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NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION  
T H E



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Vol. 64/No. 3

January/February 2021

# bulletin

## LEADERSHIP CHANGES



**Dean Ingram**  
President



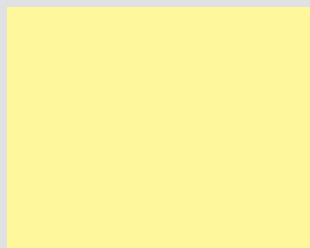
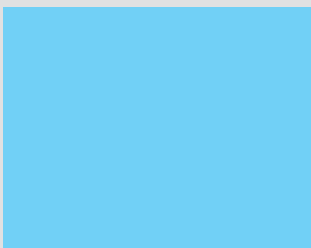
**Trent Langdon**  
President-Elect



**Maureen  
Doyle-Gillingham**  
Vice-President-Elect



**Stefanie Tuff**  
Executive Director



# Up Front from the President



As we move into the heart of winter and 2021, the year ahead begins to erase the memories of 2020 and what is left is the reflection of what was and how that will impact the inevitable. Change is as much a part of progress as anything else. Your Association is no different than any other and has seen some significant changes to date. Ms. Stefanie Tuff has assumed the role of Executive Director. She has worked tirelessly for our province's teachers for many years and we are all in good hands with her assuming this new role. At the conclusion of this school year Trent Langdon and Maureen Doyle-Gillingham will assume the role of President and Vice-President. Both have worked for our members for a number of years and both will take the Association forward. I offer congratulations to both of them in taking on leadership positions. Leadership is not about rising in the ranks; rather, it is about working to ensure those in the ranks rise – something that I know our incoming President and Vice-President, along with the entire Executive body, will strive to achieve.

This year has been one that has challenged all of us. Teaching throughout the pandemic has caused many of you to question what you are doing and how much longer can the system deal with the challenges before it.

The simple reality is that now is the time to press forward and continue to advocate for what is needed. We cannot and must not stop. The need for change is too great and the cost of stopping too high. Will the path be easy? Absolutely not! Will the road be rough? Without question! But if it is worth having, it is worth fighting for and our fight will take many forms.

The people of the province are on the precipice of choosing the next government. We have and must continue to press

for measures that support our education system. The degree to which our next government supports education will be a large determinant of its success. The economic recovery that is needed will rely upon vibrant and effective schools.

The new government must be pressed at every opportunity. Every government states that it values education, but we need to see them prioritize it. In the coming weeks the provincial budget will set what priority the education system is given. We will see if declarations of its value were merely empty platitudes or statements of substance.

If we believe that a better education system is needed, if we believe the path to that better system runs through what teachers face daily, then we have no choice but to stand for the change that we know is needed. We must move forward with our advocacy grounded in our values, our principles, and our collective confidence that true educational expertise lies within our educators. Sound educational policy is always best served through consideration of and true consultation with educators.

But where are we to find the individuals to take this on?

If only there was a profession that sought to ensure that every child reached its potential.

If only there was a profession that lifted up and gave children a foundation for their futures.

If only there was a profession that made all other professions possible.

If only there was a profession that stood for the dignity of the child and pushed for the attainment of the possibilities that the future holds for each child.

If only that profession was given what it needed.

If only governments would recognize and support all of you – you are those professionals.

Until next time...

## THE bulletin

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## Features

- 6 Interview With...**  
*NLTA's New Executive Director*
- 8 Programs & Services**  
*Substitute Teachers Not Paid on Time:*  
*NL Arbitration Ruling*  
by Miriam Sheppard
- 10 Outside Service and Pension Service:**  
*Unravelling the Difference*  
by Deana Hatcher
- 12 Claiming Home Office Expenses as an Income**  
*Tax Deduction in 2020 due to COVID-19*  
by Bob Johnston
- 13 Financing a Year of Deferred Salary Leave**
- 14 Living Well**  
*Resilience and You*  
by Gail Carroll
- 16 Research**  
*Physical Education into the Future*  
by Kellie Baker

## Departments

- Up Front from the President* 2
- Note from the Editor* 3
- On Location News* 4
- News and Events* 19

## THANK YOU

to all schools, educators and students who took part in **Education Week 2021.**

**3Rs: Renew. Refresh. Reconnect.**

Don't stop focusing on those 3Rs. Keep celebrating education and the importance of learning throughout the year.

**#NLEduWeek2021**

**#3RS2021**



Change is the overarching theme for this edition of *The Bulletin* – from changing how you teach to changing how you cope with stress to several significant changes right here at the NLTA. To paraphrase that ancient Greek quote, *change is constant.*

Coming off the heels of another successful Education Week in the province it is clear, educators and students know how to face change and know how to embrace those **3Rs: Renew. Refresh. Reconnect.**

Seeing students, led by their teachers, taking time to focus on their mental wellness and make meaningful connections with their school community is exactly why Education Week has been a mainstay for the NLTA for 85 years. We will highlight some of those creative and mindful Education Week activities in our next edition.

I hope you can find some time for yourself, continue to focus on those 3Rs, and to have a look through this edition of *The Bulletin* and take away something meaningful for you.

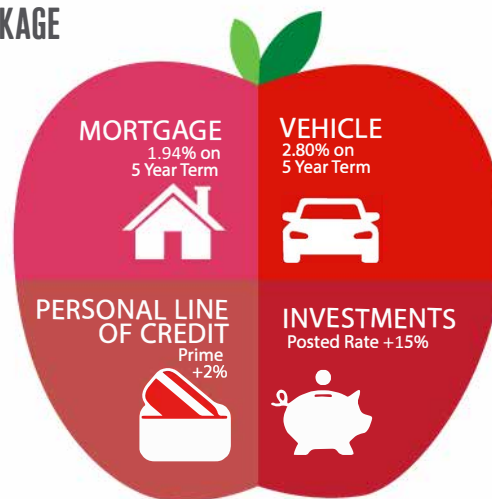
All the best,

Jennifer



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PROVINCIAL/NATIONAL/INTERNATIONAL  
**NEWS**

**TORBAY**

**Spirit of remembrance alive and thriving at Holy Trinity High**

Holy Trinity High in Torbay participated in its second annual Christmas cards for Soldiers initiative. Lead teachers Barbara Billard-Martin and Kevin Martin and the Social Studies Department, under the supervision of Keith Connors (Department Head), helped organize this event and engaged all students in Social Studies to create a Christmas Card or to write a thank you message on a pre-bought card. Mr. Martin, who works as a reservist, sent the cards overseas to our soldiers through the Military Family Resource Center and also took cards to local legions for our veterans.



## NEWFOUNDLAND &amp; LABRADOR

## 2019–20 NLTA scholarship winners announced

Six Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2019–20. They are: Carly Clifford (Mount Pearl Senior High), child of Sharon Clifford, St. John's; Laura Crant (King Academy), child of Terry Crant, Harbour Breton; Maria Downey (Holy Heart of Mary High), child of Anne Downey, St. John's; Steven Mercer (Exploits Valley High), child of Jennifer Clarke, Grand Falls-Windsor; Olivia Ryan (Marystown Central High), child of Larry Ryan, Burin Bay Arm; and Karen Sharpe (Marystown Central High), child of Penny Sharpe, Marystown.

The scholarships are awarded annually to dependents of active, retired, disabled or deceased members of the NLTA and are valued at \$1,000 each. Awards are based on the criteria used by the Department of Education for the selection of provincial scholarship recipients.



Carly Clifford



Laura Crant



Maria Downey



Steven Mercer



Olivia Ryan



Karen Sharpe

## HOW HAVE KIDS EAT SMART CLUBS ADAPTED TO COVID-19 SAFETY PROTOCOLS? CONTINUING TO PROVIDE ACCESS TO FOOD AT SCHOOL, AT NOT COST TO FAMILIES

As we start the new year of 2021, we at Kids Eat Smart Foundation Newfoundland and Labrador, are proud to provide support and expertise to schools as they adapt to their breakfast programs while following public health protocols throughout the pandemic.

With the new Grab & Go model, or basket delivery to the classroom, it is because of your continued support, almost all 260 Kids Eat Smart Clubs are operational. During this challenging time, children across the province continue to be provided with the nutrition they need to learn, to grow, and be their very best.

In adapting to COVID-19 safety protocols, we provide our Kids Eat Smart Clubs with food safety guidelines to assist in the following of public health directives related to COVID-19. Some highlights are as follows:

- Handwashing for all is required before and after students eat, after using the washroom, returning from break, before and after removing disposable gloves.
- Disposable gloves should always be worn when handling food; change your gloves when you change your task.
- Work areas must be kept clean and sanitized.
- During COVID, disposables will and can be used.
- Keep cold food cold and warm food warm.
- Various guidelines have been developed for each delivery model (grab & go, baskets to classroom), all of which comply with applicable protocols and help minimize food handling, i.e. food that comes individually packaged or portion it out and wrap it in advance.
- Continuing to follow school policies surrounding food allergies or dietary restrictions carefully.

Kids Eat Smart Breakfast Clubs will continue to be there for our

children, to provide them with access to food at school at no cost to families. If you would like more information, visit our website at [www.kidseatsmart.ca](http://www.kidseatsmart.ca), or you can contact Celina Stoyles, Executive Director directly at 1-877-722-1996 or e-mail [cstoyles@kidseatsmart.ca](mailto:cstoyles@kidseatsmart.ca).







## Interview With...

# NLTA's New Executive Director

**O**n January 4, 2021 the NLTA made history with the appointment of the first female Executive Director of the Association. Stefanie Tuff joined the Association staff in January 2002 holding various, progressively senior roles, including Assistant Executive Director, team lead for Programs and Services and the Association's Chief Negotiator. She holds B.A. and B.Ed. degrees from Memorial University (1992), a LL.B. from the University of New Brunswick (1997), and a Certificate in Industrial Relations from Queen's University (2007). Before becoming a member of NLTA staff, she practiced law with the firm Curtis Dawe in St. John's, prior to which she was a teacher at the junior and senior high levels.

As an introduction to the membership in her new position, Stefanie answers a series of questions. The traditional Executive Director's Message will return in the next edition of *The Bulletin*.

**Q.** What are your main priorities in your new role?

**A.** These are challenging times for teachers and public education in our province. The three main and immediate priorities I have coming into the position of Executive Director are:

- collective bargaining, and achieving the best possible agreement for NLTA members that we can in the current context;
- continuing the Association's advocacy efforts to ensure safety and reasonable expectations for members as we navigate a path through the ongoing public health emergency and "new normal"; and,
- ensuring the continued integrity and effectiveness of the Association's governance structures in the face of COVID-19 restrictions, including planning and supporting a successful, virtual 2021 Biennial General Meeting.

**Q.** What do you see as the biggest challenge/opportunity for the NLTA and its members going forward?

**A.** COVID-19, in both respects.

The global pandemic has introduced new struggles, created obstacles, changed expectations and will continue to challenge the Association in its efforts to protect and represent members, and advance the cause of public education. At the same time, since March 17, 2020, COVID-19 has also shone a light on and reinforced the importance of the public K-12 system to our provincial economy and the functioning of our society overall. I think there are and will continue to be opportunities for the Association to capitalize on this new appreciation and renewed understanding of the critical role of our schools and the NLTA members on the front lines.

**Q.** As the first female Executive Director of the NLTA, what advice do you have for other women in leadership roles or those with leadership aspirations?

**A.** The late Ruth Bader-Ginsburg said that, "Women belong in all places where decisions are being made". This is true, and I think that believing and knowing that what you have to say and contribute is worthwhile and of value is so important for women in getting to those positions of influence. I will admit that sometimes, I have had to work hardest to convince myself of this. So, my advice is to be bold – find what fuels your confidence and hang on to that. To quote Gloria Steinem, "Once we give up searching for approval, we often find it easier to earn respect".

One more tip that I have picked up along the way is that having an opinion is good, but this does not mean that hearing and learning from what others think is a sign of weakness. Effective leaders understand the responsibility they have and take it seriously, but I believe they also know that they don't know it all. Good decisions are not made by those who feel that they have all the answers, but by those who know their own minds while also being truly open to hearing, understanding and taking into consideration the input and ideas of others.

**Q.** What do you consider your greatest achievement?

**A.** Professionally, I am most proud of being appointed as the Executive Director of NLTA; it is truly a high point in my career. Having been a member of the Association staff for a number of years, it gives me a great sense of accomplishment to know that my work and contributions over that time have led to Provincial Executive having that degree of confidence in me. I am honoured to have been chosen, and excited for the challenges ahead, continuing, in a different role with new responsibilities, to further the interests of NLTA members and the cause of public education in Newfoundland and Labrador.

**Q.** What motivates you to work hard?

**A.** In my work, I am most motivated by the hard work, commitment and dedication of NLTA members.

**Q.** Which historical figure do you most admire?

**A.** It is hard to pick just one, but I will go with Justice Bertha Wilson (1923-2007), the first woman appointed to the Supreme Court of Canada in 1982, when I was just finishing junior high school. I have vague memories of hearing her name on the news at the time, but clear recollections from law school of how much I enjoyed reading judgements she had written. Justice Wilson joined the highest court in the country less than a month before the enactment of the Canadian Charter of Rights and Freedoms, and her decisions had a significant impact on matters of human rights, and the rights of women and minorities in particular.

**Q.** What do you like to do to unwind and relax?

**A.** When weather permits, I find a good, long walk is the ticket! There are so many trails and natural settings to enjoy in this province. I can also easily get lost in a good book – fantasy and historical fiction are my favourite genres.

**W**e plan to make a questionnaire a regular feature of *The Bulletin*. If you would like to suggest someone in your school community that you think the entire membership should get to know a little more, send your suggestion to [mail@nlta.nl.ca](mailto:mail@nlta.nl.ca).



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# Substitute Teachers Not Paid On Time NL Arbitration Ruling

by MIRIAM SHEPPARD

On November 6, 2020, the NLTA received the ruling regarding two grievances that the Association referred to Arbitration. The grievances, which were heard together, dealt with the issue of delayed pay for teachers not on regular payroll (in this case, substitute teachers). In one grievance, a substitute teacher grieved three instances of late pay:

- Teacher worked 3 hours on June 7, 2020. Through no fault of their own, they were not paid until October 24, 2020.
- Teacher worked 2.5 hours on September 23, 2020. Through no fault of their own, they were not paid until October 31, 2020.
- Teacher worked 5 hours on October 4, 2019. Through no fault of their own, they were not paid until October 31, 2019.

A \$100 advance was issued with respect to the June 7 pay on October 24, 2020. The Employer refused to issue advances with respect to the other two instances of late pay.

In the other grievance, a substitute teacher grieved when they were not paid until February 6, 2020 for work performed from January 6 to January 10, 2020. Again, the delay in pay was not the teacher's fault. A request for a payroll advance in late January was refused by the Employer, on the basis that the teacher would be paid within four weeks of the week that the work was performed.

*In all cases, the teachers could have been paid earlier but for human error or omission.* The Arbitrator allowed the grievances.

Clause 22.04 of the Provincial Collective Agreement states:

*22.04 (a) Teachers who are not on regular payroll shall be paid within four (4) weeks of the week in which work was performed by such teachers.*

*(b) Notwithstanding Clause 22.04 (a), teachers who are not on regular payroll shall, when possible, be paid within two (2) weeks of the week in which work was performed by such teachers. (Emphasis added)*

Clause 22.04(b) is a relatively new addition to the Collective Agreement proposed by your Association in the last round of bargaining (2016-2020 Agreement) to ensure that, when possible, substitute teachers received their pay in a timelier fashion. Before this clause was negotiated, the Employer always had four weeks from the week in which work was performed to pay substitute teachers. The NLTA Collective Agreements now require that substitutes be paid *within two weeks of the week in which work is performed, when possible*. In all the instances of late pay that were grieved, the substitute teachers could have received pay within two weeks of the week in which the work was performed, but for human error or omission with respect to payroll functions.

There were two issues for resolution in this dispute. First, was it *possible* to pay the teachers within two weeks of the week in which work was performed, given that the pay delay was caused by human error or omission? Second, if it was possible to pay the teachers, what remedy was appropriate, given that the Provincial Collective Agreement had been breached?

With respect to the first issue, the Employer conceded shortly before the arbitration hearing that the Agreement had been breached in all cases. However, the issue of remedy remained; what were the teachers entitled to, given that their collective agreement rights had been violated?

When testifying, the teachers highlighted the differences in different schools when tracking the hours worked by substitutes and associated information. Both teachers had experienced past issues with being paid on time and accurately. Both teachers also suffered financial detriment because of the late pay and had to spend considerable time attempting to have the issues resolved.

With respect to remedy, your Association argued that the teachers should be, as much as possible, put in the position that they would have been in but for the breach of the Agreement, noting that simply



declaring that Clause 22.04 has been breached would not solve the problem. Stating the evidence was clear in all four instances that the teachers were not paid on time due to error/omission, the Arbitrator agreed with your Association that more than just a declaration that the Agreement had been breached was warranted. Noting that respecting the wage provisions in a collective agreement is important and that “the exchange of labour for money is fundamental and core in nature”, the Arbitrator awarded damages and a compliance order, in addition to a declaration that the Collective Agreement was breached.

While the Arbitrator held that there was no callousness, mean spiritedness or mal intent on the part of the Employer, and the point of damages is to compensate, not punish, they also opined that not awarding damages would “discount” the teachers’ experiences. The Arbitrator agreed with the Association’s submissions on appropriate damages amounts and awarded \$100 in damages to the first teacher and \$50 to the second teacher. The first teacher was also awarded \$20 to compensate for a banking charge they incurred because of being paid late.

The Arbitrator also found that it was possible for the Employer to have complied with the Agreement. Opining that, “Though the District cannot opt out of the TCAS system or make changes to it, there are things it can do”, the Arbitrator issued an order requiring the Employer to comply with Article 22.04 to the best of its ability, and in connection therewith to:

- Send a notice to all school administrators and any secretarial staff to the effect that priority is to be given to seeing that the time of substitute teachers is entered properly and on time into the TCAS system, advising that a failure to do so can have a profound and adverse impact on the substitute teachers in question, advising that a failure to do so can have implications for the School District and advising that it is the expectation of the School District that the time for substitute teachers will be entered accurately and on time so that payment may be received by them, on their expected pay day and in accordance with the Collective Agreement.
- Issue an advance payment to any substitute teacher whose time is not properly entered or not entered on time into the TCAS system, as soon as the School District becomes aware of it, and if the school paperwork to enable the said advance is missing or cannot be promptly located, to make the advance on the strength of an Affidavit of the substitute teacher as to the hours and time worked.
- Implement a uniform system for all schools to use for the signing in of substitute teachers whereby they sign in the same way in all schools and where-

by the information gathering necessary for the substitute to be paid occurs in the same way at all schools.

- Write a letter to the appropriate person within the Government of Newfoundland and Labrador requesting that off cycle payments to substitute teachers be permitted and made and requesting that a system be put into place to permit substitute teachers to enter their own time into the TCAS system.
- Provide the NLTA with a copy of the notice to school administrators and secretarial staff, and the letter to Government.

This is an important arbitration as it clarifies the timelines for payment of substitute teachers in cases where payment is delayed due to human error or omission under Clause 22.04 of the Provincial Collective Agreement, as well as available remedies in such cases. The Association is also hopeful that some of the compliance order conditions will improve how substitute teachers are paid overall. Some key points that members should be aware of are:

1. Where possible, substitute teachers are entitled to be paid within two weeks of the week in which work is performed. There will be cases when it is not possible to meet this deadline. However, the fact that time is not entered into TCAS, or that time was entered late, *does not* absolve the Employer of the responsibility to pay a substitute teacher within two weeks of the week in which work is performed.
2. When it is not possible to pay a substitute teacher within two weeks of the week in which work is performed, the Employer is required to pay the teacher within four weeks of the week in which work was performed.
3. If a teacher is not paid within Collective Agreement timelines, they are entitled to a pay advance. Depending on the circumstances, they may also be entitled to damages.

**T**eachers with questions about this arbitration or who have pay concerns should contact an NLTA Administrative Officer in Programs and Services via [mail@nlta.nl.ca](mailto:mail@nlta.nl.ca).

*Miriam Sheppard is an Administrative Officer in Programs and Services with the NLTA, [msheppard@nlta.nl.ca](mailto:msheppard@nlta.nl.ca).*



## Outside Service and Pension Service Unravelling the Difference

by DEANA HATCHER

The purpose of this article is to outline the various requirements to have service credited for salary steps and sick leave accrual, and pension credit. These are different and separate processes, and service that counts for salary steps may not be eligible for pension credit, or vice versa. Where service would be eligible for both, members must follow the steps for each process separately. The following information provides a general overview of the differences between the two types of service credit.

### Outside Service for Salary Increments and Sick Leave Accrual

Only service with NLESD and CSFP is automatically

credited in the payroll system for salary steps and sick leave accrual purposes. Everything else is considered “Outside Service”, including other teaching and specialised service in and outside the province. If you have outside service experience that may be eligible for credit, you will need to contact your former employer(s) to send confirmation of that information for assessment in accordance with the provisions of the Collective Agreements. While you can do this anytime, members should also be aware of the time limits to have service credit applied retroactively, as per Clause 21.07 of the Provincial Collective Agreement (Clause 23.06 for Labrador West), which states in relevant part:

(h) Notwithstanding (a) to (g) above, teachers with prior service are responsible for providing the required documentation to the Registrar of Teacher Certification within ninety (90) calendar days of becoming employed with a School Board. If the teacher fails to do so within this time limit the retroactive application of prior service shall be to the first day of the month in which the teacher provided the required documentation. This clause does not apply in cases of demonstrated clerical error or in extenuating circumstances as determined at the discretion of the Registrar.

(i) Subject to retroactivity being conditional upon the teacher’s responsibility as set out in Clause 21.07(h), upon a teacher being hired by a school board, including being accepted on the substitute list, the school board shall notify the teacher in writing of the requirements of Clause 21.07(h).

You should contact Teacher Certification for further information and the necessary forms. Confirmation of service from former employer(s), using the required forms, must be submitted directly to the Registrar, who then completes an assessment. If approved, the Registrar then sends the information to Teachers’ Payroll for processing. Members should review Articles 21 and 23 of the Provincial and Labrador West Collective Agreements, respectively, for the full list of eligible service. The Registrar will cross reference your information with Clause 15.05 (Clause 27.05 for Labrador West) to determine

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whether your service also counts for sick leave accrual. Teacher Certification can be reached at (709) 729-3020 or [teachercertification@gov.nl.ca](mailto:teachercertification@gov.nl.ca), and most information is available online at [www.gov.nl.ca/education/k12/teaching/certification](http://www.gov.nl.ca/education/k12/teaching/certification).

**Pension Service**

Pensionable service with NLESD and CSFP are automatically credited in either the Teachers' Pension Plan (TPP) or the Government Money Purchase Plan (GMPP) for substitute teacher service. Some other types of service may also be credited automatically (teachers in Churchill Falls and members in seconded positions, for example), but in most cases, members must initiate a process to have other pensionable service as a teacher transferred to and credited under the TPP. Pensionable service, in Canadian provincial teachers' pension plans, for example, can be transferred to the Newfoundland and Labrador Teachers' Pension Plan, as long as the pension funds were not withdrawn from the other plan. Under certain conditions, direct plan transfers are also possible from other pension plans, including those outside of education. You must also be actively contributing to the TPP when making a request to transfer pensionable service from another plan into the TPP. For example, members pay into the TPP when in a permanent or replacement contract, after 20 continuous days of substitute teaching, or when working in a "vacant time" claim for any period of time. Substitute service in the GMPP can also be transferred to the TPP when a member is in a position in which they are contributing to the TPP. Some transfer options are new, so don't rely on old information if you were told in the past that transferring pensionable service to the TPP was not possible. Members are advised to visit the Teachers' Pension Plan Corporation website at [www.tppcnl.ca](http://www.tppcnl.ca), or email [memberservices@tppcnl.ca](mailto:memberservices@tppcnl.ca) (you will need to provide the last 4 digits of your SIN) for information about pensionable service transfer eligibility and for the necessary forms to begin the transfer process.

As previously, service that is eligible for salary steps may not be eligible for pension credit. Members who have questions regarding whether or not their outside teaching service can be credited for either salary or pension purpose should contact an NLTA Administrative Officer via [mail@nlta.nl.ca](mailto:mail@nlta.nl.ca) for information and assistance.

*Deana Hatcher is an Administrative Officer in Programs and Services with the NLTA, [dhatcher@nlta.nl.ca](mailto:dhatcher@nlta.nl.ca).*

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**PLAY THERAPY—Tools for Helping Children & Youth**  
February 17: 9 am - 4 pm CT

This interactive workshop focuses on how to use play therapy strategies to help children and youth positively cope and work through stressful life experiences.

**GENDER & SEXUAL DIVERSITY IN YOUTH**  
March 4-5: 9 am - 4 pm CT

This workshop reviews gender and sexual diversity from the adolescent perspective and offers strategies for creating more accessible and welcoming environments.

**CRISIS RESPONSE PLANNING**  
March 10: 9 am - 4 pm CT

This workshop focuses on how to organize effectively and quickly at a time of high stress so that groups are better prepared to respond to the emotional needs of those affected by a critical incident.

**ANXIETY IN CHILDREN & YOUTH—Practical Intervention Strategies**  
March 27: 9 am - 4 pm CT

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.

**RESTORATIVE JUSTICE—Facilitating Dialogue**  
April 6-8: 9 am - 4 pm CT

This highly experiential workshop utilizes a trauma-informed approach, and provides frameworks for identifying and responding to the needs of all those who were impacted by the wrong.

**SOCIAL EMOTIONAL LEARNING—A Whole School Approach**  
April 13: 9 am - 4 pm CT

In this workshop, participants will learn and apply practical, powerful strategies to enhance social and emotional competence within themselves and their students.

**CHALLENGING BEHAVIOURS IN YOUTH—Strategies for Intervention**  
April 21: 9 am - 4 pm CT

This workshop will review challenging behaviours related to aggression, non-compliance, and attention-seeking, and will provide a framework for intervening with these behaviours.

**VIOLENCE THREAT ASSESSMENT—Planning and Response**  
April 27: 9 am - 4 pm CT

This workshop provides a communication and decision-making model to help businesses, schools, organizations, and communities become more effective in their management of threats.

Visit our website for info on more workshops coming in Winter/Spring 2021



877.353.3205  
[www.ctrinstitute.com](http://www.ctrinstitute.com)  
[info@ctrinstitute.com](mailto:info@ctrinstitute.com)

**ONCE A WIZARD**

A Story About Finding a Way Through Loss

This wordless children's book has beautiful imagery and the potential to create many imaginative storylines. It empowers children to tell their own stories and explore the meaning of their own experiences of loss. The book includes helpful tips, questions, and activities to support parents and caregivers as they help children navigate their way through loss.

Available for purchase on our website.







# Claiming Home Office Expenses as an Income Tax Deduction in 2020 Due to COVID-19

by BOB JOHNSTON

The details below are provided for information purposes only and do not constitute general or individual financial/taxation advice. NLTA members with specific questions regarding their individual circumstances, should contact a certified financial advisor or tax consultant.

In general, while employees required to work from home have always been able to claim home office expenses on their income tax return, the Federal Government has recently announced certain changes that will make this process easier for those employees who experienced a shift to working from home in 2020 due to the COVID-19 pandemic. As a result, as now proposed by the Federal Government, employees who worked from home (including teachers) will be able to use the new rules to claim this deduction for the 2020 income tax year.

A teacher is eligible to claim a temporary flat rate deduction for home office expenses for the period they worked from home, if they meet all of the following eligibility criteria:

- A teacher worked from home in 2020 due to the COVID-19 pandemic or your employer required you to work from home. (**Note: As teachers were required to work from home as a result of school closures beginning on March 17, 2020, they do meet this eligibility requirement.**)
- A teacher worked more than 50% of the time from home for a period of at least four consecutive weeks in 2020. (**Note: Teachers also meet this requirement as schools were not reopened to teachers until June 1, 2020.**)
- A teacher only claims home office expenses and does not claim any other employment expenses (line 22900 of your income tax return).
- Your employer did not reimburse you for all of your home office expenses.

Eligible teachers can claim a deduction of \$2.00 for each day they worked at home in 2020 due to

COVID-19 up to a maximum of \$400.00 (200 working days) per individual.

Using the new temporary flat rate method means that teachers do not have to calculate the size of their home work space, keep supporting documents, or get Form T2200 completed and signed by their employer.

Any day that a teacher worked full-time or part-time hours from home, counts as a workday. However, they cannot count:

- days off
- vacation days
- sick leave days
- other leave or absence days

Each individual working from home who meets the eligibility criteria can use the temporary flat rate method to calculate their deduction for home office expenses. This means multiple people working from the same home can each make a claim.

This new temporary flat rate method can only be used for the 2020 tax year.

The use of a shorter qualifying period will ensure that more employees can claim the deduction than would otherwise have been possible under the long-standing practice.

Employees with larger claims for home office expenses can still choose to use the original, more detailed method to calculate their home office expenses deduction for 2020.

For further information on Claiming Home Office Expenses under the new temporary flat rate method and the detailed method, please visit: [www.canada.ca/en/revenue-agency/news/2020/12/simplifying-the-process-for-claiming-a-deduction-for-home-office-expenses-for-employees-working-from-home-due-to-covid-19.html](http://www.canada.ca/en/revenue-agency/news/2020/12/simplifying-the-process-for-claiming-a-deduction-for-home-office-expenses-for-employees-working-from-home-due-to-covid-19.html).

*Bob Johnston is an Administrative Officer in Programs and Services with the NLTA, [bjohnston@nlta.nl.ca](mailto:bjohnston@nlta.nl.ca).*

# 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 DSLP are set out in Article 51 of the Provincial Collective Agreement (Article 57 of the Labrador West Collective Agreement). Members must note that federal taxation legislation requires employees to return to work after the period of leave for a time equal to the leave duration. Therefore, members are prohibited from taking the year of leave immediately prior to retirement. Many members find the DSLP an excellent means of financing a year of leave to pursue travel, enjoy family time, secure other employment, complete further studies or explore other interest(s) one might have.

Leave under the DSLP is fully credited for purposes of pension, seniority, salary increments and sick leave. **The deadline to apply for enrolment in the DSLP is April 30 of the previous school year.** So, a member wanting to start paying in to a DSLP in September 2021 would have to submit their application to the school district by the end of April 2021. The Deferred Salary Leave application and other information can be accessed on the provincial government website at [www.gov.nl.ca/exec/tbs/teachers-payroll/#teachers](http://www.gov.nl.ca/exec/tbs/teachers-payroll/#teachers).

While the DSLP 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 DSLP. We can-

not 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 DSLP options are **rough calculations for illustrative purposes only**. Each individual member’s situation will be different. The estimates are based on the salaries presented in Schedule C: Annual Salary Scale September 1, 2016 – August 31, 2020 in the current Collective Agreement. Taxes deducted vary for each member, and these are approximations only. EI and CPP deductions are based on 2021 formulae. All estimated figures are rounded to the nearest dollar. **Members participating in the DSLP 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.

Infosheet #9 provides further information on the DSLP; this can be found in the Member Services section of the NLTA website. 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](mailto: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	12,577	15,985	19,316
Estimated EI	890	890	890
Estimated CPP	3,166	3,166	3,166
NLTA Fees	880	1,019	1,153
Pension Deduction	7,989	9,254	10,469
<b>Estimated Net</b>	<b>44,889</b>	<b>51,217</b>	<b>57,240</b>

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	6,890	8,946	11,289
Estimated EI	890	890	890
Estimated CPP	2,686	3,142	3,166
NLTA Fees	660	764	865
Pension Deduction	7,989	9,254	10,469
<b>Estimated Net</b>	<b>33,678</b>	<b>38,152</b>	<b>42,497</b>

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	5,279	6,945	8,634
Estimated EI	890	890	890
Estimated CPP	2,367	2,772	3,160
NLTA Fees	587	679	769
Pension Deduction	7,989	9,254	10,469
<b>Estimated Net</b>	<b>29,815</b>	<b>33,814</b>	<b>37,567</b>

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	7,856	10,349	12,883
Estimated EI	890	890	890
Estimated CPP	2,878	3,166	3,166
NLTA Fees	704	815	922
Pension Deduction	7,989	9,254	10,469
<b>Estimated Net</b>	<b>35,996</b>	<b>40,751</b>	<b>45,457</b>



# Resilience and You

by GAIL CARROLL

**H**appy New Year to all. This past year has been one of many challenges, changes and first experiences. The experiences we have had are many and varied. Some people have taken each day and each challenge as it has arrived and some have struggled to various degrees depending on how impacted their community or school. Many are asking, “Will we survive this pandemic? How much longer will this go on? Will our lives ever be the same again? What effects will this have on the world, our careers, our children and the future?” That then leads us to ask, “Are we resilient?” If so, how resilient are we? One thing we all can say is that we have been known as hardy Newfoundlanders and Labradorians. We have survived many things, especially this past year: Snowmageddon and its state of emergency, a pandemic and a shutdown of the world as we knew it and a return to school with many new restrictions and protocols to follow.

So, what is resilience? Merriam-Webster Dictionary defines resilience as “an ability to recover from or adjust easily to misfortune or change.”

The American Psychological Association describes life as a journey. It comes with its ups and downs and its twists and turns. There is no map or handbook for life. Sometimes we get lost, some times are more challenging than others. Life is filled with uncertainty but, we bounce back, we survive it and sometimes we even become stronger thanks to our strong constitutions and resilience.

How do you know if you are resilient? What do you need to do to become or grow resilience? Here are a few Principles of Resilience (Inspired by Katherine King PsyD., *Psychology Today, Lifespan Perspectives*, March 31, 2020):

**1. Believe in Your Ability to Cope:** No matter how strong we are or think we are, we can feel overwhelmed or buried under. It is much better for us to acknowledge our thoughts and feelings and know that it is okay. Remember to believe in yourself and to identify and rely on your strengths. Here are some tips to consider:

- Use positive self-talk
- Be your own advocate and champion
- Use your sense of humour

- Don't be afraid to reach out and ask for support
- Take a few deep breaths

**2. Stay Connected With Supports:** It is so important to stay connected. We might be isolated or have to isolate at times given our different circumstances, but it is important to stay connected to those you care about and those who care about you. It gives our spirits a lift, improves our mood and contributes to our overall well-being. Some tips for staying connected you might consider:

- Use Face-Time, Zoom or other e-platforms to connect with friends, colleagues and loved ones when getting together in person is not possible.
- Make a phone call to those you care about. Just the sound of someone's voice can give you both a lift. It is always appreciated to know that someone thought of you today and cared enough to reach out.
- Enjoy e-concerts, game nights, sharing a meal with friends and family via e-platforms. Some colleagues and school staff have enjoyed meals together through this venue when getting together in person is not possible.
- Send daily texts or emails with little quotes or sources of inspiration.
- Write a good old fashioned letter to friends, colleagues or family who live away and share stories.

**3. Talk About It:** It is important to share our thoughts and feelings and not let things bottle up. If we don't share what is happening for us then we contribute to anxiety or feelings of doom. An all-time favorite educator once advised a group of students: “Don't be a stamp collector.” She explained that if every time we have a thought or a feeling and we ignore it we can equate each of those as a stamp we put in a jar with a lid on it and think we will just deal with it at another time. “Thoughts often trick us into thinking that we just don't have time to deal with our thoughts, feelings and/or issues right now. The problem is that when we don't make time for this and keep putting stamps in the jar, one day the lid is going to blow off and we are left more vulnerable with a larger mess to clean up.” (Sr. Madeleine Veitch 1977) Helpful tips to consider:

- Reach out and share your thoughts and feelings



with a close friend or a group of colleagues. You can arrange your own support network and do this within your school or friend group on a daily or weekly basis. Make a time for it even if it is only 20 minutes.

- Call your EAP and arrange to meet with a qualified counsellor. Someone with whom you can confide and who can be a source of support for you.
- Join a support group online. Especially during the pandemic we are seeing an increase in online support groups.
- Know that it shows strength to reach out and ask for help or support. Some things can feel too big to carry on our own and we just need to have a space to feel safe and be heard.

**4. Be Helpful To Others:** Sometimes in helping others we are also helping ourselves. When we help others we give the gift of service and while it lifts the spirits of those whom we are helping, it also releases endorphins and helps uplift our feelings and sense of wellness. Some helpful tips to consider:

- Drop a meal off to a friend, colleague or family member who may not be feeling well or who may be isolating.
- Put together a little care package of snack foods or some favorite things like warm fuzzy socks and a book.
- At school you can lift one another's day by sharing little cards with uplifting quotes, pictures or cartoons.
- Remember that everyone is going through something right now and what we all need is patience, kindness and understanding from each other.

**5. Practice Gratitude and Mindfulness:** It is easy to feel carried away by the tidal wave of the many struggles and sad things happening in the world. We are all working through a global pandemic, but look at the good things we have learned. We have learned that sometimes a global crisis can make us more creative in how we work and bring us closer together as a team. Some helpful tips to consider:

- Talk about gratitude and what you are thankful for each day. It can be anything from enjoying that the sun is out today, enjoying a perfect cup of tea or coffee, a favorite cookie or homemade treat or meal. The more we talk about what we are grateful for, the more positivity and gratitude we grow in ourselves and others.
- Show kindness wherever you can. One simple act of kindness can inspire others to do the same.
- Practice daily mindfulness and meditation.
- Remind yourself and others that no matter what

the circumstance, it will not last forever. That is why change is such a wonderful thing.

**6. Cultivate an Attitude of Survivorship:** Don't allow yourself to fall into a victim mentality. Remember that others have been there before you. In the case of pandemics, our ancestors survived the Spanish Flu in 1918 during a time when we did not have access to the resources we have today. (heritage.nf.ca) You are strong and will survive and even thrive long past this situation or any other that you face. Some things to consider:

- You choose your attitude. *"Everything can be taken from a man but one thing: the last of the human freedoms – to choose one's attitude in any given set of circumstances, to choose one's own way."* (Viktor E. Frankl, *Man's Search for Meaning*)
- When we can no longer change a situation, we are challenged to change ourselves. When we are faced with these situations, we need to adapt and find meaning in the circumstances we find ourselves. (Viktor E. Frankl)
- Take heart in that no matter how grim a situation looks, the smallest thing, thought, idea or action on your part contributes to making things better for all.

**7. Seek Meaning:** Believe there is meaning and a lesson in everything. Once you find your meaning and your purpose in any challenging situation you have conquered and overcome. Some tips to consider:

- Take some reflection time each day and think or reflect upon whatever challenges you are currently facing. Do I have a larger purpose here?
- You are the author of your own story and journey. You are the map writer. There is always a purpose for challenges, changes, opportunities and adventures that come our way. Your job is to seek the answers and know that you are strong and will not only survive, but thrive. You will grow from these experiences and help bring about positive change in your own life and through sharing in the lives of others.

*There are many aspects of life you can control, modify and grow with. That's the role of resilience. Becoming more resilient not only helps you get through difficult circumstances, it also empowers you to grow and even improve your own life along the way.* (American Psychological Association [apa.org/topics/resilience](https://www.apa.org/topics/resilience)).

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Gail Carroll is a Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Gail Carroll (ext. 242) or Kenda Riggs (ext. 265).



# Physical Education into the Future

by KELLIE BAKER

A decade ago David Kirk, a prominent PE theorist, wrote *Physical Education Futures*. Kirk claimed that physical education has hardly changed in the past 50 to 60 years. While there have been calls for change, the *one-size-fits-all, sport technique-based, multi-activity model* that Kirk discusses appears to be the predominant approach to PE programming internationally to this day. Unfortunately, PE practices such as these types of approaches continue to have negative influences on students through practices such as:

- the marginalization of girls, lower-skilled pupils, and pupils who do not find intense forms of competition personally meaningful
- low accountability for learning, characterized by a “roll out the ball” approach where pupils engage in “free time” and are not expected to be responsible for learning
- overemphasis on competition
- biased course offering (i.e., repetitive programs, fueled by traditional sport interest of teachers).

## PE Futures

Kirk suggested three possible futures: continuing down the same path with the same outcomes, radical reform through the implementation of innovative approaches to PE, and/or risk the death of PE. We, as PE specialists, have the expertise, knowledge, skills, and power to impact the future(s) of PE. We, as program planners, are uniquely situated to impact the way we (and others) approach the teaching and learning of PE. Most importantly, reconsidering and reframing our approaches to PE has the added benefit of positively influencing the lives of our students.

Two innovative research-informed approaches to the teaching and learning of PE that are gaining momentum in Canada and internationally are: 1) Models-Based Practice (MBP); and 2) Meaningful PE.

## Models-Based Practice

Models-Based Practice is an innovative approach

whereby the teaching and learning of PE is based in the implementation of multiple curriculum models (e.g., Teaching Games for Understanding, Teaching Personal and Social Responsibility, Cooperative Learning, Sport Education). Another distinct feature of a MBP approach is that decisions on which models to use is based upon the needs of the students. For example, one group of students may be at a point in their physical literacy journey where they need to extend their understanding of transferable concepts, tactics, and strategies in order to make connections between multiple sports, games, and activities. This group would benefit from a Teaching Games for Understanding (TGfU) approach to PE content. Another group may benefit from developing personal and self-control, social responsibility and caring, and transferring these skills to contexts beyond PE. In this case, Teaching Personal and Social Responsibility (TPSR) would be an appropriate curriculum model.

What might a MBP approach look like in practice? Based on the identified needs of the students, a teacher may make the pedagogical decision to begin with a TPSR approach as the basis for how to approach PE content (e.g., a student-favourite sport). With support from the TPSR lesson plan format (i.e., relational time, awareness talks, physical activity, group reflection, individual reflection) students may progress towards greater consistency in self-management and self-control and begin to extend caring to others and contexts other than PE. In order to work to an ever increasing release of responsibility, the teacher may then decide to change the approach. The Cooperative Learning model (e.g., obvious tie in with cooperative games) might be used to further support students in gaining interdependent social, emotional, and cognitive skills through group tasks. The students may then need a unit of work where the cognitive domain is prioritized (e.g., a TGfU approach in a category such as territorial games, target games, net/wall games, striking/fielding games). For this group of students, the term might then culminate with

support from the Sport Education model. In this approach, the students are the leaders taking on various roles involved in sport such as player, coach, referee, score keeper, tournament host, reporter, media relations, and publicity. This is one example of a MBP approach in which the teacher makes pedagogical decisions, based on the needs of the students, of which model(s) will be used to support PE content.

A strong word of advice here – **Start Slowly!** Learning any new approach takes time. Others who have decided to adopt a MBP approach to the teaching and learning of PE have reported feeling like a novice teacher. For those who make it past the honeymoon period, with all its trials and tribulations, and commit to a long-term change in their approach to PE, report finding MBP rewarding; mostly in the positive impacts it has for their students such as new/renewed interest in physical activity. Perhaps start with just the lesson plan format of the TPSR approach and gradually over a few years add more components of the model. For a TGfU approach, begin by changing the PE content from a one sport concentration to multiple sports and activities within a game category (e.g., striking and fielding games). As you become more experienced use the 3-part or 5-part process, sampling, exaggeration and other components of the full model. Diversify your understanding of, and skills in, implementing multiple models and within a few years you'll have worked towards an innovative student-centered approach to the teaching and learning of PE – MBP.

### Meaningful PE

Another approach to the teaching and learning of PE that has promising research results is Meaningful PE. This approach, based on student voice taken from research, has five features: motor competence, challenge, fun, social interaction, and personal relevance. In other words, PE opportunities that support students in gaining motor competence in challenging yet fun ways (e.g., being able to socially interact with friends in personally meaningful content), are the features that students have expressed valuing in their PE experiences. In addition, there is some early evidence that experiences that are based in these five features also lead to transferring what is learned in PE to their lives outside of school. For example, Andy Vasily, a teacher currently using Meaningful PE to guide his planning and approach to PE, supported a diverse group of students in a biking unit. Some students had never been on a bike before and others used it as their main form of transportation. With careful planning and reflection, all students gained motor competence through developmentally

appropriate challenge(s), were provided opportunities to socially interact and learn from one another, and gained personally relevant life skills, all of which contributed to an overall fun learning experience that concluded with a class bike tour of the school's surrounding community.

These two approaches are the tip of the iceberg. Hopefully, it will serve as an opportunity to begin exploring a variety of approaches to the teaching and learning of PE in order to make informed pedagogical decisions about future program planning and delivery – and indeed, the future of PE.

### Suggestions to extend Professional Learning

- What is Meaningful PE – <https://meaningfulpe.wordpress.com/2016/03/24/meaningful-physical-education-what-does-that-mean-part-i/>
- Meaningful PE Part 2 – <https://meaningfulpe.wordpress.com/2016/04/06/meaningful-physical-education-what-does-that-mean-part-ii/>
- Teaching for Meaning in PE – <https://hslab.ca/2017/10/19/teaching-for-meaning-in-physical-education/>
- MBP blog series – <http://www.peprn.com/2017/8/a-new-blog-series-forthcoming.aspx>
- MBP e-learning module: An Introduction to MBP – <https://phecanada.ca/activate/models-based-practice>

*Kellie Baker is a K-7 PE specialist at Cowan Heights School in St. John's and teacher educator at Memorial University. She has researched, implemented, presented, and published articles on Models-Based Practice across the country. Her doctoral dissertation was on developing principles of practice implementing MBP in PE.*



## NLTA SERVICE PIN RECOGNITION PROGRAM

In the spring of 2021 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. 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](http://www.nlta.nl.ca/member-information-form)) to ensure we have correct and updated information.



# NLTA Active Special Interest Councils

- Council of Special Services (COSS)
- Health Education Council
- Math/Science Council
- NL Music Educators' Assn.
- NL Counsellors' & Psychologists' Association (NLCPA)
- Physical Education Council (PESIC)
- School Administrators Council (SAC)
- Second Language Council
- Small Schools Council
- Speech Language Pathologists
- Teacher Librarians Newfoundland Labrador (TL-NL)
- Technology Education Council (TESIC)
- **English Language Arts (7-12) NEW\***  
Alison Edwards (alisonedwards@nlesd.ca)
- **LGBTQ2SIA+ NEW\***  
Trevor Taylor (trevortaylor@nlesd.ca) and Emily Sopkowe (esopkowe@csfptnl.ca)

\*To join or for more info contact above.



**LET'S CHAT**  
Maureen Doyle-Gillingham  
VICE-PRESIDENT ELECT, NLTA

**TOUCH BASE**  
mdoyle-gillingham@nlta.nl.ca



**NAVIGATING  
THE NEW  
NORMAL**

The NLTA's **Biennial General Meeting** for 2021 will be held **virtually** from **April 7-9, 2021**. Due to the ongoing pandemic and public health emergency, the Provincial Executive decided to move forward with a fully virtual BGM and details will be communicated to members as they become available.

More information available at <http://www.nlta.nl.ca/bgm2021/>

# NEWS & EVENTS

For a full list of conferences and professional development opportunities, visit the NLTA website at [www.nlta.nl.ca/pd\\_opportunities/](http://www.nlta.nl.ca/pd_opportunities/)

## 2021 Convention Deadlines

### February 7, 2021

- All nominations for Provincial Executive for publication in the Convention issue of *The Bulletin* must be postmarked or hand delivered to the NLTA Office.
- Names of elected delegates and alternates to Convention should be forwarded to the NLTA Office for printing in the Convention issue of *The Bulletin*.
- Resolutions to Convention must be received at the NLTA Office.

### March 8-12, 2021

Mailing of Convention issue of *The Bulletin*.

### April 7-9, 2021

Biennial General Meeting.

### April 8, 2021

Final deadline for receipt of nominations for Provincial Executive.

**BGM information can be found on the main page of the NLTA website at [www.nlta.nl.ca](http://www.nlta.nl.ca)**

## Dates to Remember

### February 2021

Feb 18 Deadline: PD Fund applications

### March 2021

Mar 3-4 NLTA Provincial Executive Meeting

Mar 5-6 NLTA Joint Council Meeting

Mar 18 Deadline: PD Fund applications

Mar 31 Deadline: Centennial Study Award applications

Mar 31 Board Deadline: Notice for retirement at end of school year

### April 2021

Apr 1 Deadline: Johnson Bursary applications

Apr 15 Deadline: PD Fund applications

Apr 15 Deadline: Notice of postponement of Deferred Salary Leave or withdrawal from DSLP

Apr 30 Deadline: Year-end resignation from contract

Apr 30 Deadline: Deferred Salary Leave applications

### May 2021

May 7 Deadline: Notice by Board of layoff

May 9-15 Branch Election Week

May 20 Deadline: PD Fund applications

## IMPORTANT INFORMATION FOR TEACHERS WHO MAY BE CONSIDERING RETIRING AT THE END OF THE 2020-21 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 2021-22 school year should submit their resignation to the school district and their pension application to the Teachers' Pension Plan Corporation by **March 31, 2021**. 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 provided they have made the appropriate submission of application for a pension. Therefore, an eligible teacher who submits their resignation notice and pension application by June 30, 2021 will be eligible for a pension benefit in July 2021. However, a teacher who submits their resignation notice and pension application in July 2021 will not be eligible to begin receiving a pension until August 2021; a teacher who submits their documentation in August 2021 will not receive a pension until September 2021, 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 31st will receive their entire summer holdback pay as a lump-sum payment 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](mailto:mail@nlta.nl.ca).

# RENEW. REFRESH. RECONNECT.



The RNC's Police Support Dog Stella recently visited the NLTA office.  
Follow @RNC\_Stella for more wellness inspiration.

