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NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION  
T H E

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# EDUCATION WEEK 2024



Planting Positivity/Semer la positivité

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We are so proud to say that Education Week 2024 was another successful endeavour! Under the theme *Planting Positivity/Semer la positivité*, your Association was able to show the positive things happening in schools throughout the province and the importance of a well-resourced, publicly funded education system. Thank you to everyone who participated, especially the Communications/Political Action/Membership Engagement Committee who decided the theme and structure of the week; Agriculture in the Classroom NL who provided teaching resources for the week; and our members who took time to plan special events and activities throughout the week.



Please continue to share the good news happening in your schools.

Take care,  
Jennifer

# THE bulletin

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**Submission Deadlines:**  
*May/June:* May 1

Opinions, advertisements and/or notices carried in this publication do not imply endorsement or recommendation by the Association.

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## Committee Member Sought for NLTA Group Insurance Committee

The **NLTA Group Insurance Committee** is seeking expressions of interest from teachers in **Avalon NL** who would be interested in serving as a Manager.

If you are interested, **please contact** Melanie Jaster, Senior Administrative Assistant, Programs and Services at 709-726-3223 or 1-800-563-3599, ext. 233 or [mjaster@nlta.ca](mailto:mjaster@nlta.ca) by **April 30, 2024**.

Please include your name, email and telephone number in your message

# UP FRONT WITH THE NLTA PRESIDENT



## Public Education is NOT a priority for the Government of NL

Colleagues/Friends,

It has certainly been a dynamic few weeks in our province as the decision-makers have been pushed to acknowledge the realities that frontline workers are experiencing (across multiple sectors: fisheries, healthcare, education), and the public has had a front-row seat via the evening news. As a result, the writing of this column has taken place over several weeks and has seen several iterations.

As a collective of educators who know the immense value that schools bring to society, it is pivotal that we continually challenge public perceptions as well as our elected leaders on where Public Education is placed within the hierarchy of public policy. Because right now, it is NOT prioritized.

As a means of giving you some insights into how things have unfolded recently and the reasoning for my deep concerns related to the non-prioritization of education by Government, I will provide you with a chronology of events that have had an impact on our profession (and our workspaces) as well as the decisions made by your Association.

- The recommendations of the Teacher Allocation Review Committee released in October 2022 came long after its intended deadline for release, many of which remained gathering dust on shelves of politicians and bureaucrats.
- Three different Ministers of Education have been appointed since starting my term as President in August 2021.
- A lengthy and drawn-out collective bargaining process with a deal finally being signed in February of this year.
- There is a long history of teacher payroll issues that are occurring daily and have reared their heads once again during payouts for retroactive pay and recognition bonuses.
- The Hidden Reality Campaign by the NLTA emphasizes that it is not “business

as usual” in our schools as it relates to staffing shortages and the ability to meet complex needs in our classrooms.

- Announcement of the Education Accord NL with recommendations to be brought forward at the end of this calendar year. Once again, potentially another futile exercise to kick the proverbial can “down the road.”
- Teachers Think Tank – An event that was highly anticipated by teachers as an opportunity to further their concerns brought forward during collective bargaining. It has yet to show any significant improvements to the frontline experiences of our members.
- NL Budget 2024 – Announcements related to spending in education were not significant enough to be mentioned in the highlights section. Monies encompassed investments that had already been announced, as well as those put into place to address new needs such as increased populations in specific schools, but nothing to address the well-documented needs currently existing.
- NLTA launches the “Not Okay” campaign – School violence and aggression rates are on the rise in Newfoundland and Labrador. Information was obtained via an Access to Information request to both school districts and policing agencies. The Minister responded with a minimization of the problem and an over-exaggeration of relationships with NLTA working to address these issues. The response to our press conference by our members and the public has been overwhelmingly positive.

The NLTA has been setting the stage and continues to do whatever possible to provide primary information and insights into experiences on the frontlines. What remains is the political will to respond.

Maintaining our momentum is essential. I urge you to:

- Continue your concise documentation of events that occur in your schools as they relate to violence and aggression.
- Continue to make your voice heard and prepare your appeals for resourcing increases in your respective schools (though tedious and taxing).
- Ensure parents understand the resourcing challenges you are facing in your communities.
- Make education a priority for Government by speaking with your MHAs and demanding responses from candidates running in the next general election; have your impact at the ballot box.

Your Association will continue to push. We have followed up in writing to the Minister of Education with a comprehensive list of proven strategies and solutions that can be implemented (some now and some over time) to improve frontline operations and working conditions. The question is.. will they respond?

I will end my submission with the following quote:

*“I don’t think as a society that we... recognize enough how important this job is, how vital it is to our economy, our sustainability, our prosperity, our social cohesion, [and] what it means to us as humans to educate kids well.”*

- Annie Kidder, Executive Director of  
People for Education

Yours in Solidarity,

PROVINCIAL/NATIONAL/INTERNATIONAL

# NEWS

## COOK'S HARBOUR

### Maker Faire NL Submission by James Cook Memorial Student

Lily Brown, a Grade 7 student at James Cook Memorial, recently completed a crochet picture of Mario. Lily will be submitting this artwork as an entry to the Maker Faire NL later this spring. Maker Faire is a celebration of invention, creativity, curiosity, and hands-on learning showcasing the very best in robotics, 3D printing, computers, arts and crafts, and more.



Lily Brown of James Cook Memorial and hercrochet picture of Mario.

## NEWFOUNDLAND & LABRADOR

### 2023-24 NLTA Scholarship Winner

Cody MacDonald of St. John's has been awarded the 2023-24 Newfoundland and Labrador Teachers' Association Scholarship. Cody is currently attending Memorial University and will graduate this spring. The NLTA Scholarship is awarded annually on the basis of academic excellence and character to a senior student enrolled in the Faculty of Education. The scholarship, valued at \$1,000 is awarded by the MUN Senate Committee on Scholarships, acting on the recommendation of the Dean of Education.

Cody submitted the following information about his journey to becoming a teacher.

"After a decade in the business world, my search for deeper fulfillment led me back to university, eager to forge a new path as a primary/elementary teacher.



This decision was fueled by the profound joy I found in coaching youth basketball and the transformative experience of fatherhood with my son and daughter.

The NLTA scholarship has been a validating accolade for my career shift, an honour I deeply appreciate. Transitioning to the educational field has been an adventure filled with joy, discovery, and personal growth, in an environment where I can have fun with my enthusiasm, positivity, and imagination. It is a privilege to be doing this.

This spring, I will finish up my degree at Memorial University alongside amazing peers. With them, I am overflowing with hope and excitement for what we can do together, taking the next step as teachers."

## ST. JOHN'S

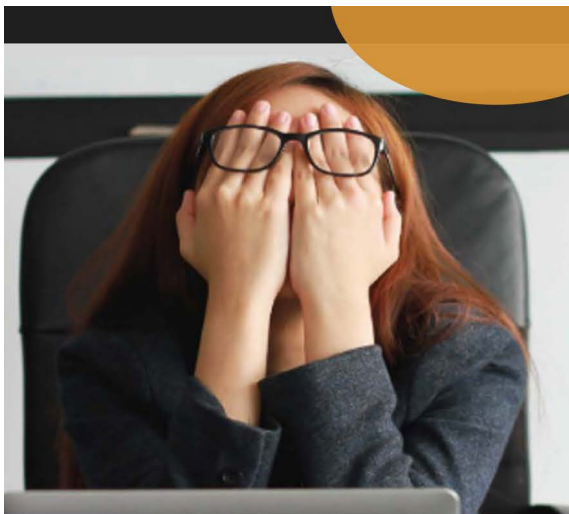
### NLTA Supports Kids Eat Smart Foundation Fundraiser

The NLTA, a proud sponsor of the Kids Eat Smart Foundation of Newfoundland and Labrador, participated in the recent KES Night with the Growlers on March 3, 2024. President Trent Langdon was joined by Administrators Krista Goulding, Nancy Healey, Jamie Kieley, Carolyn Stacey, Alun Young and Chris Young.



President Langdon and NLTA volunteers at the Chuck-A-Puck table.

The Association donated \$7,500 to Kids Eat Smart to support their 2023-24 school programming. Every dollar raised during the fundraising event is one breakfast for a child.



# Teachers' Mental Health Matters!

Wellness4Teachers is a free, daily supportive text message intervention based on Cognitive Behavioural Therapy (CBT), designed to address stress, burnout, anxiety, and depression, as well as build resilience and improve professional satisfaction among teachers.



Point your camera to the QR code to learn more.

To subscribe, text "TEACHWELL" to 1-844-618-1234

If you have any questions about the Wellness4Teachers Program, contact the Principal Investigator, Dr. Vincent Agyapong, at 780-215-7771



# Meet your new insurance sweetheart.

NLTA members can receive exclusive savings on home and car insurance through our official insurance partner, belairdirect.

**belairdirect.**  
car and home insurance

Certain conditions, eligibility requirements, limitations and exclusions apply to all offers. Visit [belairdirect.com](http://belairdirect.com) for more details. Offers may change without notice. We offer car insurance and home insurance in Alberta, Ontario, Quebec, New Brunswick, Nova Scotia, Newfoundland and Labrador and Prince Edward Island and home insurance only in British Columbia. © 2023, Belair Insurance Company Inc. All rights reserved.



# Changes to the Hiring Process

by Miriam Sheppard

Most teachers would probably agree that the hiring process is not as efficient and timely as it should be. In past years, there were often considerable delays, leading to situations where teachers were being hired at the last moment before the school year began. Delays in hiring are a concern for both the Association and the Employer. Coming out of the new Collective Agreement, changes are in place for the coming round of hiring with the hope that these changes will result in improvements to the timeliness and efficiencies of the hiring process.

## Changes to Posting Requirements

Substitute and Replacement positions that are less than 6 weeks in duration do not need to be posted. Previously, the threshold for posting such positions was one month.

## New Memorandum of Understanding Re: Hiring and Seniority Transfer

*When does the Memorandum take effect?*

A Memorandum of Understanding (MOU) came into effect upon signing (February 1, 2024) and remains in effect for the duration of the new collective agreement. However, both parties will have to agree in order for it to carry over to subsequent contracts. The MOU will be implemented for the upcoming staffing season.

*What does the MOU do?*

The new MOU is intended to strike a reasonable balance in making the staffing process more efficient and more timely. Seniority transfers are still in place, but with limits on timing and on the number of transfer offers any one permanent teacher may accept and/or reject, subject to betterment. These changes should also open up more and earlier opportunities for replacement and substitute teachers applying for permanent positions.

As already stated, the MOU is specifically stated to be in effect only for the term of the new agreement unless the parties agree to renew it. In this regard,

the NLTA will be closely monitoring the overall effectiveness of these new provisions in advance of the next round of negotiations.

The MOU establishes a “Seniority Transfer Round”, the main points of which are:

- All known permanent positions are posted by May 1. Some positions may be posted much earlier and teachers should be watching the job boards as of now.
- The Employer must make reasonable effort to accommodate requests from competent, suitable and qualified teachers who are tenured or who are/were eligible to successfully complete probation at the end of the school year.
- As a general rule, seniority transfer provisions only apply to tenured teachers and teachers who have successfully completed the probationary period who are seeking transfer to a different permanent position. **HOWEVER, there is one exception: probationary teachers who accepted a permanent position on or before February 1, 2024 have the same rights as tenured teachers for the purpose of the MOU.**
- The seniority transfer round ends on July 15.
- For permanent positions that arise after July 15, the employer is not required to consider teachers who are tenured, or who are/were eligible to successfully complete probation at the end of the school year, who apply, **unless the position “better” the teacher.**
- For the first time, the concept of “betterment” appears in the collective agreement. Under the MOU, betterment is defined as a position that increases a teacher’s percentage of full-time position, either alone or in combination with another position.
- Transfer round positions shall be posted for 4 calendar days, excluding weekends and holidays.
- Also, for the first time, the MOU establishes a timeframe for the employer to make offers on positions. First offers on competitions must be

made no later than 72 hours after a position closes, excluding weekends and holidays, and by no later than 8:30 a.m. If a first offer is declined, subsequent offers are to be made as soon as possible following closing.

- Applicants seeking a transfer will have 24 hours to accept an offer, which is already the standard under current agreement language. Allowing an offer to expire amounts to declining the position which is, again, already current practice.
- The MOU establishes a **maximum limit of three offers per teacher on seniority transfer round positions. The exception to this rule is betterment.** If a position would result in a teacher holding a greater percentage of a full-time position, the limit of three offers would not apply. **A teacher does not have to accept an offer for it to count as one of the three. Any offer counts, accepted or not, subject to betterment.** Teachers will be able to remove themselves from competitions before an offer is made.

**Changes to Article 6**

There were also changes made to Clauses 6.11 and 6.12, which govern hiring. While the MOU applies for the seniority transfer round, the negotiated changes mean that probationary teachers will be able to apply for transfer as a Pool 1 applicant during the staffing season **in the year that they are eligible to successfully complete probation at the end of the school year. This reduces the potential delay in becoming a Pool 1 candidate by one year.** (As previously stated, with respect to the seniority transfer round only, there is an exception that probationary teachers who accepted a permanent position on or before February 1, 2024 have the same rights as tenured teachers for the purpose of the MOU.)

If these changes had not been negotiated, probationary teachers would not be considered as Pool 1 candidates for hiring until they were tenured. To be tenured, a teacher **MUST** complete their probationary period **AND** enter into a continuing contract at the beginning of the next school year. As such, if there were no negotiated changes to the agreement, teachers hired into their first permanent position would have to serve 2, 3, or even 4 years, depending on individual circumstances, before they would be eligible for transfer as a Pool 1 applicant during the staffing season.

There is an amendment to Clause 6.11(c) as well, for clarity purposes, to distinguish between probationary and continuing contracts, but this does not change the current impact or operation of the collective agreement.

**Check the Seniority List!**

There have been changes to the seniority list provisions of the Collective Agreement. This is important in the context of seniority transfer, as well as other matters.

Teachers with concerns about the accuracy of the employer’s calculation of their seniority **MUST** contest their seniority within **30 days** of the posting of the seniority list. The seniority lists were posted by NLSchools and the Conseil Scolaire Francophone, respectively, on January 31. Teachers with NLSchools and the Conseil had until March 1, 2024 to challenge their seniority and be assured that any resulting correction(s) will be effective for all decisions made during the 2024 redundancy, reassignment and recall process and the 2024 staffing season.

Failure to make a challenge within this 30 day period does not mean that an error cannot be challenged. However, it does mean that any changes as a result of a challenge will **only apply to future matters, five working days from the date of challenge.** Employer decisions made in reliance on incorrect seniority that was not challenged within 30 days of the posting of the list **will not be changed.**

*How is seniority used?*

Under the collective agreement, the Employer must consider seniority for permanent transfer in accordance with 6.11(a) of the agreement, as well as for redundancy, recall and reassignment matters for permanent teachers.

*Can I still make a challenge after the 30 days have passed?*

Yes. However, any changes as the result of a late challenge will only apply prospectively, five working days from the date you made your challenge. Past Employer decisions will not be reversed if you did not challenge within the 30 day period.

Teachers with questions should reach out to Programs and Services via mail@nlta.ca.

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

# THE REDUNDANCY/REASSIGNMENT AND LAYOFF PROCESS (FOR TEACHERS AND TEACHER AND LEARNING ASSISTANTS)

As the “Spring Staffing Season” approaches, both teachers and teaching and learning assistants (TLAs) should familiarize themselves with the process of redundancy/reassignment and layoff. The information provided below outlines this process and offers advice on what teachers and TLAs should do in the event that they are affected. While the process is essentially the same for both job classifications, there are some subtle differences that are noted throughout the information provided. Finally, whenever an individual is in doubt or has questions, they are always encouraged to contact an Administrative Officer at the NLTA.

**May 7<sup>th</sup>** is the **DEADLINE** for teachers to be notified of layoff. **May 28<sup>th</sup>** is the **DEADLINE** for TLAs to be notified of layoff. **ALL** teachers and TLAs should be familiar with the process for redundancy/reassignment and layoff as outlined under Article 9 of the Provincial Collective Agreement.

Article 9 outlines the process that the employer is required to follow as they prepare and finalize staffing plans for the 2024-25 school year. The Collective Agreements can be accessed under “Publications” on the NLTA website at [www.nlta.ca](http://www.nlta.ca).

**Teachers and TLAs should be informed of and take steps to ensure that the redundancy process is properly followed in their circumstances.**

During any year in which there is a reduction or a realignment of teaching and/or TLA units in a school, a position(s) in a school may be designated as redundant. The actual removal of a position(s) can be accommodated through one of two means: i) through the natural attrition process, created by retirements or resignations and the employer’s decision not to fill the vacancies that have been created; or ii) through the redundancy/reassignment/layoff process, as outlined in Article 9. Even when the number of retirements and/or resignations are equal to or greater than the number of units that are scheduled to be removed from a school due to redundancies, it is still possible that redundancies may occur for programming reasons. Redundancies in a school can have implications not only for teachers and TLAs in that particular school, but also in neighboring schools as well.

Any teacher or TLA who has been notified (on or before May 7 or May 28, respectively) by their school administrator or employer personnel that their position is redundant and that they will be reassigned or laid off for the following school year should consult with the designated Administrative Officer in Programs and Services responsible for their school school/region. (The NLTA number is 709-726-3223 or toll free at 1-800-563-3599.) The regional assignments for each Administrative Officer are listed below:

<b>NLSchools:</b>	<b>Avalon Region</b>	<b>Avalon East</b>	John Veitch	ext. 244	<a href="mailto:jveitch@nlta.ca">jveitch@nlta.ca</a>	
			Darlene Johnson	ext. 241	<a href="mailto:djohnson@nlta.ca">djohnson@nlta.ca</a>	
		<b>Avalon West</b>	Jody Saunders	ext. 226	<a href="mailto:jsaunders@nlta.ca">jsaunders@nlta.ca</a>	
	<b>Central Region</b>	<b>Central</b>	Deana Hatcher	ext. 270	<a href="mailto:dhatcher@nlta.ca">dhatcher@nlta.ca</a>	
		<b>Burin</b>	Bob Johnston	ext. 239	<a href="mailto:bjohnston@nlta.ca">bjohnston@nlta.ca</a>	
		<b>Vista</b>	Bob Johnston	ext. 239	<a href="mailto:bjohnston@nlta.ca">bjohnston@nlta.ca</a>	
	<b>Western Region</b>		Miriam Sheppard	ext. 230	<a href="mailto:msheppard@nlta.ca">msheppard@nlta.ca</a>	
	<b>Labrador Region</b>		Gabe Ryan	ext. 232	<a href="mailto:gryan@nlta.ca">gryan@nlta.ca</a>	
	<b>Conseil Scolaire Francophone Provincial de Terre-Neuve-et-Labrador</b>			Gabe Ryan	ext. 232	<a href="mailto:gryan@nlta.ca">gryan@nlta.ca</a>

## Steps in the Redundancy Process

The following are the steps in the redundancy process which teachers and TLAs should ensure are applied to their circumstances (clause numbers noted are from the Provincial Collective Agreement):

### Step 1:

Clause 9.01: Defines seniority as the total length of time employed as a teacher in Newfoundland and Labrador, and identifies May 7 (May 28 for TLAs) in the school year as the date of calculation of seniority for the purpose of reassignment and layoff for that year.

Each teacher and TLA should ensure that their placement on the employer’s seniority list accurately reflects their entire teaching service in the Kindergarten to Level III public school system in the province. Time taught outside the province or outside of the Kindergarten to Level III public school system cannot be credited as seniority.

There have been changes to the seniority list provisions resulting from the new Collective Agreement. The seniority lists were posted by NLSchools and the Conseil Scolaire Francophone, respectively, on January 31, 2024.



Teachers with NLSchools and the Conseil had until March 1, 2024, to challenge their seniority and be assured that any resulting correction(s) would be effective for all decisions made during the 2024 redundancy, reassignment and recall process and the 2024 staffing season.

Failure to have made a challenge within this 30-day period means that any changes as a result of a challenge after March 1st will only apply to future matters, five working days from the date of challenge. **Employer decisions made in reliance on incorrect seniority that was not challenged will not be changed.**

## Step II:

Clause 9.02 (Clause 9.03 for TLAs): Where it is determined by the school board (employer) that a teaching position or TLA position in a school is being declared redundant, the senior teachers (or TLAs, as the case may be) shall be reassigned to the remaining positions within the school that they are capable of filling. Subject to capability, the seniority based priority for redundancy/reassignment purposes shall be as follows:

- (a) tenured teachers;
- (b) teachers on a one-year probationary contract;
- (c) teachers on a two-year probationary contract;
- (d) teachers on probationary contracts in accordance with Clause 7.05. (not applicable to TLAs)

This effectively means that the junior teacher (or TLA) should be the person reassigned outside of the school unless the junior person is teaching something that no other more senior person is capable of teaching while still fulfilling the programming needs of the school. **It is VERY important to note here that reassignment is distinct within the separate job classifications of teachers and TLAs respectively – teachers CANNOT be reassigned to TLA positions, and TLAs CANNOT be reassigned to teaching positions through the redundancy/reassignment process.**

## Step III:

Clause 9.04(a) (9.05(a) for TLAs): A teacher (or TLA, as the case may be), who is not reassigned in accordance with Clause 9.02 (Clause 9.03 for TLAs), shall have priority, based upon seniority, subject to capability, to vacant teaching or TLA positions or positions held by junior teachers or TLAs, in the following order of priority:

- (i) within the community;
- (ii) within the nearest community, within the school district (\*NLSchools representing the district formerly known as NLESD), where such a position exists.

A teacher who is reassigned and notified in writing in accordance with Clause 9.12(b) (Clause 9.13(b) for TLAs), has five (5) working days following their notification to notify the school district (employer) of their acceptance or rejection of the reassignment.

**It is VERY important to note again that reassignment is distinct within the separate job classifications of teachers and TLAs respectively – whether within or outside of their own school, teachers CANNOT be reassigned to TLA positions, and TLAs CANNOT be reassigned to teaching positions through the redundancy/reassignment process.**

## Step IV:

Clause 9.04(c) (Clause 9.05(c) for TLAs) states that, notwithstanding Clause 9.11, any teacher or TLA who refuses reassignment in accordance with Clause 9.04(a) (Clause 9.05(a) for TLAs) in any particular year shall not be entitled to further consideration for reassignment in that year. A teacher or TLA who refuses reassignment in accordance with Clause 9.04(c) (Clause 9.05(c) for TLAs) can apply for transfer to vacant positions during the remainder of the school year and will be considered along with others who have applied for transfer to the same position. If the individual is unsuccessful in obtaining a transfer to another permanent position before the end of the school year, the teacher or TLA shall be deemed to be laid off and placed in recall, subject to Clause 9.10, as of the end of the school year (see Step V below).

**NOTE:** With respect to Clauses 9.02 and 9.04 (Clauses 9.03 and 9.05 for TLAs), in determining capability to fulfill the requirements of the job function, the school district (employer) shall consider the overall ability of the teacher to perform the functions of the position in accordance with the currently modern standards required for the position. As per Clause 9.07, reassignment shall be to a comparable position, where possible.

## Step V:

Any teacher or TLA who is declared redundant and not reassigned (including those who refuse their reassignment), is deemed to have been “laid-off” and placed in recall. Any teacher or TLA placed in recall shall be offered any vacant comparable positions that arise during the subsequent three (3) years following the layoff before such positions are advertised (Clauses 9.11, 9.12 and 9.13). For the purpose of recall, a layoff does not take effect until the end of the contract year (the last day of school for teachers and TLAs). **It is VERY important to note here that recall is distinct within the separate job classifications of teachers and TLAs respectively – teachers who have been laid off CANNOT be recalled to TLA positions, and TLAs who have been laid off CANNOT be recalled to teaching positions.**

It is the responsibility of the individual teacher or TLA to inform their employer of their interest in and availability for recall in the subsequent three years following layoff.

**If you have any questions or need further information, please contact mail@nlta.ca or 709-726-3223 or toll free 1-800-563-3599.**

## School District/Employer Teacher Online Profiles:

In determining a teacher’s capabilities, in accordance with the collective agreements, the school district (employer) does rely upon the information contained in a teacher’s online profile. It is important, and strongly recommended, that all teachers create, review, and update, if necessary, the information in their online profile to ensure that it is complete, accurate and reflective of their teaching experience and qualifications to date.

# Are You Thinking About Retiring?

## INFORMATION YOU NEED TO KNOW

Under the Teachers' Pensions Act, a teacher is eligible for pension benefit:

- (a) At age 60, with at least five years of pensionable service. **Note:** teachers who retire **prior to age 60** with between 5 and 24 years of pensionable service will not be eligible for a pension until the month following their 62nd birthday.
- (b) At age 55 or after, with at least 25 years of pensionable service.
- (c) After completing 30 years of worked service\* (or 29.5 years by June), regardless of age.
- (d) After completing 29 years of worked service (or 28.5 years by June) and at least 30 years of pensionable service. Pension will be reduced based on the number of months a teacher will be retired prior to reaching age 55. Reduction ceases after age 55.
- (e) At age 55, with between 5 and 24.4 years of pension service, an actuarially reduced pension can be payable.

(\*worked service refers to all pensionable service, except university study buy-back that was purchased prior to 1991.)

Regardless of which retirement eligibility trigger applies, **pension is only payable in the month following resignation and application for a pension.** For example, a teacher who retires effective June 30 and a teacher who retires effective June 5 will both be eligible to start receiving a pension in July. This holds true no matter when or in which month a teacher chooses to retire.

### Access to Pension Estimator

Teachers have access to a pension estimator by logging into myPENSION available on the Teachers' Pension Plan Corporation website at [www.tppcnl.ca](http://www.tppcnl.ca).

### Checklist for Retiring Teachers

The following checklist is designed to assist teachers as they participate and plan for this upcoming life phase change.

- Apply to the NLTA to attend a pre-retirement seminar up to two years prior to your year of retirement;
- Confirm the eligible date of your retirement with the TPPC at the pre-retirement seminar or by contacting the TPPC directly at [memberservices@tppcnl.ca](mailto:memberservices@tppcnl.ca).
- Submit your resignation to your employer (**do not** resign until eligibility has been confirmed): one month notice is required if retirement is to occur anytime prior to Christmas; three months notice (March 31 if retiring June 30) is required if retirement is to occur after Christmas. If you are retiring at the end of the school year, it's imperative that you submit your resignation and paperwork before the end of June. Otherwise, you will not be eligible for your

pension until at least **August 1**. Applications can no longer be backdated. This is a Canada Revenue Agency (CRA) regulation.

- Apply with the TPPC for pension by completing and submitting the appropriate "Teachers' Pension" application and "Direct Deposit" form prior to the effective date of your resignation.
- If you still have funds in the substitute pension plan, call Canada Life at 1-800-724-3402 to access these funds.
- Apply for severance pay (if applicable) by completing the "Severance Payment Request" form.
- Most of your current Group Insurance benefits will automatically continue through deductions on your pension cheques. Long Term Disability and the \$10,000 Basic Critical Illness benefit, however, will terminate at retirement. Your current Basic Group Life and Accident Insurance coverage of two times annual earnings will reduce to two times annual pension. If you would like to convert your Group Life Insurance coverage that is being lost (reduced) to an individual Life Insurance program, make certain to contact Johnson Inc. to arrange to do so within 31 days of retirement/reduction of coverage to avoid the necessity of a medical application/underwriting. For further details please consult the Group Insurance website at [groupinsurance.nlta.ca](http://groupinsurance.nlta.ca) or contact Johnson Inc. at 1-800-563-1528.
- Consider joining the Retired Teachers' Association by completing the application form at [www.nlta.ca/rtanl-membership-application/](http://www.nlta.ca/rtanl-membership-application/).
- Consider seeking personal financial advice regarding financial decisions related to retirement.
- Keep your mind active and your body healthy. Enjoy life!

### Changes Effective Upon Retirement

- NLTA Membership status changes from Active Membership to Life or Associate Membership.
- Access to the services and benefits of the Employee Assistance Program (EAP) terminates.
- Basic Life Insurance coverage reduces to twice annual pension from twice annual salary (provided coverage is maintained and premiums paid); coverage terminates at age 65 and is replaced by a members only \$15,000 benefit after age 65.
- Basic Critical Illness Insurance terminates.
- Eligibility for EI ceases (unless a person becomes a "re-established worker" or is on a forced medical retirement).

*Any questions or comments can be directed to Deana Hatcher, Administrative Officer in Programs and Services at the NLTA at [dhatcher@nlta.ca](mailto:dhatcher@nlta.ca), Tel: 709-726-3223 or 1-800-563-3599, ext. 270.*

# LIFT-NL 2024

## Literacy Innovations for Today Newfoundland and Labrador

Thurs. October 24th, 2024:  
Family Literacy Night, 6pm-7:30pm  
MUN School of Education Curriculum Library

Fri. October 25th, 2024:  
Literacy Conference 8:30am-4:15pm  
Holiday Inn, Portugal Road

Sat. October 26th, 2024:  
Conference Institutes, 9:00am-12:30pm  
Holiday Inn, Portugal Road



### *A Literacy Conference for Teachers*



Shelley Moore



Julie Pellissier-Lush

Keynote speakers  
along with 15 workshop presenters

For more details please go to :

[liftnl.ca](http://liftnl.ca)

Registration Opens June 1st, 2024

# EDUCATION WEEK 2024

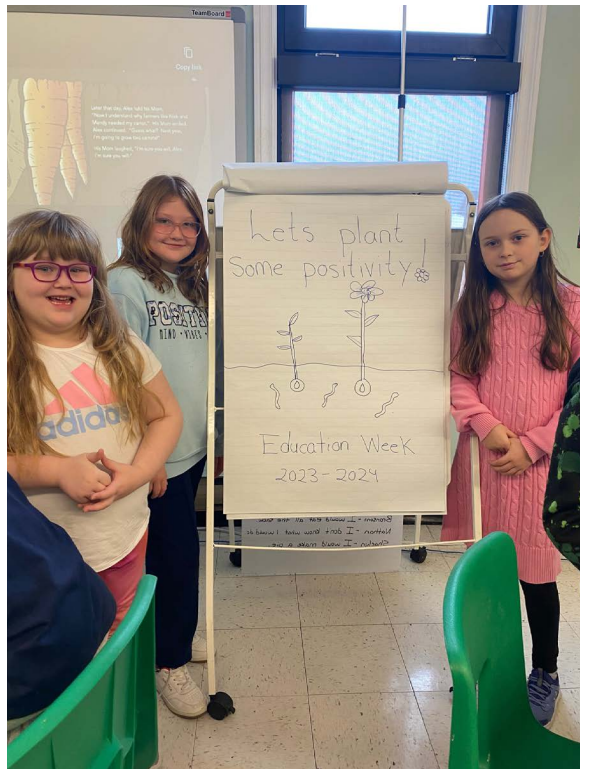
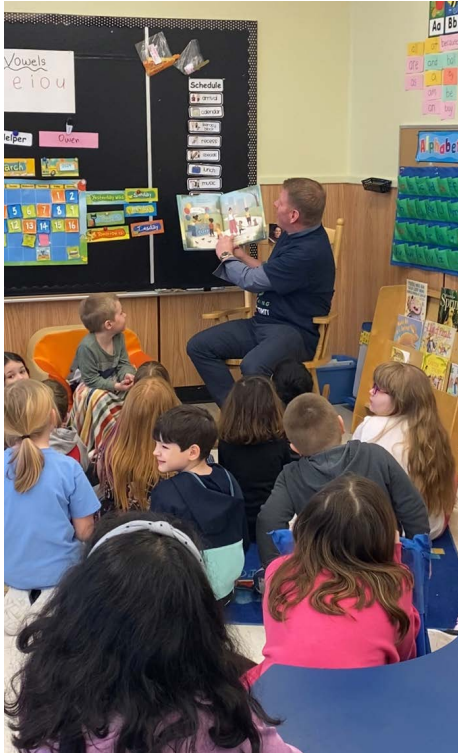
## Planting Positivity/Semer la positivité

The Newfoundland and Labrador Teachers' Association celebrated Education Week 2024 from March 18-22 with the theme **Planting Positivity/Semer la positivité**. This year's theme helped us focus on the positive things happening in schools throughout the province. Every day, our members plant seeds that help students learn and grow – not only positively impacting educational growth, but social and emotional growth as well. Never has it been more important to acknowledge the importance of a well-resourced, publicly funded education system to help students continue to learn and grow.

This year, to launch the week, President Trent Langdon visited Tricon Elementary in Bay de Verde and signed a proclamation with the whole school and participated in several activities related to this year's theme. A special thank you to Principal Donna Barrett and all the staff and students at Tricon Elementary for the visit! We'd also like to thank Agriculture in the Classroom NL for partnering with the NLTA on Education Week and providing many useful resources.

Education Week has always been about celebrating education and the importance of learning and for over 85 years the NLTA has been proud to sponsor the week in Newfoundland and Labrador.





**MURIEL FELT (MARCH 24, 1947 – JANUARY 17, 2024)**

It is with great sadness that the family of Muriel Felt announce her passing on January 17, 2024.

Born on the small island of St. Brendan's, Newfoundland and Labrador, Muriel was the eldest of seven children. She was a natural leader and caregiver with maternal instincts that provided warmth and trust to those who encountered her. A guidance counsellor by profession, Muriel worked with children throughout her career in St. John's and surrounding areas, as well as coastal Labrador.

Muriel loved her children fiercely, as they loved her. She also took great joy in caring for her grandson, Levi, the light of her life.

Muriel married her soulmate, Larry Felt, in 1980. Together, they had three children and lived a beautiful fulfilling life. Larry passed away in 2016; he and Muriel are now reunited in eternal peace.

Leaving to mourn her children: Aaron (Erica), Meghan (Chad), and Alanna (Diane); grandchild, Levi Lawrence Downey, who will miss his Nana dearly; siblings, Shirley (Hubert), Dan (Lucy), and Cliff (Libby); sister-in-law, Sharon; and many nieces and nephews, including Edward Swannie, who was like a second son to her; dear friends, Bridget Godden, Vera Kavanagh, the Blackwood family; as well as a large group of extended family and friends. Also leaving to mourn, the Felt family in the United States: brother-in-law, Robert (Maryanne); sisters-in-law, Shirley (Robert) and Madeline (Wayne), and the extended Felt family.

Predeceased by loving husband, Larry; parents Lewis and Josephine Furlong; sister Marie (Ted); brothers, Llewellyn and Gerard Furlong; and special friend Bernie Oliver.

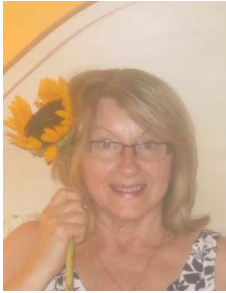
*"Honor her for all that her hands have done, and let her works bring her praise at the city gate."*

*(Submitted by the Felt Family)*

**HAROLD RUPESINGHE (APRIL 11, 1928 – FEBRUARY 6, 2024)**

It is with great sadness that we announce the passing of Harold Rupesinghe at the ripe young age of 95.

My dad was born on the 11th of April 1928 in Colombo, Sri Lanka as the oldest boy of 5 siblings, all of whom predeceased him. He left Sri Lanka with a scholarship to study in Germany where he earned his teaching certificate and gained a German wife. They moved to Sri Lanka before returning to Germany, UK and Paris, France. While in France working as a translator for Trans World Airlines, he spotted an



Muriel Felt



Harold Rupesinghe



Douglas Spracklin

advertisement in the paper looking for teachers in the wonderful country of Canada and he never looked back. After a year teaching French in Dartmouth, Nova Scotia he moved the family to Birchy Bay, Newfoundland where he, on Chapel Island, taught French and Social Studies. He also went on to teach in Wabush, Labrador and La Scie, NL where he finished his teaching career. Finding retirement a little dull, he went on to sell real estate before finally retiring to his crossword puzzles and books and stimulating discussions with friends.

My father was an avid reader and supremely knowledgeable in all things geographical and historical. In addition, he lost his heart to the Montreal Canadians to whom he remained true from his early days in Canada until his death. This is from a man who could not stand up on ice, let alone skate, but could quote you the stats from before he arrived in Canada.

Newfoundland truly became his home. He refused to leave even when his only child, me, moved away. For him, it was the kindness, compassion and caring not to mention, the sense of humour of the Newfoundland people that kept him here - not the weather. Indeed, my parents were able to remain in their home until a year ago because of the care of neighbours and friends.

Harold Rupesinghe leaves behind his wife of 60 years, Marta Rupesinghe (nee Schnatz), his daughter Dr. Lalitha Isolde Rupesinghe (Michael Lever), step grandkids Emily and Charlie Lever, and many dear friends. A special thank you to the friends who stepped up, especially in his final years, and to Kenny's Pond Retirement Residence staff about whom I cannot say enough good things. The kindness, compassion and care shown to my parents has been truly touching.

*(Submitted by the Rupesinghe Family)*

**DOUGLAS SPRACKLIN (OCTOBER 26, 1942 – NOVEMBER 30, 2023)**

It is with profound sadness that the family of Douglas Spracklin of St. John's announce his passing on Thursday, November 30, 2023. He was the proud father of Jason (Karen), Mark and Leanne (Derrick) and a proud grandfather to Lily.

Doug grew up in Bonne Bay, Twillingate, and Port aux Basques, and received graduate degrees from Memorial University. He was a teacher and school principal for over 40 years, starting his career in Labrador City and ending with teaching in Ontario and Manitoba communities. For over 20 years he was the principal of St. George's Elementary in Long Pond, Conception Bay South, NL.

Doug was a proud Newfoundlander who loved

## IN MEMORIAM

politics and was especially fond of Joey Smallwood. He never went a day without his beloved Evening Telegram newspaper, as he was obsessed with reading and watching the news. He was also an avid music lover, (especially Johnny Cash and Elvis Presley) and fulfilled a lifelong dream of visiting Graceland when he retired.

Doug was predeceased by his parents, Magistrate Aleck and Edith Spracklin, his wife Margaret, and his siblings Edgar, Lloyd, Beth, Harold, and Robert. He is also survived by his brother Cyril and his sister Rev. Bernice Spracklin. Doug was especially fond of his nephew Richard, along with nieces Pam and Tara, and his grand-nephews Christopher (deceased), Michael, Joey, and Roy Karam.

(Submitted by the Spracklin Family)

## In Memoriam Submission Guidelines

Submissions to In Memoriam should be a **maximum of 250 to 300 words** and may contain a photo of the deceased. In Memoriams should be submitted within a timely manner – normally within the same school year (if possible) of the death of the teacher.

Please submit to: Melanie McDonald, Editorial Assistant, *The Bulletin*, [mmcdonald@nlta.ca](mailto:mmcdonald@nlta.ca), Newfoundland and Labrador Teachers' Association.

Please be sure to include a contact name, mailing address, telephone number and email address.

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\*Rates are subject to change. Certain conditions apply.

\*\*Up to a maximum of 0.40%



# Burning the Candle at Both Ends

by Kenda Riggs

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“You may not personally be experiencing the trauma, you’re seeing and you’re witnessing it. But your body doesn’t know that. It doesn’t know this isn’t my trauma.” ~ Eleanor Wells

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As teachers, you enter the field of education often feeling that it is your true vocation. You are empathic individuals with compassionate hearts. We know that teaching is one of the most rewarding professions because you tell us this every single day. However, we also hear how challenging the teaching profession has become for many of you. From the moment you pull into the school parking lot, you are in “teacher mode” which lasts long after students leave the school building. In society, this is often one of the biggest misperceptions of teaching, as even though the school day ends, the work for teachers continues. Throughout the day, there can be some wonderful magical teaching moments with students, along with some really difficult emotional moments. This is because some students come to school every day experiencing a variety of challenges, including living in poverty, a history of maltreatment, bullying, traumas, or unpredictability in their lives. Teachers carry their students through the good and the difficult times as educators, mentors, carers, nurturers, coaches, and helpers. Yet, teachers are often on autopilot, continuing day in and day out – burning the candle at both ends - until something physical or psychological happens that makes them realize that something just doesn’t *feel* right. You may not be able to name exactly what is happening, but something feels different inside of you. This is where many of you silently suffer, knowing something is not feeling quite right but continue to teach, unaware that you may be experiencing the effects of compassion fatigue or secondary traumatic stress.

In November/December 2020, I wrote an article for the NLTA bulletin at that time called “*The Cost of Caring*.” The focus of this article was to highlight the emotional toll that teaching can have on you as first responders to students’ lived experiences and their stress and emotional needs. Your students’ stories can have a significant impact on you physically and psychologically over time. Due to this, many teachers

are at risk of developing compassion fatigue, which is the profound emotional and physical erosion that occurs when you are not able to refuel or restore your energy. Secondary traumatic stress, on the other hand, is the emotional distress that may occur inside of you when you hear the firsthand trauma experiences of others. It is important to recognize that secondary traumatic stress can happen to any teacher who is repeatedly exposed to the trauma stories experienced by their students.

Some common symptoms of compassion fatigue or the effects of secondary traumatic stress can be physical and emotional fatigue, feelings of sadness or irritability, difficulty sleeping, feeling overwhelmed, a loss of interest in teaching or life activities, repetitive visualization of a student’s trauma(s), hypervigilance, brain fog, feeling detached, and/or feelings of professional inadequacy. Experiencing ongoing compassion fatigue or secondary traumatic stress can lead to burnout, a path that many of you as teachers may be journeying with or without your awareness. Teacher burnout is a growing concern in education, and the accumulative effects of experiencing compassion fatigue or secondary traumatic stress can include overall daily exhaustion with feelings of low job satisfaction, feelings of powerlessness, and overwhelming emotions at and about your work. When you experience burnout, you may feel disconnected from your students and colleagues, and ultimately, have difficulty teaching effectively. It can often feel like you just don’t have it in you to teach and support your students. This is why early intervention is so very important, as the focus must be on restoring your energy towards your recovery physically, emotionally, cognitively, socially, and pro-socially.

## Current Reality

With the high level of stress in schools, the risk of experiencing compassion fatigue, secondary traumatic



stress, and burnout is real for teachers. Within our own Employee Assistance Program for Teachers in Newfoundland and Labrador, referrals and supports for teacher mental health interventions are at an all-time high. Of the over 6,500 teachers in the province of Newfoundland and Labrador, approximately 1,500 were active in the program during the 2022-23 school year, and the numbers of teachers accessing the program this 2023-24 school year are continuing to rise. In addition to working through a global COVID-19 health pandemic, we are also experiencing a mental health pandemic in education. The Canadian Mental Health Association indicates that 1 in 5 Canadians are living with a mental health issue. Currently, in our education system, the EAP statistics show that we have exceeded this, with more than 1 in 5 teachers accessing mental health supports in the province of Newfoundland and Labrador. The good news is that you, as teachers, are utilizing support from your Employee Assistance Program and accessing counselling benefits through your NLTA Group Insurance plan or other insurance plans that you may have. However, the statistics are alarming, and it is even more alarming that we know that many of you are still silently suffering, continuing to burn the candle at both ends.

In 2022, the NLTA conducted research on the mental health and well-being of teachers, whereby, through a survey and a series of focus groups, stress levels were explored. When asked to rate the level of stress experienced during the school year on a scale from one (not at all stressed) to ten (extremely stressed), the average reported number was nine. Lack of support, behavioural needs of students, and increased workload and demands on professional time ranked highly among the identified causes of increased stress (NLTA 2023). In addition to these stressors, one of the many conversations we have with teachers almost every single day revolves around your feelings of having little left to give to your work. We also hear you when you talk about your experiences of bearing witness to the trauma stories of your students. Many of you as teachers may not be fully aware of the impact of these accumulative traumas as you hold their stories closely in your hearts.

### Strategies to Help

Recognizing symptoms of compassion fatigue or secondary traumatic stress in yourself or others is of utmost importance, as early recognition and intervention can help lead to a quicker recovery time. Like medical conditions that we may experience, the key to healing is recovery. Many teachers continue to silently suffer, continuing to burn the candle at both ends, and this stress takes its toll on your mind, body,

and soul. Some teachers need to take time off work to recover, and some teachers can continue to work with a shift in focus on their own health and well-being, often with mental health supports in place. The most important piece is to not carry this suffering alone.

Some key strategies to help cope with compassion fatigue or secondary traumatic stress are: striving to have a strong social support network both at home and at work; increased self-awareness; engaging in positive self-talk; starting good wholistic self-care for yourself which may include using health benefits from your insurance plan such as massage therapy and counselling; incorporating more movement into your day including stretching and exercise; closely examining your work-life integration; starting a gratitude journal; taking up a hobby of something you would love to do; setting personal and workplace boundaries; and accessing counselling mental health supports to help you process your own professional and personal lived experiences to put well-being goals in place for yourself. When coping with compassion fatigue or secondary traumatic stress as a teacher, you have to slow down your busy pace and put on your brakes (no one can do this for you). This means practicing stopping, even for moments throughout each day. Although this sounds like an easy thing to do, when you are feeling overworked and overburdened, it can be one of the most challenging things to do. Stopping allows us to pause, reflect, reset, and authentically check in with ourselves about how we are feeling and doing.

Most importantly, you do not need to suffer in silence and carry this stress alone. In the EAP for Teachers program, our commitment to you is to keep this conversation going about this hidden reality of teaching regarding your experiences of compassion fatigue and secondary traumatic stress. We are committed to continuing to write, talk about, and advocate for more supports pertaining to the mental health and well-being of teachers in Newfoundland and Labrador. Please confidentially reach out to your EAP Coordinators, Lori Hewitt or Kenda Riggs, if you require support and we will help you with getting started on moving forward with your healing and wellness.

*Kenda Riggs is a Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Lori Hewitt (ext. 242), lhewitt@nlta.ca or Kenda Riggs (ext. 265), kriggs@nlta.ca.*

### References

Newfoundland and Labrador Teachers' Association - *The Hidden Reality - Pre-Budget Submission (Feb 2023)*

# Reflections on the Teachers Think Tank

On February 23, 2024, the Newfoundland and Labrador Teachers' Association participated in a Teachers Think Tank with the Department of Education. As part of the event, a questionnaire was provided in advance to all members. Feedback was received from more than 2,200 NLTA members who shared their thoughts and concerns regarding the impact of declining teaching and learning conditions in our schools. A Lived Experience Panel, representative as possible of the membership and the various and differing challenges impacting teacher retention and recruitment across the province, told their stories during the Teachers Think Tank. The seven panelists were:

- Brent Gill, St. Joseph's All-Grade
- Krista Goulding, Bishop Feild Elementary
- Chantal Hollett, Exploits Valley Intermediate
- Marie-Chantal Hurley, École des Grands-Vents
- Beth Loder, Menihek High
- Dionne Snow, Elwood Regional High
- Gregory Williams, St. Peter's Junior High

We asked the panel to reflect on their experience during the Teachers Think Tank event, what had the most impact and what message they hoped Government took away from the event.

*"It was a great privilege to be asked to speak at the Teachers Think Tank, but a daunting task to possibly attempt to summarize the vast issues within our education system in a brief speech. During the Think Tank, it was impactful to see the number of areas of concern across our education system that all came back to the main issues of allocations, ratios, finances, policies, retention, and recruitment. I hope that through this process the decision makers see that our system is failing, and it is not because of teachers or staff, rather our schools do not have the resources or means to do our education system and students justice." ~ Brent Gill*

*"I can honestly say that the Think Tank was the most powerful discussion. The tireless and selfless dedication*

*to our job and the violence experienced has been heard. I am proud that I had the courage to represent us. We needed to be acknowledged. This tells me there is hope and change coming. I left this Think Tank feeling validated, but also for having the most amazing staff dedicated to the safety and well-being of all our students. It was very emotional for me. I felt that I carried the weight of all of you. But at the same time, it empowered me to speak our truth." ~ Krista Goulding*

*"Upon reflecting on my participation in the Teachers Think Tank event, I would say what resonated with me deeply were the poignant, but heartbreakingly common, testimonials from my colleagues revealing the pervasive challenges encountered in classrooms daily. In addition to the practical and easily actionable suggestions brought forth by my fellow NLTA members, I sincerely hope that government decision makers recognize the urgent need for substantial change in our education system. The compelling, heartfelt and palpable appeals from my colleagues highlight the necessity for swift action before we lose more dedicated educators to burnout and to ensure that no student is disadvantaged due to insufficient resources and bureaucratic red tape." ~ Chantal Hollett*

*"Having the opportunity to engage in discussions with my colleagues about the working conditions that affect us daily was both meaningful and necessary. During these conversations, I listened to testimonials from teachers expressing their tendency to internalize their challenges. Many emphasized that they can only truly confide in their peers, as only fellow teachers truly understand the complexities of teaching in today's world. There's a prevailing fear among us of being perceived as complainers, overshadowing the dedication we have for our students and their families. The public often overlooks the depth of our compassion and the countless hours spent in communication with parents and guardians. We find ourselves in a crisis situation concerning the retention and recruitment of teachers. Newfoundland and Labrador possess a remarkable opportunity to lead the charge for change in the educational landscape. By*

prioritizing investment in our teachers, we are investing in our future. I believe that the concept of inclusion has been inadequately operationalized and requires restructuring or reframing. This reality was effectively communicated to the government through the testimonials provided by the lived experience panel.” ~ Marie-Chantal Hurley

“The thing that impacted me most from the Teachers Think Tank and participating in the Lived Experience Panel was how passionate we all are about our jobs, our students and our schools. Every teacher on the panel and those in the discussion groups were there because they desire to give the children of our province the best educational opportunities possible, but they realize that we are falling short in this regard. The solidarity we all felt and the shared concerns sent a powerful message that these issues are very real and widespread. I think having teachers who are on the ground, in the schools and in the classrooms every day is absolutely vital. We need a commitment from the government to see action followed through, regardless of who is in power. Education should not be a political pawn that's played; it should be a right that is supported at the highest level. Without teachers, without education, what do we have?” ~ Beth Loder

“I was overwhelmed by the serious impacts that the lack of human resources is having on our schools. Not having enough classroom teachers, IRTs, guidance, educational psychologists, and student assistants to meet student needs results in students who are not able to attend school because no SA is available to attend to their personal needs, EAL students who run away from class and hide because they do not know what school is, and students in crisis who respond with violent outbursts and injure teachers and support staff. Teaching cannot even begin to happen until these situations are dealt with. In the meantime, the students who are ready to learn are being left behind while these situations are managed. This fails

everyone. I am still feeling the emotional stress of the realities that my colleagues shared. It just makes me so sad. I hope that the government realizes that education is an investment in our collective future, and right now that investment must be in allocating human resources to meet needs, not numbers. There is a lot of learning and support that will not happen if we do not have adequate human resources in place. Our collective future success as a population depends on it.” ~ Dionne Snow

“The lived experience of the teachers working in Primary and Elementary was very eye-opening for me. It was also presented during the breakout room sessions. I was astonished at the level of behaviour concerns and violence at those levels. The need for additional IRT, SA, and teachers across all levels is obvious, but it is dire in Primary and Elementary. For me, the message that I would like to see government act on would be the present inclusion model. This is not working; our students are not benefiting or improving. In order for it to be effective, there needs to be an increase in personnel and resources. Government needs to realize that if they want to have an education system that carries weight outside of the province, they need to make the appropriate investment.” ~ Gregory Williams

Following the Think Tank, the Provincial Government announced some additional supports which gave the Association some reason to hope that decision makers were listening. However, Budget 2024 did not include adequate funding to support a comprehensive plan to address the systemic and well-established issues plaguing the province's public education system. As a result, the Association launched a public awareness campaign to further highlight members' concerns. For more information visit <https://investinourkids.ca/>.





# SAC Provincial Leadership Conference

Terra Nova Golf Resort, Port Blandford, NL  
May 28-30, 2024

We are hugely excited to welcome you to our upcoming SAC Provincial Leadership Conference on May 28-30, 2024, at the wonderful Port Blandford Resort. This will be the first provincial gathering of educational leaders in the province since 2020 and will be a wonderful opportunity to meet your fellow administrators and build lifelong relationships that are critical to administrator growth and wellness.

We will begin on Tuesday, May 28 at 9:00 a.m. with a 50-person Pre-Conference featuring the amazing Jen Schwanke (@JenSchwanke). This session will focus on instructional leadership and guiding our buildings forward through the power of relationships.

Our main conference event will begin on the evening of May 28 at 7:00 p.m. and will continue throughout May 28-29, finishing up around 2:00 p.m. We are excited to welcome speakers including Jen Schwanke as our keynote speaker, along with Dr. Pamela Osmond Johnson (Dean of the Faculty of Education at MUN), and various other experts from around the province.

Sessions will include Administrator Wellness, Coaching Conversations, Trauma Informed Learning, Recognizing Diversity, Collective Agreement Considerations, New Administrator Information, School Development Planning and a whole host of others. We are excited to welcome presenters from NL Schools, the NLTA, the Department of

Education and Memorial University. We thank all of these organizations for their enthusiastic support of the conference.

The cost of the conference will be \$350 with an additional \$100 for those attending the Pre-Conference.

You can register at our Conference Website (<https://sites.google.com/nlesd.ca/leadingforward2024/home>) and check out the conference agenda.

There are limited spaces available, so we recommend registering early to avoid disappointment!

We look forward to welcoming you and thank everyone for their input so far. Any questions can be directed to: [sacconference2024@gmail.com](mailto:sacconference2024@gmail.com)

*Please be aware that some of our members have identified leave and finances as barriers to their participation. We continue to work with our partners to help mitigate some of these barriers and further information will follow on additional support available. If you have any further questions, please do not hesitate to reach out to any members of the organizing committee listed below.*

*Please be aware that the SAC BGM will occur during the Conference. Details will follow from SAC Provincial.*

Thanks,  
The SAC 2024 Organizing Committee

## The NLTA has 17 Special Interest Councils

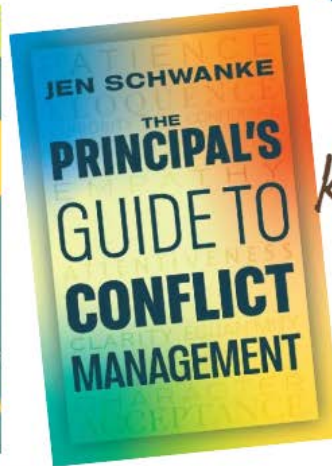
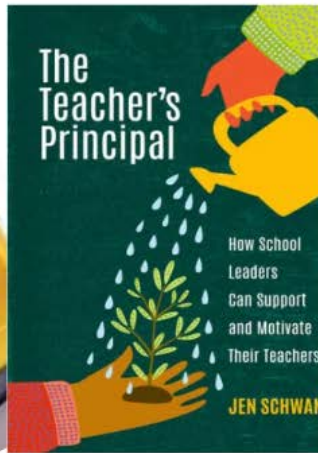
For more information on the  
NLTA Special Interest Councils, please visit:  
[www.nlta.nl.ca/sics/](http://www.nlta.nl.ca/sics/)

# Provincial Leadership Conference



May 28-30, 2024

Terra Nova Golf Resort  
Port Blandford, NL



*Keynote Author  
Jen Schwanke*



Registration is  
Open - Register Now!

## Teacher and Staff Appreciation Week CONTEST WINNERS



*Congratulations*

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DEER LAKE  
**LABRADOR STRAITS ACADEMY**  
L'ANSE-AU-LOOP



*Autism Society NL*

## Embracing Neurodiversity Conference

Embracing Neurodiversity is a gathering for Autistics, their families, caregivers, educators, policymakers, government, and the community in general. Embracing Neurodiversity provides engaging sessions to enrich understanding and inclusivity within our communities. It is the only conference solely dedicated to the autistic community in the province.

Embracing Neurodiversity Conference also serves as one of ASNL's major annual fundraising initiatives. Funds raised from the conference support the delivery of recreational and peer support programs, as well as pilot programs based on community feedback. One of ASNL's greatest needs is to continue the delivery of programs and services that are essential for the lifespan requirements of Autistics – children, adults, and seniors.

Now in its third year, the conference has increased awareness of autism and the current, progressive research and approaches to supporting autistics. The conference has heightened the need for society to include different neurotypes and has provided an increased understanding of the importance of first voice/lived experience.

Embracing Neurodiversity elevates and centers autistic voices and experiences in a safe and welcoming environment.

Keynote presenters are Amy C. Laurent, Ph.D., OTR/L, and Jacquelyn Fede, Ph.D. of Autism Level UP!

Wednesday, May 22, 2024

8:00 a.m. – 4:30 p.m.

Emera Innovation Exchange, MUN Signal Hill Campus

100 Signal Hill Road, St. John's

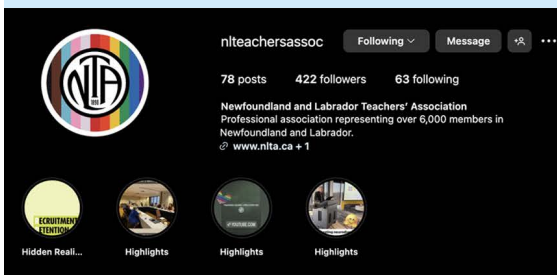
Registration for in-person and virtual attendance will open in late March.

**SAVE THE DATE**

**EMBRACING NEURODIVERSITY CONFERENCE**



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# Dates to Remember

## April 2024

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

Apr 18 **Deadline:** PD Fund Applications

Apr 26-27 NLTA Provincial Executive Meeting

Apr 30 **Deadline:** Deferred Salary Leave Applications

Apr 30 **Deadline:** Year-End Resignation from Contract

## May 2024

May 7 **Deadline:** Notice by Board of Teacher Layoffs

May 10

May 16

May 17

May 28

## June 2024

June 7-8

June 20

## July 2024

July 31

**Deadline:** DSS 2024 Applications

**Deadline:** PD Fund Applications

**Deadline:** CONTACT 2024 Applications  
Notice by Board of TLA Layoffs

NLTA Provincial Executive Meeting

**Deadline:** PD Fund Applications

**Deadline:** NLTA Scholarship Applications

GRENFELL COLLEGE • CORNER BROOK

# CONTACT 2024

JULY 23-26, 2024

REGISTRATION  
**OPENING SOON!**

FOR MORE INFORMATION:  
[WWW.NLTA.NL.CA/CONTACT2024](http://WWW.NLTA.NL.CA/CONTACT2024)



**DEADLINE TO REGISTER:  
MAY 17**

# DSS

Developing Successful Schools  
July 9-11, 2024

**FOR INFORMATION  
AND REGISTRATION:**

[WWW.NLTA.NL.CA/DSS2024](http://WWW.NLTA.NL.CA/DSS2024)

**DEADLINE TO REGISTER: MAY 10**

## MEMBERS

Have a Question  
or Concern?

### Contact the NLTA

Call 709-726-3223 or  
1-877-711-6582

*(toll-free in the province)*

Email: [mail@nlta.ca](mailto:mail@nlta.ca)

### For more information:

Contact one of our EAP  
Coordinators:

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Employee  
Assistance  
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for teachers

