

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

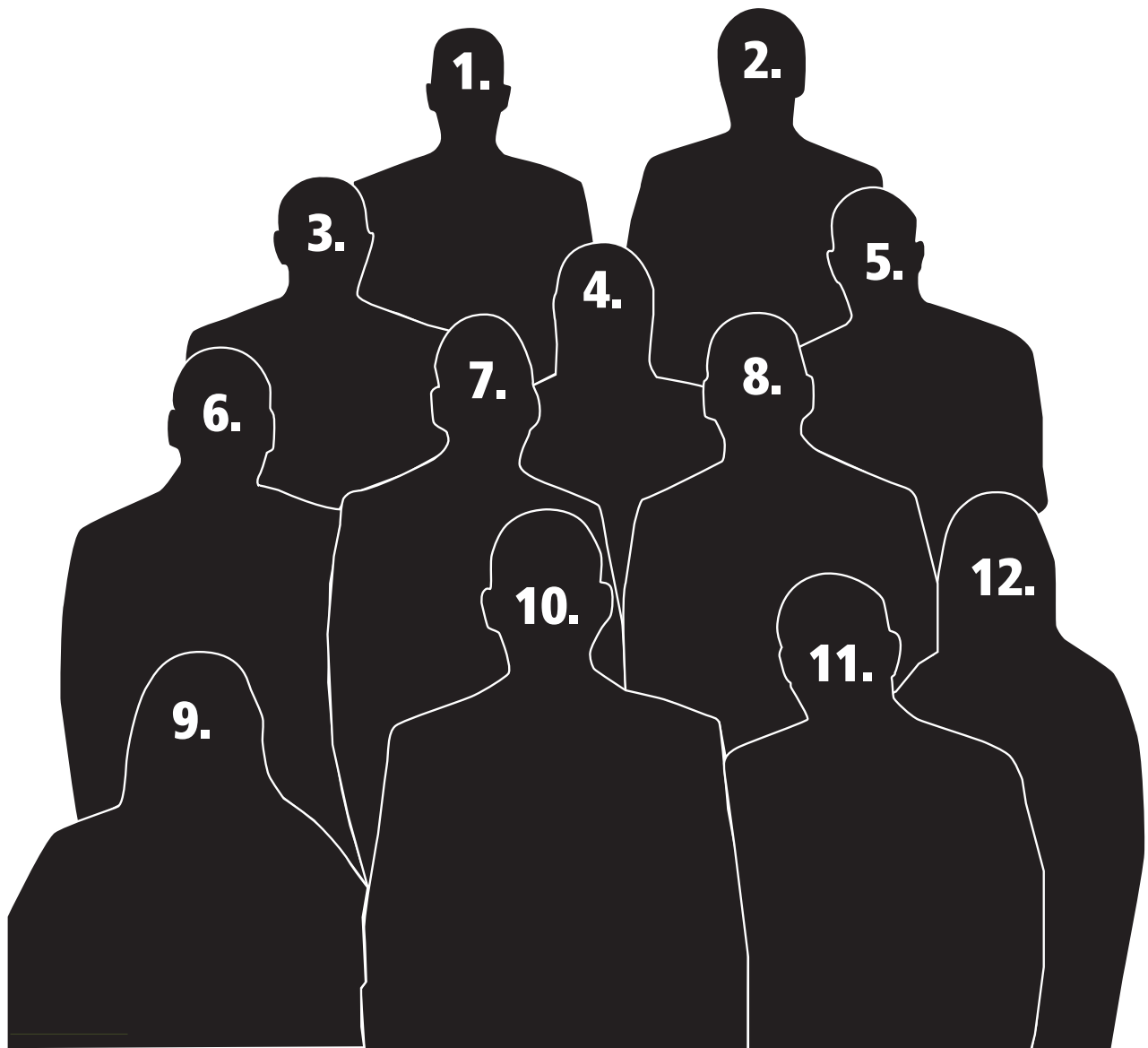
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POST BGM 2019 ISSUE



NLTA EXECUTIVE 2019-21



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1. Joseph **Santos**

2. Gabriel **Ryan**

3. Sean **Weir**

4. Maureen
Doyle-Gillingham

5. Colin **Short**

6. Derek **Drover**

7. Trent **Langdon**

8. Derrick **Baker**

9. Kelly **Loch**

10. Dean **Ingram**

11. Craig **Hicks**

12. Tracey **Payne**

President's BGM Address

April 24, 2019

It never ceases to amaze me how fast time passes, especially when I look back on my first term of office. As I stated when I began and I repeat now, I am honoured to be your President for 2019-21. When I began my term of office, I placed a poster behind my desk that poses two questions. One of these asked by a specific teacher – “What have you done for me today?” and from all of our members, “What have you done for all of us today?” Every day I have sought to use these as guidance as I worked on your behalf to improve the working conditions for all teachers and the learning conditions of all students. Every day that I have been in this office I have started with the idea that I am going to learn and take what I have learned to better position myself to do the work that is required.

Granted, this term of office has had its challenges. The impact of increasing class sizes and cuts to school administrators is being felt each and every day by our schools, our students and our members. Budget 2018 saw a dramatic cut to the allocation of student assistants. This resulted in a diverting of the attentions of school administrators, school counsellors and Student Support Services personnel. We have continued to make the case that in order for our students to receive the quality of education they deserve, there must be provision of resources to ensure that every student receives that which they deserve, and that governments and districts have the responsibility to provide.

The fall of 2018 also saw the implementation of Phase 1 of the Education Action Plan. We have seen that the roll out of the plan does have the potential to improve our schools – to improve our education system for the benefit of students and teachers alike. That being said, it is critically important that feedback from those schools involved must be taken into consideration as further expansion occurs in Phases 2 and 3. To improve any system, you must listen to those who know that system best. With education, that system is best known by our membership. Knowing of an issue means little unless steps are taken to find a remedy. In meetings that

I have had and will continue to have, it will be stressed that the goal should be to improve educational outcomes so that the path to this goal is found by supporting teachers and providing adequate resources.

We must recognize that there remains much work to do to extend the promise that our education system holds for every student in this province. The work of this Association must keep moving to reach and fulfill that promise. It was, is, and always will be through the voice of the educator, that our demands for an education system that we can be proud of will be met. It is through our collective voices that this point must be articulated and strongly reinforced. The fight for our interests, our purposes, should never be fought within; instead, it has to be with those who do not share our collective purpose and vision for education and who do not understand that education is an investment.

I paraphrase Hopi Elders in saying, “We have to remember that no one is coming to save us – we are the ones we have been waiting for”. To make a difference, we must collectively demand it. When the Association speaks, it is for all teachers. The NLTA is not the President, it is not our staff, and it is not your Provincial Executive, Joint Council members or an SIC. The NLTA is each and every one of our members regardless of their position within the education system. Our collective voice is as strong as our collective will to use it!

We all need to ensure we do our part to press our message of concern for the state of our province's education system. We must all push to ensure that our collective expertise is listened to, truly consulted and more importantly, acted upon. The question to ask is not what will happen if I speak up; rather, every teacher must ask the question, “If I don't speak up, what will happen?”

And if that voice is not heard, then we need to push harder. We need to engage all stakeholders. We need to bring our message to those who have not heard it or to date, may have chosen not to heed it. We need to ensure that our message is heard on the importance of how a supported education system is the best path for an



NLTA President Dean Ingram addresses delegates at the First General Session of Convention 2019.

improved outlook for our province and our collective futures. We should remember that boldness has a certain genius in it – along with a potential magic. I have been tasked with the honor and privilege of sitting as your president. I take this very seriously. It doesn't mean that I am infallible. It doesn't mean that I am above reproach. What it does mean is that I have a responsibility to be open, to listen and do what I can to assist each and every one of you so you can continue to perform your jobs. That is my job! As John Calipari, an American basketball coach, put it, “It's not just about working hard, it's about working together. You have to care more about the team than you do about yourself.” Let's all remember that to address the needs of the “me” we need to be attentive to the “we”.

Ensuring that our message is heard by all of our province's citizens is a key part of the work of your Association. The “Teachers Change Lives Every Day” campaign continues to see success in promoting our profession and the value of the professional educator to the fabric of this province and the future of all of our collective futures.

Further to this initiative, we rolled out “Invest in Our Kids”. The campaign has provided a research base to clearly demonstrate that an investment in education pays dividends across so many areas – social,

economic, and health outcomes are all positively impacted through an investment in education. It is through making this case that we can have impacts on the policy makers. They must understand that the foundation to the way forward runs through a solid education system. A system that supports teachers so that they can in turn support students. Has the continuation of the “Teachers Change Lives” campaign and the roll out of “Invest in our Kids” had the impact we would like? I am convinced that these campaigns have enhanced awareness of the importance of our membership and the role that education plays in shaping our province.

We will continue to advocate for our teachers and our province's education system. It is through this advocacy that we become embedded in framing public policy for this most precious commodity – our children, our students! A core part of the role of the NLTA is to continuously advocate for the education system and the importance of ensuring that our members are supported in delivering a quality education for our students. At various times throughout the past two years, opportunities have presented themselves to make statements to the media and the public that illustrate our concerns, especially about student mental health, class size and composition. We have also drawn attention to the impacts of inadequate school counsellor allocations, speech language pathologists and educational psychologists allocations, and administrator allocations.

One initiative that has been undertaken that I am particularly interested in continuing is outreach to groups that we have not reached out to in the past. The Association has engaged a number of community groups throughout the province through speaking engagements. Rotary Clubs and Chambers of Commerce represent an avenue of advocacy that was previously untapped. By delivering our message to these groups we can allow for a greater sphere of influence on policy decisions. If these groups can be exposed to the realities of today's classrooms, they will in turn understand and support education as an investment in all of our futures. The dividends are there for all of our benefit.

The ability to read, write and analyze, the confidence to stand up and demand justice and equality, the qualifications and connections to get your foot in the door – all start with education!

If government truly values education as it so often says it does, then it will make the needed investments. Education must not be simply valued; it must be a priority. It cannot be only about how much money you have to spend. Governments make decisions all the time. It is as much about how you choose to spend the money that you do have. Education needs to be a priority. If it isn't a priority, we have to question the extent to which it is valued. We need a tangible demonstration of it being a priority.

The Budget that was tabled last week did commit to continuing the implementation of the Education Action Plan. That same budget contained monies to introduce programming to address the social and emotional learning of our students. There are monies for infrastructure. These aren't things I, or for that matter, any of us are against.

Yet, to say that the proposed budget contains what is needed would be inaccurate. The reinstatement of the student assistant allocations to that which were present in 2017-18 is a start. Yet, we find ourselves serving a 2019-20 student population based on a 2017-18 level of support. The needs did not contract – they expanded. The District's own documentation supports this.

We did not see a change to the formula by which teachers are allocated. As a result, we will not see measures to address class size or class composition concerns. We did not see an address to the concerns of inadequate school administrator allocations or of school counsellor allocations. The inadequate provision of both of these seriously limits the ability of schools to be proactive, of school administrators to be the instructional leaders they need to be, of students to see the level of supports they need and deserve. Bricks and mortar are important, but it is the teacher, the administrator, the counsellor that truly make the difference to the student.

And while I am pleased to see a focus on social and emotional learning for students, we have to press to see an address of the same issue for our members. To have a pro-

gram for students without having an implementation of supports for those who will be delivering that program, will compromise the extent to which this program, or for that matter, any program, will find success.

The key to ensuring that education is viewed by the larger population as being key to our collective futures is to engage other partners. We have continued to liaise with the NL Federation of School Councils and other groups such as Relationships First. Maintaining and strengthening these partnerships ensures that our voices are not alone in advocating for the best possible education system that can be found. We are stronger when we have others echoing our message. To that end, the Child and Youth Advocate's report on student absenteeism reaffirmed our stance that class size/composition concerns, school counsellor ratios and administrator allocations are impacting on the delivery of education in this province.

The future, our collective futures, will reward those who press on, press forward. We don't have time to be complacent. We must press on, press forward and lift up. Our education system is too important not to! The best defense of our collective rights and the education system that we all value is through an active and engaged membership. A membership that collectively pushes back against attacks on our collective rights, our working conditions and the education system we all value. Can we guarantee attaining what is needed? No, we cannot. But without the collective push and advocacy, we can guarantee we won't!

It is critically important that the membership that the NLTA serves is fully and completely aware of the activities of the Association. To that end, all the activities I am engaged in as your President are now posted online. Media interviews and the President's Report are now posted on the Association's website. As a critical part of my core belief in how the President should conduct the business of the Association, I have continued to visit schools. I believe that it is one of, if not the most important, task that I perform. It is through these school visits that our membership has direct access to the President and the opportunity to ask any questions and pass commentary directly. This is some-

thing I will continue and before I finish as President, I will have visited every one of our province's schools. The NLTA is the membership and our membership should have the opportunity to speak directly to the person tasked with representing them. My mantra is that you cannot speak for – unless you first speak to!

The Association will always fight to protect the rights of its members. We will always proceed with the courage to take on this important task. We will not, must not, accept any challenge to our membership being denied due process. The importance of our members being allowed to do their jobs without concerns over legal ramifications has never been more important.

Section 43 of the Criminal Code of Canada has provided protections for teachers against criminal charges that would arise from the teacher doing their job. The NLTA has been a national leader on this file and has worked with other members of the Canadian Teachers' Federation in communicating that the Bill to remove Section 43, while well intentioned, would carry significant and damaging unintended consequences. I have communicated with all of our Provincial Senators on this matter and in October 2018, met with each of them to press our concerns.

The NLTA continues to be a strong partner with the Canadian Teachers' Federation. While we are one of the smaller affiliates, we have regularly "punched above our weight" in guiding the direction of the national body. This has long been the case. By being at that table we are able to influence the direction of the CTF and are able to ensure that we are kept abreast of international issues and trends. Being informed of such issues allows us to be proactive in pushing back against anything that would be of concern and support initiatives that would be beneficial to teachers and education.

At the 2018 Canadian Forum on Public Education hosted by the Canadian Teachers' Federation, delegates were provided an overview of and the opportunity to discuss the trends of school violence. I wish I could say that this wasn't as large an issue in this province, but unfortunately I cannot. The concerns that are expressed to me by teachers about the situation in

our province's schools are real and must be addressed. To that end, I encourage all of our members who witness, or are subject to acts of violence, to report such and to engage with NLTA staff. We must never accept violence as being part of the job. Every child has a right to an education, but government and the school districts have a responsibility to ensure that the teaching environment is a safe one.

Recently, we asked all of you to take steps to inform the employer when there are shortcomings in needed supports. Many of our members did exactly that. This is important. Informing the employer about these shortcomings provides evidence for what is needed and at the same time provides for a measure of protection when there are shortcomings in these same needed supports.

Government formally notified the Association of its desire to begin negotiating new Provincial and Labrador West Collective Agreements in June of 2016. The Association, through the work of the Collective Bargaining Committee, canvassed teachers' priorities and developed a comprehensive set of opening proposals to present to government.

In February, our membership ratified the tentative agreement that was reached with Government. Contained in this tentative agreement were clauses that did improve things for our members. There were other clauses that set the table for future negotiation teams to expand upon. Let there be no doubt that our members have contributed more than their share in addressing the economic concerns of the province. It is with this in mind that in the coming months we must become prepared to begin the process of preparing for the next round of negotiations. The passion that our members showed during the ratification process, I am hopeful will continue as we move forward and begin the process once again.

We are strong together. We must remember to pool our efforts and remember that our fight is with those outside of this room – not those within it!

Like all families, we will from time to time have internal family disputes – but when it comes to pushing back against those who would see our collective rights impinged upon, when it comes to those

who would not support our members and therefore our students to the extent that they must, then we have to and we will in unity take on the fight together. There is no better alternative! Will this fight be easy? Absolutely not! But unlike Chairman Mao (as indicated by the late John McCain), I don't believe it is always darkest before pitch black. Rather, I will subscribe to a better notion that it is always darkest before the dawn. A dawn that will be brightest when we all rise and look to see it. This is the fight that we all must collectively be willing to engage in as we prepare for the next round of negotiations and advocate for the education system that our students and our membership have the right to – that the policy makers have the responsibility to provide.

As we move into the 2019-21 term of office, I will continue to act as your voice. My voice is the voice of our members who want to see our classrooms, our schools, our students get the education they deserve. I believe that all involved in our province's education system have a genuine desire for our students to have the best that they can. I also firmly believe that the path to attaining that system runs through ensuring our members have the necessary resources, the necessary teaching conditions. Our teaching conditions are student learning conditions! They are one and the same and we must, and we will continue, to advocate for that which our youth deserve.

I want to acknowledge the dedication of those who have put their names forward to serve as members of your Provincial Executive. To offer yourself takes courage. To want to take on the work of this body takes dedication. I know that each of them have the courage and dedication to be strong and effective representatives for the membership. I would ask that you take the time to get to know them a little better than you may at present. Assess who you feel best meets our member's needs. Evaluate who is best positioned to carry the Association and the membership forward. I look forward to serving with those whom this delegation selects.

It has been my honor to be NLTA President and I look forward to the work ahead for the coming term of office.

Edward Victor Hancock

NLTA Honorary Member

Edward Hancock was made an honorary member of the Newfoundland and Labrador Teachers' Association during the Association's Biennial General Meeting in St. John's on April 24, 2019. Ed joins a group of 45 distinguished Newfoundlanders and Labradorians who have received this honor.

Ed was born and raised in Corner Brook. He is a graduate of Memorial University with a Bachelor of Science, Bachelor of Education and Masters in Educational Administration. He also holds a Certificate in Industrial Relations from Queen's University.

Ed began his career as a teacher in April 1973 at the high school in Lewisporte where he taught Math and Chemistry. In 1984, he was appointed vice-principal at that school. It was in that same year of 1973 that the NLTA achieved the right to negotiate a collective agreement for teachers in the province. The collective bargaining process and the role of the NLTA in that process greatly interested Ed and inspired him to become involved with the Association. In 1974, at 21 years of age, with only one year of teaching, Ed became the branch president for Ganova Branch. Two years later he was elected to the NLTA Provincial Executive. As an Executive member, he served as a member of the NLTA Negotiating Team in the late 1970s, a Table Officer and chairperson of various committees (including Finance and Property). After five years on Executive, he served again as a branch president, this time in Notre Dame Branch (due to branch restructuring) and he led that branch during the Association's first job action in 1983. For his service to the Association at the branch level, Ed was presented with the Bancroft Award in 1983. After his two years as branch president, Ed continued to serve on the Notre Dame Branch executive for several years.

His work as a volunteer at the branch level, as branch president and branch executive, and as a member of the Provincial

Executive, eventually led him to a career at the NLTA. In 1986, when a position on the NLTA Administrative Staff became vacant, Ed applied and was accepted for the position of administrative officer with the NLTA. His hiring led to a 27-year career with the Association. He served as Administrative Officer in Field Services, and in Benefits and Economic Services, and was appointed Assistant Executive Director in 1997.

In 2001, Ed was appointed to the position of Executive Director of the NLTA and, in that capacity, he also served on the Canadian Teachers' Federation Board of Directors. As NLTA Executive Director, Ed served as the senior staff officer and chief executive officer of the Association for the next twelve years. From 2000 to 2009, Ed served as a Director on the Board of the Canadian Association for the Practical Study of Law in Education (CAPSLE) and as its President in 2007-08. In 2012, Ed was awarded Honorary Life Membership in CAPSLE.

Throughout his 40-year career, as a teacher, administrator, branch president, provincial executive member and eventually NLTA administrative staff officer, Assistant Executive Director and Executive Director, Ed strongly defended the rights of educators and was a staunch advocate for education. He worked within the NLTA to battle teacher cuts, was NLTA's chief negotiator during several rounds of collective bargaining, led NLTA's bargaining committee during the 2006 negotiations on the \$2 billion injection into the Teachers' Pension Plan, represented the Association on numerous liaison committees and in discussions with the Department of Education, and oversaw all Association programs and services during his twelve years as Executive Director.

Ed retired from the position of Executive Director for the Newfoundland and Labrador Teachers' Association in 2013. In 2015, he was presented with the Canadian Teachers' Federation Special Recognition



Ed Hancock accepts his honorary member scroll from NLTA President Dean Ingram at the NLTA President's Banquet during BGM 2019.

Award. He lives in Mount Pearl with his wife, Carol. They have two daughters, Jennifer and Laura, and five grandchildren: Hannah, Ryan, Quinn, Kara, and newly arrived Aiden Edward.



NLTA Past President and former Executive Director, Wayne Noseworthy, provides the oration for the NLTA's newest honorary member.

NLTA Past Honorary Members

2017 Doreen Noseworthy
2015 Brian Shortall
2013 Eric Burry
2011 John Staple
2009 Roger Grimes
2007 Dr. Myrle Vokey
2005 Wayne Russell
2003 Dr. Leslie Harris
2001 Heber Walters
1999 Dr. Otto G. Tucker
1997 Dr. Harry A. Cuff
1996 Dr. Leonard Williams
1995 Dr. Edwina Wetzel
1994 W. Claude Robbins
1993 Walter A. Cull
 Bill O'Driscoll

1992 Brother A. F. Brennan
1991 Hudson Davis
1990 Lorne Wheeler
1989 Dr. Grace Layman
1988 Sister Nolasco Mulcahy
1987 Fred Rowe
1986 Cecil Roebothan
1985 Jesse Mifflin
1984 Dr. Philip J. Warren
1983 Edgar G. House
1982 Allan Bishop
1981 Edith Manuel
1980 S. J. Hefferton
1979 C. Lloyd Buffett
1978 J. Howard Sainsbury
 N. Ray Wight

1977 William Ford
 Gilbert Pike
1976 Walter C. Hudson
 John Patrick Keane
1974 William Fitzgerald
1973 G. A. Hickman
1971 Clifford Andrews
 Donald Evely
 Sherburne McCurdy
1968 R. J. Connolly
 Molly Dingle
 P. J. Hanley
 Vera Perlin



Honorary Members in attendance at the 2019 BGM: Front Row (l-r): Doreen Noseworthy, Edward Hancock, Eric Burry, Dr. Leonard Williams, Dr. Philip Warren.
 Back Row (l-r): John Staple, Brian Shortall, Claude Robbins, Lorne Wheeler.

Awards for Personal and Professional Excellence Teachers Honoured at BGM 2019



Donna Reddick, Bancroft Award Winner 2018.

A number of teachers who have made significant contributions to both their profession and their Association were recognized at the NLTA's Biennial General Meeting.

THE BANCROFT AWARD

The Bancroft Award, named in honour of James Frederick Bancroft, the first President of the NLTA, was established in 1980 to mark the 90th anniversary of the Newfoundland and Labrador Teachers' Association. The award recognizes outstanding service at the branch level of the NLTA.

Donna Reddick of Conception Bay South Branch is a recipient of the Bancroft Award for 2018.

Donna became involved with the NLTA early in her career. She attended her first meeting in 1988, and as soon as her career was established, she volunteered to be the NLTA School Rep. She became involved at the Branch Executive level where she held the positions of Treasurer, Vice-President and President. She co-chaired the Retirement Committee and the Social Committee from 2011-15. Teachers had



Janice House, Bancroft Award Winner 2019.

not been attending Branch meetings or functions and there had not been a Branch Retirement Banquet for many years.

In 2013, when Donna took over as President, it was a turning point for the Branch. While teaching, completing a Master's Program, and a single mom, she took on the role of reorganizing the Branch. She motivated others in the Branch to get involved and was instrumental in helping "breathe life back into the Branch". She attended the NLTA Convention for five years and in 2015, Donna was successful in being elected to Provincial Executive and served in that capacity until her retirement.

Donna retired in in 2018 after 33 years teaching.

Janice House of Taylor's Brook Branch is a recipient of the Bancroft Award for 2019.

Janice has held numerous positions at the Branch level including Treasurer, Communications Officer, Vice-President, and President. She chaired the 2003 and 2005 Resolutions Committee, and served on the Branch Nominating Committee, Branch Education Week Committee,



Paul Sheppard, Bancroft Award Winner 2019.

Steering Committee for Joint Council, and Liaison Committee for Western School District. In 2009 she was responsible for initiating a Grievance Process with the Western School District.

Janice was responsible for planning various Branch meetings with NLTA representatives including Mid-Career Financial Planning, Teacher Wellness and Professional Development. As President of the Branch, Janice has hosted numerous social gatherings and Branch meetings at her home and has led various projects on behalf of Taylor's Brook Branch.

Janice retired in 2018 after 31 years teaching.

Paul Sheppard of Bay Roberts Branch is a recipient of the Bancroft Award for 2019.

Paul has been a teacher for over 29 years and was President of the Upper Trinity South Branch from 1998 to 2004. He took over the role of President of the Bay Roberts Branch in 2016. Before taking over the role as President, Paul also served as Secretary, Treasurer, New Teacher Rep, Communications Officer and School Rep for both Branches. He served on



Heather Godden, Barnes Award Winner 2018.



Boyd Perry, Barnes Award Winner 2019.



Karen Skinner, Special Recognition Award Winner 2018.

the Membership Benefits and Services Provincial Standing Committee and took part in the CBC production “Inside the Classroom”.

Paul has attended numerous Conventions in his position as Branch President. He has been a key contributor or organizer of teacher appreciation socials for the Bay Roberts, Baccalieu and Carbonear Branches. He has also been involved with Education Week, speak-offs, and retirement banquets and attended Joint Council in his capacity as Branch President.

Paul currently teaches at Holy Redeemer Elementary in Spaniard's Bay.

THE BARNES AWARD

The Barnes Award, named in honour of Dr. Arthur Barnes, the first Minister of Education in the province who, in 1928, initiated a number of teacher conferences to promote excellence in education, was established in 1987 to recognize outstanding professional development services provided by teachers at the special interest council level.

Heather Godden from the Teacher Librarians NL Special Interest Council is a recipient of the 2018 Barnes Award.

A teacher librarian for over 30 years, Heather is recognized for her dedication and commitment to the continued existence of teacher librarian professional development in the province. When the Learning Resources Special Interest Council was disbanded, Heather remained

committed to ensuring that teacher librarians from across the province remained connected and a Teacher Librarians NL Special Interest Council (TLNL) was eventually formed.

Her devotion and leadership in promoting the work of teacher librarians is evident in the numerous reports, proposals, meetings and presentations she has been a part of over the years. She has been a contributor to curriculum development in the province, has advocated for children's increased access to school library programs run by teacher librarians and was successful in launching the BURP© carts and reading materials. She was instrumental in ensuring that teacher librarians receive a common planning time, she ensured outreach to others across the province and has mentored many other teachers responsible for library programs.

Heather retired in 2018 from her position at Beachy Cove Elementary School in Portugal Cove-St. Philip's.

Boyd Perry from the NL Counsellors' and Psychologists' Association is a recipient of the 2019 Barnes Award.

A teacher for over 20 years, Boyd has led numerous projects on behalf of school counsellors and psychologists. He was President of the NL Counsellors' and Psychologists' Association Special Interest Council and successfully led two provincial conferences, as well as co-hosted the National Counselling and Psychotherapy Conference in 2017. He is an advocate for mental health awareness and has spoken

publicly and presented on the issues of teen anxiety and bullying.

Boyd initiated several projects to promote school counsellors including the annual School Counsellor of the Year Award and the School Psychologist of the Year Award. He also designed and implemented the “Talk to Your School Counsellor Campaign”. Boyd is NL representative on the School Counselling Chapter of the Canadian Counselling and Psychotherapists Association, a Steering Committee member of the Federation of Associations of Counselling Therapists and was a Steering Committee member of the Community Coalition for Mental Health.

Boyd is currently the School Counsellor at Holy Heart High School in St. John's.

SPECIAL RECOGNITION AWARD

The Special Recognition Award was instituted in 1990 by Johnson Inc. to recognize the 100th anniversary of the Newfoundland and Labrador Teachers' Association. The award is presented annually to an active member of the NLTA who has made a major contribution to the cultural, social and/or community life of Newfoundland and Labrador.

Karen Skinner of Humber Branch is a recipient of the 2018 Special Recognition Award.

Karen has been involved in numerous community projects for many years and becomes the heart and soul of any project she takes on. She is a founding member of the Forget-Me-Not Campaign



Alice Bridgeman, Special Recognition Award Winner 2019.

that is dedicated to commemorating all veterans and ensuring we never forget the sacrifices of those who fought for and/or served our country. She was instrumental as a volunteer with the Corner Brook Winter Carnival, the Corner Brook Regional High School graduation, Cancer Relay for Life, Canada Winter Games, the Danger Tree and Soldier project, as well as the Remember the Fallen, Commemorate a Hero Project.

Karen's fundraising projects have involved canvassing community and business donations, ticket sales, auctions, bake sales, social events, car washes, golf tournaments, and bingo, to name just a few. Karen is known as a fantastic organizer, very detail oriented, has excellent managerial and leadership skills and excels in bringing people together. Her talents and skills as a "volunteer event planner" are well known and sought after.

Karen is currently working in curriculum development with CDLI in Corner Brook.

Alice Bridgeman of Bay Roberts Branch is a recipient of the 2019 Special Recognition Award.

Alice has organized regional heritage fairs, organized and judged public speaking events, student workshops for visual and performing arts, and assisted with the Young Citizens programs. Throughout her time doing community and volunteer work she has actively sought support from various organizations and community groups to fund prizes for students, especially during the Heritage Fairs, to encourage student



Randy Earle, Patricia Cowan Award Winner 2019.

participation and their interest in keeping their family heritage and stories alive.

She has been active in assisting individual schools with art projects, especially those schools that did not have the advantage of an Art Teacher. Alice has been involved with the performing arts doing everything from makeup, to stage setup, to assisting with adjudications of student performances. Besides all her community and cultural involvement, Alice also finds time to be a Lay Reader and Communion Minister with the All Hallows Parish. She was a recipient of the NLTA Bancroft Award in 2014 for outstanding service at the Branch level.

Alice retired in 2018.

THE PATRICIA COWAN AWARD

The Patricia Cowan Award for Support and Promotion of Education was established in 2007 to recognize outstanding contributions and/or support for education by groups or individuals outside the K-12 school system. The award was named in honour of Patricia Cowan, the first female president of the Newfoundland and Labrador Teachers' Association.

Randy Earle was awarded the Patricia Cowan Award at the NLTA Biennial Convention on Thursday, April 25, by NLTA President Dean Ingram.

A founding member of O'Dea Earle, Randy is recognized as one of the most knowledgeable and respected lawyers in Newfoundland and Labrador. His reputation as a forceful advocate stems from over

four decades of successful representation on behalf of his clients, including the NLTA and its members, before all levels of court, up to the Supreme Court of Canada. Randy brings this seasoned experience to every case he takes on, along with a principled, protective stance no client should be without.

Randy attended Memorial University and received a Bachelor of Arts in 1970 and in 1973 he received his Bachelor of Laws from Queen's University. He was admitted to the Law Society of Newfoundland and Labrador in 1973.

Over the years Randy has contributed a great deal to Newfoundland and Labrador through his personal and community involvement. He was appointed Queen's Counsel in 1990, is a member of the Law Society of Newfoundland and Labrador, the Canadian Bar Association, was Director of the Federation of Law Societies of Canada, President of the Federation of Law Societies of Canada, Past President of the Law Society of Newfoundland and Labrador, Honourary Bencher of the Law Society of Newfoundland and Labrador, and Past Chair of the Labour Law Subsection of the Canadian Bar Association, Newfoundland Branch.

Randy is Past President and Member of the Board of the Community Services Council of Newfoundland and Labrador, volunteer and past Member of the Board of Radio Station VOWR, and Past President and Member of the Board of the Kiwanis Music Festival Association. Currently Randy is a director of the Holyrood Marina Park Corporation and Provident 10, the trustee and administrator of the Public Service Pension Plan.

Randy represented the Association and individual teachers for over 40 years. Through his steadfast advice, legal counsel and representation during arbitration hearings, Randy's contribution to the Newfoundland and Labrador Teachers' Association and the public education system cannot be understated. He has had an impact on everything from current contract interpretation, teacher labour rights to government's group insurance premium obligations.

In 2015, Randy retired from active practice, and served as Counsel to the firm of O'Dea Earle until March 31 of this year.



Jeff Blundon accepts the President's Award from NLTA President Dean Ingram.

THE PRESIDENT'S AWARD

The President's Award is presented during the final year of the NLTA President's term of office to an individual who has served the Association at the provincial, branch, or executive level or within the special interest council structure. The individual is recognized amongst his/her peers as a teacher who has given of him/herself to the Association and as an exemplary educator in the profession.

Jeffrey Blundon of Stephenville is the recipient of the President's Award.

Jeff is President of the Appalachia Branch of the NLTA and has held the position for several years. NLTA President Dean Ingram stated that Jeff exemplifies what a Branch President should be. He has consistently contributed to the discussions and debates around issues that matter, especially at Joint Council meetings, and has always been forthright in his commentary, concerns and issues raised. Jeff is well known for saying what is needed to be heard as opposed to what people want to hear. His contributions have been valued for a long time and will continue to be viewed as fair, open-minded and reasonable. Jeff truly deserves this recognition for his years of support for the Association and his concern for NLTA's mission of serving teachers and education in this province.

Maggie MacDonnell

BGM KEYNOTE ADDRESS

Maggie MacDonnell, Education Consultant, School Board of Nunavik, and winner of the Global Teacher Prize, a \$1 Million US award considered to be the Nobel Peace Prize of Education, gave the keynote address at the NLTA's Biennial General Meeting.

Her inspirational keynote provided an in-depth look into the classroom of Maggie MacDonnell. Through engaging visuals and stories, audience members were brought to an Arctic school in the village of Salluit, where students face staggeringly high dropout rates, a youth suicide crisis and disturbing social injustices. These Inuit students carry the burden of colonization and inter-generational trauma on their shoulders every day and Maggie explained how she grounds her teaching practice in feminist, post-colonial and community development theory to allow her students to become masters of their own destiny. She shared examples of how her students have developed resiliency through innovative educational programs. This resiliency has led to suicide prevention, school perseverance and the graduation of Inuit girls who were previously drop outs. Her emotional keynote underlined the message of how much teachers matter, re-igniting the teaching passion for an audience of educators.

Biography

Maggie MacDonnell is an educator and sport for development practitioner with over 10 years of global field experience. Her work has brought her to many corners of the globe and ranged from working with Congolese refugees, to Tanzanian HIV/AIDS activists, to Inuit youth in Northern Canada. She completed her undergraduate in Human Kinetics at St. Francis Xavier University, studied community development at Coady International Institute, and pursued her Masters on gender, sport and

community development at the University of Toronto. She studied directly under Dr. Bruce Kidd and her work on sport as a tool in peacebuilding was shared at the Beijing Olympics. In 2009 she was awarded a prestigious Jeanne Sauvé Fellowship and joined a community of 14 international youth scholars and activists.

For the last 7.5 years, Maggie has been teaching in a fly-in Inuit community called Salluit, where she helped establish an all-girls project-based learning program. In 2017, Maggie was named the winner of the US \$1,000,000 Global Teacher Prize, standing out from over 20,000 nominees from 179 countries. Maggie has been recognized for her work by the Governor General, to the Albert Einstein Foundation, to most recently being named one of BBC's top 100 Women. Maggie is passionate about creating education programs that create opportunities for social mobility, empower youth and cultivate healthy communities. She is the co-founder of Qajaq/Kayak – an organization that aims to revitalize the culture of kayaking with Inuit youth and adults. She is also co-founder of the Nunavik Running Club which trains Inuit youth to both be runners and philanthropists.



Maggie MacDonnell

Resolutions from BGM 2019

Category A: Association

Teachers at BGM as Observers

1. That the NLTA reserve a pool of funds to permit early career teachers to attend BGM as observers, subject to review after BGM 2021. The number of teachers, eligibility criteria, and the application process would be determined by Provincial Executive. **(CARRIED AS AMENDED)**

MUN Education Students to Attend Joint Council

2. That the NLTA extend an invitation to Memorial University Education student representatives to attend one Joint Council meeting per year and to cover reasonable taxi fare to attend such a meeting. The number of students and amount of funds available would be determined by Provincial Executive. **(CARRIED AS AMENDED)**

Branch Alternate to Attend Joint Council

3. That the NLTA reserve a pool of funds, not greater than \$80,000 for 2019-2021, such that branches can apply to fund one observer per branch to one Joint Council meeting over the two-year period. This would be a two-year trial and would be evaluated in 2021 as to its effectiveness and the results presented at the 2021 BGM. **(CARRIED AS AMENDED)**

Longer Term for President and Vice-President

4. That the NLTA explore the positive and negative consequences of having the NLTA President and Vice-President serve longer terms, rather than the current two-year term. Once findings are produced they are to be presented to the NLTA membership. **(CARRIED)**

Funding Alternates to BGM

5. That the NLTA fund costs for an alternate delegate to attend a 2021 Biennial General Meeting from any branch and special interest council with results to be presented at BGM. **(AMENDED AND REFERRED TO EXECUTIVE)**

Category B: Programs and Services

Engagement Committee

10. That the NLTA solicit ideas/suggestions from teachers on how they wish to be informed and engaged in the union. **(CARRIED AS AMENDED)**

Removal of the Word “Pervasive”

11. That the NLTA lobby government to remove the word “pervasive” from all of their documents due to the negative connotation. (With the exception of a PDD diagnosis as it is a medical term) **(CARRIED)**

Teacher Access to Prescribed Curriculum Resources

12. That the NLTA lobby the NLESD and the Department of Education to ensure that teachers have access to the prescribed curriculum resources across all subject areas and grade levels and that, where necessary, these resources be delivered to all schools (existing and new) by the school opening date for teachers to have access to these materials in order to effectively implement the curriculum. **(CARRIED AS AMENDED)**

Update Special Services Language, Roles and Responsibilities

13. That the NLTA lobby the government for an updating of all special services language, roles and responsibilities. **(REFERRED TO EXECUTIVE)**

Improve Methods of Reporting for Special Needs

14. That the NLTA lobby government to improve methods of reporting for special needs students that are more dignified for students and more user friendly for the teachers. **(REFERRED TO EXECUTIVE)**

Hiring of Itinerant French Special Education Teachers

15. That the NLTA lobby government to create itinerant French special education allocations to address the needs of our students who struggle with their second language instruction. **(CARRIED AS AMENDED)**

Hiring of Occupational Therapists

16. That the NLTA continue to lobby government for occupational therapist allocations for the school system. **(CARRIED AS AMENDED)**

Committee on Special Education

17. That the NLTA lobby government to form a committee with representation from EECD, NLTA, NLESD, CSFP, and currently practicing special education teachers from primary, elementary, junior high, and high school to discuss problems and issues with special education, and to work together to problem solve these concerns for our students. **(CARRIED AS AMENDED)**

CPI Training

19. That the NLTA lobby the Department of Education to provide the leave time and training so that teachers who have expressed an interest, have CPI training at the beginning of each school year. **(CARRIED AS AMENDED)**

Primary French Immersion Cap Size

23. That the NLTA lobby the NLESD and the EECD to revisit the French Immersion cap size such that it is in line with the English class cap. **(CARRIED AS AMENDED)**

Elimination of Paper Copies of Report Cards

25. That the NLTA lobby the school districts and the Department of Education to eliminate paper copies of report cards for grades 7-12 unless requested by the parent or guardian, but continue to print a copy of final reports for the purposes of cumulative records. **(CARRIED AS AMENDED)**

Cleanliness of School Buildings

26. That the NLTA lobby EECD/NLESD for increased allocations for maintenance staff in school buildings and that every effort is made to ensure sufficient staffing levels. **(CARRIED AS AMENDED)**

Equitable Access to Digital Resources

27. That the NLTA advocate that either the Department of Education and Early Childhood Development or the school district develop, maintain and provide free access to a Virtual School Library Learning Commons and equitable access to digital resources for all Newfoundland & Labrador students. **(CARRIED AS AMENDED)**

Report Card Drop-Down Menu

28. That the NLTA lobby school districts to allow Primary/Elementary teachers to use drop-down comments for report cards. **(CARRIED AS AMENDED)**

Assistive Technology Accommodations

29. That the NLTA lobby school districts and EECD to ensure that each student who requires a specific device to meet their assistive technology accommodations has their own dedicated device for use at school, outside of any group sets of devices available to all other students. **(CARRIED AS AMENDED)**

Additional Tech Support

31. That the NLTA lobby EECD/NLESD to hire more district tech support to deal with the mass amounts of technical supports needed in today's school environment – and to deal with the long wait times for such technical support. **(CARRIED)**

Administration Harassment on Social Media

32. That the NLTA lobby school districts to develop and enforce policy to deal with issues of harassment of NLTA members on social media. **(CARRIED AS AMENDED)**

Caps on IRT 1 and IRT 2

35. That the NLTA lobby government for a more organized approach to supporting inclusion and special education within the education system with specific caps on IRT 1 and IRT 2. **(REFERRED TO EXECUTIVE)**

Cap on SLP Services

37. That the NLTA lobby government for caps on SLP caseloads. **(CARRIED AS AMENDED)**

Substitute Sick Leave

40. That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations, a proposal that substitute teachers have access to previously accrued sick leave as of their first day of work in the school year. Also, substitute teachers should be given access to such sick leave days prior to commencement of employment for a contract as long as they are booked to work. **(CARRIED AS AMENDED)**

Guaranteed Teacher Prep Time

41. That the NLTA continue to advocate and lobby for guaranteed preparation time each day for all teachers/teaching and learning assistants. **(CARRIED AS AMENDED)**

Need for Program Specialists to Support Teacher Librarians

42. That the NLTA advocate for the hiring of teacher librarianship program specialists as part of Phase 2 of the Education Action Plan. **(REFERRED TO EXECUTIVE)**

Class Size Caps

45. That the Collective Bargaining Committee consider including in the opening proposals for the next round of negotiations, a proposal for a hard cap on class sizes in all grades/configurations as per NLTA policy. **(CARRIED AS AMENDED)**

Experience Equivalent to Qualifications

46. That the Collective Bargaining Committee consider including in the opening proposals for the next round of negotiations, a proposal that teaching experience be considered in the assessment of qualifications during the hiring process. **(CARRIED AS AMENDED)**

Branch Financial Officers Training

48. That the NLTA provide adequate training to branch financial officers. **(REFERRED TO EXECUTIVE)**

Salary Increase in Opening Proposals

49. That the NLTA Collective Bargaining Committee consider including in the opening proposals for the next round of negotiations, a proposal that will provide for an increase in teacher salaries that at least matches the rate of inflation. **(CARRIED AS AMENDED)**

CDLI Teachers and PD Opportunities

52. That the NLTA lobby the NLESD such that CDLI teachers are provided the same professional development opportunities as per the Collective Agreement. **(REFERRED TO EXECUTIVE)**

Substitute Pension Plan

55. That the NLTA lobby government to ensure that substitute teachers become eligible to pay into the Teachers' Pension Plan (TPP) and that they pay into the TPP at the same rate as teachers that are employed on a permanent or full-time basis. **(REFERRED TO EXECUTIVE)**

Resolutions from the Floor

FL1 That the NLTA Collective Bargaining Committee consider for inclusion in the next round of Provincial Agreement opening proposals, one additional paid leave day per 100 teachers in a branch for branch presidents. **(CARRIED)**

FL2 That the NLTA Collective Bargaining Committee consider for inclusion in the next round of opening proposals, a proposal to enable teachers to access their sick leave without a medical certificate when a family member is ill, injured or receiving care from a medical professional. **(CARRIED AS AMENDED)**

FL3 That the NLTA enable a delegate from a branch with no alternate to exercise the branch voting rights of absent delegate(s) from the same branch. **(REFERRED TO EXECUTIVE)**

FL5 That the NLTA lobby EECD and school boards to address the issue of inadequate and inconsistent workspace for assessors in the school environment. **(CARRIED)**

FL6 That the NLTA continue to lobby EECD and school boards to address the issue of recruitment and retention of school-based speech-language pathologists in this province. **(CARRIED)**

FL7 That the NLTA lobby EECD and school boards to provide all

teachers with professional development opportunities during the workday to help ensure that they are familiar with the specific exceptionalities of their students. **(CARRIED)**

FL8 That any unfilled BGM funded delegate or alternate positions be offered to other branches and SICs as alternate positions. **(REFERRED TO EXECUTIVE)**

FL9 That the NLTA give teachers a choice to receive digital or print copies of "The Bulletin". **(CARRIED AS AMENDED)**

FL10 That the NLTA lobby government to require school districts to take a stronger approach in imposing consequences for students who exhibit extreme and/or chronic misbehavior or absenteeism. **(REFERRED TO EXECUTIVE)**

FL11 That the NLTA inquire with teacher organizations across the country to see what, if any, professional development in the capacity of leadership programs they offer to teachers interested in applying for such roles in the future. **(CARRIED AS AMENDED)**

FL12 That the NLTA hold private consultations with teachers that explain in detail the rationale behind the sick leave decision made in the 2006 Collective Agreement. **(AMENDED AND REFERRED TO EXECUTIVE)**

FL13 That the NLTA lobby schools boards and EECD to ensure equitable access to curriculum professional development opportunities for teachers in small schools. **(CARRIED)**

New By-Law Changes

1. The proposed amendments to By-Law XII to allow for the separation of the province-wide elections for President and Vice-president using a ranked electronic ballot system, including the conduct of a run-off election, when necessary, through a recalculation of redistributed votes for unsuccessful candidates using the ranked ballot, were accepted.
2. The proposed amendments to By-Law XV – Elections to have the province-wide election for President occur during the last five-day school week prior to the end of November, followed by the election for Vice-President during the second five-day school week of December were accepted.

IN MEMORIAM

The following teachers, who passed away since the last BGM, were remembered during a minute of silence at the 2019 Convention.

Philomena Abbass	George Day	Charles Hynes	Joy Paddock	Peggy Spurrell
James Abbott	Ruby Decker	Betty Kean	Gilles Park	Shirley Squires
Fred Andrews	John Dillon	Isabel Kelly	Audrey Parry	Wallace Squires
Karl Arnold	Victor Duffett	Jennifer Kelsey	Annie Parsons	George Stanford
Maxwell Badcock	Cynthia Dunphy	Ronald Kieley	Cecil Parsons	James Starkes
Louise Baldwin	Jennifer Fenwick	Gwenanne King	Gertrude Parsons	John Stephenson
Simeon Barter	Aida Fernandez	Teresa Lee	John Parsons	Gilbert Stone
Daniel Blackmore	Mary Fitzgerald	Donald Leonard	Mary Parsons	Lloyd Stone
Donald Blundon	Doreen Flight	Cyril Lockyer	Roland Peddle	Paul Stone
William Blundon	Flora Follett	Albert Loveless	Jewel Pelley	Roy Stoodley
Iris Bonnell	Audrey Foster	Ronald Lurie	Catherine Pennell	Marina Loretta Sullivan
Evelyn Bown	Frederick Freake	Charles MacPherson	Kenneth Penney	George Sutton
Casimir Browne	Serge Gagnon	Celeste Maddigan	Roberta Pomeroy	Clyde Taite
Theresa Bruce	Wayne Gillingham	Jacqueline Maloney	James Pottle	Myrtle Taylor
Marion Burke	Maisie Goodyear	Brother Joseph Manning	Elizabeth Power	Darren Templeman
Byron Bursey	Sister Perpetua Gosse	Priscilla March	Richard Power	John Thorne
Ross Bussey	Tammy Goudie	George Martin	Veronica Power	Margaret Thorne
Elizabeth Butler	James Greene	Jane Martin	Norman Purchase	Ann Tilley
Sonjia Byrne	Kimberly Greene	Madeline Martin	Elizabeth Quick	Mary Traverse
Patrick Callahan	Evelyn Griffin	Michael McDonald	Olive Reeves	Catherine Tremblett
Naomi Case	Miriam Griffin	Elizabeth McGrath	Marjorie Roach	Roy Trowbridge
Samuel Chaulk	Barbara Hall	Thomas McGrath	Martine Robinson	Netta Vivian
George Childs	David Hallett	Gerald Meadus	Cecil Roebathan	Gerard Walsh
Ronald Churchill	Shirley Hallett	Bernice Mehaney	Dallas Rose	Michael Walsh
Linda Clarke	Ruth Hann	Aubrey Mercer	Wallace Rowsell	Raymond Walsh
Maureen Clements	Ron Harris	Alister Mesh	Ingrid Russell	Mary Ward
Barbara Coles	Eunice Hatcher	Margaret Molloy	Kevin Samson	Edward Whalen
George Collier	Gregory Hatt	Joseph Moore	Olive Sanger	Wayne Wheaton
Catherine Condon	Newman Head	Leo Moriarity	Kimberly Sharpe-Young	Joan Whelan
James Cook	Beulah Hobbs	Tobias Mouland	Josephine Shea	William Whiffen
Gregory Cooke	Amelia Hodder	Catherine Murphy	Wileen Sheehan	Edward Wilding
Jean Coombs	Melvin Hong	Donald Murphy	Jean Skanes	Jamie Wilkinson
Viola Coupe-Annable	George Horvath	Jessie Myles	Brenda Smith	Gordon Williams
Anna Courish	Wilson Horwood	Madeline Nash	Calvin Smith	Andrew Woodfine
Joyce Crim	Edith Houlihan	Robert Newhook	David Smith	Donald Woodman
Douglas Dalton	Gilbert House	Brian Nolan	Llewellyn Smith	Robert Yetman
Brother Joseph Darcy	Warren Hudson	Catherine O'Brien	Ian Sparkes	
Edward Dawe	Stephen Hurley	Marilyn O'Dea	Wilbur Sparkes	
Mary Dawson	Sister Josette Hutchings			

MAY THEY REST IN PEACE



NLTA
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