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# T H E bulletin TEACHERSCHANGELIVES.CA

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## CLASS SIZE COUNTS: NOW...

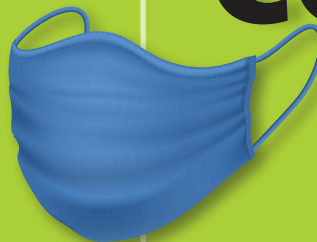


### MORE THAN EVER

## LA TAILLE DES CLASSES COMPTE:



### PLUS QUE JAMAIS



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Happy New Year and welcome back after what we all hope was a restful Christmas break. I'm sure what you have all navigated in January is not what you had hoped. The Association continues to advocate strongly on your behalf for safe and sustainable in-person learning.

In this issue of *The Bulletin* you will find some useful information from our EAP team about navigating these uncertain times. We introduce you to one of our beginning teachers in Labrador and we take some time to celebrate members who have been recognized provincially and nationally. You will also find some information in this issue about a permanent change to the distribution of *The Bulletin* – please take note.

Thank you to everyone who contributed and once again, I encourage anyone who has something they want to share with their colleagues, send us a submission!

Take care and stay safe.

Jennifer



# THE bulletin

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Janeway Day  
FEBRUARY 14



# UP FRONT WITH THE NLTA PRESIDENT



*Morale is a state of mind. It is steadfastness and courage and hope. ~ George C. Marshall*

Colleagues and Friends,

I don't have the words to adequately express the degree of stress and anxiety that NLTA members have experienced since the start of the pandemic and as this school year continues to unfold. It can only be described as a roller-coaster of emotions, with the health and safety of our families being brought into question. That has been our simple and stark reality.

Though this needs to be acknowledged, it is also important to individually and collectively find a way to harness these emotions, find personal and group support systems, maintain a semblance of stability, and move forward together. Our well-being as individuals, teachers, family members, and an Association depends upon it.

Your Association has been vocal and consistent in advocating for your safety and workplace rights. Our media presence has been steady and strong; we have been very clear in our messaging. Respect for the rights of teachers and your workplace can only result in a healthier and stronger public education system for all. When necessary, we have advocated forcefully for school closures, delayed openings, and proper workplace protections. It is also important to note that not all advocacy can or should occur publicly. The daily interactions with government and the school districts have been extensive behind the scenes as conducted by myself as President and NLTA staff.

By way of update on a some key items, government recently announced the appointment of the three-person committee tasked with conducting the long overdue independent review of the Teacher Allocation Model. In the spirit of contributing to meaningful consultation and input from the outset, we have formally reached out to the chair of the committee (Dr. Marion Fuschell) to congratulate her on the appointment and to initiate a conversation. We are fully expecting a consultation process that is interactive and fulsome, so please be prepared to offer your own input when opportunities arise across the province. This is a vital component of any efforts to reduce class sizes and to establish a model that is truly needs-based.

As well, last fall the Association called for expressions of interest from members to serve as volunteers on a new ad hoc NLTA committee on Teacher Mental Health & Well-being, a new initiative of your Provincial Executive. We are very pleased to say that approximately 185 applications were received. The interest level is great to see, and is also (I believe), indicative of the stress that is currently in the public education system and the need members see for true change. As mentioned in my previous column, the objectives are to engage members in meaningful consultation to identify gaps in current supports, to provide recommendations (with tangible steps) for addressing needs,

and to advise on an advocacy plan for the NLTA. We are currently reviewing applications and hope to announce the Team composition very soon.

To conclude, I want to express my deep appreciation to you for sharing your stories and personal experiences with me since the start of my term. It has given us (Provincial Executive and NLTA Staff) the necessary insights and frontline information required to strategize and powerfully advocate during these times of great uncertainty.

I ask that you remain vocal and active as we aim for better times. Our collective efforts will serve us well moving forward.

If you have individual concerns or thoughts, please do not hesitate to reach out to me directly.

Wishing you nothing but a safe and successful continuation of the school year.

Yours in Solidarity,

  
*Thank you*

**TEACHER/STAFF APPRECIATION WEEK**  
**FEBRUARY 13–19, 2022**

*“Thank you for helping our children learn, keeping them safe, and inspiring them every day.”*

~ NL Federation of School Councils





PROVINCIAL/NATIONAL/INTERNATIONAL

# NEWS

## NEWFOUNDLAND & LABRADOR

### 2020-21 NLTA scholarship winners announced

Six Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2020–21. They are: Mariah Evans (Marystown Central High), child of Howard Dwayne Evans, Burin Bay Arm; Julia Keefe (Ascension Collegiate), child of Sherrie Keefe, Bay Roberts; Geoffrey Kerr (Gonzaga High School), child of Wendy Kerr, St. John's; Chloe Reid (Corner Brook Regional High), child of Jason Reid, Massey Drive; Brianna Russell (Ascension Collegiate), child of Shauna Russell, Clarke's Beach; and Emma Stirling (Gill Memorial Academy), child of Rex Stirling, Musgrave Harbour.

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.



Mariah Evans



Julia Keefe



Geoffrey Kerr



Chloe Reid



Brianna Russell



Emma Stirling

## ST. JOHN'S/MOUNT PEARL

### 2021 Waterford Valley Branch NLTA scholarship winners

This year's 2021 Waterford Valley Branch NLTA Scholarships were awarded to graduate Emma McIsaac (daughter of Carla McIsaac, teacher at Mary Queen of the World Elementary, and Paul McIsaac, teacher at Mount Pearl Senior High) and graduate Geoffrey Kerr (son of Wendy Kerr, teacher at Hazelwood Elementary). Each of these \$500 scholarships were awarded to a Grade 12 graduate (June 2021) who achieved the highest academic average, as provided by the Department of Education, and whose parent teaches in a Waterford Valley Branch school. Scholarship presentations took place on December 13, 2021 at Hazelwood Elementary School.



Kim Fifield, President of the Waterford Valley Branch, makes presentation to scholarship winner Emma McIsaac.



Wendy Kerr, accepting the scholarship for her son Geoffrey who is currently studying at Dalhousie University.



## TORBAY/PARADISE/CARBONEAR

## Schools send Christmas cards and messages to soldiers

Holy Trinity High once again participated in the 3rd annual Christmas Cards for Soldiers initiative. This initiative was organized by Mr. Kevin Martin in 2019. Mr. Martin is currently an active soldier with the military who works with the IT department and is the Commanding Officer of an Army Cadet Corps 2615 in Victoria, Carbonear, and is a teacher with Holy Trinity High.

The Social Studies department head, under the direction of Mr. Keith Connors and a long-time supporter Mrs. Billard-Martin, were the lead teachers for this initiative. All grades either hand-made or brought in store-bought Christmas cards and sent a thank you message to the brave soldiers currently serving overseas and within Canada. Juniper Ridge Intermediate also partnered with this initiative and this is their second year participating under the direction of Ms. Hannah Delaney.

The goal this year was to send 600+ cards overseas. "Not only did we meet, but we certainly beat our 600 card goal," said Mr. Martin. "I have sent overseas over 1100 Christmas cards. These came from Holy Trinity High and Juniper Ridge Intermediate (Torbay) and Paradise Elementary (Paradise) plus the Victoria 2615 Army cadets in Victoria, Carbonear. My wish is to see all schools do this each year just after the November 11th ceremonies so we can say thank you to our current soldiers and veterans. I want to thank all the teachers at the participating schools for their assistance and leadership. This is an important initiative and one that I hope will catch on to all schools in the NLESD. Thank you for your support."



Students at Juniper Ridge Intermediate with their Christmas cards for soldiers.

## PORTUGAL COVE-ST. PHILIP'S

## Beachy Cove Elementary publishes book of NL sayings

Beachy Cove Elementary's fall ArtsSmarts project, *Impressions of Expressions: An Illustrated Guide to Newfoundland Sayings*, is complete and published. "We're delighted with the result and all the learning that went on behind this publication," said Laun Shoemaker, a teacher at Beachy Cove Elementary.

"During the project, children researched Newfoundland and Labrador expressions with their families and classmates. They learned about colour theory, use of space, layering of colour, texture and they carefully considered the design of the illustration they would use to bring meaning to their selected phrase. Readers can learn more about this project by watching the video archive at [www.dominiquehurley.com/artsmarts-expressions-of-newfoundland-expressions](http://www.dominiquehurley.com/artsmarts-expressions-of-newfoundland-expressions)."

Mr. Shoemaker said they are ever so grateful to ArtsNL and ArtsSmarts for funding this project. They also extend their sincerest thanks to painter Dominique Hurley who led the project. Dominique is bilingual, which brought their French Immersion students the additional experience of working with a person from outside the school in their second language.

Readers can access a complimentary copy of Beachy Cove Elementary's PDF book. At 544 pages, it is downloadable only, but full of the rich colours and warm expressions of the people of Newfoundland and Labrador.

Please click the link at <https://drive.google.com/file/d/1IuUauHTDw06MoPluJ4ewg3pbyyKOP8/view?usp=sharing> to download the book in its entirety. Feel free to share it



Kindergarten illustration: Hen on a hot rock! (A fidgety person)



Grade 1 illustration: Bivering (shivering)



Grade 2 illustration: It's enough to skin you out there! (Really cold)

## CANADA

## The 2022 Prime Minister's Awards competition is open

Educators play an important role in helping to build the next generation of Canadians. We all remember an educator that changed our lives. The Prime Minister's Awards for Teaching Excellence, and Teaching Excellence in STEM, honour exemplary teachers who are preparing youth for the innovation economy.

Prime Minister's Awards recipients can receive a certificate from the Prime Minister and national recognition and promotion of their best teaching practices.

Consider nominating an educator for a 2022 Prime Minister's Award. Download your nomination package and poster today by visiting [www.ic.gc.ca/eic/site/pmte-ppmee.nsf/eng/home](http://www.ic.gc.ca/eic/site/pmte-ppmee.nsf/eng/home).

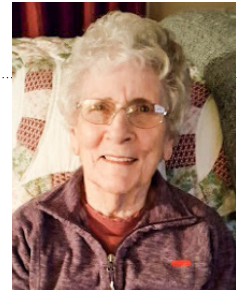
## L'édition 2022 des Prix du premier ministre est lancée

Les enseignants et les éducateurs jouent un rôle important en aidant à former la prochaine génération de Canadiens. Nous nous rappelons tous d'une enseignante ou d'un enseignant qui a transformé notre vie. Les Prix du premier ministre pour l'excellence dans l'enseignement, pour l'excellence dans l'enseignement des STIM et pour l'excellence en éducation de la petite enfance servent à rendre hommage à des enseignants et éducateurs exceptionnels qui préparent nos jeunes à participer à une économie axée sur l'innovation.

Les lauréats d'un Prix du premier ministre peuvent recevoir un certificat du premier ministre et une reconnaissance à l'échelle nationale, en faisant notamment connaître leurs pratiques exemplaires en enseignement.

Envisagez la possibilité de nommer une candidate ou un candidat pour un Prix du premier ministre 2022! Téléchargez dès aujourd'hui le dossier de mise en candidature et une affiche en visitant notre site Web : [www.ic.gc.ca/eic/site/pmte-ppmee.nsf/fra/accueil](http://www.ic.gc.ca/eic/site/pmte-ppmee.nsf/fra/accueil)

### MARY CHARLOTTE MOULAND (NEE WALTERS), 1933 – 2021



Mary was born in Champney's East on February 25, 1933, to parents Alexander and Margaret Walters. After completing high school, she immediately began her professional career with two years as a K-6 teacher in her hometown (1951-53), and then taught for one year (1953-54) in nearby Catalina. She then moved to Deer Lake where she taught Grade 5 for one year (1954-55) before she and her husband, Ed, moved to Newman's Cove to work in a two-room K-11 school where she taught more than forty K-6 students for two years (1955-57). After taking time to establish a family and to complete studies at Memorial University, Mary spent 31 consecutive years (1966-97) as an elementary teacher in two schools in Carmanville. While maintaining her full-time job and meeting the demands of raising a large family, for many years she continued to upgrade her academic credentials through studies at Memorial University, Mount Allison University and Acadia University. In total, Mary taught for 37 years as a primary/elementary teacher in six schools throughout the province.

Teaching was Mary's greatest passion, and after her very difficult decision to retire from the profession in 1997, education remained an important interest and focus of her conversations for the remainder of her life. In fact, on the very day of her passing she was asking about the school system and talked about the excitement of teaching. Family was also very important to Mary, and she remained connected to her siblings, children, grandchildren and great-grandchildren throughout her lifetime. She had a quiet and pleasant disposition, and always remained positive and optimistic regardless of the circumstances.

Mary unexpectedly passed on December 25, 2021 at Lakeside Homes in Gander in her 89th year. She was predeceased by her husband and long-time teaching companion, Ed (May 18, 2019), to whom she was married for 64 years. She is survived by her 7 children – Abel (Rhoda), Marina (Lionel), Herb, Paul (Darlene), Karen (Maurice), Andrea (Jeff) and Margaret (Roger), 16 grandchildren, and 6 great-grandchildren, and she also leaves to mourn a large circle of other family members and friends. Forever remembered.

*(Submitted by Andrea and Jeff Thompson, recently retired educators.)*

# 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 2022 would have to submit their application to the school district by the end of April 2022. 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 March 1, 2022 – August 31, 2022 in the Supplement to the Collective Agreement May 2021. Taxes deducted vary for each member, and these are approximations only. EI and CPP deductions are based on 2022 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	73,242	84,833	95,970
Estimated Tax	13,112	16,660	20,138
Estimated EI	953	953	953
Estimated CPP	3,500	3,500	3,500
NLTA Fees	916	1,060	1,200
Pension Deduction	8,313	9,629	10,893
<b>Estimated Net</b>	<b>46,448</b>	<b>53,031</b>	<b>59,286</b>

3/4 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	54,932	64,375	71,978
Estimated Tax	7,173	9,594	11,772
Estimated EI	868	953	953
Estimated CPP	2,932	3,470	3,500
NLTA Fees	687	805	900
Pension Deduction	8,313	9,629	10,893
<b>Estimated Net</b>	<b>34,959</b>	<b>39,924</b>	<b>43,960</b>

2/3 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	48,828	56,555	63,980
Estimated Tax	5,500	7,230	9,020
Estimated EI	771	894	953
Estimated CPP	2,584	3,024	3,447
NLTA Fees	610	707	800
Pension Deduction	8,313	9,629	10,893
<b>Estimated Net</b>	<b>31,050</b>	<b>35,071</b>	<b>38,867</b>

4/5 Deferred Salary			
	Top of V Salary Scale	Top of VI Salary Scale	Top of VII Salary Scale
Salary	58,594	67,866	76,776
Estimated Tax	8,177	10,793	13,430
Estimated EI	926	953	953
Estimated CPP	3,140	3,500	3,500
NLTA Fees	732	848	960
Pension Deduction	8,313	9,629	10,893
<b>Estimated Net</b>	<b>37,306</b>	<b>42,143</b>	<b>47,040</b>





# Accommodation: The Basics

by MIRIAM SHEPPARD

**D**o you have a disability or family requirements that interfere with your ability to work? The *Human Rights Act* and the Collective Agreements require employers (the school districts) to accommodate human rights related needs of employees to the point of undue hardship. But what does this mean? What is involved in seeking accommodation?

The duty to accommodate requires employers to make modifications or provide the accommodation (supports, equipment, etc.) necessary (short of undue hardship) in order to allow an employee to fully and equally participate in the workplace. Accommodation requires “an individualized investigation of accommodation measures and an assessment of an employee’s needs.” [*Central Okanagan School District No. 23 v. Renaud*, 1992 CanLII 81 (SCC)] Every accommodation may look a little different, as accommodations should be tailored to the specific needs of the person seeking the accommodation. Some examples of accommodations in the teaching context might include:

- Jane has a knee injury and needs an adjustment to her supervision schedule so that she does not have to do outdoor supervision until she has recovered;
- Due to a medical condition, Marissa can no longer project her voice, and requires an amplification system to teach;
- Joe’s child has a serious illness requiring medical care in a different area of the province, and he needs to take a period of unpaid leave, or be transferred to a school closer to medical services, in order to access the necessary care for his child;
- Michael’s wife works offshore for weeks at a time and adequate child care services are not available in the area of the province where he lives and works; he therefore needs to reduce his hours to part time for a year, until his child is a bit older, in order to meet his legal parental duties; or
- Karen has a chronic medical condition and can no longer live or work in an isolated area because necessary medical care is not accessible in that area; she needs a transfer to a different position in a location within a certain commuting distance of the medical services she needs.

However, employers do not have to grant every request for accommodation. Sometimes employees cannot be accommodated, as to do so would cause the employer “undue hardship”. Undue hardship is a very high threshold as it requires the employer to prove excessive disruption of or interference with its business or operations, or undue expense. What circumstances would amount to undue hardship will vary depending on the details of each situation. Each case must be assessed and decided on its own facts, but meeting the “undue hardship” test may include a consideration of a number of factors, including:

- Financial cost;
- Safety;
- Size of the organization;
- Collective Agreement provisions;
- Interchangeability of work force and facilities;
- Morale of other employees.

The onus is on the employer to demonstrate that it has made reasonable attempts to accommodate an employee to the point of undue hardship. Employees also have a duty to cooperate in the accommodation process, which includes considering and implementing reasonable proposals advanced by the employer.

Teachers seeking accommodation **MUST** provide appropriate documentation to support the request. With respect to medical accommodation, for example, teachers would need to provide medical documentation to establish:

- that they have a medical condition that impacts on their ability to do their job; details of the diagnosis are not required);
- what functional limitations or restrictions on their abilities they have as a result of their medical condition and the likely duration of same (i.e. are the condition and/or limitations temporary or are they likely to be permanent); and
- that, in their physician’s opinion, working without the recommended accommodations would most likely lead to a worsening of their condition and a probable need to access sick leave.

Sometimes physicians may also comment on what adjustments/accommodations are medically required in order to enable the teacher to meet the demands of their job without exacerbating their condition or

causing their symptoms to worsen. Depending on the case, other types of medical documentation may be required.

Documentation will also be required to establish necessity of accommodation in other types of cases. For example, a teacher seeking family status accommodation on the basis of a family member's medical conditions must provide documentation relating to that individual's condition to support the claim for accommodation. Other reasonable documentation may be required in requests for family status accommodation in other types of situations. In general, the question to consider in a request for accommodation based on family status is: will the employee be unable to meet their legal obligations to care for a family member if an accommodation is not made?

The employer is only obligated to accommodate properly documented employee needs, not preferences or conveniences. Supporting documentation must establish what is necessary or required, not what is preferable or most convenient.

Requests for accommodation can be complex and are very fact specific to individual cases. Teachers are also reminded that, while requests for accommodation can be made at any time, requests for accommodation that involve transfer for the 2022-23 school year should be made to the Employer well in advance of the redundancy/reassignment season, if possible. As such, teachers considering such a request should contact the NLTA as soon as possible; teachers who are considering making any request for accommodation are encouraged to contact an Administrative Officer in the Association's Programs and Services Division for advice and assistance.

Further information on human rights and the accommodation process can be found at the Newfoundland and Labrador Human Rights Commission website at: <https://thinkhumanrights.ca/education-and-resources/frequently-asked-questions/#what-does-the-duty-to-accommodate-mean>.

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

## IMPORTANT INFORMATION FOR TEACHERS WHO MAY BE **CONSIDERING RETIRING AT THE END OF THE 2021–22 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 2022-23 school year should submit their resignation to the school district and their pension application to the Teachers' Pension Plan Corporation by **March 31, 2022**. 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, 2022 will be eligible for a pension benefit in July 2022. However, a teacher who submits their resignation notice and pension application in July 2022 will not be eligible to begin receiving a pension until August 2022; a teacher who submits their documentation in August 2022 will not receive a pension until September 2022, 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 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).



## Congratulations to Our NL Teachers 2021 Prime Minister's Award Winners

Two outstanding teachers from Newfoundland and Labrador have been honoured for their remarkable achievements in education by the Prime Minister's Awards for Teaching Excellence.

**Laun Shoemaker** from Beachy Cove Elementary in Portugal Cove-St. Philip's has been awarded a 2021 Prime Minister's Award for Teaching Excellence Certificate of Excellence.

Laun has a unique approach to learning. His teaching practice successfully incorporates the "6Cs" – creativity, collaboration, critical thinking, communication, citizenship, and character. He shows students other ways to do things, extending themselves beyond what they thought they could do. He solidifies learning with authentic learning experiences.

For Laun, education is not a cookie-cutter formula. He allows opportunity for children to choose how they represent their learning, giving them the freedom to showcase their own talents. He is never one to say no to an idea or a suggestion from his learners. He works to ensure that student leadership is always promoted. Project-based learning, cross curricular teaching and student-led skills demonstration take the place of whole class instruction, resulting in student ownership of their academic achievement and skills development.

Laun understands the necessity of acquiring technological skills. He uses innovative and exemplary teaching practices within his classroom to enhance learning. To ensure inclusion within the school and to promote science, math, and engineering, Laun developed a program entitled GRIT (Girls Revelling in Technology), to mirror the BURP program (Boys Undercover Reading Program) previously established. This program is designed to encourage girls to explore STEM related subjects. They explore robotics, architectural design, circuits, coding, and science experiments in an environment that encourages risk taking.

One of Laun's great abilities is to engage his students. He understands that engaged students means

fewer behavioural issues, and students who are more focussed on their academics. Teachers who supervise in Laun's classroom during recess and lunch often remark that his students continue their school work throughout their breaks. This speaks to the level of motivation that Laun instills in his students.

As a classroom teacher for the past 14 years, Laun has connected more than 300 of his own learners with community artists and artisans in a wide spectrum of disciplines. He has enlisted singers, dancers, chefs, authors and actors to be part of learning activities. Bringing the wider world into his students' lives has built community, inspired innovation, developed cultural awareness and understanding, instilled empathy, and increased awareness for physical, as well as mental health.

Securing this broad collaboration from the cultural sector was made possible because Laun successfully procured 37 grants, totaling more than \$180,000, over his teaching career. Through these funds, Laun has provided more than 6,000 students and 420 teachers with access to amazing resources. The outcome is exceptional. His work has exponential impact not only in the school, but in the entire community.

**Tanya Warford** from Valmont Academy in King's Point has been awarded a 2021 Prime Minister's Award for Teaching Excellence Certificate of Achievement.

A trailblazer in education, Tanya's approaches are based on constantly reviewing her methods, supported by the most current technology that she adapts to the specific learning requirements of her pupils. For her, learning to use the technology is not an end. Rather, it is a tool that stimulates engagement and sets students on the path to the acquisition of knowledge and life skills.

Tanya possesses an extraordinary ability to put technology at the service of student development – notably during the turbulent and complex times that we are living through. The pandemic has changed the way education is provided. Tanya has navigated this



Laun Shoemaker



Tanya Warford



uncharted territory with enthusiasm. She has ensured rapid and seamless transition to video conferencing. Having used Google Classroom for a number of years, she integrated Sreencastify – a software that allows the recording of short video clips where students can see and hear the teacher demonstrate concepts – thus providing students with the opportunity to learn at their own pace.

Tanya's classroom is characterized by attention to each student as an individual with their own strengths and challenges. Smaller rural schools like Valmont Academy often involve multi-age classes. In this context traditional instructional strategies are not always optimal. Her classroom environment is adapted with learning-block structures where students learn independently through personalized hands-on activities.

In the past year, Tanya has created content on assessment and learning design as a means of addressing the restrictions posed by the pandemic to every teacher in the province. This initiative has had a large positive impact on professional learning in the entire province. She has led a number of sessions on the evolution of her assessment methods. The outcome has shifted to foster hope and a growth mindset for students. Her action has had a positive impact on teachers in over 250 schools in the province. She is helping the system reimagine learning and what it can be.

Tanya is a firm believer that in the real world, individuals are never left alone to perform a specific task. It is a rarity that employees in the workforce find themselves cut off from all outside tools, not permitted to collaborate with others, and being asked to use only whatever is inside their head to solve a problem. Based on this premise, she developed a style of assessment that permits more collaboration among students. She now allows students to collaborate in groups to discuss and share their ideas in order to produce and demonstrate learning. Students are also permitted to use all of the resources at their disposal to back up their understanding of outcomes.

Recipients of the award receive a certificate from the Prime Minister, promotion of their best teaching practices and national recognition for their contribution to excellence in education in Canada.

Nomination packages for the 2022 Prime Minister's Awards must be submitted to the Prime Minister's Awards program office by **February 8, 2022**. More information is available at [www.ic.gc.ca/eic/site/pmate-ppmee.nsf/eng/home](http://www.ic.gc.ca/eic/site/pmate-ppmee.nsf/eng/home).

*(Information for this article was obtained from the Prime Minister's Awards program website.)*



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**Available March 14**



## *An Interview With...* Beginning Teacher Jonathan Guy

**J**onathan Guy is a Grade 2 teacher at Eric G. Lambert School in Churchill Falls. Jonathan began teaching in 2021.

As an introduction to the membership and an opportunity to learn a little more about one of the NLTA's beginning teachers, Jonathan answers a series of questions. Beginning teachers can find more helpful information here ([www.nlta.nl.ca/wp-content/uploads/2021/10/Handbook-for-Beginning-Teachers-Sept2021.pdf](http://www.nlta.nl.ca/wp-content/uploads/2021/10/Handbook-for-Beginning-Teachers-Sept2021.pdf))

**Q. What attracted you to the teaching profession?**

**A.** My initial attraction to the teaching profession came from my love of working with children. However, I also had the privilege of having some incredible and influential teachers throughout the years. A great teacher is someone whom you will never forget, and I have always wanted to have that positive impact on a community at large.

**Q. Since you began your teaching career, what's your most memorable moment?**

**A.** My first holiday season as a teacher is my most memorable moment thus far. November and December are extremely hectic times for teachers. Yet, the holidays provide an opportunity for students and teachers to wind down and show our appreciation for each other and our unique backgrounds. Seeing the joy and excitement in my students during this time reminded me of why I wanted to be an educator in the first place. This experience solidified how important the relationship is between teachers and their students.

**Q. What role do you see the NLTA having in supporting members, especially beginning teachers?**

**A.** One of the roles that I see the NLTA having in supporting beginning teachers is by providing a perspective on the profession. As a new teacher, one of the big things that you will struggle with is confidence and an overall feeling of competence. The NLTA can help new teachers understand that this is to be expected, while also providing advice. The NLTA also provides tools and support for beginning teachers who often must go to remote communities to seek employment. The NLTA puts great focus on members practicing personal care and wellness; and, support in this area is essential to beginners being able to have a successful first year as an educator. This support is also essential when teaching in a new and remote community.

**Q. Where do you hope to see yourself in ten years?**

**A.** In ten years, I would like to be settled down with a family. I also want to further my education and obtain my masters. Specifically, I would like to pursue educational avenues in special education and guidance.

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

**A.** I have always had good role models when it comes to working hard. I grew up seeing my family work hard to provide for my sister and I. Hard work has been something instilled in me from a young age. My fellow staff members motivate me

as well. Being a part of a staff is like being a part of a team. When someone else leads by example you are also motivated to be lifted to their level. Finally, I work hard for the benefit of my students. The responsibility of providing them with a good education is not a responsibility which I take lightly. If I expect them to try their best day in and day out, I must lead by example.

**Q.** Which historical figure do you most identify with?

**A.** I have always admired Nelson Mandela. His pursuit for social justice and focus on racial reconciliation in his country of South Africa serves as a wonderful example of what can be accomplished with determination and compassion.

**Q.** What do you like to do in your free time?

**A.** The majority of my free time is spent around sports. I love supporting my favorite sports teams as well as participating in and coaching a variety of different recreational activities. I enjoy reading and watching documentaries on geography and history. I love hiking, snow shoeing and exploring the outdoors with my partner. I am also a great lover of animals and spend a lot of time walking my dog.

*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 [jtulk@nlta.nl.ca](mailto:jtulk@nlta.nl.ca).*

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# Remember, Not Everyone is OK

by KATHY TAYLOR-ROGERS

As teachers, you have all recognized children in your classrooms that have suffered from low self-esteem. Often, they are the same children that get bullied, the last ones to get picked to play on a team, or the last one chosen as a partner for a class project. I will never forget when my youngest son came home one day and told me about a vote they had in their class that day for class president. I asked him who he voted for, and he told me the child's name. I asked him why he voted for this particular child, and he told me it was because he knew that no one else would, so he wanted him to at least get one vote. Of course, as a mother I could not have been prouder that he recognized how damaging it would be if this child did not get any votes. This insight at such a young age was impressive to me.

**“...let us try harder not to judge others and to Be Kind because we never really know what journey someone else is on within their life.”**

Children who suffer from low self-esteem often lack confidence, find it hard to make friends, feel lonely and isolated, avoid new things, find change hard, don't deal well with failure, tend to put themselves down and may make self-defeating comments like “I am stupid”, and are never proud of what they achieve because they always think they could have done better and constantly compare themselves to others in a negative way. When we recognize those students, we try our best to encourage and support these children so that we can help to improve their self-esteem. I am sure that most of you can recall a student you have nurtured because you knew that they lacked self-confidence and showed signs of low self-esteem.

Self-esteem is defined as how a person feels about themselves. It is a person's subjective sense of personal worth or value. Some of the factors that define your self-esteem are:

- Self-confidence
- Feeling of security
- Identity
- Sense of belonging
- Feeling of competence

Having a healthy self-esteem can influence your motivation, your mental well-being, and your overall quality of life.

We have a tendency to forget that children are not the only ones who suffer from low self-esteem. After working in the area of Mental Health for over 20 years, I can assure you that many more adults suffer from low self-esteem than you may realize. I have known adults who have suffered from low self-esteem since they were children. For these individuals, the negative patterns of putting themselves down, never appreciating their accomplishments, constantly comparing themselves to others in a negative way, constant cycle of “negative self-talk” and overall lack of self-confidence continues to be a big part of who they are in their adult lives. We do not always recognize this; hence, we may make comments or judgements that could be very harmful to these people. Even a comment like “duhh” after they make a statement can be devastating. Often, these adults spend a great deal of energy trying to put on a “good front” trying to look confident, even though they may not internally feel confident.

I have also known adults who describe themselves as having high self-esteem for most of their lives but this changes for them as a result of events that have occurred in their life. In one case, it was a person who was in a series of failed relationships over a period of time where their partners had cheated on them. Two of those ex-partners had been emotionally abusive and were constantly insulting and belittling the person throughout their time together. Over time, this person began to internalize the reason for the relationship break ups as being a result of them not being “good enough”. Their sense of self plummeted to the point where there was a constant cycle of negative “self-talk”. This severely damaged their self-esteem, and their mental well-being began to suffer as a result. It made it hard for the person to consider new relationships as a result of being convinced they

would not be good enough for anyone. The person finally started to recognize how low their self-esteem had gotten and decided they no longer wanted to allow this negative cycle of thinking to define them. The person sought counselling.

We never know what anyone is dealing with in their lives. As I mentioned, many people put a great deal of energy into trying to hide their mental health challenges. It is for this reason that we need to be kind to each other at all times. We need to be mindful of what we say, and we should not encourage anyone to talk negatively about themselves. I am sure we have all heard the saying, "If you don't have anything good to say, then don't say anything at all". I wish this was the rule of thumb people used in their lives, whether in conversation with others or on social media. We need to start to share positive things that we sincerely admire in others with the person. We often notice strengths and admirable qualities in those around us, but we often don't tell them about these positive observations. Sharing with people what we notice and admire about them in a positive way is extremely powerful. Keep in mind that someone who suffers from low self-esteem might minimize the compliments, but they will appreciate them nonetheless as long as they are genuine. As we go throughout a new year, let us try harder not to judge others and to Be Kind because we never really know what journey someone else is on within their life.

If you are someone who suffers from low self-esteem, then I would really encourage you to seek help. It is very hard to break this cycle of "self-talk" and negative thinking on your own. With the help of a good counsellor, you can re-train your brain and learn how to recognize your strengths and improve your self-esteem. It is never too late to change the way you think, and you owe it to yourself to live your best life. With the right help and support, you can drastically improve your life and in turn, your mental health. You are worth it.

(Reference: Verywellmind – Kendra Cherry 2021)

*Kathy Taylor-Rogers is a Coordinator with the Employee Assistance Program for Teachers. She is replacing Gail Carroll who is currently on leave. For confidential assistance contact Kenda Riggs (ext. 265) or Kathy Taylor-Rogers (ext. 242).*

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# *Striving for Harmony*

## The Relationality of Music, Restorative Justice, and Indigenous Education

by SARAH McDONALD

I initially came to know about restorative justice in education in 2012 at a professional development session for music educators. At the time we were provided the basic essentials of the principles and practices of restorative justice: the key beliefs and values, the sharing circle process, an explanation of talking pieces, a list of questions to use in our classrooms to reframe teacher-student relationships, etc. That year, I happened to be teaching in a replacement position at a school whose vice principal had participated in immersive training on restorative justice in education. This connection was an important resource for me, as I began to learn about the huge responsibility that restorative justice practitioners hold for doing no harm. This was merely the beginning.

Years later, in the winter of 2021, I had the opportunity to participate in a semester-long course in restorative justice education with dr. dorothy vaandering at Memorial University. I had been curiously dabbling in restorative justice practices for nearly a decade, and finally I was starting to gain an honest understanding of this thing that had become a passion of mine. Together with dorothy, our class learned about the Indigenous roots of restorative justice and the importance of fully adopting the principles of restorative justice education in our teaching practices and school cultures.

I have come to recognize that in our current system of education, teachers and administrators hold ultimate power; if we do not provide our students opportunities for autonomy and leadership we may cause them harm. Almost all of my previous training in education was focused in music, and I began to wonder how all of these things connect. Why was I so drawn to restorative justice education and Indigenous education? It occurred to me that music education, restorative justice education, and

Indigenous education all share a common thread: relationality.

An examination of research in the fields of music education and restorative justice in education shows that, in some ways, music education programs are comparable to the practice of restorative justice in education. Kathy Evans and dorothy vaandering (2016) tell us that restorative justice in education is an inherently emotional, relational, and empathetic practice. The same can be said for music education. The connection between human emotion, empathy, and the relationality of music has been studied in multiple fields. In addition, studies show that students' social emotional development is positively impacted by their participation in school music programs.

By connecting restorative justice and music education, we have an opportunity to reap the benefits of both fields. Research on restorative justice in music education is not readily available; however, when we consider the connection between the benefits of restorative justice in education and the benefits of music education, it is possible to deduce that connecting these practices could result in numerous positive outcomes. I propose that the adoption of restorative justice practices (grounded in Indigenous ways of knowing and being) in the music classroom could be key to developing a whole-school relational culture. Jennifer Llewellyn (2012) says that when we connect with others we understand ourselves better. Through this connection and understanding we also develop the capacity to work towards reconciliation.

Once we recognize the connections between music and restorative justice education, it becomes clear that the relational nature of these fields align perfectly with Indigenous ways of knowing and being. When we work together, we strive to live harmoniously. When we combine Indigenous education

with music education and restorative justice education, we are more likely to provide the relationality we need in order to see the full advantages of each of these pedagogies. When we provide an environment in which all members of the school community may truly embrace reconciliation, we set ourselves up for successful whole-school implementation of restorative justice.

In music, we cannot achieve harmony without working together to build a range of sound around a single core or note. Restorative justice in education allows teachers and students the opportunity to participate in a relational, engaged classroom environment. Evans and Vaandering (2016) define restorative justice in education as “facilitating learning communities that nurture the capacity of people to engage with one another and their environment in a manner that supports and respects the inherent dignity and worth of all” (p. 8). They tell us that restorative justice education is a model of education in which “our individual and collective well-being is enhanced less through personal striving than through collective engagement and support” (p. 8, emphasis added).

Establishing a restorative justice educational philosophy in Canadian schools has been challenging for a number of reasons. While there are highly qualified restorative justice practitioners in the Canadian education system who understand the need for a holistic framework, others have a more limited view. Some think of restorative justice in education as a set of activities or rules rather than a new lens through which they might view the classroom setting. This includes students and teachers remembering to honour the Indigenous roots of restorative justice, especially as it pertains to circle keeping.

From Indigenous knowledge and culture, circles are essential to restorative justice in education. Circles in the music room can have many forms/purposes. Through circle we can teach and learn about new ideas, check for understanding, build a musical vocabulary, share and respond to student compositions, discuss issues with practicing/rehearsal, and share reflections.

Learning about restorative justice and Indigenous education are wonderful first steps to adopting these pedagogies in our music classrooms. Equally as important is living in the essence of relationality inherent in music education, restorative justice education, and Indigenous education. I have developed a web-based resource for educators (especially music educators in Newfoundland and Labrador) to use in their daily classroom practice that will help ground them in restorative justice and Indigenous education.

I have included multiple areas for users to connect with me so that this resource may continue “living” now that it has been published. At [www.restorativejusticemusiceducation.com](http://www.restorativejusticemusiceducation.com) you will find pages which define restorative justice and relationality, a page which points out specific (K-12 Newfoundland and Labrador) music curricular outcomes that lend themselves to a restorative justice approach, and information on how to turn this practice into a whole-school student-led way of being.

Using this resource can be one piece in a holistic approach to adopting restorative justice and Indigenous education models in the music classroom. Through efforts like this we have the potential to be agents of positive change in Canadian schools. Music educators are already doing such positive relational work; restorative justice is the next layer that we can add to our pedagogical practice to provide the best learning environment for our students. It is one way that we can strive to Indigenize and decolonize our classrooms, inviting our students and school communities to participate actively in reconciliation. Restorative justice in education is an excellent guiding philosophy for the music classroom, and this web-resource will be a concise support for teachers who are ready to adopt it as well as for educators who have already begun this important work.

(Reference: Evans, K., & Vaandering, D. (2016). *The little book of restorative justice in education*. Good Books.)

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*Sarah McDonald is a graduate of Memorial University's Bachelor of Music/Bachelor of Music Education program, and is working to complete the Master of Education: Educational Leadership Studies Program (also at Memorial University). Throughout her schooling, Sarah has taken a keen interest in Restorative Justice and Indigenous knowledge and ways of being. Sarah is a current member of Lady Cove Women's Choir and Proj kt Chamber Voices. She has been a featured soloist with both these groups and has traveled all over the world with choral and instrumental groups as a chorister and as a conductor. Sarah is the music director at Crescent Collegiate in Blaketown, NL where she is responsible for classroom music, band, and choir.*



# Wessex Society of NL In Search of the Newfoundland Soul

by BILL TUCKER

What drives individuals to be so influential and to have such impact on those around them and the province in which they live? For one remarkable and highly decorated educator, Dr. Otto Tucker, it was an inquisitive mind, a chance encounter with a dead town member's headstone, and lifelong yearning to understand a magical place that he did not know existed until that chance graveyard meeting. Little Otto Tucker noticed that the gravestone had the individual's birthplace as Wimborne Minster. Through exploration, Otto discovered that more than just one person in the graveyard was from far off England and that realization fueled his deep quest to find overseas family members. Otto initially spoke to his grandfather about the first Tucker that came to Winterton, and he was told that his grandfather remembered an old man who spoke with an English accent and came from the Dorset area of England. That was enough to ignite Otto's lifelong passion of exploring the connections between the Dorset, Devonshire (Wessex) area of England and many communities in Newfoundland. In fact, Otto discovered that the beliefs, customs, words, and practices of Newfoundland in many instances still flourished in far off England!

## Who was Dr. Otto Tucker?

Otto Tucker (October 4, 1923 – October 6, 2015) was a Newfoundland and Labrador educator, heritage activist, storyteller, author and actor. He was a recipient of the Order of Canada for his work in promoting and preserving Newfoundland and Labrador's heritage and the Order of Newfoundland and Labrador for his efforts that have made significant contributions to both the educational and cultural sectors of the province.



Dr. Otto Tucker

## Wessex Society of Newfoundland and Labrador

Otto Tucker had a passionate interest in Newfoundland and Labrador's connection to the Wessex area of England. In 1984, he co-founded the Wessex Society of Newfoundland, serving as its president for 22 years. The association is dedicated to promoting Newfoundland and Labrador's ties to the West Country of England. His enthusiasm for this subject led to the creation of a sister Wessex Society in Dorset, England.

The passion that Otto's interest had in preserving, enhancing, and passing on the Newfoundland 'soul' is still working its magic through the Wessex Society members, as powerful now as it was when he lived. The Wessex Society still meets on the second Wednesday of each month for a lecture on a topic pertinent to the Newfoundland and Labrador culture and people. Although currently being streamed and not available via in-person sessions, there is still a large circle of people that enthusiastically join the monthly events.

If you are a believer in the value of our Newfoundland heritage and want to help foster and hold sacred what our forebearers have gifted us, then I urge you to join the Wessex Society. The membership fee is \$5.00 a year. For additional information, please visit the Wessex Society website: [www.wessexsociety.ca](http://www.wessexsociety.ca).

*William (Bill) Tucker is a retired educator. He spent 19 years in Youth Corrections as a Teacher and Administrator, and 16 years with the Avalon East/English School District as a Vice Principal, Educational Liaison Officer and Principal of District School. Bill is the eldest son of Dr. Otto Tucker.*

# OF SPECIAL INTEREST...

## SCHOOL ADMINISTRATORS COUNCIL 2020-21 AWARD WINNERS

Each year SAC Provincial, along with the Canadian Association of Principals (CAP), sponsor three awards to celebrate leadership amongst educators and students in our province. This past

year SAC presented the awards virtually during their annual SAC Conference. The following individuals were acknowledged and awarded their levels of distinction for 2021:



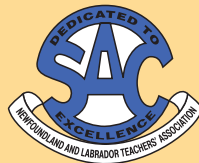
### Distinguished Principal of the Year **COLLEEN TRAINOR**

Colleen Trainor, Principal of the Newfoundland and Labrador Youth Centre, has been an educator for over thirty years and has spent 29 years at the Youth Centre supporting some of the most vulnerable youth in our province. Colleen has a relationships first philosophy and strives to have her students learn the importance of respecting first themselves and then others. She provides students opportunities to focus on such areas as mindfulness, emotion regulation, interpersonal relationships, distress tolerance and addictions to support their successful reintegration into society.



### Distinguished Vice Principal of the Year **SHANE FITZGERALD**

Shane Fitzgerald, who was serving as Assistant Principal of St. Kevin's Junior High, and is currently a Program Specialist with the NLESD, understands the importance of student engagement and student voice in learning and strives to provide a hands-on approach with real world connections that his students can relate to. He is an instructional leader on his staff who works diligently to support the learning of both students and staff.



### Student Leadership Award **RUSSELL CORBETT**

Russell Corbett graduated from O'Donel High School in June 2021. Throughout high school he demonstrated exceptional leadership, and passion for knowledge as a member of Student Council as well as the Robotics team. Russell was also involved in O'Donel's athletic and music programs as a member of the basketball team and jazz/concert bands. He displayed a positive attitude as well as a desire to help others and thrived on problem solving through collaboration.

**Deadline for nominations** for the 2021-22 SAC Awards is **February 15, 2022**. Applications can be found at <https://docs.google.com/document/d/1LZfUOdeXYSHfjwcGPviUi0qysKpI8iYTEWESGa6d538/edit>.

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

Darlene Johnson, Administrative Officer,  
Programs & Services, NLTA

Tel: 726-3223 or toll-free at 1-800-563-3599, ext. 241, [djohnson@nlta.nl.ca](mailto:djohnson@nlta.nl.ca)

# 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/)

## Dates to Remember

### February 2022

Feb 14 Janeway Day in the Schools  
Feb 17 **Deadline:** PD Fund applications

### March 2022

Mar 3 NLTA Provincial Executive Meeting  
Mar 4-5 NLTA Joint Council Meeting  
Mar 14-18 Education Week  
Mar 17 **Deadline:** PD Fund applications  
Mar 31 **Deadline:** Centennial Study Award Applications  
Mar 31 **Board Deadline:** Notice for retirement at end of school year

### April 2022

Apr 15 **Deadline:** Notice of postponement of Deferred Salary Leave or withdrawal from DSLP  
Apr 21 **Deadline:** PD Fund applications  
Apr 29-30 NLTA Provincial Executive Meeting  
Apr 30 **Deadline:** Year-end resignation from contract  
Apr 30 **Deadline:** Deferred Salary Leave applications

## THE BULLETIN DISTRIBUTION CHANGES

At its March 2021 meeting, Provincial Executive moved that the NLTA print and distribute paper copies of *The Bulletin* as follows: **1 per every 10 NLTA members** on staff, or fraction thereof, up to a **maximum of 5 paper copies per school/worksite** and subject to a minimum of 1 paper copy per school/worksite.

Member feedback on this temporary change was sought by the Communications/Political Action/ Membership Engagement Committee through an online survey which was open to all NLTA members from November 16-22,

2021. The results of this survey were reported to Provincial Executive at its January 2022 meeting and based on the results, it has been decided to formally adopt the reduced printed copies distribution model of *The Bulletin* as per the numbers above and continue to send an electronic version to all members. *(Note: School Representatives have the option to contact the NLTA to request additional printed copies if required, up to a maximum of 1 per NLTA member on staff.)*

## EDUCATION WEEK 2022 LOGO CONTEST WINNER

**Education Week 2022** is taking place March 14–18, 2022. The theme is **A Place to Grow/ Un espace pour s'épanouir**.

We asked Grade 7-12 students to design a logo for the week that illustrated what the theme means to them. The winning logo was designed by **PAIGE SPRY**, a Grade 9 student from **Brother Rice Junior High**. Paige wins \$100 and her homeroom class will also receive a prize!

Stay tuned for more information and chances to win during **Education Week**.

