organizations that participate. PO is unique to each setting as it works to attain goals that meet specific needs identified in the host country.

Working with my four member team, Simone (team leader) from Edmonton AB, Jackie from Saskatchewan and Thursica from Ontario we along with UNATU (The Uganda National Teachers' Union) addressed specific needs in the Bulera Region, which lags behind the rest of the country in literacy. Our project worked with co-tutors from the local teachers' college through an in-service for teachers from rural schools. After a one week planning in Kampala, the capital city, we moved to the Hoima Region and facilitated many workshops to 160 local Ugandan teachers in developing whole-school and individual action plans to bring about change.

Living and working in Uganda quickly awakened me to the harsh realities faced by African teachers where the average class size is 130 students. With lack of resources, little support, lack of space, poor salaries (average salary is \$133.00 monthly) and thousands of children walking daily for miles barefoot and hungry to get to school, my eyes were opened wide. I learned a remarkable life lesson: in the words of my team leader Simone: "to persevere despite adversity, to believe that progress depends on everyone's contribution and effort and that with it, the future will be brighter."

Working in Africa reinforced for me the following: that the best teachers are the ones who are passionate about their work and have a love for children. My experience humbled me and made me a better teacher which is reflected back here in my own Canadian classroom. I love to make global connections with my Ugandan experience with my Grade 7 Social Studies class in Kinkora.

Some specifics of my day to day life in Uganda involved many meetings, both with dignitaries and with locals. Some of my responsibilities included facilitating workshops such as Physical Education, Gender Equality, English 1, English 2, Life Skills, and hosting Canada night. One very challenging factor involved using local materials. We were also treated to cultural experiences of our host performing Ugandan night on more than one occasion.

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Some highlights of life in Uganda included visiting Murchison Falls, going to The Source of the Nile in Jinja, eating Tilapia on Lake Victoria, visiting the equator, stepping foot in a Rhino Sanctuary, attending a traditional cultural show and dance, Gorilla Trekking, visiting a Pygmy Village and attempting to balance a basket on my head. Most of all, seeing the local teachers bring their babies to class with them for an entire week to take part in the in-service we delivered. We also had the opportunity to visit a school and see our work put into action by observing a participating teacher teach more than 120 Grade 2 students in a concrete classroom with no electricity and cut out holes with no windows, but still with a spirit of educating and a smile enough to light up a room.

Living and working in Uganda quickly awakened me to the harsh realities faced by African teachers where the average class size is 130 students.

Uganda will always hold a special place in my heart; I will never forget stepping foot on the red soil which made me feel like I was back on PEI more than 10,000 kilometres away in this small landlocked Pearl of Africa known as Uganda. I will always remember my encounter with the Silverback Gorilla but even more; the gracious, kind people called Ugandans.

To continue the ongoing partnership with Uganda, my local school, Somerset in Kinkora will be raising funds through a nickel drive to purchase school supplies to ship to the Hoima region I worked in Uganda. This is the most authentic way of forming friendships across continents.

I encourage all teachers who are interested in volunteering to apply to Project Overseas. For more information speak with your local Board of Governor representative or feel free to contact me at mxgallant@edu.pe.ca. I promise you a life changing experience. I will always be grateful to CTF and PEITF for giving me this opportunity, not once, but twice (also Mongolia 2009). Thank You to The Journal Pioneer and CBC Radio for following my journey. Finally, a special thanks to those family and friends back home who kept in touch and supported me from start to finish.

Sincerely, Melanie Gallant, Teacher ELSB, Somerset School, Kinkora



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Shaun MacCormac

Thoughts and Comments

from the General Secretary

Dear Santa

Hi Santa. I saw you at the parade the other day with my kids. They said to say hello. Another year has come and gone and I'm sure you're very busy preparing for your big day. As always, teachers have been very busy too Santa and they are looking forward to your arrival and a well-deserved break.

As I say each year, my requests to you are all with good intent, Santa, I know that all of the following people work hard and do the best that they can for the children of this province.

I'll start, as usual, with the staff here at Federation House. The people here are so great to work with Santa; they have become my second family (and sometimes I see them more than my own). Make sure you give them lots of great presents. Here are my requests for them, and some other nice people as well:

President Gilles Arsenault: A relaxing vacation for him and his family in sunny Florida would be nice Santa. Gilles has been working very hard on behalf of teachers and it has been another tough year. He is a very positive person and that sure helps during tough times.

Patrick MacFadyen: Anything he wants Santa! I have never seen a person so dedicated to his job, to teachers and to his family. He has become an invaluable member of the Federation and we are very fortunate to have him. I hope all teachers know how well he serves them.

Michel Plamondon: A ton of air miles points would be great Santa. He has five lovely daughters (and several grandchildren) that he and Dorothy don't see nearly enough as they all live away. Michel is such an asset to the Federation Santa. His corporate knowledge and intellect are irreplaceable and have been very important on many issues including the recent pension review and changes.

Lois Adams: A set of brakes Santa. She can't seem to slow down, so she needs some help in that department. She has been an excellent addition to the Federation Santa. Lois is a consummate professional with so many skills and so much knowledge and experience in education. We're lucky to have her.

Sheila, Marion, Lisa and Larry: The engine of the Federation Santa. We couldn't run without them. They're such great people too. For Sheila, what do you get for the person who has everything, but also means everything to this organization? I think diamonds are appropriate Santa because she truly is a gem. For Marion, a free shopping spree at the Superstore. She's very giving Santa, so all the shopping won't be for her. For Lisa, a professional dog walker who works at five in the morning, so she won't have to get up to walk her new dog. It's not that she doesn't have the energy Santa, she is the energetic, fun-loving baby of our Federation family who we all love...and tease. For Larry, the biggest, tastiest piece of chocolate you can find Santa. He certainly deserves it and I think he would appreciate that.

For the Provincial Government:

Hon. Robert Ghiz: A big bag full of gifts Santa that he can

give to his wife. Leaving your wife home with three little kids while you travel for work is something I can relate to Santa. I'm not sure, however, there is a bag big enough for this purpose.

Oh, and a tour bus Santa to take the Premier around to all of our Island schools. Nothing can replace seeing first-hand all the great things our teachers are doing and all the challenges they are facing. Fewer students does not mean fewer challenges and/or fewer needs. We need his understanding Santa, and we need his help.

Hon. Alan McIsaac: A seat on the Premier's tour bus would be great Santa. I'm sure they would have lots to talk about as they travel from school to school. We need his help too Santa.

I'm sure he could use some time with his family too Santa. His children are older than the Premier's, but your own children are never too old to spend quality time with. I'm sure being a politician takes you away from your family much more than anyone likes.

Hon. Wes Sheridan: In the case of the aforementioned tour bus, three is definitely not a crowd Santa, so the Minister of Finance might as well join in as well. All three gentlemen have close ties to and support education in this province, but nothing is as good as experiencing it for themselves.

You must be nice to Minister Sheridan every year Santa because he is one positive dude. Not sure if I know of anyone who has as tough of a job, but always seems to be upbeat.

Give him his balanced budget Santa ASAP because teachers need more help and they need to be paid on par with their Atlantic counterparts. They are well overdue on both counts.

The Official Opposition: An important part of our political system, Santa. Same as last year, support them in any way that helps our education system and our teachers. Help them put some pressure on the government for some new commitments to education and not just a recounting of past good deeds.

The Department of Education:

Dr. Sandy MacDonald: A baseball bat, boxing gloves, brass knuckles...anything he needs to beat more money out of the Cabinet. Education is very important to any province Santa, but it is getting harder to tell that when you look at recent Provincial Budgets from this province.

The Staff: There are many new faces Santa and a lot of lost corporate memory, but they are a keen and committed bunch. Give them help to see the past and wisdom as they forge ahead.

School Boards:

Cynthia Fleet and Anne Bernard-Bourgeois: Both are relatively new in their roles Santa. They have their own set of challenges, but both are very capable people. The best gift you could give them Santa would be more resources from the province. It is extremely difficult to do more with less and that is what is being asked of the boards.

Teachers:

This is what I wrote to you last year Santa:

"As I always do, Santa, I saved the best for last. Teachers
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