

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

T H E

bulletin

TEACHERSCHANGLIVES.CA

Vol. 63/No. 4

March/April 2020

CONDENSED VERSION



Up Front from the President

"I can no other answer make but thanks, and thanks, and ever thanks." ~ William Shakespeare

*"Most of us end up with no more than five or six people who remember us.
Teachers have thousands of people who remember them for the rest of their lives." ~ Andy Rooney*



The past few weeks have been extraordinarily challenging. If we were not aware previously, we are all patently aware that this world is an extraordinarily small community.

A virus that first surfaced half way across the globe has had a dramatic and profound effect across the entire planet. Our schools, our members, the entire province has been dramatically altered as we all have to come to grips with the reality of COVID-19.

I do want to offer my thanks and gratitude for the support shown to the Association. Since the pandemic struck our shores there has been a tremendous level of stress placed on all of you. The situation has changed rapidly and measures that were in place in the morning may have changed by that afternoon. The Association has endeavoured to ensure that all information that is available is distributed as soon as possible. At times it has been challenging to keep pace with the

rapidly shifting sands. Staff are staying on top of this to the best of their abilities and I am very grateful for their efforts to continue to service our members.

As we move forward the most important step that we can take is to follow the suggestions of the healthcare professionals. We all need to treat these suggestions as being directives. Follow social distancing practices, adhere to hygiene practices. Most importantly, look after ourselves and our families. We need to be vigilant but not panicked. We need to be cautious but not terrified. We will all get through this. The more closely we all adhere to the advice of our healthcare experts, the quicker we will get through this. The faster we can return to our normal circumstances, the sooner we can resume doing what we do best – provide our students with the education they need and deserve.

We all know there are those amongst us who are concerned not only with their health safety, but also with their economic safety. Our teachers who are in partial positions, our substitute teachers, our members who depend on EI supplementation are exposed. The State of Emergency created challenges. The suspension of classes,

while it was the appropriate decision, has added to these challenges. The Association is acutely aware of this. There will be communication with all levels of government and agencies to explore and advocate for steps to address these concerns. Adjusting EI regulations would be an appropriate starting place.

As we move forward I urge all of you to please stay safe. Look after yourselves. Look after each other.

Until next time...



www.nlta.nl.ca



Searching the website has never been easier thanks to a new search button on the main page called

"I am Looking For..."



THE bulletin

Lesley-Ann Browne
Editor

Michelle Lamarche
Editorial Assistant

John Bishop, Elliott Green
Design • Printing • Distribution

The Bulletin is published five times a year during the school year by the Newfoundland & Labrador Teachers' Association, 3 Kenmount Road, St. John's, Newfoundland, Canada, A1B 1W1. Tel: 709-726-3223; 1-800-563-3599 labrowne@nlta.nl.ca

www.nlta.nl.ca

Follow us on FaceBook and Twitter @NLTeachersAssoc

Unless otherwise indicated, materials used in *The Bulletin* may be reproduced or broadcast without permission.

Opinions, advertisements and/or notices carried in this publication do not imply endorsement or recommendation by the Association.

Advertising inquiries should be directed to: Michelle Lamarche, Ext. 227 mlamarche@nlta.nl.ca

Deadlines for material are:
May/June: May 1

ISSN-1189-9662



Printed on Recycled Paper

CONTENTS

Features

7 Programs & Services
Positive Collegial Relationships
by Stefanie Tuff

9 Violence in the Workplace: Basic Advice and Guidelines for Teachers
by Miriam Sheppard

11 Financing a Year of Deferred Salary Leave

12 Living Well
*Learning to Say "NO":
Tips for Work-Life Balance*
by Gail M. Carroll

14 Of Special Interest...
Health Education Council News
Second Languages Council News

Departments

<i>Up Front from the President</i>	2
<i>On Location News</i>	4
<i>In Memoriam</i>	6



NLTA SERVICE PIN RECOGNITION PROGRAM

In April 2019 the NLTA initiated a Service Pin Recognition Program whereby NLTA members are recognized for 5, 10, 15, 20, 25, 30, 35, 40 years of service. A rounding formula was used, at that time, to provide members with their pin if they had 0.5 years of service of the five-year increments.

In November 2019 the Service Pin Recognition Program was expanded to include all NLTA members who have reached 5, 10, 15, 20, 25, 30, 35, and 40 years of active service (i.e., a member would have received a 25-year pin if they had 25 to 29 years of service). In the spring of 2020 we will again be reissuing the NLTA Service Recognition Pins to

members who have reached their 5, 10, 15, 20, 25, 30, 35, and 40 years of active service. So, a member who received a pin in November may be receiving another one this spring.

The NLTA Service Pin Recognition Program will be ongoing and we will issue the pins in the fall and spring of each school year. Teachers on leave will have pins sent to their home address as provided. Members are encouraged to update their member information through the NLTA website (www.nlta.nl.ca/member-information-form) to ensure we have correct and updated information.

PROVINCIAL/NATIONAL/INTERNATIONAL
NEWS

NEWFOUNDLAND & LABRADOR

**2019-20 NLTA Scholarship
 winner announced**



Shauna Field

Shauna Field of Paradise has been named the 2019-20 recipient of the NLTA Scholarship.

Shauna is currently in her final semester of the Primary/Elementary Program at Memorial University and says she is very excited to graduate and be able to work in the classroom.

The NLTA Scholarship is awarded annually on the basis of academic excellence and character to a senior student enrolled in the Faculty of Education. The scholarship, valued at \$1,000, is awarded annually by the MUN Senate Committee on Scholarships, acting on the recommendation of the Dean of Education.

GRAND FALLS-WINDSOR

**Exploits Valley Branch
 scholarship winners announced**

Emma Walsh, a graduate of Exploits Valley High School, accepted the Exploits Valley Branch Scholarship for the 2018-19 school year on December 16, 2019. Emma is the daughter of Jacqueline Walsh, a teacher at Woodland Primary, Grand Falls-Windsor.



Emma Walsh is presented with her scholarship by Mr. Paul Moore, President of the Exploits Valley Branch.

Aaron Stacey, a graduate of Exploits Valley High School, accepted the Exploits Valley Branch Scholarship for the 2018-19 school year on December 20, 2019. Aaron is the son of Darrell Stacey, a teacher at Sprucewood Academy, Grand Falls-Windsor.



Aaron Stacey is presented with his scholarship by Mr. Paul Moore, President of the Exploits Valley Branch.

The \$500 scholarship goes to the son or daughter of an active NLTA member of the Exploits Valley Branch who has achieved the highest overall average (provided by the Department of Education) during their graduating year. They must be attending a post secondary institution full time. Money from the scholarship is donated by the teachers of the branch.

THANK YOU FOR ALL THAT YOU DO

This has been a very difficult, tiring and long winter for many people in our province including our children, and our entire school community. With an unprecedented snowstorm that shut down a part of our province for a week, we have certainly been challenged to ensure kids had breakfast at school.

While it was a challenge to keep normalcy after school reopened, it is because of the dedicated support of our teachers, principals and school administration who helped our volunteers continue to serve children breakfast.

For many families the State of Emergency meant no work, which put a strain on already tight budgets. Parents however were comforted in knowing that once their children went back to school, they would have breakfast available.

Kids Eat Smart Foundation is built on the fact that KES Breakfast Clubs are volunteer run. We rely on the dedication and commitment of volunteers to ensure children receive a nutritious breakfast at school. Many of those volunteers are, people like you, teachers, principals and school staff.

We know that as teachers, principals and school administrators you take on the responsibility of your Breakfast Clubs purely for the benefit and love of your children. Thank you for your tireless efforts to keep your Breakfast Clubs running so children start their days well-nourished and ready to learn. We appreciate all that you do.

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, please visit our website at www.kidseat-smart.ca, call us at 722-1996, toll free 1-877-722-1996 or email info@kidseat-smart.ca.



Kids Eat Smart
Foundation

NEWFOUNDLAND & LABRADOR

IMPORTANT INFORMATION FOR TEACHERS WHO MAY BE CONSIDERING RETIRING AT THE END OF THE 2019–20 SCHOOL YEAR

Please be advised of the following notice based on information from the Teachers' Pension Plan Corporation (TPPC):

This is a reminder that teachers planning to retire prior to the beginning of the 2020-21 school year should submit their resignation to the school district and their pension application to the Teachers' Pension Plan Corporation by **March 31, 2020**. As administrator of the pension plan, the TPPC has advised that federal government pension regulations may prevent retroactive payment to July 1 for any pension applications received between July 1 and August 31. Therefore, **it is important that you submit all documents by no later than June 30**.

Under the Teachers' Pension Plan, eligible teachers can begin receiving their pension in the month following their resignation and submission of application for a pension. Therefore, a teacher who submits their resignation notice and pension application by June 30, 2020 will be eligible for a pension benefit in July 2020. However, a teacher who submits their resignation notice and pension application in July 2020 will not be eligible to begin receiving a pension until August 2020; a teacher who submits their documentation in August 2020 will not receive a pension until September 2020, etc. and so on, depending on the month in which a teacher chooses to retire.

To be clear, March 31 is the resignation deadline for teachers planning to retire effective the end of the school year, as per the Clause 12.02(c) of the Provincial Collective Agreement and Clause 48.02(c) of the Labrador West Collective Agreement. Teachers who have submitted their resignation to their school district and have submitted their pension application to the TPPC on or before March 31 will receive their entire summer holdback pay as a lump-sum payment during the first pay period following the end of the school year and will begin receiving pension benefits by July 31.

If you have any questions regarding pension eligibility or pension administration, please contact an NLTA Administrative Officer in Programs and Services at 726-3223 or 1-800-563-3599 or mail@nlta.nl.ca.

IMPORTANT UPCOMING RETIREMENT INFORMATION

DONNA ELAINE BRENTON

It is with great sadness that the family of Donna Elaine Brenton share the news of her passing on January 28, 2020 at the age of 63.

Donna was well known in the sports community in St. John's. She was an all-star basketball player for Memorial University and the city league of St. John's. Her contribution to basketball in this province was recognized in 2015 when she was inducted into the NL Basketball Hall of Fame. Donna was also recognized as one of the premier Women's Golfers in Newfoundland. She won many tournaments in her 30 plus years as a member of Bally Haly and she was the proud winner of the Club Championship in 2001. Donna also proudly represented Newfoundland on the Provincial Ladies Amateur Team at the National Ladies Amateur Tournament in 1998. She was an avid curler and played many sports throughout her life. Donna was also known as a great contributor to Bally Haly in her volunteer efforts in many club tournaments, especially for her role in the annual Women's Invitational Golf Tournament.

Perhaps the greatest contribution to sport in Newfoundland and Labrador comes as a result of her 30 years as Physical Education Teacher at Prince of Wales Collegiate in St. John's. Donna aspired to develop a love of sport in all of her students and to encourage them to be the best athlete they could be. She coached and mentored many elite athletes in her time, but she was equally as proud of those students who grew to love an active and healthy lifestyle from their classes with her.

Donna will always be remembered for her gentle spirit, her kindness to and encouragement of others, and her love of family and friends. If there is a golf course in heaven, be expecting her and expect her to teach you a thing or two.

Left with loving memories are her husband, Paul Greene, her sister and brother-in-law Kathleen Brenton and Randy Martin; her brothers and sisters-in-law David and Anne; Gary and Barbara Ann; Kevin and Bernice; Bob and Violet; Gerry and Leona; and sister-in-law Patricia Greene. Also leaving to mourn are her eleven nieces and nephews; their spouses and children; plus a large circle of loving friends.

(Submitted by Lana Taylor, Donna's niece)

WILSON L. HORWOOD, 1942-2018

Wilson was born on January 15, 1942 in Durrell, NL, the fifth child of Frederick and Lillian Horwood.

Wilson graduated from Durrell Academy in 1959 and began his journey of becoming a teacher. Beginning that summer he attended Summer School at

Prince of Wales in St. John's. During the first few years of his teaching career, which included Milton (1959-62) and Port aux Basques (1964-65), he graduated with a Bachelor of Arts from Memorial University in 1965. He continued to teach for a year in North West River from 1966-67, then continued to further his studies with an Education Degree (B.A., B.Ed.) in 1968-69.

Wilson moved to Labrador City and taught there for 12 years from 1969-81. This is where he met his beautiful wife, Minnie, and had three children – Keith, Kathy and Kristy. They decided to move back to the island where Wilson became the principal in Cottrell's Cove (1981-83). Wanting his children to be raised in a larger community, he moved to Gander and commuted to nearby communities to teach: Gambo (1983-84), Carmenville (1984-88), Fogo (1988-89) and Glovertown (1989-94). During the year he taught in Fogo, Wilson was diagnosed with kidney cancer. He had his left kidney removed and recovered fully.

In 1994 Wilson retired from teaching for the first time from Glovertown. During his retirement he spent time with family, hunting and helping others around him. He became bored of all this free time and decided to return to teaching. He and his wife moved to Arviat, Nunavut where Wilson taught for another seven years (2000-07), until he retired again in 2007. Wilson loved the outdoors and found many friends, both teachers and local Inuit, to accompany him on trips out on the land where he hunted and fished for caribou, seal, geese (and their eggs), polar bear, arctic char, rock cod, etc. In 2006 Wilson suffered a heart attack and was transported to Winnipeg where he underwent surgery. Family couldn't convince him to leave the North; the students and community there were his passion. He felt complete there, but once his family started to move out West, he decided to move as well. He settled in Brooks, Alberta with his wife and had his four grandchildren close by.

Wilson was a 30-year cancer survivor before he was forced to battle it once again. He showed great strength and pride during this time and continued to share many stories and memories from some of his great adventures. He passed away on April 4, 2018, surrounded by his immediate family. During this time, his wife, his children and their spouses, and his grandchildren were able to visit and share many precious moments with him.

Wilson is survived by his loving wife of 47 years, Minnie Horwood (nee Lane); son Keith (Barb) and grandson Michael and granddaughter Sarah; daughter Kathy (John) Klassen; daughter Kristy (Blair) Romas and granddaughters Meghan and Madison; brothers Lloyd (Betty), Eric (Irene), Marvin (Barb) and sister Joyce; along with extended family and friends.

(Submitted by Minnie Horwood)



Donna Elaine Brenton



Wilson Horwood



Positive Collegial Relationships

by STEFANIE TUFF

Positive relationships and respectful interactions with colleagues are important in all workplaces, and this is no less true for schools than for any other professional environment. However, schools are unique and dynamic workplaces. The teaching day is intense, demanding and highly scheduled. In the context of this reality, we may all feel tensions building and our patience starting to wear thin from time to time. We should all try to be alert to this, and take a step back when necessary to remind ourselves of the guidance and support available for maintaining positive relationships with our fellow teachers.

Respectful, constructive relationships among teachers are important in our profession. The NLTA Code of Ethics provides guidance and outlines basic principles for appropriate professional conduct between teachers and the public (pupils and parents), teachers and school boards, teachers and colleagues, and teachers and their professional organization. When positive relationships break down, tension and negativity may result. The NLTA provides assistance for teachers dealing with member-to-member conflict; however, too often it seems that the call for help comes long after the problem first surfaced. Sometimes, neither party is speaking to the other by the time assistance is requested. The information that follows outlines some advice for teachers on how to deal with a breakdown in collegial relationships, and how to access assistance in this regard.

When conflict occurs, it is always advisable to approach the other party first to attempt to resolve the issue or concern between colleagues. This is consistent with generally accepted standards of professional behaviour and the Code of Ethics (Teacher-

Colleagues section (ii)). Indeed, experts in conflict resolution agree that the most effective and enduring solutions are to be found when the parties to a dispute work together to reach an acceptable outcome, thereby maintaining control of the end result as opposed to surrendering this discretion to a third party decision maker. The first option is to handle

the issue through discussion or problem solving with the other person. It is as important in such situations to keep an open mind and “listen to understand” the other side of the issue as it is to communicate your own perspective. However, sometimes there are legitimate rea-

sons that this does not happen – concerns for safety or repercussions, avoidance, or a hope that the conflict will just “go away” may make it difficult, in some situations, for individuals to work out their issues together.

When it is improbable or impossible for conflict to be resolved through direct discussion between members, teachers may want to consider requesting assistance from NLTA staff. Association policy provides that, once local efforts to settle a dispute have been exhausted, “a teacher may seek the assistance of the NLTA to resolve the issue by contacting an administrative officer of the NLTA”. Administrative officers in Programs and Services and Employee Assistance Program (EAP) Coordinators have training and experience in conflict resolution. Advice and assistance is provided at no cost to members and is completely confidential between the parties to the dispute and the NLTA staff person working with them. This assistance can take many forms, from providing general advice on possible approaches or resolutions, to facilitating meetings between members to help them

“Respectful, constructive relationships among teachers are important in our profession. The NLTA Code of Ethics provides guidance and outlines basic principals for appropriate professional conduct...”

find an acceptable resolution to their concerns.

Unfortunately, member-to-member conflict sometimes relates to a breach of the NLTA Code of Ethics, in particular, Teacher-Colleagues section (ii), which states: *A teacher does not criticize the professional competence or professional reputation of a colleague, except to proper officials and then only in confidence and after the colleague has been informed of the criticism.* (emphasis added)

When teachers have a complaint or concern about another NLTA member, the Code requires that they inform their colleague of the issue before taking the matter to higher authority through any of the options described above. (Note: Contacting the NLTA to discuss an issue in confidence or seek support/advice on how to deal with a conflict does **not** constitute a complaint to proper officials or report to “higher authority.”) This ensures the other member is aware of and has an opportunity to respond to the issue before further action is taken.

Everyone deals with conflict in their professional and personal lives from time to time. Something else to keep in mind is that conflict is not always a negative thing – when effectively managed and resolved, disagreements can often lead to positive developments and outcomes, such as gaining a new perspective on an issue or initiating important changes to policies or procedures that might not have been considered had the conflict not arisen. As NLTA members, teachers have access to information, advice, and support when dealing with the challenges of conflict between colleagues.

Stefanie Tuff is Assistant Executive Director of the NLTA, stuff@nlta.nl.ca.

PAID ADVERTISEMENT

LOOKING FOR THE ULTIMATE OUT-OF- CLASSROOM EXPERIENCE?

APPLY NOW!

[www.parl.gc.ca/
teachers](http://www.parl.gc.ca/teachers)



TEACHERS INSTITUTE ON CANADIAN PARLIAMENTARY DEMOCRACY



PARLIAMENT | PARLEMENT
CANADA



Violence in the Workplace: Basic Advice and Guidelines for Teachers

by MIRIAM SHEPPARD

Incidents of work-related violence are a significant source of concern for NLTA members. Aggressive and sometimes violent student behaviour is an unfortunate reality that teachers sometimes face in their professional lives.

Both the Newfoundland and Labrador English School District and Le Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP) have Prevention of Violence in the Workplace policies. Further, pursuant to section 4 of the Occupational Health and Safety Act (OHSA), employers in Newfoundland and Labrador must, within reasonably practical limits, provide a work environment that ensures the health and safety of its employees. In the school setting, this means that, with respect to students, parents/guardians or other individuals who are physically aggressive/violent, school districts have a legal responsibility to ensure that the proper preventive measures, supports and training are in place to enable teachers to work without unreasonable threat to their own safety. What is necessary to ensure employee safety is case specific and depends on the nature of the situation.

The Occupational Health and Safety Regulations, 2012 (Regulations) specifically address the issue of violence in the workplace as a health and safety concern. Section 22 of the Regulations defines violence as “the attempted or actual exercise of physical force to cause injury to a worker and includes threatening statements or behaviour which gives a worker reason to believe that he or she is at risk of injury.” Some teachers work closely with students who have behavioural challenges and have limited ability to regulate their own conduct. While the actions of the aggressors are not always within their control, an intent to act violently or to cause harm is not required to trigger the employer’s obligations. What is necessary to ensure employee safety is case specific and depends on the nature of the situation. Situations like this should be assessed and addressed on a “case by case” basis, and NLTA Programs and Services staff are available to assist teachers experiencing violence in the workplace. However, the following guide-

lines can assist in ensuring that cases of violence are appropriately addressed:

- Get the information you need: If you may be exposed to risk of violence at work, you are entitled to know the nature of the risk, the precautions that may be taken, and information related to the risk from persons who have a history of violent behaviour and who you are likely to encounter in the course of your work.
- Document, Document, Document: Promptly report and document all violence-related incidents and accidents, regardless of the severity, to the school principal, manager or supervisor. Ensure that there are written records of the event in accordance with Board and school reporting protocols. Communicate to your administration, in writing, your concern for your safety, the safety of other employees, and others (such as students). The NLTA can assist you in drafting appropriate correspondence.
- Request the risk assessment(s): Ask your administrator whether a risk assessment has been completed. If so, ask to see a copy. If not, ask when one will be done. Sometimes an already completed risk assessment needs to be updated.
- Examine the assistance provided: If a risk assessment concludes that there is a risk of violence, the employer must implement procedures, policies and work environment arrangements to eliminate the risk to workers from violence, or to minimize the risk in cases where elimination is impossible. The age and cognitive ability of the student(s) in question will have an impact on the type of options that are appropriate in any situation. As well, it may be necessary to consider different approaches when the risk of violence comes from the behaviour of a parent/guardian as opposed to a student. Are the proposed measures reasonable and complete? Have they been implemented in a timely fashion? Seek school district support for matters that cannot be resolved at the school level despite administration involvement; sometimes District involvement is necessary to obtain required training, supports, resources or programming changes.

- Use the Occupational Health and Safety Committee: If a teacher believes that his/her workplace is unsafe, and school administration has been advised of these concerns, then a report can be made to the school Occupational Health and Safety Committee. The employer must respond in writing within 30 days following receipt of a recommendation from an OHS Committee.
- Know your rights: Ultimately, if you have reasonable grounds to believe that specific work circumstances are dangerous to your health and safety and have brought this to the attention of your principal, you have the right, pursuant to the OHSA and the Regulations, to refuse unsafe work until remedial action has been taken. Advice and assistance from NLTA staff is available whenever an NLTA member has exercised or is considering exercising the right to refuse unsafe work.
- Consider whether you need police assistance: Some violence and abuse may be considered criminal acts – if there is a question as to whether this is the case, or if you feel your personal safety is at risk, you should contact the police.
- Access the appropriate benefits: In cases of workplace injury, Workers' Compensation benefits (including medical aid) may be appropriate – not sick leave. On application, a Long Term Disability top up is available to teachers who have long term disability coverage through the NLTA Group Insurance Plan, and who are injured at work.
- Help us, help teachers: The Association has developed a Violent Incident Tracking Form, which can be accessed under the forms listed on the NLTA website (www.nlta.nl.ca/nlta-violent-incident-tracking-form/). We are asking teachers to use this form to document violent behaviour and/or conduct in the workplace. Information provided through the Violent Incident Tracking Form is being used ONLY for Collective Bargaining research and the identities of teachers who use the form will not be disclosed.
- Call your Association: Dealing with workplace violence can be complicated and stressful. Teachers and administrators who have questions or require assistance with concerns regarding workplace health and safety, including issues related to violence in the workplace, should contact an Administrative Officer in Programs and Services at the NLTA. Support is also available through the Employee Assistance Program for many stressful situations, including dealing with violence.

Miriam Sheppard is an Administrative Officer in Programs and Services at the NLTA, msheppard@nlta.nl.ca.

PAID ADVERTISEMENT

OVER 80,000 EDUCATORS TRUST JOHNSON.

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



► **Enjoy up to 30% savings
on your car insurance.***

Johnson has been serving educators for over 50 years and as a NLTA member 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

JOHNSON 
INSURANCE
HOME · CAR · TRAVEL

Johnson Insurance is a tradename of Johnson Inc. ("JI"), a licensed insurance intermediary. Home and car policies primarily 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. Eligibility requirements, limitations, exclusions, additional costs and/or restrictions may apply, and/or vary by province/territory. *As of March 2, 2020, 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 qualifying group membership. NB: long term, multi-line, conviction free and qualifying group membership. Percentage savings may vary otherwise. MEDOC® is a Registered Trademark of JI. MEDOC® Travel Insurance is underwritten by Royal & Sun Alliance Insurance Company of Canada ("RSA") and administered by JI. Valid provincial or territorial health plan coverage required. Travel Assistance provided by Global Excel Management Inc. The eligibility requirements, terms, conditions, limitations and exclusions which apply to the described coverage are as set out in the policy. Policy wordings prevail. JI, UAC and RSA share common ownership.

Financing a Year of Deferred Salary Leave

The Deferred Salary Leave Plan (DSLPL) is available to any tenured teacher in a permanent position covered by the NLTA Collective Agreement. The terms of reference and other details of the DSLPL are set out in Article 51 of the provincial contract (Article 57 of the Labrador West Collective Agreement). Many members find the DSLPL an excellent means of financing a year of leave to pursue travel, family time, other employment, further studies, or any interest(s) one might have. Leave under the DSLPL is fully credited for purposes of pension, seniority, severance pay (where applicable), salary increments, and sick leave. The plan is registered with the Canada Revenue Agency (CRA), which does not allow the year of leave to be taken as the last year before retirement. **The deadline to apply for enrolment in the DSLPL beginning in September is April 30 of the previous school year.** So, a member wanting to start paying in to a DSLPL in September 2020 would have to submit his/her application to the school district by the end of April 2020. The Deferred Salary Leave application and other information can be accessed on the provincial government website at www.ed.gov.nl.ca/edu/forms/teachers/payroll.html.

While the DSLPL provides an excellent opportunity for personal and professional rejuvenation, it is important to understand the economic realities of taking a deferred leave. NLTA Administrative Officers in Programs and Services are often asked what the “difference” is in take-home pay while participating in the DSLPL. We cannot provide specific financial details or advice

to members because each individual’s situation is different and all financial matters, such as salary levels, income tax rates, CPP and EI contribution rates, etc. are subject to change. Accordingly, the information provided herein contains rough estimates only.

The following comparisons of net salary for a member on full salary versus the various DSLPL options are **rough calculations for illustrative purposes only**. Each individual member’s situation will be different. The estimates are based on the salaries that were in effect as of September 2016, as per the collective agreements that are currently in effect. Taxes deducted vary for each member and they are approximations only, based on information provided by Teacher Payroll. EI and CPP deductions are based on 2020 formulae. All estimated figures are rounded to the nearest dollar. **Members participating in the DSLPL continue to pay pension premiums based on the full, unreduced salary. EI premiums are paid on the full salary, but are not paid during the year of leave.** Therefore, members may not be eligible for EI benefits in the year following the year of deferred salary leave, which may have implications for those wishing to take maternity leave right after a deferred salary leave.

Any further questions on the Deferred Salary Leave Plan should be directed to an NLTA Administrative Officer in Programs and Services at 726-3223 or 1-800-563-3599. Emailed inquiries sent to mail@nlta.nl.ca will be directed to appropriate Programs and Services staff for a response.

Full Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	70,391	81,531	92,234
Estimated Tax	12,774	16,186	19,516
Estimated EI	856	856	856
Estimated CPP	2,898	2,898	2,898
NLTA Fees	880	1,019	1,153
Pension Deduction	7,989	9,254	10,469
Estimated Net*	44,994	51,318	57,342

2/3 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	46,927	54,354	61,489
Estimated Tax	6,185	8,046	10,054
Estimated EI	856	856	856
Estimated CPP	2,280	2,670	2,898
NLTA Fees	587	680	769
Pension Deduction	7,989	9,254	10,469
Estimated Net*	29,030	32,848	36,443

3/4 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	52,793	61,148	69,176
Estimated Tax	7,837	9,950	12,335
Estimated EI	856	856	856
Estimated CPP	2,589	2,898	2,898
NLTA Fees	660	764	865
Pension Deduction	7,989	9,254	10,469
Estimated Net*	32,862	37,426	41,753

4/5 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	56,313	65,225	73,787
Estimated Tax	8,501	11,199	13,816
Estimated EI	856	856	856
Estimated CPP	2,773	2,898	2,898
NLTA Fees	704	815	922
Pension Deduction	7,989	9,254	10,469
Estimated Net*	35,490	40,203	44,826



Learning to Say “NO”: Tips for Work-Life Balance

by GAIL M. CARROLL

Half the troubles of this life can be traced to saying yes too quickly and not saying no soon enough.

~ Josh Billings, American Humorist 1818-1885

The most difficult word for most of us to say is “no”. Amazing that when we are two years old the word “no” comes so easily for just about everything as we test our boundaries. What happens to us as we grow and develop? We seem to lose that sense of clarity around our boundaries as the whirl of studies and work life sweep us up like the speed of light. For a variety of reasons we feel compelled to say yes to everything, making it tricky to maintain a healthy work-life balance. For educators, this balance can be even trickier. Why? In the early days of your teaching career there may be a sense of fear around saying no to work things because you are not yet tenured, so you often take it all on. When teachers reach tenure though they sometimes forget that they can say no. Whether you are a tenured or untenured teacher, there are little ways you can present to others that you are trying to achieve balance. It is not going to happen overnight, so you have to start small and grow from there. It is crucial to set good boundaries and to take care of yourself as these qualities will make you a better teacher and enhance the quality of your overall life. It is so easy, and many times also tempting, to just say yes. Learning how to say no is a critical part of learning how to manage your time effectively. Here are some things to think about to help get you started on practicing your “no”:

- Try to thoughtfully craft your choice of words, i.e., when someone asks you to do something that has not been part of your schedule and you are feeling that your schedule is already close to or at a breaking point, try phrasing such as, “I’d really love to do this, but my schedule is very full (or overfull) at this time. Is it possible for us to postpone another deadline so that I could give this the full attention it needs?”
- Think in terms of priorities. When someone asks you to do something, what is the priority? If the response is urgent, then see the response above.

If the request is not urgent then an appropriate response might be, “I’d love to do this for you right now. How urgent is this?” or “Perhaps we can negotiate a time that could work for both of us.” Or you could recommend a colleague (or other avenue) who might be able to assist with the request. If you’re unable to help, recommending a way for them to achieve their goal can also be very satisfactory. So even though you are saying no, you are still helping in some small way.

- We often feel under pressure from colleagues, family and friends to respond immediately to their requests. Some people may be offended or take it personally when we say no. Remember, the only person you have control over is you! To take the heat out of immediate responses and avoid automatically saying yes, only to later try getting out of the request, you could respond by saying, “I’d really like to help. Let me check my schedule first and I will get back to you.” A statement like this puts you in the driver’s seat. Again, don’t feel bad if you really cannot accommodate the request or don’t feel up to it. If appropriate, you can always make another recommendation.
- Sometimes you just have to put you first. Some weeks are overfull with work, family and/or personal commitments. Saying “no” is often critical to your overall health, especially your mental health.
- It is important to find your own inner balance to help achieve your optimal health and happiness. Be kind to yourself, be your own best friend and remember to cut yourself some slack. You will not wake up tomorrow and say “Hurray for me! I now have boundaries!” Start with a few small things and build from there.

Strategies for Saying No

When saying “no” feels impossible, here are a few starters:

- Start by saying no to little things as a practice. You don’t want to be disrespectful or get into great trouble or be labelled a trouble maker. So choose little things to begin with that will allow you the

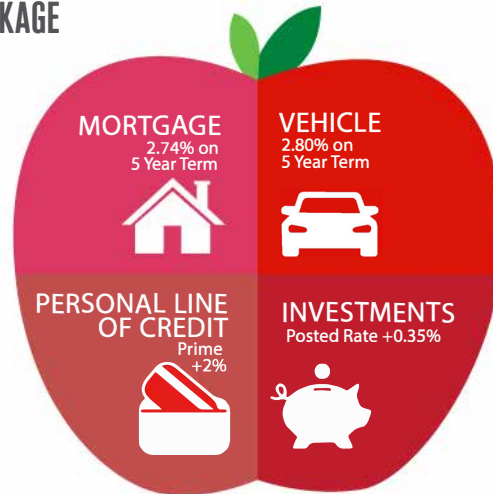
practice and even lighten your schedule just a little. Being overscheduled in your work life will mean an overscheduling in your personal life and an imbalance all around.

- When saying no, keep your explanations brief and simple. No need for long detail.
- Always work from a list. It will help you to prioritize and you will be less likely to forget important details and deadlines.
- Always use “I” statements and remember to present assertively and not defensively. When we respond with statements such as, “I already have all of this to do and now you are asking me to do more?!”, we may appear to be too defensive. Instead, try something like, “I think that sounds like a great idea. Just let me check my schedule and I’ll get back to you.”
- Sometimes a little tweak in your schedule can make all the difference. Getting up a little earlier can help ease the pressure. Even an extra half hour can make a big difference.
- When “no” doesn’t work, then little “yeses” with small achievable goals can also be helpful, i.e., you may not be able to accommodate all of it, but you may be able to do a small part and make recommendations.
- Don’t be afraid to ask for help. Sometimes it is impossible to achieve everything by yourself. Even young kids at home can pitch in and help. You just have to cut yourself and everyone else some slack and accept that helping doesn’t mean having to do it to your standards, i.e., kids can help fold laundry, but it won’t look like the folding you do. As long as it gets done, that should be the main focus. It also helps build relationships, confidence and self-esteem for all.
- Keep your communication open, clear and assertive. (Use those “I” statements)
- Last, but not least, reward yourself for saying no when you need to and helping to keep your work-life balance in check. It might be something as simple as buying a longed for novel, a piece of jewellery or some other tangible little treat.

Remember how important you are and how important your overall health is to your balance and happiness. Starting small and always having a plan will help you achieve an excellent status of self-care and work-life balance over time. Take good care of yourself and you will be the best “YOU” you can be!

Gail M. Carroll is a Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Gail Carroll (ext. 242), gmcarroll@nlta.nl.ca or Kenda Riggs (ext. 265), kriggs@nlta.nl.ca.

CARE PACKAGE



As a teacher, you care for your students. We at NLCU, applaud all that you do, so consider this bundle of special offers a “Care Package” of sorts. You can benefit from any one or all of these special rates.



* Annual Percentage Rate (APR) means the cost of borrowing for a loan expressed as an interest rate. It includes all interest and non-interest charges associated with the loan. Rates subject to change without notice. All loans and rates subject to credit approval.



The NLTA wishes to assure all members that Employee Assistance Program (EAP) Coordinators are available through telephone and email to serve teachers and provide support during this unprecedented COVID-19 pandemic. EAP Coordinators are still sending referrals to counsellors who have adjusted their platform of service during this time. Members will have counselling options in the format with which you feel more comfortable (i.e. telephone or e-counselling). Please reach out to EAP with your needs and questions at this time.

**Gail Carroll 1.800.563.3599, ext. 242,
733.3242, gmcarroll@nlta.nl.ca**

**Kenda Riggs 1.800.563.3599, ext. 265,
733.3265, kriggs@nlta.nl.ca**



OF SPECIAL INTEREST...

Health Education Council News

NLTA Health Education Council executive member Stephen Pike attended the Qalipu First Nation and Physical & Health Education (PHE) Canada joint workshop on October 28-29, 2019 in Corner Brook. The two-day workshop, facilitated by Qalipu First Nation members, elders, and members of the People of the Dawn Indigenous Friendship Centre in Saint George's, in partnership with PHE, welcomed educators and partners such as NLESD teachers, administrators, teachers, school counsellors, and students. The goal was to immerse the participants in cultural traditions from the Qalipu First Nation and to provide the Comprehensive School Health (CSH) framework within an indigenous lens for Western NLESD schools. Participants gained deeper understandings of Indigenous traditions including ceremonies, prayers, talking circles, and traditional dancing from Qalipu First Nation members. PHE Canada provided information on the CSH framework and steps to integrating this approach into schools and communities. The various schools worked in teams to determine what their values are, where their challenges lie, and how they could improve their school community with a CSH approach through an indigenous lens. For more information: <http://qalipu.ca/wellahead-workshop/>.

Second Languages Council News

The Second Languages Council (SLC) is pleased to announce two new board members: Samantha Griffin takes on the role of secretary and Erin Dawe is in place as a director at large.

The SLC would like to remind all Second Languages Teachers that our Facebook Page (NLTA Second Languages Council) is a great way to stay apprised of events and activities, while our Google Doc (https://docs.google.com/document/d/1XgWEeEjzqMLrzpk1I4ZK0eRxSsQr_HTIs7HvBW23RAw/edit) is a place for teachers to find and contribute resources.

As supporters of Canadian Parents for French, the SLC would like to direct teachers attention to some important upcoming CPF events:

March 31: Deadline for Nominations for French Excellence Awards

Categories include Volunteer of the Year, Teacher of the Year, Teacher Graduate of the Year, Student of the Year and Administrator of the Year. Forms available at: <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:8fa60499-866e-42da-bf98-a5f59921ed55>

May 1: Deadline for Heather Huxter Writing Contest – A contest open to aspiring elementary French writers

Prompts are open, so teachers wishing to submit entries can tailor writing around other curriculum events.

More details on these and other CPF activities can be found at the Canadian Parents for French Newfoundland and Labrador Facebook Page.

If you have any questions re the NLTA Special Interest Councils, contact:
Ian Crewe, Administrative Officer, Programs & Services, NLTA
Tel: 726-3223 or toll-free at 1-800-563-3599, ext. 232; icrewe@nlta.nl.ca

NLTA TEACHER VOICE FACEBOOK GROUP



The NLTA has created a closed Facebook group, NLTA Teacher Voice, where active NLTA members can express opinions, ask questions and discuss topics of interest.

Community Guidelines for this closed Group can be accessed at www.nlta.nl.ca/nl-teacher-voice-guidelines/.

To join you will need to be a member of Facebook. Search Facebook for NLTA Teacher Voice and ask to join the group.

When you ask to join NLTA Teacher Voice you will be prompted to answer a couple of questions to verify that you are an active member of the

NLTA. An active member means you are paying NLTA dues and we have contact information for you.

NLTA Teacher Voice will be moderated by the NLTA and we will make every effort to address questions through this group; however, please be patient as we also receive numerous emails and phone calls daily.

NLTA Teacher Voice is a great way for active NLTA members from all across Newfoundland and Labrador to connect, share ideas and have discussions.

