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NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

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bulletin

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NOV. 21–25**

**VICE-PRESIDENT:
DEC. 12–16**

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Welcome back to all NLTA Members! We are pleased to share with you the first issue of *The Bulletin* for the 2022-23 school year. This is shaping up to be a busy school year for your Association, with a Province-Wide Vote for President and Vice-President taking place later this fall and our Biennial General Meeting taking place in the spring of 2023. These are extremely significant events for the Association and for you, our members.



We encourage you to stay up to date with all the communications related to each of these events provided through emails, School Rep Updates and here, in *The Bulletin*. This fall will also see the relaunch of our Invest in Our Kids campaign – *a Brave Face* – and we will introduce you to another member who is making a significant impact in our next installment of Teachers Change Lives.

In this issue, we celebrate our 2022 NLTA Award Winners and highlight the inspiring work of members taking place throughout the province.

All the best,
 Jennifer

THE bulletin

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ATTENTION! NEW TEACHERS

Information for New Teachers is available on the NLTA website at www.nlta.ca.
 Click "Member Services" and then "Beginning/Early Career Teachers"

If new teachers wish to receive any of the information on the website on a flash drive, please email: newteachers@nlta.ca



UP FRONT WITH THE NLTA PRESIDENT



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

Colleagues/Friends,

On behalf of your Provincial Executive and Staff, I would like to welcome you back to your schools and staffrooms for the start of another academic year.

From my experience, the year begins with a mixture of emotions and the 'honeymoon period' wears off a few weeks into September as the realities of our workplace and daily life take root; it is a natural human sequence. Like yourselves, our Provincial Executive and staff are working to stay in tune with the working conditions that exist on the frontlines and subsequently advocate with the employer (and publicly) for meaningful change. In addition to our larger-scale efforts to address teacher recruitment and retention, the substitute teacher shortage, SmartFind inconsistencies, hiring challenges, and teacher payroll interruptions (just to name a few), our staff are interacting with you daily to respond to your immediate concerns and pressing inquiries.

Our thoughts are also with our friends, colleagues and their families on the southwest coast of the province, as they continue to deal with the devastation left by Hurricane Fiona.

Your Association will continue to offer the stability and support necessary to navigate the complexities of our profession while prioritizing the health and well-being of each member.

I want to comment on a few noteworthy items as we progress through the school year:

Collective Bargaining – As you would be aware, we served notice to Government to open collective bargaining in August. Our negotiating team has been established and trained, and we are preparing for exchange of opening proposals. Please stay tuned to your Bargaining Briefs as negotiations move forward.

Independent Review of the Teacher Allocation Model – At the time of writing this article, we have yet to receive word of the release of recommendations made by the Teacher Allocation Review Panel. Though we were pleased with the degree of consultation processes with our members and the Association, we will be closely evaluating the recommendations once released with decisive positioning. This report will be vital to addressing the resourcing shortfalls that we experience on a daily basis and the opportunity cannot be lost.

2023 NLTA BGM – Our BGM will be held this coming spring from April 11-14, in St. John's. It is always such a rewarding experience to see the wheels of democracy turn in our Association. Your elected provincial and branch leaders will be representing your interests well.

100th Anniversary of the Faculty of Education – On September 16 and 17, it was my pleasure to represent you at the 100th Anniversary Celebrations of the Faculty of Education at Memorial. The event acknowledged and re-established the value of this institution within our province but also reignited discussion as it pertains to teacher training and the need for improvements to teacher recruitment. It was an honour and privilege to hear Dr. Phil Warren's (well-respected advocate and champion for public education) retrospective and advice for the future.



SmartFind System – The ongoing challenges associated with the SmartFind system have led to significant outreach to the Association by our members, seeking information and advice. Subsequently, our staff have been communicating (often daily) with the school district (sharing teachers' concerns, offering suggestions for improvement, and seeking solutions to specific problems). We will continue to 'dig in' on these individual issues; however, on a larger scale, the impacts on teacher retention and daily workplace experience cannot be ignored and are informing us as we continue advocacy.

School visits – I will continue making every effort to visit your schools and be present at functions that involve or impact teachers. I find great value in our staff room discussions as well as your sharing of personal experiences via email and other means. Your willingness to speak out, voice your concerns, and inform the NLTA, creates significant opportunities for advocacy and practical change in the system.

Our collective efforts have served us well and we are stronger each day as a result. If you have individual concerns or thoughts, please do not hesitate to reach out to me directly.

Morale does not necessarily come easy or naturally. Respect is felt when the employer and policymakers identify public education as an essential and developmental service that requires financial investment, is rooted in long-term objectives, and addresses the needs of the people on the ground. Improvements to morale quickly follow.

Yours in Solidarity,

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

BAY ROBERTS

Students learn about plants and their effect on climate change

The kindergarten students at Bay Roberts Primary School had a wonderful opportunity to further their learning about plants on May 25. Kindergarten teacher, Mrs. Norma Jones, was successful in obtaining a grant from LSF (Learning for a Sustainable Future) after submitting a proposal outlining how plants can affect Climate Change and benefit the environment. Each of the four kindergarten classes, along with their teacher, had an opportunity to fill the locally made raised garden beds and plant some seeds.

“The students had a great time learning about the small seeds they planted, and what the seeds would eventually grow,” said Mrs. Jones. “The students planted carrots, cabbage, green onion, lettuce, zucchini, peas, kale, basil and dill. We are hoping to see the results of our efforts over the summer months and harvest when we return to school in the Fall. Many thanks to those who helped along the way in order to make this a successful adventure!”



Students at Bay Roberts Primary featured with their garden beds.

ST. JOHN'S

NLTA joins in PRIDE Parade

The NLTA joined with the Newfoundland and Labrador English School District (NLESD) to participate in the St. John's PRIDE Parade. The parade took place September 25 in downtown St. John's. NLTA President Trent Langdon, Vice-President Maureen Doyle-Gillingham and NLESD CEO/Director of Education Tony Stack walked with teachers, students and members of the school communities to celebrate diversity and creating an inclusive experience.



NLTA members join the NLESD at the St. John's PRIDE Parade.



NLTA President Trent Langdon and NLESD CEO/Director of Education Tony Stack at St. John's PRIDE Parade.

NEWFOUNDLAND

School Sports NL seeking school interest in Esports Gaming

School Sports Newfoundland & Labrador is happy to announce we are exploring the inclusion of the exciting and increasingly popular Esports Gaming to our sports catalogue. We are seeking teacher contacts from schools that contain any combination of Grades 7-12 that can be an initial contact to gather and provide basic information on student interest and some technical capabilities. Our initial targets are to have an online Esports Gaming tournament and get feedback from participants and teacher-sponsors/facilitators. More information and guidance will be provided to contacts once names are provided. You can contact Sean Connolly at sconnolly@schoolsportsnl.ca with your expression of interest and for any questions. We look forward to working with you!

Apply now for K-6 Teacher Mathematics Bursary Program

In the continued effort to build capacity and enhance math education in primary and elementary schools, applications are now being accepted for the Fall 2022 semester for the K-6 Mathematics Bursary. The deadline to apply is October 31, 2022.

Providing access to the necessary training is a key initiative and the Department of Education welcomes applications from administrators and teachers who work with K-6 students, including replacement and substitute teachers.

Since 2018, more than \$280,000 has been invested in mathematics professional learning opportunities for school administrators, classroom teachers and specialists, including \$74,250 in bursaries for 127 K-6 teachers.

As referenced in the Education Action Plan (www.gov.nl.ca/education/files/eap-report.pdf), the goal of the mathematics curriculum in the province must be student achievement that is comparable to the highest achieving Canadian jurisdictions. The Plan notes that accomplishing this requires a sound and balanced curriculum with well-articulated outcomes and expectations, highly skilled teachers, and an assessment program that adheres to national and international assessment standards.

More information on the bursary program, including the application form, is available at www.k12pl.nl.ca/curr/k-6/math/lang.html.



As our school-age children and youth return to the classroom, we know there are many reasons why children come to school hungry. Some have long bus rides or come from busy households. Others can't or won't eat in the morning, and sadly, through no fault of their own, some children do not have food at home. No matter the reasons, our Kids Eat Smart Clubs provide an inclusive and safe environment where every child is welcome.

Families continue to struggle in our province, and stats show in Canada 1 in 3 children come to school hungry. We are no different here in Newfoundland and Labrador. With 273 Kids Eat Smart Clubs in schools from Labrador to Twillingate, Port aux Basques to St. John's, and everywhere in between, children start their school day with access to nutritious food, at no cost to families.

Our Kids Eat Smart Clubs contribute to the overall well-being of a child and create a positive school environment, and every school day, with the help of thousands of volunteers, our Kids Eat Smart Foundation serves over 38,000 meals to students from Kindergarten to Grade 12.

At Kids Eat Smart Foundation Newfoundland and Labrador, our vision is that every school-age child in the province attends school well-nourished and ready to learn. Principals tell us they observe many benefits from their Breakfast Clubs such as increased attendance rates, improved behavior, and an overall positive impact on their school community.

Together, with your support and the support of our partners, donors and volunteers, we **Rise Up** our school-age children and youth. The result – children and youth who grow and learn to their full potential creating opportunities for a stronger, brighter future.

If you would like more information, visit our website at www.kidseatsmart.ca or contact Celina Stoyles, Executive Director, directly at (877) 722-1996 or email cstoyles@kidseatsmart.ca.

Every **Breakfast**. Every **Child**. Every **School Day**

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Computers for Schools

Since 1993, the Computers for Schools (CFS) program has provided over 1.6 million refurbished computers to schools across the country and has given more than 7,000 paid internships to young Canadians to allow them to acquire market-relevant skills. In 2014, CFS expanded its reach and now serves a growing number of not-for-profits, Indigenous communities and vulnerable Canadians.

The program is helping extend the useful life of devices and therefore reducing the environmental impact of electronic waste. Youth also benefit from paid, practical work internships where they can develop more advanced digital skills.

Innovation, Science and Economic Development Canada (ISED) is the program's main sponsor www.ic.gc.ca/eic/site/icgc.nsf/eng/home.

To date, CFSNL has distributed over 64,000 computers to schools, libraries, non-profit, Indigenous communities and vulnerable Canadians in NL.

Check out our webpage for information on how to receive computer equipment: CFS-NL – Making Technology Accessible (computersforschools.nl.ca)

Contact us: cfsnl@nf.aibn.com or 709-834-2377. Follow us on Twitter @cfs_nl

ATLANTIC CANADA

Register for the Hackmatak Children's Choice Book Award

Atlantic Canada's only children's choice book award is back for another exciting year of reading. Open to children in grades 4 to 6, Hackmatak is a reading program that introduces kids to the best new Canadian titles in both English and French. With the help of our detailed reading guides and other resources, children read a selection of titles throughout the school year, and then vote for their favourites in April, which determines the winners of our awards. Reading clubs can also participate in free virtual author visits in the spring!

Cost to participate: \$25 registration fee, plus the cost of a set of books (price varies, please contact us for details). For more information, visit www.hackmatak.ca, or email us at hackmatak@hackmatak.ca.

MOUNT PEARL

NLTA shows solidarity with CUPE

The NLTA showed solidarity with members of Canadian Union of Public Employees (CUPE) Local 2099, representing the City of Mount Pearl's municipal workers. Members of that local had been on strike from July 7 to September 18, 2022. NLTA President Trent Langdon and Provincial Executive Member Angela Dawe visited the striking workers and offered the support of the membership.



OTTAWA

NLTA delegates at CTF AGM

The NLTA sent a delegation to participate in the Canadian Teachers' Federation (CTF/FCE) Annual General Meeting this summer in Ottawa. Each year, the CTF/FCE AGM is the supreme policy-making body of the Federation. The NLTA group engaged with delegates from across the country on critical education issues facing members. Key activities during this event include: approval of the annual budget and executive elections. NLTA's delegation included Vice-President Maureen Doyle-Gillingham, Table Officer Kelly Loch, Executive Director Stefanie Tuff, Assistant Executive Director Ian Crewe and Past President Dean Ingram.



NLTA STAFF CHANGES

APPOINTMENT NOTICES

The NLTA is pleased to announce the following staff appointments:

Emily Caines

Emily Caines has been appointed to the position of **Administrative Officer, Programs and Services**, effective August 8, 2022.

Emily holds a Bachelor of Commerce Degree from Memorial University and a Juris Doctor Degree from the University of New Brunswick. In 2015, Emily became a member of the Law Society of Newfoundland and Labrador and throughout her legal career has had a focus on labour and employment law, including experience in grievance arbitration, mediation, and administrative law proceedings. Emily's most recent position, before joining the NLTA, was as in-house Legal Counsel for Eastern Health.

Lori Hewitt

Lori Hewitt has been appointed to the position of **Coordinator, Employee Assistance Program for Teachers** effective November 7, 2022.

Lori holds both a Bachelor's Degree and a Master's Degree in Social Work from Memorial University. Lori comes to the NLTA from her most recent position as the Regional Manager of the Employee and Family Assistance Program with Eastern Health, a position she has held since 2006. Lori has also served as an active member of the Newfoundland and Labrador Employee Assistance Program Association (NLEAPA) and serves on the Newfoundland and Labrador College of Social Workers (NLCSW) Registration Committee.

RETIREMENTS

The Association would like to wish the following NLTA staff members much happiness in their recent retirements:

Darrin Pike

Darrin retired from his position as **Administrative Officer, Programs and Services**, on April 22, 2022.

Gail Carroll

Gail retired from her position as **Coordinator, Employee Assistance Program for Teachers**, on August 26, 2022.



Re-Elect TRENT LANGDON as NLTA PRESIDENT



*'Steadfast LEADERSHIP:
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Violence in the Workplace

Advice and Guidelines for Teachers

by Miriam Sheppard

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

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

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

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

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

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

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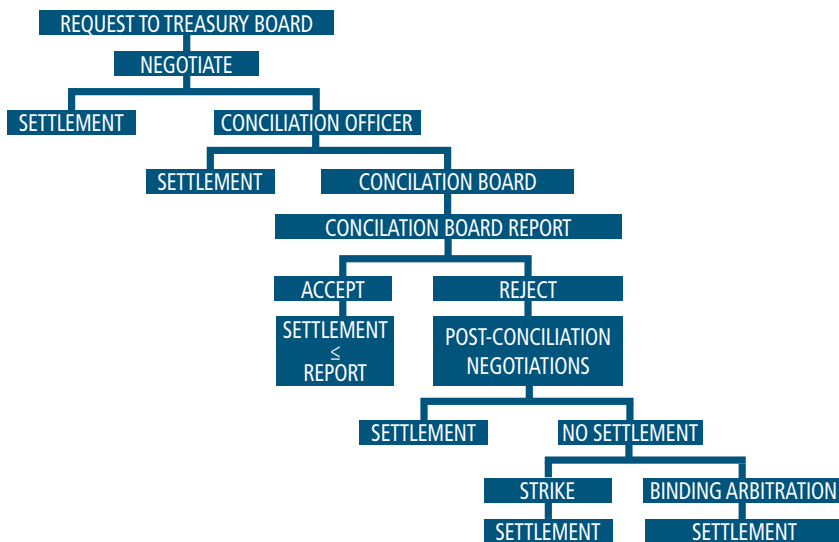
The Collective Bargaining Process

by Ian Crewe

As NLTA members would be aware from recent Association communications, the collective bargaining process for a new Provincial Collective Agreement has begun. Information about the progress of negotiations will be communicated in subsequent Bargaining Briefs as things proceed. However, it is timely now to provide an overview of the process so that members have that understanding to set the context for future communications.

The process for NLTA collective bargaining is governed by provincial legislation – the Teachers’ Collective Bargaining Act (“the Act”). The table below provides a flow-chart depiction of the process established in the Act, and the information provided in this article on the status of negotiations is current up to the date of submission.

The Negotiations Process



The term of the current Provincial and Labrador West Collective Agreements ended on August 31, 2022. The opening proposals for negotiations on the Provincial Collective Agreement were initially approved by Provincial Executive in May 2022. NLTA served notice to open negotiations on July 30, 2022. Pursuant to Article 43 of the Provincial Collective Agreement, the Agreement in place remains in full force and effect until such time as a new agreement is negotiated. The current Labrador West Collective Agreement was only recently finalized and signed in late August and notice to open has also been served for that contract, subject to a process for review of that bargaining unit that was negotiated in the new agreement.

The exchange of opening proposals between the employer and the provincial NLTA negotiating teams is scheduled to take place October 19-20, 2022. As per Association policy, a document containing the details of both the government and Association opening packages will subsequently be prepared and provided to members, along with a presentation to provide further details and explanation for Branches and individual members. The exact dates/times/locations for this will be communicated as soon as they can be confirmed.

As you can see from the flowchart, we are still at a very early stage in the bargaining process. The Association is committed to using the process, including seeking timely access to a conciliation officer and conciliation board, in order to achieve the best possible negotiated agreement for all members in the current context. Your negotiating team works diligently to this end, and the team members are:

Provincial Negotiating Team

- Maureen Doyle-Gillingham (Chairperson) – NLTA Vice-President
- Ian Crewe (Chief Negotiator) – NLTA Assistant Executive Director
- Derek Drover – NLTA Provincial Executive Member
- Stephanie Drover-Edmunds – Student Services Department Head, Amalgamated Academy, Bay Roberts
- Dale Lambe – Principal, Villanova Junior High, CBS
- Dani LeClerc – Substitute/Replacement Teacher

- Tracy Drover – Educational Psychologist, NLESD Western Region, Port aux Basques
- Amanda Gibson – Senior High English/IRT, Mealy Mountain Collegiate, Happy Valley-Goose Bay
- Russell Stockley – Elementary Multi-grade Teacher, William Mercer Academy, Dover
- Christine Lilly – Teaching and Learning Assistant, St. Andrew's Elementary, St. John's
- Miriam Sheppard (Staff Consultant) – NLTA Administrative Officer

Members of the Employer Negotiating Team


- Amy Collins (Chief Negotiator) – Treasury Board
- Ashley Blackmore – Treasury Board
- Tracy Stamp – Department of Education
- Peter Smith – CSFP
- Ed Walsh – NLESD
- Andrew Hickey – NLESD
- Leanne Wells – NLESD

In accordance with NLTA policy, it is the role of the Negotiating Team to recommend a tentative agreement to Provincial Executive, who have the authority to approve the holding of a provincial ratification vote. Executive formulates the ballot question, which must be approved by Joint Council before a ratification vote is held.

The NLTA will continue to keep the membership apprised of ongoing developments in collective agreement negotiations through regular Bargaining Briefs and alerts as necessary. It is important for NLTA members to stay informed and support their Association when called upon to demonstrate the collective voice of the membership by engaging in any future calls to action from the President.

Ian Crewe is Assistant Executive Director of the NLTA, icrewe@nlta.ca.

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The Natured Mind

by Kenda Riggs

“Look deep into nature, and then you will understand everything better.” ~ Albert Einstein

As you begin the new school year, I hope you had some time to relax, pause, reflect, and most importantly restore some of your energy this past summer. Some of you may be feeling excited and energized to embrace a new learning year, and others may still feel tired, uncertain what this year may bring. It is important to acknowledge where you are at this time, recognizing that there is no right or wrong in how you may be feeling.

In Newfoundland and Labrador, the weather was incredible this summer. We are entering into a beautiful Fall season as well. I truly hope that many of you have gotten to enjoy some nature-time this past summer, as nature can help our brains and bodies to stay healthy. However, just because summer is over, does not mean that time in nature should end! During times of busyness, it is more important than ever to focus on ensuring we incorporate nature into our routines. These can be small unstructured moments to bigger planned activities. It is my hope this year that you will try to have a ‘natured mind’ on your beginning or continued journey to health and wellness.

What Does Nature Mean to You?

Our connection to nature runs deep in our DNA, yet in the modern world, humans spend almost 93% of the day indoors. We all have different experiences of nature and may have different reasons for wanting to connect to it more. Studies have shown that there are physical and mental benefits of connecting with nature. Nature can help reduce stress and anxiety, while increasing our focus and creativity. As teachers, you should try to immerse yourself in nature in any way you can, even a little bit each day.

Vitamin N

Sunshine helps strengthen our immune system and helps protect against illness, and there are direct benefits of enjoying the fresh air and the great outdoors. Time in nature can have a healing force on our bodies and minds, often referred to as Vitamin N. In 2019,

a study looked at the effects of 20 minutes of nature exposure three times per week, and participants showed lower levels of cortisol, the stress hormone, after nature exposure. An earlier study completed in 2016 concluded that only thirty minutes or more in nature per week can improve blood pressure and mood.

Vitamin N helps to:

- Strengthen immunity, as the sun provides Vitamin D for bone and muscle health.
- Promote regular quality sleep, which is then linked to better concentration, and reduced risk of heart disease and stroke.
- Boost mood as physical and mental health are directly linked, and nature improves both. Time outdoors, especially in the winter months where there is less daylight, can also improve mood.
- Lessen anxiety and fear by reducing stress.
- Increase general feelings of happiness and well-being, positive emotions, and improved interpersonal skills. People who spend time in nature tend to feel better about themselves.
- Generate feelings of calm, by relaxing the nervous system helping to deactivate the fight or flight response.
- Lower cortisol levels (the stress hormone) by suppressing the sympathetic nervous system.
- Improve ability to pay attention and concentrate. Taking a break in nature enhances cognitive abilities such as memory and problem-solving.
- Activate the brain and helps self-awareness.
- Reduce chronic illness. Time in nature reduces risk of heart disease, diabetes, lowers blood pressure, and other chronic conditions.

Nature Deficit Disorder

Richard Louv describes the concept Nature Deficit-Disorder (NDD), which is not a medical diagnosis, but “...the human cost of alienation from nature, diminished use of senses, attention difficulties, high rates of physical and emotional illnesses including Vitamin D

deficiency”. He explains that spending less time outdoors is taking its toll on the overall physical and mental health and well-being of adults and children. With the digital world in which we live, adults are spending increased amounts of energy blocking out many of the human senses to focus on electronic screens, which is ultimately leaving people feeling less alive.

People do better overall physically and emotionally when experiencing time outdoors, benefiting from the positive feelings, stress reduction, and energy restoration from being in nature. Being outside in nature is fundamental to our development and well-being as adults.

“We tend to block off many of our senses when we’re staring at the screen. Nature time can literally bring us to our senses.”
~ Richard Louv

Ways to Get a Dose of Nature

- Take a stroll, a walk, a hike, or a bike ride. Notice the beauty around you – the plants, trees, and animals. Pay attention to sounds, sights, and smells
- Play with your children or pets outside
- Clean up your yard, do some gardening, or sweep your driveway
- Plant some fresh vegetables, flowers, or trees
- Eat a meal outside and enjoy the outdoor space around you
- Study or read a book outside, in your backyard or at a park
- Visit a river or ocean and listen to the calm water or ocean waves. You may even want to put your feet in the water.
- Sit back and relax in a quiet place outside, with a blanket or pillow or in a hammock. Sometimes the best thing to do is absolutely nothing at all. Soak up the nature around you
- Be a visitor in your own community – explore different local places that you may take for granted

Most importantly, at the beginning of each week, block out time in your calendar to schedule in your nature time, whether it be sitting on your front porch or exploring a new hiking trail.

Bring Nature Inside

There may be times when you may not be able to get outside to enjoy nature. You can also enjoy nature from inside, by looking out a window observing wildlife like birds, the weather changes, the clouds drifting by, a snowfall or rainfall, or the sun rising or

setting. You can also bring nature inside by having plants, flowers, beach rocks, sand, and tree leaves. You can open the window to allow the fresh air to fill your rooms, or to listen to the wind or rain. You can also put a bird feeder outside your window. Finally, you can add plants and outdoor photography or pictures to your workspace or home. These all provide opportunities to experience nature, which will help you feel more fulfilled.

Try a Nature Prescription

The research does suggest that most people will feel the greatest benefit of nature by spending at least two hours a week in intervals of at least 20 minutes. However, it is important to remember that you may have to try several different nature environments to find the one that is right for you. Living in Newfoundland and Labrador is unique, as we not only have our beautiful woods and nature trails, but we also have ocean environments to explore as well. The most important part when exploring nature is to feel some sort of connection to the environment, which is a feeling like you belong and are at peace with your surroundings. Remember to always take a moment to check in with what is going on inside of you. Notice your breathing. Feel your heart beating. Truly experience the sensations of being alive. These will all help you to enjoy the upcoming school year with a natured mind.

To learn more about prescriptions for nature visit www.parkprescriptions.ca.

If you are interested, you can do a short nature quiz on the Nature Conservancy Canada website <https://naturequiz.ca/en/> to obtain your own personal nature score, with some personalized weekly nature tips to help you experience nature in new ways!

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Kenda Riggs is a Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Kenda (ext. 265) or Kathy Taylor-Rogers (ext. 242) or email eap@nlta.ca.

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An Interview With...

Program Specialist for Indigenous Education Shannon Dicker

Shannon Dicker is a Program Specialist for Indigenous Education based out of Nain. Shannon works closely with the five Nunatsiavut Government schools on the north coast of Labrador, but her work also branches to schools outside of the Inuit land claims region, with program specialists across the province, and with outside organizations on varying topics surrounding Indigenous Education. Shannon's work focuses on Indigenizing education, and it is her passion to have Indigenous students represented in both the physical space of their schools, and in the lessons and conversations they are engaging in with their teachers. Shannon taught kindergarten for six years in Nain, had a one year teaching experience in Bonnyville, Alberta managing and teaching a program for experiential learning between grades 4-9 with several school districts in the surrounding area, and is now in her second year in the role of Program Specialist for Indigenous Education. She has been a member of the NLTA for eight years. Shannon holds a master's degree in Education in curriculum teaching and learning studies with a focus on language and literacy and was recently appointed to the Canadian Teachers' Federation (CTF) Advisory Committee on Indigenous Education.

As an introduction to the membership in her role as a Program Specialist for Indigenous Education, Shannon answers a series of questions.

Q. What is your main priority as a Program Specialist for Indigenous Education?

A. Representation. Inform. Restorative practice. Conversations. These are some buzz words that come to mind as I reflect on the work I have done previously, but that I am continuing to do moving

forward in this role. As an Inuk woman, my overall experience growing up in the small isolated predominantly Inuit community of Nain was great. I had many wonderful teachers who motivated me and endless support from my family...but there was something that was lacking and that was seeing myself represented in the curriculum. Our textbooks taught us about things we only ever read in books or saw on the television. I didn't know it at the time, but what I yearned for was to see the culture being proudly displayed in the school, to read books that had pictures that connected me to traditional practices, to feel connected to what I was learning. I feel that my main priority now is to work towards that goal even if it means taking baby steps to make it a reality. I want educators and my colleagues to see me as a person who supports their journey towards truth and reconciliation. My aim is to focus on the positives in regard to how we as educators can move forward on our personal learning journeys to collectively see some of these ideas come to fruition. We are making great gains toward that, and it makes me very happy to know that so many people are excited to learn more, to share their stories, and to keep the conversation going. I am not an expert by any means. I openly share that I am also on my own learning journey as both my parents were in the residential school system and are continuing to reclaim what was taken from them and ultimately from generations after. I am learning and growing and rediscovering many parts of my culture but also about other Indigenous groups in our province.

Q. Why is it so important to have educators in the system who are focused on developing Indigenous Education programming?

A. It is everything. It means everything. You cannot force people to want to learn something. You cannot make people do things that they are not ready to do. But to see so many people reaching out for support, asking for advice, wanting me to be a part of their conversations truly speaks volumes that we as a province are moving in the right direction. I have to admit, there are times when I am tasked with something, asked to support the planning of an event, or to help with the planning and delivery of professional learning and I often find myself sitting back and thinking... wow, people are reaching out to me to learn about my culture, my background, and value my perspective. If you would have asked me five years ago if I would see myself here, I would not have believed you for a second. I have grown so much as an educator and a big part of that was allowing myself to be vulnerable, to step outside my comfort zone, to share my stories, and my truths. When you are true to yourself you see that all the pieces start falling into place and it is a beautiful thing. So, to circle back, it is everything to know that there are educators at every level across the board that value Indigenous education and want to see it recognized and celebrated in our schools.

Q. How do you see your role as a Program Specialist as part of the educational system in this province and how are you going to give voice to the Newfoundland and Labrador experience at the national CTF table in your new role on the Advisory Committee on Indigenous Education?

A. I am certainly feeling more confident with my vision for the position of Program Specialist for Indigenous Education. I am very grateful for all those educators and my colleagues that supported me to this point of my career. My role is clearly to support teachers and support schools and that is what I intend to do. I think that there has been much talk surrounding Indigenizing education for some time but personally, as an Indigenous person in the system, I feel we are finally moving forward in that perspective. Sometimes we have to get uncomfortable and make ourselves vulnerable to grow. I feel it is my job to shift people's thinking, to make people question what their next steps will be on this journey, and to be in a safe space where people feel comfortable to ask questions and reach out for support on how to Indigenize the curriculum. It is loud and

(continued on page 16)

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clear that people want to be more inclusive in this sense, so I would love to see it reflected in the curriculum so that our educators are not having to try and piece it together on their own and in their own time in regard to resources and community connections. To comment on the second part of this question, I was recently appointed to the CTF Advisory Committee on Indigenous Education, and I am eager to officially meet with them for the first time. We are doing so many great things in our province in relation to Indigenizing education and I will definitely be highlighting the positive connections we are making in our schools. However, there are still some challenges that we face, and I intend on addressing those as well. I am excited to start the conversation and ensure that our province, our schools, and our educators are recognized for all the efforts being made on our collective journey in regard to truth and reconciliation as well as share what I am learning as a part of my work on this committee.

Q. What do you consider your greatest achievement?

A. As I reflect on my time in the classroom, I feel that my greatest achievements were most definitely making every student feel loved, welcomed, appreciated, and heard. The first group of students I ever taught are now in Grade 9 and they often still come up to me and say, “Remember when...”, “I loved it when we...” and those relationships are lifelong. Relationships are so important and true learning cannot occur when you don’t have the trust and the respect from your students and vice versa. As I reflect on my short time in my current role, I would say a noteworthy achievement was working with various administration teams to ensure the culture was represented visually in their schools but also at the forefront of everything that we do as educators. Opening up the floor for discussion for staff and students to have voice and choice on what they wanted to see was important, and to celebrate every victory no matter how big or small! I also felt it was a win when I partnered with the Zorbit’s Math Adventure team to create Inuit specific math lessons to be added to their website. This was a wow moment for me as I saw people in the schools I work with doing these lessons and feeling such a sense of pride in who they are. As I said previously, representation is paramount in our work for our learners to feel valued and appreciated.

Q. What motivates you to work hard?

A. My parents. Hands down. Despite the hardships they endured, they did everything to ensure their children had the best childhood and this has taught me many valuable life lessons. I would not be where I am today without their support. Now that I am a mother myself, my son is a driving force behind everything I do.

Q. Which historical figure do you most identify with?

A. I truly admire Martin Luther King Jr. and the work that he did, the courage he displayed, and his words of wisdom. I would never compare the work I do to his, but in a way, I can see similarities in what we stand behind and what we believe in. For equality, for respect, and for telling your story no matter how hard it is to share even if you are standing alone... thankfully I know I am not standing alone and I have great supports in the work that I am doing.

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

A. I love the outdoors. Spring is my favourite season here in Nain. Being in an isolated community, the sea ice will freeze up in the winter and that becomes our highway. We can come and go as we please on our snowmobiles and the freedom that comes along with that is truly exhilarating! Boil ups and ice fishing are probably two of my most favourite springtime activities!

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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.ca.



2022 NLTA Award Winners

ALLAN BISHOP AWARD

The Allan Bishopp Award is presented in recognition of outstanding service to the Newfoundland and Labrador Teachers' Association at the provincial level. It is open to any active or life members of the NLTA and nominations for this award may come from branches or special interest councils.

Sharon Peach

Sharon Peach, of Carbonear, is the recipient of the 2022 Allan Bishop Award. After a 29-year teaching career, Sharon retired in June 2022. Sharon was a member of the Carbonear Branch and was a member of the Joint Sponsor Body with the NLTA as the teacher representative. Her role was to represent the interests of the NLTA membership on the Sponsor Body through the establishment of the Teacher Pension Plan Corporation. Sharon held this position from the inception of the Sponsor Body in 2016 through to her retirement. During her tenure in this position, she attended every meeting of the Sponsor Body and attended a two-day course on Foundations of Trust Management Standards and attained the FTMS Certificate.

During her time with the Carbonear Branch, as a Member At Large, Sharon helped implement some changes to the NLTA Retirement festivities held at the branch level. Changes were implemented to increase the celebration of retirees at the time of their retirement.



Sharon Peach (left) and NLTA Vice-President Maureen Doyle-Gillingham

BANCROFT AWARD

The Bancroft Award was established in 1980 to mark the 90th anniversary of the Newfoundland and Labrador Teachers' Association. The award recognizes outstanding service at the branch level of the NLTA for the betterment of education and professionalism for teachers.

Joe Santos

Joe Santos, of the Waterford Valley Branch, is one of the recipients of the 2022 Bancroft Award. After an over 27-year career, Joe retired in 2022. Throughout his career, Joe was an active member at the Branch and Executive levels.

Joe held various Executive Offices at the Branch level with the Waterford Valley Branch, including Past-President, President, Vice-President, Political Action Officer, and Ethical Issues Officer. While a member of the St. Mary's Branch, he held the positions of President, Political Action Officer, Professional Development Officer, Equity Issues Officer, and Substitute Teacher Representative. Joe also attended numerous NLTA Biennial General Meetings as a Branch Delegate and was a participant in the CBC News Town Hall "Inside the Classroom" series.



Joe Santos (centre) with Waterford Valley Branch President Kimberly Brown and NLTA President Trent Langdon

Joe was very involved at the committee level as well, serving as a member of the Waterford Valley Branch Professional Development Committee, the Communications Committee and the Social Committee. He also chaired the Professional

(cont'd.)

Development Committee, the Communications Committee, the Political Action Committee, the Resolutions Committee, and the Social Committee. In addition, Joe was also a member of the School Board-Teacher Liaison Committee and served on Provincial Executive from 2017-2021.

Tracey Payne

Tracey Payne, of the Humber Branch, is one of the recipients of the 2022 Bancroft Award. Tracey has been an active member of the NLTA for over 26 years and throughout her career has been active member at the Branch and Executive levels.

Tracey held various positions in the Humber Branch, including President, Vice-President, and Member-at-Large. She also served as Joint Council Representative of Humber Branch from 2011-19 and the NLTA BGM Delegate of Humber Branch from 2013-21. In addition to her Branch and Executive roles with Humber Branch, Tracey served as Chair of Awards Ceremony, Chair of Social Committee, Chair of Scholarship Committee and Chair of Retirement Committee. Tracy has also been a member of the School Board-Teacher Liaison Committee and Chair of the NLTA Group Insurance Committee. Other branch service includes participation in the Premier's Round Table Discussions regarding the provincial economy, meet and greets for Humber Branch members and spoke on behalf of teachers for Humber Branch at a Town Hall in Corner Brook.

Tracey's involvement with the NLTA includes serving as a member of the Provincial Executive since 2019, Chair of Equity Committee, member of the Math Science Special Interest Council and member of NLTA Provincial Negotiation Team from 2007-2009 and the Staff Negotiating Team from 2019-2023.



Tracey Payne with members of the Humber Branch

BARNES AWARD

The Barnes Award was established in 1987 to recognize outstanding service to the Newfoundland and Labrador Teachers' Association in the field of Professional Development by teachers involved in Special Interest Councils and Curriculum Development Committees.

Em Sopkowe

Em Sopkowe of the Gender and Sexual Diversity Special Interest Council (GSDSIC) is the recipient of the 2022 Barnes Award. Currently Vice-President of the GSDSIC, they were instrumental in the formation of the SIC and, along with the current GSDSIC President, co-wrote the proposal to the NLTA executive for the formation of the SIC, as well as its bylaws.

Em has been very active in Special Interest Council service and other recognized professional development, including: professional learning in District Strengths and Goals for 2SLGBTQ+ staff and students; keynote presenter at the NLTA SIC Leadership Conference; 2SLGBTQ+ inclusion and allyship, ULEARN session, co-presenter with Jessica Webb and Trevor Taylor; curator of a 2SLGBTQ+ resource list that was added to the K-12 PL site for Health Kindergarten Implementation; deep learning PL session on 2SLGBTQ+ experiences at Ascension Collegiate; PL in Restorative Justice Education; developed and co-presented materials for two days of professional learning to New Dimensions Preschool, on behalf of Relationships First.

In addition to work with SICs and PL opportunities, Em is a Safe and Caring Schools Special Project grant recipient and helped prepare 2SLGBTQ+ literature for the Octagon Pond Elementary library. Throughout their teaching career, Em has also contributed as a provincial GSA guest speaker, a committee member on the NLTA equity and diversity committee, founded the CSFP's first gender and sexual alliance (GSA) group, le club des arcs-en-ciel, founded Villanova Junior High's first GSA group and organized the first Pride Day at Newtown Elementary, in collaboration with student leadership.



Em Sopkowe with NLTA President Trent Langdon

SPECIAL RECOGNITION AWARD

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

Anne Whelan

Anne Whelan, of the Carbonear Branch, is the 2022 recipient of the NLTA Special Recognition Award. Anne retired from her teaching career after 38 years and her contribution to the arts and musical community in Carbonear is extraordinary.

For 30 years, Anne was the Director of Glee Choir at Carbonear Collegiate and was the driving force behind the Drama Troupe, Rock Band, launched an Idol competition. Due to her efforts, many extra-curricular activities and opportunities were made available to the students of Carbonear Collegiate and under her direction the drama troupe was award winning and her choirs thrived. In addition to her efforts in school, Anne was also the choir director at St. Patrick's Immaculate Church in Carbonear for 20 years. Anne also acted as needed whenever the town of Carbonear needed artistic performances, direction, or assistance. She regularly provided music and direction for the events such as the Tree Lighting Ceremony and helped promote the town and province through her work and leadership with several of Ray Johnson's events. .

Anne was also involved in several music activities throughout the province, including the Cantus Vocum and the Atlantic Girls Choir. As well, she served as a clinician, adjudicator and mentor for other music and theatre teachers and their programs in the surrounding area. Anne has been recognized with a Builders Award in recognition for years of service to the Theatre Arts Program and the Western Regional Drama Festival, as well as the Carbonear Recreation Commission Volunteer of the Year Award.



Anne Whelan (right) and NLTA Vice-President Maureen Doyle-Gillingham



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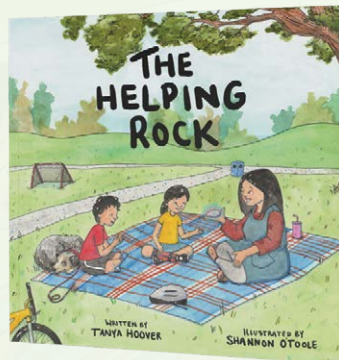
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Sharing Our Cultures 2022-23

by Lloydetta Quaiocoe

Since 1999, Sharing Our Cultures has provided intercultural experiential learning opportunities to school children and youth in the province. Our programs and resources support the delivery of several K-12 curriculum outcomes, including Social Studies, Language Arts, French, and Religion.

Our organization's vision is to connect culturally diverse school youth, foster belonging and acceptance among all school children, be relevant within the schools and province, and contribute towards an inclusive and cohesive society. We provide a platform and spaces for the voices, experiences, histories, and cultures of school children and youth to be heard, seen, respected, and valued.

This 2022-23 school year, we will offer bilingual programs, projects, and events in St. John's, Gander, Grand Falls-Windsor, Corner Brook, Happy Valley-Goose Bay, and Labrador City.

Imagine SPACE (Support, Positive, Action, Collaboration & Experiences)

This project is designed to empower racialized youth to build confidence and pride in their cultures and share their experiences, to address racism and discrimination, and take action against racist acts and attitudes. The project includes the creation of a Youth Advisory committee to lead and guide the project, a documentary of the lived experiences of youth, as well as an interactive online resource addressing racism and actions that can be taken against racial discrimination in our community. 'Imagine SPACE' wants to stimulate conversations and encourage youth to take concrete actions toward embracing cultural diversity and inclusion of visible minorities in our province.

Sharing Our Cultures Program

The Sharing Our Cultures program starts in October and concludes in March with a public event where high school youth share their cultures with Grade 6 students and the public. Project coordinators work with students to help them create presentations reflecting aspects of their culture. This program encourages students to develop new skills, gain intercultural knowledge and understanding, foster acceptance and respect, and earn volunteer hours.

Impactful Gifts (St. John's only)

Impactful Gifts is a social enterprise for newcomer youth 15 to 21 years old to create handmade products, such as reusable bags, scrunchies, coasters, and placemats. This program includes several learning opportunities for youth to gain employability skills and Canadian work experience while giving back to the community. They learn sewing, interacting with customers, writing a resume, basic business skills, and improving their English. Everything is covered to give a comprehensive experience to newcomer youth.

Multicultural Classroom Activities

This program is a series of multicultural activities designed for Grade 6 classes. Each session includes a general introduction to culture and video presentations of high school youth, and activities to enhance students' interactive participation, as they reflect and learn on the different cultural aspects presented. The Multicultural Classroom Activities are structured around four themes: Our contributions, Our human rights, Our environment, and Our expressions. These sessions are available in French and English and delivered virtually or in person.



Mealy Mountain students at Lawrence O'Brien Arts Centre, Sharing Our Cultures, March 2022.

Contact Cultures

www.contactcultures.ca is a series of virtual, self-directed, and interactive K-12 curriculum-based learning sessions for French (First and Second language) students and teachers in Newfoundland and Labrador. This online resource includes video presentations created by culturally diverse students from Grade 7 to 12 who reside in this province and share various aspects of their culture. These presentations are a great resource to add to a French class or multi-cultural classroom activities.

Cultural Con'txt'

Cultural Con'txt' is a collection of stories, poems, and drawings by Grade 6 students. The publication is designed to stimulate conversations about cultural diversity in classrooms and homes in Newfoundland and Labrador. Grade 6 students have an opportunity to enhance their writing, reading, and artistic skills. They submit their original work which is published and distributed to all Grade 6 students in the province. Students whose submissions are published take pride in being published authors, which increases their self-confidence and motivates them to continue writing. Some students will read their stories in English and French during the official opening ceremony of the Sharing Our Cultures events.

Multimedia Project

In collaboration with Rogers tv, high school youth learn behind the scenes of television production. In this multimedia hands-on project, participants create the content for their own television episode. Then, they are paired with television staff and engage in all aspects of the production, including directing, camera, floor managing, interviewing, and editing.

Our programs, projects, and events are funded in part by the Government of Canada and the Government of Newfoundland and Labrador, with support from academic institutions, community organizations, and ethnocultural communities. For more information, please visit our websites and YouTube channel at www.sharingourcultures.com, www.contactcultures.ca, [Impactful Gifts \(impactfulgifts.com\)](http://www.impactfulgifts.com), and <http://youtube.com/sharingourcultures>

Lloydetta Quaiocoe, PhD, O.N.L., is Founder and CEO of Sharing Our Cultures Incorporated.

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**DATE OF CANDIDATES FORUM
NOVEMBER 5**

**ELECTION OF PRESIDENT DATES
NOVEMBER 21–25**

**ELECTION OF VICE-PRESIDENT DATES
DECEMBER 12–16**

The Electoral Committee will preview your submissions and determine the questions to be used during the Forum. **Deadline** for submissions is **October 14, 2022**. Please send your questions to Jennifer Tulk, at jtulk@nlta.ca

Candidates for **NLTA President** and **Vice-President** will address and respond to questions from the membership. Candidates have a maximum of **10 minutes** each for speeches; and **2 minutes** to respond to each question.

This **Candidates Forum** will offer members an opportunity to learn more about candidates before voting.

OF SPECIAL INTEREST...

SPECIAL INTEREST COUNCILS

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Special Interest Councils are professional learning communities dedicated to life-long learning and the ongoing professional growth of NLTA members. Their mandate includes offering a range of professional development programs, including conferences, institutes, focus groups, teleconferences, and e-learning initiatives. Councils communicate with their membership using a variety of current technologies. As part of their mandate, the councils will respond to curriculum and program concerns, develop position papers on critical issues, work with government on curriculum development and advise the NLTA on matters of importance.

Currently there are 16 Special Interest Councils:

- Council of Special Services (COSS)
- Deaf and Hard of Hearing/Blind and Visually Impaired (DHH/BVI)
- English Language Arts (7-12)
- Gender and Sexual Diversity (GSDSIC)
- Health Education Council
- Math/Science Council (MSSIC)
- Newfoundland and Labrador Music Educators' Association (NLMEA)
- NL Counsellors' and Psychologists' Association (NLCPA)
- Physical Education Council (PESIC)
- Psychologists in Education (PIE)
- School Administrators' Council (SAC)
- Second Language Council
- Small Schools Council
- Speech Language Pathologists (SLP)
- Teacher Librarians Newfoundland Labrador (TLNL)
- Technology in Education Council (TESIC)

Please make every effort to be an active member of special interest councils that are of interest to you. If you wish to become a member of one of the existing councils, you have only to contact the president of that council (go to the NLTA website for this information), and you will be sent the necessary membership information.



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Notice for Substitute Teachers

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

For any questions re: substitute teacher issues please contact: Bob Johnston
Administrative Officer, NLTA Programs and Services
726-3223 or 1-800-563-3599, ext. 239; bjohnston@nlta.ca

Teaching and Learning Assistant PROFESSIONALS

Information for Teaching and Learning Assistants is available on the NLTA website at www.nlta.ca. Click "**Member Services**" and then "**Teaching and Learning Assistants**"

For any questions re: teaching and learning assistant issues please contact: Gabriel Ryan
Administrative Officer, NLTA Programs and Services
726-3223 or 1-800-563-3599, ext. 232; gryan@nlta.ca

APPLYING FOR EDUCATIONAL LEAVE?

Applications for Educational Leave for the 2023-24 School Year will be available soon on the NLTA website. Please check back at www.nlta.ca

Application is made to the District. District deadlines are as follows:
NLESD: January 13, 2023
CSFP: January 13, 2023

2022 Province-Wide Vote Deadlines

October 25, 2022

- Mailing of Election issue of *The Bulletin*.

October 25, 2022

- Final deadline for receipt of nominations for office of President

November 16, 2022

- Final deadline for receipt of nominations for office of Vice-President.

November 21-25, 2022

Province-wide vote for the election of President

November 25, 2022

Run-off ballot for the election of President (if required).

December 12-16, 2022

Province-wide vote for the election of Vice-President.

December 16, 2022

Run-off ballot for the election of Vice-President (if required).

Dates to Remember

October 2022

- Oct 6-7 Pre-Retirement Seminar (Corner Brook)
- Oct 13-14 Pre-Retirement Seminar (Corner Brook)
- Oct 20 **Deadline:** PD Fund applications
- Oct 27-28 Pre-Retirement Seminar (St. John's)

November 2022

- Nov 3-4 NLTA Provincial Executive Meeting
- Nov 5 NLTA Joint Council Meeting
- Nov 9-10 Pre-Retirement Seminar (St. John's)
- Nov 17 **Deadline:** PD Fund applications
- Nov 24-25 Pre-Retirement Seminar (St. John's)

December 2022

- Dec 2-3 NLTA Provincial Executive Meeting
- Dec 8-9 Pre-Retirement Seminar (Virtual)
- Dec 15 **Deadline:** PD Fund applications

PRE-RETIREMENT SEMINARS 2022-23

Space is still available for the December 8-9, 2022 Virtual Seminar. For more information visit www.nlta.ca/preretirement2022

