

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

T H E

# bulletin

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**Volunteer for Project Overseas 2018**  
**Application Deadline: November 7, 2017**  
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# *Up Front* from the President



We all have dates that mark significant events in our lives. The day we were born, got married, had children, or other life altering events and situations. One of

those dates for me was the day I became a teacher and at the same time also became a very proud member of the NLTA. Like all teachers in this province, the moment I taught my first class I became a part of our Association. The journey that eventually brought me to be your President started when I taught my first class. I'm very proud to be able to represent all of you and the day I was elected as your President marks another one of those significant life events.

The NLTA is not the President, the Provincial Executive, or the staff at 3 Kenmount Road. It is our members throughout the province – you are the NLTA. Our voices will be heard and will be supportive of decisions and directions that are in the best interest of our members and the province's education system. However, rest assured that our voices will be equally present in opposition to decisions that do not serve the system and our teachers or students.

We are entering a time where there are numerous challenges for schools and for our members. Last year your NLTA partnered with the Federation of School Councils and Memorial University's Faculty of Education to form the Panel

on the Status of Public Education in NL, which gathered feedback from the public as to where they saw the state of public education in our province. The resultant report, appropriately titled *Better Together*, brought forward 32 recommendations based on feedback that was gained through consultation with the public. Without exception, the feedback that was gathered clearly illustrated not only that the province's education system needed greater attention and support, but also that the pathway to a better system ran through support of the province's teachers.

Fast forward to July 25, 2017 with the release of the Premier's Task Force Report on the Status of Public Education, again aptly titled *Now is the Time*. I couldn't agree more. The time is now to make strategic investments in our province's education system. The time is now to consult and engage with those who know education best – teachers. The time is now to make changes that will better the delivery of services to our most valued resource – our children. The time is now to realize that the question to be asked isn't if we can afford to, but rather can we afford not to? If education is as important to government as they claim it to be, then we will indeed see constructive dialogue and real solutions to the issues that are identified.

As we move forward into the fall we need to look ahead to the implementation phase for the 82 recommendations that were brought forth in the Premier's Task Force. The findings in many ways mirrored the findings of the Panel on the Status of Public Education and as the title of this

report suggested, we are better together. I would urge Government to recognize the importance of consulting and involving teachers in the discussions around how best to properly implement these 82 recommendations. I would urge each of you to let your MHAs know how important it is to involve your Association in the discussions, because without effective implementation the Task Force Report will be little more than a paper document and an exercise in futility. I am hopeful that we will see an effective implementation that can only happen if the experts on the issues – teachers, are part of the discussion.

As I stated in my opening, I am honoured to be your President for 2017-19. In my office there is a poster that has a picture of a teacher asking two questions. These are: "What have you done for me today?" and "What have you done for all teachers today?". Every day I am going to be guided by these questions as I work on your behalf to improve the working conditions for all teachers and the learning conditions of all students.

Until next time.

A stylized, handwritten signature in black ink, appearing to be the name 'Dea'.

# THE bulletin

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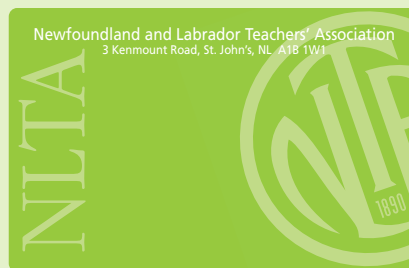
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## NLTA Membership Cards

If you require an NLTA membership card, please visit the NLTA website at [www.nlta.nl.ca](http://www.nlta.nl.ca), click on "Forms" and then "Request a Membership Card". Cards will be mailed to the home address we have on file for you. If you have had a recent address change, please update your current address.



### For further information please contact:

Newfoundland and Labrador Teachers' Association  
Tel: 709-726-3223 or 1-800-563-3599  
[mail@nlta.nl.ca](mailto:mail@nlta.nl.ca)

**Note:** You may need your NLTA membership card to access discounts from the NLTA Teacher Discount List which can be found on the NLTA website at [www.nlta.nl.ca](http://www.nlta.nl.ca). Go to "Programs and Services" and then "Member Services".

PROVINCIAL/NATIONAL/INTERNATIONAL

# NEWS

## ST. JOHN'S

## Rennie's River students get hooked on Arts Smarts Project

Grade 6 students at Rennie's River Elementary in St. John's received and participated in an Arts Smarts project with artist, Mrs. Winnie Glavine. Students learned about the traditions of rug hooking in Newfoundland and Labrador and how rug hooking evolved over the years. They designed their own project focusing on a symbol of Newfoundland and Labrador and learned the art of rug hooking. In addition to learning the how, students learned and developed skills in concentration, patience, and perseverance. Additionally, they experienced the calming effect of rug hooking. "The reward of their finished piece was an expression of their creativity and spoke volumes of the pride expended in completing their work," said Lorna Walters, Assistant Principal at Rennie's River Elementary. "It was evident that the students learned a lot about rug hooking and the role it played in our culture. It highlighted that some students have a natural flair for this particular art and have discovered a new activity to engage in during their spare time. Many students were hooked before the end of the project!"



Grade 6 students at Rennie's River Elementary proudly display their rug hooking projects.

## Canada's Favorite Crossing Guard honoured

Mr. Dave Innes was nominated and received the recognition of Canada's Favorite Crossing Guard, one of three in Canada. He was recognized in an assembly on June 15 in St. John's, in which dignitaries, honored guests, parents, staff and students of Rennie's River Elementary were present. Dave, as he is so affectionately referred to by students, ensures the safe crossing of Rennie's River Elementary students on one of the busiest streets in St. John's – Elizabeth Avenue. "He is out there in all kinds of weather and often, there are four seasons in one day," said Rennie's River Elementary Assistant Principal Lorna Walters. Dave has been spotted shoveling the sidewalk to ensure students are visible to passing traffic and that they have a safe passageway out into the street. Duty as Crossing Guard extends beyond the school and out to include the community where Dave has assisted the elderly from the neighbouring St. Pat's Mercy Home, runners using Rennie's River Trail, and even ducks from the river, in crossing the street safely. "Parents of and the staff at Rennie's River Elementary can start their day with the confidence and knowledge that the students who walk to school are safely guided across the high traffic Elizabeth Avenue, thanks to Mr. Innes, our reliable and pleasant Crossing Guard who has not missed a single day."



Mr. Dave Innes safely guides students at Rennie's River Elementary across the street.



## SPANIARD'S BAY

## Holy Redeemer student places third in provincial essay competition

Congratulations to Sam Badcock, a grade 7 student at Holy Redeemer Elementary in Spaniard's Bay, for placing 3rd provincially in the Turning Points Essay competition. Sam's accomplishment was celebrated on June 1 at the Hibernia Interpretation Center in Manuels, where he had the opportunity to read his essay entitled "Cancer". In addition, Sam's essay was published in the Anthology of Student Essays from across the country this past summer.



(l-r): Dawn Bartlett Badcock (mother), Sam Badcock, Robert Bishop (Assistant Principal) Photo Credit: Robert Bishop

## NEWFOUNDLAND &amp; LABRADOR

## Ella Manuel Award Winner 2017

The Ella Manuel Scholarship for 2017, worth \$3000, has been awarded to Erin Tibbo, a graduate from Jens Haven Memorial school in Nain. Hers was selected from many excellent applications received from high schools around the province. An outstanding student and a leader in school and community affairs, Erin plans a career in ecology and conservation biology. Her goal is to contribute to a better understanding of the effects of climate and environmental change on northern communities.

In addition, two Ella Manuel Bursaries, each worth \$1500, were awarded to Mackenzie Furey from Holy Trinity High School in Torbay and April Short from Bishop White School, Port Rexton. A strong feminist, Mackenzie is an active community volunteer and Girl Guide, and is headed for a career

(cont'd.)

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Developed by the National Eating Disorder Information Centre ([www.nedic.ca](http://www.nedic.ca))

*Beyond Images* is generously supported by the Dove Self-Esteem Project

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in medicine. April aims to become a public health nurse, and contribute to improving health care in small rural communities.

This is the thirtieth year in which scholarships have been given in memory of Newfoundland writer, broadcaster, peace activist and feminist Ella Manuel. These awards have been given to young women graduating from high schools around the province to assist in their further education. The support of individual donors is gratefully acknowledged.

## Kids Eat Smart Foundation helping parents provide healthy meals for their children

School is back and many parents and guardians are challenged with homework, projects, after-school activities and the ever challenging what to pack for school lunch and snacks.

The good news is that Kids Eat Smart Clubs are in 90 percent of our province's schools. That means children and youth can enjoy a healthy breakfast at school. Kids Eat Smart Clubs are available to all children and youth who wish to have breakfast, at no charge to the child or their families. Children just show up and have breakfast in a non-stigmatizing and welcoming environment.

Kids Eat Smart Foundation NL provides the only school food program that is totally provincial. For that reason, they are asked quite often to provide suggestions for packing healthy snacks and lunches. Check out the KES Nutrition Blog, written by their Registered Dietitian, for helpful recipes and tips for healthy breakfast, snack and lunch ideas. You can find their blog on Twitter and Facebook or just follow or like them at @KidsEatSmartNL.

## BRUSSELS

## Beginning teacher attends Education International conference

From July 17-19 Daniel Morgan, a teacher at Riverwood Academy in Wing's Point, received the unique opportunity to attend Education International's Young SDG (Sustainable Development Goals) advocates conference as Canada's delegate in Brussels, Belgium. Education International (EI) is the global confederation of teachers' unions. For this conference EI gathered 50 young teachers (under the age of 35) from 38 different coun-

tries to discuss *Transforming Our World: the 2030 Agenda for Sustainable Development* adopted by the Canadian government at the United Nations General Assembly in 2015. In total, there are 17 Sustainable Development Goals (SDGs) that apply to all countries in the world. The purpose of these goals is for sustainable development, ending poverty and hunger, ensuring quality education and health, gender equality and decent work for all, while protecting forests and oceans and combating climate change. It is now the responsibility of teachers' unions to hold the government accountable for the commitment we have made towards 2030.

"Here in Newfoundland and Labrador we are fortunate to have a strong teachers' union. In many countries the choice to join a union can be extremely dangerous," says Daniel. "I was shocked to hear of experiences other teachers are having across the world. The NLTA are always available to help teachers through any difficulties they encounter with their career. It is imperative for us to maintain our union's strength and remain united in our goals if we are going to reach the SDGs set by the United Nations. We can achieve great changes in our province, country and even the world as long as we are working together."

Daniel says the SDGs are an extension on the UN's Millennium Development Goals, which were unfortunately unachieved. The current generation of students will be largely responsible for holding our government responsible to the global commitments we have made regarding SDGs. It is crucial that teachers in Canada become familiar with the 17 SDGs outlined in Agenda 2030. "As educators we have a duty to expose our students to these goals to help equip them with the necessary information for the future. This is no small task but it is necessary in order to make the world a better place for all."

If you have any questions concerning the sustainable development goals feel free to contact Daniel at [danielmorgan@nlesd.ca](mailto:danielmorgan@nlesd.ca) or go to [www.un.org/sustainabledevelopment/sustainable-development-goals/](http://www.un.org/sustainabledevelopment/sustainable-development-goals/).



Daniel Morgan with delegates at EI conference in Brussels.

# NLTA STAFF CHANGES

## APPOINTMENT NOTICES

The NLTA is pleased to announce the following staff appointments:

### Lesley Ball

Lesley Ball has been appointed to the position of **Administrative Assistant, Programs and Services** effective September 1, 2017. Lesley began working at the NLTA in February 2017 as Records Management Clerk, Corporate Services. Prior to joining the staff of the NLTA, she worked in various positions with Cougar Helicopters and Suncor Energy Inc.

### Jason Brenton

Jason Brenton has been appointed to the position of **IT Administrator** effective July 1, 2017, having previously filled the position on a temporary basis since October 2016. Prior to joining the staff of the NLTA, Jason worked in various positions within the IT sector for TC Transcontinental for 15 years.

### Joann Russell

Joann Russell has been appointed to the position of **Executive Assistant, Governance** effective July 27, 2017. Joann joined the staff of the NLTA in 1998 as an Administrative Assistant, Benefits and Economic Services Division (now Programs and Services).

### John Veitch

John Veitch has been appointed to the position of **Administrative Officer, Programs and Services**, effective July 24, 2017.

John holds a Bachelor of Education and a Bachelor of Arts (French) from Memorial University of Newfoundland as well as a Master of Business Administration.

Following his graduation from Memorial University, John taught in France for a year and then began his teaching career in this province in 1991 as a teacher at Holy Heart of Mary High School in St. John's. In 1992 he joined the staff at Prince of Wales Collegiate in St. John's where he worked as Department Head of Languages until his recent appointment to the NLTA.

## RETIREMENTS

The Association would like to wish the following NLTA staff members much happiness in their recent retirements:

### Geralyn Costello

Geralyn Costello retired from the NLTA on July 31, 2017 following a nearly 42-year career with the Association. She began her career at the NLTA on September 15, 1975 as Stenographer – Secretary for the then Director of Teacher Welfare (now Programs and Services). In April 1980, she was promoted to the position of Assistant to the President. The job title later changed to Executive Assistant, Governance, and many of the job responsibilities changed and expanded to reflect the demands of the position.

Geralyn worked with the Provincial Executive Council organizing meetings, maintaining minutes and advising the President on the procedures of Executive meetings. She was responsible for all matters relating to branch operations and was the go to person for Branch Presidents regarding any questions concerning branch funding and procedures. She was fundamental in coordinating activities relating to the Association's Biennial General Meeting, seminars, province-wide elections, Association awards and the maintenance of the Association's Policy Handbook, which contains policies and procedures for all aspects of NLTA operations.

At BGM 2017 Geralyn was awarded the prestigious Patricia Cowan Award for Support and Promotion of Education. This award was named in honour of Patricia Cowan, the first female president of the NLTA and one of 17 presidents Geralyn worked directly with during her career with the NLTA.

### Beverley Park

Beverley Park retired from the NLTA on August 31, 2017 as Senior Administrative Officer, Programs and Services. She began her career with the Association in 1996 as an Administrative Officer in the Professional Development Division. During her 21-year career with the Association Beverley was responsible for the design, development and delivery of professional development programs for teachers and school administrators in response to identified needs throughout the province and for the administration of the professional development division. She was a consultant to the Professional Issues in Teaching Committee and Equity Issues in Education Committee and represented the Association on various interagency educational committees.

In 2012 Beverley was awarded the Queen Elizabeth II Diamond Jubilee Medal to honour significant contributions and achievements by Canadians. At the Association's BGM in April 2017 she was awarded the 2017 CTF International Program Volunteer Recognition Award, which is awarded annually to a volunteer who has enhanced one or more CTF international projects by participating, over the course of a few years, in Project Overseas and/or other international initiatives. Beverley contributed much energy, expertise and creative thinking to CTF's International Program for over 20 years. Throughout her career she has provided educational leadership in her province, throughout the country and around the world.



## *Premier's Task Force on Improving Educational Outcomes*

# Time to Act!

by STEVE BROOKS

In 2016 the NLTA, Memorial University's Faculty of Education and the Newfoundland and Labrador Federation of School Councils conducted extensive province-wide consultations with parents, teachers and community groups. A summary of these consultations titled *Better Together: The Final Report on the Status of Public Education in Newfoundland and Labrador 2015-2016*, outlined how the Inclusive Education Initiative was failing our most vulnerable students. This failure was not a result of inclusive education being a bad idea, but rather that the initiative had never been properly resourced from the beginning. Rather than aiding in the delivery of student support services, inclusive education became a barrier to many students receiving the supports they required.

**"...we were pleased to see that many of the issues we had been raising alarms about were identified by the expert panel."**

The NLTA was not surprised by these findings; these are concerns we have been hearing continually from teachers concerned about the welfare of their students; concerns that we have repeatedly raised with officials with the Department of Education. In fact, the Association did hope to resolve the resourcing issue through the Inclusive Education Committee that was successfully negotiated in the last round of bargaining. Unfortunately, that process was stalled by government actions which the NLTA has characterised as being in "bad faith." We are currently proceeding through arbitration hearings regarding the manner in which government prevented the committee from completing a report with

recommendations on the resourcing of inclusive education.

As part of the new government's election platform, a Premier's Task Force was commissioned to examine how to improve educational outcomes. The NLTA made a detailed submission and presentation to the Task Force and we were pleased to see that many of the issues we had been raising alarms about were identified by the expert panel. The final report of the Task Force titled *Now Is the Time*, clearly states that the model of inclusive education is not working and that a new model of student support services is required. The report also calls for an additional allocation of 100 reading specialists to be allocated to our schools.

The Premier, in his release of the Task Force report, indicated that the education system is one of the most important systems that the government manages and that changes are necessary. He also committed to the establishment of an Education Action Plan to implement the report's recommendations. The NLTA has communicated to government that it expects to be consulted and involved in the development of the Education Action Plan and its implementation. The NLTA is the professional body of teachers and is in the best position to provide advice on how to fix our education system. Meetings have been arranged with government officials to discuss NLTA involvement in the process.

The government has expressed a desire to improve educational outcomes. The NLTA knows that this cannot be accomplished by continually increasing class sizes, by increasing the occurrence of multi-grading or by failing to provide adequate resources to the education system. Let us hope that this latest report on our education system is the one that results in meaningful and sustainable changes that provide teachers with the time and tools they need in educating our province's children.

.....  
Steve Brooks is Executive Director of the NLTA.



# GOING ON LEAVE? *THINGS YOU SHOULD KNOW*

Whether you are going on maternity leave, approved leave without pay, unpaid sick leave, educational leave, or deferred salary leave, it is your responsibility to ensure your desired benefits are maintained while on leave. The purpose of this information is to ensure teachers going on leave are aware of the steps which must be taken to maintain these benefits which include NLTA Membership, Group Insurance and Pension service. As well, we are often asked about the impact of such leaves with respect to pension and salary increments. The following table has been prepared to assist teachers in addressing these questions.

Type of Leave	NLTA Membership	Group Insurance	Pension	Salary Increments
Maternity/Parental Leave	N1	G1	P1	S1
Approved Unpaid Leave	N1	G2	P1	S3
Approved Unpaid Sick Leave	N3	G2	P1	S3
Paid Educational Leave	N2	G3	P2	S1
Approved Unpaid Educational Leave	N1	G2	P1	S2
Deferred Salary Leave	N2	G3	P2	S1
Injury on Duty	N3	G3	P2	S3

## NLTA Membership

**N1:** Payment of \$5.00 per month must be made to the NLTA to maintain membership rights and benefits as per NLTA policy. Normally, one cheque covering the entire period of leave is mailed to the NLTA, attention: Corporate Services, 3 Kenmount Road, St. John's, NL, A1B 1W1.

**N2:** Membership dues continue to be paid as normal via deduction from paid salary.

**N3:** Dues not required in order to maintain membership.

## Group Insurance

**G1:** Teachers must arrange with the plan administrator, Johnson Inc., to pay their share of the group insurance premiums by bank deductions. Failure to do so will result in termination of insurance. If insurance is terminated, the teacher will be required to apply for coverage, and provide proof of medical insurability subject to policy limitations, should the teacher wish to resume coverage. Should a teacher take more than 39 weeks, they must arrange with Johnson Inc. to pay by bank deduction both their share and the government's share of the group insurance premiums for the additional leave period. Otherwise, if insurance is allowed to lapse dur-

ing a period of parenthood leave, medical proof of insurability may be required in order to be reinstated in the plan. As well, upon the birth of a child, teachers must contact Johnson Inc. within 31 days of the child's birth/adoption in order to add a dependent for group insurance coverage. Beyond 31 days, an application providing satisfactory medical evidence of insurability will be necessary and approval must be granted by the underwriters.

**G2:** Teachers must arrange with Johnson Inc. to pay by bank deduction both their share and the government's share (Life, Accidental Death and Dismemberment, and Health plans only) of the group insurance premiums. Failure to do so will result in termination of insurance. If insurance is terminated, the teacher will be required to apply for coverage, and provide proof of medical insurability subject to policy limitations, should the teacher wish to resume coverage.

**G3:** Payment of group insurance premiums continue to be paid via normal payroll deduction and government's contribution of their share continues.

## Pension

**P1:** Pension premium is unpaid and no pension service accrues while on leave. Teachers may arrange with Pensions Division to purchase lost pension service within 180 days from return to work. If the service time is purchased within this window, the cost is at current contribution rates matched by government. After 180 days, the cost is at full actuarial value, which is a significant cost increase.

**P2:** Pension premium continues to be paid on the full salary, not the reduced salary, and full pension service accrues.

## Salary Increments

Teachers' placement on the salary grid is reviewed and changes are made once per year at the beginning of the school year or at the date of initial employment of a teacher. To determine the number of teaching years for salary increments, all teaching days to the date of calculation are totalled and this total divided by 195, which is the number of days in a school year. A fraction of half a year or more is required to move to the next step on the salary grid.

**S1:** Credited fully as time taught for the period of leave (maximum 39 continuous weeks for maternity/adoption/parental purposes) for the purpose of salary increment.

**S2:** Most unpaid leave is not credited for salary incremental purposes; however, it is credited fully as time taught when leave is related to upgrading qualifications or experience.

**S3:** Not credited for the purpose of salary increment.

Inquiries regarding specific circumstances should be directed to an Administrative Officer in Programs and Services at the NLTA at 726-3223 or 1-800-563-3599 or via email at [mail@nlta.nl.ca](mailto:mail@nlta.nl.ca).





# School-based Professional Development and the Collective Agreement

by MIRIAM SHEPPARD

In the last round of collective agreement negotiations (2012-2016), the Association pressed for changes to Article 28 of the Provincial Collective Agreement and Article 16 of the Labrador West Collective Agreement. The Association raised concerns regarding the feeling expressed by many teachers that they lacked the opportunity to have input in their own professional development. This absence of consultation left many teachers feeling that professional development activities did not address their needs. As a result of the Association's efforts, the following language change was agreed to in both Clauses 28.01(a)(ii) and 16.01(a)(ii) of the Provincial and Labrador West Agreements respectively:

*Effective September 1, 2002, for salary purposes, the length of the school year shall be 195 teaching days comprised of 187 actual teaching days, three (3) paid holidays, two (2) non-teaching days to be scheduled by the Board during the school year for administrative purposes, and three (3) professional development/in-service days to be scheduled by the Board during the school year, one of which shall be reserved for professional development at the school level. In determining the topics to be covered, in consultation with the school principal, priority will be given to professional development needs identified by teachers at the school level.*

The Association felt this language would guarantee one day of professional development during which priority would be given to professional development needs identified by teachers at the school level. The interpretation of this clause was clarified through the grievance process in 2015, when a group of teachers contended that they were not afforded the one professional development day guaranteed by the collective agreement to cover and give priority to needs identified by teachers at the school level. The School District and the Association reached a settlement during the grievance process and entered into a Memorandum of Understanding on the interpretation of Clause 28.01(a)(ii), as follows:

1. The Topics to be covered in the school level professional development day will be determined

in consultation between the Principal and the Teachers of the School, which will allow for input and feedback on topic selection.

2. Providing the topics for the school level professional development day relate to the teacher's individual Professional Growth Plans and other new professional development needs, priority will be given to the professional development needs identified by the teachers at the school level.

Through separate correspondence, the Association confirmed that this settlement would be "with prejudice,"; this means that it is an applicable interpretation of the Agreement for all schools. As a result, teachers should expect consultation when determining the one professional development day prescribed under Clause 28.01(a)(ii) of the Provincial Agreement and Clause 16.01(a)(ii) of the Labrador West Agreement.

So what does "consultation" mean? A recent ruling in another grievance clarifies the meaning of the term "consultation". While that grievance addressed a different provision of the Collective Agreements, the discussion on what constitutes consultation is instructive. Thus, consultation must be real and meaningful and contain the following elements:

- the active participation of teachers, i.e., "a discussion" or "bilateral interaction";
- full consideration of teachers' input by the administration before a decision is made, i.e., that teachers' input will be "taken into account when the decisions are made"; and
- a decision explained.

As well, for this professional development day, priority must be given to professional development needs, including new professional development needs, identified by teachers. The NLTA provides professional development sessions on many topics. For a complete list of workshops and presentations visit the NLTA website at [www.nlta.nl.ca/workshops-and-presentations](http://www.nlta.nl.ca/workshops-and-presentations).

Teachers with questions regarding the application of any provision of either the Provincial or Labrador

West Collective Agreements, or who wish to discuss the NLTA's professional development offerings, should contact a Programs and Services Administrative Officer at 726-3223 or 1-800-563-3599 or mail@nlta.nl.ca.

## Two Recent Grievance Settlements Holiday Pay for Substitutes and Payment of Labrador Benefits While on Maternity Leave

by MIRIAM SHEPPARD

Late in the 2016-17 school year, the NLTA settled two policy grievances filed with the Department of Education and Early Childhood Development (DEECD).

The first dealt with the Department of Education and Early Childhood Development's proration of holiday pay for substitute teachers. The NLTA Collective Agreements entitle substitute teachers to pay for paid holidays as long as the holiday occurs during a contract period. Three of the 195 paid days in a school year are paid holidays and these are typically designated as follows: Thanksgiving Day, Remembrance Day and the Victoria Day (May 24th long weekend).

Clause 49.03 of the Provincial Collective Agreement [Clause 46.03 of the Labrador West Collective Agreement] states: *Substitute teachers shall be paid for a maximum of paid holidays designated by the School Board if the holidays occur during a contract period.*

In the 2016-17 school year, the Association learned that the DEECD was prorating paid holidays for substitute teachers. Specifically, salary for paid holidays was prorated based on the hours worked by the substitute teacher during the week in which the holiday occurred. While this would not affect substitute teachers who worked full time during the week in question, substitutes who worked less than full time hours during the same period could have been negatively affected, depending on what hours were worked and when. The Collective Agreement does not provide for the proration of paid holidays for substitute teachers. The Association filed a policy

grievance. On June 30, 2017, the matter was settled. On a go forward basis, commencing with the 2017 Victoria Day holiday (May 22), substitute teachers will be paid for a full day if a paid holiday falls within a contract period.

The second grievance related to payment of Labrador Benefits while on maternity leave or parental leave. The new Labrador Benefits Agreement, which was ratified by all unions covered by this contract, was officially signed by all employee and employer representatives in late June 2016. Pursuant to the Agreement, the Labrador Allowance is payable for all teachers on maternity and/or parental leave who are covered by this Agreement.

In response to inquiries from the Association, Teacher Payroll advised that teachers on maternity and parental leave, who are eligible for Labrador Allowance benefits, would not receive those benefits until their return to work. However, the Labrador Allowance is earnings for the purpose of Employment Insurance and is allocated at the time *earned*, not when it is received. To be compliant with federal employment insurance legislation, teachers receiving maternity and/or parental employment insurance benefits, who are also eligible for Labrador Allowance, must declare those earnings. Given the potential for creation of Employment Insurance overpayments caused by a delay in payment, Teacher Payroll reversed its position and such benefits will now be paid to teachers on maternity/parental leave during the normal pay cycle. Retroactive pay will be paid to teachers upon notification to Teacher Payroll that the teacher is on maternity or parental leave and qualifies for Labrador Allowance benefits. All such benefits must be declared to Service Canada so that the effect on a teachers' Employment Insurance Benefits can be assessed.

Teachers who have questions or concerns are encouraged to contact an NLTA Administrative Officer in Programs and Services for advice.

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*Miriam Sheppard is an Administrative Officer in Programs and Services at the NLTA.*



# Personal Property at School

by STEFANIE TUFF

It is a good idea, during the first months of a new school year, for teachers to give some thought to what the collective agreement says about issues related to teachers' personal property at school, and how this will influence the choices they make. What happens if a teacher's personal property is lost or damaged at school? From time to time, this question arises, and it is important for teachers to understand the employer's and their own responsibilities in this regard.

This issue is addressed in Article 34 of the Provincial Collective Agreement (Article 35 of the Labrador West Collective Agreement). Two types of personal property are identified – personal effects which the teacher would reasonably have in his/her possession during the normal performance of his/her duties, and tools, equipment, or other materials which the teacher has received prior written permission from the School Board to use in the performance of teaching duties.

Personal effects include items such as clothing, footwear, eyeglasses, purses and briefcases, etc. – the usual things that teachers would be wearing or have with them at school on a regular basis. If, in the performance of his/her duty, a teacher suffers loss of or damage to any such personal effects (and the loss/damage does not result from the teacher's own negligence), he/she may be entitled to monetary compensation, up to a maximum amount of \$325. The amount of compensation will depend upon proof of the value or repair cost of the item(s) damaged or lost.

The second category of personal property covers items used by teachers in the performance of their duties. A teacher's own personal resources (books, art work, displays, etc.), equipment, computer, tablet, camera, musical instrument, etc. are not considered to be "personal effects". In order to be protected by the employer in the event of loss of or damage to such items (as long as the loss/damage

does not result from the teacher's own negligence), teachers need to have written authorization from the school district to use the item(s) in the course of their teaching duties before bringing the item(s) into the school. In light of the widespread proliferation of personal, portable technology today, this is something teachers should give serious thought to in deciding if/when to use these personal devices at school.

Some personal home insurance policies may provide coverage for items that fall into the "tools, equipment, or other materials" category if/when such items are being used at school; however, this

would depend on the particulars of each individual situation and teachers are advised to consult with their insurer and request written confirmation of coverage before taking personal belongings into the workplace.

Any incident of loss or damage to personal effects or other items must be reported in writing to the Director of the School Board (or his/her designate) within five working days of the discovery of the loss or damage. If this deadline is not met, a claim that would otherwise qualify for compensation could be denied. As indicated above, the School Board is not obligated to compensate a teacher for any loss of or damage to personal property that is caused by the teacher's own negligence.

If you have any questions regarding the above, please contact an Administrative Officer in Programs and Services.

*Stefanie Tuff is Assistant Executive Director of the NLTA.*

**"If...a teacher suffers loss of or damage to any such personal effects... he/she may be entitled to monetary compensation, up to a maximum of \$325."**



# 2017 PRE-RETIREMENT SEMINAR

## REGISTRATION FORM

Name .....

Mailing Address .....

Postal Code .....

Home Telephone .....

Social Insurance Number\* .....

School Name .....

School Telephone .....

Email .....

**\* By providing your SIN you are authorizing the NLTA to request your pension information from the NL Department of Finance. This information will be used for NLTA internal purposes only.**

Please check which session you will be attending:

☐ **Oct. 19-20** – Mt. Peyton Hotel, Grand Falls-Windsor

☐ **Oct. 26-27** – Hampton Inn & Suites, St. John's

☐ **Nov. 2-3** – Hampton Inn & Suites, St. John's

☐ **Nov. 16-17** – Greenwood Inn & Suites, Corner Brook

☐ **Dec. 7-8** – Hampton Inn & Suites, St. John's

Will your partner be attending? ☐ Yes ☐ No

Name of partner (if attending) .....

Earliest eligibility date for pension .....

Have you attended a previous pre-retirement seminar?

☐ Yes ☐ No

- Note:**
- Teachers within two years of retirement (on or before June 2020) are eligible to attend.
  - All participants must pre-register.
  - You will receive confirmation prior to seminar.
  - Travel costs will be paid according to policy and only to the nearest seminar.
  - Teachers are advised to bring a calculator.

Please submit registration form to:

Melanie Jaster

Newfoundland and Labrador Teachers' Association

3 Kenmount Road, St. John's, NL A1B 1W1

Fax: 709-726-4302; 1-877-711-6582 (toll free)

or submit online at [www.nlta.nl.ca](http://www.nlta.nl.ca). Go to "Forms".

**NOTE: As space is limited, registrations will be taken on a first-come, first-served basis.**

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Date Received	Confirmation Sent	Information Package Sent



# So, You're a Substitute Teacher

## — Things to Know

by GEORGE TUCKER

Substitute teachers are an integral component of education systems throughout the world. Substitute teachers are certainly an important membership constituency of the Newfoundland and Labrador Teachers' Association (NLTA). Consequently, the NLTA provides a number of supports, as well as information, to its members who are substitute teachers to recognize their unique and challenging role. These resources include:

- **InfoSheets** found on the NLTA website (under Publications) contain a great deal of information pertinent to substitute teachers. From group insurance to pension questions (substitutes contribute to a separate pension plan), substitute teachers can access information that is relevant to them. Of particular note to substitute teachers are the following:

- Infosheet #13: Substitute Teacher Membership and Benefits

- Infosheet #14: Substitute Teachers and Group Insurance

- **The Provincial Collective Agreement and Labrador West Collective Agreements**, also found on the NLTA website, contain a number of articles that apply directly to substitute teachers. While all articles in the Agreement are important, Article 49 (Labrador West Article 46) is focussed entirely on substitute teachers and addresses a number of significant issues, such as access to paid sick leave, rates of pay depending on the duration of a period of substitution for the same regular teacher, rules around payment for holidays and school closure days, etc. Substitute teachers would be well advised to make themselves familiar with the topics addressed in Article 49 (Labrador West Article 46), and in the Collective Agreement in general.

- **Phone and Email:** As NLTA members, substitute teachers are entitled to access programs and services provided by the NLTA. You can contact the NLTA directly to have questions or concerns answered by an NLTA Administrative Officer (726-3223/1-800-563-3599). Staff contact information, including phone extensions and email addresses are available

on the NLTA website; and, you can submit questions via the “Ask NLTA” function on the website ([www.nlta.nl.ca/asknltaform/](http://www.nlta.nl.ca/asknltaform/)).

- **Substitute Teacher Standing Committee:** The Association has a number of standing committees that focus on different issues of importance to teachers and make recommendations to Provincial Executive, one of which is dedicated entirely to substitute teachers. This committee is currently based in St. John's and is chaired by NLTA Provincial Executive member, Ches West. The committee has spearheaded a number of initiatives aimed at improving supports for substitute teachers, including the recent implementation, over the past couple of years, of substitute teacher information sessions held in different areas of the province. Information regarding session times/dates/location and the application process are publicized through various means when sessions are planned.

- **[www.nlta.nl.ca](http://www.nlta.nl.ca):** The NLTA website is a wealth of information for teachers in general. For easy reference to resources of particular interest to substitute teachers, you should visit the dedicated online section at [www.nlta.nl.ca/substitute-teachers/](http://www.nlta.nl.ca/substitute-teachers/).

Substitute teachers are members of the NLTA and as such enjoy all the rights and privileges of membership. They are eligible to hold office within the Association, to be a delegate to the Biennial General Meeting and to seek advice and representation from the Association. Other topics substitutes should be aware of include:

### Group Insurance

As a substitute teacher, you are eligible for coverage under the NLTA Group Insurance Plan's substitute teacher program. In order to join, you need to apply to the plan within 31 days of your first teaching day in a given school year. For substitute teachers who apply later than this, their applications will be subject to evidence of insurability. In order to maintain coverage in the following school year, you will need to

have taught for at least ten days the previous year and at least one day before November 30 of the following school year. Payment of premiums must be made via bank deductions. New substitute teachers are encouraged to contact the Association after their first day of employment to discuss group insurance coverage.

### **Pension**

All substitute teachers participate in the Government Money Purchase Pension Plan (GMPP). This plan is administered by Great West Life and the contribution rate is 5% of salary, matched by government. The GMPP is a defined contribution plan which is similar to an RRSP in that investments and earned interest determine the benefit level upon retirement. Substitute teachers who obtain replacement or permanent positions should consider transferring their GMPP service to the regular Teachers' Pension Plan (TPP), which is a defined benefit plan. Teachers in this position should contact the Pensions Division by email at [pensions@gov.nl.ca](mailto:pensions@gov.nl.ca), providing their name, address and social insurance number, to request a transfer of their funds from the GMPP to the TPP.

### **Pay Scale**

Substitute teachers are paid according to Schedule B of the Provincial and Labrador West Collective Agreements. However, when a substitute teacher replaces the same regular teacher for four or more days, as per Clause 49.02 (Clause 46.02 in Labrador West), the substitute teacher will be paid according to the regular teacher salary scale. If a paid holiday occurs during a substitute teacher's contract period, the teacher will receive pay for that holiday. For teachers in Newfoundland and Labrador, there are three paid holidays: Thanksgiving Day, Remembrance Day and Victoria Day. A paid holiday is considered to occur during a contract period if the substitute teacher is working on the teaching day immediately before and after the holiday.

### **EI Eligibility**

For the purposes of Employment Insurance (EI), one full day of teaching is reported as eight hours of insurable employment. This has not changed despite recent changes to the NLESD pay stubs. The number of hours required in the qualifying period to be eligible for regular EI benefits varies from 420 - 600 for those who have been in the workforce for the past two years. Under existing EI regulations, 600 hours are required for those who are considered to be "new entrants" or "re-entrants" to the workforce. It is important for all teachers to be aware that, under existing EI regulations, teachers are often not eligible for regular EI ben-

efits during the non-teaching periods (Christmas and Easter breaks, July and August) except under certain exceptions. Teachers who do receive regular EI benefits during the non-teaching periods must be actively seeking work in fields of employment other than teaching during those periods. If you are in receipt of regular EI benefits during the summer based on hours of employment accumulated as a teacher, you may become ineligible for benefits once you accept a contract for a teaching position that commences in September. You must advise Service Canada immediately once you accept such a contract.

### **Sick Leave**

Substitute teachers who accumulate 50 days of substitute teaching during a school year and are unable to work during a contract period due to illness are entitled to access any paid sick leave they have accumulated. Once a teacher has 50 days of substituting service, she/he is also entitled to retroactive payment of sick leave back to their first teaching day of that school year for any days missed due to illness during a contract period. It is therefore very important for substitute teachers to maintain careful records of their teaching contracts and any days missed during a contract as a result of sickness. Teachers may only access sick leave they have accumulated through the formula outlined in Article 15 of the Provincial Collective Agreement (Article 27 of the Labrador West contract). For the purpose of accessing paid sick leave, an illness-related absence is considered to have occurred during a contract period if it happened after the teacher had commenced work during that contract period.

**F**or more detailed information on these and other substitute teacher topics, please refer to the Provincial and Labrador West Collective Agreements, Infosheet #13 – Substitute Teacher Membership and Benefits, the NLTA Group Insurance Program, the Teachers' Guide to Employment Insurance, and the Substitute Teacher Information page, all of which can be found in the Publications section of the NLTA website ([www.nlta.nl.ca](http://www.nlta.nl.ca)).

If you are a substitute teacher and would like further information about the supports and resources available through your Association, please contact the NLTA. While all Administrative Officers are able to answer questions, the main contact person for substitute teachers is George Tucker, [gtucker@nlta.nl.ca](mailto:gtucker@nlta.nl.ca), 709-726-3223 or toll free at 1-800-563-3599, ext. 245.

*George Tucker is an Administrative Officer in Programs and Services with the NLTA.*



# Developing Successful Schools (DSS) 2017

by GEORGE TUCKER

The Newfoundland and Labrador Teachers' Association, once again this year partnered with the teacher associations in the three Atlantic Provinces to sponsor the DSS 2017 Institute. The event took place at Mount Allison University in Sackville, New Brunswick on July 4-7, 2017 and some sixty participants were in attendance. The Newfoundland and Labrador Teachers' Association was represented by a delegation of six educators.

The focus for the institute was "Fostering Collective Efficacy!"

Jenni Donohoo, DSS 2017 Institute facilitator, opined, "Amazing things happen when a school staff shares the belief that they are able to achieve collective goals and overcome challenges to impact student achievement. Ranking as the greatest factor impacting student achievement (Hattie, 2016), collective teacher efficacy deserves the attention of every educator, everywhere. Collective teacher efficacy refers to "the judgments of teachers in a school that the faculty as a whole can organize and execute the courses of action required to have a positive effect on students". (Goddard, Hoy, & Woolfolk Hoy, 2004, p. 4).



Jenni Donohoo



DSS 2017 delegates on the steps of Purdy Crawford Centre for the Arts at Mount Allison University.

During the DSS 2017 Institute, participants:

- Learned the six enabling conditions for collective efficacy to flourish; they reflected on the degree to which these enabling conditions are in place in their schools/districts;
- Examined ways to foster efficacy beliefs through four research-based leadership practices;
- Developed a theory of action for fostering collective teacher efficacy in their schools/districts.

Feedback from the DSS 2017 Institute participants was once again very positive. A sampling of the feedback comments includes:

- *Excellent – as always! Really appreciated Jenni's facilitation skills and the knowledge and professionalism of the participants.*
- *Very well organized and executed. Thank you so much!*
- *I loved this conference. Jenni was very knowledgeable and I have taken away lots of new ideas to bring to my school in how I will try to maintain/change Collective Efficacy.*
- *In all of my professional development (20 years), only two sessions have been inspirational, afforded me quality engagement and challenged me to bridge theory and practice. This was the second and most sincerely the best! This was/is a productive and pro-active use of my time to effect change in me as well as in the system in which I work. I thank all who made it possible as well as for Jenni taking the time to be with us.*
- *Great group. Presentation was relevant, meaningful, and well timed. Superb use of conversational structures and numerous ways to structure sharing.*
- *Feeling inspired and rejuvenated.*
- *Thank you! This was a great way to learn, connect and "Think" with other educators throughout Atlantic Canada. Great content, thoughtfully presented – thank you Jenni!! I loved the blend of content, group reflection and collaboration and individual processing time. There is much to bring home and share.*
- *What a wonderful 4 days of professional learning!!! I have been reading about collective efficacy throughout the past year since I became a V.P. and this conference*



helped solidify and clarify my learning. Jenni was very engaging with a variety of activities to keep all energized and motivated. I also appreciated the opportunity to meet so many new colleagues and forge new friendships. I have created a huge network of support and knowledge as I move forward in my career. I hope to be able to attend this conference again, many times!!!! Thank you.

- Very informative – awesome!
- Great conference and very relevant to our world. Lots of ideas to bring back to our schools.
- Transformative. I really enjoyed the structure of the presentation of info. Highly recommend.
- So applicable and something I can use in my practice during the upcoming year
  - Excellent institute, meaningful content, great to experience a broad range of diverse backgrounds.
  - Very worthwhile! I will come back!!
  - A very valuable week. I will take my learning back to my school and it will be in the forefront of P.D. this year.
  - I enjoyed the sessions, especially the “hands on” protocols presented. Thank you.
  - The course gave me an introduction to the book and content. Now I must read the book and take myself forward.
  - Presenter had great knowledge on the topic and a lot of passion as well. I loved how organized the days were and appreciated that she stuck to her time.
  - Thank you very much for this valuable learning experience! Learning and collegiality! A fantastic way to kick off the summer!
  - I am so glad I was afforded the opportunity to be a participant in this year's DSS. As a graduate student and classroom teacher, I found this topic was exactly what I needed to move forward in my career. The people were fabulous and I loved making connections with all the participants.

Developing Successful Schools (DSS) is an annual event made possible through a partnership between the four Atlantic Teacher Associations (NLTA, NBTA, PEITU and NSTU) and the New Brunswick Department of Education. DSS 2018 will be held once again at Mount Allison University. The tentative dates are July 3-6. More detailed information on DSS 2018 will be available in the new year.

If you are interested in being a participant, contact Ian Crewe, Administrative Officer in Programs and Services at the NLTA at [icrewe@nlta.nl.ca](mailto:icrewe@nlta.nl.ca), 726-3223 or 1-800-563-3599, ext. 232.

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## EXCEPTIONAL TRAINING AND RESOURCES-Mental Health, Counselling and Violence Prevention

**TRAUMA-Strategies for Resolving the Impact of Post-Traumatic Stress**

St. John's: October 26-27, 2017

This workshop provides an overview of the way trauma affects a person through the brain and nervous system. A framework which describes different stages in resolving the impact of trauma is reviewed and key principles and strategies that apply to a diverse range of impacts in children, adolescents and adults are explored.

**CHALLENGING BEHAVIOURS IN YOUTH-Strategies for Intervention**

St. John's: November 2, 2017

This workshop will review challenging behaviours related to aggression, non-compliance and attention-seeking, and will provide a framework for intervening. Participants will analyze the effectiveness of their current approach and be provided with a coaching model to bring out the best in youth who exhibit challenging behaviours.

**ANXIETY-Practical Intervention Strategies**

St. John's: November 22, 2017

This workshop will explore when anxiety is adaptive and in order, compared to when it becomes disordered. Participants will learn practical and accessible strategies which can be applied across the lifespan and address the physical, emotional, cognitive and social aspects of anxiety.

**DE-ESCALATING POTENTIALLY VIOLENT SITUATIONS™**

St. John's: November 30, 2017

This workshop is designed to teach people to de-escalate potentially violent situations through assertiveness and interpersonal communication. Participants will develop a clear understanding of how to assess the potential for violence and respond with a diverse set of tools and strategies designed to defuse potentially violent situations.

**BORDERLINE PERSONALITY DISORDER-Understanding and Supporting**

St. John's: December 7, 2017

This workshop's purpose is to increase the understanding of Borderline Personality Disorder (BPD) from the perspective of all those impacted, including caregivers, family members and those diagnosed. With this increased understanding and new strategies for offering support, participants will be better equipped and more confident in their role of supporting meaningful and manageable change in the lives of those impacted by BPD.

**ADDICTIONS AND MENTAL ILLNESS-Working with Co-occurring Disorders**

St. John's: February 15, 2018

This workshop provides a framework for working systemically with both issues at the same time. Participants will explore the impact of both addiction and mental illness, an overview of the theoretical frameworks for both issues, and how to integrate strategies in a way that supports health and change.

**UNDERSTANDING MENTAL HEALTH CONCERNS IN CHILDREN AND YOUTH**

St. John's: March 8, 2018

This workshop is designed for education and social service providers, caregivers and anyone seeking a better understanding of the complexities that surround mental health with this population. Participants will be provided with a general overview of the common mental illnesses for children and youth, signs and symptoms, themes for treatment and the controversies that surround some of the diagnoses.

**NARRATIVE THERAPY-Tools for Exploring Stories**

St. John's: March 22, 2018

A narrative counselling framework seeks to explore the numerous stories that shape and influence identity, problems and preferred directions in life. This interactive workshop will provide participants the tools and processes to begin using narrative frameworks with their clients.

**COGNITIVE BEHAVIOURAL THERAPY-Tools for Thinking Differently**

St. John's: March 23, 2018

This workshop provides a strong foundational knowledge of the principles and strategies involved in using Cognitive Behavioural Therapy (CBT). Participants will gain an understanding of which populations tend to benefit the most from CBT, and will be equipped with many strategies and tools that can be practically applied in their work.

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# Creating Personal Wellness Goals

by GAIL CARROLL

**I**t is the beginning of another school year. Beginnings bring so many opportunities to make fresh starts, new habits, create dreams and model good practices in caring for ourselves and for our students.

The following are just a few of the questions that might come to mind when we are starting another school year:

- What will my class be like this year?
- What challenges will I face?
- How will I manage those challenges?
- How will I prepare myself to conquer stress?
- How will I keep myself well and prevent burnout?

I am looking forward to another year of sharing wellness thoughts, ideas and plans with all of you. For the past number of years I have been receiving requests to record my 5 minute Guided Imagery exercises. This summer I took the time to record three Guided Imagery exercises. They can be accessed through the NLTA website at [www.nlta.nl.ca/guided-imagery/](http://www.nlta.nl.ca/guided-imagery/).

When you are working on your personal growth/development plan this school year you might consider how some of the information in this article could add value to your own plans.

Guided Imagery is definitely a form of mindfulness! "Good Therapy", a respected online association of therapists, defines Guided Imagery as a technique which mental health professionals use to help individuals focus on mental images in order to evoke feelings of relaxation and is based on the concept of the mind-body connection ([www.goodtherapy.org](http://www.goodtherapy.org)). This is believed to contribute to an individuals' overall wellbeing. Guided Imagery makes use of all of your senses. For those of you who have not yet experienced Guided Imagery, here is a quick but effective demonstration:

- Close your eyes and take a nice deep breath in through your nose and out through your mouth.
- Continue to focus on your breathing as you begin to feel your shoulders relax.
- Now picture a beautiful ripe orange.
- Smell the skin of the orange and feel its texture.
- Begin to peel the orange and as you do envision a huge squirt of fresh sweet juice squirts right at you.

Enjoy the smell, the feel and the taste of the juice.

- Now picture taking a huge bite of your orange. Feel the juice running and taste the sweetness of its juice. (If you salivate in reality you will have the reaction most people have which shows how effective Guided Imagery can be.)

Guided Imagery engages all of your senses: hearing, seeing, smell and touch. It reminds us to be mindful and to slow down. For this and many other reasons it has been researched to show effectiveness in aiding:

- Relaxation
- Healing
- Reducing stress
- Learning
- Creativity
- Attitude
- Pain management
- Lowering blood pressure
- Preparing for competition
- Reducing anxiety and exam anxiety

## Frequently Asked Questions

**• Is Guided Imagery safe?** Guided Imagery is safe. There are no known risks associated with it. Research suggests it is most effective when the person teaching it has training in Guided Imagery techniques. (It is always important to tell your doctor if you are using an alternative therapy or if you are thinking about combining an alternative therapy with your conventional medical treatment. It is important for safety to seek medical advice as alternate therapies may not be safe in some medical situations. It is advisable to never stop conventional medical therapy or treatment to rely only on an alternative therapy.)

**• Is Guided Imagery hypnosis or a form of hypnosis?** No, Guided Imagery is a practice in which you are in the driver's seat. You are in complete control. You can stop the practice at any time you choose. If it is a practice where you are being guided to picture images of your own choosing, then, you are in complete control and can choose any images you like.

**• What is the difference between Guided Imagery and hypnosis?** In Guided Imagery you are in com-

plete control. Hypnosis is different in that a licensed therapist is putting you into a tranquil altered state and the conscious control of the mind is inhibited while the subconscious mind is stirred. Hypnosis is often used as a form of behavior modification whereas Guided Imagery is used to assist in relaxation and for other health benefits. (Dr. Mickey Wilson, PhD)

• **Is Guided Imagery a form of meditation?** It is a form of meditation. It can clear your mind, help you relax and slow down. It is seen as a form of mindfulness.

• **How does Guided Imagery work?** When you are worried about something you begin to think about it more frequently and your thoughts carry your fears and worries; preparing your body for the fight, flight, freeze response that you learned about in high school biology. When you are feeling this kind of stress your breathing quickens, your muscles tighten, your heart rate speeds up and stress hormones get released into your body to create this anxious state. Guided Imagery uses slow, deep breathing and positive imagery to help disarm this stress response before it really takes off. This then enables you to feel more in control of your life, less stressed and more relaxed.

• **How long do the benefits of Guided Imagery last?** Research shows the benefits can last for a lifetime if you continue to practice the technique. Most people report feeling the relaxation benefits immediately. Even if you feel this may not work for you and your mind is too busy to take it in, most people will begin to feel the effects by the second or third session.

• **What do I need to do to prepare to participate in Guided Imagery and to make it as effective as possible for me?** All you have to do is put yourself in a comfortable spot, i.e., sitting comfortably in a chair in a quiet room or lying down on the floor or a bed. Remember not to cross your arms or legs; just let yourself be and as you begin the breathing exercises you will feel your body begin to relax. Some people like to cozy up with a favorite blanket or pillow or both. As long as you are in a comfortable position in a quiet space you can make it what you like. It does help to have low lighting and a comfortable temperature. Then just follow the voice of the therapist who is guiding you through the session.

• **Is this an individual or a group practice?** It can be practiced on a 1:1 basis or in a group.

• **When and how often should I use this?** You can use it any time and as often as you like. The recommendation is that ideally twice a day can bring wonderful benefits. Starting your day off with Guided Imagery and ending your day with it can carry wonderful health benefits.

• **Can kids do Guided Imagery?** Yes. And kids are

the best at it as their imaginations are so wonderful! It is also recommended to assist teenagers in coping with stress and anxiety as well as all of the changes teens go through with hormones and growth and development.

With all of the benefits listed above, this low cost therapy opens the doors to bringing the relaxation factor into your life so easily. So make a date with yourself and give this a try. The challenge I would like to leave each of you with at the beginning of this school year is to put yourselves first. Try Guided Imagery and include stress management and relaxation in your personal schedule and Professional Growth Plans. What are you waiting for? Go to [www.nlta.nl.ca/guided-imagery/](http://www.nlta.nl.ca/guided-imagery/) to get started!

Wishing you all a healthy and successful school year!

Gail Carroll is a Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Gail (ext. 242), [gmcarrroll@nlta.nl.ca](mailto:gmcarrroll@nlta.nl.ca) or Judy Beranger (ext. 265), [jmberanger@nlta.nl.ca](mailto:jmberanger@nlta.nl.ca).

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# St. Kevin's High School Teacher Named Health and Safety Educator of the Year

**J**ohn Goldsworthy, a teacher at St. Kevin's High School in Goulds, has been selected as WorkplaceNL's 2016-17 Health and Safety Educator of the Year for his work in promoting and advancing safety among young workers.

John teaches the Occupational Health and Safety 3203 course and emphasizes workplace safety in his Career Development classes. He also mentors students competing in Workplace Safety at Skills Canada.

As class projects, his students have created materials for a mental health and wellness awareness campaign, produced a series of Minecraft walk-thru videos with a focus on personal protective equipment, created signs and posters for the Skilled Trades classrooms and published two safety-focused iBooks.

John brings current events in safety into the classroom and invites community partners, such as the Royal Newfoundland Constabulary, Newfoundland and Labrador Construction Safety Association, and

St. John's Regional Fire Department to discuss distracted driving, personal protective equipment and fire prevention with students.

"I congratulate Mr. Goldsworthy for engaging his students in workplace health and safety," said Dennis Hogan, CEO, WorkplaceNL. "As they prepare to enter the workforce, or are now employed part-time, it is important for students to always use safe work practices. Positive and meaningful experiences early in a young person's career will lead to a culture of safety in workplaces for the next generation of workers in Newfoundland and Labrador".

John receives \$500 and St. Kevin's High School receives \$500 to purchase safety equipment.

"I would like to express my congratulations to Mr. Goldsworthy, along with all of the nominated educators for this year's award," said the Honourable Perry Trimper, Minister Responsible for WorkplaceNL. "It is important that young workers are aware of workplace safety roles and responsibilities early in their careers. As WorkplaceNL continues to focus injury prevention programs towards youth, educators are one of our most important partners, and this year's nominations show the high quality of instruction in this province."

WorkplaceNL acknowledges and thanks all nominees for this year's award and looks forward to receiving nominations for the 2017-18 award.

*Information for this article was provided by WorkplaceNL.*



John Goldsworthy (right) received the Health and Safety Educator of the Year Award 2016-17 from Brian Delaney, Executive Director, WorkplaceNL.



# A Life Worth Living — A Moment of Reflection

by DARRIN PIKE

The world seems to spin faster these days. The demands and stressors also seem to be everywhere. In the midst of all this, we all recognize the important role teachers play in the lives of children. Teachers can change the life path of a student. This acknowledgement has been captured so well in the NLTA's "Teachers Change Lives Every Day" campaign. We also know that the power of education can help overcome life circumstances. Biographies of successful writers, singers, business people, politicians, all have one thing in common – they all speak about the influence of a teacher. The life-lasting impact of the individual that reached in and pulled something out. This all seems well enough, but we need to acknowledge the tremendous weight placed on the shoulders of teachers.

**“A life worth living is not about large events, elaborate vacations or winning the lottery.”**

How do we balance the responsibility we carry and ensure we don't get crushed by the weight? First, it starts with the recognition that schools are unique places and staffs are close knit groups who need to support each other every day. The history of our province shows many examples of small communities that came together to support each other when a family was in need. Newfoundlanders and Labradorians have been and continue to be strong donors and givers. A recent example in our education community is the support that came last year in response to the Bay d'Espoir fire. Nearly \$100,000 in cash and donations were raised to support the students and the school. When we give to others we enrich our own lives. As the old adage states, “you never miss what you give away”. Every day we have the opportunity to give a small word of encourage-

ment to a colleague; to ensure that when someone leaves our presence their day is a little better. This gift to others is not something that is given away, but is powerfully enriching.

This brings me to two life lessons that I am convinced are fundamental to a life worth living. The first is the importance of building relationships, and the second is the necessity of being active.

The joy of teaching has the same elements as the joy of life. Teaching starts with building positive and meaningful relationships with students. It is the connection teachers have with students which not only form the foundation for the teaching and learning cycle, but also bring us the joy of teaching. I often speak about connecting with and engaging with students to build hope and confidence, but this is only part of the story. The joy of teaching is found in taking a moment each day to build on these relationships, but also to reflect on the positive impact you have each day. Take a moment.

Outside the classroom, relationships are just as important. Surround yourself with positive people, invest in your friends and family. It is one of the true secrets to happiness but does not happen by accident. It takes effort, but like all things you give, what comes back is always a multiple of what is given. There is another lesson here; we all have to take an honest look in the mirror to make sure we are not one of those negative people that pull others down, rather than lift them up. We can easily fall into the trap of negativity, seeking to understand others and truly believing that most people are just trying to do the right thing regardless of how we may view their actions. We can't expect more from others when we expect less from ourselves.

Finally, the second lesson I have learned is be a participant, be active. It is so easy with the hectic pace we live, to fall to the couch. But life is about building moments to remember. Those life moments are built by being active. We all know that physical activity can help improve our mental wellness. So be active, build memories, and exercise with a group of friends or strangers who may with time become friends.

A life worth living is not about large events, elaborate vacations or winning the lottery. It is about building meaningful relations, creating small moments that make someone feel good, being active and participating in all that life has to offer.

*Darrin Pike is an Administrative Officer in Programs and Services at the NLTA.*





# Autism Spectrum Disorder Training for Educators

by KENDRA LANE

The beginning of another school year is a great time to outline professional development aspirations. Past experiences with students may inspire us to learn more about a certain area of teaching, or perhaps new students cause us to shift our goals to meet new and diverse student needs. In either case, many educators find themselves actively seeking additional training, education, and knowledge about Autism Spectrum Disorder (ASD). I will take this opportunity to highlight two professional development opportunities available during the 2017-18 school year.

## Online Course for Educators: Department of Education and Early Childhood Development

Through the Atlantic Province's Special Education Authority's Autism in Education Partnership, the four Atlantic Provinces worked together to create an online course for educational personnel on ASD. This training program entitled *ASD and Behavioural Interventions: An Introduction for School Personnel* is designed for all educational personnel including teachers, school administrators, student assistants, speech-language pathologists, and educational psychologists.

Offered in both French and English, the course is divided into 10 e-learning modules for a total of 40 hours of self-paced instruction. The learning modules include: an introduction to ASD; the impact of ASD on learning; evidence-based practice; identifying learner needs; learning and behavior; behavioral teaching approaches; structuring the classroom environment; communication skills; managing challenging behavior; and social skills. The training is interactive, includes self-assessments and revolves specifically around school-based examples. Participants will also receive strategies to help foster positive home-school relationships as well as a document, *Setting Priorities for Intervention: A Planning Tool for Learners with ASD*, to assist with goal-setting for students on the spectrum. Over 900 educators in NL have already successfully completed this course!

The Department of Education and Early Childhood Development covers all costs related to

registration, licenses, technical support and program facilitation. The selection of participants is the responsibility of the school districts. The program will be offered twice a year, once in the Fall and once again in the Winter. For further information about the training program, please contact Paulette Jackman, Department of Education and Early Childhood Development at [paulettejackman@gov.nl.ca](mailto:paulettejackman@gov.nl.ca) or (709) 729-5431.

## Full Day Workshop on Teaching Strategies: Geneva Centre Training Institute

The Geneva Centre for Autism's Research, Education, and Training Institute, based in Toronto, has been a purveyor of training and education to professionals regarding Autism Spectrum Disorder for over 25 years. Transformed in 2013, the Training Institute prides itself on its ability to adapt and evolve as mandated by research and changes in the field of autism. A multi-disciplinary approach to identifying and developing training materials ensures professionals continue to receive relevant and effective training that is backed by research.

On November 6, Autism Society NL (ASNL) is hosting the Geneva Centre Training Institute for a one-day workshop entitled *A Running Start to Success: Essential Teaching Strategies for Individuals with Autism* presented by Faculty Member Adriana Karka. Join education, health, and other professionals at the Holiday Inn, Portugal Cove Road, for an interactive workshop where participants learn about the unique learning styles of individuals on the spectrum and how to select and individualize evidence-based strategies specifically for the teaching environment.

For more information about this workshop and to register online please visit [www.autism.nf.net](http://www.autism.nf.net). For additional information or assistance with registration please contact ASNL at [info@autism.nf.net](mailto:info@autism.nf.net) or (709) 722-2803.

Kendra Lane is Director of Operations with the Autism Society NL and a certified TEACCH Practitioner. She can be reached at 709-722-2803, ext. 226 or [klane@autism.nf.net](mailto:klane@autism.nf.net).

# OF SPECIAL INTEREST...

Special Interest Councils are professional learning communities dedicated to life-long learning and the ongoing professional growth of NLTA members. Their mandate includes offering a range of professional development programs, including conferences, institutes, focus groups, teleconferences, and e-learning initiatives. Councils communicate with their membership using a variety of current technologies. As part of their mandate, the councils will respond to curriculum and program concerns, develop position papers on critical issues, work with government on curriculum development and advise the NLTA on matters of importance.

**Currently there are 12 special interest councils as follows:**

## **Council of Special Services (COSS)**

**Danielle Doyle**, President  
Carbonear Collegiate, Carbonear  
Tel: 596-3911 (S)  
danielledoyle@nlesd.ca

## **Health Education Council**

**Kellie Baker**, President  
St. Mathew's School, St. John's  
Tel: 745-1513 (S)  
kelliebaker@nlesd.ca  
www.healthednl.com

## **Math/Science Council**

**Yvonne Dawe**, President  
CDLI – Brother Rice High Annex, St. John's  
Tel: 729-1979 (O)  
yvonedawe@nlesd.ca  
yvonedawe@cdli.ca

## **Music Council (MSIC)**

**Ashley Beresford**, President  
Macdonald Drive Jr. High, St. John's  
Tel: 753-8240 (S)  
ashleyberesford@nlesd.ca  
nlmsic.com

## **NL Counsellors' & Psychologists' Association (NLCPA)**

**Boyd Perry**, President  
Holy Heart High, St. John's  
Tel: 754-1600 (S)  
boydperry@nlesd.ca  
www.nlcpa.ca

## **Physical Education Council (PESIC)**

**Luke Neville**, President  
St. Joseph's All-Grade, Terrenceville  
Tel: 662-2201 (S)  
lukeneville@nlesd.ca  
www.pesic.nl.com

## **School Administrators Council (SAC)**

**Kyran Dwyer**, President  
St. Teresa's School/École Ste-Thérèse, St. John's  
Tel: 579-9111 (S)  
kyrandwyer@nlesd.ca

## **Second Languages Council/ Le Council des langues secondes**

**Laun Shoemaker** (Interim contact)  
Beachy Cove Elementary, Portugal Cove  
895-2241 (S)  
launshoemaker@nlesd.ca

## **Small Schools Council**

**Natasha Aylward**, President  
St. Gabriel's All-Grade, St. Brendan's  
Tel: 669-3331 (S)  
natashapowell@nlesd.ca

## **Speech Language Pathologists**

**Sandy Crowley**, President  
Labrador Region District Office  
Tel: 944-5709  
sandycrowley@nlesd.ca

## **Teacher Librarians Newfoundland Labrador (TL-NL)**

**Heather Godden**, President  
Beachy Cove Elementary, Portugal Cove  
Tel: 895-2241/2 (S)  
heathergodden@nlesd.ca

## **Technology Education Council (TESIC)**

www.tesic.org

If you are working in one of these specialized areas, you may choose to join the appropriate council. By participating in Special Interest Council programming, you can avail of the latest information on methodologies, trends in particular disciplines, and changes in curriculum as they develop and emerge.

Special Interest Councils advertise their programs through *The Bulletin*, the NLTA website, school boards, schools and media.

If you are a member of a Special Interest Council, you will be automatically notified of professional development opportunities. Since helping our membership become more effective teachers is always an overriding goal of this Association, the activities of our Special Interest Councils are geared to improving classroom practice.

Please make every effort to be an active member of special interest councils that are of interest to you. If you wish to become a member of one of the existing councils, you have only to contact the president of that council, and you will be sent the necessary membership information. Opportunities also exist for you to become an executive member of one of the councils, thereby allowing you to take on a valuable leadership role within the Association. As a council member, you will be kept current on exciting new learning and discoveries in your field.

**If you have any questions, concerns or ideas re the NLTA Special Interest Councils, contact:**

Ian Crewe, Administrative Officer – Programs & Services, NLTA  
icrewe@nlta.nl.ca; Tel: 726-3223 or toll-free at 1-800-563-3599, ext. 232

# Ocean Literacy: What the Heck is That and How Can I Teach It?

by PATRICK WELLS

The ocean is a significant part of Newfoundland and Labrador cultures. Ocean knowledge develops in school and through informal settings such as field trips, family stories, the fishery or beach combing. Most people know the Earth is 70% ocean and that the seas are a significant contributor to our economy. But did you know that less than 5% of the ocean has been explored and that people know more about outer space than the sea ([www.oceanliteracy.net](http://www.oceanliteracy.net)). We need to become more ocean-literate. Why? The oceans are warming, becoming more acidic, expanding and sea level is rising – sorry Donald, global warming is a fact (<https://sealevel.nasa.gov>). Teachers and students need to understand the changing ocean, as it is in our best interest as an ocean culture, to increase our Ocean Literacy.

**“Our experience shows that ocean instruction that places students at the centre of their learning has the greatest potential for success.”**

Defined, Ocean Literacy (OL) is the ability to understand the ocean’s influence on you and your influence on the ocean ([www.oceanliteracy.net](http://www.oceanliteracy.net)). One of the “7 Principles of Ocean Literacy” is that “Humans and the ocean are inextricably connected” (principle 6). Given our connections and the fact that the ocean is changing, it makes good sense to teach students OL principles so they can adapt to the future. To learn more about OL, I attended the National Marine Educators Association Conference (NMEA) in Charleston, South Carolina. Fans of the movie *The Notebook*, may be familiar with this iconic southern town. Charleston and the surrounding Lowlands are troubled by frequent flooding, a problem which was discussed in the conference plenary sessions. The conference also provided insights to our changing oceans and the progress of the develop-

ment of world wide Ocean Literacy. But why bother with OL if you are not a science teacher?

Ocean Literacy is found in many subject areas, not just science. Songs, stories, legends, and paintings are samples from subjects that promote OL (creative writing, art, and social studies). Subject diversity allows an authentic ocean lesson to align with many subjects and teaching outcomes. The great news is that teachers will find plenty of support in the local community. With connections to the sea, friends, nans, pops, uncles or anyone with a story to tell, can support ocean learning. Social connections facilitate the formation of strong student memories while preserving family and community heritage. Other groups like the Ocean’s Learning Partnership, Conservation Corps, and the Canadian Network for Ocean Education (CaNOE – [oceanliteracy.ca](http://oceanliteracy.ca)) are science organizations engaged in Ocean Literacy outreach in our region. CaNOE is dedicated to taking the 7 principles of Ocean Literacy and connecting these to the scope and sequence of K-12 education in Canada. So what makes a good ocean lesson?

A run on the bay in a boat, a field trip to the sea shore or telling fish stories are great for OL development; certainly better than glamorized television like *Shark Week* and *Cold Water Cowboys*. Teachers know that passively watching a screen is not quality education. Whenever possible, I have taken my students to the ocean. Holy Spirit students have visited the wet lab at the Ocean Science Centre, combed the beaches of Conception Bay and have cruised on the MV Explorer with “Captain Jan”. The student activities addressed many of the 7 Principles of Ocean Literacy. Not all lessons require this level of commitment to be equally effective. Using ocean materials in class or taking a seashore hike also serve as a top-quality experience that will likely form a lifelong memory. For a profession in the memory business, we would be wise to exploit this setting and the community connections to facilitate and deliver our lessons.

Over the past five years science teachers at Holy Spirit High School have developed a number of



ocean lessons. One of my goals as a researcher is to use these field-tested lessons to support teachers interested in ocean activities. Mr. Jeff Locke and I are currently seeking collaborators for a research project sponsored by the NLTA and NLESD Education Foundation. Our experience shows that ocean instruction that places students at the centre of their learning has the greatest potential for success. This type of instruction is challenging but as stated above, many forms of support exists for ocean loving teachers. Producing a dynamic student experience is easier than you think and certainly worth the effort. Think to your past, it is likely you vividly recall details of a field trip, an engaging class activity or group investigation. You can help the ocean to produce durable memories connected to teaching outcomes and our shared heritage. What could be better?

All the teachers of this province play an important role in helping students effectively connect with the ocean. OL and ocean connections are found in art, music, writing, math, technology, and science. Authentic student activities are the key to producing engagement and personal connections. If you are interested in similar outings/experiences with your students, and want support, I would be glad to help or will guide you to the experts you need. The ocean gives us so much; I think it's time we helped the planet by making our students more ocean-literate.

*Patrick Wells is on leave from his position as Science Department Head at Holy Spirit High School in CBS. He is currently a Ph.D. student at the Faculty of Education, Memorial University.*

#### Links

- Canadian Network for Ocean Education: [oceanliteracy.ca/](http://oceanliteracy.ca/)
- National Marine Educators Association: [www.marine-ed.org/](http://www.marine-ed.org/)
- Ocean Literacy: [oceanliteracy.wp2.coexploration.org/](http://oceanliteracy.wp2.coexploration.org/)

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## *NL Teachers' Pension Plan Corporation – One Year Old August 31, 2017*

# Message from the Teachers' Pension Plan Corporation Board of Directors

The NL Teachers' Pension Plan Corporation (TPPC) was created approximately one year ago on August 31, 2016. This article, prepared for *The Bulletin* and the *RIANL Newsletter*, is intended to update teacher pension plan members about the progress of the TPPC during its first year of operation.

The TPPC was created through the Joint Sponsorship Agreement (JSA) between the 'Parties' – the Teacher Pension Plan members represented by the NLTA and the Government of NL. While the Sponsor Body was created by the JSA to represent the interests of the Parties and have responsibility for a number of matters including the contribution level and pension plan design (including benefit levels), the TPPC was created to take responsibility for pension plan administration and investment of the Teachers' Pension Plan (TPP) Fund.

An eight person TPPC Board of Directors (the Board) was appointed with collective expertise in the areas of governance, investments, finance, human resources, pensions, customer service and related administration, risk management, stakeholder involvement and regulatory matters. The Board was established as Trustee for the TPP Fund and oversees the management and prudent investment of the pension plan and direction of the TPPC. The Directors' responsibilities include, but are not limited to, acting independently of the Plan sponsors and the management of the Corporation, and making decisions in the best interest of all Plan beneficiaries. The Board members are:

- Don Ash, BSc, BEd, MBA
- Robert Blais, BSc, FSA, FCIA
- Richard Dixon, BA, MIR, ICD.D
- Paula McDonald, BComm, FCPA, FCA, CMA
- Scott Perkin, BComm, LLB
- Janet Rabovsky, BA, MBA

- Eric Thoms, BA, MBA, CPA, CMA
- Gretchen Van Riesen, BSc

Paula McDonald is Chair of the Board and Eric Thoms is the Vice-Chair.

The current focus of the Board is the monumental task of establishing a first class pension plan corporation to manage the plan administration and investment of the TPP Fund in the best interests of the NL teacher plan members. The specific activities which have occurred during the first year include the establishment of corporate by-laws and policies and procedures necessary for good governance; conducting Request for Proposals (RFPs) for TPPC legal counsel, auditors, actuaries, bankers, and investment consultants; conducting employment searches and hiring senior management for the TPPC, specifically a Chief Executive Officer (CEO), a Chief Financial Officer (CFO), and a Chief Investment Officer (CIO); securing office premises for the TPPC; working collaboratively and communicating regularly with the Sponsor Body; and most importantly, engaging in transitioning pension plan finance, accounting, administration, and investment services from the Government's Pensions Division to the TPPC in an effective manner which is seamless to pension plan members. These activities to date have all been successfully achieved.

A 2016 TPPC Annual Report was produced for the Sponsor Body in accordance with the JSA and is available on the NLTA website at [www.nlta.nl.ca/tpp/](http://www.nlta.nl.ca/tpp/). The 2016 Annual Report includes interesting statistics regarding the TPP, highlights of the major TPPC activities from September 1 to December 31, 2016; details on the investment performance of the Fund in 2016; and the audited financial statements for 2016. Plan members are encouraged to review the Annual Report.

On the investment side, the investment activity for the TPP has been fully transitioned from Government and investment services now reside

exclusively with the TPPC. Eckler Ltd. has been hired as the plan actuary and as investment consultant. Eckler is in the process of working with the TPPC CIO and the Investment Committee to produce an Asset Liability Model (ALM) Study which will help determine a long-term asset allocation plan designed to meet the investment objectives of the TPP's Funding Policy – to become fully funded by 2045 and to meet the various funding targets every three years from 2018 until then. In the meantime, an interim asset allocation was developed which reduced the equity exposure of the TPP Fund and diversified the portfolio to include a number of alternative investments. A number of contracts with investment managers were terminated and other managers were engaged to achieve the interim asset allocation desired. Quarterly and annual updates on investment performance will be provided to the Sponsor Body and plan members, respectively. To that end, to date, the TPP Fund has met and exceeded its target of 6.0% (called the discount rate) with a 7.3% return for the year ending December 31, 2016, and a 13.49% return for the 12 month period ending June 30, 2017. The total value of the Fund at June 30, 2017 was \$3,236,392,253 exclusive of the remaining value of the promissory note issued by Government in 2015 which was \$1,813,482,317 at September 1, 2017.

On the plan administration side, the TPPC is aiming to have pension administration services fully transitioned from Government by March 31, 2018. To begin this process, two employees with the Pensions Division of the Department of Finance, who have worked for years on the TPP in administration and systems, were hired by the TPPC in April 2017 and this has assisted in the seamless transition of member services to date. In addition, the TPPC contracted specialists to assist with the overall transition. A Service Level Agreement (SLA) with the Government for pension payroll and other administrative matters will continue in place until the TPPC can assume full administrative responsibility.

The TPPC is being set up to operate as a cost effective, agile and nimble organization, with an anticipated 12-15 employees to meet the plan administration, IT, accounting, finance, and investment requirements. The Board engaged Chairperson Paula McDonald as Chief Executive Officer (CEO) from January 1, 2017 until August 2018 to develop and implement the corporate strategy, organization, and transition of services from Government to the TPPC. Chief Financial Officer (CFO) Levi May and Chief Investment officer (CIO) Lynn Healey were recruited and both began work on September

5, 2017 bringing extensive corporate experience and financial expertise to the TPPC. Maria Kelly-Beresford has been hired as Pension Administrator, Stuart Cole as Systems Operations Manager, GERALYN Costello as Executive Assistant, Susan Hynes as Accountant, Amy Keeping as Director of Finance and Pension Administration, and Heather Whitty as Senior Pension Administrator. Three to six additional staff are anticipated to be hired over the coming months as services are further transitioned from Government. A professional and qualified staff team is being assembled that will be dedicated to providing exceptional pension administration and investment services for the TPP and its members.

The Board has entered into a 10-year lease agreement for office space on Kelsey Drive in St. John's. This location was chosen to be easily assessable to plan members travelling to St. John's and will house the TPPC staff and equipment. It is anticipated that this location will be occupied and functional by the beginning of October 2017. The complete TPPC address is 130 Kelsey Drive, Suite 101, St. John's, NL, A1B 0T2. Phone numbers are: local 709-793-8772 and toll free 833-345-8772. In the interim, pension inquiries can continue to be made through the Pensions Division at the Department of Finance at 709-729-3931.

The NL Teachers' Pension Plan Corporation is still in its infancy, although much progress and success has been made in its one year existence. But, much more remains to be done to complete the full transition of pension administration from Government to the TPPC, and to complete the development of a cost effective first class pension corporation that provides outstanding service to Plan members. The TPPC Board of Directors and Staff will continue to communicate and work collaboratively with the Sponsor Body and the Parties to achieve the overarching objective – retirement security for Newfoundland and Labrador Teacher Pension Plan members.



# NEWS & EVENTS

## NLCPA ANNUAL CONFERENCE & AGM 2017

October 18-20, 2017

The Capital Hotel, St. John's. Theme: *Strengthening Our Roots*. For further information visit [www.nlcpa.ca](http://www.nlcpa.ca)

## MUSIC SPECIAL INTEREST COUNCIL RESONATE 2017

October 27, 2017

Holiday Inn, St. John's. To register visit [nlmsic.com](http://nlmsic.com).

## TESIC BGM 2017

November 16-17, 2017

Holiday Inn, St. John's. Theme: *G Suite for Education* with the majority of slated sessions to focus on its practical use in the NL classroom. The event will offer professional learning for both beginner and advanced users. More information available soon.

## CANADIAN ASSOCIATION OF PRINCIPALS (CAP) 2018 CONFERENCE

May 15-18, 2018

Delta Hotel, St. John's. The NLTA School Administrators' Council is hosting CAP 2018. Theme: *Navigating Uncharted Waters: Keeping An Even Keel*. Further information: [www.capnl2018.ca](http://www.capnl2018.ca) or @CAPNL2018.

## Dates to Remember

### October 2017

- Oct 13-14 NLTA Provincial Executive Meeting
- Oct 19 Deadline: PD Fund applications
- Oct 19-20 Pre-Retirement Seminar, Grand Falls-Windsor
- Oct 20-21 School Rep Seminar, Gander
- Oct 26-27 Pre-Retirement Seminar, St. John's
- Oct 27-28 School Rep Seminar, Happy Valley-Goose Bay

### November 2017

- Nov 2-3 Pre-Retirement Seminar, St. John's
- Nov 3-4 School Rep Seminar, St. John's
- Nov 16 Deadline: PD Fund applications
- Nov 16-17 Pre-Retirement Seminar, Corner Brook
- Nov 30 NLTA Provincial Executive Meeting

## Notice for Substitute Teachers

Information for Substitute Teachers is available on the NLTA website at [www.nlta.nl.ca](http://www.nlta.nl.ca).

Click "**Programs and Services**" and then "**Substitute Teachers**".

For any questions re substitute teacher issues please contact:

**George Tucker**

Administrative Officer

NLTA Programs and Services

726-3223 or 1-800-563-3599, ext. 245

[gtucker@nlta.nl.ca](mailto:gtucker@nlta.nl.ca)

## ATTENTION! NEW TEACHERS

Information for New Teachers is available on the NLTA website at [www.nlta.nl.ca](http://www.nlta.nl.ca).

Click "**Programs and Services**" and then "**Beginning/Early Career Teachers**".

If new teachers wish to receive any of the information on the website on a flash drive, please email:

[newteachers@nlta.nl.ca](mailto:newteachers@nlta.nl.ca)



## APPLYING FOR EDUCATIONAL LEAVE?

Applications for Educational Leave for the 2018-19 School Year

are available on the NLTA website at [www.nlta.nl.ca](http://www.nlta.nl.ca).

Application is made to the District. Districts deadlines are as follows:

**NLESD:** January 12, 2018 • **CSFP:** January 12, 2018

