

bulletin

Convention 2019



Derrick Baker



**Maureen
Doyle-Gillingham**



Derek Drover



Kyran Dwyer



Craig Hicks



Jamie Jenkins



Kelly Loch



Tracey Payne



Gabriel Ryan



Joseph Santos



Colin Short



Sean Weir



Chesley West

Biennial General Meeting 2019

The major decision-making forum of the Newfoundland and Labrador Teachers' Association, Convention 2019, will take place April 23-26 at the Sheraton Hotel Newfoundland in St. John's. Approximately 93 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 2019-21 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 indicated throughout this issue of *The Bulletin*.

Other highlights of the BGM include presentation of the Special Recognition Award, the Bancroft and Barnes Awards, the Patricia Cowan Award, the President's Award, and the conferring of Honorary Membership in the Association.

Maggie MacDonnell will also give a keynote address which discusses topics of suicide and inter-generational trauma. Ms. MacDonnell is the winner of the 2017 Global Teacher Prize, a \$1 Million US award considered to be the Nobel Peace Prize of Education. She was chosen from over 20,000 nominees in 179 countries. Her work has spanned diverse

communities and populations – including working with; Congolese and Burundian refugees, young Tanzanians living with HIV/AIDS, to Indigenous Inuit living in the Canadian Arctic. She brings a community development approach to her teaching styles and cares deeply about removing gendered barriers in the class, to exploring how education can be used to “de-colonize”. She loves movement and using physical activity as a tool to engage with youth. Ms. MacDonnell is currently an Education Consultant with the School Board of Nunavik.

Editor's Note:

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

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Candidates for Executive

Derrick Baker

Education

- Bachelor of Arts: MUN 1991
- Bachelor of Education: MUN 1991
- Masters of Education (Leadership): MUN 2008

NLTA Involvement

- 1991-98: School Representative
- 2001-02: Secretary, Belleoram-Wreck Cove Branch
- 2003-07: Vice President, Belleoram-Wreck Cove Branch
- 2007-present: President, Belleoram-Wreck Cove Branch
- 2014-16: Chairperson and Member, School Board-Teacher Liaison Committee
- 2018-19: Member, School Board-Teacher Liaison Committee

Statement

I would like to take this opportunity to personally thank the members of the Belleoram-Wreck Cove Branch for their support and nomination for Provincial Executive.

Over the past 24 years, I have held positions as an administrator, vice principal, and classroom teacher and have experienced firsthand the challenges and changes that teachers have faced in this demanding educational system. Despite being a rural teacher by definition, I have many friends and colleagues throughout the province who teach in larger schools and share many of the same concerns: increased workload, lack of resources in the classroom, teacher wellness, and workplace violence, to name a few. These concerns are the same all over the province, in both urban and rural schools. This is proven over and over, whether I'm on the marking board, gathered around the campfire in some Provincial Park, or salmon fishing on the Pinware River in Labrador. Within minutes into a conversation, we find ourselves comparing our students and/or schools, sharing similar stories, and the daily challenges that face teachers in schools hundreds of miles apart.

I personally believe that all teachers share a common goal and strive to provide the best for our students. My passion and commitment to the Association and to the teachers of this province compels me to work harder to bring our issues to the forefront. I firmly believe in transparency, a positive attitude and working together collaboratively across all levels, in order to bring about change that will shape the future of the edu-



cational system of this province. As an association, we must stand together and work together to show unity and strength. We have achieved great strides in the past, and together we can achieve many more.

I humbly ask for your support and promise to work diligently to bring your issues and concerns to the forefront to make improvements for all teachers and all students from St. John's to Labrador City.

I would also like to acknowledge my fellow colleagues and wish them the best of luck as well.

Thank You.

Maureen Doyle-Gillingham

NLTA Involvement

- Bay de Verde Branch
- Baccalieu Branch Representative, Treasurer, Secretary and President
- Member and Chair Curriculum Committee
- Chair Communications/Political Action Ad Hoc Committee Province-Wide Voting
- Educational Leave Committee
- Finance and Property Committee
- School Board-Teacher Liaison Committee
- Group Insurance Manager/Chair
- Pooled Investment Committee
- BGM/CONTACT Delegate
- Joint Council Attendee
- Provincial Executive
- Staff Negotiations
- CTF/FCE Status of Women

Education

- Bachelor Arts/Education
- Bachelor Special Education
- Dental Assistant Diploma

Experience

- Instructional Resource/Secondary Teacher
- Substitute
- Employment Counsellor
- Dental Assistant



(cont'd)

(M. Doyle-Gillingham cont'd)

Dear Colleagues in Education,

It is an honor and a privilege to accept the nomination from the teachers of the NLTA Baccalieu Branch for the NLTA Provincial Executive. I would also like to thank the BGM delegates who supported me during the last election. Having support, encouragement and confidence from colleagues has been paramount in my desire to continue to advocate for the teachers of Newfoundland and Labrador. For all the conversations and interactions we have engaged in, a common thread was woven throughout. How to optimize our working conditions while providing the best learning environments for our students. While many great things are happening in our schools, many issues are occurring as well. No matter where we teach, no matter our job description – a teacher's job is demanding. These demands increase and become more complex every day. We face issues with regard to Workload, Teacher Health/Welfare, Inclusive Education/Supports and Collective Bargaining that continue to be a concern for the membership. I believe that the work of the Association is always a work in progress and that we need strong representation at the table to bring forth the membership's concerns.

At the Executive Table I have continued to watch, listen and learn the business of the Association. I have never been too shy to ask for assistance, or for clarification, or to question. I always remember that my role is to help make decisions that are in the best interest of all teachers in Newfoundland and Labrador. That is what I was elected to do and I have been a strong voice in doing so!

I again ask for your support and I pledge to continue to work diligently on behalf of all teachers. I hold firm that Aesop is still correct, and his wise words echo in my mind as I carry out the business of our Association: "In Union there is strength."

Thank You.

Derek Drover

NLTA Experience

- Provincial Executive (2007-09, 2009-11, 2011-13, 2013-15, 2015-17, 2017-present)
- Table Officer (2010-11, 2011-13, 2013-15, 2015-17, 2017-present)
- Chairperson, Ad Hoc Committee Province-Wide Vote for President and Vice-President and Remuneration for Vice-President and Executive (2017-19)
- Building Professional Negotiation Skills, Gardiner Centre (2017)
- Ad Hoc Committee Policy Review (2016-17)
- CTF AGM Delegate (2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018)



- Council of Atlantic Provinces and Territory Teachers' Organizations (CAPTTO) AGM Delegate (2011, 2013, 2014, 2015, 2016, 2017, 2018)
- Teacher Certification Committee (2015-present)
- DEECD Graduation Requirements Focus Group (2015)
- Education International 7th World Conference (2015)
- Membership Engagement Committee (2014-17)
- Chairperson, Staff Negotiations Committee (2013-present)
- Chairperson, Pooled Investment Committee (2010-11)
- Finance & Property Committee (2009-11)
- Group Insurance: Trustee (2007-09); Chairperson (2009-11)
- International Foundation's Annual Canadian Employee Benefits Conference (2008, 2009, 2010)
- NLTA Representative, Education Forum of the Rural Secretariat (2009)
- Chairperson, EAP Coordinating Committee (2007-09)
- International Foundation's Trustees 2 Group Benefits Course (2008)
- Seagaulher Branch: President (1999-2007), Vice-President (1997-98), Political Action Officer (1993-97), School Representative

Colleagues, it has been an honour to have served as a member of your Provincial Executive and, once again, I humbly ask for your support to continue as a member of your 2019-2021 Provincial Executive team. As you know, future challenges, as always, await us and our resolve must be resolute.

The 2018 provincial budget announced the initial phase of the Premier's Task Force (PTF) recommendations implementation, yet also announced an overall reduction of 30 teaching units. Government offered hope for improving educational outcomes, yet reduced teaching units through the teacher allocation model. Any sustained effective strategy to improving educational outcomes must acknowledge, as we move forward, that the annual government budgetary process of eroding teacher allocations is anachronistic and detrimental to meeting the academic and complex social emotional needs of our schools.

My friends, new challenges are just around the corner and future annual provincial government budgets are always on the horizon. We must incessantly "promote the cause of education in the province" (NLTA Act, p. 2) seizing the opportunities afforded by our engagement within the province's Education Action Plan's committee structure and persistently trumpeting that annual teacher allocation model reductions run counter to improving educational outcomes. We must stand strong together and send a clear message that cuts to education are not an option!

Colleagues, I respectfully ask for your support. All the best and see you at BGM.

Kyran Dwyer

“The very essence of leadership is that you have to have vision. You can’t blow an uncertain trumpet.”

~ Theodore M. Hesburgh

Solidarity – “united action” – is the foundation of the NLTA; without it our Association is powerless. The NLTA exists to serve, protect, empower and be a voice for all teachers. And leaders of our Association must have a clear vision of what that means. Leaders must be able to listen to the concerns of teachers and clearly articulate those concerns in a strong voice. Now, more than ever, it is important for the NLTA to empower teachers to speak. We cannot be silent.

I offer myself as a candidate for the Provincial Executive; I offer to be that voice for teachers, especially for those who feel they are not being heard. I commit to listening to teachers and to speaking to your concerns. Most importantly, I promise to empower teachers to use the strength of their own voices.

Teachers are in this profession because they believe – they know – they make a difference. This is the very foundation of their professionalism. But teachers are tired of having their professionalism undermined by divisive negotiating tactics of governments who insist on negotiating benefits for one group of teachers at the expense of another. Now, more than ever, we must say a collective “No” to this attack on our professionalism. Now, more than ever, we must protect the welfare and well-being of all teachers.

We must oppose a government that insists on compensating teaching professionals at Walmart prices. We cannot continue to give up, without a fight, what thousands of teachers have fought for and sacrificed over the years to attain.

Frederick Bancroft, the first president of the NTA, worked to establish an association for “united action” and for “the protection of teachers” At their first meeting “the chief subject of discussion was that of the increase of salaries for teachers and that all teachers work together.” That is a vision I share. It is a vision worth defending. It is a vision I will fight for on your behalf.

Thank you to the Waterford Valley Branch for nominating me and I humbly ask for your vote to the Provincial Executive during BGM 2019.

NLTA Experience

- 2014 -19: SAC Executive

Teaching Experience

- 2006 -19: Principal – St. Teresa’s and St. Matthew’s

Qualifications

- M.Ed.: MUN (1999)
- BA, B.Ed.: MUN (1992)



Craig Hicks

NLTA Experience

- 2017-19: Collective Bargaining Committee
- 2017-19: Chair, Pooled Investment Committee
- 2015-17: Chair, Substitute Teacher Committee
- 2014 -15: Substitute Teacher Ad Hoc Committee
- 2013-19: Chair, F&P Committee
- 2015-17: Pooled Investment Committee
- 2013-15: Chair, Pooled Investment Committee
- 2013-19: Administrative Staff Negotiation Committee
- 2013-19: Support Staff Negotiation Committee
- 2011-19: Provincial Executive
- 2011-13: Chair, Communications/Political Action Committee
- 2011-13: Deferred Salary Leave Committee
- 2011-13: Pension Administration Committee
- 2010-11: Chair, SBTL
- 2009: BGM, Hamilton Sound Branch
- 2007: BGM, Hamilton Sound Branch
- 2006-08: SBTL
- 2006-19: President, SAC Region 6
- 2005-11: President, Hamilton Sound Branch
- 2003-05: MB&S Committee
- 2003: BGM, Hamilton Sound Branch
- 2001-05: V.P., Hamilton Sound Branch
- 2001: BGM, Hamilton Sound Branch
- 1999-2001: MB&S Committee
- 1997: AGM, Hamilton Sound Branch
- 1992-2001: PD Officer, Hamilton Sound Branch

Teaching Experience

- 2005-19: V.P., Teacher/Librarian, Phoenix Academy
- 2002-05: Teacher/Librarian, Carmanville School Complex
- 2000-02: Teacher/Librarian, Gill Memorial Academy
- 1999-2000: Substitute Teacher, Lewisporte/Gander School District
- 1991-99: Jr. & Sr. High Teacher, Carmanville School Complex
- 1990-91: Substitute Teacher, Nova Consolidated School District

Qualifications

- M.Ed.: MSVU (2001)
- Library Studies: MUN (1999)
- B.Ed.: MUN (1990)



(cont'd)

(C. Hicks cont'd)

Statement

I am honoured to receive the nomination and continued support of the Hamilton Sound Branch as I seek re-election on Provincial Executive.

There have been many changes in our province during my 27 years of involvement with our Association; however, the struggle with government and educational decision makers has not relented. In a province where political party policies seem to overlap, there is certainly no distinction when it comes to solving the financial burdens created by government. It is crucial that we understand and become engaged in provincial issues that are affecting our profession. This will help in forming a balanced perspective, which will lead to the most logical and meticulous decisions to be made in the best interests of our membership.

I believe that solid leadership means listening and encouraging diverse ideas that engage all members in respectful and meaningful conversations. It is through this process that our Association establishes a clear vision that strengthens our resolve and ensures that teachers have a united voice when faced with tough decisions.

Regardless of the myriad of issues and challenges facing our Association, I strive to represent every member with the respect and dignity that you deserve. My dedication and loyalty to our members demonstrates my commitment to continue to advocate and work towards a stronger Association. I respectfully seek your continued support at BGM 2019.

Jamie Jenkins

NLTA Involvement

- Provincial Executive Member (2018-present)
- MBS Committee Chair (2018-present)
- Group Insurance Manager (2014-present)
- Delegate to BGM (2001-present)
- Joint Council Member (2002-present)
- Pooled Investment Committee Member (2015-18)
- Branch President (2002-07, 2011-17)
- Branch Executive positions (2000-02, 2008-11)
- NLTA committee member (various times)



Dear Colleagues,

During my teaching career I have worked as a substitute, replacement, and classroom teacher in various school configurations in rural, isolated and urban centers throughout Newfoundland as well as in Labrador. I believe this gives me insight into a wide range of concerns and issues that face teachers from all aspects of the profession.

From the beginning of my career I recognized the need for active involvement in the NLTA. In 2016 I was awarded the Bancroft Award in recognition of my service at the branch level. I believe my various branch roles and passion for the Association helped my transition to my current role as a Provincial Executive member.

I believe in an Association that is strong for its members — one that will lobby on behalf of the professional and personal needs of teachers. I have and will continue to advocate for an Association that will bring teacher and educational issues forward to the District, Government and Public.

I consider myself practical and logical which, in turn, allows me to analyze situations and put forward viable solutions to challenges facing teachers and the NLTA. For example, at BGMs '05 and '07 I put forward resolutions that secured long-term financial stability for our Association. This also allowed our emergency fund to grow from \$3.4 million to its current status of \$15.7 million. Some of these funds are used to create our powerful public campaigns such as “Teachers Change Lives”.

Our Association has faced several important challenges surrounding the teaching profession including a recent attack on our collective agreement. It is imperative we continue to be proactive and transparent in bringing these issues forward and to strongly advocate for teachers' rights.

I believe my experience, knowledge, and voice can strengthen our Association's position on issues. I vow to continue to listen to teachers and make sure teacher's issues and concerns are heard at the executive table.

If anyone would like to discuss any issues with me, please contact me at your convenience or speak with me directly at BGM. Thank you for your consideration.

Respectfully submitted.

Kelly Loch

NLTA Experience

- Provincial Executive Member 2017-19
- Finance and Property Committee Member 2017-19
- Equity Committee Chair 2017-19
- CTF Advisory Committee on the Teaching Profession 2018-19
- CTF Women's Symposium Delegate 2018
- Executive Liaison: Rushoon-Terrenceville, GranForLine, Burin-Marystown, Carbonear; Music Special Interest Council
- Branch: President, School Representative, Secretary, Member
- Curriculum Committee Member
- NLTA MBS Committee Member
- School Board-Teacher Liaison Committee
- BGM Delegate



Education

- B.Ed (Primary) (1997) MUN
- B.Sp.Ed (1998) MUN
- M.Ed (2004) MSVU

Teaching Experience

- 2006-Present: Kindergarten/IRT/Vice-Principal, Persalvic School, Victoria
- 2005-06: Principal/IRT, Acreman Elementary, Green's Harbour
- 2002-05: Music K-9/IRT, Cabot Academy, Western Bay
- 2000-02: IRT: Carbonear Collegiate, Carbonear
- 1999-2000: Challenging Needs/IRT, North Shore Collegiate, Northern Bay
- 1998-99: Music K-12/Challenging Needs Teacher, King's Point

Dear Colleagues,

I am honored to accept the nomination from the Carbonear Branch as a candidate seeking a second term on Provincial Executive. It has been a positive learning experience over the past two years and I have worked diligently on behalf of teachers throughout our province.

There are many challenging issues that continue to face our teachers. The immense workload teachers experience on a daily basis can be crippling to teachers' mental health and well-being. How can our teachers effectively teach students with all the demands of our profession? This I feel is the ever growing crisis in our education system. It is time to advocate for what we need for ourselves. We need to continue to advocate for major improvements that will support teachers. We need proper supports in order to do our jobs. As you all know, other major concerns that we face daily are increased class sizes, teacher workload, behavior concerns of students, and school/home relations.

During the latest round of negotiations our team experienced great resistance from our Government. It was clear that we needed to protect the rights that our past teachers have fought for. This was definitely a concession agreement. We will need to stand strong and united going into the next round of negotiations; there is much work to be done.

I look forward to meeting you at BGM 2019 and having discussions about the needs and concerns of the teachers of this province. I humbly seek your support as a voice on the Provincial Executive for a second term. If re-elected, I will continue to bring a strong voice for discussions and decisions made at the provincial level for the teachers of Newfoundland and Labrador.

Tracey Payne**Education**

- B.Sc. (Chemistry and Mathematics)
- B.Ed. (Secondary)
- M.Ed.

NLTA Experience*Humber Branch:*

- Member at Large
- Chair, Awards Ceremony
- Chair, Social Committee
- Chair, Scholarship Committee
- Chair, Retirement Committee
- Professional Development Officer
- Vice-President
- President
- Joint Council Representative
- School Board-Teacher Liaison Committee
- BGM Delegate

Other:

- Group Insurance Trustee
- Member, Provincial Negotiating Team

Statement

My experience as Branch President, Group Insurance and service on a previous Negotiating Team has prepared me to ask for your support as I seek a place at Provincial Executive.

We continue to face challenges.

Health and wellness is an important issue. Mental Nervous Disorders represent 44% of LTD claims. My experience as a manager has made me realize that we must continue to provide services and supports to our teachers. I am proud of the work we have done as Managers in expanding the services available to teachers.

Workload is a concern for all. Reductions in administration time, inadequate IRT and Guidance supports are a frustration for all. Teachers are being asked to do more with less. Government must give us the human and financial resources to do our jobs.

Reduction of student assistants has impacted the workload of members. We are now doing the work of Student Assistants on a daily basis.

Collective Bargaining is a priority. NLTA can open negotiations in November. In the last round, we signed a concessionary contract. Four years of zeros means that we had no wage increase in 8 of the last 12 years. Inflation runs between 2-2.5% each year, therefore, we have lost 16-20% of buying power.

The next round of negotiations must focus on wage increases, protection of post-retirement benefits and avoid splitting of group insurance benefits for our retired members.

(cont'd)

(T. Payne cont'd)

We need to do the following:

- Continue to promote teachers through campaigns such as Teachers Change Lives.
- Build alliances to avoid one union signing a concessionary contract which sets a template.
- Open Collective Bargaining when it is advantageous to do so.
- Continue to rally teachers to use the voice they have been given. A call to action must never go unanswered out of fear or complacency.

While looking forward, we need to be grounded in the past. Bancroft founded this Association on the pillars of teacher welfare and professional development. Today, both pillars are as important as they were many years ago.

I look forward to our conversations at BGM 2019.

Gabriel Ryan



Dear Colleagues,

With heartfelt thanks to my colleagues from my home branch of Upper Trinity South, I am honoured to offer myself once again as a candidate for NLTA Provincial Executive. I have been directly involved in NLTA for 18 of my 20 years teaching. I am currently a Table Officer on Executive, elected by my peers after BGM 2017, and I have served on 15 different NLTA committees, eight of them as Chair. Recently, in the lead-up to a most difficult round of negotiations, I served as Chair of the Collective Bargaining Committee. As a 12-year member of Provincial Executive, I continue to be driven by a profound belief in workers' rights and will continue to be an advocate for same despite the inherent challenges to unionism within our province and, in fact, globally. Earlier in my career, I served several roles within my home branch, including three years as Branch President. This experience was and is a great training ground for learning what it means to be an active and supportive member of NLTA. Within our Association, we need more teachers to take on leadership roles and to become more informed about decisions that affect us all. Renewal is the key to progress, so while I offer myself for re-election, I wholeheartedly encourage others to take the leap and become a candidate for Provincial Executive, if not for this term, then at a time that will work for you. I believe firmly in real democracy and a large slate of candidates in a very competitive race is the best way to elect or re-elect those who will best represent the needs of our members.

Throughout its almost 130-year history, NLTA has had to continuously modernize. As a membership, we must stay informed and actively participate in our Association to keep pace with changes foisted annually upon us. As importantly, we must be open to divergent opinions from within our ranks and

encourage respectful discourse even when our own personal opinions do not carry the day. Best ideas are gleaned from comprehensive contributions. I firmly believe that. Our challenge is to be actively involved throughout four year cycles, not just at the end of them.

Colleagues, may the remainder of your year bring satisfaction and a sense of accomplishment. To those attending BGM 2019, I look forward to seeing you there and I respectfully ask for your support.

Joseph Santos



NLTA Experience

- 2017-19: Member, NLTA Provincial Executive Council
- 2017-19: Chair, NLTA Professional Issues Committee
- 2017-19: Member, NLTA Property and Finance Committee
- 2009-19: Executive Member Waterford Valley Branch: President, Vice-President
- 2013-15: School Board-Teacher Liaison Committee Member
- 2006-09: President St. Mary's Bay Branch
- BGM Delegate: 2007, 2009, 2011, 2013, 2015, 2017
- 2017 CBC Town Hall "Inside the Classroom" Delegate

Dear Colleagues,

I am honoured to be nominated by Waterford Valley Branch for a prospective position with the NLTA Provincial Executive of 2019-2021.

Accepting this nomination is not something I take lightly as I consider it a great honour and responsibility to represent teachers of our province in the many facets of the NLTA. Having previously served on our Provincial Executive and having been branch president at two different branches has provided me the good fortune to meet and work with some of the best teachers in the province. I would once again be honored to have the opportunity to work closely with our Association for the betterment of our teachers.

I believe that actions speak louder than words and I have always believed in helping out whomever I can, whenever I can. As a member of our Provincial Executive, I would have the chance to interact with and help so many fellow colleagues, an opportunity I would relish.

Teachers provide support to students, wishing for each to develop their talents and succeed. As individual teachers, it is imperative to remember that we also have our own support system. The NLTA is a group that fosters the collaboration of teachers, providing support when necessary and backing when required. We are in the best profession in the world and we need to be there to help one another.

Teachers continue to be frustrated by the lack of proper resourcing and preparation time, unrealistic workload demands and the inability to access meaningful professional development. Furthermore, large class sizes, combined grades and multi-aged groupings all pose their own unique set of challenges. I hope that when it comes time to vote, that delegates at BGM give me the opportunity to do what I can to help all teachers address these frustrations.

I BELIEVE in this profession. I look forward to speaking with all delegates at convention 2019. (josephsantos@nlesd.ca)

Colin Short

Current/Past NLTA Involvement

- Provincial Executive 2015-19
- Chair, Curriculum 2017-19
- Chair, Professional Issues 2015-17
- Finance & Property 2015-17
- Pooled Investment 2015-17
- Staffing 2015-17
- CONTACT 2001, 2015, 2017, 2018
- School Board-Teacher Liaison 2011-12
- BGM 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019
- Port aux Basques Branch – President (five terms), Vice President, Secretary-Treasurer, Past President, Communications, Political Action
- School Rep Seminar 1999, 2002, 2005, 2008, 2011, 2014, 2015, 2016, 2017, 2018

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 2019!

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 four years and I am again seeking your support for re-election.

Historically, education has been in the top two spending priorities for our government, second only to health. Sadly, we are now third, behind servicing the provincial debt. We must continue to press and lobby to make sure that our students and our profession receive the attention and resources it needs to be successful.

Education in our province continues to change. We have seen a new group of teaching professionals – our Teaching and Learning Assistants – added to some of our schools. The Premier's Task Force Report continues to bring new changes to our classrooms and schools. Thankfully, NLTA has representa-



tion on the steering and all implementation committees. We must continue to exert our influence to ensure that further changes best support teachers and our goals of providing quality education for our students.

My friends, you have an important responsibility during this convention – you must elect a new executive. I am currently teaching Grade 4 in a K-6 school in Port aux Basques, but thankfully I have also spent time in K-9, 7-12 and 10-12 schools over my 23-year career. I have taught classes in all grades from 4-12, I have been a lead technology teacher, physical education teacher and replacement guidance teacher. My experience gives me a unique perspective to speak for you.

Thank you for your consideration.

Sean Weir

NLTA Involvement

- Member of Provincial Executive, 2011-15, 2018-19
- Branch President, Coastal Labrador South, 2007-2011 & 2015-19
- Group Insurance Manager, 2011-present
- School Board-Teacher Liaison Chairperson, Labrador Region NLESD, 2016-18
- School Board-Teacher Liaison Chairperson, Western School District, 2009-11
- 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

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-present) Assistant Principal with Multi-grade Classroom duties (Gr. 5-12) in Physical Education and Healthy Living 1200, OH&S 3200, Math 5 and 6, and Teacher-Librarian, Bayside Academy



(cont'd)

(S. Weir cont'd)

Election Statement

During this current school year, I discovered that absence truly does make the heart grow fonder. It may sound a little cliché, but it pretty much summarizes my feelings about returning to the Executive table after a three-year absence. By “filling in” for two executive members, I was reinvigorated to seek a fourth term on our Provincial Executive Council.

In the spring of 2018, the provincial government unveiled its vision for the future with its *Education Action Plan*, and the accompanying “phase-in” schedule for all schools with K-6 student populations in the province. This resulted in the creation of 39 Phase 1 Premier’s Task Force Schools, of which my school is one. Among other things, the *Action Plan* saw the creation of Library Learning Commons, Teaching and Learning Assistants, school-based Reading Specialists and a Responsive Teaching and Learning Policy. The workload associated with this method of curriculum delivery is significant, especially when one considers the model is needs-based while our teacher/TLA allocation, and even some learning resources, like LLI Kits, remain based solely on student enrollment. One of the most important jobs of the new Executive will be to ensure that all new policies and initiatives align with our collective agreement, as our workplaces continue to evolve. Here, I can be of great assistance. Diligence is required to protect our members from unrealistic expectations, which have a habit of becoming common practice.

In preparing to cast your ballot, please consider my experience and dedication to the Association as I humbly ask for your support.

- VP (2005-10)
- Political Action Officer (2003-04)
- Member at Large (2002-03)
- Other Involvement
 - Chair: School Board-Teacher Liaison Committee
 - Communications and Political Action Committee
 - Membership Engagement Committee
 - BGM (2007-present)
 - Joint Council (2009-present)

First, to my colleagues, for your support – always, my sincerest gratitude.

As educators, we all recognize the uniqueness of our profession, empowering children of our province in taking what we have built, teaching them to build upon it, and to realize, even on a global scale, their full potential. We work together, often facing overwhelming challenges, using our individual strengths collectively to make the best use of the resources we have today while constantly advocating for better resources for tomorrow.

Still, there is much to do and being in a profession so tightly connected with ever-evolving social, political, and economic landscapes with their broadening needs and narrowing resources, it is safe to say there will always be much to do. Whether a new teacher finding their way down their newly-chosen career path or one nearing retirement, looking back with pride on a road well-travelled, we all share in the knowledge that things are changing and more rapidly than ever. Policies, technology, curriculum, our communities, our province, our world, our students, they are all changing and so are we. In some cases, these changes are quite positive and we celebrate them, together. Often, though, we find ourselves facing losses – the greatest being time. We have more students with more needs requiring more support. We have more paperwork, more data analysis, more emails, and more phone calls, all leading to less time for curriculum development, for personal growth, for friends and family, and for ourselves.

In all this, however, I remain hopeful and, as a member of Executive, I want to continue to work with you and for you, advocating for a profession where the victories are great and the losses are learning experiences that remind us of who we are and teach us what we must do collectively to bring education forward in this province – for our students and for each other.

Chesley West

Education

- B.A. (French and English)
- B.Ed. (Immersion)
- M.Ed. (Leadership)

Teaching

- 1998-99: Mountain Field Academy, French, Grades 3-11
- 1999-2000: Mount Pearl Intermediate, Immersion 7-9
- 2000-present: Macdonald Drive Junior High, Immersion 7-9



NLTA

- Executive
 - Executive Member (2017-19)
 - Chair: Substitute Teacher Committee
 - Member: Finance and Property Committee
 - Member: Pooled Investment Committee
- Marconi Branch
 - President (2011-17)

Resolutions to Convention 2019

Category A: Association

Teachers at BGM as Observers

1. That the NLTA reserve a pool of funds to permit teachers in their first two years to attend BGM as observers. The number of teachers and the application process would be determined by Provincial Executive. **(Appalachia)**
Explanatory Note: While Education students may attend BGM, it is also important to involve those teachers just starting their career. An early involvement and understanding of all aspects of the Association will hopefully increase engagement. While teachers are able to attend BGM as delegates and alternates, it is felt that an additional invitation should be extended to new and interested teachers to attend as observers.

MUN Education Students Attend Joint Council

2. That the NLTA extend an invitation to Memorial University Education students to attend a Joint Council meeting and to cover reasonable taxi fare to attend such a meeting. The number of students and amount of funds available would be determined by Provincial Executive. **(Appalachia)**
Explanatory Note: Extending the invitation to future teachers to become informed about the workings of the Association will increase their knowledge and hopefully their interest in being more involved members.

Branch Alternate to Attend Joint Council

3. That the NLTA reserve a pool of funds for 2019-2021 such that branches can apply to fund one alternate per branch to one Joint Council meeting over the two-year period. This would be a two-year trial and would be evaluated in 2021 as to its effectiveness and the results presented at the 2021 BGM. **(Appalachia)**
Explanatory Note: One potential way to engage teachers is to offer them the opportunity to attend a Joint Council every two years. While there is a cost involved, the Association is currently in a positive financial position and can well afford such an opportunity. Alternates at a Joint Council meeting would first be done on a trial basis to survey its benefit to the Association.

Longer Term for President and Vice-President

4. That the NLTA explore the positive and negative consequences of having the NLTA President and Vice-President serve longer terms, rather than the current two-year term. Once findings are produced they are to be presented to the

NLTA membership. **(Appalachia)**

Explanatory Note: The current two-year term of NLTA President and Vice-President may not be the most beneficial term length for the Association or for those serving in these positions. A longer term may encourage a wider selection of candidates for these positions, provide stronger consistent leadership, and save the NLTA money.

Funding Alternates to BGM

5. That the NLTA fund costs for an alternate delegate to attend a Biennial General Meeting from any branch. **(Ganovia)**
Explanatory Note: This explanation is two-fold. First, yes a large branch has more delegates than smaller branches, hence the reason why having an alternate for small schools made sense. But, let's say, a branch with 20 members is represented by one vote, but if that member can't make it, then someone is there to fill in. For my branch, Ganovia, we have 262 members and 3 delegates. That means each delegate represents approximately 87 members each. If one delegate cannot make it, there is no one to represent those 87 people. Therefore, 20 members have more voting rights than the 87 members from a large centre. This seems unfair. Second, an alternate only has voting power if a delegate cannot attend. The vote ratio does not change. We are looking for membership engagement and most of us know here at BGM that being a part of these meetings gives a whole new perspective of the NLTA and is a great learning experience for all teachers.

Restructuring of Joint Council

6. That the NLTA do an internal review to restructure Joint Council to create a more accurate representative model. **(Ganovia)**
Explanatory Note: The current model only implements regional representation when it should consider demographic representation. Some at my branch feel young teachers were not represented in the last contracts and feel Joint Council is the most important body that makes the majority of decisions.

Number of Terms a President Can Be in Office

7. That the NLTA determine the feasibility of changing the maximum number of terms of office for the President of the Association from two to three terms. **(Green Bay)**
Explanatory Note: There should be ample opportunity for the membership to vote for a President who wishes to run for a third term in office.

Administrative Officer Information Package

8. That the NLTA develop an information package for NLTA members who are striving to work at the NLTA as future Administrative Officers that would include, but not limited to expectations of qualifications, education and experience. **(St. John's Centre)**
Explanatory Note: The purpose of this package would be to assist current NLTA members to be successful candidates in job competitions.

Category B: Programs and Services

Engagement Committee

10. That the NLTA strike a committee to solicit ideas/suggestions from teachers on how they wish to be informed and engaged in the union. (**Appalachia**)

Explanatory Note: Teacher engagement is always an issue. We need to hear from teachers on best methods to inform them and what they are seeking from our organization.

Removal of the Word “Pervasive”

11. That the NLTA lobby government to remove the word “pervasive” from all of their documents due to the negative connotation. (With the exception of a PDD diagnosis as it is a medical term) (**Special Services Council**)

Explanatory Note: The word “pervasive”, as defined by the Collins English Dictionary, is an adjective that means something, especially something bad, that is pervasive, is present or felt throughout a place or thing. The Oxford Dictionary defines pervasive as an adjective (especially of an unwelcome influence or physical effect) spreading widely throughout an area or a group of people. We are not sure that there needs to be any further rationale for wanting this removed. The word was used in a news story this past year related to the missing funds/materials from the NLESD. “AG finds “pervasive” financial rule breaking and oversight problems at NLESD”. There are much friendlier terms to use when talking about some of the most valuable students in our education system.

Teacher Access to Prescribed Curriculum Resources

12. That the NLTA lobby the NLESD and the Department of Education to ensure that teachers have access to the prescribed curriculum resources across all subject areas and grade levels and that, where necessary, these resources be delivered to schools for teachers to have access to these materials in order to effectively implement the curriculum. (**Music Council**)

Explanatory Note: It has come to the attention of the Music Special Interest Council that new schools that have opened over the past number of years are operating without necessary curriculum resources in some subject areas, particularly music. New schools have been working together with administrators, the NLESD as well as the Department of Education to find a resolution to this on-going concern but are yet to receive any printed resources as outlined in the curriculum. This applies to schools with various configurations, for example K-6, K-7 as well as 5-8 schools. This has caused great concern and frustration for teachers who are seeking a timeframe on when to expect resources with no answer in sight.

Update Special Services Language, Roles and Responsibilities

13. That the NLTA lobby the government for an updating of

all special services language, roles and responsibilities. (**Special Services Council**)

Explanatory Note: The Department of Education website previously had a section that explained roles and responsibilities, as well as definitions. The website was not only helpful for teachers, but was also very helpful for families who are trying to navigate their way through the education system.

Improve Methods of Reporting for Special Needs

14. That the NLTA lobby government to improve methods of reporting for special needs students that are more dignified for students and more user friendly for the teachers. (**Special Services Council**)

Explanatory Note: Students who are on a functional curriculum often work on some of the same life skills for their school careers. Teachers updating on the sometimes slow progress of these students is demeaning to the students. For example, Jack working on spelling J-A-C-K is a necessary skill if the student's name is Jack for a variety of reasons. However, updating the progress or lack thereof multiple times a year for years on end seems insensitive. There may not be a need for posting on each individual objective in a functional curriculum but rather a positive anecdotal report could be more positive.

Hiring of Itinerant French Special Education Teachers

15. That the NLTA lobby government to hire itinerant French special education teachers to address the needs of our students who struggle with their second language instruction. (**Special Services Council**)

Explanatory Note: The allocation of an itinerant French Immersion teacher would alleviate the frustration and stress from our teachers allowing them to become more productive in their classrooms and able to cope with the high demand of needs that are sitting before them. It would allow teachers to have a contact/liaison to discuss concerns face to face while allowing strategies to be implemented for kids of learning difficulty. In turn, students would enjoy staying in the second language classroom and would avail of the learning styles that they so deserve while enrollment would remain intact and increase in our primary, elementary and junior schools.

Hiring of Occupational Therapists

16. That the NLTA continue to lobby government to hire occupational therapists for the school system. (**Special Services Council**)

Explanatory Note: There are high numbers of students in the school system with sensory needs that require occupational therapy consults and monitoring. The waitlist at the Janeway is long.

Committee on Special Education

17. That the NLTA lobby government to form a committee with the Department of Education, NLTA staff member, NLESD representative, and a special education teacher from junior high and high school to discuss problems

and issues with special education, and to work together to problem solve these concerns for our students. (Primary and Elementary are currently being addressed through the PTF). **(Special Services Council)**

Explanatory Note: *There appears to be many communication issues between the entities involved in education. By forming a committee that is working with common goals, some consistency within the system may be found.*

Special Education Training

18. That the NLTA lobby government to ensure that all teachers and administrators in the education system have completed some training in Special Education. **(Special Services Council)**

Explanatory Note: *With the inclusion model there are higher numbers of students in our classrooms with diverse special needs who may be on IEP and ISSPs. Without having an understanding of special education core aspects and terminology, it is very difficult to meet the needs of the special needs students in the classroom and in the building.*

CPI Training

19. That the NLTA lobby the Department of Education to provide the leave time and training so that all new teachers (as a part of teacher orientation), and any existing teachers who have expressed an interest, have CPI training at the beginning of each school year. **(Appalachia)**

Explanatory Note: *The culture and climate of the school and student body makeup is continually changing, made up of a variety of behavioural and mental health needs. CPI is not merely the physical aspect of necessary holds in emergency situations, but also a complete mindset change and a toolbox of useful strategies to use with students of all types, not just those with extreme physical behaviours. Teachers need every advantage available to them when dealing with a continually changing school environment and student climate. CPI training gives insight and allows teachers to support their co-workers in behavioural situations.*

Virtual PD from Home

20. That teachers be given the option to complete virtual PD from home. **(Taylor's Brook)**

Explanatory Note: *Many teachers in rural schools travel in from other communities and the internet service at their homes is often much better than that at the schools. It is not uncommon for teachers doing the PD at school to have connectivity issues so it would seem to make more sense to sign in from a reliable source. In January, one of our teachers was scheduled for PD and the school closed for weather. When he asked if he could do it the next day, he was told that the sub time would come out of our school bank as the sub was already booked, but if he wanted he could sign in from home. Many teachers that attended the PD that day were also connected from home because the weather closures were many. If this is the case during "special circumstances", why not make it an option on any day?*

Primary French Immersion Cap Size

23. That the NLTA lobby the NLESD and the EECD to revisit the primary French Immersion cap size such that it is in line with the primary English class cap. **(Appalachia)**

Explanatory Note: *The French Immersion cap is higher than the English class cap. While French Immersion is a parental choice for their child, such a program decision should not create extra-large classes that impact student learning.*

Reformat K-6 Report Card

24. That the NLTA lobby the Department of Education to alter the report card format for K-6 report cards. **(Ganovia)**

Explanatory Note: *Revamping the report card format would allow for parent comprehension of the success of their child. Once the level of success is clearly communicated to parents, if necessary, early assessments and interventions could be identified to ensure students' success and confidence. Primary/Elementary teachers feel that the report cards are too broad and do not reflect student success or lack thereof. One outcome in Mathematics is Numbers. This outcome is very broad and a student may understand one topic of Numbers but not another. For example, the students know how to add decimals but cannot multiply them. These suggestions include:*

- *Online reporting such as PowerSchool so parents can keep up on any changes to their child's learning in real time.*
- *Space for success of specific curriculum outcomes and grade level benchmarks should be identified on the report card. This could be completed using a course specific drop down menu. This aims to allow for parents to understand where the child is successful and where the student can be assisted.*

Elimination of Paper Copies of Report Cards

25. That the NLTA lobby the NLESD and the Department of Education to eliminate paper copies of report cards unless requested by the parent. **(Ganovia)**

Explanatory Note: *With PowerSchool access, paper copies of report cards seem redundant. There should be a system where report cards can be printed when requested by a parent who does not have computer access, otherwise students and parents have full access to grades and comments at all times. This would also be environmentally friendly.*

Cleanliness of School Buildings

26. That the NLTA lobby EECD/NLESD for higher standards of cleanliness in school buildings. **(St. John's Centre)**

Equitable Access to Digital Resources

27. That the NLTA advocate that either the Department of Education and Early Childhood Development or the school district develop, maintain, and provide free access to a Virtual School Library Learning Commons for all Newfoundland and Labrador students, using a model similar to that provided by the Toronto District School Board: www.tdsb.on.ca/library. **(Teacher-Librarians Council)**

Explanatory Note: At present, some school libraries provide access to virtual school library learning commons, i.e. school library websites that connect students to freely available and also subscription resources such as research databases, digital creation tools, and means of making global connections. Leveraging the digital world is a key tenet of Michael Fullan's Deep Learning model but at the current time, students in K-12 in our province do not have equitable access to these resources. Some schools can afford the subscriptions, many cannot. As we know, bulk purchasing of digital resources is often much cheaper.

Report Card Drop-Down Menu

28. That the NLTA lobby school districts to allow Primary/Elementary teachers to use drop-down comments available in PowerSchool or provide them with a bank of approved comments to use for report cards. **(Conception Bay South)**
Explanatory Note: Report card writing for Primary/Elementary teachers can take up a great deal of time. First, due to the nature of the way students in these grade levels are assessed and the need to use the 4 point rubric to report their achievement. Second, due to the inconsistency of what to include in the comments section and the amount of time it takes administrators to proofread each report card. Allowing Primary/Elementary teachers to use the drop-down comments available in PowerSchool would eliminate the need for administrators to approve wording and proofread every report for typos/grammatical errors. Teachers should be provided with a digital bank of pre-approved comments to cut and paste if not approved to use the PowerSchool comments.

Assistive Technology Accommodations

29. That the NLTA lobby school districts to ensure that each student who requires a specific device to meet their assistive technology accommodations has their own dedicated device for use at school, outside of any group sets of devices available to all other students. **(Conception Bay South)**
Explanatory Note: Often times, students requiring assistive technology to meet their documented accommodations do not receive a device that is specifically reserved for only that student. Instead, teachers must plan work and/or assessments around availability of a "set" of devices. If technology such as Chromebook or an iPad is listed on a student's Record of Accommodations Form, that student should have a device that is dedicated solely for their use within the school building.

Additional Tech Support

31. That the NLTA lobby EECN/NLESD to hire more district tech support to deal with the mass amounts of technical supports needed in today's school environment – and to deal with the long wait times for such technical support. **(St. John's Centre)**
Explanatory Note: Self-explanatory and an ongoing issue.

Administration Harassment on Social Media

32. That the NLTA lobby the NLESD to develop a strict policy to deal with issues of administration harassment on social media. **(Appalachia)**

Explanatory Note: Administration harassment on social media is growing and getting more difficult to manage. The public and especially parents need to understand that this type of negative behavior is not appropriate and should not be tolerated.

Student Assistant Duties

33. That teachers should not be expected to perform the duties of a Student Assistant on a regular basis. **(Appalachia)**

Explanatory Note: With cuts in Student Assistant hours, an additional teacher or the administration is expected to supervise those students normally monitored by SAs during recess and lunch.

Three-Week Pay Gap

34. That the NLTA work with Teacher Payroll to develop a method such that those teachers who wish to avail of avoiding the three-week pay period be permitted to have an amount deducted from their cheque to offset the week without pay. This amount would be paid out during the third week of the three-week pay gap. **(Appalachia)**

Explanatory Note: Teachers are still looking for ways to avoid the three-week pay gap. This may be a viable solution.

Caps on IRT 1 and IRT 2

35. That the NLTA lobby government for a more organized approach to supporting inclusion and special education within the education system with specific caps on IRT 1 and IRT 2. **(Special Services Council)**

Explanatory Note: There is a major lack of organization in the current system. Students are falling through the cracks with the inclusion model. They are being excluded by the inclusion model. Systems such as the prior categorical and non-categorical special education and pathways were well-structured systems that ensured that student needs were being met in a well organized and supported manner, and the Instructional Resource teachers are not overwhelmed with work. Student caps on teacher caseload helped to lead to a more enhanced teaching and learning environment. While the current system is 'needs based', it is difficult to truly determine student need through the pervasive needs online documentation.

Cap on SLP Services

37. That the NLTA place a cap on SLP Services **(Special Services Council)**

Explanatory Note: The caseloads of the SLPs in our province continue to grow. There is no doubt that all research today on speech and language focuses on the importance of early and intensive interventions. When SLPs are carrying hundreds of students on their caseload, how are they supposed to address the needs of students with diagnosed S/L concerns?

Administrator Protection

38. That there be a provision for slander against an administrator so that it can be addressed. **(School Administrators' Council)**

School Calendar Changes

39. That the NLTA include in the next opening proposals for contract negotiations that any changes to the school calendar by the board has to be communicated to teachers with a minimum notice of five working days. **(Ganova)**

Explanatory Note: *The Gander school system has PL days allotted during the school year called "system PL day" such that all schools are off for PL at the same time. This is beneficial for colleagues from different schools in the area to get together to discuss transitioning for students. For example, the two department heads from St. Paul's Intermediate and Gander Collegiate meet up to discuss student needs, retention issues, testing issues, etc. This is also beneficial for the primary to meet up with the elementary, but due to a planned power outage, Gander Academy was forced to change their school calendar and have PL during the planned power outage and lose out on the system PL day. Teachers felt they were not given adequate time and were professionally disadvantaged.*

Substitute Sick Leave

40. That the NLTA include in the next opening proposals for contract negotiations that substitutes who have previous sick leave accumulation have access to these sick days as of the first day of the school year. Also, that a substitute can use sick leave before entering the school for that day. **(Ganova)**

Explanatory Note: *Substitutes have to work 50 substitute days before they can access their sick leave. This seems unfair for substitutes who have accumulated days. A substitute has to be on the school property to be entitled to their sick leave. This seems unreasonable.*

Guaranteed Teacher Prep Time

41. That the NLTA lobby EECD/NLESD for guaranteed preparation time each day for all teachers. **(St. John's Centre)**

Explanatory Note: *With increased demands due to class size, class composition and inadequate personnel, teacher workload has increased with insufficient allowance for adequate preparation time.*

Need for Program Specialists to Support Teacher Librarians

42. That the NLTA advocate for the hiring of teacher librarianship program specialists as part of phase 2 of the Education Action Plan. **(Teacher-Librarians Council)**

Explanatory Note: *Teacher librarians across Newfoundland and Labrador are excited and enthusiastic learners and professional practitioners, but are lacking the support of expert leadership in the field. As part of the Education Action Plan, many more teacher librarians have been and will be hired. Similarly to school-based reading specialists, schools with*

over 200 students now have a full-time teacher librarian, those with 51-199 have a half-time teacher librarian, and those with 50 or fewer have an allocation based on their population. However, five program specialists for reading were hired by region to support the school-based reading specialists. No similar hiring was done to support teacher librarians.

Equity for Small Schools

44. That the NLTA advocate for the provision of a 25% teacher librarian allocation in small schools (i.e. those with 50 or fewer students) in upcoming phases on the Education Action Plan. **(Teacher-Librarians Council)**

Explanatory Note: *As part of the Education Action Plan, schools with 50 or fewer students have an allocation based on their population at the 1:1000 ratio. We see this as an inadequate allocation. Reading specialists were provided to these schools at 25%.*

Class Size Caps

45. That the NLTA prioritize, in the next round of contract negotiations, a hard cap on class sizes of 20 students for kindergarten, 25 students for all other grade levels, and 10 students for multigrade classes. **(GranForLine/Conception Bay South/ St. John's Centre)**

Explanatory Note: *With the recent concessions on our current contract, teachers are justified in requiring a work environment that meets the needs of their students in a meaningful way. If hard caps on class sizes became part of our contract, the government would be forced to hire more teachers to help our students. With the demanding workload and high number of students with exceptionalities, teachers need more teachers to bare the load. Multigrading does not always solve the problem. In many cases, multigrading is happening in class sizes of 20 plus and those teachers are required to do much more planning than a teacher that has one grade level. It is unfair to the teachers that are granted these positions. However, it is noted in extremely small schools avoiding multigrading with 10 or less students may be unpreventable. Currently we do not have a set class size definition as part of our Collective Agreement. We need to protect teachers and students from the stress caused by classes that are already too large, before we can even take into account the composition of the class (academic/behaviour) as well as the physical space (size/layout) of the classroom. This is an ongoing issue.*

Experience Equivalent to Qualifications

46. That the NLTA lobby the NLESD to require that experience be equivalent to qualifications during the hiring process. **(GranForLine)**

Explanatory Note: *In recent years, qualifications have taken precedent to experience during the hiring process. This has become problematic for many teachers. For example, teachers that have been teaching for 15 years in an elementary position but have secondary/intermediate qualifications are not making it through the filtering system when applying for elementary positions. Teachers that are more than competent and suitable for*

these positions are not being shortlisted, and thus are not benefiting from the current hiring process. If experience is considered equivalent to qualifications for redundancies and reassignments, then experience should also be considered for vacant positions.

Membership Vote Items

47. That the NLTA should abolish the tactic of presenting items to vote to the membership that only affect early career and future generations of teachers. **(Green Bay)**

Explanatory Note: *If the Association is to speak with one voice for all teachers, then all teachers need to be treated fairly and receive the same benefits. There should never be a feeling of them versus us, but the current system definitely feels divided when it comes to benefits and voice.*

Branch Financial Officers Training

48. That the NLTA provide adequate training to branch financial officers. **(Waterford Valley)**

Explanatory Note: *Often branch financial officers do not know the financial protocols for submitting various items to the NLTA and may miss important deadlines for reimbursement. It was indicated that financial officers be given training to the seminars that school reps are given every ¾ years in the area of financial protocols for being the branch financial officer.*

Salary Increase in Opening Proposals

49. That the NLTA Collective Bargaining Committee include in the opening proposals for the next round of negotiations a proposed clause that will provide for an increase in salary to match the rate of inflation. **(Conception Bay South)**

Explanatory Note: *Teachers have not received a salary increase in the past two contracts that has allowed for the increase in the cost of living caused by inflation, increased income tax, or to offset the provincial levy.*

CDLI Teachers and PD Opportunities

52. That the NLTA lobby the NLESD such that CDLI teachers are provided the same professional development opportunities as per the Collective Agreement. **(Appalachia)**

Explanatory Note: *Currently, CDLI teachers are not offered the same professional development opportunities as other teachers with two days of school-based PD and one teacher developed PD day.*

Instructional Resource Teacher Allocations

54. That the Department of Education and NLESD reinstate Instructional Resource Teacher hours to meet the demands of the new policy on assessment that is being introduced to the schools. **(Waterford Valley)**

Explanatory Note: *Currently the number of Instructional Resource Teacher allocations are inadequate to meet the needs of the students of our province on a daily basis. Many students are not getting the extra help they need because classroom sizes are too big and with the cascade model, the students with the highest needs receive the most support. With the introduction of the new*

policy on student services, students will be receiving less support in terms of IEP programming and more responsibility will fall to the classroom teacher to provide adequate support. In larger classrooms this will mean that other students may not receive the adequate time they need for their learning needs.

Substitute Pension Plan

55. That the NLTA lobby government to ensure that substitute teachers become eligible to pay into the Teachers' Pension Plan (TPP) and that they pay into the TPP at the same rate as teachers that are employed on a permanent or full time basis. **(Ganovna)**

Explanatory Note: *Teachers currently pay into the Government Money Purchase Plan (GMPP) that is a defined contribution plan and not a defined benefit plan such as the TPP. Furthermore, substitute teachers pay into this plan at 5% premiums of their working salary that is matched by government. The TPP premiums are currently set at 11.35% that is also matched by government, i.e., a teacher under the TPP accrues one day of pensionable service for each day worked in the school year. Substitute teachers only accrue 44% of a teacher's pensionable service that is paying into the TPP. A substitute teacher that works a full school year would only accrue 85.8 days (or .44) of pensionable service into the GMPP during a given school year, whereas a teacher on a full time contract paying into the TPP would accumulate 1.0 pensionable service during that school year. It is unreasonable for substitute teachers to receive less contribution towards his/her pension plan per days service when all teachers are employed by the same employer.*

Administrator Mental Health

56. That there be recognition of the importance of mental health for administrators and care be given to support. **(School Administrators' Council)**

Current Policy Resolutions

Teacher Survey Results

9. That the NLTA clearly communicate with its members the purpose and outcome of any survey of teacher opinion – pre and post survey, e.g., Length of the school year. **(St. John's Centre)**
- Explanatory Note:** *Feedback was received by our branch that there are teachers not satisfied with the "length of the school year" survey(s) from 2018. Although there was a majority, action was not taken and reasons for this were not clearly described in the email that accompanied the survey results.*

Music Teachers' Ability to Tutor

21. That the NLTA lobby the NLESD to permit Music teachers to continue to provide music lessons to students in their schools without being held in conflict. **(Appalachia)**
- Explanatory Note:** *Current NLESD regulations would put*

music teachers in conflict with district policy as many teach privately. In many areas, they may be the only music teacher available, yet are not permitted to receive pay for private lessons.

Teacher's Right to Tutor Privately

22. That the NLTA lobby the NLESD to permit teachers to privately tutor students in their school that they do not teach without being held in conflict. (**Appalachia**)

Explanatory Note: Current NLESD policy does not allow teachers to privately tutor students in their school that they do not teach. This leaves students in many areas with no available tutor.

Access to Board Owned Property

30. That the NLTA engage in conversations with NLESD about the intent of the "conflict of interest" policy, particularly directive 12, being applied in a manner that restricts the use of "Board-owned property of any kind (including facilities and/or materials) for activities not associated with their official capacity of an employee with the District". (**Health Education Council**)

Explanatory Note: The "conflict of interest" policy is being used to restrict teachers and staff from using health-related facilities and equipment. However, it is common knowledge that employees who are healthy are better positioned to perform "official capacities of an employee". As such, teachers and staff should be permitted (and encouraged) to access facilities and/or materials at their place of employment that support teacher/staff health and well-being, when not being accessed by public/community groups. It has been relayed to teachers that part of the reasoning for restricting access to health facilities and equipment is that school board employees should not have unfair advantage over the public in accessing these facilities and equipment in a public building. This argument is faulty given that students are also accessing these facilities and equipment. While the argument can be made that this is to support curriculum outcomes including the health and well-being of students, the same can be said of teachers and staff in that the use of these facilities and equipment also contributes to teachers supporting curriculum outcomes as they are better positioned to perform "their official capacity of an employee with the District" as healthy and well professionals.

Special Education Department Head Position

36. That the NLTA continue to lobby government for a paid Special Education Department Head position (Tentative Agreement). Should this be passed, the roles and responsibilities need to be defined. (**Special Services Council**)

Explanatory Note: The special services department is one of the busiest departments in the school, with work demands that change in what can be a momentary basis due to testing, student need, administration/board/department need. Due to the lack of paid department heads, many schools have issues with organization surrounding special education. Many schools have a 'volunteer' performing the role of the department head, while their counterparts in other sub-

ject areas are receiving a bonus for their department head designation.

Junior and Senior High School Libraries

43. That the NLTA advocate for enhancements similar to those found in the Education Action Plan to teacher librarianship and school libraries in grade 7-12 schools. (**Teacher-Librarians Council**)

Explanatory Note: Students in junior high and high schools across Newfoundland and Labrador need access to high quality school library programs and skilled teacher librarians. As evidenced in the report of the Premier's Task Force on Improving Educational Outcomes, too many students in our high schools struggle with reading and basic math, choose less academically demanding high school courses, have insufficient knowledge of career opportunities, post-secondary study options, and fundamental life skills, drop out of school, and have mental health needs and academic challenges and are not receiving the support they need to succeed. All these issues are especially relevant for many indigenous students and for immigrant students. As teacher librarians, we believe that the future of Newfoundland and Labrador's economic success depends on growing a generation of young people who are highly-educated, technologically savvy, and globally interconnected. Fostering growth in tech industries that aren't dependent on urban location will be assisted by greater investment in growing a multi-literate population. Through phase one of the Education Action Plan, K-6 school libraries across Newfoundland and Labrador have seen additional support, with teacher librarians in these schools developing engaging learning experiences that stimulate students' interests in reading, writing, coding, creating, and innovating solutions to authentic problems.

CDLI Teachers and School Closures

50. That CDLI teachers not be expected to work from an alternate site if their worksite is closed due to weather, water, power, etc. (**Appalachia**)

Explanatory Note: Currently, CDLI teachers are expected to work from home when their worksite is closed. While their teacher responsibility is different than other teachers, they should not be expected to try and work from a closed school or use their own equipment to work from home.

Posting of the Seniority List

51. That the NLTA monitor and actively engage the NLESD to ensure that the seniority list is posted on time and is accurate. (**Appalachia**)

Explanatory Note: Too often the seniority list is not posted on time and is not accurate. Teachers submit changes but the list does not always change. Teachers who change schools have been inadvertently dropped from the list.

Administration and Guidance Allocations

53. That the NLTA continue to lobby EECD/NLESD for better administration and guidance allocations. (**St. John's Centre**)

Proposed NLTA By-Law/Policy Changes

Proposed amendments to the NLTA By-Laws/Policy from the Ad Hoc Committee to Review the Policies, Procedures and Regulations for the Province-Wide Vote for President and Vice-President, as recommended by Provincial Executive are as follows.

[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/Policy Changes from the Ad Hoc Committee to Review the Policies, Procedures and Regulations for the Province- Wide Vote for President and Vice-President

ELECTRONIC VOTING USING RANKED BALLOTS

The committee is recommending the following changes to NLTA By-laws and Policies to allow for separate province-wide elections for the President and Vice-President using a ranked electronic ballot system. These changes will mean:

- The run-off ballots for President and Vice-President, if necessary, will occur using the original ranked ballots.
- The province-wide election for President will occur during the last five-day school week prior to the end of November.
- The province-wide election for Vice-President will occur during the second five-day school week of December.
- Unsuccessful Presidential candidates will have an opportunity to declare for the office of Vice-President.

CHANGES TO BY-LAWS:

XII. NOMINATIONS AND ELECTION PROCEDURES FOR OFFICERS

- B. Photographs and information on candidates referred to in XII.A.(4) must be published in *The Bulletin* at least one month prior to the date of the **Presidential election period**.
- D. The President and Vice-President shall be elected by ballots **at the conclusion of the prescribed election periods** ~~on election day~~ as per the following:

- (1) Voting shall be by secret **ranked** ballots issued to active members as defined by By-law III.

- (4) If no majority of votes of the active members voting is registered on the initial ballot, where more than two candidates are involved, all but the two candidates receiving the highest number of votes shall be dropped and **the alternative choices selected on ballots for unsuccessful candidates will be redistributed to the remaining candidates** ~~deciding ballot shall be held within fourteen (14) days of the original ballot.~~ **In instances where no alternative candidate has been identified, the ballot will not be considered in the final count. The recalculation using the ranked ballot will constitute the run-off election.**

XV. ELECTIONS

- A. Elections for President **shall be held during the last five-day school week of November, with the election concluding on the fifth day.** Elections for and Vice-President shall be held **during the second five-day school week of December, with the election concluding on the fifth day.** The election periods **will be on a day** selected by the Electoral Committee, as appointed under Section B. of this By-Law, ~~on the first Tuesday in December in the year prior to the year of the expiry of the term of office for that position.~~ Election information shall be published in a Bulletin at least one month prior to the date of the **Presidential elections period.**

CHANGES TO POLICY

V. ELECTION OF PRESIDENT AND VICE-PRESIDENT BY PROVINCE-WIDE VOTE

b) Nominations

- i) Nominations for the office of President and Vice-President of the Newfoundland and Labrador Teachers' Association shall be submitted on the official nomination form. In accordance with By-Law XII, nomination papers shall be signed by at least 10 members in good standing, each signature being witnessed by
- an officer of a branch, or
 - a member of the NLTA Executive, or
 - a Commissioner for Oaths,

and submitted to the Electoral Committee, appointed by the NLTA Executive under By-law XV.B. Such nominations must be accompanied by a signed statement by the candidate of willingness to serve under conditions from time to time established by the Convention and applicable during the

term sought. (The total length of the biographical data and policy statement must not exceed 800 words for presidential candidates and 600 words for vice-presidential candidates.)

- iii) Subject to b) i) above, the name of each candidate shall be released by the Electoral Committee 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 not later than the date which is two months prior to the date of the **Presidential** election **period**.

c) Returning/Electoral Officers

- ii) The Electoral Committee, ~~the President of each NLTA branch (or designate) and the school representative (or designate) of each school or school board office~~ shall conduct the vote in accordance with this policy and the voting instructions outlined by the Association.

d) Ballots

Ballots shall be **produced electronically** printed with candidates listed in alphabetical order using the full name of the candidate as it appears on the nomination form. **The ballots will be ranked ballots, providing members an opportunity to indicate their alternate choices for candidates, to be used only if required for a run-off election.**

e) Distribution of Ballots

- i) ~~The branch executive shall ensure that the school representative (or designate) is fully aware of the duties involved in conducting the vote.~~
- i ii) Ballots will be distributed **to registered members** by the NLTA office **using a secure website**, ~~to school representatives (or designates) in each school and board office in numbers sufficient for each teacher in that school and allowing extra ballots for substitute teachers, teachers on leave, teachers from other schools or branches, and spoiled ballots. The number of ballots sent to each school shall be recorded on the appropriate form supplied to the school. The package shall also include the appropriate forms as supplied by the NLTA office, any background materials needed and a voting instructions sheet.~~
- ii iii) A record of the total number of all ballots issued to **members** each school shall be maintained by the NLTA office.

- iv) ~~School representatives (or designates) shall complete the acknowledgement of receipt of ballots form included in the electoral package and fax it to the NLTA office.~~

g) Voting

- i) **Voting for the position of President will occur during the last five-day school week of November. Voting for the position of Vice-President will occur during the second five-day school week of December** ~~Voting shall take place on the first Tuesday in December.~~
- ii) Voting shall be by **electronic** ~~written~~ secret ballots issued to active members as defined by By-Law III.
- v) A faxed ballot is permissible if it is not possible for a member **to complete the electronic ballot due to sustained loss of connectivity**, ~~be physically present in any branch on voting day,~~ provided that the completed ballot which is returned by facsimile is accompanied by a signed statement from the member in question stating that the ballot was indeed cast personally by him/her. **Facsimile ballots must be requested from the NLTA office no later than 12:00 noon on the last day of the election period.** Such vote will be administered by the Electoral Committee and the completed ballot received only at the NLTA head office.
- vi) ~~The branch executive shall ensure that the organizational structure is in place within the branch and each school so that the vote can be conducted on the designated date. Voting should take place on the date designated by the NLTA office, unless special circumstances at a school require the vote being conducted at another time. With the approval of the Electoral Committee, a vote may be conducted on a date other than the designated dates only if required by conditions of geography, weather, school closure, etc. Candidates with concerns or questions related to the procedures for conducting the vote in branches or schools shall direct such concerns or questions to the Electoral Committee only and shall not make contact with individual branch presidents, branch executives or school representatives (or designates) concerning such matters.~~
- vii) A voter who has inadvertently dealt with the ballot delivered to him/her in a manner that it cannot properly be used shall return it to the school representative (or designate) who shall destroy the ballot and provide another ballot to the voter.

vii viii) A voting station will be provided at the NLTA office so that teachers on leave attending university will have the opportunity to vote.

viii ix) If required, **the ranked ballot will be used to conduct** a deciding (run-off) ballot shall be conducted 14 days later, (i.e. the same day of the second week following the original voting day) **(i.e. the run-off ballot will occur on the same day as the original ballot).**

ix x) All regulations governing the voting procedure are to be strictly followed.

- xi) Special Instructions for Coastal Labrador South; Nutak Labradorimi Branches and other isolated schools as designated by the Electoral Committee:
- The person designated to conduct the vote in each school will, with a witness, count the ballots; record the results, and telephone or fax the results to the branch president on the day of the count. All materials to be returned, as specified under i) vi) below, shall be sent directly by the school representative (or designate) to the NLTA office via an Express Post envelope which will be provided.
 - Any other variations from the regulations for the province will be made in consultation with the Electoral Committee.

h) Collection of Ballots

i) Each voter shall **complete their electronic ballot online.** deposit his/her completed ballot into the envelope provided to the school representative (or designate) by the NLTA office:

ii) **The electronic voting system shall:**

- **Ensure that each member can only vote once by registering individual ballots to individual members.**
- **Ensure voter anonymity by deleting voter information once the ballot has been verified by the online voting system.**
- **Maintain an electronic file of all cast ballots.**

After the voting has been completed:

- The school representative (or designate) and a witness shall ensure that the number of ballots used corresponds with the number of teacher signatures on the registration of voters form. Should the number of completed ballots returned to the branch executive be more than or less than the

number of signatures on the registration of voters form, the vote from that school will be nullified:

- The completed ballots and accompanying forms shall be delivered to the branch executive by the school representative (or designate) or collected by the branch executive:

iii) Ballots are not to be counted at the school but shall be counted by the branch executive in accordance with i) “Counting of Ballots”, below:

i) Counting of Ballots

i) **Counting of ballots will be done electronically using the ranked ballots. The online system will count all first choice candidates from each ballot and determine if either candidate has obtained a 50%+1 majority.**

ii) **If neither candidate receives 50%+1 majority on the initial ballot, the ranked ballots will be used to redistribute alternate selections from ballots originally cast for unsuccessful candidates to the two candidates receiving the most first ballot support. This will be the run-off election.**

iii) **Ballots in which no alternative candidate has been selected will not be included in the run-off election count.**

i) Ballots shall be counted by the branch executive, in the presence of one representative for each candidate, if s/he so desires:

ii) On election day, or the day following, all completed ballots from all schools, once verified by the branch executive in accordance with h) ii) above, will be placed together to ensure that a total branch count is achieved, and not a school-by-school breakdown:

iii) The branch ballots must be counted by a committee of the branch executive, with the results recorded on the appropriate form(s) and telephoned; faxed or e-mailed to the NLTA office no later than 6:00 p.m. of the day following the election day:

iv) The counting of the ballots will be done at a time and place designated by the branch executive. Each candidate may appoint one scrutineer to be present at the counting of ballots. All such scrutineers must complete an “Oath or Affirmation of a Scrutineer” form and present it to the Branch President or his/her designate. A scrutineer shall not interfere with the counting process in any manner, but is permitted to:

- observe the counting of all ballots cast in the branch (or coastal or isolated schools);
- offer his/her opinion whether a particular ballot should be counted or should be rejected, (however, the decision of the branch executive committee responsible for counting the ballots is final).

v) In counting the ballots, the branch executive shall reject all ballots:

- that have not been marked for a candidate;
- on which votes have been cast for more than one (1) candidate;
- upon which there is writing or a mark or other means by which the voter could be identified; or
- on which the intention of the voter is not clear and evident.

vi) The branch executive will mail the ballots and all related forms to the NLTA office no later than the second day after election day, via Express Post envelopes provided, ensuring that all ballots are packaged in accordance with the voting instructions:

vii) The branch executive may release the voting results of the branch to the members of the branch, only after the Electoral Committee has officially declared the name of the incumbent for that office. All results of the vote which are released to the public will be released by the Electoral Committee:

j) Election of Candidate

In accordance with By-Law XII.D.:

ii) If no majority of votes of the active members voting is registered on the initial ballot, where more than two candidates are involved, all but the two candidates receiving the highest number of votes shall be dropped and **the ranked ballot will be used to redistribute alternate selections from ballots originally cast for unsuccessful candidates to the two candidates receiving the most first ballot support. This will be the run-off election.** a deciding ballot shall be held within fourteen (14) days of the original ballot.

k) Announcement of Balloting Results

ii) The results shall be based on **electronic voting system along with any votes provided by fax or other means approved by the Electoral Committee.** the telephone/faxed results received

from branches unless, in the opinion of the Electoral Committee, the margin is too narrow thus requiring an official count at the provincial level:

vi) The Electoral Committee is permitted to release the branch-by-branch breakdown of the vote to the candidates after the name of the incumbent is officially announced:

vi vii) The NLTA shall issue a media release announcing the outcome of the vote but not containing the vote count.

m) Financial Guidelines

ii) The total campaign spending for candidates on a run-off ballot may include an additional \$500 for a total of \$5,500. All amounts spent by the candidate and all spending on behalf of the candidate, including the value of any 'in-kind' contributions, are included in this limit for campaign spending.

p) Administration

i) After the vote is taken, ballots have been received from individual branches and any necessary provincial count or recount has been completed, the Electoral Committee, by Executive motion, shall be authorized to destroy the ballots in question, but not less than 30 days after the date of the ballot.

THE ELECTORAL COMMITTEE

c) The duties of the Electoral Committee shall be:

i) To recommend to the Executive policies governing the conduct of elections, such rules of conduct to be published not later than 30 days prior to the date of the **Presidential** elections.

ii) To hold the election for **President during the last five-day school week of November, and the election for Vice-President during the second five-day school week of December** on the first Tuesday in December in accordance with By-Law XV.A.

xiii) **To conduct a run-off election, in accordance with the By-laws and policy governing the procedures for election of the NLTA President and Vice-President by province-wide vote using the ranked ballots, by redistributing alternate selections from ballots originally cast for unsuccessful candidates to the two candidates receiving the most first ballot support.** To announce the date of the

deciding (run-off) ballot to be held within fourteen (14) days of the original ballot if no majority of votes of active members voting is registered on the initial ballot and to conduct the deciding (run-off) ballot in accordance with the by-laws and policy governing the procedures for election of the NLTA President and Vice-President by province-wide vote.

ELECTRONIC POSTER

n) Publicity

- viii) For each candidate, Communications staff of NLTA will print and mail to each school and school board office an 8½" x 11", one-sided poster. **An electronic version of the poster will also be provided to each candidate.**

ADVERTISING

n) Publicity

- iii) Candidates may advertise in *The Bulletin* as per current advertising guidelines and subject to the NLTA policy on communications. Candidates may purchase two one quarter (1/4) page advertisements in *The Bulletin* at **one-quarter (1/4)** ~~one-half (1/2)~~ the current advertising rates. Any additional advertisements will be subject to current advertising rates. All advertisements placed in *The Bulletin* by candidates must be prepaid.

The following resolution will be presented at BGM 2019:

That the By-Law and Policy changes recommended by the Ad Hoc Committee to Review the Policies, Procedures and Regulations for the Province-Wide Vote for President and Vice-President be adopted as presented.

Recommendation from Provincial Executive: CARRY

Rationale for Executive's Recommendation: Executive considered different models that would provide unsuccessful presidential candidates the opportunity to run for Vice-President. It was determined that the only way to provide this opportunity would be to separate the province-wide vote for President and Vice-President with the presidential vote occurring prior to the vice-presidential election. Executive considered the possibility of holding separate votes and concluded that the "two province-wide elections" model would increase costs to both the Association and to candidates unless an electronic vote was conducted. Executive determined that the best way to provide opportunity for unsuccessful presidential candidates to run for Vice-President would be to have the vice-presidential election after the presidential election with both elections conducted electronically using a ranked ballot system.

Tuesday, April 23

- 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
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 24

- 8:00 a.m. **REGISTRATION** (*cont'd*)
- 8:30 a.m. **FIRST GENERAL SESSION** (*Salons A & B*)
Chairperson for Convention: Don Ash
A. Chairperson's Remarks
B. Greetings from Department of Education and Early Childhood Development
C. President's Address – Dean Ingram, President
- 10:15 a.m. **BREAK**
- 10:30 a.m. **SECOND GENERAL SESSION** (*Salons A & B*)
A. Adoption of Agenda
B. Appointment of Convention Committees
C. Convention Policies
 1. Rules of Procedure
 2. Convention Expenses
 3. Processing of Resolutions
D. Minutes of 2017 BGM
 1. Adoption
 2. Business Arising from 2017 Convention
 a) Report on Resolutions from BGM 2017
 b) _____
 c) _____
E. Proposed By-Law/Policy Changes from Ad Hoc Committee to Review the Policies, Procedures and Regulations for the Province-Wide Vote for President and Vice-President
F. 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
Keynote to address topics of suicide and inter-generational trauma
Maggie MacDonnell, 2017 Global Teacher Prize Winner

Closed Session – Delegates/Teachers

- C. Group Insurance Auditors' Report & Budgets
- D. Financial Reports
 - 1. Auditors' Report
 - 2. Financial Statement
- E. Tabling of 2019-20 and 2020-21 Budgets
- F. Report to BGM
- G. Discussion on Resolutions

4:00 p.m. **RECESS**

6:00 p.m. **RECEPTION** (*Court Garden*)

6:45 p.m. **PRESIDENT'S BANQUET** (*Salons A, B & C*)

10:00 p.m.
- 12:00 a.m. **HOSPITALITY SUITE** (*Plymouth Room*)

Thursday, April 25

- 8:30 a.m. **FOURTH GENERAL SESSION** (*Salons A & B*)
- A. Report of Electoral Committee
 - B. Election of 2019-21 NLTA Executive
 - C. Report on 2017-19 NLTA Priorities
 - 1. Workload Concerns
 - 2. Teacher Health and Wellness – Teacher Mental Health
 - 3. Premier's Task Force on Improving Educational Outcomes
 - 4. Promoting the Profession
 - 5. Inclusive Education/Student Support Services
 - 6. Collective Bargaining
 - D. Discussion on Resolutions
- 10:30 a.m. **BREAK**
- 10:45 a.m. E. Canadian Teachers' Federation
H. Mark Ramsankar, President
- F. Retired Teachers' Association of NL
Albert Legge, President
- G. Address by NLTA President-Elect
Dean Ingram

- H. Address by NLTA Vice-President-Elect,
Trent Langdon
- I. Report of Electoral Committee (*cont'd*)
- J. Discussion on Resolutions

12:30 p.m. **AWARDS LUNCHEON** (*Court Garden*)

2:30 p.m. **FIFTH GENERAL SESSION** (*Salons A & B*)

Closed Session – Delegates/Teachers

- A. 2019-20 and 2020-21 Budgets

4:15 p.m. **BREAK**

Open Session

4:30 p.m. B. Discussion on Resolutions

6:00 p.m. **RECESS**

7:30 p.m. **SIXTH GENERAL SESSION** (*if required*)

Open Session

- A. Discussion on Resolutions

9:00 p.m. **FUN NIGHT – DANCE** (*Salons A & B*)

Friday, April 26

8:30 a.m. **SEVENTH GENERAL SESSION**(*Salons A & B*)

- A. Policy Changes from Executive/Joint Council
- B. Discussion on Resolutions
- C. Resolutions from the Floor

10:30 a.m. **BREAK**

10:45 a.m. **FINAL SESSION**

- A. President's Closing Remarks
- B. Installation of 2019-21 President
- C. Discussion on Resolutions
- D. Reports
 - 1. Scrutineers Committee
 - 2. Resolutions Committee
 - 3. Steering Committee
- E. New Business
- F. Date of Next Convention
- G. Closing of Convention

DELEGATES AND FUNDED ALTERNATES TO THE 2019 BGM

Branch/ Council	Delegate Name(s)	Funded Alternate
Appalachia	Jeff Blundon, Darlene Greenham	
Aurora	Sharon Young	Michelle Tucker
Baccalieu	Marlene LeShane	
Baie Verte Peninsula	Amandy Milley	Courtney Kirby
Bay d'Espoir	Rebecca Parsons-Burden	
Bay Roberts	Paul Sheppard	
Bell Mer	Della Way	
Belleoram-Wreck Cove	Derrick Baker	Andrea Penny
Bremco	Hollis Cull	Megan Fleming
Burgeo	Wayne Vivian	
Burin-Marystown	<i>unavailable at time of printing</i>	
Carbonear	Gordon King, Brent Davis	
Churchill Falls	Christopher Ryan	
Clarenbridge	Jolene Primmer	
Coastal Labrador South	Mary Ward	Ian Spencer
Conception Bay Centre	<i>unavailable at time of printing</i>	
Conception Bay South	Danielle Stanley, JoAnne Taylor, Scott Fifield, Jacinta Morgan, Greg Oliver, Laura Winnett	
Deer Lake	Dionne Snow	
Exploits Valley	Paul Moore, Lori Barry, Heather Hayley	
Fogo Island	Susan Crawford	Catherine Hoven
Ganova	Clifford Budgell, Lee Anne Johnson, Sheena Vatcher	
GranForLine	Dale Parsons	
Green Bay	Kevin Flynn	Alex Hutchings
Hamilton Sound	Darren Goodyear	Norman Chaulk
Harton	Bernetta Delaney	Sandra Hynes
Humber	Tracey Payne, Paul May, Darren Hutchings, Ian Adey	
Ingornachoix	Connie Myers	Elizabeth Walters
Labrador West	Sandy Crowley	
Lake Melville	Sharon Mugford, Vicki Urquhart	
Landfall	<i>unavailable at time of printing</i>	
Long Range	Devon Babstock	
Marconi	Clifford Burke, Krista Houlihan, Lori Hare, Leah Antle, Kristyn Coley, Susan Bartlett	

Branch/ Council	Delegate Name(s)	Funded Alternate
Northern Light	Maurice Smith	Amanda Anthony-Chubbs
Notre Dame	<i>unavailable at time of printing</i>	
Nutak Labradorimi	Tony Tibbo	Deidre Barney
Placentia	Sheldon Slaney	
Port aux Basques	<i>unavailable at time of printing</i>	
Rameaux	Catherine Cutler	
Rushoon-Terrenceville	Patrick Whiffen	
St. John's Centre	Angela Dawe, Genevieve Gauci	
St. Mary's Bay	Patti Corcoran	
Seagaulher	<i>unavailable at time of printing</i>	
Southern Shore	<i>unavailable at time of printing</i>	
Table Mountain	Heather Brake	Courtney Williams
Taylor's Brook	Natalie Jackson	Donna Fudge
Trinity-Deadman's Bay	<i>unavailable at time of printing</i>	
Trinity, Trinity Bay	Peggy Sacrey	Stephanie Fleming
Upper Trinity South	Kim Siegfriedt	Robyn Norman
Waterford Valley	Kimberly Fifield, Jeffrey Ivany, Brandon Field, Kyran Dwyer, Julia Roberts, Catherine Best	
Council of Special Services	Sonya Lee	
Health SIC	Kellie Baker	
Math/Science SIC	Yvonne Dawe	
Music SIC	Michelle Collins	
NL Counsellors' and Psychologists' Association	Kelly Brenton	
Physical Education SIC	Mike Pittman	
School Administrators Council	Christina Pike	
Second Languages SIC	<i>unavailable at time of printing</i>	
Small Schools SIC	<i>unavailable at time of printing</i>	
Speech-Language Pathologists SIC	Jade Kearley	
Teacher-Librarians NL SIC	Leigh Borden	
Technology Education SIC	Megan Roome	
MUN Observers	<i>unavailable at time of printing</i>	

