

bulletin

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Up Front from the President



The 2019-20 school year is now in full swing and as your summer break becomes a distant memory I ask you to remember to be mindful of the importance of looking after yourself. Over the course of this school year there will be countless situations and incidents that will have a significant effect on the lives of students, your colleagues, family and friends. As the school year unfolds, remember how important your contributions are to those around you.

Very early in my career I had the pleasure of listening to an address by former educator Merle Vokey, a very learned man with a wonderful sense of humour and positive outlook on the teaching profession. There was a narrative that he used the first time I heard him speak that has resonated with me ever since. He relayed a question that he would ask when interviewing educators for new positions. He would ask the candidates to rank in order what their priorities should be among their job, their family and themselves. The indication was that very rarely, if ever, did he get the order response that he would have liked. Very often the one that Mr. Vokey thought should be first was listed as last. Many in the audience, myself included, were puzzled when he indicated that the order he would like to see was themselves first, then family, and then their job. His explanation of this was simplistic but

completely and perfectly logical. "If you aren't good to yourself, then you can't be good to your family. If you aren't good to your family, you can't be good to the job". We all want to do the best we can for our students. We know that students are the reason that schools and teachers exist. We also know that in order for students to get what they need it is imperative that teachers and schools have access to what they need. The ability of students to feel safe, to learn, to maintain and develop their social and emotional health can only be present if there are provisions to address the social and emotional health of educators.

Over the summer, in my capacity as CTF Vice President, I attended the Education International Congress in Bangkok. This conference brings together educators from across the globe to discuss and share solutions to issues that face education and educators throughout the world. Some of the sessions were inspiring, others alarming. One presentation that struck a chord with me was the importance of maintaining and renewing strong associations for educators. It is important for associations such as ours to continually seek out feedback from its members. It is more important to ensure that this feedback is taken into account when future directions are charted. It is with this in mind that over the course of this fall there will be a series of town hall meetings held throughout the province to do exactly that. The schedule for these meetings has been emailed to all members. I would encourage you all to attend the ones that are in your area.

These town halls, however, are but one way of providing the feedback that is needed to plot future directions. One of the key things that will be happening this fall is that the Collective Bargaining Committee will be seeking input from our membership as to what is needed as we frame the opening proposals for our next collective agreement. I encourage every member to take the time to communicate their concerns and/or suggestions to the Collective Bargaining Committee as this will inform the development of the opening package. Every NLTA member is strongly encouraged to become actively involved by providing the Committee with input and direction as we work on the task of developing a focused set of opening proposals that reflect the priorities of the membership.

I do hope that the summer was one that allowed you all to recharge and rejuvenate. For those of you who are starting your careers I do hope that this first year, which may at times be challenging, is successful and rewarding. Take into account the advice of those around you. Seek out assistance from colleagues. You aren't in this alone. And if there is ever a time that you feel you need your Association for advice or guidance, we are only an email or phone call away. All the best for a successful year.

Until next time.

ATTENTION! NEW TEACHERS

Information for New Teachers is available on the NLTA website at 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



T H E
bulletin

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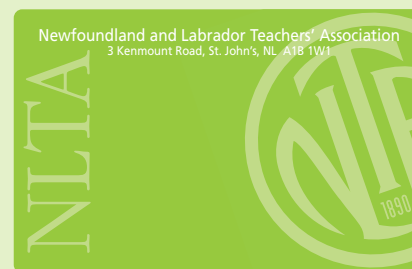
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NLTA Membership Cards

If you require an NLTA membership card, please visit the NLTA website at www.nlta.nl.ca, 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

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. Go to "Programs and Services" and then "Member Services".

PROVINCIAL/NATIONAL/INTERNATIONAL
NEWS

NEWFOUNDLAND & LABRADOR

School Sports NL honors 2018-19 winners

School Sports NL honored the following 2018-19 winners at their Annual Award Banquet held in conjunction with their AGM this past May.

Coaching Service Award

- Rod Beals, Labrador Straits Academy, Lanse au Loup
- Scott Bishop, Holy Name of Mary Academy, Lawn
- Lindahl Butt, Glovertown Academy
- Nish Hynes, King Academy, Harbour Breton

Honor Award

- Lindahl Butt, Glovertown Academy
- Craig Loder, Pearson Academy, Wesleyville

Executive Service Award

- Ed Jarvis, Carbonear Collegiate
- Craig Loder, Pearson Academy

Student Athletic Program Volunteer of the Year

- Gregory Kearney, Cloud River Academy, Roddickton
- Hailey Noseworthy, Valmont Academy, Kings Point

Student Athletes of the Year

- A Male: Ethan Isaacs, Holy Name of Mary, Lawn
- A Female: Shania Kearney, St. Lawrence Academy
- 2A Male: Cameron Collier, Belanger Memorial, Doyles
- 2A Female: Makenna Taylor, Dorset Collegiate, Pilleys Island
- 3A Male: Noah Carter, Pearson Academy, Wesleyville
- 3A Female: Heidi Simpson, Glovertown Academy
- 4A Male: Dawson Laundry, Ascension Collegiate, Bay Roberts
- 4A Female: Nicole Kennedy, Mealey Mountain Collegiate, Goose Bay

Regional Recognition Award

- St. John's: Geoff Moore, Waterford Valley High, St. John's
- Avalon West: Jim Shirran, Discovery Collegiate, Bonavista
- Burin Peninsula: Matthew Shave, St. Lawrence Academy

- Central: John White, Botwood Collegiate
- Central West: Ryan Saunders, MSB Regional Academy, Middle Arm
- Western: Michael Adey, Grandy's River Collegiate, Burnt Islands
- Northern Peninsula: Alicia Oldford, Bonne Bay Academy, Woody Point
- Southern Labrador: Matthew Colbert, Labrador Straits Academy, Lanse au Loup
- Northern: Sandra McCormack, Menihek High, Labrador City

PN Champion Awards

- Patti Corcoran, Dunne Academy, St. Mary's
- Karen Hearn, Dunne Academy, St. Mary's
- Paulette Isaacs, St. Lawrence CYN
- Bonita Rumbolt, St. Mary's All Grade, Mary's Harbour
- Corey Samson, Provincial Active Schools Coordinator

Congratulations was also extended to the winners of the various Varsity and PN Regional awards as well as the winners of the SSNL School Sportsmanship Medals and the Scholar Athlete certificates and pins.

ST. JOHN'S

Roncalli Elementary wins 2019 Inclusive Education Award

The Newfoundland and Labrador Association for Community Living is pleased to announce that Roncalli Elementary School in St. John's is the recipient of the 2019 Inclusive Education Award. This annual award honours a K-12 school for their outstanding efforts to develop and design their school environments, classrooms, programs and activities so all students can participate in all aspects of school life.

"The Newfoundland and Labrador Association for Community Living believes that inclusion in education leads to a well-rounded and inclusive life in the community for all students. Each year, our organization is proud to honour a school that has embodied the spirit of inclusion by creating an envi-

ronment that is welcoming. We know that inclusive schools build inclusive communities; ones that celebrate diversity and the unique contributions we all offer.”



Pictured l-r: Elizabeth Churchill (ADM Education, GovNL), Julie Brocklehurst (NLACL Selection Committee), and Alun Young (Principal, Roncalli Elementary).

Larkhall Academy receives \$50,000 Literacy Fund grant

Larkhall Academy in St. John's has received a \$50,000 Literacy Fund grant from the Indigo Love of Reading Foundation.

The Indigo Love of Reading Foundation's grants provide high-needs schools with an opportunity to grow their libraries and place more books in the hands of children in their communities.

“The pervasive lack of books in Canadian high-needs elementary schools creates a devastating roadblock for many educators as they strive to teach their students to read,” said Ariel Siller, Executive Director of the Indigo Love of Reading Foundation. “Our goal is to bridge the public funding gap and offer Canadian teachers and students the books and literacy resources they need to create powerful and enriching learning environments. Thanks to the support of Indigo employees and customers, we have the incredible opportunity to make a difference in the lives of thousands of children and inspire them to fall in love with reading.”

Larkhall Academy has identified updating and enhancing the library as a priority. With the literacy grant, Larkhall Academy can execute a literacy project to provide students with diverse and engaging reading materials. These much-needed funds provided through the Literacy Fund grant will allow Larkhall Academy to break the cycle of dwindling bookshelves, helping to develop confident and skilled readers in its classrooms.

Schools interested in applying for the 2020 Literacy Fund grant can learn more at www.loveof-reading.org.

CTRI

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PUBLIC WORKSHOPS
FALL-WINTER 2019-2020

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Mental Health Concerns in Children and Youth

St. John's: October 5

This workshop provides a general overview of the common mental illnesses for children and youth, including the signs and symptoms, themes for treatment, and the controversies that surround some of the diagnoses.

Trauma—Strategies for Resolving the Impact of Post-Traumatic Stress

St. John's: October 30-31

This workshop reviews key principles and strategies for working with trauma that apply to a diverse range of experiences and which can be applied to all ages.

De-escalating Potentially Violent Situations™

St. John's: November 7

This workshop will help participants assess the potential for violence and respond with a diverse set of interpersonal tools and strategies designed to defuse potentially violent situations.

Addictions and Mental Illness—Working with Co-occurring Disorders

St. John's: November 29

This workshop explores the impact of both addiction and mental illness, and looks at theoretical frameworks for working with both issues to help support health and change.

Walking Through Grief—Helping Others Deal with Loss

St. John's: February 27-28

This workshop is designed to give helpers an increased awareness of the dynamics of grief, and to provide tools and strategies to best support someone who is grieving.

Anxiety in Children and Youth—Practical Intervention Strategies

St. John's: March 7

This workshop provides a diverse range of skills that can be taught and practiced with children and youth to expand their capacity for managing anxiety.

Mindfulness Counselling Strategies—Activating Compassion & Regulation

St. John's: April 2-3

This workshop teaches mindfulness, regulation, and activation strategies meant to promote compassionate self-awareness and emotional balance.

COUNSELLING INSIGHTS CONFERENCE

WINNIPEG
March 5-6

Are you looking for support to be able to help the people you are working with? If so, we hope you will join other helpers, caregivers, and counsellors for two or three days of inspirational speakers and sessions. Learning from others in roles similar to your own is a key way of finding inspiration and guidance. Please visit our website for details.

Many of
our workshops are
now live-streamed or
available on-demand!
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details!

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877.353.3205



EVERY BREAKFAST COUNTS, EVERY CHILD COUNTS AND EVERY DOLLAR COUNTS

Mornings can be challenging for many families, especially ensuring everyone gets out the door with a full belly. There are many reasons children do not eat breakfast at home. Some kids can't or won't eat first thing in the morning, other kids have long bus rides, some kids live in busy households, and sadly, some kids do not have food at home.

Most of us know that breakfast is the most important meal of the day. In Canada, 1 in 5 children go to school hungry. We are no different here in Newfoundland and Labrador. The realization that some children do not have breakfast at home is a sobering thought. Research tells us the benefits to a child's health and ability to learn because of breakfast. Educators tell us they observe improved behaviors and attendance rates due to breakfast being served in schools, and children tell us they love their Breakfast Clubs and they love having breakfast with their friends.

Kids Eat Smart Foundation NL finished last school year serving over 31,000 meals to students in schools throughout Newfoundland and Labrador. Thankfully, Kids Eat Smart Foundation NL, with the help of our school community, volunteers and donors, run Breakfast Clubs in over 90 percent of the schools in our province. Breakfast is available to every child in a safe, welcoming, non-stigmatizing environment, at no cost to families.

We continue to see an increase in the numbers of kids attending our Breakfast Clubs. We hear from educators, like you, that the nutritious options that are being served during breakfast is a welcome contribution to the overall well-being of kids and contributes to an overall positive school environment.

As the demand for breakfast at school increases throughout Newfoundland and Labrador, we will continue to count on the support of Government, business, service organizations and individuals. With a volunteer workforce of over 6,100 people, together we will ensure our children start their days well-nourished to be ready to learn.

For great menu ideas, healthy recipes, fundraising updates and inspirational stories regarding our Breakfast Clubs, please follow us on Facebook and Twitter @KidsEatSmartNL. For more information or resources regarding your KES Breakfast Clubs, or to make a donation, please visit our website at www.kidseatssmart.ca, call us at 722-1996, toll free 1-877-1996 or email info@kidseatssmart.ca.



Kids Eat Smart
Foundation

NEWFOUNDLAND & LABRADOR

Austism Society NL Board of Directors Expression of Interest

The Nominations and Communications Committee of the Autism Society of Newfoundland and Labrador is seeking expressions of interest in serving as a three-year volunteer on our corporate Board of Directors in any of the following positions:

FINANCE: We are looking for a Certified Professional Accountant who is not the parent of an individual living with Autism Spectrum Disorder.

CLINICIAN: We are looking for a clinician with experience and training in dealing with Autism Spectrum Disorder, who practices outside the Avalon Peninsula, and is not the parent of an individual living with Autism Spectrum Disorder.

PUBLIC RELATIONS: We are looking for someone with experience in public relations or who is well connected to the business community of Newfoundland and Labrador, and is not the parent of an individual living with Autism Spectrum Disorder.

EDUCATOR: We are looking for an educator from either K-12 or post-secondary education who is not the parent of an individual living with Autism Spectrum Disorder.

To express your interest, please provide the application requirements available at www.autism.nf.net/call-for-board-of-directors.

If you know someone who may be interested in one of the available positions, please bring this to their attention. For more information, please email asnlnominations@autism.nf.net.



Autism Society
Newfoundland & Labrador

George Wilfred Evans, 1928 – 2019

George Wilfred Evans – born June 11, 1928, died June 8, 2019. Surrounded by love, in the room and far beyond, George passed away peacefully on a sunny June evening, three days short of his 91st birthday. And what a full and happy 91 years they have been.

George became a teacher at 16, a profession that meant he touched the lives of generations of students and colleagues around the province. At times it seemed he knew everyone and had taught most, or their parents, or with them.

George had a busy life, from his first teaching positions in Grand Bay West and Plum Point where he was also essentially doctor, lawyer, letter writer, and lay reader for the community, to his Vice-Principal position at Queen Elizabeth Regional High School. And that was just his day job. He was active in the PTA, he led the local Army Cadets for years and was lay reader in the Anglican Church for 25 years. When he retired from teaching he did even more, sitting on the executive of the Retired Teachers' Association, singing tenor in the CBS NTA Centennial Choir, supporting Queen's College, learning French, volunteering with the Cancer Society, delivering Meals on Wheels (his last delivery was only five years ago – he loved being of service to the 'old folks'). And, of course, he worked on his golf game along with his favourite partner, Helen.

George was a generous, kind and, perhaps most of all, engaged man, fascinated by the people and events around him. He loved just talking to people, finding common ground and listening. That was evident every day from his interactions at the grocery store to his rapt attention to his grandchildren's knock-knock jokes and school, work and travel tales.

George himself was a well-known storyteller, describing his early life growing up in Codroy in a big family, through his stint as a forestry surveyor, a Deputy Returning Officer for the 1948 Confederation votes and short-lived (one season) as a rower in the St. John's Regatta.

He counted himself a lucky man – he said his secret was marrying well. George is survived by his wife of nearly 63 years, Helen, daughters Heather (Bob), Michele, son Adam (Nadine) and adored grandchildren Michaela, Renn, Hunter and Erin, as well as nieces and nephews, close family friend Doris Short and other family.

It's hard to find words to convey how full of life he was right up until his final days. The world seemed brighter, more fun when he was a part of it – that was his gift to us and an inspiration, but it also means we will miss him enormously.

(Submitted by Helen Evans)

Edmund Mouland, 1928 – 2019

Ed was born in Bonavista on December 27, 1928 to parents Abel and Gertrude Mouland. Immediately after graduating from high school, he attended Memorial University College (Parade Street) in 1946-1947, and then started his career as a teaching principal in a three-room school in Roberts Arm from 1947 to 1949. He then returned to MU College for two years (1949-1951) before continuing his teaching career in Curling (1951-52) and Shoal Harbour (1952-53). In 1953-54 he attended Memorial University to complete his B.A. He then returned to the teaching profession for 30 consecutive years with stints as a high school teacher in Deer Lake (1 year) and as teaching principal in Newman's Cove (7 years), before finishing his career with 22 years in Carmanville as supervising principal, principal and high school math and social studies teacher.

During his 34-year career, Ed taught thousands of grades 7-12 students throughout the province. In addition to his intense commitment to school leadership, he was passionate about mathematics and social studies, was active in politics, and was an avid reader who always kept current on a wide range of topics. He also enjoyed outdoor pursuits and active engagement with his children, grandchildren and great-grandchildren. The passion and determination he displayed as an educator continued throughout his lifetime, and was evident during his recent battle with cancer. Despite many challenges, he continued to live his life to the fullest to the very end. Through the thick and thin, he maintained an optimistic and oftentimes humorous outlook that became a significant source of strength for the family during this challenging time.

Ed peacefully passed at the James Paton Memorial Health Care Centre in Gander on May 18, 2019 in his 91st year. He is survived by his wife Mary of 64 years, their 7 children – Abel (Rhoda), Marina (Lionel), Herb, Paul (Darlene), Karen (Maurice), Andrea (Jeff) and Margaret (Roger), 15 grandchildren, and 6 great-grandchildren, and he also leaves to mourn a large circle of other family members and friends. Forever remembered. *(Submitted by Jeff and Andrea Thompson, recently retired educators.)*



George Evans



Edmund Mouland



Seniority Transfers and Posting of Vacancies Addressing Some of the Confusion

by STEVE BROOKS

“This new language in Article 6 did not in any way alter the existing provisions for filling term and replacement positions...”

I would like to take this opportunity to welcome all new and continuing members back to school. I am hopeful that everyone had a chance to refresh and relax over the summer and that this school year will be a rewarding one for all. It was a very busy summer for NLTA staff as we responded to hundreds of calls and emails from teachers and administrators regarding provisions of the new provincial collective agreement. Call volumes were so high that we had to place restrictions on the use of staff annual leave. Many calls were from members seeking assistance in completing the paperwork required for the payout of severance. However, we also received a high number of calls from members seeking information about and clarification regarding the newly negotiated language dealing with job posting and hiring provisions in the provincial collective agreement.

The two significant changes to these provisions are in Articles 6 and 8. Under Article 6, new rules were agreed to by government, the school boards and the NLTA when it comes to determining transfers for teachers with permanent contracts to different permanent positions. When teachers who hold permanent contracts apply for transfers to other permanent positions, assuming they meet the minimum standards of competency, suitability and qualifications, the most senior teacher will be awarded the transfer. It should be remembered that advocating for seniority transfer rights has been a standing policy objective of the Association since the 2003 BGM. This new language in Article 6 did not in any way alter the existing provisions for filling term and replacement positions; it simply clarifies and ensures a more transparent process for addressing transfer requests.

Unfortunately, some of our members have the impression that the new seniority transfer provisions for permanent teachers somehow reduces employment opportunities for new or untenured teachers. This is not correct. Under the previous collective agreement, the school boards have always been required to first transfer permanent applicants when filling permanent vacancies. As well, the school

boards had an obligation to give first consideration to applications from permanent teachers for replacement and term positions arising prior to July 15 of a school year. This has not changed under the new agreement. Likewise, the number of new permanent positions available to untenured teachers has not changed. For example, if 135 new permanent teaching positions are identified as a result of retirements or new allocations, there will be 135 new permanent vacancies that will eventually go to untenured teachers once all transfer requests have been processed. This is also unchanged from previous agreements.

The other change to the hiring process agreed to by government, the NLTA and the school districts is in Article 8 and provides greater transparency in the posting of positions. It has been agreed that all positions which are of a duration of one month or longer must be posted for at least seven days. This is to ensure that all interested members are fully aware of all teaching opportunities available to them.

These new clauses in the collective agreement, as explained above and in previous NLTA communications, represent significant improvements to members' rights and provide much more transparency to both the posting of positions and the processing of transfer requests.

This information is provided in response to reports from members regarding confusion, misinterpretation and, in some cases, misinformation circulating on the topics of seniority transfers and posting of positions. Should you wish further clarification you are encouraged to contact an Administrative Officer in Program and Services by calling 726-3223 or toll free 1-800-563-3599.

.....
Steve Brooks is the Executive Director of the NLTA,
sbrooks@nlta.nl.ca.

Voluntary Activities Making Choices for Work/Life Balance

by STEFANIE TUFF

Life in general is pretty busy for most of us. Sometimes it feels like there is simply not enough time in the day to do everything that is expected of us. Balancing work commitments and personal responsibilities can be difficult at the best of times. Many of the concerns NLTA staff hear from members paint a clear picture of workload demands that continue to increase and intensify. As a new school year begins, there is an opportunity to reflect on the year that has passed with a view to making decisions for the year ahead with a reasonable work/life balance in mind.

There are always many opportunities for NLTA members to volunteer their time and talents in the workplace. Members contribute as coaches, tutors and chaperones, they give of their time to serve on school and district committees, and they step in as organizers for school functions such as graduations and concerts. Members take on volunteer roles for both personal and professional reasons. For some, volunteering in an area of interest brings a deep level of personal satisfaction; for others, volunteering fulfills their sense of professional responsibility. Whatever the motivation, and whatever the role, volunteerism is always worthwhile and has a positive impact on school culture. Accordingly, Clauses 29.03, 29.06 and 29.08 of the Provincial Collective Agreement (Clauses 17.02, 17.05 and 17.07 of the Labrador West Collective Agreement) protect the rights of members to choose to volunteer and to choose not to volunteer, giving members the individual discretion to make choices in relation to taking on such responsibilities that respect the need to balance the demands of their work and personal lives:

29.03: It is agreed that extra-curricular activities are a desirable part of a well-rounded education. It is also agreed that the principal and staff of each school will determine the extra-curricular activities to be provided in their school. Notwithstanding this, a teacher's participation in any extra-curricular activity requires that teacher's consent.

29.06: No teacher shall be required to be present for school duties on Saturday or Sunday.

29.08: A teacher's participation on a school-based or board-based committee requires that teacher's consent.

It is important that members understand their rights in this regard. School districts may have policies requiring the establishment of school committees, the presence of teacher chaperones, or the availability of extra help for students; however, this does not mean that a teacher can be directed to serve on a committee, to coach or supervise students outside the regular work day, or to provide additional tutoring sessions after school or on the weekend. No member can be required to participate in extracurricular activities, or to be a member of school or district based committees. Coaching a school team, supervising a school dance, or serving on a school development team are all voluntary for members, regardless of their teaching assignment. At no time should a member feel compelled to volunteer their time except in pursuit of their own personal or professional interests.

The NLTA continues to receive calls from and provide advice to members seeking clarification on the issue of volunteer responsibilities. Many members feel they no longer have the time or energy to volunteer due to increasing demands and intensification of workload encroaching upon their personal lives and family time. These are individual decisions based on personal circumstances. Having volunteered in the past does not obligate you to continue in this capacity for the coming school year. A member cannot be penalized for exercising their right not to participate in voluntary professional activities. Members should exercise the discretion they have to set personal priorities and professional limits for 2019/20.

If a member has questions regarding which roles form part of their professional obligations and which are volunteer activities, they should contact an NLTA Administrative Officer in Programs and Services.

Stefanie Tuff is Assistant Executive Director, Programs and Services, with the NLTA, stuff@nlta.nl.ca.



"Members should exercise the discretion they have to set personal priorities and professional limits for 2019/20."

NLTA Frequently Asked Questions

Q: Am I entitled to family leave? How do I access it and what is covered?

A: Yes, all members are entitled to access up to three paid family leave days during a school year in accordance with the provisions of Clause 18.03 of the Provincial Collective Agreement (Clause 29.03 of the Labrador West Collective Agreement) which states:

A teacher **shall** be granted leave with pay, not exceeding three (3) days in the aggregate in a school year **to attend to the temporary care of a sick family member; needs related to the birth of the employee's child; medical or dental appointments for dependent family members; meetings with school authorities or adoption agencies; needs related to the adoption of a child; or home or family emergencies.**

Family leave is non-discretionary leave, meaning that members are entitled to access the leave (up to a maximum of three days in a school year) for situations that fall within any of the criteria/reasons set out in the Collective Agreement provision set out above. This is an important point as, prior to the 2012-2016 Collective Agreements, access to family leave was discretionary, meaning that the employer had the discretion to approve or deny requests for leave, regardless of whether or not the reason for seeking leave fell within one of the listed criteria.

The schools districts do use a leave tracking form for non-discretionary leaves (including family leave) which members may be required to complete. Please refer to the above noted clause for the criteria for family leave eligibility.

Q: I would like to apply for educational leave. What is the deadline? How do I apply and how does the process for selecting candidates work?

A: Application for Educational Leave is made to the school district. The deadline for applications to be received for leave in the 2020-21 school year is January 10, 2020. Applications are available in mid-late October. Check the "Forms" section of the NLTA website at that time to obtain an application.

Once all applications are received they are ranked according to the districts' priority. The district forwards all the leave requests, along with its priorities to the Provincial Selection Committee consisting of representatives from the Department of Education and Early Childhood Development, the NLTA and the School Boards Association. The selection committee meets in late February or early March to make selection for leaves occurring during the following school year. Successful applicants are notified shortly after that.

The selection process is detailed on the application. While no one factor determines whether a person is granted leave, district rankings are strongly considered.

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Further information can be obtained by contacting an administrative officer in Programs & Services at the NLTA at 726-3223 or toll-free at 1-800-563-3599 or by e-mail mail@nlta.nl.ca.

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 members of the NLTA 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 seniority, pension and salary increments. The table below has been prepared to assist members in addressing these questions.

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. To discuss payment options, please contact Rita Tee, NLTA Corporate Services, rtee@nlta.nl.ca; 726-3223 or 1-800-563-3599, ext. 236.

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: NLTA members 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 member will be required to apply for coverage, and provide proof of medical insurability subject to policy limitations, should the member wish to resume coverage. **Should a member 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 during a period of parent-hood leave, medical proof of insurability may be required in order to be reinstated in the plan. As well, upon the birth of a child, members 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: NLTA members 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 member will be required to apply for coverage, and provide proof of medical insurability subject to policy limitations, should the member 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. Members may arrange with the Teachers' Pension Plan Corporation (TPPC) 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

Members' 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 member. 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 58.5 continuous weeks for maternity/adoption/parental purposes) for the purpose of salary increments.

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 experience and/or qualifications (unpaid educational leave).

S3: Not credited for the purpose of salary increments.

Seniority

Seniority is determined on the basis of the total length of time employed as a member with any school board in the province, schools operated by the Department of Education, schools in Churchill Falls, and schools in Conne River.

SE1: Credited fully as time taught for the period of leave (maximum 58.5 continuous weeks for maternity/adoption/parental purposes) for the purpose of seniority.

SE2: Not credited for the purpose of seniority.

Type of Leave	NLTA Membership	Group Insurance	Pension	Salary Increments	Seniority
Maternity/Adoption/Parental Leave	N1	G1	P1	S1	SE1
Approved Unpaid Leave	N1	G2	P1	S3	SE2
Approved Unpaid Sick Leave	N3	G2	P1	S3	SE1
Paid Educational Leave	N2	G3	P2	S1	SE1
Approved Unpaid Educational Leave	N1	G2	P1	S2	SE1
Deferred Salary Leave	N2	G3	P2	S1	SE1
Injury on Duty	N3	G3	P2	S2	SE1

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.

2019 PRE-RETIREMENT SEMINAR

REGISTRATION FORM

Name

.....

Mailing Address

.....

Postal Code

Home Telephone

Last 4 digits of S.I.N.*

School Name

School Telephone

Email

*** By providing the last 4 digits of your SIN you are authorizing the NLTA to request your pension, severance (if applicable) and Group Insurance information from the applicable organizations. This information will be used for NLTA internal purposes only. Without your SIN information, your individual statements cannot be accessed and made available to you at the Pre-Retirement Seminars.**

Please check which session you will be attending:

- Oct. 24-25** – Mt. Peyton Hotel, Grand Falls-Windsor
- Nov. 6-7** – Greenwood Inn & Suites, Corner Brook
- Nov. 14-15** – Sandman Hotel, St. John's
- Nov. 28-29** – Sandman Hotel, St. John's
- Dec. 12-13** – Sandman Hotel, 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

Do you have any food allergies? Yes No

If yes, please specify

- Note:**
- Teachers within two years of retirement (on or before June 2022) 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:

Janelle Downton
 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. Go to "Forms".

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

FOR NLTA OFFICE USE ONLY		
Date Received	Confirmation Sent	Information Package Sent



40 Years Strong CONTACT 2019

by JOHN VEITCH

The Newfoundland and Labrador Teachers' Association is proud to provide a variety of professional learning opportunities and supports to our members. CONTACT is a wonderful example of our Association's commitment to these initiatives.

The Conference on New Techniques and Classroom Teaching is a partnership of the teacher organizations of the Atlantic Provinces, with each association hosting the annual conference in turn. CONTACT is a teacher-driven professional learning opportunity, where teachers and other educational leaders come together to share their insights, reflect on experiences and explore strategies to achieve excellence.

A fundamental reason for CONTACT's continued success is that it is predicated on the premise that teachers can provide outstanding, practical PL for their colleagues. The fact that this year marked the 40th anniversary of the conference is a testament to the high quality professional development and wonderful social events that CONTACT offers. Additionally, it provides an opportunity for teachers to network with their colleagues from across Atlantic Canada, to celebrate their successes and to inspire them to embrace new ideas.

The historic town of Saint John was the setting for this year's conference, hosted by the New Brunswick Teachers' Association. President Dean Ingram and 22 NLTA delegates joined teachers from Nova Scotia, Prince Edward Island and the host province, from August 6-9 at UNB. Reflecting on the 40th anniversary,



Newfoundland and Labrador delegates at CONTACT 2019.

sary, the organizing team from the four associations developed a rich agenda to create "a groovy and timeless event". A tremendous group of enthusiastic teacher volunteers welcomed delegates, provided assistance and ensured that the week ran smoothly and was enjoyable for everyone. The generous contribution of volunteers has always been integral to the success of CONTACT.

Philip Sexsmith, a life-long educator, set the stage for the week with an inspirational opening plenary stressing the impact that individual teachers can have on the education and lives of their students. In another session delegates explored global competencies through guided community tours and visits to the IDEA Centre, an educational co-op program for high school students designed to develop student-led businesses. The closing keynote with Kaiya Hemmings and her father, Greg, was a powerful reminder that education is a tool that can help children make the world a better place.

Small group sessions were facilitated by teachers from each province. Steve Giddings demonstrated how to use music to engage students and promote wellness. Paul Syme challenged participants to create teaching environments that lead to transformative student development. Rachel Collishaw guided delegates through resources developed to inspire students to become agents for civic change. The NLTA was admirably represented by Glenn Cake who teaches French with CDLI. Glenn's highly interactive session on the use of simple apps to increase student engagement was met with rave reviews. CONTACT organizers also provided opportunities for teachers to connect through a variety of social and cultural activities and a wonderful final banquet and dance. The enthusiastic response to this year's program was reflected in the positive feedback from the participants.

The Newfoundland and Labrador Teachers' Association is delighted to collaborate with NBTA, NSTU and PEITF to organize next year's conference. CONTACT 2020 will be held in beautiful Antigonish, Nova Scotia from August 4-7. Watch for more details in the spring, with applications due in the first week of May. Onsite expenses for successful applicants (registration, accommodations and meals) will be paid by the Association. A travel subsidy will be provided, based on funds available.

Consider making CONTACT part of your plans for next August. A rich opportunity for personal and professional development will be your reward.

John Veitch is an Administrative Officer in Programs and Services at the NLTA, jveitch@nlta.nl.ca.



Project Overseas 2019 Adventure in Guyana

by MELISSA TAAFFE

For as many years as I can remember I have always loved to experience new cultures and new places. I love the feeling of first exploring a new city or country – hearing the different languages, seeing all the new and exciting sights and learning about the history and the people. I also love the feeling of returning home after these types of experiences and seeing our beautiful province through new eyes and feeling so grateful to be home.

I first heard about Project Overseas when I randomly picked up *The Bulletin* in our staffroom at Carbonear Collegiate and read about the participant's involvement from the previous year. It sounded like a wonderful experience and I was very intrigued. I contemplated for a while before I decided to apply. Could I be away from my family that long? Would I be able to contribute to this project in a meaningful way? Did I want to dedicate the better part of my summer holidays to teaching teachers in a completely different culture? Would I even have a chance at being selected? After much thought and reflection, all answers pointed to yes, and so I sent off my application just a few days before the deadline. Little did I know at the time how much this action, this opportunity, would truly change my life forever.

Project Overseas (PO) is a joint program of the Canadian Teachers' Federation (CTF) and partner organizations in developing countries throughout Africa and the Caribbean. The goal of this project is to improve teaching and learning around the world and to promote publicly funded education for all. To help facilitate this goal, Canadian teachers are paired with lead teachers in other countries to work together to create workshops and activities to promote learning by engaging in new learning strategies. There are essentially four main subject areas – mathematics, science, leadership and language. There is also a focus on health and wellness as well as administration. When you apply to participate in this program you have no idea what country you will be assigned to or what team you will become a member of.

Early in 2019 I received a phone call from Beverley Park at CTF in Ottawa while I was in the middle of class. I found out I had been selected for the Guyana group and would be working with three other teachers from different parts of Ontario. I was surprised, excited, overwhelmed and nervous! I could not believe how lucky I was to have been chosen for this project. I had little to no knowledge of Guyana and was quite ready for an adventure! I signed the necessary documents and was informed I would meet the members of my team via video conference the following week. I was anxious for our first online meeting – what would the other teachers be like? Will our personalities jive? Will these meetings really help us prepare for such a big project? I wasn't sure if I would have enough energy to maintain and sustain all of the important elements that shaped my life – keeping up at my own full time teaching, single parenting and preparing for this seminal project. To my delight, my team members were outstanding. My team leader had everything laid out – timelines, resources, goals, country information. Her organizational skills proved to be paramount for our team's success and her experience, she had been on two previous PO projects, helped everyone feel a little more willing and able. While our team



Team Guyana meeting with Chief Education Minister Dr. Rev Marcel Hutson in Georgetown.



Interactivities during language class at St. Ignatius School, Lethem.

members were notably different in many ways, our commonalities brought us together – our passion for teaching and learning, our desire to explore new cultures and, perhaps most importantly, our enthusiasm to make differences in the lives of others. After many discussions and team meetings, during which we shared our thoughts, expertise and ideas, we were able to form a plan which focused on what we wanted to accomplish in the country assigned to us. I knew, already, that I was well on my way to becoming part of something significant, something special. To get to share this feeling with a group of teachers who were also fuelled by making a difference for others made the experience something even greater. In many ways, it was unlike anything I had experienced before, and best of all, we were just getting started.

In early July all participants selected for the various countries in the Caribbean and Africa gathered in Ottawa for orientation. It was an excellent way to start the project. It was clear how much energy, time and hard work went into our orientation; the CTF deserves major praise for how this was handled. The orientation was well organized and helped to set a standard that was both professional and passionate. I learned so much and I met so many amazing people, it's impossible to narrow it down without forgetting something special. The best part of the whole ordeal was the feeling of inclusion and kinship, for we were all there for the same reasons – to put others first by improving their education and to broaden our own views on what it means to teach and to learn.

The activities I participated in were phenomenal, partly due to the amazing educators, those full of life and passion, that led and participated time and time again. Our team building moments were incredible, for we truly took time to get to know each other and the things that were important to us. Everyone had a blast while learning, connecting and forming the basis of real friendships! It was so empowering to be a part of it all. There were moments when the energy in the air was electric and the excitement of over 50

teachers coming together for a project like this was amazing in the true sense of the word. By the end of the orientation I already knew that some of these people would be in my life forever and I was bursting with anticipation to get to our country of assignment, meet our Guyanese co-tutors and truly do what I had signed up to accomplish.

We arrived in Georgetown after many hours of travel and were welcomed by the organizers of the GTU (Guyana Teachers Union). We had a few days in Georgetown to meet various GTU members as well as their Department of Education. After this we were allotted some time to focus on individual and team planning as we prepared for our workshops. Georgetown was a living personification of hustle and bustle and acclimating to the different layers of the Guyanese culture was a life changing experience in and of itself. The vastness, the amalgamation of Brazilian, Asian and African influences flowing around and through each other made for an interesting, intertwined experience. It was a lovely few days in the capital city and time seemed to fly by. Before long our team was headed back out on our way to Lethem – a smaller town on the border of Brazil. I

(continued on page 16)



PROJECT OVERSEAS 2020 Teachers' Action for Teaching

Volunteer for Project Overseas with CTF!

*Are you ready for something more in your professional life?
Are you looking for a larger, more global view of education?
As a teacher, do you feel you have more to offer, and more to learn?
Are you ready for a personal and professional adventure?*

If yes, Project Overseas (PO) might be for you!

The CTF seeks English and French-speaking Canadian teachers at the elementary and secondary levels who are interested in volunteering their time and talents to offer professional development in-service programs in partnership with teacher organizations in developing countries.

PO is a volunteer experience. Administrative, travel, and living expenses are covered by the CTF and its Member organizations. No salaries or honoraria are paid to PO participants.

**Information and application forms are available
on the NLTA website at www.nlta.nl.ca/forms**

Deadline for applications: **November 6, 2019**

remember feeling such a wide array of emotions during that trip. I was very nervous to meet my co-tutor but also excited to get the project started and do what I had gone there to do. I was more than motivated to find ways to enrich lives through education.



Right to Play Activities in the courtyard at St. Ignatius.

Our tiny plane landed on that Saturday morning and we headed straight to St. Ignatius School to meet our co-tutors. I would be working alongside Ms. Janis Torres, the English lead teacher at St. Ignatius. When we first met we were a bit quiet and reserved, but I could immediately tell this woman was an awesome teacher who truly adored her job. We did some planning (and laughing) and we were both very excited to meet the participants and deliver our sessions, ensuring to highlight the talent and passion that these teachers already exemplified. By the end of the day we knew how great our time together would be – we were really excited to meet all the participants at the Opening Ceremonies the following Monday.

Over the next two weeks over 100 teachers from Region 9 (Lethem and surrounding rural areas) travelled long hours on very difficult terrain to attend the sessions at St. Ignatius. Flooding and awful road conditions made this journey very challenging. They had to endure so much just to get there – many of them



Closing Ceremonies of Project Overseas – celebrating friendships made.

leaving small children and families behind. It was so humbling to know how much sacrifice was made just to simply get to Lethem. The workshops were energetic and mind opening. There were so many powerful moments – ones filled with laughter, learning, sharing and truly connecting on ideas about education and the challenges we all face everyday as teachers and administrators. I learned so much from the participants – everyone has a story and it was through the sharing of our stories that we came together in such a meaningful way. It was truly phenomenal.

I am so grateful to have had this opportunity. This program has taught me so much about myself, both professionally and personally. I have returned knowing that I pushed myself outside of my comfort zone and that I was able to put the needs of an important project before my own. It is a wonderful feeling to know that I followed through on something so significant, something so creative and something that made such a big difference in the lives of others and most certainly in my life as well. It was remarkable being part of such a wonderful group of strong, intelligent women and to have collaborated with such amazing educators. I would like to thank the NLTA and the CTF for offering teachers this opportunity. I know I will have more to offer my school, my students and my colleagues from this unforgettable experience. I would encourage any teacher to apply for this project; it will change you and shape you in a way that you will never forget.

.....
 Melissa Taaffe is a Student Success Teacher/French Teacher at Carbonear Collegiate.



Last day good-byes with participants from Region 9.

K-6 Mathematics Bursary Program

by NICOLE BISHOP & ALLISON PINSENT

I had decided to enroll in a math course because I was seeing a lot of students who struggled with mathematics. Applying for the bursary and receiving the money after the course was completed, was really quick and easy. (David Collins, IRT, Point Leamington Academy)

Are you interested in enhancing your teaching practices in mathematics? Would you like to build on your mathematical knowledge? Since its launch on May 23, 2018, the Mathematics Bursary Program has helped numerous K-6 teachers across the province fund their mathematical pursuits.

The intent of the Mathematics Bursary Program is to build capacity among K-6 teachers and to enhance mathematics pedagogy in Newfoundland and Labrador. The bursary provides funding for current K-6 teachers to participate in a mathematics pedagogy course or a mathematics content course.

In my 20+ years of teaching, this was the first time I had the opportunity to receive funding to complete a university course, so I thought why not! It is helping me keep my teaching current and challenges me professionally. (Penny Sheppard, K-6 Teacher, St. James All Grade, Lark Harbour)

The bursary program is managed by EECD. An informative website is available in both English and French and includes a straightforward application form, a dynamic list of pre-approved courses, and a thorough Frequently Asked Questions section.

What are the eligibility criteria for a mathematics bursary?

To be eligible for a mathematics bursary, you must be a K-6 teacher or administrator (permanent, replacement or substitute) in the public school system, a resident of Newfoundland and Labrador, a Canadian citizen or a permanent resident of Canada, and currently certified to teach in Newfoundland and Labrador.

How do I apply for a Mathematics Bursary?

First, visit www.k12pl.nl.ca to complete the Mathematics Bursary Application Form. To complete the form you must select a course from the list of pre-approved courses. After you submit the application form, you will be notified via e-mail if you have been pre-approved to receive a bursary. A notice will be emailed to you with instructions on the steps to take once you have successfully completed your course. You will be responsible for registering for the course specified in your application.

What is the value of the mathematics bursary?

Bursaries will be awarded based on a variety of criteria including, but not limited to, the method of course delivery, required travel, etc. The bursary will be awarded as follows: \$500 for an online course, \$750 for a course taken on campus with a required commute of less than 45 km in total or \$1000 for a course taken on campus with a required commute of at least 45 km in total.

What does the bursary cover?

The mathematics bursary is a financial award that recipients may use at their discretion to recover course costs and related expenses for successfully completing a pre-approved bursary-eligible course. Recipients will not be asked to repay any unspent funding and additional funds are not available if the bursary does not cover all course expenses incurred.

A group of colleagues would like to take a course together. Can we do that?

Sure! Each teacher must apply individually to the university which offers the course. Each teacher must also apply separately for the mathematics bursary and indicate on the application form that you are taking the course with a group.

I would strongly recommend the Mathematics Bursary Program to a colleague as it is a wonderful opportunity to enhance your teaching and learning proficiency in the area of mathematics. After completing my course, I definitely walked away with a broader, richer understanding of how to best teach mathematics in a K-6 setting. (Roxanne Kenny, K-6 Mathematics Program Specialist, NLESD)

Start your mathematics learning journey today and visit the K-12 Professional Learning site: www.k12pl.nl.ca. Apply today!

Nicole Bishop and Allison Pinsent are Mathematics Program Development Specialists, Education and Early Childhood Development (EECD).



Welcome Back from EAP

by GAIL M. CARROLL

We would like to welcome you all back to another new school year. Regardless of how many years you have been teaching, the school year often begins with many thoughts, ideas and new goals. I am happy to be back, and I hope you are all thinking about your own needs and self-care as you return to school. Keeping stressors at bay is a realistic goal. It is important to have a plan for how you will care for yourself this year. Eleanor Brown tells us that “rest and self-care are so important. When you take time to replenish your spirit, it allows you to serve others from the overflow. You cannot serve from an empty vessel.”

I want to remind you that Judy Beranger and I are available in EAP to assist you with your self-care, wellness and counselling needs. The Employee Assistance Program is a supportive program to provide active members with assistance for personal and/or professional challenges and to foster healthy lifestyles through the Wellness Program. It is a confidential service that provides an initial consultation and referral to an external counsellor. All members employed in the province by school districts or the provincial government can access the Program. Members have access to \$2,000 worth of funding for the lifetime of their career. Once we have spoken with an individual and made a referral to a counsellor in the community for that individual, \$40 per hour will be applied to the bill, i.e., if the counsellor charges \$150/hr. (counselling fees vary), EAP for Teachers will be billed directly for the \$40 and the member will pay the remaining balance and turn that receipt into Johnson's for an 80% refund. Common challenges that are experienced in a variety of life areas that EAP provides support for are: Abuse (emotional, physical); Addictions; Balance (home, personal, work); Career Expectations (others, self); Caregiving; Mental Health Problems; Parenting; Relationships (personal or professional); Stress Management; Grief and Loss.

The EAP also offers workshops in a variety of topics related to wellness and self-care.

Take the first steps to better health:

- Recognize need for support;
- Call an EAP Coordinator;
- With the Coordinator, identify the direction to be taken.

Note: Although you may not notice when issues are affecting you, if others have, your administrator may encourage you to seek support through EAP.

The NLTA has just announced its new Medaca Program (*see below*). It is exciting to be able to offer a new service to active members. It shows the commitment the NLTA has to growing and supporting the health and well-being of members.

As you begin this school year, please make a promise and a commitment to do at least one kind thing for yourself each day, to remember that you matter and to schedule in time to care for yourself. “An empty lantern provides no light. Self-care is the fuel that allows your light to shine brightly!” (~ Unknown) Here's to lighting the spark that helps each and every one of you to shine brightly this school year!

Gail Carroll is an EAP Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Gail at 726-3223 or 1-800-563-3599, ext. 242, gmcarrroll@nlta.nl.ca, or Judy Beranger, ext. 265, jmberanger@nlta.nl.ca.

NLTA Introduces an Early Intervention Pilot Program

In May 2019, the NLTA Group Insurance managers partnered with Manulife and Medaca Health Group to introduce an Early Intervention Pilot Program to help provide better access to medical treatment for members with mental health conditions. This initiative is part of the Group Insurance Managers' ongoing efforts to explore ways to assist members with their mental health and wellness. Effective January 2019, Managers increased the maximum registered psychologist and social worker benefit available to members and their dependants under the Health plan from \$800 to \$1600 per calendar year. This latest initiative is a pilot project aimed at reducing the wait times members experience in accessing care from mental health professionals. The program targets members who are not currently under the care of a mental health professional and who have been off work for less than eight weeks, or who, over the previous year, have been unable to maintain consistent attendance at work.

This pilot program is intended to provide members with timely and effective assessment of depres-

sion and other mental health challenges through a national network of leading psychiatrists. The psychiatrists work with family physicians to help the member recover and return to work. The goal is to improve an individual's health and wellness so they can make a healthy return to productive living. The program is delivered through local psychiatrists or through telemedicine. Mental illnesses can be successfully treated, and research clearly indicates that early diagnosis and treatment leads to better results.

To be eligible to access the program, a member must have Long Term Disability Insurance coverage under the NLTA Group Insurance Program. The first step is then to make contact with one of the Coordinators in the Employee Assistance Program for Teachers (EAP) to assess whether the Early Intervention Pilot Program is the appropriate approach and that the member meets all of the eligibility requirements. Once referred to the NLTA Early Intervention Services by an EAP Coordinator, the member will be contacted by Manulife's dedicated Early Intervention Case Manager, who will provide an overview of the service and ask some questions to better understand the individual's needs. Following the return of this questionnaire, the file will be triaged based on need and a Targeted Mental Health Assessment will be booked with a psychiatrist, normally within 15 business days. Once this assessment is completed, the psychiatrist will consult with the member's family physician to discuss the findings. From there, treatment recommendations will be made, and a copy of the assessment report will be sent to the family physician for review. Manulife's Early Intervention Case Manager is available to coordinate travel, if required, as well as follow-up services and treatment coordination, if applicable.

When dealing with health issues, privacy matters. Medical information shared is never disclosed to any other party unless consent is given by the member to do so. Manulife abides by federal and provincial privacy legislation that protects the confidentiality of personal health information. Quality assurance audits are in place at Manulife to ensure all Case Managers are following the legislation.

To access or inquire about the NLTA Early Intervention Program, please contact an EAP Coordinator at 726-3223 or 1-800-563-3599, ext. 242 or 265, or Manulife at 1-877-827-4710, ext. 217441.

Group Insurance Managers are excited to be able to offer a new service to members to support mental health and wellness. The NLTA is committed to growing and supporting the health and well-being of members!

OVER 80,000 EDUCATORS TRUST JOHNSON.

*"Teachers pet?
That's me."*



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Johnson has been serving educators for over 50 years and as a member of the NLTA you get preferred rates plus exclusive offers on home, car and travel insurance.

For details and your quote:

1.855.616.6708

Johnson.ca/educator

Mention Group Code: 61

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INSURANCE
HOME · CAR · TRAVEL

Johnson Insurance is a tradename of Johnson Inc. ("JI"), a licensed insurance intermediary. Home and car policies underwritten, and claims handled, by Unifund Assurance Company ("UAC"). Described coverage and benefits applicable only to policies underwritten by UAC in NL/NS/NB/PEI. JI and UAC share common ownership. Eligibility requirements, limitations, exclusions, additional costs and/or restrictions may apply, and/or vary by province/territory. *Full 30% savings amount available on car insurance if the following discounts are applicable: NL/NS/PEI: long term, multi-line, conviction free, select and member discounts NB: long term, multi-line, multi-vehicle, conviction free and member discounts. Percentage savings may vary otherwise. †NO PURCHASE NECESSARY. Open January 1, 2019 – April 30, 2020 to legal residents of Canada (excluding NU) who have reached the age of majority in their jurisdiction of residence and are a member of a recognized group of JI with whom JI has an insurance agreement. One (1) available prize of \$25,000 CAD. Odds of winning depend on the number of eligible entries received. Math skill test required. Rules: www1.johnson.ca/cash2019



How to Make Your K-6 Classroom LGBTQ Inclusive

Taking the Lead From Our Students

by EMILY SOPKOWE

The last few years have seen many landmarks in LGBTQ inclusion, from legal marriage legislation in many countries to the adoption of a gender neutral birth certificate in Newfoundland and Labrador. The NLESD 2017 strategic plan identified the need for “Enhanced current initiatives and expanded professional learning on LGBTQ initiatives” as an objective for Safe and Inclusive schools. By June 2019, all schools in the province should have received a one-day required inservice in LGBTQ inclusion. This places educators in a strong position to model and advocate for LGBTQ equality. However, events in Springdale and Botwood in 2018 demonstrated that society is “not there yet” when it comes to taking actions that promote equality and education around LGBTQ issues. In the follow up to the refusal of the Springdale town council to grant the Indian River High School GSA a rainbow crosswalk, students in our province have set a high standard that teachers, administrators and curriculum developers need to follow. In the words of a St. John’s Pride board member, “Lasting change comes not from tolerance, nor from reactive actions to save face, but from proactive motions to celebrate, educate and advocate. St. John’s Pride Inc. is humbled by the drive for inclusivity and representation championed by the Indian River High School Gender and Sexuality Alliance and hopes they will continue to lead the way for the province as we all strive to be kinder and better alongside one another.”

Concrete actions teachers can take

- Understand that true inclusion requires proactive steps to change school culture. You can be a model for change and an ally to LGBTQ school community members.
- Display a rainbow flag or poster in your school entrance. These can be obtained for free in multi-lingual format from the office of the Advocate for Children and Youth by emailing office@ocya.nl.ca.
- Involve students in painting a rainbow crosswalk.
- Facilitate a school GSA (Gender/Sexuality Alliance) or similar group (Free to be Me Club, Safer Spaces Group, etc.), following the example

of some of our K-6 schools. There is an online resource kit that can be adapted for elementary schools at www.ed.gov.nl.ca/edu/k12/safeandcaring/gsa/index.html.

- Include LGBTQ literature in a variety of lessons.
- Recognize as a whole school some dates of importance for the LGBTQ community; some of them are listed here: www.nlesd.ca/families/lgbtq.jsp.
- Avoid gender segregated activities or language.
- Advocate for a gender neutral washroom, if your school does not already have one.
- Include LGBTQ people and families in math problems, social studies, ELA novel studies, etc.
- Add an LGBTQ specific goal to your professional growth plan.
- Host a pride parade. Elementary students can be instrumental in planning this.
- Be especially conscious of how to be a trans ally. At some points in history, people need extra support as a result of discrimination and challenges. Teachers are history makers and role models.
- Show support by marching with the NLTA or NLESD in the annual St. John’s Pride parade.



Classroom display resources at Cowan Heights Elementary.

Resources

Inspired by the teachers at St. Andrew's Elementary, I have been including LGBTQ literature in my classroom for the last five years. I have learned that in order to model acceptance and inclusion, it is important that LGBTQ children's books not be read in isolation, but as part of quality lessons in connection with curriculum. While there are many resources available in different places on the internet, a source of quality book titles with lesson plans is difficult to come by. As part of my Masters work in social justice education at MUN, I developed a book list of diverse and well-written LGBTQ positive children's books, in French and English, linked to lesson plans. It is accessible to anyone with an NLESD account at: <https://bit.ly/2WNDTPb> or email me for a share of



Pictured is a work of art produced by students at the all grades GSA conference held at Macdonald Drive Junior High in May 2019.

the google doc, which can be added to your drive. In addition to a book list and links to lesson plans, there are links to ebooks from the Newfoundland and Labrador Public library, which can be projected on the smartboard.

In the words of one grade 11 Springdale student, "The more support we have, and the more we recognize it, the better it will be, the more it will be accepted."

Emily Sopkowe is a French Immersion teacher with the Newfoundland and Labrador Eastern School District. She holds a B.A. from McGill University and a B.Ed. and M.Ed. from Memorial University. She can be contacted at emilysopkowe@nlesd.ca.

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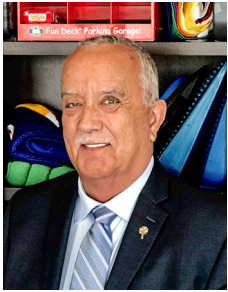
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Autism Society NL Updates Offerings for Children, Youth and Adults Living with ASD

by SCOTT CROCKER

The Autism Society, Newfoundland & Labrador (ASNL) has reorganized its offerings as of September 2019. ASNL will have much greater opportunity to expand its reach and truly become a 'provincial' organization. The teaching community can be a tremendous help at getting this message out to the ASD community. ASNL's offerings and services include:

1. LEISURE EXPLORATION

a. Centre-Based Leisure Exploration

Offered at all Autism Society, NL offices. In small groups, individuals of all ages will explore interests and connect with others on the spectrum who share that interest. Groups will be created surrounding specific interests (e.g. Science, Lego, Harry Potter, Comics etc.). For those who have not explored or identified an interest yet, we have a list to choose from and explore. Please note: this includes what was previously Adult Leisure. Ages Kindergarten entry and up; \$15/hr. We are seeking your suggestions on interest-based groups we can offer.

b. Community-Based Leisure Exploration

Offered across the province with availability based on facilities in the area. This offering aims to identify and build on individual interests in a variety of community settings to increase social opportunities, physical activity, while increasing accessibility and awareness of community organizations. The programs are facilitated by community instructors who receive consistent and ongoing support from ASNL staff. Sessions generally follow a weekly schedule and the duration of the program depends on the nature of the activity. \$50 full semester term fee (Fall, Winter, Spring, Summer).

Avalon Offerings:

i. Swimming Lessons: Swimming lessons are offered as a partnership between ASNL and local recreation facilities. This program provides individual swim lessons with an instructor who receives instructional supports from ASNL staff. Lessons are designed to meet the individual needs of those who may not

be able to take part in typical swim lessons. Ages 2+. Suitable for all abilities and water skill levels. Available at the Aquarena (funded by Goodlife Kids Foundation), Summit Centre Mount Pearl (funded by Community Healthy Living Fund), CBS Recreation Centre (not funded).

ii. Rock Climbing: In small groups with two climbing instructors, participants will learn the basics of climbing, build self-confidence, and meet others at Wallnuts Climbing Centre. Climbing provides opportunities for gross and fine motor skill development, hand-eye coordination, and building core strength. Ages 6+

iii. Music Therapy: Renee White Music Therapy offers individual and small group music therapy programs both in studio and in the comfort of your home. Each session is facilitated by a certified music therapist (MTA) with specialized training in ASD. Family or support person(s) stay onsite. Suitable for all ages and abilities. Located at Take Note Music School.

iv. Individual Art Therapy: Individual Art Therapy sessions are designed to address specific goal areas through a variety of therapeutic art activities such as experimenting with a variety of art textures and mediums, perceptual art, bilateral art etc. Suitable for all ages and abilities. Located at Spectrum Consultants Group.

v. Video Game Creation Classes: In small groups participants explore video game creation. This includes troubleshooting, creativity, digital art, responsibility, self confidence and socializing. Grades 2 to 9. Located at Sassy Tuna.

vi. Horse Discovery Program: The Horse Discovery Program offers weekly 45-minute sessions to small groups with CANTRA Certified instructors to explore stable management, horse care, grooming, horse handling and leading. Suitable for all ages and abilities. Located at Rainbow Riders.

2. PRE-EMPLOYMENT AND CAREER SERVICES

a. Transitions

Aims to identify the strengths and interests of individual participants to better prepare them for employment and meaningful community involvement beyond high school. This program provides a full year of classroom learning, enriching community volunteerism, job shadowing, and onsite summer work experience to build the confidence and skill sets of young adults on the spectrum. In the summer months, participants are employed by our social enterprise, Good Roots Gardening. This program is funded through the Department of Advanced Education, Skills and Labour, Government of NL. Ages 18+. Annual registration in August.

b. EmploymentWorks Canada

Offers employment preparedness training and support to adults with autism and other disabilities. It is designed for individuals who want to enter or return to the workforce, and who are committed to developing and practicing the skills needed to support employment success. For a full program description and to find out how to get involved in this program, check out www.employment-works.ca. There is no participant fee since the EmploymentWorks Canada program is funded in part by the Government of Canada's Opportunities Fund for Persons with Disabilities Program.

c. STEP (Students Transitioning into Employment Program)

The STEP Program enables high school students who self-identify with Autism Spectrum Disorder to participate in targeted career development activities and exploration. With an individualized approach, students build self-awareness and skills through structured learning sessions and community mentorship placements with the goal of identifying appropriate employment or post-secondary choices upon school leaving. The STEP Program is suitable for students in Level II up to school leaving year. STEP is designed for students whose primary method of communication is verbal language, are comfortable working independently, or with minimal support, and are interested in exploring career options through work placements and/or attend post-secondary education. Students attending high school in St. John's Metro can register by contacting Sarah O'Grady, Coordinator, Career Services, at sogrady@autism.nf.net. \$50 full semester term fee. (Fall, Winter, Spring)

3. FAMILY SUPPORTS

a. Sibling Workshop

Sibling Workshop provides an opportunity for children and youth to learn more about their family members with ASD through various activities and discussions. Participants learn to share with peers and build an understanding of what having ASD means for an individual and the family. Ages 8-18. Suitable for typically developing children and youth who have a sibling or close family member with ASD. Registration required. \$15/hr.

4. OTHER OFFERINGS

a. Family Events

We are adding more family events so that members and their families can participate in fun activities with other families. These events occur approximately once a month and will provide opportunities for families to connect with others through a variety of different activities. No registration required; just ensure your ASNL membership and contact info is up to date to get all the details about when and where. Subscribe to our newsletter. Do you have a suggestion for Family Events? We would love to hear it!

b. Adult Meetups

We are scheduling Adult Meetups for those adults who require support when accessing community activities. These events occur approximately once a month and will provide opportunities for adults on the spectrum, and their caregiver or support person, to join others in a community activity. No registration required; just ensure your ASNL membership and contact info is up to date to get all the details about when and where. Do you have a suggestion for Adult Meetups? We'd love to hear it!

For further information about any of our offerings, supports and services, please contact Sarah White, Family and Community Services Officer, at swhite@autism.nf.net.

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Scott Crocker is Chief Executive Officer with Autism Society, Newfoundland & Labrador.



Loran Teachers Building Leaders Award Recipients

Two teachers from Newfoundland and Labrador were recently presented with the Loran Scholars Foundation's Teachers Building Leaders Award.

Gregory Woolgar, a Grade 5 teacher at St. Matthew's School in St. John's and **Boyd Perry**, guidance counsellor at Holy Heart of Mary High School in St. John's, were both nominated by Patrick Hickey, a 2015 Loran Scholar, for their impact on him when he attended St. Matthew's School and Holy Heart of Mary High School, respectively.

In his nomination form, Patrick had this to say about Gregory when asked, "How did this teacher help you build your character, commitment to service, and leadership potential?":

Gregory Woolgar is what you might call a "legend" when it comes to primary school teaching. Mr. Woolgar is the teacher every fourth grader hopes they will have as a teacher going into grade 5. He's the teacher who gives every student a unique nickname, has class pets, uses board games for learning outcomes, hosts weekly cup-stacking competitions, and uses the coolest markers, pens, and school supplies you've ever seen as a nine year old student. Hands down, he is the "coolest" teacher the students at St. Matthew's have ever come across.

Mr. Woolgar's (and I still think of him as "Mr. Woolgar" – it's like his unofficial superhero name engrained into the minds of every St. Matthew's student from the age of 4-12) cool reputation was immediately appreciated as a nine year old. I did not, however, quite grasp the life-long lessons in character and leadership that Mr. Woolgar put on fine display to his adoring group of students back when I was two feet shorter than I am now. I reflect on my relationship with Mr. Woolgar with great fondness. He built an incredible reputation in the eyes of hundreds of highly influenced children, and he leveraged his undivided following to inspire, motivate, and do good in the community.

Greg Woolgar has an incredible ability to create opportunities for all of his students. He believes in the potential of every student that walks through the school's doors every morning. Be it in his delegation of very adult-like classroom responsibilities every student

appreciates being assigned, in his art class lessons, in his school drama plays, or through his "silly squad" fundraising team, Mr. Woolgar creates a place for every student to feel motivated, and to feel like someone believes in them – Mr. Woolgar truly does believe in them.

I have witnessed Mr. Woolgar lead countless community-building initiatives at St. Matthew's over the years. He leads the school's fundraising initiatives throughout the year, involving all students, staff, and parents interested in participating. He runs an after-school drama program that empowers students to step outside their comfort zone and act in a play. He truly takes every opportunity to leverage his position as an adored teacher by all St. Matthew's students to exhibit selflessness, service, generosity, compassion, and integrity.

Seven years after moving on from Mr. Woolgar's class, he welcomed me back into St. Matthew's. He had spearheaded a school fundraiser to financially support my expedition to the Antarctic, and invited me in to engage with his class about my polar experiences with Students On Ice. Beyond the sincere gratitude I have for the support the school showed for my expedition under his leadership, I am most grateful to have reconnected with Mr. Woolgar in my late adolescence. This reconnection granted me the opportunity to reflect on the impact his character and leadership have had on my life, the life of my peers, and on the lives of the numerous students who were lucky enough to be placed in his class.



Patrick Hickey presents Gregory Woolgar with his Teachers Building Leaders Award.

When asked the same question for Boyd Perry's nomination, he said:

I had heard of Boyd Perry – he was a former counselor at my junior high school, but I had never met him. I timidly knocked on his door, and will never forget his smiling face when he greeted me into his office. I nervously stuttered and struggled to express what it was I wanted to share with him during this meeting. Boyd's look of concern from my confusing stuttering immediately turned to a nodding grin when I was finally able to say: "I don't know what, but we need to do something about mental health". "Yes". All he said that day was "yes", with a smile and a nod. Although neither of us knew it, this warm, empowering response would soon lead to significant contributions in the lives of hundreds of young people at our school, in our city, and in our province.

From a simple, meaningful "yes", to a multi-year commitment of advocacy and dedication, Boyd was instrumental in shaping my high school experience – a significant period of my personal development. I was able to learn from Boyd's remarkable leadership skills throughout our time in mental health advocacy together. One afternoon at a weekly meeting I was hosting under Boyd's sponsorship at school (sponsorship which meant committing another hour out of his week to our efforts), I was moved, and deeply humbled to witness Boyd open up about some of his own mental health struggles. As a young man often described as "calm" and "composed", I have often struggled to explore and share my own emotions in front of others. I will never forget the incredible courage Boyd showed that day. It continues to serve me as a key learning experience from high school today.

Boyd's relentless pursuit to welcome, include, and understand individuals from all walks of life was another key attribute of his character and leadership style that left a deep impression on me. I could go on, and on, and on about the lessons Boyd taught me throughout our two years of friendship in high school. He was a genuine mentor. An esteemed friend. And a fierce mental health champion.

Boyd would often joke that when people asked him what he wanted to be when he grew up, he would say "Patrick Hickey"...needless to say we poked good fun at each other along the way. In all seriousness, as I grow up in my own life, I am constantly trying to develop, embody, and emulate so much of the character and leadership skills I had the honour of getting to know from Boyd Perry.



Boyd Perry accepts his Teachers Building Leaders Award from Patrick Hickey.

Established in 2015, the Loran Scholars Foundation's Teachers Building Leaders Award, supported by the McCall MacBain Foundation, recognizes primary and secondary school teachers who provide early inspiration, guidance, and growth opportunities for our scholars. Exceptional teachers introduce their students to new ideas, inspire them with a desire to learn and encourage students to see and reach their full potential. Loran Scholars have had these exceptional teachers in their lives, and the Loran Scholars Foundation is pleased to present an award recognizing these early influencers.

Each year, graduating Loran Scholars are invited to show gratitude to the teachers who impacted their lives by nominating them for a Loran Teachers Building Leaders Award. As of December 2018, 58 Loran Scholars have recognized 74 teachers across Canada.

Each teacher recipient is recognized by the nominating Loran Scholar at a local certificate presentation. The teacher is also presented with a congratulatory letter from John McCall MacBain. Gregory was presented with his award on May 24th at St. Matthew's School and Boyd received his award at an evening ceremony on June 10th.

Notice for Substitute Teachers

Information for Substitute Teachers is available on the NLTA website at www.nlta.nl.ca. Click "**Programs and Services**" and then "**Substitute Teachers**".

For any questions re substitute teacher issues please contact: Deana Hatcher
Administrative Officer, NLTA Programs and Services
726-3223 or 1-800-563-3599, ext. 270; dhatcher@nlta.nl.ca

NL Teacher Receives Prime Minister's Award for Teaching Excellence in STEM

Nancy Ryan, a Grade 3 teacher at St. Matthew's School in St. John's has been awarded a 2019 Prime Minister's Award for Teaching Excellence in STEM Certificate of Achievement.

The Prime Minister's Awards for Teaching Excellence in STEM honours outstanding Science, Technology, Engineering, and Mathematics (STEM) teachers at the elementary or secondary school level who keep students engaged in STEM learning and who help develop the culture of innovation that Canada needs today, and in the future.

Nancy is an environmental steward who empowers students to be future leaders. She shows the importance of global citizenship through active participation at school and in the community, and engages children with stories of her hobby farm, woodland, animals and new technologies.

Nancy believes that children need time to learn and practise their creative and critical thinking skills, just like they learn and practise other academic skills.

She gives the time, energy and feedback necessary to enable each learner to progress along their own continuum in these areas.

Nancy founded her school chess club 17 years ago for students in grades 3 to 7, learning the game along with the children, teaching critical thinking skills and encouraging experienced players to become mentors for beginners. She led four teacher research projects highlighting STEM education, sharing her innovative practices and findings with teachers, administrators, and provincial and teacher's association experts. She has also introduced new technologies and technology-related opportunities to fellow educators, such as Memorial University's Teachers in Action inquiry program.

The Prime Minister's Awards, offered at the Certificate of Excellence (national) and Certificate of Achievement (regional) levels, carry cash prizes of \$5,000 and \$1,000 respectively. Each recipient receives a letter and a certificate signed by the Prime Minister.



Nancy Ryan

2020 Prime Minister's Awards Competition is Now Open Le concours des Prix du premier ministre 2020 est maintenant partie

The Prime Minister's Awards for Teaching Excellence, Teaching Excellence in STEM, and Excellence in Early Childhood Education honour exemplary teachers and early childhood educators who are preparing our youth for the innovation economy. Prime Minister's Awards recipients can receive:

- Cash awards worth up to \$5,000
- A certificate from the Prime Minister
- National recognition and promotion of their best teaching practices

Consider nominating an educator for a 2020 Prime Minister's Award. Download your nomination package at www.pma.gc.ca. Submit your nomination electronically or by mail by **January 14, 2020**.

Les Prix du premier ministre pour l'excellence en enseignement, pour l'excellence en STIM, et en éducation de la petite enfance, servent à honorer les éducateurs d'exception qui préparent nos jeunes dans une économie d'innovation. Les lauréats du prix peuvent recevoir :

- Des primes en espèces d'une valeur allant jusqu'à 5 000 \$
- Un certificat du premier ministre
- La reconnaissance nationale et la promotion de leurs pratiques exemplaires en enseignement

Veillez songer à nommer un candidat ou une candidate pour le Prix du premier ministre 2020. Téléchargez votre dossier de mise en candidature à notre site Web à www.ppm.gc.ca. Déposez votre nomination électroniquement ou par la poste le **14 janvier 2020**.

OF SPECIAL INTEREST...

SPECIAL INTEREST COUNCILS

A Great Way to Get Involved in Your Association

"A teacher assists in the professional growth of colleagues through the sharing of ideas and information."

This statement is found in the NLTA's Code of Ethics and speaks to one of the major tenets of the NLTA as a professional association. While there are many ways that a teacher may support colleagues in their professional growth, as this "ethic" suggests, one of the most effective ways is to become involved in one (or more) of the NLTA Special Interest Councils.

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 twelve Special Interest Councils:

- Council of Special Services (COSS)
- Health Education Council
- Math/Science Council (MSSIC)
- Music Council (MSIC)
- Newfoundland and Labrador Counsellors' and Psychologists' Association (NLCPA)
- Physical Education Council (PESIC)
- School Administrators' Council (SAC)
- Second Languages Council-Le Council des langues secondes
- Small Schools Council
- Speech Language Pathologists (SLP)
- Teacher Librarians Newfoundland Labrador (TLNL)
- Technology Education Council (TESIC)

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 social media. If you are a member of a Special Interest Council, you will be automatically notified of professional development opportunities. Since helping members become more effective 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 (go to the NLTA website for this information), 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.

TESIC Update

The Technology Education Special Interest Council has partnered with Brilliant Labs to provide funding for four teachers to attend an exciting professional learning experience this Fall. Teachers will accompany NL Brilliant Labs team members to the ISTE (International Society for Technology Education) Creative Constructor Lab In New Orleans this fall. One applicant from each region in the province was selected by a panel of external judges. The teachers selected are as follows:

Western: Terry LaVallee (Pasadena Elementary)
Central: Nicole Abbott (Matthew Elementary)
Eastern: Matthew Grant (Holy Trinity High)
Labrador: Chelsea Morris (Northern Lights Academy)
TESIC is also sending Megan Roome, TESIC President.

TESIC is looking forward to working with this group to share their learning and continuing to support teachers in Technology Education.

If you have any questions, please contact:
Megan Roome, TESIC President, meganroome@nlesd.ca

Please follow us on Twitter @nltatesic

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

NEWS & EVENTS

NL COUNSELLORS' AND PSYCHOLOGISTS' ASSOCIATION 2019 CONFERENCE AND AGM

October 23-25, 2019

St. John's NL. *Attachment, Trauma and Integration: Sensory Regulation to Integrate and Calm the Brain, Mind, and Body*. For more information visit nlcpa.nlta.ca.

MUSIC COUNCIL RESONATE 2019 CONFERENCE

October 24-25, 2019

Sandman Hotel, St. John's. Keynote and feature presenter is Gena Pretty-Norbury. Early Bird Registration: \$75; after September 30: \$100. For more information visit: nlmsic.com.

TEHNOLOGY EDUCATION SIC BGM

November 16, 2019

NLESD District Conference Centre, St. John's. This will be a professional learning opportunity on the topic of Mathematics and coding applicable to a wide range of grade levels. Special guest, Lisa Anne Floyd, will be leading the day-long session. As well, the 2019-21 TESIC Executive Committee will be elected on this day. TESIC is seeking interested members in all regions of the province in running for the following positions: President, Vice-President, Secretary, Communications, Treasurer and Members-at-large. For more information contact Megan Roome, TESIC President meganroome@nlesd.ca.

NATIONAL GATHERING FOR INDIGENOUS EDUCATION

November 20-22, 2019

Toronto, ON. This annual gathering is for educators who work with Indigenous students to improve K-12 educational outcomes. For more information visit: <https://indspire.ca/national-gathering>.

TEACHER LIBRARIANS OF NL COUNCIL CONNECT 2020 CONFERENCE

May 1, 2020

St. John's NL. For more information contact: Leigh Borden at leighborden@nlesd.ca.

For a full list of conferences and professional development opportunities, visit the NLTA website at www.nlta.nl.ca/pd_opportunities/

INVEST IN OUR KIDS NL

APPLYING FOR EDUCATIONAL LEAVE?

Applications for Educational Leave for the 2020-21 School Year are available

on the

NLTA website at

www.nlta.nl.ca

Application is made to the District.

District deadlines are as follows:

NLESD: January 10, 2020

CSFP: January 10, 2020

Dates to Remember

October 2019

- Oct 17 **Deadline:** PD Fund applications
- Oct 17 NLTA Town Hall Meeting, St. John's
- Oct 18-19 NLTA Provincial Executive Meeting
- Oct 24 NLTA Town Hall Meeting, Grand Falls-Windsor
- Oct 24-25 Pre-Retirement Seminar, Grand Falls-Windsor
- Oct 25-26 Branch Leadership Seminar, Grand Falls-Windsor
- Oct 28 NLTA Town Hall Meeting, Labrador City
- Oct 29 NLTA Town Hall Meeting, Deer Lake
- Oct 30 NLTA Town Hall Meeting, Corner Brook

November 2019

- Nov 1 Branch Leadership Seminar, Corner Brook
- Nov 5 NLTA Town Hall Meeting, Gander
- Nov 6 **Deadline:** Project Overseas Applications
- Nov 6-7 Pre-Retirement Seminar, Corner Brook
- Nov 12 NLTA Town Hall Meeting, Bay Roberts
- Nov 14-15 Pre-Retirement Seminar, St. John's
- Nov 15-16 Branch Leadership Seminar, St. John's
- Nov 21 **Deadline:** PD Fund applications
- Nov 28-29 Pre-Retirement Seminar, St. John's

December 2019

- Dec 5 NLTA Provincial Executive Meeting
- Dec 6-7 NLTA Joint Council Meeting
- Dec 9 NLTA Town Hall Meeting, Goose Bay
- Dec 11 NLTA Town Hall Meeting, Clarenville
- Dec 12 NLTA Town Hall Meeting, Stephenville
- Dec 12-13 Pre-Retirement Seminar, St. John's
- Dec 19 **Deadline:** PD Fund applications