



facebook.com/nlta.nl.ca/



nlta.nl.ca

# THE bulletin

TEACHERSCHANGELIVES.CA



twitter.com/NLTeachersAssoc



instagram.com/nlteachersassoc

Vol. 68/No. 3

January/February 2025

## ON THE HORIZON



EDUCATION WEEK  
2025

BIENNIAL GENERAL  
MEETING 2025

MARCH 24-28



Adventure  
in Learning



Apprendre:  
une aventure!



APRIL 22-25

FIGHTING  
FOR  
CHANGE



## Features

- 6 Executive Director's Message"**  
*A Critical Service to the Membership*  
by *Stefanie Tuff*
- 8 Programs and Services**  
*Accommodation: The Basics*  
by *Miriam Sheppard*
- 10 Programs and Services**  
*Navigating the Journey: Insights from the Beginning Teachers' Conference*  
by *Darlene Johnson*
- 12 Programs and Services**  
*Estimating Pension Take Home Pay*  
by *Deana Hatcher*
- 14 Living Well**  
*New Year's Resolutions: Yay or Nay*  
by *Lori Hewitt*
- 16 In The Classroom**  
*New Program in NL Schools to support Reconciliation Education Piloted in Mary's Harbour*  
by *Bonita Rumbolt*
- 18 Memorial University**  
*Renewing Our Profession: Mentoring Pre-Service Teachers for a Stronger Future*  
by *Dr. Pamela Osmond-Johnson*

## Departments

- Up Front with the NLTA President* 3  
*On Location News* 4  
*News and Events* back cover

Happy New Year and welcome back after what we hope was a restful break. 2025 is a significant year for your Association, with the major decision-making forum of the Newfoundland and Labrador Teachers' Association, BGM 2025, taking place April 22-25 at the Sheraton Hotel Newfoundland in St. John's. The theme of Convention is Fighting for Change. Please note important information about BGM will be contained in The Bulletin, as well as in regular communications to members.



In this issue of *The Bulletin*, we continue our year-long focus on Memorial's Faculty of Education with an article from the Dean, as well as highlighting our Beginning Teachers.

Thank you to everyone who has contributed and once again, I encourage anyone who has something they want to share with their colleagues, send us a submission!

Take care,  
Jennifer

# THE bulletin

**Editor**  
Jennifer Tulk  
jtulk@nlta.ca

**Editorial Assistant/Advertising**  
Noah Sheppard  
nsheppard@nlta.ca

**Design • Printing • Distribution**  
John Bishop, Elliott Green

Published five times a year (September - June) by the Newfoundland & Labrador Teachers' Association, 3 Kenmount Road, St. John's, NL, A1B 1W1;  
Tel: 709-726-3223; 1-800-563-3599;  
www.nlta.nl.ca

**Submission Deadlines:**  
*March/April:* March 1

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

ISSN-1189-9662

# JANEWAY DAY IN SCHOOLS

## FEBRUARY 14 2025









# UP FRONT WITH THE NLTA PRESIDENT



*Morale does not come easily, nor naturally. Respect is felt when the employer and policymakers identify public education as an essential service that requires financial investment, is rooted in long-term objectives, and addresses the needs of the people on the ground. This, combined with our own steadfastness and self-advocacy, will lead to improved morale within our ranks.*

Colleagues / Friends,

I hope 2025 has begun with rewards and successes for you within your personal and professional lives.

Just prior to the holiday break, you selected our new leaders for the 2025-2027 term of office. I would like to congratulate President-Elect Dale Lambe and Vice-President-Elect Sean Weir on their election and to thank them for their devotion in assuming these essential leadership roles, wishing them all the best. They will take office on August 1, 2025. Equally, I think it is very important to thank and congratulate our members that stepped forward to offer themselves as candidates in those elections. Your devotion and interest in the affairs of our profession is greatly appreciated and valued.

Our Biennial General Meeting (BGM) is the next step in securing our leadership team. It will be taking place April 22-25 in St. John's. As I have emphasized in my previous submissions, this is the primary decision-making assembly for your Association. Your Provincial Executive will be elected, with ten positions open for election. As the concerns and stressors in our system are many and the history of our organization strong, united representation of your colleagues and the profession must continuously be the number one priority. I encourage you to consider offering yourself for these seats. Our Executive or Association staff are available to answer questions or give context regarding roles and responsibilities. I guarantee you that the process of running and, potentially, a seat on Executive will be one of the most rewarding and satisfying experiences of your professional career.

As a means of keeping you connected, here are some key items for us as we continue our efforts through the current school year:

• **Collective Bargaining Committee** – We are in the process of assembling this committee and will ask for your input on the most valuable items to include within our next round of Collective Bargaining.

For purposes of clarification and differentiation, the Collective Bargaining Committee is a distinct entity from your Negotiating Team (that will be established down the road as we approach formal bargaining). You will be invited to make your submissions to the Collective Bargaining Committee in the near future.

• **Group Insurance (GI) Plan** – As you would be aware, information-sharing sessions have been held with members to outline major considerations for our plan, that our GI Managers will examine moving forward to guarantee its long-term sustainability. As these discussions directly involve the personal health and wellbeing of our members (as well as our retirees), I can fully appreciate the need for accurate and current information. I believe it is essential to re-emphasize the legal and ethical responsibilities (of our GI Managers, as an independent body with fiduciary commitments) to manage the fund, ensuring its protection on your behalf. I sincerely trust that in the coming weeks and months, this group of teachers as a collective (with an expert group of advisors), will utilize all information made available to them to maneuver these challenging decisions while respecting the information submitted and addressing the longevity of the plan.

• **Provincial Election** – Anyone who follows the political scene is well aware that elections on the federal, provincial, and municipal fronts are on the horizon. Education is a provincial jurisdiction, and we will avail of all opportunities to gauge the intentions of each party as it relates to the funding and resourcing of public education, specifically our ongoing challenges with recruitment and retention of teachers, school safety, and class size/composition. I ask that you question candidates in your own districts on their intentions and plans for public education if they were successful in their election bid.

• **Budget 2025 Submission** – We have made a submission to the employer and policy-makers outlining (once again) the needs of our system. We will be present on budget day to assess government's financial plans and provide immediate responses to the document once released. Given that 'Education' received minimal attention within the 2024 budget (such that it was not included within the highlights section of that document) and there are indications that our province is in line to receive a major increase in revenues, it is time for substantial and long-term investment.

I will leave you with a sampling of the positive messaging written by our staff members and shared within our office on Bell Let's Talk Day. I hope it serves to provide you with some small source of inspiration or encouragement if you are currently needing a personal 'pick me up'. I know it brought great value to me.

We **GOT** this – let's look out for each other!

Be The Lighthouse in Someone's Storm. One day you will be so glad for not giving up today!!

I'm here to listen...

Thank you – you know who you are!!! 🙌

If I asked you to name all the things you love, how long would it take to name yourself?

You...are...enough!

Always be yourself. Unless you can be Batman. Then be Batman!

Yours in Solidarity,

Knowing fully that you cannot always see or hear our media presence, a listing (with links) of our media coverage can be viewed on the NLTA website at the following link: [www.nlta.nl.ca/nltapresident-trentlangdon-2/](http://www.nlta.nl.ca/nltapresident-trentlangdon-2/)

PROVINCIAL/NATIONAL/INTERNATIONAL  
**NEWS**

**NEWFOUNDLAND & LABRADOR**

**2023–2024 NLTA Scholarship  
Winners Announced**

Six Newfoundland and Labrador students who completed high school last June have been awarded NLTA scholarships for 2023-24. They are: Lucas Brooks (Indian River High), child of Michael Brooks, Springdale; Amanda Kavanagh (Marystown Central High School), child of Elizabeth Kavanagh, Little Bay; Brooklyn Kitchen (St. Michael's High), child of Angela Kitchen, Bell Island; Beth Mayo (Marystown Central High School), child of Shane Mayo, Creston North; Fiona Park (Holy Trinity High School), child of Murray Park, Torbay; and Emily Pittman (St. Lawrence Academy), child of Lorna Pittman, St. Lawrence. The scholarships are awarded annually to dependents of active, retired, disabled or deceased members of the NLTA and are valued at \$1,500 each. Awards are based on the criteria used by the Department of Education for the selection of provincial scholarship recipients.



Lucas Brooks



Amanda Kavanagh



Brooklyn Kitchen



Fiona Park



Emily Pittman

**ST. JOHN'S**

**Bell Let's Talk Day 2025**

The NLTA recognized Bell Let's Talk Day on January 22. For more mental health and wellness resources or more information on EAP for Teachers, please visit <https://www.nlta.nl.ca/employee-assistance-program/>.



EAP Coordinators Lori Hewitt, Nancy Ivany and Kathy Taylor-Rogers during Bell Let's Talk Day.

**NEWFOUNDLAND & LABRADOR**

**Canadian Parents for French NL  
Name 2024 Award Recipients**

The NLTA would like to congratulate two educators in this province who have been recognized for their commitment to French Education. On December 6, 2024, Canadian Parents for French NL handed out their annual awards. French Immersion teacher at Gander Collegiate, Chris Jackson, was named French Teacher of the year, and NLTA President-Elect and principal of Villanova Junior High, Dale Lambe, was named administrator of the year. Congratulations Chris and Dale!



Chris Jackson (L) and Dale Lambe (R) with their awards from Canadian Parents for French NL.



## ON LOCATION

## GAMBO

## NL Smallwood Academy Teacher Awarded Governor General's History Award

Congratulations to Ms. Jo Anne Broders of Smallwood Academy, who is a recipient of the Governor General's History Award for Excellence in Teaching.

Broders and her Grade 8 class recently conducted a project to uncover and honor the history of a little-known Mi'kmaq cemetery in Gambo. Without headstones or markers, the students set out to determine the names of the thirteen individuals believed to have been buried there. The class created family trees, artwork and poetry, and helped design a plaque with a Mi'kmaq prayer, which the town erected at the cemetery/



PHOTO COURTESY: CANADIAN HISTORY SOCIETY

Broders is a past recipient of the 2023 Premier's Award for Teaching recognizing her work on this initiative with her students.

The Governor General's History Award is now seeking applications for 2025 at [CanadasHistory.ca/TeachingAward](https://CanadasHistory.ca/TeachingAward).

## CONCEPTION BAY SOUTH

## Villanova Junior High Student Wins NLTA Winter Art Contest

Andrew Peddle, a Grade 8 student at Villanova Junior High, was named the winner of the NLTA Winter Art Contest. Their outstanding artwork earned the top spot and was celebrated during a ceremony held at the school. The award was presented to Andrew by Principal Dale Lambe, Homeroom teacher Todd Fry, and School Representative Susan Boone. Looking ahead, the NLTA is now preparing for the Spring Art Contest, open to students in Kindergarten through Grade 4. The winning piece will be featured on the cover of the May/June issue of *The Bulletin*. Andrew's achievement serves as an inspiration for young artists throughout the province, highlighting the importance of creative expression in education.



# No student should go to school hungry

That's why we've partnered with Breakfast Club of Canada since 2018.



Scan this code to learn more or visit us at:  
[belairdirect.com/breakfastclubcanada](https://belairdirect.com/breakfastclubcanada)

**belairdirect.**



© 2024, Belair Insurance Company Inc. All rights reserved.



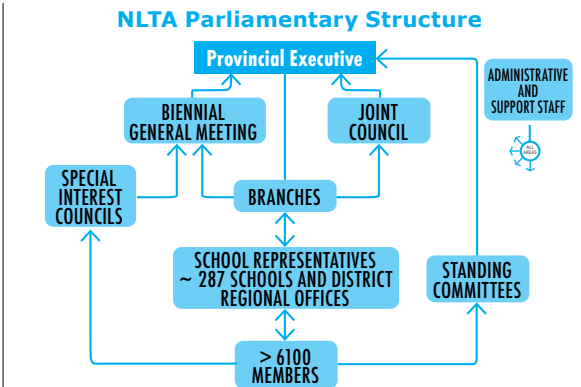
## *NLTA Governance –* A Critical Service to the Membership

by Stefanie Tuff

2024 came to a close with members of the NLTA having just elected their incoming President and Vice-President for the 2025-27 term of office, which will commence on August 1. There were four candidates for each position, a “high point” in the level of competition for these key roles during one election cycle in my experience of more than twenty-three years as part of the NLTA staff team, in various positions over the years. I say this not only with respect to the number of individuals who put their names forward, but also because of what it says about the willingness of Association members to seek out and take on the roles and responsibilities that come with elected governance positions.

It has been my privilege to work on behalf of the teachers, school administrators, specialists and TLAs of Newfoundland and Labrador for as long as I have. One of the lessons I have learned along the way is that strong, committed governance leaders matter. I am not referring just to the President and Vice-President, but also to the Provincial Executive members, local NLTA Branch presidents and executives, Special Interest Council (SIC) leaders, school representatives, and all the members in the field who step up to sit on NLTA committees and/or serve as delegates to the Biennial General Meeting (BGM). With the exception of the President, they are all volunteers who take on these roles, in addition to their professional and personal responsibilities, with limited or no associated leave time. We all know that teaching and learning conditions continue to be challenging – teachers have many demands on their time and energy, which only highlights the significant contribution they make in choosing/offering to give their time and talents to support the democratic governance structures of their Association, which are illustrated in the following diagram:

As the diagram shows, the NLTA BGM sits very close to the top of this structure. Given where we are within the two-year term of Provincial Executive, with the 2025 Biennial General Meeting (BGM) just a few



months away, this is a good time to devote a few words to this significant governance event.

BGM is made up of approximately 150 voting delegates and alternates selected by 47 Branches and 17 SICs who, along with Provincial Executive, are responsible for making decisions on proposed changes to NLTA By-laws, resolutions brought to the floor of BGM, amendments to Association Policy, and approval of the budget. Delegates to BGM will elect the Provincial Executive Council for the next two-year term (2025-27) and honour the recipients of a number of NLTA awards. The BGM agenda also incorporates some time to socialize and network with colleagues, including information booths, sessions on pensions and Group Insurance benefits, an address from the President of the Canadian Teachers’ Federation, and a keynote speaker. This year, in keeping with the theme for BGM 2025 – Fighting for Change – we are excited to have Annie Kidder address the assembly. Annie is a recognized and outspoken advocate for public education and the Executive Director of People for Education, an Ontario-based Canadian NGO that works to support and strengthen public education through research, dialogue, policy analysis and public engagement.

There are many reasons and ways for members to become involved in their Association and contribute

to effective governance. I encourage members to consider BGM in this regard – attend a Branch or SIC meeting to discuss resolutions, put your name forward as a delegate or alternate, consider running for Provincial Executive, or if you are in St. John's from April 22-25, drop by the Sheraton Hotel to sit in on any of the open sessions.

My time working in partnership with and supporting the efforts of elected leaders has taught me that it is not an easy thing to do, to put yourself “out there” to be chosen, or not, by your peers and colleagues. Even if nobody else wanted the job, the folks who step up, mostly as volunteers, take on responsibilities and accountability and, at times, criticism and scrutiny. In this age of social media, instantaneous/constant access to information, and the barrage of opinions from armchair experts on any/all topics, declining civility is impacting the lived reality of those who put themselves forward for “public service” roles. While I am not comparing NLTA governance to leading a country, a recent statement issued by MP Elizabeth May, leader of the Green Party, regarding Prime Minister Trudeau's decision to resign, struck me as timely. She acknowledged her disagreements and, at times, anger with Justin Trudeau and the federal Liberals, but also thanked him for his service, noting that the unavoidable partisan and political context should not,

*... distract from the basic human things that should be said.*

*... To say public service is a sacrifice is to state the obvious. For that, and especially at a time when basic civility has eroded to where he could be attacked verbally and rudely in front of his youngest on a Christmas holiday, underscores how hard that public service has become.*

Thank you to all NLTA members who voluntarily contribute to and support Association governance. To use a nautical analogy, while staff are responsible for reading the map and navigation, it is NLTA governance leaders who, in making decisions on policy and providing direction through priorities, determine the ship's destination and mission.

Stefanie Tuff is Executive Director of the NLTA.



The Canadian Home and School Federation La Fédération Canadienne des Associations Foyer-École

**Teacher and Staff Appreciation Week**

Thank you for lighting the way.

February 9th - 15th 2025

Come Celebrate With Us

Venez célébrer avec nous

Learn More: [www.canadianhomeandschoolfederation.ca](http://www.canadianhomeandschoolfederation.ca)

## Teacher/Staff Appreciation Week February 9-15, 2025 SOCIAL MEDIA CONTEST

The NLTA wants to help celebrate and highlight the contributions of our members during the NL Federation of School Councils' Teacher/Staff Appreciation Week. All week on X (formerly Twitter) and Instagram, from February 9-15, we encourage all school community members to show their appreciation for the teachers and administrators in their schools by telling us how they are making a difference for and having a positive impact on their students and colleagues.

Remember to use **#NLTeachersRock**, make sure to tag **@NLTeachersAssoc** and include the **name your school** for it to be entered for a chance to win one of four prizes of \$500 to help celebrate and recognize their awesome staff!

A random draw will take place among all schools that post and tag the NLTA. PRIZES will be drawn Monday, February 17 and winners will be announced the Association's social media.







# Accommodation: The Basics

by Miriam Sheppard

**D**o you have a disability or family requirements that interfere with your ability to work? The Human Rights Act and the Collective Agreement require employers to accommodate the human rights related needs of employees to the point of undue hardship. But what does this mean? What is involved in seeking accommodation?

The duty to accommodate requires employers to make modifications or provide the accommodation (supports, equipment, etc.) necessary (short of undue hardship) to allow an employee to fully and equally participate in the workplace. Accommodation requires “an individualized investigation of accommodation measures and an assessment of an employee’s needs.” [Central Okanagan School District No. 23 v. Renaud, 1992 CanLII 81 (SCC)] Every accommodation may look a little different, as accommodations should be tailored to the specific needs of the person seeking the accommodation. Some examples of accommodations in the teaching context might include:

- Jane has a knee injury and needs an adjustment to her supervision schedule so that she does not have to do outdoor supervision until she has recovered;
- Due to a medical condition, Marissa can no longer project her voice, and requires an amplification system to teach;
- Jo’s child has a serious illness requiring medical care in a different area of the province, and they need to take a period of unpaid leave, or be transferred to a school closer to medical services in order to access the necessary care for their child;
- Michael’s wife works offshore for weeks at a time and adequate childcare services are not available in the area of the province where he lives and works; he therefore needs to reduce his hours to part time for a year, until his child is a bit older, in order to meet his legal parental duties; or
- Mark has a chronic medical condition and can no longer live or work in an isolated area because necessary medical care is not accessible in that area; he needs a transfer to a different position in a location within a certain commuting distance of the medical services he needs.

However, employers do not have to grant every request for accommodation. Sometimes employees cannot be accommodated, as to do so would cause the employer “undue hardship”. Undue hardship is a very high threshold as it requires the employer to prove excessive disruption of or interference with its business or operations, or undue expense. What circumstances would amount to undue hardship will vary depending on the details of each situation. Each case must be assessed and decided on its own facts, but meeting the “undue hardship” test may include a consideration of several factors, including:

- Financial cost;
- Safety;
- Size of the organization;
- Collective Agreement provisions;
- Interchangeability of work force and facilities;
- Morale of other employees.

The onus is on the employer to demonstrate that it has made reasonable attempts to accommodate an employee to the point of undue hardship. Employees also have a duty to cooperate in the accommodation process, which includes considering and implementing reasonable proposals advanced by the employer.

Teachers seeking accommodation **MUST** provide appropriate documentation to support the request. With respect to medical accommodation, for example, teachers would need to provide medical documentation to establish:

- that they have a medical condition that impacts on their ability to do their job (details of the diagnosis are not required);
- what functional limitations or restrictions on their abilities they have because of their medical condition and the likely duration of same (i.e. are the condition and/or limitations temporary, or are they likely to be permanent); and
- that, in their physician’s opinion, working without the recommended accommodations would most likely lead to a worsening of their condition and a probable need to access sick leave.

Sometimes physicians may also comment on what adjustments/accommodations are medically required to enable the teacher to meet the demands of their job



without exacerbating their condition or causing their symptoms to worsen. Depending on the case, other types of medical documentation may be required.

Documentation will also be required to establish necessity of accommodation in other types of cases. For example, a teacher seeking family status accommodation based on a family member's medical conditions must provide documentation relating to that individual's condition to support the claim for accommodation. A teacher seeking accommodation based on an inability to find childcare may have to provide proof of efforts made to date. Other reasonable documentation may be required in requests for family status accommodation in other types of situations. In general, the question to consider in a request for accommodation based on family status is: will the employee be unable to meet their legal obligations to care for a family member if an accommodation is not made?

The employer is only obligated to accommodate properly documented employee needs, not preferences or conveniences. Supporting documentation must establish what is necessary or required, not what is preferable or most convenient.

Requests for accommodation can be complex and are fact specific to individual cases. Teachers are also reminded that, while requests for accommodation can be made at any time, requests for accommodation that involve transfer for the 2025-26 school year should be made to the Employer well in advance of the redundancy/reassignment season, if possible. As redundancies are being done slightly earlier in the school year than has been the case in the past, teachers considering such a request should contact the NLTA as soon as possible, specifically an Administrative Officer in the Association's Programs and Services Division.

Further information on human rights and the accommodation process can be found at the Newfoundland and Labrador Human Rights Commission website at: <https://thinkhumanrights.ca/know-your-rights/duty-to-accommodate/>

*Miriam Sheppard is an Administrative Officer in Programs and Services with the NLTA.*

**CORRECTION NOTICE**

In a feature on page 19 of the November/December 2024 *Bulletin* titled "How Inuit Educators in Nunatsiavut are Cultivating Teacher Leadership Through Learning and Challenging Educational Norms", one of the authors was listed as "Shannon, D." This should have instead read "Dicker, S." We apologize for this error.



On **April 2**, World Autism Day, NL Schools are invited to get **Active for Autism!**

Walk, run, wheel, jump, get active in the way that works best for you!

**Active for Autism** raises awareness and funds for recreational programs which include neuro-affirming family events, physical movement-based programs for all ages, and community-based partnerships. These engagements provide our community with a safe, inclusive space to learn, grow, and connect.

The Autism Society Newfoundland & Labrador (ASNL) celebrates neurodiversity each and every day, and globally April is designated as Autism Acceptance Month.

Additional information including teacher resources, proclamation signings, and community events will be forthcoming on ASNL's website and social media platforms.

Contact [cmoakler@asnl.ca](mailto:cmoakler@asnl.ca) if you have specific questions.

## RETIREMENT IN YOUR FUTURE?



Consider becoming a member of the RTANL!

### OUR DIVISIONS:

Avalon East

Burin

Coast of Bays

Tri-Bay

Bonavista

Central

Con-Tri

Western



### SIGN UP HERE:

[HTTPS://WWW.NLTA.NL.CA/RTANL-MEMBERSHIP-FORM/](https://www.nlta.nl.ca/rtanl-membership-form/)



# Navigating the Journey: Insights from the Beginning Teachers' Conference

by Darlene Johnson

The first few months of every school year are always an exceptionally busy and exciting time for teachers and those who support them. But for new teachers, this is especially so. With that in mind, and with the first few months of school behind us, the NLTA, in partnership with the Department of Education, hosted Beginning Teachers' Conferences in Labrador and the Metro region in late November and mid-January. These conferences brought together new educators from diverse schools and backgrounds, providing an opportunity to share experiences, learn essential strategies, and foster a sense of community. Through sessions focused on practical strategies and professional well-being, the conferences offered valuable support to new teachers navigating the challenges of their early years in the profession.



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

The concept of the five phases of a new teacher's journey was developed by Ellen Moir, a leader in educational research and teacher induction programs. Moir suggests that new teachers often experience a series of common emotional and professional phases during their first year. Those phases include anticipation, survival, disillusionment, rejuvenation, and reflection. Moir describes anticipation as a phase of excitement and high expectations. For some, it can begin

immediately upon graduation from training programs. For others, it starts when the good news comes about that first teaching contract. The next stage is a challenging one. The survival phase is the stage where the sheer demands of teaching can feel quite overwhelming for some. However, for teachers entering this stage, it can be so helpful and reassuring to know that this stage is not unusual or unique to them. In fact, it is quite common, even for more experienced teachers. As educators move into the period from November to January, some may experience what's called a disillusionment phase where they may feel discouraged and question their effectiveness. This too is completely normal. The work of teachers is extremely rewarding, but it is also challenging, especially earlier in our careers. Our hope at the NLTA is that the Beginning Teachers' Conference can help new teachers to understand these stages and their experiences with them. That realization, we hope, can play a pivotal role in guiding teachers toward what Moir calls the rejuvenation phase. While the timing of the stages varies for individual teachers, this stage often begins toward the end of January or February and is generally characterised by a slow rise in teacher confidence and coping skills. It's when that light at the end of the tunnel comes into view. By the end of that first year, thankfully, most teachers will enter the reflection phase which provides an excellent opportunity to evaluate their growth and prepare for future challenges.

At The Beginning Teachers' Conference, we openly acknowledged these realities and provided sessions designed to empower our new teachers and provide them with actionable strategies to thrive at every stage.

## Conference Highlights

### Opening Session: Journey Toward Resiliency

The goal of our opening session, "Journey Toward

Resiliency," was to offer inspiration and practical advice for finding balance amid the challenges of this work. Acknowledging the phases of teaching was a key part of this session, and we were pleased to hear many participants reflect on how this session encouraged them to prioritize self-care and helped them to recognize the importance of working on their own resiliency, not as a linear path but as a journey of learning and growth. For one of the teachers in attendance, this session helped them to realize "how important it is to take care of myself to show up for my students." Another attendee noted that it helped them "feel comfortable where I am as an educator" and helped them to realize "that resiliency is a journey that looks different each day."

### **Building Inclusive Classrooms**

Sessions on diversity and Indigenous education also resonated strongly with attendees. Our attendees were appreciative of the resources that were shared, including the Indigenous Education Framework, and they felt encouraged to reach out for further support: "I'm comforted to know I can reach out for support or ideas to better serve my students."

The session on "Diversity in Teaching and Learning" explored the multifaceted nature of diversity, from cultural backgrounds to socio-economic status and gender identities. Teachers highlighted the powerful "invisible backpack" analogy the presenter shared, which they said really helped them reflect on the challenges their students bring into the classroom and how they as educators can provide meaningful support. The impact was clear as one attendee noted that it "helped me see bias I hadn't even realized I carried and provided strategies to create a more inclusive classroom."

### **Creating the Conditions for Learning and Co-Regulation**

Not surprisingly, classroom challenges were a common theme among attendees, and many cited these sessions as informative and impactful. The session on co-regulation offered strategies for helping manage emotions, a critical skill for both students and teachers. One of our grade three attendees shared that the presenter's "techniques were actionable and immediately useful in my classroom," and another added that "the resources and examples provided were incredibly helpful for teaching self-regulation skills to older students."

### **Communication and Collaboration**

Effective communication is a cornerstone of good teaching practice, so one of our presentations sought to assist teachers with aspects of communication that can sometimes be difficult for new teachers.

This session was presented through a series of case studies which explored real-life scenarios such as addressing parental concerns and maintaining professional boundaries online. "The case studies provided a safe space to discuss challenges and hear practical solutions from colleagues," remarked one participant, and another shared, "I feel more prepared to navigate challenging conversations with parents after this session."



### **Practical Tools: Pension and Insurance**

Understanding benefits like pensions and insurance can also be daunting for new teachers. Teachers appreciated the clear breakdown of options and the opportunity to ask specific questions in small group settings. One participant noted, "This session relieved a lot of stress and helped me feel more in control of my financial future." Another remarked that presenters "answered so many questions I had about pensions and benefits, which I'd been stressing over since the start of the year."

### **Looking Ahead**

With recruitment and retention challenges existing across the country, including in Newfoundland and Labrador, supporting new teachers in their early years is more important than ever. All stakeholders have a role to play in providing this support which we know can help reduce burnout and turnover while empowering our new educators to build the kind of fulfilling and rewarding careers we know are possible. The Beginning Teachers' Conference is one way we hope to do that. As one attendee shared, "The conference reminded me that I have a support system to lean on, and that makes all the difference." That is the goal of the Beginning Teachers' Conference – to ensure new teachers realize that there are supports available to assist them.

It is our hope that the Beginning Teachers' Conference demonstrates the power of connection, mentorship, and practical professional learning. We encourage our school Administrators, experienced teachers, DOE colleagues and the staff and members of the NLTA to join this support community by surrounding our new teachers with the support and encouragement they need. Doing so helps the entire school system to grow and thrive.

*Darlene Johnson is an Administrative Officer in Programs and Services with the NLTA, [djohnson@nlta.ca](mailto:djohnson@nlta.ca)*



## Estimating Pension Take Home Pay

by Deana Hatcher

Once read a quote on Facebook that said, “Appreciate your blunt friend, they are often the realist.” While recently helping one of my dearest friends with her pension estimate, this quote came immediately to mind. After I explained the amount, she was quick to tell me “What most people want to know is what the bi-monthly pension pay will be – take home.” Emphasis on take home. Fair point.

The challenge is that neither the Teachers’ Pension Plan Corporation nor the NLTA are tax advisors who can provide that kind of individualized advice. However, when trying to estimate your pension take home pay, the following may be helpful as a starting point for discussion with your financial or tax advisor.

It is important to remember that your pension is paid twice monthly, so there will be 24 payments per year. By comparison, your regular salary is paid every 2 weeks, for a total of 26 payments per year. When you retire, you will no longer have certain deductions taken from your pension, including CPP, EI, TPP pension premiums, NLTA dues as well as some group insurance coverages. Basic Critical Illness and LTD will automatically end, for example, if you have those coverages (Voluntary Critical Illness coverage is still available).

Canada Revenue Agency (CRA) has an online tool which you can use to estimate the amount of taxes that will be deducted from your semi-monthly pension payment using current year tax rates. Yes, unfortunately, you will still pay taxes, but they will be based on your pension income amount rather than your salary amount, so not necessarily the amount that you pay while working. Google “CRA TOD” or visit <https://www.canada.ca/en/revenue-agency/services/e-services/digital-services-businesses/payroll-deductions-online-calculator.html> to access the calculator.

Let’s take an example of someone whose pension is \$56,000 annually. When you divide that by 24 you get a semi-monthly gross amount of \$2,333 (56,000/24). When you access the CRA calculator, you will need to select “pension” when prompted for the type of calcula-

tion and click “next.” Then fill in the information on the next page and remember for Pay period frequency you would select “semi-monthly” and click “next.” When asked to provide your gross income per pay period be sure to take your annual pension and divide it by 24 (\$2,333 in the example above). Once you have entered your information and completed all the necessary steps, it will estimate your taxes (based on the tax rates in the year selected) and give you an estimated net (take home) pay amount.

Your group insurance deductions still must come off that estimated net pay amount. While premiums may change slightly, you can use a current pay stub to estimate your group insurance deductions by adding up most of your group insurance employee deductions (not all your deductions, just the insurance ones). As a reminder, Basic Critical Illness and LTD cease once you retire so they should not be included in this total. You can then subtract your total group insurance deduction estimate from the net amount provided by the CRA tool.

The approach above is intended as general advice only and should not be relied upon when making a final determination of your readiness to retire. Your financial advisor is best suited to provide you with such advice as they can make an individualized assessment considering any other sources of income or investments you may have, which may be important considerations for your retirement planning.

Deana Hatcher is an Administrative Officer in Programs and Services with the NLTA.



# EDUCATION WEEK 2025 March 24-28



Adventure in Learning/  
Apprendre: une aventure!



## SOCIAL MEDIA CONTEST

SHARE YOUR EDUCATION WEEK  
ACTIVITIES FOR YOUR

**CHANCE TO WIN!**

ENTER TO  
WIN!

### CONTEST DETAILS:

- During Education Week 2025, March 24-28, schools/teachers are invited to post their Education Week activities on X (formerly Twitter) or Instagram tagging @nlteachersassoc (#AdventureInLearningNL, #NLEduWeek2025)
- Each school/teacher Education Week 2025 activity posted with an NLTA tag will be eligible for a chance to win one of several NLTA Education Week prizes. *Make sure to tag NLTA!*

### PRIZES:

- Four \$250 cash prizes will be awarded to schools. A random draw will take place among all the schools that post online.
- Ten \$100 VISA gift cards will be awarded to a classroom. A random draw will take place among all the classrooms that post online.

Prizes will be drawn on **Monday, March 31, 2025** and winners' names will be announced on social media.

***The more posts you share, the better your chances to WIN!***

**NOTE:** All posts should adhere to privacy and permission guidelines.

Contest closes at 3:00 pm,  
Friday, March 28, 2025.

### DART OUTDOORS

#### WHAT'S THE CRITERIA TO PARTICIPATE?

- Any class, Grades K-12, is eligible to register for an event during March 24 – 28

**NOTE:** Milk Order Deadline is February 28;  
Registration Deadline is March 7.

#### PRIZES AVAILABLE

- **SCHOOL PRIZE BUNDLE #1** - Indoor/Outdoor Gagaball pit, up to six basketballs and up to six soccer balls.
- **SCHOOL PRIZE BUNDLE #2** - \$750 credit with Gopher Sport.

Prize draw and milk order forms can be found at [nlta.nl.ca](http://nlta.nl.ca)



# New Year's Resolutions: Yay or Nay

by Lori Hewitt

**H**appy New Year to you all! Like 90% of the population, you may have developed a list of New Year's Resolutions. We'll eat better, sleep better, exercise more, be happier! Our intentions are good, but our actions sometimes tell a different story. Many of us often fail in our attempt to stick to our lofty and vague, though well-meaning, goals. According to the University of Scranton, only 19% of people maintain their New Year's resolutions and 80% of all resolutions are dropped by February (which, by the way, is the best month to purchase second-hand exercise equipment!)

It's not our fault. It is often our approach that is not serving us, not our commitment. We fall into the trap of setting too broad goals. The goal of "being happier" for example, is too wide open. The goal to eat better is too vague. We say we are only going to eat healthy in 2025, but that's way too extreme. One slice of chocolate cake and you've failed the whole year! By setting open-ended goals we set ourselves up for failure, sabotage our efforts, and perpetuate negative beliefs.

I fall into this trap every January. It is very tempting at the end of one year to look at the next as a clean slate, a time to make long lists to improve our lives. The turning of a new calendar (yes, some of us still love these hard copy gems posted on our walls!) carries with it the symbolism of fresh starts and new beginnings. We think the promise of newness allows us to let go of past hurts, habits, relationships, and behaviours to embrace the possibility of something new and better. We may not be able to change the past, but the future can be full of potential, hope, and improvement!

Don't get me wrong, resolutions themselves aren't the problem. It's the lack of a plan. Swapping out vague resolutions for well-thought-out, actionable goals improves our chances of success. Identify goals that are manageable and measurable and give yourself permission to adjust course if needed. Perhaps we

ditch the New Year's resolutions trap and adopt instead a focus on daily resolve. We still set goals, but instead of grandiose and unattainable statements, we identify small, meaningful actions we commit to every day.

So how do we interrupt the yearly cycle of "set resolutions, break resolutions, feel bad, commit to trying again eleven months later?" It begins by understanding the barriers to goal setting in the context of our own personal intentions. Before you even begin setting your intentions, ask yourself the following questions: WHY do you want to change? What's your motivation, and why is it so important to change NOW (as opposed to February 9, or March 14 for example)? Understanding your WHY provides a powerful internal compass, helping to keep you on track.

Once you have a better understanding of your "why", it is helpful to understand some of the possible barriers and how best to mitigate them.

**1. We set unrealistic goals:** In that rush of enthusiasm and motivation that comes alongside New Year's celebrations, we often shoot for the stars. However, setting goals that are too ambitious or vague can often feel overwhelming (especially after a few weeks), which can make us feel discouraged in time. Unrealistic goals can also lead to anxiety, depression, and issues with self image, so take care of your mental health. Remember, a little movement is better than none.

*"Nobody made a greater mistake than he who did nothing because he could only do a little"*

~Edmund Burke

**2. Insufficient tracking:** it's hard to stay motivated when you don't see progress. Track your progress, both big and small. Use a calendar, journal, or app to monitor your progress and celebrate your efforts.

**3. External factors:** Be prepared for these. Life throws us curveballs – there's no way around it. Unexpected events can derail the best laid plans. It

is essential to be gentle and kind to ourselves – the goal is progress, not perfection. Embrace flexibility and practice self compassion.

#### 4. Perfectionism Paralysis (Practice Positivity):

Aiming for the gold medal every time can be daunting, and sometimes harmful. It can trick you into all-or-none thinking patterns and immobilize change. The need to be perfect to feel good enough can create black or white thinking. For example, I ate that one cupcake so the whole week is a write off, but I'll start again next Monday. We may say this on a weekly basis, constantly making excuses, and getting no where with our goal. Before we know it, 2026 is around the corner and we are still eating all the cupcakes!

**5. Try this instead:** remember that small steps move us forward; consistency and perseverance, not perfection, is the key. And give yourself permission to go slowly or remain still for a time. You can still progress, even if it doesn't feel that way. The way we talk to ourselves can foster a positive and realistic outlook and can contribute to a healthier approach to our mental health and success in meeting in our goals.

#### 6. Underestimating the resistance:

Change is hard! We are creatures of habit, and our brains prefer the familiar, even if it's not ideal. Acknowledge there will be resistance and implement strategies to help overcome it. Lean on others for support and encouragement.

#### 7. Not acknowledging the impact of stress:

You may aim to give up some bad habits as a resolution, but have you addressed the stressors that may have led to the development of these bad habits? Stress can affect our ability to make new decisions and shifting focus to address the underlying stress can help us make positive and healthy changes.

No matter if you make large resolutions or daily intentions, remember to show yourself some grace and patience, especially during the times when you may struggle as you work towards your goals. Please take time over this new year to engage in something meaningful to you and be kind to yourself in the process.

If you feel you could use additional support in any area of your personal wellness, please feel free to reach out to your Employee Assistance Program (EAP). We're always here to help.

*Lori Hewitt is a Coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Lori Hewitt (ext. 242), lhewitt@eapnlteachers.ca or Nancy Ivany (ext. 269), nivany@eapnlteachers.ca.*

#### References

Everett, A. (2023, December 12). New Year's Resolutions: Building Good Mental Health. SAMHSA. <https://www.samhsa.gov/blog/new-years-resolution-building-good-mental-health-habits>.

Shift. (n.d.). The New Year's Resolution "Trap". Shift. <https://shiftgrit.com/new-years-resolution-trap/>.

Up Your Tele Sales. (2024, December 26). The New Year's Resolutions TRAP. Up Your Tele Sales. <https://upyourtelesales.com/2024/12/26/the-new-years-resolution-trap/>.

Reclaimai. (2024, December 11). Avoiding the Quitter's Day Trap and Crushing New Year's Resolution for 2025. Reclaimai. <https://reclaim.ai/blog/quitters-day>.

Strohm, K. (2023, January 2). New Year's Resolutions Are a Trap – Break Free Before it's too Late: Don't Let This Happen to You. Medium. <https://medium.com/illumination/new-years-resolutions-are-a-trap-break-free-before-it-s-too-late-ae590be763b6>.



#### For more information:

Contact one of our EAP Coordinators:

**Lori Hewitt**

709-733-3242

ext. 242

lhewitt@eapnlteachers.ca

**Nancy Ivany**

709-733-3265

ext. 269

nivany@eapnlteachers.ca

1 – 800 – 563 – 3599 (in-province)

mail@eapnlteachers.ca



# New Program in NL Schools to support Reconciliation Education Piloted in Mary's Harbour

by Bonita Rumbolt



The excitement in my grade 1-6 class was going through the roof on that sunny yet chilly January day when my students opened their first letters from their friends in Toronto. With the help of one of my grade 5 students, I opened the box in which the letters arrived, and by then, all of my students wanted to help me distribute the neatly addressed envelopes decorated with drawings and stickers. Nobody has ever received a letter like these before. We had some pictures of the school in Toronto projected on our screen because we have been preparing for this moment. The teacher of the Toronto class and I exchanged some facts, stories and pictures through a google slide we shared. In turn we shared this information with the children, so they knew a little about the community, the school and the REACH letter writing program already. They even drew pictures with colour crayons of themselves and their friends they didn't yet know. They depicted them playing hide and seek and often added speech bubbles, like "I hope we meet!" However, this was no longer in their imagination, it was really happening!



We read the letters aloud. Each was addressed to "Dear Friend". We made note of the details: drawings of icebergs and snowmen. The children in Toronto had so many questions about our small community and their new friends. This day marked the beginning of friendships between our students at St. Mary's and those at Brown Junior Public School in Toronto.

To date, my students have written seven letters to their friends during 2024. That is an exchange of over 200 letters! The children continued their correspondence through the summer months. It was their choice. I distributed letter writing kits provided by The REACH Association with colourful letter paper, envelopes, stick-

ers and stamps. Parents were happy to help their kids and they mailed the letters at the local post office.

We learnt about the many cultures and traditions of our friends in Toronto and we shared our own NunatuKavut heritage with them through stories and books. We sent them recipes, photographs of hunting and ice fishing, and glimpses of our beautiful landscape. We even mailed small orange shirt pins and 3D-printed komatiks. In return, we received friendship bracelets, Ontario Trillium flower pins, and maple candies, along with letters that evolved from simple notes into quite complex letters.

## The Program

This initiative is coordinated by The REACH Association, a registered charity that stands for Reconciliation Education in Action for Cultural Harmony. The REACH letter writing program connects children from primarily Indigenous communities with those from non-Indigenous communities across Canada through the art of traditional letter writing. However, this program is much more than just a letter exchange.

Children explore their traditions and identities, their connections to the land we all share and they write to their friends about it all in their letters. The empathy, care, and respect that blossom between children from remote communities and those in large, multicultural settings is nothing short of remarkable. The REACH program is directly aligned with TRC Call to Action 63 through its mandate to "Building student capacity for intercultural understanding, empathy, and mutual respect".

The program is also aligned with *The Principles of The Indigenous Education Framework for Newfoundland and Labrador*.

Students gain knowledge and develop the values, as well as the critical thinking, communication,







tion, analytical, and inquiry skills, that will enable them to better understand past and present realities of Indigenous peoples.

In addition to letter writing, the children also participated in various activities that are typically led by elders, knowledge keepers, or Indigenous artists. We were fortunate to have Elder Margaret visit St. Mary's in May 2024. She taught the children from Mary's Harbour and Toronto how to bake traditional raisin buns by sharing the recipe that had been passed down through generations. While the children were mixing the dough they were listening to captivating stories from Elder Margaret's past. Then they baked the buns in the school kitchen and enjoyed them together, virtually. These shared experiences truly unite our young ones.

**The Program in Action and Timeline**

The program starts in January or February and runs till the end of the school year with the possibility of continuation over the summer break and into the following school year.

Two to four classes are dedicated to this program each month and activities are based on curriculum that teachers cover. All activities are coordinated by The REACH Association and they also supply schools with letter writing kits and books as needed and agreed upon.

**January - February** - Conversations take place in class and at home about Family Traditions, Heritage, Our Stories & Identity and children write their first letters. The first letter is written to "Dear friend". Pairing students happens after the first letter.

**March - April** - The Environment -Connections & Stewardship - Discussions take place about our connection to the land and what our communities can do to take action? Children read first letters and write their second letters

**May - June** - Children Meet elders or artists and learn together in a joint virtual meeting between partnering schools. There is a culminating activity and children as well as teachers fill out a simple survey to help monitor program effectiveness. Children may also prepare to write letters during the summer months. Children read second letters and write their third letters. Topic: Summer plans, keeping in touch.

**Program Impact for students involved**

I have experienced the impact of this program during the last year first hand. All students involved in the program were enthusiastic

about writing and receiving letters and they participated in discussions about cultures different from their own with much interest and curiosity. The children expressed care, kindness and empathy in their letters to their friends.

**Impact of The REACH Program for Teachers and the Community at large**

The connections formed in this program extend beyond the children involved. Parents expressed their gratitude for the program and their own learning. I treasure the engaging conversations and ideas exchanged between the dedicated teacher from Toronto, who shared my passion for this initiative and myself. We explored ways to better integrate cultural sharing into our curriculum.

I also fondly recall the conversation that was prompted by the photo of us mailing our first letters. Children in Toronto asked why the mailbox was so high, and we decided to write a letter to Canada Post asking them to lower the mailbox so that children may easily drop off their letters. We are still waiting for action but the real learning here was the process of taking action through children's voices across the provinces.

**For The National Day of Truth and Reconciliation our friends in Toronto wrote us this letter:**

I can highly recommend this program to my fellow teachers. It not only enriches the lives of students but also fosters a deeper understanding and appreciation for one another within our communities, laying the groundwork for a more inclusive and harmonious future and ReconciliACTION.

To find out more about The REACH Association you can visit their website at: <https://www.thereachassociation.org/>



*Bonita Rumbolt, a devoted full-time teaching vice-principal at St. Mary's All Grade in Mary's Harbour, Labrador, is dedicated to integrating indigenous perspectives into her classroom and school community. With a Master's degree in Educational Leadership, Bonita is deeply committed to fostering inclusive learning environments that promote reconciliation and cultural harmony. Bonita has over 30 years of experience as a literacy practitioner, and she is passionate about inspiring lifelong learning and empowerment. As a Director with the NL 50+ Federation, she initiates multigenerational learning opportunities, bridging generations through traditional crafting, music, and storytelling.*





# Renewing Our Profession: Mentoring Pre-Service Teachers for a Stronger Future

by Dr. Pamela Osmond-Johnson

Dean, Faculty of Education, Memorial University of Newfoundland

Education has long been described as the profession that builds all other professions. Indeed, it would be difficult to identify an area of our world that is not impacted by the work of teachers. Within this context, it is essential that the education sector in Newfoundland and Labrador reaffirm its investment in the ongoing development of the next generation of educators to ensure the sustainability of our vital profession.

One of the most powerful ways to invest in the future of the teaching profession is through the mentoring of pre-service teachers (or interns) during internship. Designed to support interns in connecting theoretical coursework to the complex and nuanced realities of the classroom, this critical phase of professional preparation would not be possible without the guidance and encouragement of mentor teachers who open their classrooms and share their expertise. Given its importance in teacher preparation, how then might we work better together to build a stronger future for the teaching profession through the mentoring of pre-service teachers?

## **Mentorship: Opportunities and Challenges**

Mentorship is sometimes associated with supervision, a term many in the K-12 sector are familiar with. But mentorship is much more than supervision, which implies a one-way transfer of knowledge. Mentorship is reciprocal. It is a partnership that builds confidence and competence in the mentee while reaffirming and enhancing the skills of the mentor. For pre-service teachers, having the guidance of an experienced teacher is invaluable as they attempt to navigate a new world of lesson planning, classroom management, differentiated instruction, assessment, and more. Perhaps most importantly, mentors also model the professional attitudes and ethical standards that define teaching as a profession.

For mentors, the experience can be equally enriching. Sharing their expertise and insights

often prompts self-reflection, leading to renewed enthusiasm and a deeper understanding of their own practice. Many experienced teachers describe how working with interns has reinvigorated their passion for teaching, introduced them to new ideas, and fostered a sense of pride in seeing their intern grow in their confidence and skillset. In this way, mentorship benefits both the mentor and mentee, strengthening not only individual educators but also the profession on a broader scale. Further to this, mentorship fosters a culture of collaboration within schools, building self-directed learning communities, and influencing how teachers approach professional development and peer support throughout their careers.

While the benefits of mentoring are clear, we must also acknowledge the challenges. Many teachers feel stretched by the demands of the profession and may hesitate to take on the additional responsibility of mentoring an intern. Others may feel uncertain about how to provide effective mentorship, especially when faced with interns whose approaches or experiences differ significantly from their own. As a faculty, we are committed to supporting mentor teachers and are currently exploring new opportunities to grow and enhance our partnerships. Such collaboration is essential if the internship process is to be a mutually beneficial experience for all involved.

## **Building a Stronger Future Together**

The success of the teaching profession depends on our collective efforts to nurture and support the next generation of educators. While the influence of mentorship is evident in the growth throughout the internship, its true impact often emerges during the first few years of teaching. During this critical period, the wisdom and practices imparted by the mentor become invaluable as new teachers navigate the many unique and challenging situations that arise in schools. By embracing mentorship as a shared responsibility, we can build a legacy of excellence in education that reflects the strengths

and aspirations of our province and ensures that our schools remain vibrant spaces of learning and growth.

As a practicing teacher, you have the power to make a lasting impact. Mentoring an intern is not just about sharing your expertise—it is about shaping the future of our profession and ensuring that the students of Newfoundland and Labrador receive the highest quality education. To those of you who have already served as mentor teachers, thank you! Your generosity, wisdom, and commitment are deeply appreciated. To those who are considering taking on this role, I encourage you to embrace the opportunity!

Mentorship is a profound act of professional generosity, one that pays dividends not only for the mentee but for the mentor, the school, and the wider community. Let's move forward together with a shared sense of purpose and pride, confident in the knowledge that by supporting one another, we support the future of education in Newfoundland and Labrador.

*If you are interested in more information on becoming a mentor teacher with Memorial University's Faculty of Education, please contact Darrin Pike (dgpik@mum.ca) for upcoming opportunities.*

## BGM APRIL 22–25



PAID ADVERTISEMENT

# Inspiring Global Citizens



This FREE four-part toolkit equips you with everything you need to teach Gr.9-12 students about the Sustainable Development Goals (SDGs) and global citizenship.

Download the toolkit: [akfc.ca/resources/educators/](http://akfc.ca/resources/educators/)



**Module 1:**  
Connected World



**Module 2:**  
Quality of Life



**Module 3:**  
Sustainable  
Development



**Module 4:**  
Making a  
Difference

“Everyone has the ability to make an impact in their communities and these modules help students see that anything is possible.”  
Shannon Dicker, Teacher from Newfoundland & Labrador





## Dates to Remember

### February 2025

- Feb 9-15 Teacher Appreciation Week
- Feb 14 Janeway Day in Schools
- Feb 20 **Deadline:** PD Fund Applications

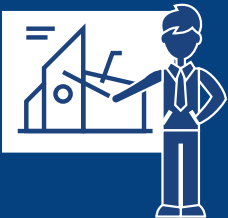
### March

- Mar 5-6 Provincial Executive Meeting
- Mar 7-8 NLTA Joint Council Meeting
- Mar 20 **Deadline:** PD Fund Applications
- Mar 24-28 Education Week
- Mar 31 Board Deadline Notice for Retirement at End of the School Year
- Mar 31 **Deadline:** Centennial Study Award Applications

### April

- Apr 15 **Deadline:** Notice of Postponement of DSL or Withdrawal from DSLP
- Apr 17 **Deadline:** PD Fund Applications
- Apr 22 Provincial Executive Meeting (Pre-BGM)
- Apr 22 Table Officers Meeting
- Apr 22-25 Biennial General Meeting
- Apr 30 **Deadline:** Deferred Salary Leave Applications
- Apr 30 **Deadline:** Year-End Resignation from Contract

## PROFESSIONAL DEVELOPMENT



For a full list of professional development opportunities, visit the NLTA website at <https://www.nlta.nl.ca/professional-development/>

## NOTICE FOR SUBSTITUTE TEACHERS

Information for Substitute Teachers is available on the NLTA website at [www.nlta.ca](http://www.nlta.ca).

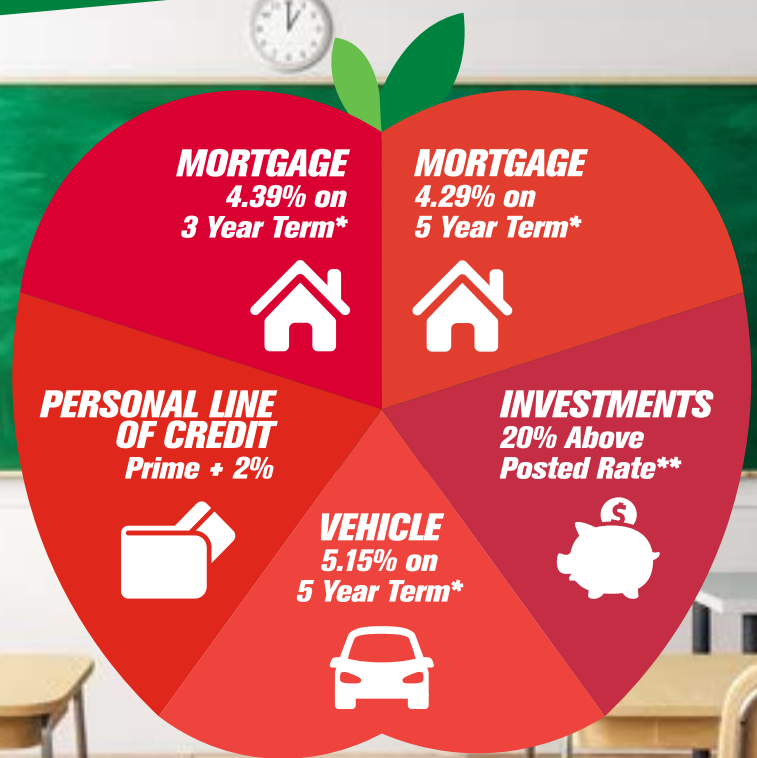
Click “Member Services” and then “Substitute Teachers”

**FOR ANY QUESTIONS RE:  
SUBSTITUTE TEACHER ISSUES PLEASE CONTACT:**

**GABE RYAN**

Administrative Officer, NLTA Programs and Services  
709-726-3223 or 1-800-563-3599, ext. 232  
[gryan@nlta.ca](mailto:gryan@nlta.ca)

# TEACHERS CARE PACKAGE



As a teacher, you care for your students. We at NLCU applaud all that you do, so consider this bundle of special offers a “Care Package” of sorts. You can benefit from any **one or all** of these special rates.



\*Rates are subject to change. Certain conditions apply.  
\*\*Up to a maximum of 0.40%