



Connection with Convention: Teaching: Our Passion, Our Profession

by Gilles Arsenault



Gilles Arsenault

Well, our Annual Convention is over for another year. Teachers are back in their classrooms, or work areas, trying to implement new ideas and strategies learned through our great PD sessions this year. Teaching: Our Passion, Our Profession was an appropriate theme for this year's Convention as I have seen, first hand, the passion that teachers put into working with our Island students in order to help them become the best they can be.

Over the last three years as president, I have been able to witness the high level of professionalism and dedication that Island teachers regularly demonstrate to ensure we offer the most rewarding experience for our students. I am very proud to be a part of such a wonderful team of individuals that help shape and form the future.

I stated my ideas and opinions regarding the current state of education in the Province in my convention speech this year. My mission was to share the realities of our classrooms and the realities of the system in which teachers are trying to cope. At times, we

need to be blunt and honest, but always truthful, with the information that we share with teachers, government officials, board personnel and the public at large. I feel my remarks resonated with teachers and the message was loud and clear.

As teachers, we strive to do our best. We are teachers because we are passionate about helping our students achieve success. We make kids reach for the stars; we encourage them to dream and help them to believe in themselves. We want our students to be spectacular, yet our resources are limited, and our workload is overwhelming. These factors impede our abilities to let our children be the best they can be. Our education system needs more supports and appropriate resources for Island teachers and students.

Government needs to view our children as a long-term investment and not just look at an election cycle or the next provincial budget. Our students need access to a fully supported system that will allow as many students as possible to achieve to their greatest potential. It needs to see that investing in education works and that more is needed to see continued growth and to meet the new realities of our classrooms.

While we wait for what we need, I want to remind you that it is you, teachers, who make the difference. It is you who are dealing with the day-to-day challenges, and it is you who should always be commended for the work you do every day.

Teaching is a daunting task, so please remember to look after yourselves and be good to yourselves. Teaching truly is our passion, our profession.

Take Care! 

Over the last three years as president, I have been able to witness the high level of professionalism and dedication that Island teachers regularly demonstrate to ensure we offer the most rewarding experience for our students. I am very proud to be a part of such a wonderful team of individuals that help shape and form the future.

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Beware...There are PIRATES among us!

Editorial by Chad Gallant

I have a confession to make...I have always loved convention. I always found something to take away from the two days of learning and networking opportunities. Add to that the opportunity to have a lunch with the time to chew and taste the food without having to dash off to assist, supervise, or discipline a student(s) and have adult conversations at the same time...simply magical!

This year's convention was no different. For some teachers, their primary takeaway was the chance to network. For others, Damian Cooper's presentation may have opened their eyes or reaffirmed their thoughts on assessment. Some left with ideas from Donalyn Miller on how to create lifelong readers. My primary takeaway from convention? There are PIRATES among us!

I'll admit that Dave Burgess' presentation style may not have been everyone's cup of tea, but that shouldn't dilute his message. Having had a front row seat for the plenary session, I will admit to being nervous and digging out my first aid training card to ensure it was valid in the off chance I may have to deliver CPR for his overzealous performance. His over-the-top passion invigorated some and intimidated others.

You all know a teacher that exemplifies this passion in their lessons; it may even be you.

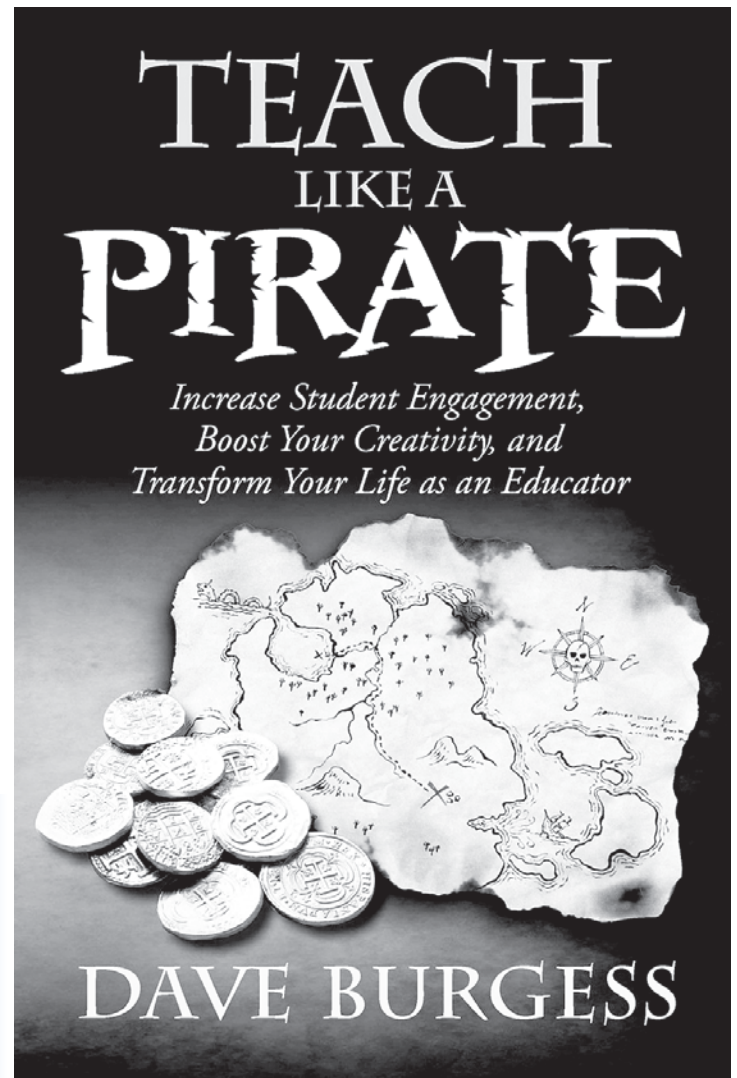
But I thought for a moment about what the keynote would have been like had the presentation been the complete opposite? What if he had shown little passion? As an audience member, would the experience have been as memorable?


In the book *Teach Like a PIRATE*, - the word Pirate is an acronym that stands for Passion - Immersion - Rapport - Ask/analyze - Transformation - Enthusiasm. Although, in his keynote at convention, Mr. Burgess did not have time to address each letter in the acronym, each letter leads to the same destination...engagement.

In our classrooms, before all else, we must engage our students in the learning. How do we do this? What do we do to make students care about what we want them to learn? What do you do in your classroom to make students want to learn? To paraphrase Mr. Burgess, an engaging teacher doesn't just

teach content only; they dress it up and bring it some heat!

I had a chance to talk with several teachers after the sessions that were eager to share their PIRATE stories. They shared the techniques they use to make their lessons engaging. In these conversations, I heard of lessons for which teachers have costumes they must have on to teach; the lessons for which teachers have made crazy videos supporting a concept. I heard of the lessons where teachers shared their personal talents to enhance learning such as reading their personal writings or singing to a class. I also heard of the teachers that demonstrate their personal passion that they have for a topic through the intensity of their instruction and their obvious enjoyment of sharing it. You all know a teacher that exemplifies this passion in their lessons; it may even be you.



Ultimately we, as teachers are not only in the business of delivering curriculum, but also of making the curriculum relevant and palatable for students. We must continue to show students that we are engaged in the learning, so they should be too. After all, it's our passion, our profession. 



**PEITF
Newsletter**

PRINCE EDWARD ISLAND TEACHERS' FEDERATION

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MULTIZONE

What is Multizone?

Multizone is an educational activity that engages children as they work together in teams to solve nutrition questions while participating in fun physical challenges. The constant movement of this game keeps children excited and interested in the learning experience. At the same time, the team component motivates everyone to do their best!

Multizone brings to the table an impressive fusion of fun, nutrition knowledge and activity that children of all ages will enjoy.

Get in the "Zones"!

There are five energizing zones to this game. Each zone is tailored specifically for kindergarten to grade 6 students, providing age appropriate questions and activities that keep children motivated and entertained.

What Do I Need?

A member from our nutrition team brings everything required for the game. All you need is a gymnasium, approximately 45 minutes of time per classroom, and a teacher or coordinator to help assist with the game.

Who Can Apply?

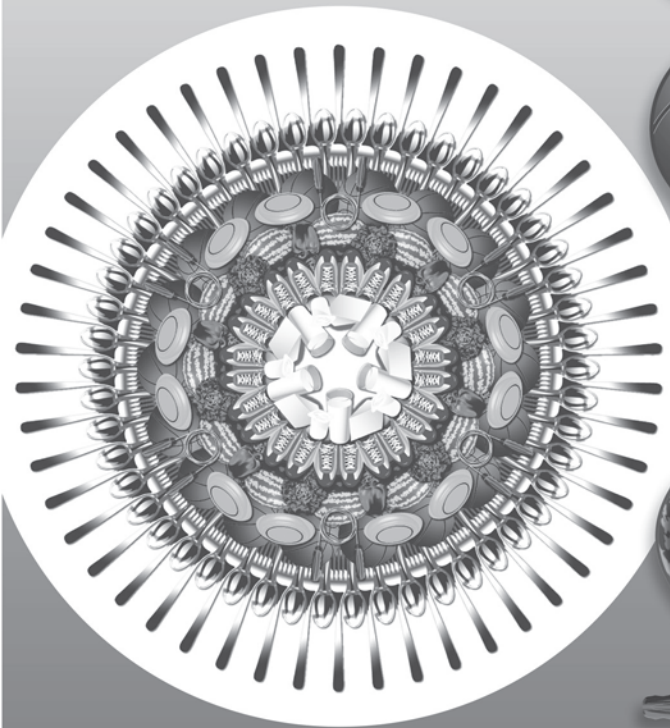
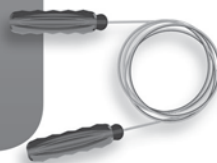
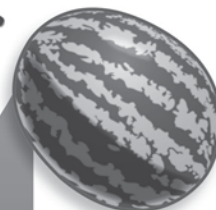
Multizone is now available to all elementary schools throughout New Brunswick, Nova Scotia and Prince Edward Island.

What is the Cost?

This program is free of charge.

How Can I Register my School?

Don't delay! Schools will be scheduled on a first-come, first-served basis. Contact our dietitians today at 1-800-465-2697 (ext. 2) or e-mail us at infonutrition@dfc-plc.ca



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2014-2015

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AELF



RTA CORNER

by Sheridyth MacNeill
President, Retired Teachers' Association

We would hope that all teachers, both active and retired, had a wonderful summer. The weather was amazing and the 2014 celebrations certainly put Prince Edward Island on the map again.

Prior to the summer, the RTA was very concerned to the changes proposed by the Provincial Government to the Drug Cost Assistance Program. A letter was compiled by the joint efforts of Marg Stewart and Kimball Blanchard and brought forth to our Executive. I personally delivered 27 letters to all members involved in the Provincial Government. However, as we know the government passed this through without any response or regard to those involved.

The ACRE-CART Meetings June 5th-7th in Ottawa are always very informative. You begin to realize that our

numbers (170,000 plus), and abilities make us a very powerful lobby group in this country. Also, many groups are always contacting us during the year to help as volunteers and in leadership in various roles. The teaching profession certainly prepares you for so many tasks.

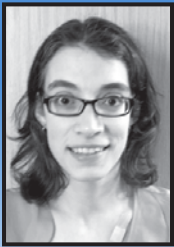
The Executive of the Retired Teachers' Association recently held their Annual General Meeting on Thursday, November 6th at the St. Eleanors' Lions Club.

In closing, we wish you an exciting year of teaching as you work with your students and colleagues. We also want to thank the PEITF President Gilles Arsenault and his entire staff for the warm reception we receive at Federation House. The RTA certainly appreciates your generosity and collaboration very much.

HAVE A GREAT YEAR!!!!!!

BOARD OF GOVERNORS Area Coordinators and Assistants 2014-2015

This issue features the teachers who continue to work hard to support and represent your viewpoints and concerns. The members of the Board of Governors give generously of their time to do this work. On behalf of all teachers, accept our thanks for representation, hard work and professionalism.



Nathalie LeBlanc
École Évangéline
Coordinator
AEELF



Vanda Deighan-Maclsaac
West Royalty Elem.
Coordinator
EATA



Brenda Larsen
Dept. of Education and
Early Childhood
Development
Coordinator - WATA



Ghislain Bernard
École Pierre-Chiasson
Assistant Coordinator
AEELF



Sheryll O'Hanley
Morell Cons.
Assistant Coordinator
EATA



Gisèle Smallman
Bloomfield Elem.
Assistant Coordinator
WATA



Justine Roy
École-sur-Mer



Claudine Blacquiere
École Évangéline



Jannik Melanson
École La-Belle-Cloche



Robert Cormier
École François-Buote



Tania Simard
École Pierre-Chiasson



Nathalie Fuoco
École Saint-Augustin

L'association des enseignantes et des enseignants de langue française

Developing Successful Schools - Mount Allison University Sackville, NB: Cognitive Coaching for Educational Leaders

Annually in early July, a group of up to 60 educators from across Atlantic Canada descend on Sackville, New Brunswick for four days of professional development at "Developing Successful Schools". While DSS is intended for School/District and other educational administrators from Atlantic Canada, this great professional development opportunity is also open to those teachers who may not be in administration, but have an interest in school leadership. This year's institute featured a Cognitive Coaching seminar led by John Clarke aimed at developing self-directed persons with the cognitive capacity for excellence both independently and as members of a community. This year's presenter is currently being decided. Watch for applications this spring!

"...a wonderful experience"



"A fantastically well-structured and effective event"

"...impressed with the content, presentation and organization!"

WESTERN AREA TEACHERS' ASSOCIATION



Sheila Gaudette
Tignish Elem.



Heidi Lawless
Queen Elizabeth Elem.



Ghislaine Duplain
Kensington Int.



Nancy Peters-Doyle
St. Louis Elem.



Mary Hart
M.E. Callaghan Int.



Andy Doran
Ellerslie Elem.



Cindy MacKendrick
Three Oaks Sr. High



Kimberley Williams
Westisle Composite High



Heather Harris
Alberton Elem.



Paul Shepard
Parkside Elem.



Lesley Cousins
Kinkora Reg. High



Kendra Silliker
O'Leary Elem.



Scott Wicksted
Westisle Composite High



Jessica Reeves
Amherst Cove Cons.



Shelley Arsenaull
Elm Street Elem.



Elizabeth Johnston
Miscouche



Stephanie Betts
Athena Cons.



Rory Herget
Bloomfield Elem.



Kelly Gorrill
Hernewood Inter.



Klasina Driscoll
Greenfield Elem.



Mark MacNeill
Summerside Inter.



Melanie Gallant
Somerset Elem.



Paige Ricketts
Substitute Teacher
Representative

Missing Photos: Anne Marie Muise
St. Louis Elem.

Barbra Forbes
Three Oaks Sr. High

EASTERN AREA TEACHERS' ASSOCIATION

VOLUME 67, NO. 1, NOVEMBER 2014 7



Jill Coffin
Bluefield Sr. High



Lauren Gill-O'Brien
Vernon River Cons.



Jeff Trainor
Englewood



Alison Kelly-Doyle
L.M. Montgomery Elem.



John Michael Murphy
Birchwood Int.



Amy Boswall
Sherwood Elem.



Alyson Hume
Central Queens Elem.



Jodi Murphy
Charlottetown Rural High



Lori Ronahan
Colonel Gray Sr. High



Karen Duffy
East Wiltshire Int.



Linda Gallant
Stonepark Inter.



Kurt Duncan
Sherwood Elem.



Darwin Woods
Eliot River Elem.



Lacey Gallant
Spring Park Elem.



Helen Smith-MacPhail
Stonepark Int.



JoAnne Jay
St. Jean Elem.



Elizabeth Crawford
West Royalty School



Lana Mill
Belfast Cons.



Rosemary Flemming
Colonel Gray Sr. High



Lisa Gillis
West Royalty School



Kelli Seaward
Glen Stewart Primary



Catherine MacDougall
Charlottetown
Rural High



Angela Killeen
Montague Reg. High



Joline Dawson
Spring Park Elem.



Allister Smith
Queen Charlotte Int.



Gillian Veld
Parkdale Elem.



Ryan Casey
Montague Inter.



Buffy MacDougall Hambly
West Kent Elem.



Pam Campbell
Montague Cons.



Marion McGaughey
Donagh Regional



Sherri Campbell
Morell Cons.



Stephanie Ellsworth-Reid
Westwood Primary



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.



David Kerwin
Glen Stewart Primary



Adam Gauthier
Substitute Teacher
Representative



Jack Headley
Bluefield Sr. High



Christina MacAulay
Souris Cons.



Aletha Coady
Prince St. Elem.



Ronald Munn
Montague Reg. High



Joanne MacNevin
Dept. of Education
and Early Childhood
Development



Monica Rafuse
Dept. of Education
and Early Childhood
Development



Loretta Hawley-McAleer
English Language
School Board



Suzanne Lechowick
English Language
School Board



Judy Lamey
English Language
School Board

Missing Photos: Noreen Lisi - Cardigan Cons. Tammy Cann - Southern Kings Cons.



Patrick MacFadyen
Deputy General Secretary

The Life of a Substitute

We have had several meetings with substitute teachers since they have joined the Federation. It is always a valuable learning experience for me to hear, first hand, the difficulties that substitutes face in the school system.

I believe substitutes were pleased with the increase in pay they have received since joining the Federation that saw their salary increase by 23.8% over a two-year period, but in reality that increase was long overdue. The daily pay went from a mere \$142.21 on April 1, 2013 and will reach \$176.05 in April 2015 (currently substitute pay is at \$163.48).

I was asked to find out how many days the average substitute works in order to determine how much money they make in a year, but my response is there is no “average”. While there are many who substitute for a living, there are others who work to supplement their income from another job and some who are retired and substitute to remain active or make a little extra cash.

Many of those who substitute are looking to become permanent teachers and have committed themselves to being available to teach as much as possible. For many, substituting is their major source of income, and some are raising a family on that income. If a substitute worked most of the 181 instructional days available to them, let’s say 120 days, this would provide them with a current annual income of \$19,617.60. On top of that, there is also some Employment Insurance, but nevertheless, it is not much money. Especially for a job that requires 4-6 years of education and is as demanding and difficult as substitute teaching.

Many of those who substitute are looking to become permanent teachers and have committed themselves to being available to teach as much as possible. For many, substituting is their major source of income, and some are raising a family on that income.

As I said though, the money issue does not usually come up at meetings. What I do hear about are issues around AESOP, cancelling days at the last minute, storm day cancellations and lack of PD. Some of these issues we can try to address through negotiations, while others we cannot.

One identified issue was that some teachers were asking substitutes to do their duties and duties of their friends when the teacher was out. They were also being asked by administrators to fill in for other teachers during the substitute teacher’s prep period. In some cases, this may not cause any problems. However, there have been times when a substitute was asked by the regular teacher to use their prep period to do work such as photocopy,

correct, or do some planning for the next day.

One identified issue was that some teachers were asking substitutes to do their duties and duties of their friends when the teacher was out. They were also being asked by administrators to fill in for other teachers during the substitute teacher’s prep period.

To address this concern, in the substitute agreement included Section 7:02. This section states: “Substitute teachers shall fulfill the same responsibilities, duties and teaching assignments as a teacher(s) whom they are replacing.” This section was added because of concerns from substitutes we learned through our substitute survey.

They may not want to say “no” to an administrator who makes a request of them during that time; However, saying, “no” to this request is within their negotiated rights. I haven’t gotten too many complaints from substitutes about this issue, but I want to make sure all teachers and administrators are aware of substitute teachers rights in the Memorandum of Agreement.

What this means is if a substitute teacher who was teaching grade 12 math in the afternoon planned on brushing up on their math skills during their prep time, they should not be expected to pick up additional duties for that time. They may not want to say “no” to an administrator who makes a request of them during that time; However, saying, “no” to this request is within their negotiated rights. I haven’t gotten too many complaints recently from substitutes about this issue, but I want to make sure all teachers and administrators are aware of substitute teachers’ rights in the Memorandum of Agreement.

Due to the Government’s cuts in teaching positions it has been difficult to get teaching jobs, maybe even more difficult than any time before.

Due to the Government’s cuts in teaching positions it has been difficult to get teaching jobs, maybe even more difficult than any time before. Substitutes are looking at the possibility of working as substitutes for a long time, but their passion for teaching and dreams of a full-time job keep them in the daily grind of substitute work. They need all the support we can give them during this sometimes arduous journey. I know first hand that they will appreciate it. 🗨️

CONTACT 2014

Corner Brook, Newfoundland



This past August, eight Island educators attended CONTACT in Corner Brook, Newfoundland.

"...a great opportunity to connect with other teachers and re-charge before the next school year!"

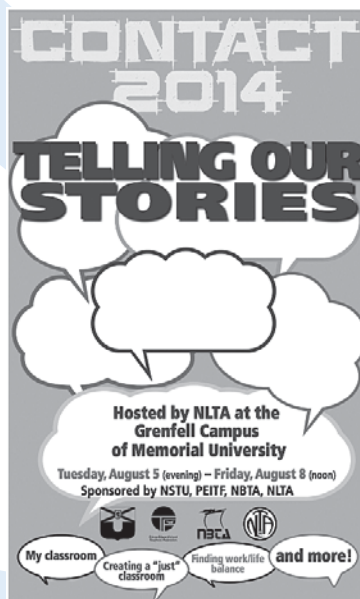
"...I have met teachers that enjoy their job as much as I do. It was nice to be around teachers that were positive and uplifting."

"...I really enjoyed the experience and would definitely like to attend again in the future. I feel that I have learned so much over the last three days."

The conference, attended by educators across the Atlantic Region, featured sessions on Assessment, Motivation and Learning; Student Engagement; Work-Life Balance; and many more.

The conference blends opportunities to learn in sessions with opportunities to meet and learn from colleagues who come from similar backgrounds.

It truly is a great professional development opportunity that all teachers should consider.



This year's CONTACT will be happening in St. John, NB. Watch for applications this spring! ☐

PEITF
Annual
CONVENTION
2014

CONGRÈS
PEITF
annuel
2014

Educators Honoured

At the PEITF Annual Convention, October 9-10, four Island educators were honoured for their efforts in advancing Island education.



Phyllis Horne was honored with the PEITF Special Recognition Award for raising the profile of the profession and the Federation through her work as a teacher, school Principal, PEITF Executive member and PEITF President.



Lois Adams was honored for her tireless work as a teacher, principal, PEITF Board of Governor, school board employee and PEITF Staff Officer. Lois' demeanor and work ethic brought her much respect and adoration over a 25+ year career. Lois' husband Donnie MacFadyen accepts the award.



The PEITF Award of Excellence in Teaching to recognize a teacher who, in the estimation of fellow teachers, epitomizes characteristics of professional excellence. This year's recipient, Eileen Higginbotham, was nominated by her colleagues for her tireless work to be sure students' needs are being met and for her leadership abilities. It was noted that she always encourages others to give 110% and leads through example by doing it herself.



Claude Brisson was awarded with PEITF Honorary Membership for exemplary service in his 33+ year career. Claude was noted by colleagues as a teacher who was very dynamic in his teachings; always keeping students highly motivated and engaged. Students always knew what was expected from Mr. Brisson and he was always very thorough in making sure all students understood.

Teaching:
Our Passion,
Our Profession

L'enseignement:
notre passion,
notre profession

$$\begin{aligned}
 &W = \Delta(\cos)KE_1 - E_2, A = 4\pi r^2 \\
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 &= \frac{1}{4} \sqrt{\frac{4}{9}} \sqrt{\frac{4}{9}} \pi r^2 \\
 &= \frac{1}{4} \pi r^2 \\
 &R = R_1 + R_2 \\
 &= \frac{1}{C_1} + \frac{1}{C_2} \\
 &= \frac{1}{4\pi(\omega)^2 T_2/A}
 \end{aligned}$$





Shaun MacCormac

Thoughts and Comments

from the General Secretary

Another negotiation year is upon us. The current Memorandum of Agreement expires at the end of August 2015 and the process of preparing for bargaining a new collective agreement has begun.

For those of you who have been teaching for a while and pay attention to these things, the following article may not be that informative to you, but it might serve as a reminder.

The Instructional Personnel Regulations, under the School Act of Prince Edward Island, governs the bargaining of a collective agreement for teachers. Under those Regulations, the term of such an agreement must be between one and three years. Negotiations take place between the PEI Teachers' Federation (PEITF), as the authorized representative for teachers, and the Education Negotiating Agency (ENA). The ENA consists of representatives from government (Treasury Board), the Department of EECD, and the school boards. The government appoints a lead negotiator for the ENA.

Bargaining a new collective agreement in ten days can only be done with a lot of preparation and a philosophy that goes a bit against what many people think happens during negotiations. This process forces both sides to narrow in on their important issues and to set aside asks that would likely be dropped.

The actual bargaining usually begins in April or May, and the parties use an expedited process where they bargain for only ten days. Bargaining can go longer than this, but historically this amount of time has been sufficient to either reach an agreement or to reach an impasse that may bring about binding arbitration.

Bargaining a new collective agreement in ten days can only be done with a lot of preparation and a philosophy that goes a bit against what many people think happens during negotiations. This process forces both sides to narrow in on their important issues and to set aside asks that would likely be dropped. It works because both sides understand and respect this particular process.

The Economic Welfare Committee does the preparation for bargaining for teachers. This committee consists of teachers and the professional staff of the PEITF.

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the professional staff of the PEITF. This committee meets several times prior to bargaining and gathers information from many sources in its work. Key economic data, other collective agreements, and direct input from teachers are the main sources of information used by this committee. In that regard, the Economic Welfare Survey is one of the most important sources used by the committee. Historically, the response rate on this survey has been very high, and this adds to the weight given to it by the ENA when we are at the table. Your responses do matter, and they are used in bargaining, so the committee encourages all of you to complete it.

We are anticipating a tough round of negotiations. The continuing pressure on teachers to be all things to all students coupled with teacher cuts and declining supports and resources is burning out our teachers. This government's obsession with balancing the budget by 2016, over sound and needed educational spending, is causing negative effects that are not only being seen now, but that will resonate into the future.

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Unfortunately, a new collective agreement will not be able to solve a lot of the outstanding issues. The Economic Welfare Committee, however, will be using this opportunity to voice its displeasure with this government and it will most likely be a very intense ten days at the bargaining table.

Unfortunately, a new collective agreement will not be able to solve a lot of the outstanding issues. The Economic Welfare Committee, however, will be using this opportunity to voice its displeasure with this government and it will most likely be a very intense ten days at the bargaining table. That being said; we are looking forward to hearing your stories and passing them along during the bargaining process. The Economic Welfare Committee encourages you to provide input during its preparations. We are listening. 