

bulletin

CONVENTION 2023



Angela Dawe



Stephanie
Drover-Edmunds



Darryl George



Kelly Loch



Tracey Payne



Colin Short



Sheldon Slaney



Russell Stockley



Della Way



Sean Weir

**CANDIDATES FOR
NLTA PROVINCIAL
EXECUTIVE**

(AS OF
PUBLICATION
DEADLINE)

Biennial General Meeting 2023

The major decision-making forum of the Newfoundland and Labrador Teachers' Association, Convention 2023, will take place April 11-14 at the Sheraton Hotel Newfoundland in St. John's. The theme of Convention is *Collective Strength. Collective Action.* Delegates from Branches and Special Interest Councils will attend the meeting to consider resolutions put forth by Branches and Councils, resolutions from the floor of Convention, the 2023-25 budget, by-law changes, and other important business which must be carried out by the Association throughout the year.

One of the highlights of the Biennial General Meeting will be the elections for the Provincial Executive of the Association. Candidates for Provincial Executive are featured throughout this issue of *The Bulletin*.

Other highlights of the BGM include the President's Banquet, at which time the presentation of the Bishop, Bancroft and Barnes Awards will be made, as well as the Special Recognition Award, the Patricia Cowan Award, the President's Award and the presentation of the Honorary Membership in the Association.

Jean-Noël Grenier will be the special keynote speaker and will discuss the notion that teachers' organizations are more than just a

bargaining agent and they can mobilize to make a positive change over the policies that shape public education. Mr. Grenier is a professor at Laval University in Québec City. His prior experience includes teaching at the college level and acting as a union officer for the Fédération Nationale des Enseignantes et Enseignants du Québec. His teaching interests include collective bargaining, public sector labour relations, work organisation, union organisations and research methods. He is the co-author of a recent book on Labour Relations in the Québec broader-public sector (Grenier et Bolduc 2020). He has published articles and book chapters on union action and labour relations in the education sector and is currently engaged in two research projects that examine the consequences of the pandemic and its aftermath on the quality of the work environment and working conditions in the education sector.

Editor's Note:

Candidates' biographies and position statements are printed as submitted and have been edited for length/word count only.

KEYNOTE SPEAKER



Jean-Noël Grenier

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Candidates for Executive

Angela Dawe

- BMus, BMusEd (K-12)
- MEd (Leadership Studies)
- adawe@nlta.ca



Employment: NLESD

- Permanent Teacher: Music, Art, Home Economics, Social Studies (Primary and Intermediate) (2007-Present)
- Substitute Teacher/Replacement Teacher (2006-2008)

NLTA Involvement

- NLTA Provincial Executive Member (2021-2023)
- NLTA Finance/Property Committee (2021-2023)
- NLTA Equity Issues in Education (2021-2023)
- NLTA St. John's Centre Branch President (2017-present)
- NLTA Music Educators' Association Conference Professional Learning Presenter (2018)
- NLTA Inside the Classroom Panelist (2017-2018)
- NLTA Professional Issues Committee (2017-2018)
- NLTA CONTACT Delegate (2017)
- NLTA School Board/Teacher Liaison Committee (2016-2018)
- NLTA St. John's Centre Branch Exec (2015-2016)

Other Employment

- Office Administrator/Paralegal (2004-2006)
- Director, The Music Conservatory (2002-2004)
- Private Music Teacher (1996-2021)

Further Education Highlights

- Fine Arts Diploma (2023)
- Fine Arts Diploma (2021)
- Theology Diploma (2021)
- ASD and Behavioural Intervention (2015)
- Crisis Prevention Institute Training (2015)
- Psychological Health/Safety in the Workplace (2015)
- Occupational Health and Safety Training (2011)
- Stephen Covey Training (2009)
- Stitt Feld Handy Group Negotiation Diploma (2009)
- Sewing/Textiles Diploma (2007-2009)
- Child Psychology Diploma (2006)
- Catering/Gourmet Cooking Diploma (2005)
- Office Administration Diploma (2004)

Professional Interests

- healthier workplaces
- equity issues for substitute teachers/replacement teachers/permanent teachers
- the elimination of partial positions

About Angela

I pour my energy into advocacy efforts that address the shortcomings within our profession. I ask questions and I dig deeper when such questions go unanswered or require further clarification. I thoroughly enjoy helping others, and I am a very motivated and enthusiastic proponent for the well-being of our membership. I thrive on a robust debate that opens my eyes to varying viewpoints that exemplify the idiosyncrasies within our profession.

The learning that I have experienced during my term as an executive member has been extraordinary. I highly encourage and recommend more members to get involved at any level!

Never shy to be a contrarian when it comes to standing up for my values, principles, and beliefs, I can assure you that I will always bring your issues forward to the executive table.

Should I be elected, I will continue to speak the truth – your truth, our truth. Ultimately, my goal is to carry the voices of those that I represent. I can promise you passion, persistence, and my ear and voice. I humbly ask for your support when considering all candidates for the NLTA Provincial Executive.

Stefanie Drover-Edmunds

Education

B.A., B.Ed., B.Sp.Ed., B.PS.Ed., M.Ed.
(C.Psy.), Dip. Prog. Anal., Cert.
NLStudies



Teaching Experience

SSS Dept. Head, School Counsellor, IRT,
4-12 Classroom, Substitute Teacher

NLTA Experience

- NLTA Negotiating Team for the Provincial Collective Agreement (2020 & 2022-present)
- Membership Benefits and Services Committee (2017 & 2019)
- Council of Special Services (COSS) (2018-present) – President (2022-2024)
- Newfoundland and Labrador Counsellors' and Psychologists' Association (NLCPA) (2019-present)

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(S. Drover-Edmunds cont'd)

Statement

Thank you to the members of the Bay Roberts Branch for my nomination for NLTA Provincial Executive 2023-2025.

Our province is facing serious socio-economic difficulties and it's time for government to realize the correct path to building and maintaining a sustainable socio-economic future requires increased investment in education. Throughout the years, there have been many reform initiatives that promised a better future for education. However, challenges continue to exist. Teachers have become increasingly stressed in woefully under-resourced workplaces while trying to implement new and ever-changing curricula and policies. The increased responsibilities, working with limited resources, and staffing shortages are having a detrimental effect on the mental health of our members. These challenges are increasing and they have a negative impact on all those working in the education system, so much so that people who once enjoyed their profession are now looking elsewhere to finish out their careers.

Since 2016, I have participated in a number of focus groups regarding teachers' concerns with the current education system. These include the Premier's Task Force, advocating for a safe return back to school, manageable workload, and workplace safety during the pandemic, and most recently, the Teacher Allocation Review Committee.

Recently, COSS members identified a number of concerns in Special Education that affect the entire education system. Based on my own teaching experience, involvement with the NLTA, and as president of COSS, I have been actively advocating for better working conditions for all our members. It is imperative that we have a strong voice that will ensure that we are respected, and our concerns are being addressed. I believe my professional and personal experience, along with my dedication to teaching and learning, will enable me to make a positive contribution to all those working within the education system of Newfoundland and Labrador. At the end of the day, we need to establish a safe work environment, and a reasonable life-work balance.

Thank you in advance for your consideration and support. Enjoy BGM 2023.

Darryl George

Educational Background

- Bachelor of Arts: MUN 1991
- Bachelor of Education: MUN 1992
- Master of Education (Leadership): MUN 2006

NLTA Involvement

- 2017-19: Member, Communications/Political Action/ Membership Engagement Committee
- 2018-2021: School Representative



- 2019-21: Member, Membership Benefits & Services Committee
- 2021-23: Member, Provincial Executive

Dear Colleagues,

I would like to thank members of the NLTA Upper Trinity South Branch for supporting my nomination for the NLTA Provincial Executive.

The NLTA has continuously demonstrated its merit as an organization that works collectively on the common goal of improving the condition of its members. Through the hard work, determination, ingenuity, and dedication of our volunteer leaders at the school, branch, and provincial level, along with the support of the professional staff, the NLTA has successfully protected and enhanced the professional and personal lives of members. In the years ahead, we will need to continue to work together for the health of teachers and the strength of the teaching profession.

Advocacy is more important than ever. We must put all of our efforts into addressing issues teachers face on a daily basis such as: inadequate sick leave, recruitment and retention, workload, classroom resourcing, class size, workplace violence and harassment, teacher health and welfare, and teacher allocations. I ask for your support to continue to be a voice on the Provincial Executive for improvements in our collective agreement and in the operations of our association. Together, we can build on the strong foundation already established and build a brighter future for our members.

I hope all of you have a pleasant and rewarding end to your school year. For those attending BGM, I look forward to seeing you there. Thank you for considering my candidacy for NLTA Executive.

Kelly Loch

NLTA Experience

- Provincial Executive Member 2017-2019, 2019-2021, 2021-2023
- Provincial Executive Table Officer 2021-2023
- Ad Hoc Committee on Teacher Mental Health and Well-being Chair 2021-2023
- Finance and Property Committee Member 2017-2019, 2019-2021
- Equity Committee Chair 2017-2019
- Membership Benefits and Services Committee Chair 2019-2021
- CTF Advisory Committee on the Teaching Profession 2022-2024
- CTF Women's Symposium Delegate 2018, 2019, 2021
- Executive Liaison to Branches



- Past Carbonear Branch President, School Representative, Secretary

Dear Colleagues,

I would like to sincerely thank the Carbonear Branch for their nomination for NLTA Provincial Executive Candidate 2023-2025. My years of involvement and engagement with teachers and staff around this province has helped to give me a strong and dedicated voice at the table.

Class size and composition is one of the major issues facing our teachers. We have to analyze the results of the Teacher Allocation Review. We need to watch closely and advocate for action that will benefit our members and students.

Teacher Retention and Recruitment is at a crisis level in many schools throughout this province. We have students not receiving IRT support because they are covering for colleagues.

We need incentives for our young teachers. This should include permanent status, less partial positions, and financial benefits for teachers who work in certain areas of the province. We need to work with the Faculty of Education to virtually service those in rural NL who want to complete an Education degree and teach in their own communities!

We need to advocate for major improvements that will support teachers in their teaching, learning and well-being. The **Ad Hoc Committee on Mental Health and Well-being** will be making recommendations this spring as to how we can help take care of our Wellness.

Negotiations and Collective Agreement rights are top priority for NLTA members. We need to gain more sick time for our young teachers. A decent salary increase is paramount. **Hiring Practices and Protocols** need to be reviewed. There are many suggestions that can help make this process fair and efficient. We have learned that through the use of proper advocacy routes SmartFind issues are starting to get resolved. We must continue to watch and speak up when needed!

We are much stronger collectively than any individual. I humbly thank you all for your consideration and see you at BGM 2023!

Sincerely yours in Solidarity.

Tracey Payne

Education:

B. Sc., B. Ed., M. Ed.

NLTA Experience:

- Provincial Executive Member
- Group Insurance Chair
- Equity Committee Past-Chair
- MSSIC Executive
- CTF Women's Symposium
- Provincial Negotiating Team Member
- President, Humber Branch



- Vice-President, Humber Branch
- Joint Council Representative
- BGM Delegate

Colleagues, thank you for the honor of serving teachers of this province, for your faith in me and my ability to serve you.

My experience as a Provincial Executive Member, Group Insurance Chair, Branch President and Member of a previous Negotiating Team gives me the confidence and background to seek re-election.

Teachers know the challenges and the changes of a pandemic. We survived it and live with the ongoing challenges. Teachers feel the effects, physically and emotionally, of teacher shortages, lack of substitutes and of losing every preparation time to cover classes. Workload, coverage and inadequate preparation time have led to an increased uptake in Long-Term Disability and Prescription Drug use.

I need not discuss the challenges we face because each of us lives them. Instead, I want to address solutions to the issues. I propose a multi-pronged approach to seeking solutions:

- Continue with recruitment bonuses for hard-to-fill positions and offer the same incentives to teachers who have opted to teach in those communities.
- Create a Tri-Party Committee between NLTA, NLESD and MUN to increase the number of teachers.
- Offer incentives for new teachers to stay and work like other professionals.
- Implement a Life-Work Balance strategy for all public workers.
- Conclude a collective agreement addressing the needs of teachers and students.
- Continue our public awareness campaign and hold presidential town halls around this province as teachers want to be heard by their leaders.

I believe that the years ahead will be our best. We must set our sights on the 3 Rs: Respect, Recognition and Renewal.

- Respect for the teaching profession and how we must continue to build this province socially, emotionally and financially. No profession has a bigger impact than teachers.
- Recognition that although Government has legislative authority in Education, we, as teachers, hold a greater authority. We hold the moral authority and high ground; we are the educators who are changing lives and, in many cases, saving lives every day. We must be seen as the “Go-To” people in all education related matters.
- Renewal is important. We have gone through challenging times, let us look forward with optimism and hope, our best days lie ahead. We can capture them together.

Colin Short

NLTA Involvement

- Provincial Executive 2015-2023
- Chair, Finance & Property 2021-2023
- Chair, Pooled Investment 2021-2023
- Chair, Staff Negotiations 2021-2023
- Educational Leave 2019-2023
- Chair, Curriculum 2017-2019
- Chair, Professional Issues 2015-2017; 2019-2021
- Staff Negotiations 2019-2021
- Finance & Property 2015-2017
- Pooled Investment 2015-2017
- Staffing 2015-2017
- CONTACT 2001, 2015-2019, 2022
- School Board-Teacher Liaison 2011-2012
- BGM 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2021, 2023
- Port aux Basques Branch – President (five terms), Vice President, Secretary-Treasurer, Past President, Communications, Political Action
- Branch Leadership Seminar 1999, 2002, 2005, 2008, 2011, 2014-2019



Education

- Bachelor of Arts - Bachelor of Education (MUN) 1993
- Certificate Programme in Library Studies (MUN) 1995
- Diploma in Adult Teacher Education (MUN) 2002
- Master of Education (Literacy) (MSVU) 2012

My Friends,

Welcome to BGM 2023! Collective Strength. Collective Action.

I would like to thank the teachers of Port aux Basques Branch for nominating me once again for a position on your Executive. It has been my pleasure to serve you during the past eight years and I am again seeking your support for re-election.

We are continually faced with new challenges – the uncertainty of the dissolution of the NLESD and its folding into the Department of Education, the PERT and TARC Reports and their veiled threats to strip our bargaining rights and to legislate changes to our Collective Agreement.

At every turn we see attempts to divide our membership, suggestions to move our Educational Psychologists and Speech Language Pathologists to Health and Community Services, an attempt to move our Program Specialists to the Department, change their working year with no additional remuneration, suggestions to remove administrators from our bargaining unit!

And now their solution to the teacher shortage crisis is to only make efforts to replace **classroom** teachers when they are away from work for valid reasons!

My friends, now more than ever we need to continue to work and lobby to support **all** of our members! I have asked much of you in the past. I sincerely appreciate the support and consideration you have given me in past BGMs. I feel that my work is not finished and there remains more to do.

I humbly ask that you consider my candidacy again.

Sheldon Slaney

Education

- B.Ed (Primary/Elementary) - 2004 MUN
- M.Ed (Leadership) - 2015 MUN

NLTA Involvement

- Executive Member (2021-Present)
- Ad Hoc Committee on Mental Health and Well-being (2021-Present)
- Finance and Property Committee (2021- Present)
- Group Insurance Manager (2018 - Present)
- Pooled Investment Committee (2018 - Present)
- Placentia Branch President (2012 - 2021)
- BGM Delegate (2015, 2017, 2019, 2021)
- Joint Council Attendee (2012 - Present)



I accept the Placentia Branch's candidature for the NLTA Provincial Executive 2023–2025 with great honour and privilege. Despite the fact that the past several years have been marked by uncertainty, challenge and obstruction, educators across our province have risen to the occasion and made the safety, well-being, and academic progress of our students their top priority.

Teachers continue to adjust to increasingly demanding circumstances at work. As student needs, class size, teacher expectations, and workload rise, teacher allocations, school resources, and teachers' physical and mental well-being continue to decline.

When we are not given the resources we require as teachers, we end up devoting more of our own time and health in an effort to support the growth of students. The demand on teachers is continuing to increase in direct proportion to the continued education budget cuts. The NLTA keeps putting a focus on teachers' well-being and professional performance. I want to keep advancing, strengthening, and enhancing that platform and that cause. Our most significant resource is our students, and if we as instructors are not at our best, we are unable to give them the support, care, and nurturing they need to mature into productive members of society. As a result, we all suffer.

My confidence and passion to pursue this opportunity are

a result of the commitment and ambition that I have seen year after year from my fellow coworkers. I am excited to work again this term with committed and diligent teachers. In order to help the NLTA and its members advance, I'm prepared to support and stand behind my fellow educators. I'm prepared to listen to individuals who require support, and I'm also willing and able to express our profession's growing concerns. Let me say in yet another year of ambiguity that I am unquestionably prepared to serve on your executive and make a difference. I sincerely hope that I can count on your support when it comes time for delegates to vote for the NLTA Provincial Executive.

Russell Stockley

NLTA Experience

- 2020-Present: Member, Provincial Negotiating Team
- 2021: BGM Alternate, Hamilton Sound
- 2019: BGM Alternate, Ganova
- 2017: BGM Delegate, Ganova
- 2017: CBC "Inside the Classroom" Delegate



Provincial Committees

- 2019-21: Member, Professional Issues Committee
- 2015-17: Member, Substitute Teacher Committee

Branch Committees

- 2021-Present: Member, Ganova
- 2019-20: Member, Port aux Basques
- 2016-19: Substitute Teacher Representative, Ganova

Education

- 2011: B.Ed.: Primary/Elementary, MUN
- 2016: M.Ed.: Educational Leadership, MUN

Teaching Experience

- 2021-Present: Grade 2, William Mercer Academy
- 2020-21: Kindergarten, Phoenix Academy
- 2019-20: Multigrade 4/5/6 Elementary Classroom and French (Gr. 4-9), LeGallais Memorial
- 2018: Grade 5, Glovertown Academy
- 2017: Grade 4, William Mercer Academy
- 2016-17: Grade 6, Sprucewood Academy
- 2011-16, 2018: Substitute Teacher, Central Region

Statement

My sincerest gratitude to members of the Ganova Branch for nominating me for provincial executive. A special thanks to colleagues across the province for your support and encouragement.

No matter where one turns across our province we hear

the same narrative throughout: Teachers are frustrated. Most importantly, teachers are tired. They are tired of a government that is always waiting for something to happen at the expense of a teacher before eliciting a response. They are also physically tired from the ever-increasing demands being thrown upon them by the employer. Teachers are not robots. They should not be expected to meet the unrealistic demands from those who have no idea as to what goes on in a typical everyday classroom.

Initiatives such as the RTL model were presented as a means of demonstrating "good teaching practices". With the current issues in our system such as the lack of availability of substitute teachers, the inadequate allocation of IRT teachers as well as the escalation of severe behaviors within our classrooms, teachers are trying their best, but many are feeling defeated. This isn't the fault of our colleagues. It is a direct result of a budget-based educational system instead of a needs-based system which we all know is imperative for the overall success of our system.

Colleagues, despite all of these challenges that we face, we must always remember one important thing: We are all in this together. I hope that over the course of this BGM you allow me the chance to get to know you, so that I can continue to advocate on your behalf. All the very best to you at BGM 2023.

Della Way

I would like to start by thanking the members of my branch, Belle Mer, for the nomination for Provincial Executive and the past BGM delegates that supported me during the last election.



The past two years have been a steep learning curve for me at the executive table; I have embraced the challenge and have worked hard for our members. I have been diligent in bringing your concerns and ideas to the table, and have acted as a sounding board for members provincially. Our members are stressed and exhausted from juggling the numerous tasks assigned to them daily. They are continuously working with limited to no resources, a shortage of both staff members and substitutes. Class sizes are continuously increasing in size and complexity. This is affecting the student, and even more, the teachers' ability to provide a quality education.

The Premier has indicated that this is the year to deal with healthcare in our province. This needs to be the year for dealing with education as well. There is a shortage of teachers worldwide and we need to become the advocates to attract new teachers to the profession and retain those that we currently have. Newer teachers cannot survive with the current sick leave. They do not have annual leave to fall back on, and unlike in other professions, we do not have overtime that can be banked for later usage. We must also deal with inflation and the cost of living for teachers. Currently we are living at a pay rate equivalent to back

(cont'd)

(D. Way cont'd)

in the 1980s, if you consider inflation increases combined with the numerous years of zero increases in salaries. The system as it currently exists is not working. It is broken and is in dire need of repair. Without intense interventions, I fear for the future of our profession. We must do better for teachers so they can better prepare the leaders of tomorrow.

I will continue to work hard, and believe that my knowledge of the issues facing teachers throughout the different areas of our province would make me a well-rounded voice at the executive table.

I ask for your support and promise to work diligently to bring your issues and concerns to the forefront to make improvements for teachers in this province.

NLTA Involvement

- Provincial Executive (2021-2023)
- Curriculum Committee Chairperson (2021-2023)
- Branch President, Belle Mer (2014-2021)
- School Board/Teacher Liaison Committee (2014-2016, 2019-2020)

Sean Weir



NLTA Involvement

- Member of Provincial Executive, 2011-15, 2018-19, 2019-23
- Branch President, Coastal Labrador South, 2007-2011 & 2015-19
- Group Insurance Manager, 2011-18
- School Board-Teacher Liaison Chairperson, Western School District, 2009-11
- School Board-Teacher Liaison Chairperson, Labrador Region NLESD, 2016-18
- Group Insurance Chairperson, 2013-15
- Equity Committee Chairperson, 2018
- Candidate for NLTA Vice-President, 2014
- Member, Finance and Property Committee, 2013-15, 2018
- Member, Pooled Investment Committee, 2013-15
- Member of Labrador Benefits Negotiating Team, 2009-10
- Chairperson, Curriculum Committee, 2019-21
- Chairperson, Membership Benefits and Services Committee, 2021-23
- Chairperson, Collective Bargaining Committee, 2021-23
- Table Officer, 2021-23
- Candidate for NLTA Vice-President 2022

Education

- O'Donel High School, Mount Pearl, 1985-88
- B.Ed (French), Memorial University, 1995
- M.Ed (Educational Leadership), Memorial University, 2015

Professional Experience

- (1995-99) Substitute Teacher (Eastern School District)
- (1999-2011) Multi-grade Classroom Teacher with French duties (Gr. 4-9); D.C. Young School
- (2011-15) Multi-grade Classroom Teacher with Literacy/Numeracy Support duties (Gr. K-9); Bayside Academy
- (2015-22) Assistant Principal with Multi-grade Classroom duties (Gr. 5-12) in Physical Education and Healthy Living 1200, OH&S 3200, Math 5 and 6, Reading Specialist, and Teacher-Librarian; Bayside Academy
- (Currently) Assistant Principal with teaching duties in K-9 Physical Education, Grades 7-9 Health, Healthy Living 1200, Grade 7 Math, Environmental Science 3205, M-Team Member for CDLI, and Teacher-Librarian; Bayside Academy

Election Statement

It is with great pride that I accept my seventh nomination for the NLTA Provincial Executive Council. The extremely close vice-presidential result has strengthened my resolve as a leader in this Association and motivated me to seek a sixth term on the Executive as a dependable, experienced, and trusted voice for NLTA members.

Coming from one of the Association's smaller branches, I've worked diligently over the years to broaden my professional contacts. This has provided me with an excellent understanding of the current working conditions for NLTA members in most regions of this province. For some, class size is the dominant issue. For others, it is the prevalence of vacant positions, excessive internal coverage, hiring practices, or the lack of substitute teachers in certain areas. As an Executive member, having a provincial perspective is vital in making decisions to address the collective needs of our members. I feel that I've earned the trust of the membership and I am eager, if re-elected, to continue trying to improve our members' professional lives.

Resolutions to Convention 2023

Category A: Association

NLTA Staffing Levels

1. That when the NLTA requires additional staff to support the current permanent staffing levels at 3 Kenmount Road, that it be done as a term contract. (**Appalachia**)

Explanatory Note: We are all aware of the need for additional staff. However, we also need to be prudent with NLTA funds. Term contracts should meet the needs of the Association when warranted.

Committee Meetings

2. That the NLTA amend its policy I. Operations of the NLTA to provide that all Committees, with the exception of the Collective Bargaining Committee, shall meet virtually. (**St. John's Centre**)

Explanatory Note: We realize that certain committees, such as the Collective Bargaining Committee and Negotiating Team, should meet in person, so policy amendments should exclude any such committees. We believe by going 100% virtual we will open the committees to more NLTA members who may have a tremendous amount of experience and knowledge in the area of the committees' mandates. Membership participation would no longer be limited by geographical location.

Provincial Executive Meetings

3. That a minimum of half of the Provincial Executive meetings be held virtually over a two-year term starting in 2023-2025. (**St. John's Centre**)

Explanatory Note: With weather being an issue in NL, there are occasions when Executive will not be able to safely attend. By having meetings virtually this will eliminate any pressure for members to travel in potential bad weather and still allow all members to attend the meetings. We have the technology to do virtual meetings and some Executive meetings have been held virtually already. With the travel time associated with Executive meetings, some members may not want to put their names forward for Provincial Executive. By holding virtual meetings, especially during winter months, this may lessen the time burdens on Executive members.

Joint Council Meetings

4. That the NLTA amend its policy I. Operations of the NLTA by adding a clause 2(d) as follows:

- I. Joint Council
2. Regular Meetings
 - d) That a minimum of half of the regular Joint Council meetings be held virtually over a two-year term starting 2023-2025. (**St. John's Centre**)

Explanatory Note: With the weather in NL, we often have Branch Presidents unable to attend Joint Council meetings, especially in the spring meeting. If we have it set up virtually this will not be an issue, thus allowing all Branch Presidents to attend from the safety of their homes. We do have the technology already available and have run BGM, a much larger meeting, successfully.

NLTA Funded Alternates to BGM

5. That empty positions for funded BGM alternates be offered in lottery to branches without funded alternates. (**Ganovia**)

Explanatory Note: Every BGM there are many slots that are left empty because branches do not have anyone who would like to participate as a funded alternate. While in other branches who have over 100 members, they cannot get the opportunity to have their vote protected by a funded alternate. Offering a lottery pool for branches who do not have a funded alternate would alleviate this issue while increasing engagement.

Timing of BGM

6. That the NLTA do a feasibility study to determine the costs of holding the BGM during the regular school day, before or after Easter, and conduct a survey of members to determine if they would be more likely to seek to become involved in the BGM if it did not take place during their Easter holidays. (**Appalachia**)

Explanatory Note: Many teachers do not want or are unable to attend BGM because they want to spend this time with family, to travel or just to relax and recharge. If the BGM was held during the regular school day, with the NLTA covering the cost of substitutes, it might encourage more teachers to take an active role in the NLTA. It might also lead to increased job satisfaction and a more positive view of the Association.

BGM Dates

7. That the Provincial Executive investigate moving BGM to an alternate time of the year; preferably during the school year. However, the week following the closure of school for summer vacation or the week prior to commencing school may also be good alternatives. (**Labrador West**)

Explanatory Note: We really wish that BGM was not during Easter Break. There are so many other times during the year that this meeting could be held. The first week in July or the last week in August/week before school starts both seem like better options or during the school year. We understand the implications for substitutes during the school year but even if we changed Joint Council every second year to virtual

and then had the BGM in March instead, it would be much easier for people to attend. Bringing our family to St. John's for Easter is cost prohibitive when tickets are \$1200+ each (at least from Wabush). And if we go alone, we miss Easter week with our families, which is not good for members' mental health or that of their families. We've talked so much about teacher wellness since COVID, we think this is one area we can majorly improve on. It may be convenient for those who do not have other plans during the Easter vacation or for those who live close to St. John's, but it really is difficult to travel and give up the whole break for work purposes. We need to respect our teachers and their families and give that time to them, especially since the new trend has been only a one week break for Christmas, which increases stress majorly throughout the dark, cold winter months.

Public Awareness Campaign Funding

8. That the cost of the Association's public awareness campaign spending be split equally between the General Fund and the Emergency Fund. **(St. John's Centre)**

Explanatory Note: Not all public campaigns are geared strictly for negotiations so its cost should not be solely paid from the Emergency Fund.

NLTA Funding for Professional Development and Promotions

9. That the NLTA review the funding levels in the professional development accounts with the goal of assigning a cap and using any funds beyond this cap to assist with NLTA promotional costs. **(Appalachia)**

Explanatory Note: If the funds in these accounts are sufficient to meet their intended needs, any surplus should be reallocated to assist in paying our promotional costs.

Funding for Special Interest Councils

10. That the NLTA increase the budget and financial allocation of resources to Special Interest Councils. **(Newfoundland and Labrador Music Educators' Association)**

Explanatory Note: The NLTA budget for Special Interest Councils according to BGM 2021 is \$100,000. This budget has been in place for several years, with the maximum available annual grant of \$10,000 per SIC. Over the past number of years, there has been an increase in the number of SICs, currently 16; however, the budget allocation for SICs has remained unchanged. Operational costs, including hosting provincial conferences, has significantly increased in recent years, including the cost of venue, presenters, accommodations, travel etc. Furthermore, the NLTA encourages provincial SICs to have affiliates. These affiliates are funded by the same grant given to the provincial organization. The ability for these affiliates to operate is increasingly difficult given the current funding guidelines.

Category B: Programs and Services

SmartFind

11. That the NLTA lobby the Department of Education to stop using SmartFind until it has resolved the issues with this program. **(Appalachia)**

Explanatory Note: SmartFind has not worked correctly from the start. It should be stopped until it is able to work as intended as it is only causing more issues for substitutes and administrators.

Assistance for Substitute Teachers

12. That the NLTA lobby for assistance for those substitute teachers who remained committed throughout the COVID-19 shutdowns. **(Marconi)**

Explanatory Note: Currently working substitute teachers, with teaching days previous and subsequent to the disrupted COVID-19-impacted shutdown years, from Monday, March 16, 2020, to Friday, January 21, 2022, should at least be given credit for an average number of days being counted towards and improving their current hourly compensation rates, as well as counting towards their pension benefits.

For those substitute teachers who did not get the opportunity to work as much as they usually would, we propose that they at least get service credit for the potential, but ultimately lost, working days throughout the disrupted period. This credit can be based on their average number of days worked as a substitute teacher, for a maximum of six and minimum of three months, prior to Monday, March 16, 2020, excluding any non-teaching periods (i.e. Christmas and any other breaks).

This relatively small investment will tangibly help those substitute teachers who provided ongoing professional service, as well as contribute to any future retention and recruitment initiatives.

Additional Resources for Student Mental Health Needs

13. That the NLTA lobby the Department of Education for additional resources, such as guidance or school counsellors, to specifically assist with the increasing mental health needs of students. **(Appalachia)**

Explanatory Note: Schools are ill-equipped to handle this increasing need. We do not have sufficient trained personnel in schools, nor should classroom teachers be expected to take on this responsibility.

Instructional Resource Teacher Allocations

14. That all Instructional Resource Teachers be deemed specialist teachers similar to Music, PE, etc. as it refers to a school's allocation. **(Appalachia)**

Explanatory Note: IRTs are frequently seen as just teachers who deal with behaviour and academically weak students.

However, these positions encompass a wide variety of student challenges, but the allocation does not meet the need.

Qualifications for Positions

15. That the NLTA lobby the NLESD, CSFP, and the Department of Education to consider “relevant experience” and past teaching when teachers are applying for positions. **(Coastal Labrador South)**

Explanatory Note: Teachers are often required to teach subjects they are not “qualified” to teach. This tends to happen a lot via the redundancy process, or when teachers are working in a small or all grade school. For example, teachers may be assigned to an IRT position without the proper degree, but they will not be considered for IRT positions after gaining some experience working in the area. Another example is a 7-12 trained teacher completing duties as a reading specialist and teaching librarian. However, they will not be considered for these positions because they are advertised for K-6 trained teachers.

B.Ed. Program Entry Requirements and Qualifications for Teaching Positions

16. That the NLTA lobby the NLESD, CSFP, and the Department of Education, that in order to be considered qualified for a permanent job, an applicant must meet the entry requirements for any university education programs, most notably Memorial University. **(Coastal Labrador South)**

Explanatory Note: In MUN’s secondary/intermediate B.Ed. program, students with a degree in business administration will qualify for entry into the social studies methodology courses. However, when applying for jobs with the NLESD, the District does not recognize business administration as a teachable area for social studies positions.

Qualifications for Teaching Positions

17. That the NLTA lobby the NLESD, CSFP, and the Department of Education, that in order to be considered qualified for a permanent job or a transfer to an intermediate/secondary position, an applicant must be required to have either a major or a minor or the methodology course in the required subject area. **(Coastal Labrador South)**

Explanatory Note: This resolution is intended to address some of the issues with hiring. Prior to seniority based transfers, teachers could be hired if they had a minor in a subject area. Now, teachers are being refused transfers even though they are the most senior candidate because they have a minor instead of a major. When teachers with a minor area are offered a job that is advertised as permanent, they are offered the position as a term replacement which results in more hiring challenges for schools.

Advocacy for Program Specialists

18. That the NLTA continue advocacy for program specialists

to keep their present work schedule and calendar. **(School Administrators’ Council)**

Explanatory Note: In 2022 the notion was proposed to Program Specialists currently employed in contract that their work calendar be extended beyond their current term of 195 school days. These new terms would not include an increase in remuneration. This is a clear violation of the collective agreement and the NLTA needs to continue advocacy to prevent the employer from taking such liberties in the future by taking a continued stand on this item.

Workplace Expectations for Administrators

19. That the NLTA advocate for reasonable and respectful workplace expectations for administrators. **(School Administrators’ Council)**

Explanatory Note: In 2019 the NLESD honoured a request by SAC to work with senior management on an Administrative Workload Committee. The Committee was a venue for SAC/NLTA and NLESD representatives to have productive conversations and engage in problem solving, acknowledging school administrators’ workload realities, and the impact of this on their quality of work and life and role as Instructional Leaders. The duration of the committee was always a point of contention for the employer. While the pandemic led to the eventual demise of the committee, communication with SAC continued leading up to the Safe Return to School Plan in September 2020. Administrative workload concerns arising during the shutdown of in-class instruction that had been shared in consultation with senior officials contributed to the Memorandum of Agreement that provided three days leave in lieu for work conducted during the timeframe from March to September 2020. This was a positive move but became a divisive one when the time was only granted to Principals and not their counterparts, the Assistant Principals. From September 2020 to present, open dialogue has not been taking place with senior management on work expectations and respectful boundaries for Administrative communications. In December 2021, during another class suspension, it was stated by the Minister of Education publicly that if families needed technology or learning support they were to reach out to the school Administration. This messaging continued over Christmas break and more deadlines were provided by the NLESD that required work during this timeframe which extends well beyond the 195 work days. This is just one clear example of employer expectations on Administrators that shows blatant disregard for our personal time. The NLTA needs to continue advocacy for improved conditions for Administrators as per the mandates of teacher wellness and work-life balance.

Title Change for Psychologists

20. That the NLTA lobby the Department of Education and school boards/operations department for a title change from Educational Psychologist (which refers to a field

of education) to School Psychologist or Psychologist (practitioners of psychology in schools). **(Psychologists in Education)**

Explanatory Note: School Psychologist is the title used nationally and internationally. A School Psychologist is a practitioner. Educational Psychology/Educational Psychologist is a field of education.

The National Association of School Psychologists (NASP) advocates that all school psychologists practicing in schools under a credential awarded by their state education agencies or entities that have credentialing authority, whether trained at the doctoral or specialist level 1, use the established title “school psychologist” as their professional designation. (2018 - NASP Position Statement: Necessary Use of the Title “School Psychologist.”)

National recognition of the title was conferred by the reorganized American Psychological Association (APA) that established the first national organization with this title, the Division of School Psychologists (Division 16) in 1945.

Programs at the graduate and doctoral levels specifically prepare school psychologists and can be identified as distinct from graduate education programs in other specialties of health service psychology, such as clinical or counselling psychology practice. School psychologists are commonly referred to by title when national and local news outlets report on the services they deliver to students and the school community. (2018 - NASP Position Statement: Necessary Use of the Title “School Psychologist.”)

Certification Levels for Psychologists

21. That the NLTA lobby the Department of Education/Teacher Certification and school boards/operations Department for a review of Certification Levels and options for Psychologists. **(Psychologists in Education)**

Explanatory Note: That the NLTA lobby the Department of Education, school boards, and Memorial University to create certification requirements specific to school psychology and that can be completed by distance education. The rationale is that the NLESD presently has some permanent and probationary school psychologists that do not have a Level 5 teaching certificate. Some have been granted Level 6 certification much as Speech and Language Pathologists have. However, while SLPs can complete course work in other graduate programs to attain Level 7 certification, the same path is not currently available for our school psychologists.

Formal meetings and review of best practices programmes and options should occur with the Department of Education, school boards/district operations, Newfoundland and Labrador Psychology Board (NLPB), and Memorial University. The development of master’s and doctoral programs for School Psychology should begin as soon as possible. Presently there are no in-province masters or doctoral programs for School Psychologists. It should be noted that Memorial University does have a doctoral program

graduating clinical psychologists that might include some common courses for School Psychology. Options for doctoral branches of psychology graduates should be reviewed with key players.

Master’s and Doctoral Programs for School Psychology in NL

22. That the NLTA lobby the Department of Education, school boards, the NL Board of Psychology and Memorial University to develop or adapt a master’s program and a doctoral program for School Psychology. **(Psychologists in Education)**

Explanatory Note: Presently there are no in-province master’s or doctoral programs for School Psychologists. There is currently a shortage of School Psychologists in our province. Recruitment and retention is a growing problem and without a university program for School Psychologists, the future of school psychology services for our students is uncertain.

Memorial University does have a doctoral program graduating clinical psychologists that might include some common courses for School Psychology and may create two doctoral branches of psychology graduates (clinical and school psychologists).

Most other provinces have School Psychology master’s and doctoral programs. Canadian Psychological Association (CPA) - Educational and School Psychology Section <https://cpa.ca/sections/educational/>.

Role of School Psychologists

23. That the NLTA lobby the Department of Education, school boards/District Operations to review the Role of School Psychologists to operate within their full scope of practice and to allow for interprofessional and intraprofessional collaboration. **(Psychologists in Education)**

Explanatory Note: At present, students are waiting for necessary services/referrals/diagnosis(diagnoses). School Psychologists can work together with educators, parents, and health care workers to allow for early identification of disorders such as ADHD, Anxiety Disorder, etc. We have surveyed our psychologists and we have reviewed practices in other jurisdictions, and it is time to use the unique skills of the School Psychologist to provide more support to students, families, educators, and outside agencies in a more timely/efficient manner. The waitlists and barriers to access family doctors, pediatricians, psychiatrists, and other specialists are quite problematic (and increasing). School psychologists can diagnose and collaborate more to support diagnosis when the scope of practice and roles are reviewed with the best interest of students in mind.

Music Specialist Positions

24. That the NLTA lobby the NLESD so that partial music specialist positions in a school be supplemented with other appropriate teaching duties in the same school or the music teacher be assigned another school that is in

close proximity (As recommended by “Learning in a Time of Change” Report of Teacher Allocation Review). **(Newfoundland and Labrador Music Educators’ Association)**

Explanatory Note: In recent years, it has become increasingly difficult for music educators to be hired into full-time positions. This is largely due to the fact that the NLESD has made it their practice to split full-time positions into smaller percentages. The NLESD maintains that this is due to allocation of music instruction, as outlined in the program of studies, and due to the fact that they do not consider music educators qualified to teach outside of their subject area. To create full-time employment opportunities when possible, the NLESD must acknowledge the qualifications of teachers with a Music Education degree. Furthermore, these positions are currently taught by music educators and have been for many years. However, new practices by NLESD have made the ability for members to transfer from different areas of the province into similar positions impossible. A survey conducted by the NLMEA in April 2022 found that music educators currently employed have assigned teaching duties outside of their speciality on average of 30% and up to 80%. Acknowledgement must be given to teachers who have demonstrated they are competent and qualified to teach outside of their speciality area when applying for other positions in the province that include other required teaching duties.

Allowances for Speech-Language Pathologists

25. That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations, a proposal for payment of allowances to Speech-Language Pathologists, at the same rate as allowances for School Psychologists. **(Speech-Language Pathologists)**

Explanatory Note: In order to practice as a Speech-Language Pathologist (S-LP) in this province, you need to obtain a master’s degree from an accredited university, pass a national exam after you graduate; and provide proof of upholding skills by maintaining a specific amount of continuing education hours yearly in topics specific to speech-language pathology and maintain licensure. S-LPs assess to provide diagnoses so exceptionalities can be assigned to help identify appropriate intervention strategies and programming. These requirements are similar to those of the School Psychologists who receive an allowance.

Allocation Formula for Speech-Language Pathologists

26. That NLTA enter into discussions with the Department of Education to create a fair, responsible and ethically sound allocation formula for Speech-Language Pathologists taking into consideration workload and geographical responsibility. **(Speech-Language Pathologists)**

Explanatory Note: Speech-Language Pathologists (S-LPs) play a vital role in literacy and numeracy development

and are not currently able to provide this service with the frequency and intensity required due to intervention caseload numbers and assessments. Often times speech-language disorders are the root of why students may be experiencing difficulty, both academically and socially in the classroom. S-LPs currently have no allocation formula. There was a document published by the Division of Special Education Services in 1986 titled “Guidelines for the Provision of Speech-Language Pathology Services in Newfoundland and Labrador School Districts”. In this document it states that “the number of children that an S-LP can be expected to see on a yearly basis for direct therapy is recommended to be 45” (p. 5). This is not the case across the province and, in fact, the reality of what is happening are caseloads that are triple or quadruple to that. Taking into consideration that 10% of the population has a communication disorder, we are definitely short-staffed. We also feel that all students across the province, no matter where they live, should have the same access to speech-language pathology services. Children with communication disorders are at risk for bullying and mental health issues. S-LPs can often alleviate or fix these problems while the child is still young and before they become bigger issues (i.e., learning disabilities, etc.)

Additional Allocations for Speech-Language Pathologists

27. That the NLTA lobby the Department of Education for additional allocations for and the creation of, an associated itinerant Speech-Language Pathologist (S-LP) position in each of the school families and the CSFP, specializing in Augmentative and Alternative Communication (AAC). **(Speech-Language Pathologists)**

Explanatory Note: There is currently a pilot position in the Metro area. The person in this role initially had three days a week to specifically focus on AAC issues across our province. This has been reduced to one day a week this school year. They have consulted specifically on students and provided much needed professional learning amongst school staff. It is working well and the feedback has been great. It shows the need to continue this and increase the allocation for this itinerant role across our regions to allow time for more adequate coaching.

Augmentative and alternative communication is a unique specialization. Setting up communication devices and communication software (e.g., proloquo2go) is both time-consuming and requires a special proficiency that only an S-LP would be equipped to perform. With more and more students entering the education system with complex communication needs (i.e., Cerebral Palsy, Apraxia, Autism Spectrum Disorder, etc...), the need for S-LPs specialized in the assessment and implementation of AAC services is imperative.

Our intent is to ask for additional allocations to be created to service this ever-increasing need; not just move allocations around which is what is currently happening.

Student Assistant Allocations

28. That the NLTA lobby the school district to have an adequate allocation of Student Assistants in place before September so that the limited resources of IRTs are not being diverted to Kindergarten classrooms and the needs of other students identified in June are not being met. This increases the classroom teacher workload and student programming is not being met. **(Waterford Valley)**

Explanatory Note: *In primary/elementary schools, in September when Kindergarten students arrive, their background is unknown and the IRTs are diverted to the Kindergarten classroom. Part of the reason for KinderStart was to see some of the upcoming needs that the school will need programming for in September. While these needs are noted, often there is no support until the “bums are in seats.” This then leaves a shortage of adequate resources that were put into place through applications and documentation before the end of the school year in June. The programming for these students is often not started until later in the year and this leaves the classroom teacher with the burden of providing programming that would normally be provided by an IRT. Resources need to be put in place at the beginning of the school year.*

Hiring Practices for Music Teachers

29. That the NLTA conduct an audit of discriminatory hiring practices in collaboration with stakeholders from the NLESD, Department of Education, the Office of Teacher Certification, and Memorial University for educators with a Bachelor of Music Education degree. This audit should aim to ensure that these educators have equitable opportunities for employment within Newfoundland and Labrador. **(Newfoundland and Labrador Music Educators’ Association)**

Explanatory Note: *The NLESD’s interpretation of Article 6:03 a) of the Collective Agreement around the issue of “competence, suitability and qualifications” has resulted in music teachers being limited to teaching only their subject area and being deemed “unqualified” to teach in other subject areas. Teachers who have earned a degree in music education are, by their own merit, qualified educators. Every effort should be made to honor their music education degree. In addition to their Music Education coursework, and transferable competencies, Memorial University’s Program of Studies requires music education students to complete 3 core education courses and 1 elective in education. It is recommended that this elective be used toward the acquisition of instructional content in a second teachable area. It is our understanding that Memorial University believes that their Music Education Degree program will result in suitable, qualified, and employable educators. This also leads music education students to believe their degree will be honored for employment within the NLESD. However, this has not been the practice in recent years. When music teachers are not deemed “qualified teachers” or treated as less than, they do not stay in this profession which will result in fewer music*

educators. These interpretations have the potential to cause long-term damaging effects on school music programs, music communities and the strong musical and artistic culture of our province.

Sick Leave Information

30. That the NLTA lobby Government/NLESD/CSFP to communicate the number of banked sick leave days to each NLTA member prior to September 30 of each school year. **(St. John’s Centre)**

Explanatory Note: *Teachers should have access to this information without having to torment their school secretaries or email HR. With NLESD there is a member portal already in place that might be able to be utilized to provide this information to members.*

Resources to Address School Attendance Issues

31. That the NLTA lobby the Department of Education for additional resources in all schools focused on those students with severe attendance issues. **(Appalachia)**

Explanatory Note: *We all know the consequences of long periods of non-attendance at school. This issue cannot just be downloaded to schools to solve as they do not have the resources to deal with this urgent issue.*

Collective Bargaining Committee/Negotiating Team Composition

32. That a member of the Labrador West branch be put on the provincial bargaining and negotiation committees for the duration of the Labrador West legacy clause. **(Labrador West)**

Explanatory Note: *Labrador West has a few differences in their agreement and under the joining of the branches there will be a legacy clause for those teachers who remain in Labrador West to retain those rights. This branch wants to ensure fair and equal representation to its members by having a member of the branch on the bargaining and negotiation teams for the duration of the legacy clause being in effect. This will ensure that if there were any changes to be brought forth to the legacy clauses in the next rounds of negotiations that somebody would be present on behalf of those whom it would impact.*

Labrador West Collective Bargaining Committee Composition

33. That a member of the Provincial Executive be put on both the collective bargaining and negotiating committees/teams during future negotiations pertaining to Labrador West and for the duration of the Labrador West Agreement being separate. **(Labrador West)**

Explanatory Note: *This is intended to ensure we fall in line more closely with the provincial standards but is also in response to some of the challenges faced within the last round of negotiations. During COVID it became apparent that having the expertise of the Executive involved would have*

been a benefit to the committee/team. NLTA Staff Officers were great, however, there were times when having a second opinion from the perspective of the Executive would have been beneficial to those of us involved from the Branch.

Leave in Lieu for Administrators

34. That school principals be given five days and assistant principals be given three days of leave in lieu time to compensate for the extra days that are worked in addition to the 195 scheduled contract days. **(Appalachia)**

Explanatory Note: Administrators should be compensated for the extra days worked once school ends and before school begins.

Travel Leave for Medical Purposes

35. That the NLTA lobby the government to provide one travel day for medical purposes outside of regular sick leave/family leave for those who must travel more than 400 km. **(Appalachia)**

Explanatory Note: More and more Association members and their family members have to travel outside of their communities to receive medical treatment with many of these services centralized in St. John's. It is increasingly difficult to take just one day for a medical appointment and members are frequently using other sick days as travel days as it is not possible to return home in a reasonable amount of time.

Hiring Formula for School Custodians

36. That the NLTA discuss with the Department of Education the formula used for hiring custodians with the goal of incorporating additional criteria other than square footage. **(Appalachia)**

Explanatory Note: The type of school and the number of students should also be factors in determining the level of custodial support provided to a school, not just the square footage of a building.

Unfilled Partial Positions

37. That the NLTA lobby the Department of Education to address the long-term unfilled partial positions in schools. **(Appalachia)**

Explanatory Note: With the lack of substitutes, why would a teacher accept a partial job when they can substitute full time? Too many schools are trying to fill these partial positions with no success. Jobs should be full-time so students are able to receive full resources.

Teacher Certification

38. That the NLTA lobby the Department of Education and Teacher Certification to advertise and promote the requirements for emergency supply substitute teachers to obtain a level III teaching license. **(Coastal Labrador South)**

Explanatory Note: Current Teacher Certification legislation/

regulations enable a person to obtain a one-year Level III emergency supply teaching license if they have completed a 3-year university degree or equivalent. However, this information is not on the DOE's website for teacher certification. Given there is a shortage province wide for substitute teachers, this information could encourage people to put their name on the substitute list and could be used to help encourage people to obtain an education degree.

Supervision Duties

39. That the NLTA include in the next round of negotiations a committee between the NLTA, CSFP, and Department of Education (old NLESD) to explore ways to decrease supervision duties. **(Ganovia)**

Explanatory Note: Supervision is a continuous workload issue for members of the NLTA. With the complex demographic of Newfoundland and Labrador, duty looks different in one part of the province than another. This is why we are proposing a committee to explore ways to decrease supervision duties on teachers depending on the demographics of the school.

Preparation Periods

40. That the NLTA include in the next round of negotiations guaranteed daily preparation periods. **(Ganovia)**

Explanatory Note: The amount of planning, correcting, and time required by members of the NLTA is continuously increasing. With this in mind, members shouldn't be doing all our work after hours and there should be allotted time for us to do our preparation work during working hours. Even though this is included already in the latest negotiations, in case it doesn't get included in the final contract, we would like for this motion to continue into the next round of negotiations.

EAL Supports

41. That the NLTA lobby the Department of Education to increase EAL supports in Central NL. **(Ganovia)**

Explanatory Note: Central NL has seen a huge increase in students who speak English as an alternate language but has yet to see any increase in EAL supports.

School Psychologist Allocations

42. That the NLTA lobby the Department of Education and school boards/operations Department for a fixed allocation of School Psychologists of 1 Psychologist per 750 students. **(Psychologists in Education)**

Explanatory Note: School Psychologist is the title used nationally and internationally. A School Psychologist is a practitioner. Educational Psychology/Educational Psychologist is a field of education.

The National Association of School Psychologists (NASP) recommends a ratio of 1 School Psychologist to 500 students.

In Newfoundland and Labrador, we have higher than national averages of poverty, obesity, Autism Spectrum Disorder (ASD), unique genetics, disorders, etc. The demand

for School Psychologist services is extremely high.

Canadian Psychological Association (CPA) - Educational and School Psychology Section <https://cpa.ca/sections/educational/>

Castillo, J. M., Curtis, M. J., & Tan, S. Y. (2014). Personnel needs in school psychology: A 10-year follow-up study on predicted personnel shortages. *Psychology in the Schools, 51*, 832–849. <https://doi:10.1002/pits.21786>.

Psychology as a Teachable Area

43. That the NLTA lobby the Department of Education/NL Teacher Certification to include “Psychology” as a teachable area. **(Psychologists in Education)**

Explanatory Note: Recognition of Psychology as a teachable area would aid Psychologist recruitment and retention efforts, by enabling Psychology majors to enter undergraduate education programs without the additional irrelevant, costly, and time-consuming process of having to obtain credits in other disciplines to meet the current criteria for “teachable areas.” Psychology is a recognized science and is taught in high schools and universities throughout the world. Students in NL schools can complete Advanced Placement (AP) Courses in Psychology as part of the AP Program based out of New York. It makes logical sense that Psychology becomes a teachable area. Accepting Psychology as a teachable area would help recruit/retain Psychologists to work in Newfoundland and Labrador schools and it would also show recognition and promotion of Psychology as a profession and as a science.

Many Psychologists could easily support students in our Newfoundland and Labrador schools if Psychology was recognized by the Department of Education/NL Teacher Certification as a teachable area.

References:

- Teaching Psychology in High School
<https://www.apa.org/advocacy/education/psychology-teaching-credential>
- High School Psychology - Better Understand Your World
<https://www.apa.org/ed/precollege/topss/students>

Kindergarten Assistant

44. That the NLTA advocate for a permanent Kindergarten Assistant to aid in the transition from home to school and to address SEL. **(Ganovia)**

Explanatory Note: “In any group of Kindergarten children there will be a wide range of developmental levels. While students may be chronologically the same age, they may differ greatly in their levels of social and emotional, intellectual, physical, and spiritual and moral development. The subtle differences, common characteristics, and varying rates of growth and development inherent in Kindergarten children determine how the teaching and learning environment is set”. (Completely Kindergarten). Kindergarten teachers face many challenges with lack of support in their classrooms.

Children of varying degrees of intellectual ability, social emotional development, physical challenges, etc. enter the classroom for the very first time with no support other than the Kindergarten teacher. Many of these children enter the Kindergarten classroom with no prior diagnosis which results in no additional support provided. (It may be toileting issues, transition from home to school, anxiety, oppositional defiance disorder, ADHA, etc.) This creates an immense responsibility for the Kindergarten teacher in handling all of these diverse needs. For example, in a given classroom of 20 Kindergarten learners, there could be a child with undiagnosed OCD who screams and starts having a tantrum when not permitted to do a desired activity and starts throwing chairs or objects around the classroom. At the same time there could be a child in the bathroom who is unable to wipe themselves properly and starts crying and calling out for help. Another child could be sitting at the table trying to write their name but unable to hold a pencil properly. Furthermore, there could be a child who misses their parent(s) and tries to run outside the classroom door (just to mention a few examples). This can all happen within 15 minutes of a day in Kindergarten. In every Kindergarten classroom in the province, there should be a second person to help the children transition from home to school. We would like the NLTA to advocate for a new position for these classrooms. It could be called a Kindergarten Aid or Transition Assistant. This will help aid children with the transition from home to school in a much more positive way.

Proposed NLTA By-Law Changes

Proposed amendments to the NLTA By-Laws from Provincial Executive that meet the voting requirement for the 2023 BGM are listed below.

[Note: Additions appear in **bold** print and deletions in ~~strikeout~~.]

In considering these proposed by-law changes, you are reminded that a two-thirds majority is required in order for these changes to be carried at BGM.

Proposed By-Law Changes from Provincial Executive

I. INTERPRETATION

“Act” means the Newfoundland and Labrador Teachers’ Association Act. Words or terms appearing herein shall, unless the context otherwise requires, have the same meaning as given by the Act; and words importing the singular shall include the plural, and the converse shall also apply; ~~words importing males shall include females.~~

II. NOTICES

Notices calling Conventions of the Association shall be given in accordance with Section 19 of the Act, and shall be **communicated** ~~mailed~~ to the members of the Association by the Executive Director at least 30 days before the calling of such meeting. Notice carried in *The Bulletin* shall be deemed to satisfy the intent of this by-law.

III. ACTIVE MEMBERSHIP

A. Classification

(3) Every person engaged in teaching or administration on a regular part-time basis, who holds a valid teaching certificate or licence granted ~~by a Board of Examiners, or awarded by the Registrar of the Department of Education and Early Childhood Development under the Education~~ **(pursuant to the Teacher Training) Act, 1968, and the Teacher (Certification) Regulations, 1979, thereunder** and is paid in accordance with ~~current Education (Salary Grants to Boards) Regulations, 1969 (as amended)~~ **the collective agreement(s) in effect between their employer, the Association and the provincial government.**

(5) Substitute Teachers: Every person engaged in teaching or administration on a casual part-time basis, who holds a valid teaching certificate or licence granted ~~by a Board of Examiners, or awarded by the Registrar of the Department of Education and Early Childhood Development under the Education~~ **(pursuant to the Teacher Training) Act, 1968, and the Teacher (Certification) Regulations, 1979, thereunder**, and is paid in accordance with ~~current Education (Salary Grants to Boards) Regulations, 1969 (as amended)~~ **the collective agreement(s) in effect between their employer, the Association and the provincial government.**

C. Dues

- (1) For teachers who hold active membership under By-Law III.A.(1), (2), (3), (6) and (7), the annual dues for each member shall be 1.25 percent of ~~his/her~~ salary including bonuses, with 0.1 percent placed directly into the emergency fund.
- (2) Teachers on Leave of Absence or Pursuing Studies as per By-Law III.A.(4) shall pay the following dues:
 - (d) Teachers who have resigned, were terminated or laid off, and **are actively pursuing studies which, in the opinion of Executive, are connected with improving their qualifications as teachers** shall pay dues of \$5.00 per semester and the deadline for receipt of such dues shall be two months after the commencement ~~for either of the~~ semester(s).

IV. ASSOCIATE MEMBERSHIP

A. Classification

- (2) Retired Teachers – Retired teachers, including those out-of-Province presently domiciled in the Province, who are not eligible for Life Membership shall be eligible for Associate Membership.
- (5) Unemployed Teachers – A teacher who is unemployed may become an Associate Member of the Association:
 - (a) ~~If s/he Teachers who have~~ **resigned**: for the balance of the school year in which ~~s/he a teacher~~ became unemployed and for the next school year if ~~s/he the teacher~~ **is actively seeking employment as a teacher.**
 - (b) ~~If s/he was Teachers who have been~~ **laid off or terminated**: for the remainder of that school year plus two school years following, if ~~s/he the teacher~~ **is actively seeking employment as a teacher.**

VII. PROPER STANDARDS OF PROFESSIONAL CONDUCT

The following acts by members of the Association referred to in Section 6 of the NLTA Act shall constitute a breach of the standards of professional conduct for membership in the Association.

- (1) Failure to follow Association directions during a legitimate job action initiated under the Newfoundland and Labrador Teacher’s ~~(Collective Bargaining) Act~~, and pursuant to the policy of the Association.

X. CONVENTION

There shall be a biennial meeting or Convention of delegates of the Association. Delegates and members of the Executive only have the right to vote. All other members may sit in at a Convention meeting and speak but not to vote on any matter. The Convention shall be held at such time as may be determined by the Convention. The Executive shall determine where the Convention shall be held. It may consider and accept invitations extended by the branches. Delegates shall be elected from the legally constituted local and regional branches in the ratio of one to every 100 members, or fraction thereof, in the branch. (Branches shall base the number of delegates on the maximum number of teachers employed in the schools and board offices existing within the branch boundaries at any point in time during a school year, provided that such teachers are Active Members of the Association. In no case shall teachers on leave and their substitutes or replacements both count.) In addition, each special interest council shall be permitted to be represented at the Convention by one delegate, as per By-Law IX.E. ~~A~~ **Delegates** to Convention shall use ~~his/her~~ **their** discretionary powers as per the best interests of ~~his/her~~ **their** branch or special interest council but must speak as ~~his/her~~ **their** branch or special interest council wishes if ~~s/he~~ is so directed.

XI. NOMINATIONS AND ELECTION FOR EXECUTIVE

- (2) The President shall, ~~provided s/he~~ **if** so desireds, be an ex officio** Executive member for the year following the completion of the President's term of office.
- (4) Subject to XI.A.(1), for publication in the Convention *Bulletin* nominations must be postmarked or hand delivered to the NLTA Head Office not later than the date which is two months prior to the opening date of Convention. **Nominations will be accepted by email, facsimile or other electronic means provided the original nomination form is postmarked or received at the NLTA Head Office within ten (10) days of the receipt of the electronic/facsimile version.**

XII. NOMINATING AND ELECTION PROCEDURES FOR OFFICERS

- A. Any member of the NLTA in good standing*, is eligible for nominations and election to the office of President or Vice-President providing:
 - (4) Subject to XII.A.(1), the name of each nominee shall be released by the Electoral Committee, as appointed under By-law XV.B., within two weeks of receipt of each nomination. For publication in *The Bulletin*, a nomination, a short biographical sketch and an election statement must be postmarked **or hand delivered to the NLTA Head Office** not later than the date which is two months prior to the date of the election. **This documentation will be accepted by email, facsimile or other electronic means provided the originals are postmarked or received at the NLTA Head Office within ten (10) days of the receipt of the electronic/facsimile version.**

XIII. DUTIES OF OFFICERS

B. Duties of the President

- (4) Shall be the official representative of the NLTA in all relations involving NLTA policy unless otherwise designated at ~~his/her~~ **the President's** request by the Executive;
- (6)(b) Notwithstanding all other by-laws herein contained, with the exception of XIII.B.(6)(a), shall not seek political office at either the federal or provincial level. In the event that such office is sought, the President shall be required to notify the Executive of the Association and to resign ~~his/her~~ **from the position of President** immediately. The Executive will be the body designated to interpret this section subject to review by the Convention, and not so as to limit the interpretative powers of the Executive, "seek political office" shall be deemed to include seeking the nomination of a political party, and all activities leading up thereto and undertaken or performed with a view to obtaining political office.

C. Office of the Vice-President

- (2) In the absence or incapacity of the President ~~s/he~~ **the Vice-President** shall act in the place of the President.
- (3) ~~S/He~~ **The Vice-President** shall succeed to the office of President in accordance with the provisions of the Constitution. That portion of the term filled upon succession shall not be considered as a term under the provisions of By-Law XIII.A.(3).
- (4) In the event that a Vice-President is not able to assume the Presidency full time, ~~s/he~~ **they** shall finish out the term of ~~his/her~~ **their** predecessor as a part-time President.
- (5) (a) Notwithstanding all other by-laws herein contained, ~~s/he~~ **the Vice-President** shall refrain from official political activity that might be interpreted as committing the NLTA to the support of any political party, faction, group or candidate for any political office. The Executive will be the body designated to interpret this section subject to review by the Convention.
 - (b) Notwithstanding all other by-laws herein contained, with the exception of XIII.C.(5)(a), ~~s/he~~ **the Vice-President** shall not seek political office at either the federal or provincial level. In the event that such office is sought, the Vice-President shall be required to notify the Executive of the Association and to resign ~~his/her~~ **from the position of Vice-President** immediately. The Executive will be the body designated to interpret this section subject to review by the Convention, and not so as to limit the interpretative powers of the Executive, "seek political office" shall be deemed to include seeking the nomination of a political party, and all activities leading up thereto and undertaken or performed with a view to obtaining political office.

XIV. DUTIES OF EXECUTIVE COUNCIL

- G. The duties of an Executive member shall include but are not limited to the following:
 - (5) Attending all meetings of the Executive Council. A member of the Executive ~~absenting him/herself~~ **who is absent** from two consecutive meetings without showing good cause shall

be deemed to have resigned; and

- I. Notwithstanding all other by-laws herein contained, in the event that an Executive member should seek political office at either the federal or provincial level, that member would be required to notify the Executive of the Association immediately and to take a leave of absence from ~~his/her~~**their** position on the Provincial Executive, which leave would be granted. Should the member thereby not attain political office, either at the nomination or election stage, that person would be permitted to return to the Executive and resume ~~his/her~~**the** duties thereunder; should the member attain political office by becoming elected, that person would be required to immediately resign from the Provincial Executive. While any member is on leave from the Executive, ~~his/her~~**the vacant** position may be filled on a temporary basis as the Executive may deem necessary or fit. Upon a member being required to resign, that person's position shall be filled by that procedure herein above set out in By-Law XIV.F.

XVII. APPOINTMENT AND DUTIES OF ADMINISTRATIVE STAFF

- (2) The Executive Director shall be responsible for all office work in connection with the normal business of the Association and shall supervise all Administrative and ~~Office~~**Support** Staff. ~~S/He~~**The Executive Director** may be delegated to act for the Executive if and when such action is necessary. ~~S/He~~**The Executive Director** may, with the consent of the Chairperson, speak at any meeting called by the Association but ~~s/he~~ may not vote on any question submitted.

XXII. MEMBERSHIP STANDARDS

- (3) The Executive shall, before finding upon any complaint, and after receiving all other evidence, afford any member, whose act is complained of, the opportunity of being heard and presenting evidence in respect of the complaint. A member shall be deemed to have had the opportunity of being heard and presenting evidence in respect of the complaint if ~~s/~~**he the member** is given not less than seven days notice, in writing, of the time and place at which ~~s/he~~**they** may be heard, and present evidence together with a description of the complaint and evidence against ~~him/her~~**them**. A member may be represented by Counsel at such time.
- (10) The Disciplinary Review Board will afford the member the opportunity of presenting argument in support of ~~his/her~~**their** application for review.
- (11) A member shall be deemed to have had the opportunity of presenting argument in support of ~~his/her~~**their** application for review if ~~s/he~~**is the member has been** given not less than seven days' notice of the time and place at which ~~s/he~~**they** may be heard.

XXIII. DISCIPLINE

- (4) An administrative officer mediating a complaint shall keep confidential all discussions ~~among himself/herself~~**, with the**

person complaining and the member complained of other than the fact of a resolution being reached or not reached and shall not provide to an administrative officer inquiring into the complaint pursuant to Section 17(1) of the Act any information whatsoever pertaining to the complaint.

- (6) If a resolution to the complaint has not been achieved by the mediating administrative officer within the time provided, then ~~he/she~~**they** shall so advise the administrative officer designated by the Executive to inquire into the complaint, who shall thereupon do all such things as may be required ~~of him/her~~ under Section 17 of the Act.

XXIV. EXEMPTION FROM BY-LAWS

- A. Any member, who by reason of the religious or moral tenets of a bona fide religious faith **personally** held ~~by him/her~~ as a member of such faith, is unable to abide by any or all of the By-Laws of the Association, may apply to the Executive of the Association in such form as is prescribed by the Executive, for exemption from any or all of such By-Laws, provided that such application shall be made by the member:
 - (i) in any year when ~~s/he~~**the member** commences or resumes employment as a teacher, within two months after commencement or resumption of such employment, and
 - (ii) in any year of ~~his/her~~**the member's** employment as a teacher other than a year referred to in paragraph A before the first day of September.
- C. Where such application is accepted, it shall be a condition of the exemption that the member exempted shall not receive any greater financial benefit than any other member by virtue of ~~his/her~~ not being required to abide by such By-Laws, including, but not limited to, By-Laws relating to the payment of membership fees and the failure to participate in a legitimate job action. The member so exempted shall pay to the NLTA any salary income in excess of moneys paid to members participating in a legitimate action.
- D. Where such application is denied, the Executive of the Association may permit representation to be made by the ~~teacher member~~ in support of ~~his/her~~**the** application for exemption.
 - * A member who has the proper proportion of ~~his/her~~**their** dues paid.
 - ** By right of position of office.

Recommendation from Provincial Executive: CARRY

Rationale for Executive's Recommendation: The proposed amendments are primarily for the purpose of incorporating the use of inclusive, non-binary language. This is also in keeping with the actioning of Resolution #15 which was carried at BGM 2021. Other changes are transactional in nature, to update legislative and regulatory references, provide clarity, and to be consistent with current practice regarding the acceptance of certain documentation being submitted electronically.

TUESDAY, APRIL 11

- 2:00 p.m.
- 7:00 p.m. **REGISTRATION** (*Lobby outside Salons*)
- 3:00 p.m. **ORIENTATION SESSION** (*Salons A & B*)
For new delegates, alternates and observers
- 4:00 p.m. **PENSION & GROUP INSURANCE BENEFIT STATEMENT INFO SESSION** (*Salons A & B*)
- 6:00 p.m. **BUDGET BRIEFING SESSION** (*Salons A & B*)
- 7:00 p.m. **OPENING SESSION** (*Salons A & B*)
A. O Canada/Ode to Newfoundland/Ode to Labrador
B. Election Statements by Provincial Executive Candidates
- 9:00 p.m. **RECEPTION** (*Court Garden*)
- 10:30 p.m.
- 1:00 a.m. **HOSPITALITY SUITE** (*Plymouth Room*)

WEDNESDAY, APRIL 12

- 8:00 a.m. **REGISTRATION** (*cont'd*)
- 8:30 a.m. **FIRST GENERAL SESSION** (*Salons A & B*)
A. Chairperson's Remarks
B. President's Address – Trent Langdon, President
C. Adoption of Agenda
D. Appointment of Convention Committees
E. Convention Policies
- 10:15 a.m. **BREAK**
- 10:30 a.m. **SECOND GENERAL SESSION** (*Salons A & B*)
A. Minutes of 2021 BGM
1. Adoption
2. Business Arising from 2021 Convention
B. Proposed By-Law Changes
C. Discussion of Resolutions
- 12:30 p.m. **LUNCH BREAK** (*Court Garden*)
- 1:30 p.m. **THIRD GENERAL SESSION** (*Salons A & B*)
A. Minute of Silence in Memory of Deceased NLTA Members
B. Keynote Address: Jean-Noël Grenier, Professor, Dept. of Industrial Relations, Laval University
- Closed Session – Delegates/Teachers**
C. Group Insurance Auditors' Report & Budgets
D. Financial Reports
E. Tabling of 2023-24 and 2024-25 Budgets

Open Session

- E. Discussion on Resolutions

- 4:00 p.m. **RECESS**
- 5:45 p.m. **RECEPTION** (*Court Garden*)
- 6:30 p.m. **PRESIDENT'S BANQUET** (*Ball Room*)
- 10:00 p.m.
- 12:00 a.m. **HOSPITALITY SUITE** (*Plymouth Room*)

THURSDAY, APRIL 13

- 8:30 a.m. **FOURTH GENERAL SESSION** (*Salons A & B*)
A. Report of Electoral Committee
B. Election of 2023-25 NLTA Executive
C. Report on 2021-23 NLTA Priorities
D. Discussion on Resolutions
E. Report of Electoral Committee (*cont'd*)
- 10:30 a.m. **BREAK**
- 10:45 a.m. F. Teachers' Pension Plan Corporation
Paula McDonald, CEO
G. Canadian Teachers' Federation
Sam Hammond, President
H. Address by NLTA Vice-President-Elect,
Dale Lambe
I. Discussion on Resolutions
- 12:30 p.m. **LUNCH BREAK** (*Court Garden*)
- 1:30 p.m. **FIFTH GENERAL SESSION** (*Salons A & B*)

Closed Session – Delegates/Teachers

- A. 2023-24 and 2024-25 Budgets

Open Session

- B. Policy Changes from Executive/Joint Council
C. Discussion on Resolutions
- 3:30 p.m. **BREAK**
- 3:45 p.m. D. Discussion on Resolutions
E. Resolutions from the Floor
F. President's Closing Remarks
G. Reports
H. New Business
I. Date of Next Convention
J. Closing of Convention

- 6:00 p.m. **RECESS**
- 7:30 p.m. **SIXTH GENERAL SESSION** (*if required*)
- 9:00 p.m. **FUN NIGHT – DANCE** (*Salons A & B*)
Bic and the Ballpoints

FRIDAY, APRIL 14

- 8:30 a.m. **SEVENTH GENERAL SESSION**(*if required*)

DELEGATES AND FUNDED ALTERNATES TO THE 2023 BGM

Branch/ Council	Delegate Name(s)	Funded Alternate
Appalachia	Jeffrey Blundon, Nancy Shave, Jennifer Hillier	
Aurora	Stephanie Hedderson	Megan Greene
Baccalieu	Marlene LeShane	
Baie Verte Peninsula	Mark Thorne	Jessica Peckham
Bay d'Espoir	Rebecca Parsons-Burden	Connie Willcott
Bay Roberts	Terri Lynn Morrissey, Stephanie Menchions	
Bell Mer	Michelle Wiseman	Lois Applin
Belleoram-Wreck Cove	Andrea Penney	Tiffany Skinner
Bremco	Hollis Cull	Andrew Rideout
Burgeo	Wayne Vivian	
Burin-Marystown	Heidi Price	
Carbonear	Gordon King, Danielle Doyle	
Churchill Falls	Melissa Sharpe	Bridget Murphy
Clarenbridge	Heather Wells, Earle Pike	
Coastal Labrador South	Ian Spencer	Robin Janes
Conception Bay Centre	Jean Corbett	Lisa Strapp
Conception Bay South	Christina Gillingham, Christine Rowe, Greg Oliver, Jacinta Morgan, JoAnne Taylor, Domenica Daley	
Deer Lake	Dionne Snow, Denielle Vasiliou	
Exploits Valley	Heather Hayley, Lori Barry, Lynn Miller	
Fogo Island	Susan Crawford	Catherine Hoven
Ganova	Clifford Budgell, Lee Anne Johnson, Russell Stockley	
GranForLine	Dale Parsons	Angela Blackwood
Green Bay	Alex Hutchings	
Hamilton Sound	Darren Goodyear	Nicole Lewis
Harton	Sandra Hynes	Bernetta Delaney
Humber	Darren Hutchings, Kelly Park, Teri Lynn Loder, Shelley Loder	
Ingornachoix	Connie Myers	Elizabeth Walters
Labrador West	Arlene Rich, Danielle Stanley	
Lake Melville	Allison Murphy, Vicki Urquhart	
Landfall	<i>unavailable at time of printing</i>	
Long Range	Devon Babstock	
Marconi	Danielle Vatcher, Janine Foley, Jessica Hickey, Milly Brown, Marie-Chantal Hurley, Paul Smith, Robyn Ronayne, Sean Charters, Sara Murray	

Branch/ Council	Delegate Name(s)	Funded Alternate
Northern Light	Amanda Anthony-Chubbs	Stephanie Nadeau
Notre Dame	Jessica LeGrow, Jocelyn Bath	
Nutak Labradorimi	Tony Tibbo	William Chaisson
Placentia	Sherry Spracklin	
Port aux Basques	Vanessa Chaulk	Patrick Murphy
Rushoon-Terrenceville	Brent Gill	Jillian Mitchell
Seagaulther	Dominic Ricketts	
Southern Shore	Gerri Lynn Devereaux	
St. John's Centre	Daniel Morgan, Jamie Jenkins, Lynette Snook	
St. Mary's Bay	Patti Corcoran	Suzanne Tremblett
Table Mountain	Heather Brake	
Trinity-Deadman's Bay	Gertie Sheppard-Gill	Janna Huxter
Trinity, Trinity Bay	Michelle Butler	Kathryn Johnson
Upper Trinity South	Kim Siegfriedt	Diane Dale
Waterford Valley	Jeff Ivany, Kimberly Brown, Julia Young, Kaitlyn Little	
Council of Special Services	Stephanie Drover-Edmunds	Maggie Warren
Deaf and Hard of Hearing/ Blind and Visually Impaired SIC	Jacqueline Kelly	
English Language Arts SIC	<i>unavailable at time of printing</i>	
Gender and Sexual Diversity SIC	Trevor Taylor	Em Sopkowe
Health Education SIC	<i>unavailable at time of printing</i>	
Math/Science SIC	Yvonne Dawe	Whitney Pye
NL Music Educators' Assn	Michelle Macey	Mitchell Hamilton
NL Counsellors' and Psychologists' Association	<i>unavailable at time of printing</i>	
Physical Education SIC	<i>unavailable at time of printing</i>	
Psychologists in Education SIC	Peggy Hann	Darryl Murphy
School Administrators' Council	Dale Lambe	Nancy Healey
Second Language SIC	Sherry Potter	
Small Schools SIC	Chad Horne	Violet Paul
Speech-Language Pathologists SIC	Sandy Crowley	Natalie Finlay
Teacher-Librarians NL SIC	Jill Handrigan	
Technology in Education SIC	<i>unavailable at time of printing</i>	
MUN Observers	<i>unavailable at time of printing</i>	