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T H E

# bulletin

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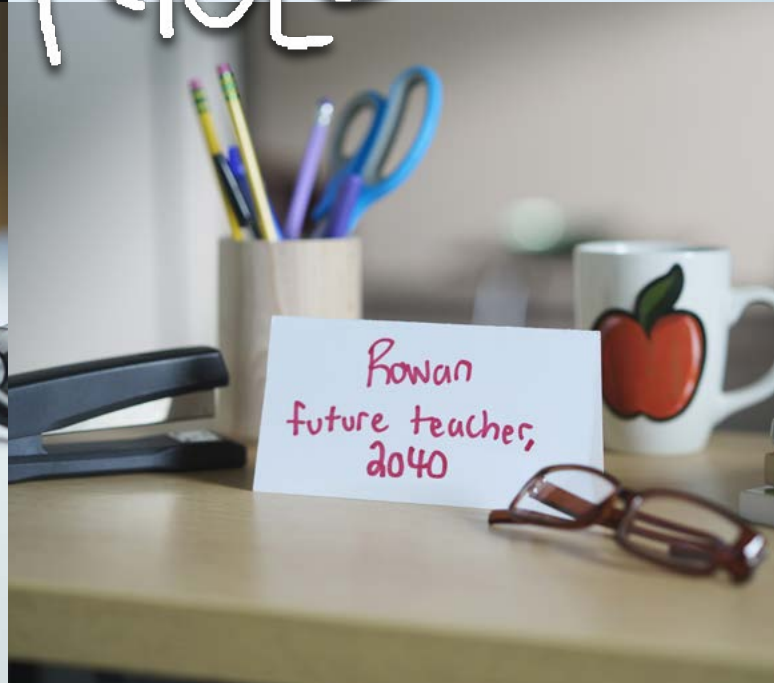
## WHOSE FUTURE WILL YOU FIGHT FOR?



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# Kids



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Education Week 2026 was another great success. Thank you to everyone who embraced the new timing and structure and found ways to celebrate learning and teaching in your schools. In this issue, we are featuring some of the schools selected as part of our first Education Week School Participation Program.



We have also relaunched the Invest in Our Kids campaign. It will run for four weeks across television, radio, Spotify, and social media. The creative is the same as the fall, focused on the idea that investing in education now reserves a spot for kids in the future, but this round has a stronger message. It calls out the lack of meaningful emphasis on education from this government and encourages the public to speak up.

Please take a moment to engage with the campaign, share the content, and take part in the call to action at [www.investinourkids.ca](http://www.investinourkids.ca).

Take care,  
Jennifer

T H E  
**bulletin**

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# UP FRONT WITH THE NLTA PRESIDENT



February 10, 2026, is a date that will be forever remembered by Canadians. It is a date that showed us, as a nation, that we are not immune to the vulnerability of school shootings. In a community of just 2,400, the unimaginable occurred. As a nation, we grieve and as educators, we must reflect. Teachers' associations have been speaking about the intensification of hatred and violence within our schools for the last six years. In an age of social media, where those with the greatest power and influence have lowered standards of respectability, it has become fashionable to use verbal and physical aggression as a form of expression. School systems struggle to teach higher morals and ethical standards. It has also been increasingly difficult to administer consequences as we deal with rationales and rhetoric that defend what was formerly deemed to be the indefensible. When that aggression bubbles without support, it eventually needs to be released. Sadly, it is up to teachers to deal with the release, and that is our daily reality. Which is why this national tragedy hits home so hard for us. Children's lives were lost, a teacher was among the victims, and we are left thinking of how things got to this point. These are all things that have to be considered when we are asked how to make our schools safer.

On February 11, I was scheduled to do early morning interviews with two media outlets regarding Education Week. Prior to the interviews, the journalists respectfully asked if we could broach the topic of the Tumbler Ridge tragedy. My response was automatic; one could not focus on education without paying reverence to the Tumbler Ridge community and the teachers of British Columbia. It was also important to note that Canadian teachers would be the ones tasked with trying to help young people comprehend this event. As time passes and we collectively heal, more practical thought processes need to be considered. Our employers, the Government of Newfoundland and Labrador, as well as the Conseil scolaire francophone de Terre-Neuve et Labrador (CSFP) have an obligation to make every effort to keep their students and employees safe. We need to see action from our employers that show commitment to creating safe work conditions. In a government that has placed an emphasis on creating "safer communities", the often-identified "hub" of the school is not garnering the attention that it deserves. As we assess safety infrastructure and security in our province's schools, we are hearing of buildings without functioning Public Address

systems, and communities that have been asked to fundraise for video surveillance systems. If the government owns and controls the greater part of our education system, would one not assume that they would take responsibility for the expenditures to ensure that students and staff are safe?

As mentioned earlier, the intensification of hatred spurred by social media cannot be denied as a major contributing factor to a feeling of safety and security in our school communities. Not lost on me is the fact that on Pink Shirt Day when we collectively celebrate kindness and taking a stand against bullying, I received two calls from members who were targeted on social media in a very unkind way. If the public are allowed to consistently berate our professionals, the employer will lose feelings of support on the part of our members. As a stated election promise, the PC Party spoke of working with the NLTA to develop online harassment policies to support our province's teachers. Due to your Association's continued advocacy, we are starting to see some potential movement on this, as the Department has invited us to form a working group to start looking at ways to address this issue. It is a low-cost commitment that could contribute to the security that we need to feel as members. As an educator, being the target of hate, clearly, does not help us feel safe and does not entice one to stay connected to this profession.

On September 11, 2001, I was teaching the poem entitled, "The Bloody Sire" by Robinson Jeffers. As the Ascension Collegiate students sat in shock having just learned of the tremendous loss of life in the attack on the Twin Towers in New York, I clearly remember one student who raised their hand quietly. When I called on them to ask their question, they asked, "If Robinson Jeffers is saying that history's progress all came from violence, what good can come from the attack today?" I had to be honest when I replied, "Absolutely nothing." The only thing we can do following Tumbler Ridge is to force and yes, work with, decision-makers to identify and rectify security issues that exist in our workplaces. And to ask thought-provoking questions like the one posed by my student who sat in that English 3201 class that day.

Yours in leadership,  
Dale

PROVINCIAL/NATIONAL/INTERNATIONAL  
**NEWS**

ST. JOHN'S

**Sharing Our Cultures Launches M.E.D.I.A. Project**

On January 30, 2026, President Dale Lambe attended the launch of Sharing Our Cultures newest initiative, Motivating Equity, Diversity, Inclusion and Antiracism (M.E.D.I.A.) through Multimedia. Students in Grades 7 to 12 exhibited their multimedia projects at The Rooms, which that helped create positive messages about equity, diversity, inclusion and antiracism.



President Dale Lambe pictured with student Doreen Miles Bennett of Mount Pearl Intermediate, at the launch.



President Dale Lambe joined Sharing Our Cultures CEO Lloydetta Quaiocoe at the launch.



Equality is Pride by Doreen Miles Bennett.

**Successful Roots of Empathy Training Session**

In February, Roots of Empathy held its first of two mid-year training sessions, featuring the newest “teachers” in the province. Every year, Roots of Empathy has almost 100 Newfoundland and Labrador babies “teaching” in classrooms. The NLTA is a proud supporter of the program and President Dale Lambe was pleased to participate in this training session.



Students build empathy by connecting with a visiting baby and their family throughout the school year.

**Teachers Celebrated at Newfoundland Regiment Game**

belairdirect sponsored a Teacher Appreciation event at the Newfoundland Regiment hockey game on March 14, 2026. Active teachers, retired teachers and their families attended the game, which helped highlight the importance of dedicated teachers across the province and celebrate their contribution to public education. President Dale Lambe attended and brought greetings on behalf of the Association.



President Dale Lambe with belairdirect's Tracy Booth and Christina Hickey, joined by Buddy the Puffin Jr.

**JAMES CALVIN FELTHAM****SEPTEMBER 21, 1946 – FEBRUARY 8, 2026**

James (Jim) Calvin Feltham of Deer Lake passed peacefully away on February 8th, 2026, surrounded by the love of his family.



He leaves behind a lifetime of love and cherished memories, prominently featuring family and friends, great meals, cold beers and dry reds, poetry, good books, watching and coaching basketball (with an occasional technical foul), and fishing his beloved Humber River. Jim taught and coached basketball in Newfoundland and Labrador, Nunavut, Manitoba, and Alberta, with his coaching career spanning fifty years.

Jim will be lovingly remembered by his devoted wife, Audrey, his children, Miriam (Greg) and Sarah (Phil); his cherished sisters, Mildred (Lionel), Rose (Keith), and Betty (Art), as well as his brother-in-law Mart (Faye), and sisters-in-law Corrine (Danny) and Marlene (Darcy). Jim is predeceased by his wonderful and supportive parents, Reginald and Flossie, and his loving father-in-law and mother-in-law, Lawrence and Lilly.

Poppa Jim was a proud and adoring grandfather to his grandsons, Sam and Jacob. He was their biggest fan from the very start, always ready with a (sometimes inappropriate) joke. Sam and Jacob brought immeasurable joy to his life and filled his heart with pride. Jim also greatly cherished his many nieces, nephews, and grand nieces and nephews.

The family extends their heartfelt gratitude to the healthcare workers on unit 4D and the Palliative Care unit at Western Memorial Hospital, for providing comfort and support during this difficult time.

It's fitting to end with the words of Kobe Bryant from his poem "Dear Basketball":

*My heart can take the pounding  
My mind can handle the grind  
But my body knows it's time to say goodbye.*

We are waving goodbye, with love.

Cremation has taken place. In keeping with Jim's wishes, no formal service will be held. A celebration of life will be held in the summer of 2026; details to follow at a later date. In lieu of flowers, donations in memory of Coach Feltham can be made to Canada Basketball's Unified Assist program, which works to increase access to the game of basketball within underserved, under-represented or marginalized communities across Canada. (<https://www.basketball.ca/en/about/canada-basketball-foundation/donate-now>)

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# The Collective Bargaining Process

by Darlene Johnson

As NLTA members will be aware, the current Provincial Collective Agreement expires on August 31, 2026. Information about the progress of negotiations will be communicated in Bargaining Briefs as things proceed. At this time, we are providing an overview of the process so that members can have a thorough understanding of the context for future communications.

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

As indicated above, the term of the current Provincial Collective Agreement ends on August 31, 2026. In January 2025, the Association sent a “Call for Volunteers” communication to the membership to allow all members the opportunity to express interest

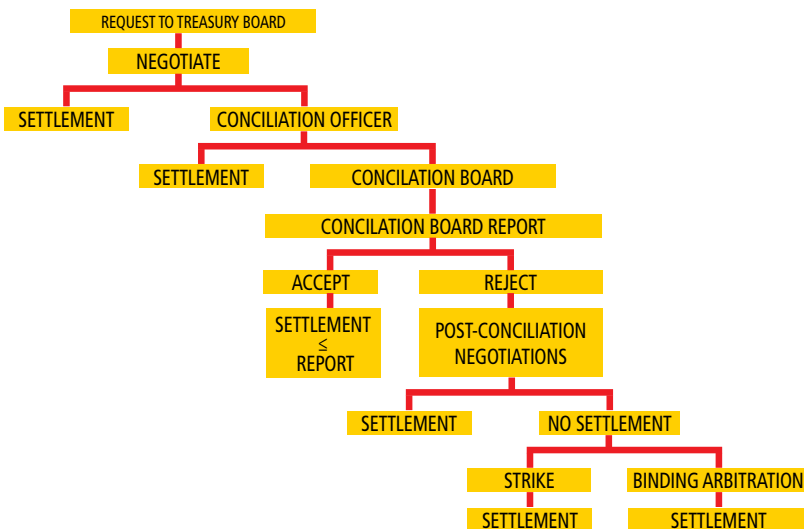
in serving on the Collective Bargaining Committee. In April 2025, a further communication was sent to the membership to advise that the Collective Bargaining Committee had been appointed and to allow all members the opportunity to provide input to the Committee for consideration in the development of the opening proposals for negotiations. Since that time, the Collective Bargaining Committee has met several times throughout the summer and fall. The opening proposals for negotiations on the Provincial Collective Agreement have now been prepared and will be presented to the Provincial Executive in April 2026.

In October 2025, members were once again presented with the opportunity for direct participation in the Collective Bargaining process when communication was sent to the membership to allow all members the opportunity to express their interest in serving on the Provincial Negotiating Team. The Negotiating Team is chaired by the NLTA Vice President and consists of eight active members who work with NLTA negotiators. The NLTA strives to promote diverse and equitable representation within all its provincial committees. Per NLTA policy, **the eight members of the NLTA Negotiating Team shall include:**

- a member of the Provincial Executive;
- a primary/elementary teacher;
- an intermediate/high school teacher;
- a representative from the School Administrators’ Council;
- a member employed at a district/regional office (e.g. program specialist, school psychologist, itinerant teacher, speech language pathologist);
- a member employed in a small K-12 school (as a general guideline, a school with fewer than 200 students);
- a member employed as a Teaching and Learning Assistant; and
- a substitute or replacement teacher.

This team is currently being finalized by the NLTA Provincial Executive. Once this is done, training will

## The NLTA Negotiations Process



take place and the strategic decision will be made of when to serve notice to the Treasury Board to open negotiations.

Pursuant to Article 43 of the Provincial Collective Agreement, the Agreement currently in place remains in full force and effect until such time as a new agreement is negotiated. As per Association policy, once opening proposals are shared by both parties, a document containing the details of both the Government and Association opening packages will subsequently be prepared and provided to members, along with a presentation to provide further details and explanation for Branches and individual members. The exact dates/times/locations for this will be communicated as soon as they can be confirmed.

Once negotiations begin, the NLTA will keep the membership apprised of ongoing developments through regular Bargaining Briefs and alerts as necessary. It is important for NLTA members to stay informed and support their Association when called upon to demonstrate the collective voice of the membership by engaging in any future calls to action from the President. Remember, we are always stronger together!

*Darlene Johnson is the Assistant Executive Director at the NLTA.*



## DECYDE: Free, Curriculum-Aligned Substance Use Education Resources

DECYDE (Drug Education Centred on Youth Decision Empowerment) is a free, evidence-based substance use education strategy designed for students in Grades 4 through high school. Developed by an interdisciplinary research team at Memorial University, DECYDE provides classroom-ready resources that support meaningful conversations about substance use, health, and decision-making.



The DECYDE website has recently been redesigned and is now available in both **English** and **French**. Many of our educational resources, Substance Snapshot summaries, and lesson plans (Grades 4–9) are currently available in French, with additional materials continuing to be translated. All lesson plans and teaching materials are available at [www.DECYDE.ca](http://www.DECYDE.ca) and are mapped to the NL Health Curriculum, making them easy to integrate into classroom teaching. DECYDE uses a trauma-informed, harm-reduction approach that supports youth decision-making skills and encourages critical thinking, discussion, and engagement around substance use and health.



You can also watch our video “**Voices From the Classroom**” on the DECYDE YouTube channel, where teachers share their experiences using DECYDE resources and the impact they have seen in their classrooms.

### Call for High School Teachers – Field Testing Opportunity

We are currently seeking high school health teachers interested in field-testing one or more of our newly developed **high school lesson plans**. We are particularly interested in hearing educators’ perspectives on teaching substance use education and using DECYDE resources in the classroom. Feedback gathered through field testing will help us refine and strengthen the program.

If you are interested in participating, please contact [decyde@mun.ca](mailto:decyde@mun.ca).

### Follow Us!

For more information about DECYDE, visit our website at [www.DECYDE.ca](http://www.DECYDE.ca) and follow us on social media at: FB: @DECYDEMUN X: @decyde\_mun IG: @decyde\_mun



# Supporting a New Generation Through the Beginning Teachers' Conference

by Jamie Kieley

The transition from university to the classroom is one of the most profound professional shifts an individual can undertake. It is a period defined by high stakes, steep learning curves, and a relentless pace. For those beginning this journey in Newfoundland and Labrador—sometimes arriving from across the province, and increasingly, from across the globe—that transition carries even more weight.

In late November, collaboration between the NLTA and NLSchools culminated in the 2025 Beginning Teachers' Conferences. Organizing an event of this scale required a unique, coordinated effort. Representatives from both organizations worked together to ensure that these new professionals gained a better understanding of their careers. Held in both Deer Lake and Goose Bay, these sessions provided a warm welcome and a supportive foundation for the educators who will shape the future of our province's schools.

The Goose Bay session, in particular, reflected the diversity of today's teaching force and stood as a testament to the changing face of our province. The energy in the room was palpable as we welcomed educators from diverse international backgrounds, including a standout contingent of participants from Ghana.

Relocating from West Africa to Labrador requires adjusting not only to a new climate, but also to an

entirely different administrative and social landscape. The conversations held on the car rides between the airport, hotel and school were a personal highlight for me as I got to know our new teachers. We all shared stories about our home countries and what led us to the teaching profession. I would be remiss if I did not note that I was declared, "the number one driver" by most participants. Whether discussing the nuances of the curriculum or the logistics of settling into a new environment, the diversity in the room didn't just add to the conversation, it *was* the conversation.

We recognize that for our international colleagues, "beginning" means more than just a first contract; it means building a new life. By providing a space where these teachers could connect with one another and with knowledgeable facilitators, we aimed to turn a daunting relocation into a successful integration.

## CONFERENCE HIGHLIGHTS:

### The Five Phases of a New Teacher's Journey

This session explored the typical experiences new teachers face during their first year, including the challenges of starting out, moments of self-doubt, and the gradual development of confidence and coping skills. Participants examined strategies to navigate these early-career phases, reflected on their own teaching experiences, and learned practical approaches to build resilience and professional growth. The session also emphasized that many of the challenges they encounter are common and shared among new educators, providing reassurance and guidance for a successful first year in the classroom.

### New to the North

A targeted session led by NLSchools offered tailored support for newcomers, helping them navigate not only the geographical challenges of relocating to a new region but also the unique social and cultural dynamics of the local community. The session provided practical guidance, resources, and strategies to ease the transition, connect with peers, and build confidence in both professional and personal aspects of life in the area.



### Establishing a Positive Learning Environment

This session explored strategies for creating a positive, inclusive, and supportive learning environment that promoted student engagement, respect, and success. Participants learned to recognize the key elements of an effective classroom environment and reflected on their own teaching spaces. The session also provided opportunities to consider how these strategies could be applied to support the learning of all students effectively.

### Communication for Effective Collaboration

Effective communication is a fundamental aspect of strong teaching practice, so one session focused on supporting new teachers in navigating communication challenges. Using real-life case studies, the session explored scenarios such as navigating parental concerns and maintaining professional boundaries online. Participants found the session provided practical strategies and a supportive space to discuss challenges, helping them feel more confident in managing difficult conversations with parents and colleagues.

### Pension & Group Insurance

Understanding benefits such as pensions and group insurance can be overwhelming for new teachers. Participants valued the clear explanations of available options and the chance to ask specific questions in small group settings. Many noted that the session helped reduce stress and provided a greater sense of control and confidence regarding their financial future.

### Table Talks

Participants said they enjoyed the smaller, intimate breakout groups covering Diversity, NLTA Support, Student Services, and Professional Learning Journeys. This gave them an opportunity to ask more specific questions they had in these areas.

### Diversity in Teaching and Learning

This session examined the many dimensions of diversity, including cultural background, socio-economic status, and gender identity. Teachers found the presenter's "invisible backpack" analogy particularly insightful, as it encouraged reflection on the challenges students bring to the classroom and the ways educators can provide meaningful support. Participants reported that the session helped them recognize unconscious biases and equipped them with practical strategies for fostering a more inclusive classroom environment.

### Co-regulation

Addressing classroom challenges was a common theme among attendees, and many found the sessions both informative and impactful. The session on co-regulation provided practical strategies for managing emotions, a crucial skill for both students and teachers. Participants highlighted that the techniques and resources shared were immediately applicable in their classrooms and helpful for teaching self-regulation skills to older students.

### What Participants Shared

Feedback from the weekend's sessions, spanning Deer Lake to Goose Bay, revealed a highly dedicated workforce navigating the challenges of their early teaching years. Participants described the experience as a "breath of fresh air," finding reassurance in knowing their peers face similar struggles and gaining validation that reduced professional isolation. Teachers highlighted the gap between university training and the realities of managing diverse classroom needs, expressing a strong desire for practical tools to maintain stability and a positive classroom culture. Wellness, boundaries, and mental health support were highly valued, with participants emphasizing self-care, the right to disconnect, and access to the Employee Assistance Program. Sessions offering immediate, actionable resources were especially appreciated, reflecting a preference for practicality over theory. Finally, learning about the protections and advocacy provided by the NLTA gave new and international teachers a renewed sense of agency and confidence, allowing them to focus more fully on their students.

### Supporting The Journey Ahead

With recruitment and retention challenges being felt across the country, including in Newfoundland and Labrador, supporting new teachers in their early years is more important than ever. A shared commitment from all stakeholders is essential to providing this support, helping to reduce burnout and turnover while enabling new educators to build fulfilling and rewarding careers. The Beginning Teachers' Conferences in Deer Lake and Goose Bay is an important initiative in this effort, not simply through the sessions offered, but through the meaningful connections that were built.

We encourage school administrators, experienced teachers, Department of Education colleagues, and NLTA members to be part of this collective effort, as surrounding new teachers with strong support and encouragement ultimately strengthens the entire education system. The organizing committee has already begun planning for next year's conference, incorporating participant feedback to make next year's event even better. To our international colleagues, local graduates, and every educator who traveled to take part, thank you. You have chosen to make a difference in the lives of children in Newfoundland and Labrador, bringing your skills, perspectives, and dedication to our communities. These conferences serve as a powerful reminder that while teachers may stand at the front of the classroom, they are never alone. Our profession is stronger because you are here.

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*Jamie Kieley is an Administrative Officer in Programs and Services at the NLTA.*

# Feeding the Kids... One Breakfast at a Time

*Together, with your support, we ensure access to food, at no cost to families.*

Throughout Newfoundland and Labrador, children begin their school day with breakfast. With the help of educators, volunteers, and community partners, our program continues its mission of ensuring students have the nourishment they need to learn, grow, and be their very best.

School breakfast programs play a vital role in all our schools in NL and for many students, these programs provide a healthy start to the day with nutritious foods; with offerings such as fruit, whole grains, yogurt, and milk. Beyond nutrition, the breakfast creates a welcoming space where students can connect with peers, build positive routines, and start their day feeling supported.



**A.P. Low Primary School, Labrador City**

Teachers, school staff and volunteers are at the heart of our breakfast clubs. Whether helping coordinate volunteers, welcoming students in the morning, or simply recognizing the difference a full stomach makes in the life of a child, educators are key partners in helping our Kids Eat Smart Clubs thrive. Your support ensures that breakfast programs remain inclusive, accessible, and stigma-free for every student.

For everything you do, every school day, we extend our sincerest thanks to the Newfoundland and Labrador Teachers' Association and educators. Your dedication helps create learning environments where every child has the opportunity to begin their day ready to learn.

Thank you for helping us **Feed the Kids...One Breakfast at a Time.**

If you would like more information, visit our website at [www.kidseatsmart.ca](http://www.kidseatsmart.ca), or you can contact Celina Stoyles, Executive Director directly at 1-877-722-1996 or e-mail: [cstoyles@kidseatsmart.ca](mailto:cstoyles@kidseatsmart.ca).

## NLTA SPECIAL INTEREST COUNCILS

### A Great Way to Get Involved in Your Association!

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

#### There are 17 Special Interest Councils:

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

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

If you have any questions, concerns or ideas re the NLTA Special Interest Councils, contact:

**JAMIE KIELEY**

*Administrative Officer, Programs & Services, NLTA*



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# THE REDUNDANCY/REASSIGNMENT AND LAYOFF PROCESS (FOR TEACHERS AND TEACHING 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 7th** is the **DEADLINE** for teachers to be notified of layoff. **May 28th** 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 2026-27 school year. The Collective Agreements can be accessed under “Publications” on the NLTA website at [www.nlta.nl.ca](http://www.nlta.nl.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/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.

NLSchools:	Avalon Region	Avalon East	Jody Saunders	ext. 226	<a href="mailto:jsaunders@nlta.ca">jsaunders@nlta.ca</a>
			Jamie Kieley	ext. 245	<a href="mailto:jkieley@nlta.ca">jkieley@nlta.ca</a>
		Avalon West	Bob Johnston	ext. 239	<a href="mailto:bjohnston@nlta.ca">bjohnston@nlta.ca</a>
	Central Region	Central	Deana Hatcher	ext. 270	<a href="mailto:dhatcher@nlta.ca">dhatcher@nlta.ca</a>
		Burin	Dave Locke	ext. 224	<a href="mailto:dlocke@nlta.ca">dlocke@nlta.ca</a>
		Vista	Dave Locke	ext. 224	<a href="mailto:dlocke@nlta.ca">dlocke@nlta.ca</a>
	Western Region		Miriam Sheppard	ext. 230	<a href="mailto:msheppard@nlta.ca">msheppard@nlta.ca</a>
	Labrador Region		John Veitch	ext. 244	<a href="mailto:jveitch@nlta.ca">jveitch@nlta.ca</a>
	Conseil Scolaire Francophone Provincial de Terre-Neuve-et-Labrador			John Veitch	ext. 244

## 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:

### Step I:

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 30, 2026.

Teachers with NLSchools and the Conseil had until February 28, 2026, to challenge their seniority and be assured that any resulting correction(s) would be effective for all decisions made during the 2026 redundancy, reassignment and recall process and the 2026 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](mailto:mail@nlta.ca) or 709-726-3223 or toll-free 1-800-563-3599.

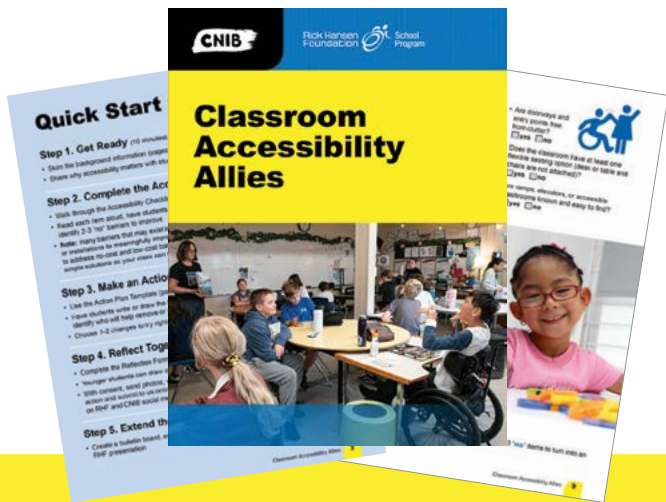
## School District/Employer Teacher Online Profiles:

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.

# Classroom Accessibility Allies

**Empower your classroom to champion accessibility!**

The Rick Hansen Foundation School Program, in partnership with The Canadian National Institute of the Blind (CNIB), developed Classroom Accessibility Allies, a free resource for educators of Kindergarten to grade 9 students. Packed with hands-on activities, it helps students identify and remove barriers, making disability inclusion part of everyday learning.



**Learn More:**  
[www.RickHansen.com/  
 Accessibility-Allies](http://www.RickHansen.com/Accessibility-Allies)

## Dates to Remember

### April 2026

**April 24-25.** Provincial Executive Meeting

**April 30 . . . Deadline:** Deferred Salary Leave Applications

**April 30 . . . Deadline:** Year-End Resignation from Contract

### May 2026

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

**May 21 . . . . . Deadline:** PD Fund Applications

**May 28 . . . . . Deadline:** Notice by Board of TLA Layoffs



## THE ROOMS

Whether you are near or far, The Rooms is a Place of Possibilities for your class! As the provincial archives, art gallery and museum, The Rooms has curriculum-linked field trips, virtual programs, and travelling Edukits available to teachers at no charge. For more information visit [therooms.ca/learning](http://therooms.ca/learning) or email [carlawatson@therooms.ca](mailto:carlawatson@therooms.ca).



**The Rooms**  
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# Forest Therapy: Nature Connection and Wellness

by Kenda Riggs

As humans, most of us simply do not get enough time outdoors. Structured workdays are busy, and schools are primarily indoor environments whereby most classroom time is spent inside. In order to get time outside in nature, you often may need to schedule it your calendar just as you would an important meeting or an appointment. We know that spending time in nature can boost overall well-being and studies have shown that there are physical and mental benefits of connecting with nature. In the September/October 2022 edition of *The Bulletin*, there was a Living Well article titled *The Natured Mind*, which focused on the positive benefits of nature. The concept of Nature Deficit Disorder (NDD), coined by author, researcher and nature advocate Richard Louv, focuses on how adults and children are spending less and less time outdoors, which is taking its toll on physical health, mental health, and well-



being. Louv emphasizes not only the importance but ‘necessity’ of spending time in nature, with a goal of creating a connection to the outdoor environment to improve your overall wellness.

## What is Forest Bathing?

Forest therapy, often called forest bathing (or *shinrin-yoku*) originated in Japan, and is a process of finding relaxation in the woods. It is a practice whereby you pay attention to your senses in nature, uninterrupted by the busy noise of the outside world. Forest bathing involves immersing yourself in the peaceful environment of the woods and allowing yourself to breathe in the fresh air and truly connect with nature. It is not meant to be a form of exercise; rather it takes the form of a slow, mindful walk or a quiet sit in nature surrounded by the woods. You can do forest bathing in places like trails in the woods (such as the East Coast trail or hiking trails in the provincial parks), at a quiet park with plenty of trees, a botanical garden, or even in your own backyard with trees! It is a practice of finding your calm and being in the present moment.

Research shows that forest bathing can have a positive effect on your physical and mental health. Taking a leisurely walk or sitting in the woods can provide the opportunity to escape from the everyday stressors of life. However, finding the balance between coping with personal and professional stress is one of the biggest challenges that teachers face daily. There are many negative accumulative effects of stress which include increased production of the stress hormone cortisol in the body, and chronic elevations of cortisol can play a pivotal role in medical issues like high blood pressure, heart disease, and headaches. Spending time in a forest can have many positive benefits including improving cardiovascular health, enhancing sleep quality, reducing anxiety, and improving memory and attention span. Through immersing yourself in nature, and taking time for you, the healing power of nature can begin to restore balance in your life.

**“The art of forest bathing is the art of connecting with nature through our senses.”**

~Dr. Qing Li

### How to Practice Forest Bathing

1. Find a forest or wooded path that you would like to visit. Turn off/silence your phone and slowly wander or sit quietly to become grounded in a sensory forest-based experience.
2. Slow your thoughts and focus on the present moment. Invite solitude and silence. Start by noticing small details of nature around you.
3. Begin by focusing on your senses:
  - What do you see?** Notice things like the sun beaming through the trees, the different types of trees, the leaves moving in the breeze, the flowers, and the blue or cloudy sky.
  - What do you hear?** Pay attention to the sound of the breeze around you, the birds chirping, tree leaves rustling, or a river trickling.
  - What do you smell?** Close your eyes and smell the air around you. Deeply breathe the fresh air into your lungs, and smell scents from plants and different foliage and the woods surrounding you.
  - What do you taste?** Sample any edible berries. Taste the air on your tongue, especially if it is damp or humid outside.
  - What do you touch?** Feel the ground and notice if it is cooler or warmer, damp or dry. Touch the grass, leaves, and pebbles. Feel the soft moss under your feet. Move slowly so you can truly experience the forest.
4. Try to relax and be comfortable. Slow down. Take long deep breaths deeply into your abdomen. Breathe the fresh air in through your nose and out through your mouth.
5. Listen to your heart in the present moment, remembering to check in with what is going on inside of you. Just notice your thoughts and feelings. Again, notice you are breathing -and feel your heart beating. Truly experience the sensations of being alive.

### Hug a Tree

Hugging a tree is a grounding experience that helps to connect us with nature. Trees release chemicals called phytoncides, which boost the immune system. When we hug a tree or breathe in the forest air, we absorb these phytoncides. Simply touching a tree for a few minutes can help reduce stress hormone levels, leading to feelings of relaxation and calm. Tree hugging fosters

a profound sense of connection both with nature and with yourself. Trees have a unique ability to anchor us in the present moment. If you haven't already tried hugging a tree before, this Spring/Summer, I invite you to take a moment to hug a tree to experience it!

If you are interested in learning more about forest bathing here are some suggested readings:

- *Forest Bathing: How Trees Can Help You Find Health and Happiness* (2018) by Dr. Qing Li
- *Forest Bathing: Mindful Meditation Connecting You to Nature and Eco-Consciousness Through the Practice of Shinrin-Yoku* (2023) by Elise Ingram
- *Healing Trees: A Pocket Guide to Forest Bathing* (2023) by Ben Page
- *The Joy of Forest Bathing: Reconnect with Wild Places & Rejuvenate your Life.* (2019) by Melanie Choukas-Bradley

For confidential assistance, please contact Lori Hewitt (709-733-3242), [lhewitt@eapnlteachers.ca](mailto:lhewitt@eapnlteachers.ca), Kenda Riggs (709-733-3265), [kriggs@eapnlteachers.ca](mailto:kriggs@eapnlteachers.ca) or Leslie Brown (709-733-3269), [lbrown@eapnlteachers.ca](mailto:lbrown@eapnlteachers.ca)

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The final deadline is May 15th.

## *Cindy White Memorial Award*

# A Labrador West Legacy

by Amanda Downey



Cindy White

Cindy White is a name you probably don't know. She, like all of us are, was a dedicated educator who came to work every day to make a difference. You caught the past tense there. She is no longer with us. Tragically, Cindy lost her battle with breast cancer in April 2023. She was a couple of years away from retirement and in her mid-50's. This battle had started many years before and while she was in remission, her cancer returned and she had very little time after it did. Not quite knowing how to deal with the tragedy, A.P. Low Primary was left stunned for the remainder of the 2022-2023 school year. In 2024, the Cindy White Memorial Award was born and awarded for the first time through the Labrador West Branch of the NLTA.

Cindy's sons had come up with the idea. An award that celebrates the unsung heroes in our schools. The people who show up, support their colleagues, spread a little sunshine and go home... then do it all over again, simply because they love it, not because they want to be rewarded for it.

Our branch had never had an award like this one and it was a bit of a process to decide what it would look like and how we would award it. We decided that our colleagues would nominate each other and a small committee from our Branch Executive would decide from the name redacted submissions. It sounded easy but what we soon discovered was that everyone who

was submitted deserved to win. They were all rays of sunshine in our community.

This is the third year that we will award a ray of sunshine in Cindy's honour. The nominations are open to all Labrador West teachers in both NLSchools and CSFP. The winner has their name engraved on a plaque that is housed at A.P. Low Primary, a small token of appreciation (certificate and trinket) and for the past two years they've gotten to decide where to make a monetary donation in Cindy's memory. The first year the White family donated a plaque and the branch gave \$50 to use as a donation. The family decided that it would go to the Kids Eat Smart Foundation, a program that Cindy spearheaded at A.P. Low Primary. Last year we took up a small collection, just one week where teachers could put their "pocket change" into a collection to use for the award and donation. We raised \$500! We selected two winners and they chose where to donate the money: the inpatient Cancer Center at the HSC, and Ronald McDonald House. We're getting ready to do it all again for the 2025-2026 school year. We committed to presenting the award for at least five years and it's growing momentum. Only the future knows what sunshine Labrador West teachers will spread in Cindy's memory.

*Amanda Downey is the Branch President of Labrador West.*

## CONTACT 2026

The Intentional Educator Conference:  
Cultivating Wellness, Balance, and Purpose in Our Practice

**AUGUST 4-7, 2026**

Old Orchard Inn, Greenwich, NS  
Application Deadline: **APRIL 27, 2026**



For information and registration: [www.nlta.nl.ca/contact2026/](http://www.nlta.nl.ca/contact2026/)



## NEWFOUNDLAND AND LABRADOR MUSIC EDUCATORS ASSOCIATION



The Newfoundland and Labrador Music Educators Association (NLMEA) is delighted to announce the call for applications for the prestigious Jamie Wilkinson Memorial Award. This award honors the legacy of Jamie Wilkinson, a cherished music educator known for his passion, dedication, and inspiring influence on young musicians.

To apply, nominators must complete the Google application form, submit a letter of support, and a formal nomination essay of no more than 250 words. All materials must be submitted by the deadline of June 20, 2026. For submissions or inquiries, please contact Mitchell Hamilton at [mitchellhamilton@nlschools.ca](mailto:mitchellhamilton@nlschools.ca).

Application form link: (<https://forms.gle/TvsHGF6t7Box8t349>).

We encourage everyone to take this opportunity to celebrate the incredible contributions of music educators in our community.

Jamie Wilkinson Memorial Award

**Deadline: June 20**

Paid Advertisement

# FOOD & FUEL LOAN PROGRAM

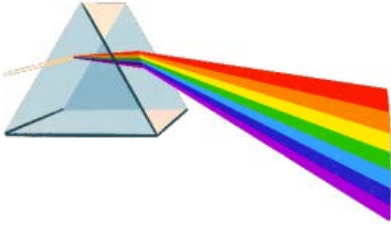


Working in a remote area? Need to buy essentials in bulk? With this program you may be eligible to borrow up to **\$6,500** for food and fuel purchases.

Contact NLCU at **(709) 754-2312** for details.  
Applications due **September 30, 2026**.



\*This program is offered in partnership with the Newfoundland and Labrador Teachers' Association, which guarantees a portion of these loans.



The Gender and Sexual Diversity Special Interest Council (GSDSIC) is pleased to announce that nominations are open for the 3rd annual **Rainbow Prism award for 2SLGBTQ+ Equity** in education.

Do you have a former or current colleague who is committed to 2SLGBTQ+ equity? If you know an educator who creates space and highlights the voices of the 2SLGBTQ+ community in your school, a guidance counsellor who excels in supporting members of the 2SLGBTQ+ community, or maybe a school GSA teacher sponsor, we have a way you can help show them appreciation for everything they add to the school community.

The GSDSIC also welcomes student nominators (they will need an NLTA member to endorse their nomination.)

**Nominations will remain open until May 31st.**

The winning teacher, chosen by board members of the GSDSIC, will receive a custom trophy plus \$500 in prize money to be spent on resources of their choice.

Access the nomination form plus more info about the award at the following link, or scan the QR code: <https://forms.gle/mu4vz6ofVSPsYAHv9>

Have questions, or want to become a member of the GSDSIC? Contact the GSDSIC at: [gsd@mynlta.ca](mailto:gsd@mynlta.ca)



**READING SPECIALISTS'**  
A SPECIAL INTEREST COUNCIL

We are very excited to share with you that a **Special Interest Council for Reading Specialists** has been approved by the NLTA!

One of our first tasks as a newly formed special interest council is to establish our membership. We would like to invite you to become a member of this new initiative, which will exist to support the professional learning of, and advocate on behalf of, reading specialists in our province.

Once we complete set up, we will begin working on professional learning initiatives, and provide access to newsletters, industry-based publications, resources and networking opportunities. We would like to create a hub for collaboration, mentorship and advocacy that can help influence and create policy for reading specialists in Newfoundland and Labrador.

The following link takes you to a Google Form where you can provide your contact information for our sign-up. There is no cost or commitment on your part to become a member. However, the larger our membership, the greater the opportunities we may be able to provide - and the more say we will have in professional development and policy implementation that affects our specialized roles.

<https://forms.gle/hhQpQpA6KQYN7YYh8>

If you have any questions or would like more information, please reach out to any of the Executive Members:

- Tracy Critch: [tracycritch@gmail.com](mailto:tracycritch@gmail.com)
- Connie Myers: [conniemyers@nlschools.ca](mailto:conniemyers@nlschools.ca)
- Marsha Alexander:  
[marshaalexander1980@gmail.com](mailto:marshaalexander1980@gmail.com)
- Ian Ryland: [ianryland@nlschools.ca](mailto:ianryland@nlschools.ca)

## Committee Member Sought for NLTA Group Insurance Committee

The Newfoundland and Labrador Teachers' Association is seeking applications from dedicated teachers who are interested in serving as a Group Insurance Manager on the NLTA Group Insurance Committee.

Beginning in summer 2026, a position will become vacant in the **West Coast region**. Candidates for this opening will be selected exclusively from that area.

### What is the role of a manager?

Our Group Insurance Plan is owned by the Newfoundland and Labrador Teachers' Association and operated by a Board of Teacher Managers, appointed by and answerable to the Provincial Executive of the Association. The Board consists of seven members of the Association, appointed on an annual basis for a maximum seven-year term. Two managers are Provincial Executive members, one is an RTANL member, and the remaining members are selected by regional representation.

Managers are essentially a Board of Directors for the NLTA Group Insurance Plan. Managers have the mandate and fiduciary responsibility for overseeing the operation of all aspects of the Plan, including changes to premiums and/or benefits.

### What is expected of Managers?

Interested applicants do not require previous training but are expected to analyze complex information and engage in constructive debate. Since managers have considerable legal responsibilities, they receive specialized training and orientation to ensure they can fulfill their role on behalf of plan members.

The Committee convenes at least three times annually, typically on Saturdays. In addition, a planning meeting is held over several days in late summer. Managers are expected to review all briefing materials in advance of each meeting.

Serving as a manager is a unique opportunity to support the active and retired members of the teaching community in our province. It is a significant and rewarding responsibility and we welcome your expression of interest, indicating why you would like to serve as a Group Insurance 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, 2026**. Please include your name, email and telephone number in your message.

# Education Week 2026: School Highlights

Education Week 2026 marked a shift in how we celebrate and support schools across the province. Through the Education Week School Participation Funding Program, selected schools received funding create engaging activities for students and staff. Below are just a few examples of the creativity shown by participating schools this year. All schools will have an opportunity to apply for funding for Education Week 2027, taking place April 12-16, 2027.

## École Boréale

Students at École Boréale enjoyed a week of engaging activities, reflecting on the question, "What does school bring to me?", created gratitude cards, and explored learning through educational games.



## French Shore Academy

Students at French Shore Academy enjoyed a busy week of activities, including a French toast breakfast, outdoor fun like sledding and cross-country skiing, a STEAM challenge, a colouring contest, and a talent show. It was a week filled with opportunities to learn from one another and inspire each other to be their best every day.



## École Sainte-Anne

Students at Sainte-Anne enjoyed a variety of activities, including a self-expression painting afternoon where students proudly created and shared their artwork, while staff engaged in conversations about the meaning behind their pieces. The school also hosted a buddy reading session in the learning commons with older and younger students sharing their love of reading.



## Gros Morne Academy

Students and staff at Gros Morne Academy took part in a variety of group activities throughout the week, including reading buddies and educational games, outdoor activities like a boil-up and snow sculptures, as well as STEM challenges. The week wrapped up with a closing ceremony that brought students in Kindergarten to Grade 12 together to celebrate.



**Holy Cross Elementary**

Students and staff at Holy Cross Elementary enjoyed a week of fun activities that brought the school community together. Highlights included an ATV and ice safety presentation, where students learned about safe practices while enjoying the outdoors, and a student-led "Staff Feud" kitchen party. The school also unveiled a collaborative art piece, with every student and staff member contributing to a painting that reflects the inclusive and welcoming spirit of Holy Cross.



**Lakewood Academy**

Lakewood Academy's theme for Education Week was Diversity, Empathy and Unity. Classes were provided with famous empathy and diversity quotes for discussion, and teachers approached this theme in the best way that suited their age groups.



**Immaculate Conception School**

Students of Immaculate Conception School combined Dart Outdoors fun with Olympic sports to Learn! Teach! Inspire! during Education Week. Elementary students participated in the activities first, then taught the Primary Students. Classes also combined to work on Collaborative Art pieces inside and out and ended the day with hot chocolate!



**Long Range Academy**

Students at Long Range Academy enjoyed getting outdoors during Education Week through Dart Outdoors activities, including a walk across the marsh, snowshoeing, and a demonstration on how to safely light a fire in the woods.



**Mary Queen of Peace Elementary**

During Education Week students at Mary Queen of Peace created dragons to display throughout the school and enjoyed some new books on Lunar New Year for the EAL room and library. Staff also enjoyed some treats during Teacher Appreciation Week.



**Mary Simms All-Grade School**

Students and staff enjoyed a week of outdoor activities during Education Week, including skating in St. Anthony, creating snow sculptures, and taking part in a winter trek and snowshoeing. The funding allowed the small school to get active and connect with each other during Education Week!



**Mount Pearl Intermediate**

The Mount Pearl Intermediate Student Leadership group used the extra funds to put together a teacher appreciation café, where student leaders, inspired by their teachers, baked and served sweet treats to staff. Everyone on staff was also given a heartfelt postcard - teachers really appreciated the shout out!



**Perlwin Elementary**

Students had a fantastic Education Week 2026 at Perlwin Elementary. They participated in a wide variety of fun and educational activities that sparked creativity, collaboration, teamwork, and curiosity. Activities included creating sensory bottles, building snow sculptures, contributing to a school time capsule and exploring what they want to be when they grow up.



**Queen of Peace Middle School**

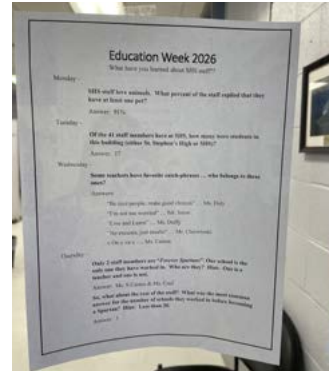
Students and staff at Queen of Peace Middle School had a fun Education Week. They participated in a S'mores Reading challenge, with tasty treats, because you should always read s'more!



**St. Andrew's Elementary**  
 Inspired by the theme "Learn! Teach! Inspire!", students and staff at St. Andrew's Elementary enjoyed many activities, including a "Wonder Wall" where students shared what inspires their learning, a school-wide puzzle activity that brought everyone together to see their role in the bigger picture, and decorating beach rocks to celebrate that "Education Rocks!"



**Stephenville High School**  
 Students and staff at Stephenville High School enjoyed a fun and interactive week of activities, including a school-wide trivia game based on staff survey responses. Each day, students answered questions to test their knowledge, with prizes awarded to both students and staff.



**St. Catherine's Academy**  
 For Education week, St. Catherine's Academy held a family day where parents came to school. Students created a collaborative story as a whole school, completed a book walk scavenger hunt and created a glow show museum of all things you might eat around the table. It was a great week!



**White Hills Academy**  
 Students and staff at White Hills Academy enjoyed a busy and fun-filled week of activities, with something for everyone. Highlights included a school-wide pancake breakfast, minute-to-win-it challenges for Grades 7-12, a K-6 expedition, Dart Outdoors activities, a movie and PJ day, and watching Olympic events together.



Learn! Teach! Inspire!  
 Apprendre! Enseigner! Inspirer!

# Support when you need it

Life brings challenges, big and small. The Employee Assistance Program for Teachers offers supportive help when you need it.

- Counselling and Mental Health
- Work-life Balance
- Parenting and Relationships
- Stress and coping
- Substance Use and Problem Gambling
- Team Wellness Workshops



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2026-27 WALL CALENDAR  
NLTA STUDENT ART CONTEST

# CALL FOR ENTRIES

- 10 student artworks will be selected—one for each school month (September- June)
- Open to all Students across Newfoundland & Labrador (See teacher for grade/month assignment)
- Artwork Requirements
  - Size: 7" x 7.5"
  - Original work only
  - Drawing, painting, mixed media, or digital
  - No copyrighted material
- Send via teacher email. Include: student name, grade, school, teacher  
Format: PDF, JPG, or PNG
- Each selected winner receives a \$100 prize



**FOR FURTHER INFORMATION:  
ARTCONTEST@NLTA.CA**



**SHOWCASE YOUR CREATIVITY**

