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Newfoundland and Labrador Teacher's Association

# **Biennial Report**

**2009-11**



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# President's Report

Lily B. Cole

It seems like only yesterday I took office as your President on August 1, 2009. It has been an honour and privilege to work on your behalf in my role as the Association's President. The growth and confidence that I have gained will bode well for the organization as I continue as the first President to hold the office for two consecutive terms. The position has been challenging at times but extremely rewarding. Unfortunately, like teaching, the work of the President will never be completed, there will always be more to strive for in this ever evolving profession. In this report I will highlight the major activities that have transpired since I took office.

In September 2009 when school resumed for the year, we had our first taste of dealing with a pandemic, H1N1. Many issues arose during this time surrounding our Collective Agreement because of the unusual circumstances of this pandemic. On November 13, 2009 a Good Neighbour Agreement was invoked between our employer and us. This dealt with many of the issues facing our teachers due to H1N1. However, in most schools the usual role of teachers in the teaching and learning process was interrupted as teachers assumed many other roles to ensure that the vaccination process went as smoothly as possible. In most schools it was not "business as usual" with high student absenteeism, the vaccination process, postponement of student travel, and a variety of other factors that were unique to each school. The curriculum and other extra-curricular events became secondary to ensuring that our students were inoculated and protected from the H1N1 virus. During this time it was the teachers in this province that demonstrated their commitment, dedication and professionalism in keeping the education system functioning and schools open for the students in their care.

The Department of Education has adopted an inclusionary model of Special Services delivery. As a result, significant changes are occurring in special education which have a direct impact on teachers, students and our classrooms. The inclusion model is being implemented in a phased in manner through "pilot" schools. The first phase (2009-10) involved 30 schools. By the end of the 2010-11 school year, 65 schools should have undergone initial training and moved into implementation. However, the Department is reducing the number of schools that are being phased in as they are discovering that more professional development and other supports will be necessary if the new service delivery is to be successful. The NLTA supports the philosophy of inclusive education, but in order for it to work as it should, additional teacher resources are required to support special needs children in regular classroom settings. Inclusion is no longer only within the realm of the Special Education teacher, but is a whole school initiative. It involves all teachers and requires additional resources where every teacher is provided with training and the necessary resources. Readiness to deal with the issues surrounding inclusion requires training and professional development. The Department faces significant challenges in providing adequate professional development and inservice on inclusion, adequate time for collaboration between instructional support, pervasive needs, and classroom teachers, and ongoing communication with teachers on changes that are occurring.

Since the release of the ISSP/Pathways report the NLTA has seen little, if any, movement in some areas that were addressed in the report such as department heads for special education in all schools, website development for teacher resources, and reduction in the allocation for guidance counsellors. We are working and meeting continually with the Department of Special Services to ensure that the new model of service delivery is adequately resourced and the proper inservice is being provided to all teachers.

The issue of teacher allocations has received attention in recent years with the introduction of the new Teacher Allocation Model. It is widely known that allocating a sufficient number of teachers is critical to ensuring student success and smaller class sizes allow teachers to give the necessary attention to the needs of those students who are most in need of additional support. In the NLTA's view, there are still critical areas that need further attention – application of the "needs-based" portion of the model, very small rural schools, improved class size maximums for Kindergarten, improved specialist allocations, allocation model for high school grades, and French Immersion. Through our lobby efforts with the Department of Education and Finance we will continue to improve upon these aspects of the model.

As our current Collective Agreement does not expire until August 2012, the NLTA has been continually addressing, in other venues, many of the outstanding issues that were not successfully negotiated in the last Collective Agreement. During our most recent pre-budget brief to the Minister of Finance and President of Treasury Board we highlighted the main issues of concern for our teachers, and ultimately the students of this province. In our report we stressed that in the upcoming budget we would like to see enhancements in student support/inclusion allocations, teacher allocations, discretionary leave and substitute teacher days, and student supervision. Each time we have an opportunity to meet with Department officials, Board of Governors of the NLSBA, NL Federation of School Councils, and school district personnel, we engage in dialogue on all these issues.

The NLTA met with Department officials and continues to lobby for the strategic plan for Early Childhood Learning in the province. In October 2010 the NLTA provided input in the form of a brief into the Department of Education's initiative to develop a provincial early childhood learning strategy. While the brief was a response to the government's early childhood education strategic plan our main focus was on the full-day Kindergarten component. We continue to ensure that we are fully informed of the rollout strategy.

The Collective Bargaining Committee has been established and will meet in the Gander region. The committee members are in place and the first meeting took place on April 2 with a final meeting to occur on October 14. This committee is mandated to establish input from the membership and develop the opening proposal for our next round of negotiations. Once the specific language for the opening proposal has been confirmed by the Collective Bargaining Committee, a draft opening proposal will be provided to Provincial Executive. When it has been reviewed and edited, if necessary, by the Collective Bargaining Committee it will be submitted again to Executive and to Joint Council for

review. Once the opening proposal is approved it will then be given to the Negotiating Team.

This year the Education Week Theme was *I Think • I Can – iThink • iCan* and the opening ceremonies were video conferenced live from the NLTA building. Myself and VOCM radio announcer, Paul Raynes, co-hosted the ceremonies. There were students from all areas of the province watching in their schools and classrooms. The Minister of Education, Joan Burke joined us from Stephenville High School. Students performed from Little Bay Islands, Cartwright and St. John's. It was a huge success and the beginning of a whole new way to begin Education Week, where everyone who wants to, can participate in the opening ceremonies.

The province-wide vote for President and Vice-President was held in February 2011. This is the fifth time that the elections for these offices have been through universal suffrage. There were several candidates for each position which speaks well for the democratic system in which we function. It is healthy for any organization to have interested parties vying for these positions. It was also the first time that the sitting president was permitted to run for re-election for consecutive terms. This by-law was changed by the membership at BGM 2009 to allow the current president to run for two consecutive terms.

I am humbled and honoured to be able to represent you in many capacities, both formally and informally, as President of the NLTA. I will continue to represent teachers with pride in all my endeavours.

I would like to express my deepest gratitude to those who offered themselves for Provincial Executive at our BGM in April. It takes much courage to offer yourself for the service of others and being selected by your peers is often more daunting. I want to thank you for giving willingly of yourself to serve the teachers of this province. I look forward to working with you as we continue to ensure that the teachers of this province are represented to the best of our abilities.

To the Branch Presidents, their Executives, and to our School Representatives, I say thank you for all the work you do on behalf of the Association. It is at the grassroots level that the main issues for teachers are brought to the forefront at Joint Council and Teacher Liaison meetings. You play such a pivotal role in the workings of the Association. It is through your continued collaboration and communication with the members of your branches that the concerns are brought to the Provincial Executive.

I wish to acknowledge all the teachers that submit their names to volunteer and participate in the standing committees of the NLTA. We always have more members than there are places on these committees. This speaks well of the interest that the teachers have in being involved in their Association. This bodes well for our organization, as we are only as strong as our members. Thank you for giving of your time and expertise in serving on these committees.

To the staff at 3 Kenmount Road, thank you for all the work you do on behalf of the teachers of this province. Your work is always executed to a standard second to none. Your professionalism and commitment in dealing with many teachers and their issues is greatly appreciated. Your support in ensuring that all concerns of teachers are addressed, even when the outcome is not always in our favour, is certainly undertaken with the utmost diligence and respect in each and every situation.

It is only through the magnificent work of all the teachers of this province that we have one of the best education systems in all of Canada. There are many challenges, but also many rewards for being a teacher, but it is your commitment, professionalism, caring, understanding and dedication that ensures the students of this province have a first rate education.

In the installation speech from His Excellency the Right Honourable David Johnston, 28th Governor General of Canada, it was refreshing to hear his comments on education. In his address he stated, "During my term, we will find ways to properly recognize our teachers who are responsible for our intellectual development. If there is one trumpet call from my remarks today, let it be *Cherish Our Teachers*". Once again, this has reaffirmed the quality work and responsibility that we have as teachers.

# Executive Director's Message

*Edward Hancock*

This Biennial Report is intended as a summary of the Association's activity over the previous two school years, 2009-10 and 2010-11. Having marked its 120th year of existence in 2010-11, the NLTA's dual roles of promoting and protecting the welfare of teachers in the province and promoting the cause of education, as expressed in the NLTA Act, are reflected in the activities summarized in this report. Throughout the report you will find details on the NLTA programs and services, and how these have been delivered over the course of the past two years.

This report is divided into the four major areas of the Association's structures and programs – Governance and Administration, Benefits and Economic Services, Professional Development (including the VTC), and Communications (including Printing Services). Each section provides details of the activities and responsibilities falling within the mandate of that Division.

As this report demonstrates, these past two years have again been busy and involved ones for your Association. In August of 2009, your newly elected Provincial Executive, led by President Lily Cole and Vice-President Jim Dinn, established five priority areas for their 2009-11 term of office. These priorities have been the focus of the Association's time and attention over the past two school years while it has continued to deliver the breadth of ongoing programs and services available to the membership. One of the priority areas for the Association since the Fall of 2009 has been the ongoing implementation of the reports of the ISSP/Pathways Commission and the Teacher Allocation Commission. Connected to the attention provided to the ISSP/Pathways Report implementation, the whole area of inclusion has become a major focus for the Association. Your Association continues to closely monitor the implementation of these two reports, and to provide input to the Department as issues arise. A report on the activity on this and the other four priority areas is included in this Biennial Report.

The Association has not been involved in contract negotiations over the past two years as the Provincial and Labrador West contracts were finalized for a four-year term (2008-12) in the Winter and Spring of 2009. However, activity in this area will ramp up once again this coming year as the Collective Bargaining Committee completes its work on preparing the opening proposals for negotiations on the next collective agreement. It is anticipated that contract negotiations with Government and the School Boards will get started this coming school year.

A major initiative arising from BGM 2009 was the set of recommendations approved by that BGM from the Report of the Ad Hoc Committee on the Internal Review of Association Programs and Services. One of the key recommendations from that committee was that the Association undertake a review of its level of staffing. That review was carried out between the Fall of 2009 and the Fall of 2010, and a detailed report was provided to the 2011 BGM.

The province-wide election of NLTA President and Vice-President this past year saw, for the first time as a result of by-law amendments at BGM 2009, the opportunity for the sitting

President and Vice-President to run for re-election for a second term of office. President Lily B. Cole and Vice-President James Dinn were both re-elected and they, along with the ten remaining members of the 2011-13 Provincial Executive were elected by delegates at BGM 2011, now form your leadership team for the next two years.

This Biennial Report contains detailed information on these and other matters that have been the focus of your Association's activity over the past two years. I trust you will find it a useful and informative update and I wish you every success for the 2011-12 school year.

# Organizational Governance and Administration

## Provincial Executive Council

The Provincial Executive Council usually meets four to five times during the school year to transact the business of the Association, although other special meetings are scheduled as required. The Constitution and By-laws place full and complete authority for the direction of the Association between Conventions with the Provincial Executive Council.

The 2009-11 members of the Provincial Executive Council were: Lily B. Cole, President; Jim Dinn Vice-President, St. John's, Derek Drover; Gaultois; Dean Ingram, Clarenville; Jackie Maloney, Marystown; Tina Matthews, Woody Point; Jean Murphy, Cow Head; Graydon Pelley, Deer Lake; Sandra Quigley, Happy Valley-Goose Bay; Gabriel Ryan, Holyrood; Paula Smith, Bonavista; and Jeanne Williams, Goulds.

The decisions and recommendations from Executive and ad hoc committees and other business of Provincial Executive are reflected throughout this report.

## Table Officers

Table Officers consist of the President, Vice-President, and two other Executive members. The Past-President remains a member of Executive, and one of the Executive members on Table Officers, for the first year following his/her term as President. Thus, the members of Table Officers for 2009-10 were President Lily B. Cole, Vice-President James Dinn, Past-President Sean Noah, and Executive member Dean Ingram. For 2010-11, with Sean Noah having completed his one-year term as Past-President, Executive member Derek Drover was elected by Executive to serve a one-year term as a Table Officer. The Executive Director serves as staff consultant to the Table Officers committee and the Assistant Executive Director also attends most Table Officers' meetings.

The mandate of Table Officers includes making recommendations to Executive on issues such as: appointment of NLTA representatives to various committees and groups; establishment and composition of committees; and revisions to policy and programs. The committee also approves agendas for Provincial Executive, Joint Council and Biennial General Meetings, and handles routine business between Executive meetings. Table Officers is also the committee responsible for interviewing candidates and making recommendations to Executive on staffing matters, and acts on behalf of Executive in the administration of the staff collective agreements.

Some of the activities of Table Officers since BGM 2009 are as follows:

- Recommended names for appointment to the Electoral Committee for 2010-11;
- Considered applications, conducted interviews and brought recommendations to Executive regarding the filling of a five-month replacement position of Staff Officer in Benefits and

Economic Services, and a one-year replacement position and the permanent position of EAP Coordinator;

- Made recommendations to Executive regarding: the granting of Honorary Membership at BGM 2011; the theme for BGM 2011; and resolutions to BGM 2011 falling within Table Officers' mandate;
- Monitored progress regarding the implementation of the Report of the Teacher Allocation Commission;
- Monitored progress and activity concerning the Association priorities for 2009-11;
- Received and responded to correspondence from CTF relative to CTF policies and activities;
- Examined resolutions from BGM 2009 falling within Table Officers' mandate and pursued action on same;
- Reviewed proposals for amendments to the NLTA By-Laws and made recommendations to Executive;
- Established the Executive Meeting Schedules for 2010-11 and 2011-12;
- Received and responded to requests from groups and organizations for NLTA involvement and/or assistance;
- Previewed agendas for all meetings of Executive and Joint Council, and approved the agenda for BGM 2011;
- Brought recommendations to Executive for new policies, and/or revisions to policies, that fall within Table Officers' mandate;
- Carried out, with the Executive Director and senior NLTA Administrative Staff, a review of NLTA staffing levels, as directed by BGM 2009, and finalized and approved the report on same for BGM 2011;
- Determined the procedures to be followed for carrying out the BGM 2009 resolution re a cost analysis between in-house printing and outsourcing the printing, oversaw the analysis and received the report on same;
- Brought recommendations to Executive re the actioning of advisory motions from Joint Council meetings;
- Prepared, and recommended to Executive, a draft procedure for NLTA hiring of new/replacement administrative staff;
- Recommended to Executive plans for marking the Association's 120th anniversary, as suggested by the Communications Officer.

## Joint Council

The Joint Council is the composite body of Branch Presidents and Provincial Executive, empowered by NLTA policy to carry out certain responsibilities between Biennial General Meetings. The Joint Council held two regular meetings during 2009-10, the first in November 2009 and the second in March 2010. Two meetings were held for the 2010-11 school year; the first in November 2010, and the second in March 2011. At these meetings, members made decisions and brought recommendations to provide advice to the Provincial Executive on many issues of importance to teachers.

Issues discussed included Association priorities, contract negotiations, branch structure, NLTA budgets, professional development for teachers, internal review of the NLTA, CTF programs and services, group insurance, teacher wellness and changes to NLTA policies. In addition, the Joint Council meetings provided a forum for discussions of many issues of direct concern to teachers.

## Executive Committees

The Provincial Executive operates through a series of standing and ad hoc committees. Teachers from across the province serve as members of these committees, with each committee usually centralized in one particular area of the province. These committees are responsible to the Provincial Executive Council unless there is specific direction to the contrary from the Biennial Convention. The work of the committees is reported upon throughout this report. The Executive committees are: Communications/Political Action; Curriculum; Equity Issues in Education; Finance and Property; Group Insurance; Membership Benefits and Services; Professional Issues; and Teacher Health and Wellness Promotion. Other ad hoc committees are set up as needed to deal with specific issues.

### Communications/Political Action Committee

For 2009-11 the Communications/Political Action Committee was located in Deer Lake and Chaired by Executive member Graydon Pelley. The committee oversaw the review of the NLTA website, the review of all the NLTA brochures, pamphlets and publications, *The Bulletin* and any other communications issues as required such as media campaigns or strategies. The Committee oversaw the coordination of Education Week and the Education Week Opening Ceremonies for 2010 and 2011. The NLTA Communications Officer serves as staff consultant.

### Curriculum Committee

The Curriculum Committee for 2009-11 was located in the Rocky Harbour area of the province and chaired by NLTA Executive member Jean Murphy. The committee advised Executive on all matters related to curriculum. During its tenure, the committee dealt with a number of important curriculum issues including:

- Early Childhood Development Initiative
- Full-Day Kindergarten
- Inclusion
- Special Services Issues (e.g., changes re P4 courses)
- Assessment and Evaluation Policies of School Districts
- Variances in Teacher Preparation Time
- Resolutions for BGM 2011

Staff in the Professional Development Division serve as staff consultant to the Curriculum Committee.

### Equity Issues in Education Committee

The Equity Issues in Education Committee was chaired by Executive member Jeanne Williams with membership from the Eastern Avalon region.

While the committee's mandate is to monitor and provide recommendations to Executive on all matters of equity, it continued its focus on the issue of homophobia. However, while the previous committee focused on combating homophobia to provide a safe environment for students, the current committee dealt with the issue from the point of view of teachers and their need for support. Specifically, the committee met with a representative of EGALE Canada and with the Department of Education's Safe and Caring Schools initiative to identify where teachers needed assistance – either to develop confidence and competence in dealing with LGBT (Lesbian, Gay, Bisexual, Transgender) issues in the curriculum or as a member of the LGBT community.

As part of an ongoing awareness campaign, the following initiatives were taken:

1. A poster, with accompanying discussion guides and resource list, was made available to all Grade 7-12 schools.
2. Resources from Health Canada were reviewed and made available to schools.
3. A professional development session "That's So Gay!" was part of the CONTACT 2010 agenda (hosted by NLTA) and on the March 2011 Joint Council agenda.
4. A strategy continues to be developed with the hope of complementing activities at the Department of Education and school districts.

The committee also reviewed policy and dealt with other issues brought forward such as the equitable representation of males and females in the leadership of the NLTA as a reflection of our membership. In February 2011 the Association also co-sponsored a Women's Issues Symposium on 21st Century Families in partnership with the Council of Atlantic Provinces' Teacher Organizations and the Canadian Teachers' Federation. Staff in the Professional Development Division serve as staff consultant to this committee.

### Finance and Property Committee

The Finance and Property Committee meets four times a year or as required by the Provincial Executive Council. The committee is comprised of four members from the Provincial Executive Council and controls and monitors all spending and maintains all property of the Association.

Activities include monitoring the investments of the Association, making recommendations on financial issues and preparing budgets. A major activity for the committee was the preparation of the Association's budgets for 2011-12 and 2012-13. The committee was based in St. John's and was chaired by Gabriel Ryan. The NLTA Treasurer is staff consultant to the committee.

### Group Insurance Committee

The major areas of work of the Group Insurance Committee can be found in the Group Insurance section under Benefits and Economic Services, later in this report. The committee, chaired by Derek Drover from Gaultois, consists of: a seven-person board of Trustees from around the province who have been appointed by Provincial Executive; representatives from Johnson Inc. as plan administrator, claims administrator, and consultant;

a staff member of the NLTA who performs the administrative duties assigned by Trustees and acts in an advisory capacity to the committee; and the NLTA Treasurer who performs the financial duties assigned by Trustees.

### **Membership Benefits and Services Committee**

The Membership Benefits and Services Committee was based in Marystown for 2009-11, with Executive member Jackie Maloney as chairperson. This committee is responsible for overseeing and making recommendations on issues related to Branch Operations and Benefits and Economic Services. The committee made recommendations to Provincial Executive Council regarding candidates for the 2010 and 2011 Allan Bishop, Bancroft and Special Recognition Awards. Over the course of its two-year mandate, the committee reviewed and made recommendations for revisions to a number of areas of NLTA Policy and dealt with the actioning of many resolutions that came from the 2009 BGM. The March 2011 meeting considered resolutions from branches to BGM 2011. Issues on the committee agenda during this term have included consideration of branch viability for branches whose membership has dropped below ten members, ways to increase branch relevance with the membership, branch operations and membership rebate levels, and a review of the activities of School Board-Teacher Liaison Committees.

The staff in the Benefits and Economic Services Division support this committee in its work.

### **Professional Issues Committee**

For the period 2009-11, the Professional Issues Committee met in Happy Valley-Goose Bay with membership from three schools in the region. The Committee was chaired by Executive member Sandra Quigley. As per its mandate, the committee adjudicated a number of Association awards including Centennial Awards, the Barnes Award, the Johnson Bursary and selected the NLTA's participants in Project Overseas for summer 2010 and 2011. It also made delegate selections for two of our summer professional development events, CONTACT and DSS.

In addition to this work, the committee reviewed a number of policies – e.g., the policy governing the awarding of the PD Fund for teachers attending out-of-province professional development. They also discussed and provided input and feedback to Executive on several issues affecting teacher access to professional development such as professional growth plans and the new Special Interest Council structures. It made recommendations to Executive on resolutions related to professional development from BGM 2009 and BGM 2011 and provided guidance on the actioning of resolutions which were carried. Staff in the Professional Development Division serve as staff consultant to this committee.

### **Teacher Health and Wellness Promotion Committee**

A Teacher Health and Wellness Promotion Committee was established in September 2007 as a result of a recommendation from an ad-hoc committee on teacher health and wellness promotion that was accepted by Provincial Executive. The mandate of the committee was: 1) to promote and sustain a focus on teacher wellness and active living; and 2) to advise and provide guidance to the Provincial Executive and NLTA staff on priori-

ties, development, implementation, and evaluation of strategic health and wellness programming for teachers. The committee was chaired by Provincial Executive member Tina Matthews and was based in Deer Lake.

## **Administration**

The Administration Division has responsibility for coordinating the work of all divisions within the NLTA and ensures that the organization is responsive to the needs of its members. The President and the Executive Director represent the Association on various boards and liaison groups – regionally with the Council of Atlantic Provinces Teacher Organizations (CAPTO), nationally, with the Canadian Teachers' Federation (CTF) and internationally, through Education International (EI). Provincially, the President and Executive Director represent the NLTA in liaison with the Department of Education and other government departments and agencies, the Newfoundland and Labrador School Boards Association (NLSBA), the Newfoundland and Labrador Association of Directors of Education (NLADE), the Faculty of Education at Memorial University, the Newfoundland and Labrador Federation of School Councils and the other public sector unions. This division is also responsible for the overall functioning of the Biennial General Meeting (Convention), the Provincial Executive Council and Joint Council. It also oversees all operations of the NLTA office and administers staff collective agreements on behalf of Executive.

### **Highlights of the President's and Executive Director's Offices during 2009-11 are as follows:**

- The President continued a series of visitations to schools and branches throughout the province.
- Continued ongoing liaisons with other educational agencies, including the Department of Education, NLSBA, the Faculty of Education, NLADE, the Federation of School Councils, and the Retired Teachers' Association.
- Oversaw the development of a totally revised program and agenda for a new three-year series of School Representative Seminars. Coordinated and participated in the three seminars held in the Fall of 2009 in St. John's, Corner Brook and Grand Falls-Windsor, and in 2010 in St. John's, Gander and Goose Bay. The final three seminars in this series are planned for the Fall of 2011 in Plum Point, Deer Lake and Clarenville.
- Attended meetings of the Executive of the Council of Atlantic Provinces Teacher Organizations (CAPTO) in 2009-10 and 2010-11, and the CAPTO AGMs in May 2010 and May 2011.
- The President and Executive Director attended all meetings of the Canadian Teachers' Federation Board of Directors and the CTF AGM in their roles as CTF Directors.
- Maintained ongoing liaison and communications with CTF and the provincial and territorial teacher organizations throughout the country.
- Hosted the national annual meetings of CTF Member Organization Presidents and Executive Directors in 2010, as part of a 10-12 year rotation for such meetings, and attended these national meetings in June 2011.



- The Executive Director represented the NLTA on the provincial Pensions Investment Committee.
- The Executive Director and the Administrative Assistants in Governance and Administration served as staff consultants to the Electoral Committee and coordinated the carrying out of the province-wide vote for NLTA President and Vice- President. (See more detailed section on the election on page 16.)
- Had responsibility to oversee all arrangements and planning for BGM 2011.
- Prepared agendas and oversaw all details for the functioning of Provincial Executive and Joint Council meetings.
- The President was involved in numerous media interviews and public appearances as the Association's official spokesperson.
- The Executive Director coordinated and carried out (with senior Administrative Staff from BES, PD, and Communications) the Review of NLTA's Staffing Levels which arose from a recommendation from the Internal Review Committee approved by BGM 2009.
- The Executive Director oversaw the actioning of all recommendations from the Internal Review Committee which were approved at BGM 2009. (See more detailed report on that committee on page 10.)
- The President and Executive Director both participated in regional conferences for new teachers organized cooperatively by the NLTA Professional Development Division, School Districts, and the Faculty of Education.
- In conjunction with the NLTA Professional Development Division and the MUN Faculty of Education, organized and chaired the Induction Ceremony for New Teacher Graduates during the Spring and Fall (2009-10 and 2010-11) convocations at MUN, in St. John's and Corner Brook.
- Oversaw the preparation of the NLTA's submission to government's Pre-Budget Consultations for the 2010 and 2011 provincial budgets.
- The President and Executive Director were both directly involved with the Association's monitoring of the implementation of the ISSP/Pathways Report and the Teacher Allocation Report, including a number of meetings with senior Department of Education officials.

## Branch Operations

The branch operations program is responsible for providing services to teachers through the Association's local branch structure. This involves all aspects of branch organization, including official registration of the 49 local branches and allocation of funds as per Association policy, review of yearly branch audits, registration of substitute teachers, processing requests regarding the Association's membership categories, preparation of scrolls and pins for retiring teachers and the operations of School Board-Teacher Liaison Committees. Responsibility for branch operations is assigned to the Executive Assistant, Governance.

## Highlights for 2009-11:

- Nominations were processed for the Allan Bishop, Bancroft, Barnes and Special Recognition Awards presented annually by the Association. The recipient of the Allan Bishop Award for 2010 was Edward Moore, nominated by the Placentia Branch. (There were no nominees for 2011.) The recipients of the Bancroft Award for 2010 were Stella Johnson, nominated by the Baccalieu Branch, and Sharon Penney, nominated by the Carbonear Branch. The recipient for 2011 was Joseph LaFitte, nominated by the Carbonear Branch. The recipients of the Barnes Award for 2010 and 2011, respectively, were Jim Hibbs, nominated by the School Administrators' Council and David Constantine, nominated by the Physical Education Council. The recipients of the Special Recognition Award for 2010 and 2011, respectively, were Sam Synard, nominated by the Burin-Marystown Branch and Eleanor Cameron-Stockley, nominated by the Notre Dame Branch. All recipients will be honoured at an awards luncheon during the 2011 BGM.
- The School Board-Teacher Liaison Committees continued to operate during the 2009-11 school years with four committees operating within the Eastern School District (one for each region within the district) and one for each of the Labrador, Western and Nova Central Districts. In addition, one committee operated provincially within the Conseil Scolaire Francophone and a separate committee operated under the Labrador West Collective Agreement. The committees consist of representatives of teachers, school district trustees, and school district staff members. Committees meet up to three times per year and deal with matters designed to improve the teaching and learning situation along with other matters of mutual interest and concern at the school level.
- Over 300 retirement scrolls and pins were prepared for teachers retiring during the 2009-11 school years.
- Oversaw the branch viability process which involves each branch reporting biennially on its performance in a number of areas that describe the range of services a branch should provide for its members, i.e., completion of branch registration and audit, holding branch meetings, etc.
- A session was held with branch presidents at a Joint Council meeting in March of 2010 to gather information regarding the challenges faced by branches and to generate ideas on new approaches to branch operations. Topics discussed included:
  - How the role of the branch has changed as a result of technology.
  - What does/doesn't work within the branch structure – i.e. member involvement; attendance at meetings and events; recruiting members for branch executive positions.
  - How the Association can work within the current branch structure to make it more relevant to the membership.
- Financing to branches was reviewed including amounts rebated for branch registration and membership and recommended an increase in the registration rebate to \$600 per year. The amount budgeted for additional branch projects was also increased so that branches requiring additional monies could

apply to the Association for funding for projects that they would not normally be able to fund. These changes will be monitored over the next two budget years.

- Oversaw the amalgamation of the St. Brendan's Branch with the Ganova Branch and the subsequent re-organization of the Ganova Branch.
- Currently reviewing and updating the Branch Operations Manual to be completed for the 2011-12 school year.

## Action on Recommendations From the Internal Review Committee

Put in place as a result of a motion carried at the 2007 BGM, the Ad Hoc Committee on Internal Review of NLTA Programs and Services had carried out its deliberations between the Fall of 2007 and the Fall of 2008, and provided its report to BGM 2009. Nine of the Committee's recommendations were carried at BGM 2009 and these recommendations have been actioned over the course of the past two school years. Information on the accepted recommendations and action taken follows.

### Recommendation 6

That the Membership Benefits and Services Committee review and revise the branch viability guidelines to include an additional criterion regarding a minimum number of members.

**Action:** This criteria is already included in the branch viability profile. In addition, By-Law IX.A(1) – Formation of a Branch of the NLTA By-Laws requires that there must be at least 10 teachers in order to form a branch.

### Recommendation 7

That the viability guidelines for branches include more specific mechanisms for assisting the branch to meet viability criteria or for consolidating with (an)other branch(es) if viability criteria cannot be met.

**Action:** In addition to guidelines already outlined in the viability guidelines, the following specific mechanisms to assist branches in meeting these guidelines were included:

- scheduled visits to the school(s) in the branch by the NLTA President;
- a survey of all branch members regarding the continuation of the branch;
- school visitations by NLTA staff and/or Executive members to discuss the branch situation and options with teachers.

### Recommendation 10

That greater efforts be made to educate the membership on CTF, its role and the benefits of NLTA involvement.

**Action:** *The Bulletin* is utilized to highlight articles, programs, etc. from the Canadian Teachers' Federation. A brochure was prepared outlining all programs and services provided by CTF, and this was distributed to the membership. In addition, representatives from CTF have provided presentations at several Joint Council meetings.

### Recommendation 11

That the viability guidelines be applied to all special interest councils as a review of the council's activities at the end of each council executive's term of office.

**Action:** This criteria has been disseminated to all special interest council executives. It was also formally discussed with SIC Presidents at the Special Interest Council Leadership meeting held on April 16-17, 2010. The criteria has also been reiterated numerous times in follow-up correspondence to council presidents.

### Recommendation 12

That the NLTA cooperate fully with CDLI in its review of the online professional development model and its various components, including the Virtual Teacher Centre.

**Action:** The Association's intent to cooperate on this review was discussed with Mr. Jim Tuff, Director of the Centre for Distance Learning and Innovation and Dr. Marian Fushell, Assistant Deputy Minister of Education. However, the review, which was to be initiated by the Department of Education, was cancelled.

### Recommendation 13

That the Virtual Teacher Centre move toward a model of teacher support for curriculum delivery, linking to the province's curriculum outcomes and cross-referencing these with relevant support material and resources to assist teachers in the delivery of the curriculum.

**Action:** This recommendation has been a major part of the direction of the VTC over the past two years. A report was prepared by the VTC Coordinator documenting the progress toward the new model. This formed part of the report to BGM 2011 on Recommendation 14 (see below).

### Recommendation 14

That the Association undertake a review of the success of the Virtual Teacher Centre in this new direction (see Recommendation 13) and assess its support for the VTC with a report being provided to BGM 2011.

**Action:** In addition to the report prepared by the VTC Coordinator, the Professional Development Division undertook to obtain input to this review from a sample of VTC users. In February 2011, a random list of 100 recent VTC users was generated. From this list 40 users were contacted in a phone survey. The report on this feedback was included in Appendix A of the report to BGM 2011 on Recommendations 13 and 14.

### Recommendation 15

That every effort be made to have proportional gender representation based on the branch membership and to ensure generational equity on branch executives and branch delegations to BGM.

**Action:** This recommendation has now been included in the Model Branch By-Laws. Also, branches have been encouraged to implement the recommendation for their delegations to BGM.

### Recommendation 17

That, following the present round of collective bargaining, a

review of NLTA staffing levels be undertaken by Table Officers with the Executive Director, such to be completed within a year of the conclusion of this round of collective bargaining.

**Action:** This review was undertaken between the Fall of 2009 and the Fall of 2010. The report of the review was completed and provided to Provincial Executive and Joint Council, and subsequently presented to BGM 2011 with the opportunity for follow-up questions and discussion.

## Association Priorities for 2009-11

At its first meeting in August 2009, the 2009-11 Provincial Executive established five priorities for 2009-11. A summary report of the activities performed on each of these priorities and goals from September 2009 to March 2011 was provided in a separate document to BGM 2011. The priorities, goals and action items from September 2009 to the end of the 2011 school year are as follows:

### Priority #1: Quality of Teachers' Work Life

**Goal A:** Enhance the quality of teacher work life through efforts of NLTA which include lobbying and liaising with government departments, school districts and other educational stakeholders.

- Department of Education Liaison meetings have occurred several times each year involving the Minister, Deputy and Assistant Deputy Ministers, and other Department officials, with the NLTA President and senior NLTA staff. Topics discussed have included substitute teacher days and discretionary leave, teacher allocations, resolutions from BGM, teacher health and wellness, NLTA priorities, the Intermediate School Review, the Provincial School Information System, school opening, district hiring practices and procedures, and teacher health and wellness promotion.
- The NLTA has submitted briefs to the Minister of Finance as part of pre-budget consultations. In 2010 the focus was discretionary leave and substitute teacher days, ISSP/Pathways, teacher allocations, and technology resources/supports. The focus of the brief in 2011 was student support services/inclusion, teacher allocations, discretionary leave and substitute days, and student supervision.
- A major effort has been ongoing and continues in respect to liaising and lobbying with government on concerns related to inclusion. Numerous meetings have been held with all levels of government. Weekly contact has been maintained with the Director of Student Support Services and officials in that Division to address issues and concerns.
- The Labrador Benefits Agreement expired on March 31, 2009. The multi-union committee representing the NLTA, NLNU, NAPE, CUPE, and RNCA developed opening proposals and engaged in negotiations with government beginning in the Spring of 2010. Sean Weir from the Coastal Labrador South Branch and Stefanie Tuff from NLTA staff are the NLTA's representatives. As of the writing of this report, negotiations had reached an impasse, and the unions were proceeding to the conciliation stage.

- A Good Neighbour Protocol Agreement in regard to the H1N1 pandemic was reached with government and all major public sector unions in the fall of 2009 which included an exemption from the requirement of provision of medical certificates for a one-time period of up to seven days of absence for influenza like illness. The Protocol Agreement ended in January 2010 after the H1N1 outbreak eased.
- A Working Group on Supervision consisting of a representative from each of the NLTA, the NLSBA, and the Department of Education has met a number of times, surveyed a sample of 35 schools regarding student supervision schedules and gathered information about the methods of student supervision from across Canada. The focus of the NLTA has been on pursuing external paid supervision. The NLTA has requested that the NLSBA and the Department agree to engage in a pilot involving external paid lunch time supervision in a number of primary schools for the purpose of determining any logistical and practical issues with external paid supervision. Funding for such a pilot was proposed by NLTA in the pre-budget consultations. To date, the response has not been positive.
- The Benefits and Economic Services Division has pursued and is pursuing ongoing resolution to a number of grievances and teacher concerns. Of particular note is a policy grievance regarding mandatory car pooling and mandatory sharing of accommodations when attending inservice sessions. This arbitration has concluded and we are awaiting the decision of the arbitrator.
- The Department of Education had expressed an interest in discussing with the NLTA the receptiveness of teachers towards the opening of school for teachers prior to Labour Day. A province-wide poll of teachers was conducted on this issue in conjunction with the province-wide election of the NLTA President and Vice-President. Of the 5208 teachers who voted, 57.33% voted "no" to the Association pursuing with the Minister a school opening prior to Labour Day. Provincial Executive will use the results of the poll to help determine the position to be taken with the Department. Ultimately, the Minister of Education has sole responsibility for determining the opening and closing dates for schools.

**Goal B:** Ensure that teachers have professional development opportunities, resources and supports necessary for quality teaching and learning.

- A number of Special Interest Councils hosted very successful conferences during the 2009-10 school year as follows:
 

PESIC	September 17-19, 2009
COSS	October 5, 2009
ACCC/NLTA	October 19-20, 2009 and May 5-6, 2010
NLCPA	October 21-23, 2009
Senior High	March 5, 2010
TESIC	March 18-19, 2010
SAC	March 17-19, 2010
Primary/Elementary	April 28-29, 2010

- A meeting involving the Assistant Deputy Minister, Department of Education Directors, Assistant Directors (Programs) for the school districts, NLTA Professional Development and Benefits and Economic Services staff occurred on December 15, 2010 to discuss professional development opportunities and means of obtaining greater cooperation and collaboration for PD initiatives. District procedures for planning PD were discussed, as well as obstacles to collaboration and means of overcoming these obstacles.

- Several of the special interest councils have scheduled professional development sessions for 2010-11 and in the Fall of 2011-12 (see below). Details of these events are posted on the NLTA website and can be accessed by going to PD Opportunities and following the links. Details of the scheduled events have also been disseminated to officials at the Department and all school districts.

COSS	September 25, 2010
MUSIC	October 1-2, 2010
NLCPA	October 20-22, 2010
Intermediate/English	April 7-8, 2011
SAC	May 18-20, 2011
PESIC	September 15-17, 2011
COSS	October 7, 2011
NLCPA	October 26-28, 2011
TESIC	November 9-10, 2011
Primary/Elementary	November 2011

- The five Directors of Education were written requesting that financial information/ wellness sessions be permitted during school closeouts. Follow-up calls which have been made to the Directors, as well as lobbying at NLADE meetings, have not been successful in enabling BES staff to deliver financial wellness sessions in this manner, and we continue to rely on presentations at branch meetings and to individual school staffs where possible.
- The BES Division, in partnership with Pensions Division, conducted a pilot project during the Fall of 2010 involving the offering of financial information sessions at three sites (Gander, Corner Brook, and St. John's) on Saturdays. These sessions received such interest and positive feedback that requests have been received for additional sessions to be held in Marystown on April 19 and Port aux Basques on May 28. Recommendations have been made for a program of seminars to be budgeted each year in alternating locations throughout the province provided interest continues.
- Seven pre-retirement seminars were conducted from October to December in 2009 and in 2010 in seven sites each year (Stephenville, Corner Brook, Grand Falls-Windsor, Gander, and three in St. John's.) Evaluations from participants were very positive.

**Goal C:** Foster and promote a proactive approach to teacher health and wellness and work life balance.

- Employee Assistance Program Coordinators continue to advocate for wellness initiatives and dedicated days for teachers and are providing assistance with efforts to have wellness goals included in school development plans.
- EAP Coordinators are assisting schools in planning wellness strategies and wellness initiatives and are making themselves available for branch wellness sessions and staff meetings. They are also conducting regular webinars as an added initiative to the wellness component of their program in partnership with the VTC and the Communications Division.
- EAP Coordinators are in direct discussions with district office staff outlining and promoting the program offerings, goals and benefits.
- EAP Coordinators are providing ongoing support in the areas of conflict resolution and prevention in schools.
- EAP Coordinators are assisting School Health Promotion Consultants in promoting teacher wellness as part of the Health Students, Healthy Schools programming. The Coordinators are also linking schools with their local Wellness Coalition in an attempt to increase teachers' access to health promotion resources.
- The Teacher Health and Wellness Promotion Committee is exploring alternatives which can further foster and promote a focus on teacher wellness.
- The Group Insurance Trustees introduced both a Basic and Voluntary Critical Illness Plan effective January 2011. Only 22 teachers opted out of the basic plan which had automatic enrolment, and over 100 teachers have already enrolled in the voluntary plan which is by application.

## Priority #2: Technology in Education

**Goal A:** Ensure that teachers have the necessary technical resources (e.g., hardware/software, etc.) and supports (e.g., technical assistance, PD, etc.) for teaching and learning.

- This was a major item for discussion at meetings with senior Department of Education staff in 2009-2011.
- The need for greater investment in technical resources and supports for education was a major item in the NLTA's 2010 pre-budget brief to government.

**Goal B:** Address teacher concerns re technology-related issues (e.g., cyberbullying, hand-held devices, privacy concerns, etc.).

- The NLTA was a full partner with MUN and the Eastern School District in organizing the EDGE Conference held on October 12-15, 2010. The conference focused on many of the technology issues for teachers.
- The NLTA InfoSheet on CyberConduct and Electronic Communications has been updated and an article on this topic was published in *The Bulletin*.
- A presentation on CyberConduct and Electronic Communications was made to Joint Council and has been made available for branch meetings.
- A draft NLTA policy on this topic has been prepared and will

now be considered by the Membership Benefits and Services Committee to be recommended to Executive.

**Goal C:** Evolve collaborative learning communities in which teachers will be able to share and learn using synchronous and asynchronous technologies.

- The Virtual Teacher Centre continues to upgrade and improve services to teachers through its peer sharing on the collaborative community networks.
- Work continues with school districts, CDLI, NLTA and the Department of Education on the promotion and utilization of synchronous and asynchronous technologies for professional learning. New webinars are being developed and delivered through EAP, PD and the VTC. The VTC is also moderating a series of webinars for assistive technologies in association with the Department of Education. These sessions will focus on teacher use of technologies specifically for students with physical and intellectual exceptionalities.
- The VTC is working with districts and the Department in an effort to continue to grow the utilization of Elluminate technologies for web conferencing as a practical alternative to travelling for meetings. More of this will continue to unfold as the year progresses.
- The VTC has a new version of its community server platform as of February 2011. This means we are poised to continue expanding our services over the coming years.
- Work continues in the area of promoting technologies and communities of practice for professional learning continues with the Department and school districts. The most recent of these is the partnership to support a group called Student Success Teachers, a group of teachers hired to work with students at risk. The VTC supports the sharing of ideas and anecdotal reporting through blogs, discussion forms and the media centre.
- The Coordinator of the VTC regularly writes submissions for *The Bulletin* to inform teachers of technology issues and to promote the use of technology.
- Personnel from CDLI and the VTC will be examining the latest Microsoft collaboration products (MS Exchange, MS SharePoint and MS Sync) for their potential use as provide-wide communication/collaboration tools.
- The Physical Education Special Interest Council continues to lead the way on the VTC by having all Physical Education teachers involved in a network of collaboration that extends province wide. Other special interest councils are encouraged to follow suit in using the VTC to collaborate with peers across districts.

### Priority #3: Membership Involvement/Awareness

**Goal A:** Improve and monitor internal awareness among the membership of NLTA programs and services.

- *The Bulletin*, the NLTA website, emails, the President's visitation program, brochures and memos were utilized to provide information about NLTA programs and services.

- The internal database continues to be updated on a regular basis. We are currently reviewing the way the information is collected and entered, and the software being used for possible improvements.
- Sessions were held at the Joint Council meetings and the School Representative Seminars on the various programs and services of the NLTA.
- Regular emails (weekly where possible) are being sent to school representatives to keep them updated on NLTA issues and/or information. Feedback from school representatives continues to be positive and the email group is often used for questions from schools reps as well as other teachers. Branch Presidents and Provincial Executive members are included in these emails.
- The province-wide vote for NLTA President and Vice-President took place in February. Teachers were kept informed of the election and the list of candidates through three election newsletters that were forwarded to schools the first week of November, December and January. Information on all declared candidates was posted on the NLTA website and the Candidates Forum took place on November 27. Copies of the DVD of the Candidates Forum were sent to schools upon request, and it was posted on the NLTA website. As per policy, printed materials on each candidate were also sent to schools and printed in the election issue of *The Bulletin*.
- We continue to investigate providing teachers access to the VTC directly from the Members Only section of the NLTA website. We are currently reviewing software and the best means for this access to occur.
- A focus group concerning Education Week was held to review the event and determine possible improvements or changes. No major recommendations were made, but slight changes took place to the resource materials and the opening ceremonies.
- The NLTA continually reviews all print and web materials for possible updating and upgrading. All Employee Assistance Program materials have been revamped, as have some from other divisions. The NLTA has now added Twitter as a means to get information to teachers and the public/followers.
- A survey to determine teachers' awareness and usage of current services provided by the NLTA will be carried out by the end of the 2010-11 school year. The survey will also determine any service needs not being met.
- The NLTA banner bugs have all been updated and include sections on NLTA History, Programs and Services, Divisions, General Information, EAP and Pre-Retirement Seminars.
- The NLTA membership cards expired at the end of June 2010. Teachers had to request a new membership card through the NLTA Members Only website. Information was emailed to teachers, printed in *The Bulletin* and on a poster outlining how to request a new card.
- The new "NLTA and You" video will be completed by the end of this school year. Filming and updating has been taking place over the 2010-11 school year in order to cover all programs and services of the Association.

- School representatives and branch presidents have been provided with Christmas cards, Christmas ornaments and, whenever possible, a small gift from the Association as appreciation for their support and work on behalf of teachers and the NLTA.

**Goal B:** Continue and enhance existing programs for specific audiences and promote new programs as necessary.

- The School Representative Seminars have continued to take place and are evaluated annually with modifications made as necessary. For 2009-10, seminars were held in St. John's, Corner Brook and Grand Falls-Windsor. For 2010-11, they were held in Gander, Goose Bay and St. John's. Summaries and evaluations from each of the seminars have been compiled into a final report which will be used in planning the next series of seminars.
- The NLTA continues its involvement with Sharing Our Cultures. This past year SOC was incorporated and a Board of Directors was elected. The NLTA Communications Officer is President of the Board of Directors. An advisory committee directs the work of SOC between meetings of the Board of Directors and assists in planning any events. The NLTA Senior Administrative Officer, Professional Development, is a member of the Advisory Committee. Both the 2010 and 2011 events took place at The Rooms in St. John's and were organized by the SOC coordinator.
- All school districts on the island portion of the province continue to partner with the Association in support of beginning teachers. NLTA staff have participated in orientation sessions and have assisted districts in developing their policy and programming for early career teachers. Beginning Teacher Conferences were held in partnership with the Eastern, Central and Western School Districts in 2010 and 2011.
- A pilot of Financial Information sessions was held in the fall of 2010. (See Priority #1, Goal B.)
- Ceremonies of Induction into the teaching profession, hosted by the NLTA and MUN Faculty of Education, were held in Corner Brook and St. John's in conjunction with regular Convocation activities.
- A Special Interest Council Leadership Seminar took place in the Spring of 2010.
- Teacher Recruitment Fairs continue to be held in May of each year in Corner Brook and St. John's. These fairs are a partnership between the NLTA, the Department of Education and the Faculty of Education. The purpose of the fairs is to allow graduates and/or those considering entering the profession with information on career opportunities across the province.
- The Association maintains a school representative list which is updated as required. School representatives, as well as branch presidents and Provincial Executive, are provided with updated NLTA material and information as soon as it becomes available, either by email, fax or regular mail.
- The Membership Benefits and Services Committee will be bringing recommendations during its two-year mandate on resolutions relating to enhancing and promoting the NLTA program.

- The Equity Issues in Education Committee reviewed and selected five observers for BGM 2011. Three of the five observers were selected on the basis of having less than ten years of teaching experience and, if possible, three of the five were to be female.

#### Priority #4: Advocacy

**Goal A:** Develop and strengthen strategic alliances and partnerships to create better opportunities for advocacy and program delivery.

- Several liaison meetings were held between senior staff at the Department of Education and senior staff at NLTA to discuss various topics of interest and to promote the NLTA position (October 21, 2009; November 24, 2009; January 26, 2011). Topics included: discretionary leave, teacher allocations and the needs-based model, implementation of the inclusion model, new curriculum and inservicing, student evaluation policies, allowances for guidance counsellors, involvement in Department committees, etc.
- The President has been active in the media promoting NLTA positions (e.g. cap on class size for high schools, budget allocations to education). She has also participated in several fora – including phone-ins, being a panelist at conferences, etc.
- A meeting was held on December 15, 2009 with senior staff at districts and the Department of Education to put forward the Association's concerns regarding curriculum inservicing and professional development opportunities. This resulted in greater collaboration and influencing the model and the agenda for district closeouts in the Fall of 2010.
- Meetings at school districts involving senior staff have resulted in greater collaboration in support of beginning teachers, including an NLTA component on orientation sessions for all districts and, in 2010 and 2011, greater district support for the NLTA conference for beginning teachers. In 2010, two of the three districts on the island portion of the province provided leave for the scheduling of conferences during the work week. In 2011, one district continued this model; a second allowed for a half-day leave.
- NLTA staff are active on a number of inter-agency committees. This allows the Association to have input into initiatives and to play a gatekeeper role in overseeing policies and programs that will affect our members.
- NLTA staff request and receive regular updates on a number of important issues and ensure that the Department is informed of concerns from the field. Our interventions on CRT protocols resulted in desired changes requested by teachers. The Association continues to voice the concerns of teachers regarding the implementation of the inclusion model. Senior Department of Education staff were invited to, and attended, several meetings of Executive and Joint Council.
- The issue of homophobia in the schools (both classrooms and staff rooms) has been the subject of a national study by EGALE (Equality for Gays and Lesbians Everywhere) supported by the Department of Education. The Association has been

advocating, through the Equity Issues in Education Committee, for the Department's endorsement of a strategic plan to address the issues raised in the research report and hope to partner with the Eastern School District and NGALE to advocate for safe environments for our gay and lesbian students and teachers.

- Senior staff were part of the formal consultations carried out by government as part of their planning for a provincial strategy for Early Childhood Education. On October 28, 2010, the Association put forward our position based on policy and feedback collected from teachers via a survey.
- There have been significant personnel changes at the Department of Education. Two such examples are new appointments as the Registrar for Teacher Certification and the Director of School Services. These individuals have important duties in chairing and supporting the Teacher Certification Committee which has for some time been attempting to bring about revisions to legislation. The Association continues to advocate for this to become a priority.

**Goal B:** Develop informed positions on key issues as they emerge and bring those positions to the decision makers to influence positive outcomes for our members.

- A formal submission on the NLTA's position on the Department of Education's proposed strategy for Early Childhood Education was developed in October 2010 based on NLTA policy and feedback from a teacher survey. The paper outlined the Association's support for the spirit and intent of the proposed strategy and provided eight recommendations for implementation.
- Each year, prior to the provincial government budget, the NLTA prepares a pre-budget brief to the Minister of Finance. This is a significant advocacy paper which outlines the NLTA's priorities for educational funding. (See also Goal 1.1.) In the 2010 and 2011 briefs, the Association highlighted a number of key areas where financial resources are required – teacher allocations, student support services and inclusion, discretionary leave and designated leave for family leave and professional development, lunchtime supervision, and technology support.

### Priority #5: Implementation of Teacher Allocation and ISSP/Pathways Commission Reports

**Goal A:** Monitor implementation of the Teacher Allocation Commission's recommendations that are supportive of NLTA's proposals to the Commission and pursue further improvements in teacher allocations.

- The Report of the Teacher Allocation Commission was released in the Spring of 2008 and the new Teacher Allocation Model was first applied in 2008-09. The Association has continued to closely monitor the ongoing implementation of the new model and its application to schools throughout 2009-10 and 2010-11.
- During the first year of the implementation of the Model, the Association identified several areas which required further attention. These included: allocation for special needs/inclu-

sion, application of the "needs-based" portion of the model, very small rural schools, class size maximums for Kindergarten, specialist allocations, class size maximums for high schools, and French Immersion. The Association has continued to advocate for improvements in these areas at every opportunity. Teacher allocations, and the areas needing further attention, was a major topic in the Association's Pre-Budget Brief to the Minister of Finance in both 2010 and 2011. Correspondence was sent to the Minister, and a response received, regarding the Association's concerns over the application of the Teacher Allocation Model in small, rural schools.

- The topic of Teacher Allocations and areas of the Model which (in the Association's view) require further improvement have been topics on the agenda of every major meeting between the NLTA and the Department during the past two school years. These have also been discussed at meetings with the NLSBA and the NLADE.
- Upon request from the Association, reports on the allocation of teaching units for 2009-10 and 2010-11 were received from the Department of Education, and updates on these were also later requested and received. A membership update regarding progress on the Teacher Allocation Report implementation and ongoing areas needing attention was distributed to NLTA members as a President's Digest in February 2010.
- The Association is awaiting, and will be responding to, the announcement of teacher allocations for 2011-12 when they are announced around the time of the provincial budget.

**Goal B:** Monitor implementation of the ISSP/Pathways Commission's recommendations that are supportive of NLTA's proposals to the Commission and pursue further measures which address teacher concerns.

- A multi-agency committee, including representatives from the NLTA, was established to review the role of student assistants/education assistants. Unfortunately, the Committee has not met since its third meeting on May 27, 2010.
- Dan Goodyear, Director of Student Support Services at the Department of Education, regularly provides updates and responds to questions and attended the Joint Council meeting in November 2009 along with the January 2010 Provincial Executive meeting to update the Association.
- The NLTA President and staff officers met with representatives from the Newfoundland and Labrador Federation of School Councils in December 2010 to discuss issues that have developed related to the Department's inclusion initiative.
- A series of meetings was held in January 2011 with the Student Support Services Division of the Department of Education, and other interested parties, to discuss issues and concerns related to the implementation of the new inclusion model.
- As of the end of February 2011, there have been a number of changes in the implementation process for inclusion. These changes include:
  - The Department is suggesting that the number of schools selected for Phase 3 in 2011-2012 be reduced to 30.

- The Department has asked that the inclusion itinerants focus training on “phase-in” schools specifically in an attempt to provide broader and more thorough training for all school staff in these selected schools.
- The Department will be working with the inclusion itinerants in developing work plans once all schools for Phase 3 have been selected.
- The Department has decided that it may also need to examine how it can best address the needs/desires of those schools that are not in Phase 3 and examine what might be possible for them as they prepare to become involved in the implementation of the inclusion initiative in the future.
- Department personnel are also working on a comprehensive professional learning plan for educators that will focus on the service delivery model for all students. This plan will be implemented following the Fall Leadership Conference for Principals.

## **Election of NLTA President and Vice-President by Province-wide Vote**

February of 2011 saw the fifth province-wide election of the NLTA President and Vice-President. The 2010-11 electoral committee consisted of Chairperson Winston Carter (retired teacher and past NLTA President), Linda Crocker (Past President, Marconi Branch), and Tanya Hutchings (Vice-President, Upper Trinity South Branch).

This committee conducted the province-wide election in accordance with the approved by-laws, policies and procedures with the assistance of NLTA staff. Three candidates were nominated for the office of President. These were: Lily B. Cole (Creston South), Sean Noah (St. John’s) and Lori Jackman (Mobile). In addition, two candidates were nominated for the office of Vice-President: James Dinn (St. John’s) and Graydon Pelley (Deer Lake).

The vote, carried out on February 8, 2011, resulted in no clear majority for the position of President. James Dinn was re-elected as Vice-President for the 2011-13 term of office. Another ballot took place on February 22, 2011. The two remaining candidates were Lily B. Cole and Sean Noah. On February 22, Lily B. Cole was re-elected as President of the NLTA. She began her second two-year term of office on August 1, 2011.

Under the direction of the Electoral Committee, the wide range of duties required to conduct such an election were carried out from the NLTA office. Specific voting instructions and procedures were issued to branches and schools, decisions of the Electoral Committee were disseminated, membership lists were provided to candidates, on-line website links for candidates were established, election newsletters were circulated to schools, ballots were prepared, counted and packaged for branches/schools, and packages of all voting materials and instructions were disseminated.

Again this year, a Candidates Forum was held in an attempt to provide greater information on the candidates to teachers. It was held in St. John’s on November 26, 2010 and disseminated via the web and DVD.

As per the by-laws and policy governing the election, and the voting instructions issued, all votes were collected from schools and counted at the branch level by a committee of the branch executive. Voting results were telephoned or faxed to the NLTA office where a vote count was compiled. All ballots and voting materials were then mailed to the NLTA office by Express Post.

The Electoral Committee conducted an analysis of the 2011 election and made a full report to Provincial Executive. A note of appreciation is extended to school representatives and branch presidents from the Electoral Committee for their time and attention in ensuring the voting process ran smoothly and efficiently.



## Benefits and Economic Services

Collective Agreement administration and teacher benefits and welfare are key to the work of the Benefits and Economic Services Division which oversees collective bargaining, pensions, group insurance, grievance and arbitration, the Employee Assistance Program, teacher health and wellness promotion, legal assistance and other economic services to the membership.

### Collective Bargaining

#### Provincial Collective Agreement

The Provincial Collective Agreement ratified by 93% of the membership in January 2009 expires on August 31, 2012. A 4% salary increase remains to be implemented in September 2011. Preparation for the next round of bargaining has begun. The Collective Bargaining Committee, located in Gander and chaired by Dean Ingram, has been established.

The primary function of the committee is to develop and recommend to Provincial Executive the NLTA's Opening Proposals for the next round of bargaining. The committee has been seeking membership input through individual submissions, group submissions, special interest councils, branches, Joint Council and Provincial Executive. The committee uses this input and examines past rounds of bargaining reports from previous negotiating teams and collective agreements throughout Canada in guiding its development of the Opening Proposals.

#### Labrador West Collective Agreement

The Labrador West membership will be consulted regarding preparations for the next round of bargaining.

#### Labrador Benefits Agreement

The current Labrador Benefits Agreement expired on March 31, 2009. Notice to open bargaining was served to the Government's Director of Collective Bargaining on February 25, 2009. The multi-union Negotiating Team sought input from the membership during the Fall of 2009 and finalized the opening proposals in early 2010. Negotiations sessions took place in St. John's and Happy Valley-Goose Bay in the Spring of 2010 but formal talks broke off due to Government's unwillingness to consider any improvements in benefits that would approach the increases negotiated for other public sector agreements during the same period. Subsequent discussions between the chief negotiator and Treasury Board officials were not successful and as of the writing of this report, the unions have decided to apply for conciliation.

### Group Insurance

The annual renewals of the group insurance plan options occurred in February 2010 and February 2011, with corresponding changes in premium and benefits effective May 1 of each year respectively (April premium deduction). While the premiums in most plan options have remained relatively stable, annual premium increases continue to be necessary in the health and dental plan options as well as the Post 65-Life Insurance coverage. During the 2011-12 renewals, Group Insurance Trustees began to implement a rate adjustment on the premium struc-

ture for Single and Family coverage that will more accurately reflect the claims experience under each of Single and Family coverage. Effective January 1, 2011, Group Insurance Trustees introduced a new Basic Critical Illness Benefit and a Voluntary Critical Illness Benefit and effective May 1, 2011 the Voluntary Life Insurance benefit coverage was extended to age 84. In addition to these changes, the Group Insurance Trustees approved a three-month premium holiday on the payment of Health premiums by members and a four-month premium on the payment of Long Term Disability premiums. Both premium holidays will commence effective April premium deductions.

The following is a summary of changes in premium over the last two years:

Option	2010	2011
Basic Life	unchanged	unchanged
Health	5.1% increase	14% increase (Single coverage) 2.1% increase (Family coverage) with a 3-month premium holiday for teachers from April 1-June 30, 2011
Dental	9.2% increase	5.6% increase
Single AD & D	unchanged	unchanged
Voluntary Life	approximately 10% decrease	approximately 5% decrease with extended coverage (maximum \$50,000) to age 84
Post 65 Retiree Life	8.9% increase	4.1% increase
LTD	unchanged	unchanged with a 4-month premium holiday for teachers from April 1-July 31, 2011
Basic Critical Illness	not available	introduced effective January 1, 2011
Voluntary Critical Illness	not available	introduced effective January 1, 2011

### Pensions

An actuarial valuation of the Teachers' Pension Plan occurs every three years. The NLTA is awaiting the results of the official valuation as at August 31, 2009. The most recent unofficial update reported to Joint Council in November 2010 showed a funding level as at December 31, 2009 at 67.3% as compared to 82.2% in the official valuation at August 31, 2006, and 25.4% at August 2003. The valuation is based on the assumption of 7.5% annual return on investment. If this return is not achieved, the funded ratio will be negatively impacted. The downturn in equity markets during 2008 and 2009 has significantly impacted returns on all public sector pension funds including the funding level of the Teachers' Pension Plan (TPP). Equity markets have rebounded significantly in 2010 and thus far in 2011. The next valuation will be as of August 31, 2012.

Administrative Staff in the Benefits and Economic Services Division continue to be directly involved in representing teachers'

interests on pensions and the general administration of the TPP. This includes communicating information to the membership on the pension plan, presentations at the Pre-Retirement Seminars and financial information seminars and sessions, working through the Pensions Administration Committee to ensure consistent management and administration of the plan, and interceding on teachers' behalf with Pensions officials when difficulties arise. The NLTA is also represented on the Pensions Investment Committee, which oversees the investment of the province's Pooled Pension Fund.

## Grievance and Arbitration

Articles 31 and 32 of the Provincial Collective Agreement (Articles 50 and 51 of the Labrador West Collective Agreement) outline the grievance and arbitration process. Advice and assistance from the staff of the BES Division are available and essential when resolving disputes through this process. In some cases, a grievance by a teacher will represent more than one alleged violation of the collective agreement.

During the 2008-09 school year, a total of 17 new grievances were initiated by teachers. There were also four grievance cases that were still ongoing from the previous school year. Employment issues and disciplinary action by the employer gave rise to the highest number of new grievances, with five filed in each category. Two grievances each were filed related to sick leave and travel time issues, and one grievance was initiated in relation with each of discrimination and intimidation, layoffs and substitute teachers.

Eleven grievances were resolved through the grievance process. Two cases were ongoing at the end of the 2008-09 school year. Two were held in abeyance awaiting the decision of the arbitration board dealing with a related grievance. One grievance was withdrawn by the teacher. One case went through Stage I and II of the grievance process, but based on legal advice was not moved to arbitration. One case went through Stage I and II of the grievance process and notice to go to arbitration was communicated to the school district, but the grievance was resolved prior to arbitration. Two cases proceeded to arbitration.

During the 2009-10 school year, a total of 29 new grievances were initiated by teachers with some of these grievances representing multiple issues. There were also five grievance cases that were still open from the previous school year. Travel allowance issues gave rise to the highest number of new grievances with a total of 14, while five dealt with discrimination and intimidation. There were two cases each that dealt with disciplinary action, employment of teachers, grievance procedure, harassment, length of the school year, management rights and Schedule E. One grievance each was initiated in relation to each of the issues of workload, termination of contracts, substitute teachers, redundancy provisions and recognition.

Seven grievances were resolved through the grievance process. Three cases were ongoing at the end of the 2009-10 school year. Fifteen cases were held in abeyance waiting a decision by an arbitration board on a similar grievance. Three grievances were withdrawn by teachers after discussions with the school board. Three cases were moved to arbitration and are awaiting arbitration decisions.

During the 2010-11 school year, a total of 16 new grievances were initiated by teachers with some cases representing alleged violation of multiple Articles of the Collective Agreement. Seven grievances were resolved through the grievance process. As of June 6, 2011, there were a total of 39 active grievances including those currently being held in abeyance waiting arbitration rulings. One arbitration panel finding on a preliminary objection was in the Association's favour and new dates are set for a full arbitration hearing in the Fall of 2011. One arbitration ruling on a question of discrimination was found in favour of the employer.

During this school year there were three grievances initiated on employer disciplinary action and travel allowance. There were two grievances, each dealing with the issues of termination of contract, workload and management rights. There were individual grievances undertaken involving, recognition under Article 2, employment of teachers, layoffs, severance pay, discrimination and Schedule E.

## Employee Assistance Program for Teachers

The Employee Assistance Program for Teachers provides multiple services and links to encourage teachers in their quest for optimal health. This multi-dimensional strategy uses personal and group contact and available media to reach teachers with knowledge and skills to enhance their capacity for personal and workplace well-being. EAP Coordinators use existing school structures to set a foundation which supports a healthy workplace and healthy employees. Teachers are encouraged to include specific Teacher Wellness components in their School Development Plan. In so doing, they are offered support in building a teacher wellness focus into their agendas for: Safe & Caring Schools; Climate & Culture; Healthy Students, Healthy Schools; Joint Consortium on School Health; Comprehensive School Health; Occupational Health & Safety; and other school committees.

The Health Promotion Strategy for teachers involves:

- establishing a supportive foundation at the Department, Board, Branch and school levels as well as ensuring availability of, and access to community resources in Health; and,
- providing direct services through information and skills development sessions; resource development and distribution; and individual counselling and referral.

Between September 2009 and May 2011, the EAP Wellness Program has reached 2,382 teachers in 79 schools through 85 workshops and six webinars. EAP Coordinators also presented in five Boards and 15 provincial workshops and engaged in 415 wellness and/or on-flict resolution/prevention consultations.

During the same time period, the EAP Counselling Program opened 234 new teacher cases plus re-opened 230 previously opened cases. Counselling cases have increased and Coordinators handled approximately 219 teacher cases each month.

The Coordinators remain current in workplace health promotion and disease prevention through their contacts provincially, nationally and internationally.

The program is experiencing increased referrals from physicians along with a growing interest in the webinar series which include topics of interest to teachers, many of whom were previously unaware of EAP services.

## Legal Assistance

Members of the NLTA have access to free legal assistance under the Association's Legal Aid Policy provided the case arises from a situation that is contingent upon the member's role as a teacher. Any teachers who feel they may need legal assistance in this type of situation must submit their requests to an administrative officer in the BES Division for approval, which will be decided in consultation with the Association's legal advisors.

The Association has provided legal assistance to its members in relation to many different issues, including questions related to defamation, parental complaints, child protection matters, allegations of abuse, harassment and police statements.

During the 2008-09 school year, 25 requests for legal assistance were approved and referred to legal counsel. The largest number of these, nine, related to allegations of physical assault. Five cases related to allegations of sexual assault/impropriety. Three dealt with harassment. Two each dealt with parental complaints and disciplinary action. Individual cases dealt with assault, professional conduct, parental threat, parental harassment, child protection and child custody. In the majority of cases, legal assistance was provided and the issue was resolved, one proceeded to court and one case was still under investigation at the end of the school year.

During the 2009-10 school year, 20 requests for legal assistance were approved and referred to legal counsel. The largest number of these, nine, related to allegations of physical assault. Five cases related to allegations of sexual assault/impropriety. Four cases involved police investigations. Three dealt with child protection and two dealt with harassment. Individual cases dealt with witness advice, theft, student bullying, school property, human rights and teacher certification. In the majority of cases, legal assistance was provided and the issues were resolved with only one case still under investigation.

During the 2010-11 school year, 24 requests for legal assistance were approved and referred to legal counsel. Some of these requests represented more than one issue. There were five referrals each for the issues of defamation, harassment and physical assault. There were three referrals for police statements, and two each for defamation by a parent, and inappropriate conduct. There were individual referrals for assault by a student, inappropriate language, northern recruitment, northern allowance, personal injury, student mistreatment, theft and threats.

As of June 2011 there were 33 legal files that remain open and/or ongoing.

## Employment Insurance

The Association's publication *Teachers' Guide to Employment Insurance*, which is revised annually, is available to all members and provides up-to-date, practical information to assist teachers with employment insurance matters. The majority of inquiries and requests for assistance come from substitute/replacement

teachers and teachers applying for maternity/parental benefits. Teachers' access to EI benefits during the non-teaching periods, particularly July and August, have been significantly limited based on the decisions in a number of Federal Court of Appeal decisions in 2002 and 2003. However, the Association continues to provide legal assistance for EI appeals to teachers whose circumstances can be distinguished from the facts in these cases.

## Workers' Compensation

The NLTA continues to provide assistance and support to teachers who are injured in the course of their employment. During the 2008-09 and 2009-10 school years, four new files were opened, and in 2010-11, five new files were opened in relation to teachers seeking advice regarding work related accidents/injuries and claims for workers' compensation benefits, which is a substantial decrease since the prior two school years. The significant negative financial impact for teachers who are in receipt of workers' compensation benefits continues to be one of the most important issues for the NLTA. While provincial legislation still prevents an employer top-up of these benefits, the NLTA has established a supplement through the Group Insurance Long Term Disability Plan (LTD). Effective September 2006, any teacher who has LTD coverage through the NLTA Group Insurance program and has lost time due to an injury at work is entitled to a LTD "top-up" once the teacher is in receipt of workers' compensation earnings loss benefits. The LTD "top-up" is non-taxable and will pay an injured teacher the difference between 85 percent of regular net income and the workers' compensation benefit received. Information and applications for the LTD "top-up" are available through the Benefits and Economic Services Division.

## Teacher Health Assistance Program (THAP)

The Teacher Health Assistance Program is designed to make contact with teachers who are in danger of running out of paid sick leave, in order to provide whatever support is possible and to make these teachers aware of benefits which may be available should their paid sick leave expire. In addition to daily contact, over 300 THAP information packages have been sent from September 2009 to June 2011 to teachers identified as running low on sick leave. Over 1,900 packages have been mailed out since the inception of this program in 1999. While this program attempts to reach all teachers running low on sick leave, it is not always possible to do so. Teachers in this situation are encouraged to contact the NLTA.

## Deferred Salary Leave Plan

Benefits and Economic Services staff are available to provide advice and assistance to members in relation to the Deferred Salary Leave Plan (DSLPL). This includes liaising with school district and Department of Education officials, providing current information in *The Bulletin*, and working with the Deferred Salary Leave Committee. A detailed information and application package, updated annually, is available from the NLTA office. Currently, there are 284 teachers enrolled in the DSLPL, 215 of whom are paying in, 49 of whom are on leave, and 20 of whom have deferred their year of leave.

## **Occupational Health & Safety (OH&S)**

The Benefits and Economic Services staff provide advice and assistance to teachers in relation to Occupational Health and Safety issues and inquiries. OH&S Committees (or Representatives, depending on the number of employees in a school) play an important role in overseeing and ensuring workplace safety. Specific workplace safety concerns should be brought to the attention of school administrators and school OH&S Committees or Representatives.

## **Financial Information Seminars**

During the 2010-11 school year, the NLTA introduced a Financial Information Seminar Pilot as a means to gauge the interest of teachers in receiving relative financial information. The pilot project involved hosting three seminars on October 16 (Gander), November 6 (Corner Brook) and December 4 (St. John's). A maximum of 30 participants were pre-registered at each seminar and the overall interest was very encouraging. Because of interest shown, two additional regional seminars were held in Marystown and Port aux Basques. Three seminars are planned for the Fall of 2011 in Clarendville, Corner Brook and St. John's.

## **Financial Wellness Presentations**

Financial information sessions with information for teachers on salaries, pensions, group insurance, and other benefits, with an emphasis on the importance of obtaining financial advice from certified financial planners, have been provided in a number of formats to teachers. In particular, the presentation is provided to new teachers at the district teacher orientation sessions in late August/early September, branch meetings and staff meetings upon request, and school closeouts when permitted to do so. These 1-2 hour sessions have been successful and very well received.

## Professional Development

The Professional Development Division of the NLTA designs and delivers professional development programs in response to the demands from the field – individuals, schools, districts and other groups. It is also an advocate for teachers in areas of professional issues such as leave for professional development. The Division administers numerous funds and awards, and through the various standing committees the Division represents the concerns of the field to Provincial Executive and develops policy for the Association. The following is a report on the activities of the Professional Development Division for the 2009-11 mandate.

### Special Interest Councils

The last two years (2009-11) have been an interesting, inspiring and occasionally challenging time from the perspective of Special Interest Councils. The seven “specialist councils” have continued to thrive. Many of these councils have offered first-class professional learning opportunities to their respective members and have effectively represented the unique interests of their members. For example:

- The Newfoundland and Labrador Counsellors’ and Psychologists’ Association (NLCPA) has ratified its document, *Ethical Guidelines for Guidance Counsellors in Newfoundland and Labrador*, after the work was carefully scrutinized by legal council of the NLTA.
- Councils submitted a number of important resolutions for consideration at BGM 2009 and 2011.
- Five of the ten Councils are utilizing the Virtual Teacher Centre (VTC) to engage their members in online communities.
- The Council of Special Services (COSS) continues to organize timely and important learning opportunities for its members. For example, on September 25, 2010, COSS hosted Dr. Sally Shearman who presented on the topic *Dyslexia: Signs, Symptoms and Solutions*.

The three Levels Councils (i.e., Primary/Elementary, Intermediate and High School) have continued to struggle. In particular, the Intermediate and High School Levels Councils have been challenged to provide learning opportunities to teachers who are still subject based. The vast geography of our province, a lack of substitute days, the ability to attract and keep committed volunteers, the issues of PD related to teachers’ “professional growth plans,” etc. have challenged a number of Levels Council Executives. Nonetheless, the Intermediate Level Council does have a new Executive, led by President Chesley West. They are working hard to establish a direction and PD opportunities for its members.

The High School Levels Council is currently without an Executive. A recruiting campaign to identify and elect a new Executive is underway.

The Primary Levels Council has been active. It held a provincial conference featuring Dr. David Booth exploring the topic *Differentiating Literacy Instruction*. The Primary Levels Council has also hosted a number of “dine and learn” sessions in the Clarenville area.

## Response to Membership

### Beginning Teachers

For a number of years, the NLTA led a Teacher Induction Program in collaboration with school districts. This program has changed over time as the restructuring of districts and the changes in personnel at district offices has presented major challenges to implementing the model as it was designed. However, in recognition of the need for support for this group, the Association continues to be a part of the orientation sessions held in late summer or early fall and by providing a “new teacher orientation kit.” As well, 2011 marked the fifth year of offering conferences with an agenda designed specifically for beginning teachers. These conferences are held regionally and take place in January and February.

Staff in the PD Division regularly respond to requests from the Faculty of Education and Memorial’s Education Society to present seminars and classes on a variety of topics (financial matters, classroom management, interviewing techniques, professionalism, etc.).

In 2007, the Association initiated a five-year study of the experiences of beginning teachers in this province. To date, the participants have completed two questionnaires, selected teachers were interviewed and all study participants were part of a phone survey. 2010-11 plans were in place to conduct a final questionnaire. Regrettably, the long-time illness through much of 2009-10 and, in December 2010 the death of chief investigator Dr. David Dibbon, has put these plans on hold. PD staff are pursuing talks at the Faculty of Education to get the research back on track.

### Mid-Career Teachers

Focus groups for mid-career teachers were held throughout the province in the Fall of 2008. Teachers were also invited to submit feedback individually. Following a report to Joint Council in February 2008, programming was designed for a workshop to be held over an evening and full-day session. This was done in collaboration with other teacher organizations in Atlantic Canada (NSTU, NBTAs and PEITF). Unfortunately, a pilot scheduled for Spring 2010 did not garner sufficient interest and was cancelled. The program has been revised in an alternative half-day format, although this may compromise the effectiveness. This has been advertised as part of regular program offerings and another attempt at piloting is being considered for Spring 2011.

### Late-Career Teachers

In the Fall of 2009 and 2010, the Association offered a series of pre-retirement seminars. Teachers continue to give strong endorsement for these seminars, and it is expected that they will continue to be held. These are carried out by staff in the Benefits and Economic Services Division and are reported on under that section.

## Leadership Initiatives

### Leadership at Work

This program, which was originally developed and piloted by the NLTA in collaboration with the former Avalon West School

District, continues to be the premiere leadership development and support program for our school administrators. While it has taken on various models, it is operating in most districts with several cohorts in the Western School District. Staff in the PD Division continue to provide support and are often consulted to provide input into the agendas for these groups and assist with facilitation as they meet on a regular basis throughout the school year.

### **Developing Successful Schools (DSS)**

Developing Successful Schools (DSS) is an annual leadership institute held in Sackville, New Brunswick and co-sponsored by the Nova Scotia Teachers Union, the Prince Edward Island Teachers' Federation, the Newfoundland and Labrador Teachers' Association, the New Brunswick Teachers' Association and the New Brunswick Department of Education.

In July 2010, participants from Newfoundland and Labrador had the opportunity to interact with and learn from Damian Cooper who specializes in helping schools and school districts improve their instructional and assessment skills. The theme was *Fostering Assessment Literacy in Our Schools: Guidelines for School Administrators*.

DSS 2011 featured Dr. Andy Hargreaves, co-founder and former director of the International Centre for Educational Change at the Ontario Institute for Studies in Education in Toronto, facilitated the institute. The NLTA sponsors up to 10 delegates to this institute.

The NLTA will once again fund ten delegates to DSS 2011. Information has been disseminated to all schools and is available on the NLTA website.

## **Joint Ventures**

### **CONTACT**

The Conference on New Techniques and Classroom Teaching (CONTACT) is a summer conference, hosted in rotation by the four teacher organizations in the Atlantic region. In 2009, the NLTA was represented by our President, the Chair and two members of our Professional Issues Committee, the Administrative Officers in the PD Division and a delegation of 25 teachers from all regions of the province. In 2010, the NLTA had the pleasure of hosting CONTACT at the Sir Wilfred Grenfell Campus of Memorial University in Corner Brook. The theme for the conference was *CONTACT: The Education Summit*. In keeping with the theme, the featured speaker was Everest climber, T.A. Loeffler. More than 100 attendees from the Atlantic region rated the conference a huge success.

### **Atlantic Canada Connected Community (ACCC)**

The Atlantic Canada Connected Community (ACCC) is well established as the first ever "Connected Community" to ASCD, the Association for Supervision and Curriculum Development. ACCC has developed a constitution, gained a solid membership base, developed and mounted a website and published several volumes of a PD journal, *Connections*. Equally important, ACCC has offered a large number of professional learning sessions featuring world-renown ASCD authors and presenters (e.g., Jay McTighe, Carol Ann Tomlinson, Carolyn Coil and Bob Sullo).

ACCC Executive members have been afforded the opportunity to participate in ASCD summer leadership training which is held in Lansdowne, Virginia. All expenses have been borne by ASCD. The NLTA's Professional Development Division is represented on the ACCC Board of Directors and our ACCC members are, for the most part, NLTA members who recognize the importance and value of partnerships and of professional development.

### **ONSITE – Gros Morne Teacher Institute**

The 10th Annual Teacher Summer Institute (ONSITE) took place on the Northern Peninsula during August 2010. The Department of Education, Parks Canada and the Newfoundland and Labrador Teacher's Association collaborated and provided "full funding" to offer two professional learning summer institutes for 40 educators.

Bringing Our History to Life was developed for K-12 Social Studies teachers and centered primarily on learning about the Aboriginal and early European histories of the province. Through a series of workshops that were held at a number of Parks Canada sites (i.e., L'Anse aux Meadows, Red Bay, Port au Choix, etc.), teachers developed skills that they can use in the classroom as to engage students in answering questions about our past.

Sustainable Development and Resource Management provided Grades 7-12 Science teachers with a series of workshops, field trips and hands-on activities addressing the themes of biodiversity, ecological monitoring and sustainable development. Field trips to a number of sites near Rocky Harbour (e.g., Lobster Head Lighthouse, Green Point, Bonne Bay Marine Lab, the Table Lands, Woody Point, Trout River, etc.) permitted participants opportunities to address these themes through study of freshwater, marine, bog and forest ecosystems.

### **Sharing Our Cultures**

2009 marked the 10th anniversary of Sharing Our Cultures, a showcase of the many diverse cultures represented in our school communities. At that time, The Rooms became a partner and the event was hosted there. Sharing Our Cultures has grown from a small multicultural fair to a major event which hosts school groups for two full days following an official ceremony.

In 2010, Sharing Our Cultures became incorporated and is now governed by a Board of Directors chaired by the NLTA Communications Officer. Ms. Lloydetta Quaicoe continues to provide leadership for the organization. PD staff continue to serve on the advisory and event planning committees.

## **International Programs**

In the Summer and Fall of 2009, the NLTA continued to contribute to international educational programs in the developing world through the Canadian Teachers' Federation. Each year the NLTA has sponsored one participant in Project Overseas. In the summer of 2010, Mr. Gerard Lowe, a high school teacher from Corner Brook, worked as a tutor to teachers in Guyana. Ms. Tina Smith, our 2011 participant, worked with teachers in Dominica.

Beverly Park, Senior Administrative Officer, continued to provide leadership on the John M. Thompson Programme. Her participation is funded by CTF with grants from the Canadian

International Development Agency. In the Fall of 2009, she worked with colleagues from the National Teachers' Union in France to deliver a leadership program in West Africa. She also returned to Uganda to assist the Uganda National Teachers' Union (UNATU) in expanding the Teachers' Action for Girls (TAG) program into Northern Uganda, a region recovering from war. This project not only advocates for safe schools for girls and encourages educational partners to ensure that girls have a place in school, but it has become a major part of UNATU's programming and given them credibility as an organization. Using TAG, UNATU has grown its membership and become a well-respected player among the educational agencies in Uganda.

NLTA staff assisted staff from the Alberta Teachers' Association in developing a strategy for working in Uganda. The Winter of 2011 saw a major setback for international programs as the Canadian International Development Agency (CIDA) ended a 50-year partnership agreement with the Canadian Teachers' Federation and withdrew all funding. PD staff worked in Togo, West Africa to explore possibilities for programming in that country.

## Workshop Delivery

Design and delivery of workshops, keynotes and conference sessions are a major part of the work of the Professional Development Division. This work puts staff in direct contact with teachers and with school districts and helps us remain current on issues, ideas and topics of concern to teachers.

## CTF Imagineaction Initiative

Imagineaction is a new initiative of the Canadian Teachers' Federation. The program is designed to assist teachers meet the stated desire of parents, teachers and students to use a critical thinking model to teach citizenship through active participation in community-based projects. Imagineaction provides support for students and teachers in English and French schools across the country wishing to incorporate topics related to socially just citizenship. Support for teachers and their students is provided in four ways: funding subsidies, access to expertise, professional development and a project showcase.

Funding opportunities (i.e., project subsidies to a maximum of \$750) are provided for school/community social action projects tied to the Imagineaction themes: CONNECT (relationships); ENGAGE (active and participatory democracy); THRIVE (health and wellness); LEAD (leadership); LIVE (environmental sustainability); and CARE (poverty).

Teachers have been able to register their projects on the Imagineaction website and apply for funding since the beginning of September 2010. Teachers have also been able to browse current and past projects in order to connect with colleagues across the country to share their good ideas.

## Publications

The Division has, over the years, produced a number of publications. These continue to be reviewed and updated. In 2010-11 the *Handbook for Beginning Teachers* was revised. A third edition of this very popular document will be available in Fall 2011.

## Virtual Teacher Centre

The Virtual Teacher Centre (VTC), a collaboration between the NLTA and the Department of Education, has been in existence since 2001. Its mandate has been to provide educators with professional supports and resources that can assist in the delivery of curriculum in the Province of Newfoundland and Labrador. The current vision of the VTC is to create an online collaborative network of educators; a place where members can get resources, interact with colleagues and share ideas.

The three pillars of the VTC are: contribute, collaborate and create. In today's digitally enhanced world, the means by which we collaborate have changed substantially. How we communicate, how we share, and how we interact has been heavily impacted by the introduction of social networking tools, file sharing tools and a vast array of interactive people-centered tools, allowing for collaboration through networks that were not even conceivable in the not-too-distant past. As network speeds increase and equipment becomes more and more ubiquitous (not to mention portable), professional learning networks such as MyVTC will progressively enhance professional learning opportunities as they offer just-in-time resources and training.

## The VTC has Continued to Grow

- There are currently over 2,160 registered users.
- Average daily visits are 68 over a three-year period. These have grown from 33 in year one to 103 in year three, nearly tripling our traffic.
- The portal currently hosts over forty professional learning communities that range in size and scope.
- To date, over 1,100 resources are being shared. Note: These are actual files. There are many more resources shared in the portal such as URLs, blogs and wikis in the communities.

## Virtual Teacher Centre – Contribute, Collaborate, Create

The VTC offers two primary methods of delivery of services and resource to educators in the province – asynchronous and synchronous.

The asynchronous component of the operation is delivered through the online portal, available at <http://myvtc.ca>. Here, members avail of the latest in tools for collaborating, contributing and creating content and resources that are subsequently shared through its many site-wide resources and professional learning communities. Through the current platform, we have witnessed a tremendous growth in resources and collaboration among members. This aspect of the operation grows daily and continues to expand as more and more individuals share their skills and pedagogical knowledge.

There are some rich communities of practice emerging from the Virtual Teacher Centre, such as the Physical Education Community with a membership approaching 500 and the Technology Education Special Interest Council group that is offering live online professional learning opportunities and sup-

porting them with an archive of resources that members can access anytime, anywhere.

The VTC also supports synchronous communications, so that educators can offer direct supports using available platforms such as videoconferencing and web conferencing. The VTC works with districts, the NLTA and the Department in support of synchronous delivery of professional learning, wellness and curriculum. The VTC has been involved in a number of initiatives through the Department of Education and various divisions of the NLTA in the promotion of technologies for work flow, collaboration, meetings and professional learning. For example, we have been involved in offering training and moderating sessions for personnel in the Department of Education, districts, the NLTA and educators in the field on the utilization of such platforms as Elluminate Live!, Bridgit and Video Conferencing. This has led to a series of noteworthy live sessions delivered through the VTC that include wellness seminars, assistive technologies and environmental education. As the tools have become more readily available, so too have the opportunities for the Association to strategically offer web-based conferences and professional learning sessions to its members.

## Sharing Curriculum Documents and Resources, Linking Outcomes to Pedagogy

Through the VTC, teachers are sharing their work, their assessments and their ideas around pedagogy in various formats. The site currently contains over a thousand usable resources that have been uploaded since the new version of the site came online in the winter of 2009. In addition, there are hundreds of websites and other online resources cited in many of the groups through wikis, blogs and the various discussion forums. We continue to explore other directions to increase the number of resources in the portal.

## Providing Opportunities for Professional Learning

In addition to providing support to the Special Interest Councils and the Association, the VTC partners and collaborates with the Department of Education, the Faculty of Education at Memorial University, school districts and others.

This will continue to grow as more and more educators are looking to be linked to more than simple district networks and are looking for connections to provincial, national and global networks. As an example, Classroom 2.0, a similar entity, now has a membership of some 53,000 and offers many similar services. By the end of 2011, the services offered by the VTC will be accessible by default to every educator in the province, i.e., if you are member of the NLTA, by default you will be a member of MyVTC. This has positive implications for the Association as the VTC can eventually become the access point for peer-to-peer sharing and collaboration across the entire spectrum of the curriculum.

## Providing Timely Articles, Links and Information Through Various Tools

The Coordinator of the VTC is a regular contributor to *The Bulletin*, where he provides timely articles on technology and learning. He also promotes educational resources and pedagogies through blogs and discussion forums on the Virtual Teacher Centre. The VTC portal users can go to the blogs and forums and decide by subscribing whether or not they want to continue to receive updates. It is also interactive and the VTC receives regular feedback through blogs and discussion forums.

## Providing a Venue for SICs as a Place to Connect and Empower Teachers

The SICs play a critical function with their ability to access NLTA members with common professional learning needs. MyVTC has given many of them a new presence as they virtually connect with other educators who share common interests and agendas. It has meant the possibility of uniting individuals in common curriculum areas in new and exciting ways. Through the portal, many SICs are sharing ideas and resources on a daily basis.

### Of Note:

As part of reporting to BGM 2011 on the Review of NLTA Programs and Services, a full analysis of and report on the Virtual Teacher Centre was prepared.



## Communications

The Communications Division is responsible for managing all aspects of the NLTA's internal and external communications, public relations and advertising programs. The division is responsible for *The Bulletin* as well as other communications to teachers, media relations, coordinating member and public attitude research, developing and implementing communications strategies/plans, and for the Association's Internet communications. The following summarizes some of the initiatives of the Communications Division for the 2009-10 and 2010-11 school years.

### Provincial Budget

In 2010 and 2011 the NLTA prepared submissions to Government's Pre-Budget Consultations. The focus of the 2010 submission included discretionary leave and substitute teachers days, teacher allocations, ISSP Pathways, and technology resources and supports. Government essentially maintained spending levels for education from the previous year. The substitute teacher budget was still a major concern for teachers and the NLTA.

The NLTA's submission to the 2011 pre-budget consultations focused on four areas. They were: student support services/inclusion; teacher allocation; discretionary leave and substitute teachers days; and student supervision. Government was urged to make a greater commitment to increasing the resources for education in the 2011 Provincial Budget.

### Education Week

The planning of the resources and activities for Education Week is the responsibility of the staff in the Communications Division in consultation with the provincial Communications/Political Action Committee. The theme for Education Week 2010 was *My Place • Ma place* and the Opening Ceremonies were held on March 8 at Templeton Academy in Meadows. A focus group concerning Education Week was held in the Spring of 2010 to review the event and determine possible improvements or changes. No major recommendations were made, but slight changes were suggested around the resource materials and the Opening Ceremonies.

The theme for Education Week 2011 was *I Think • I Can - iThink • iCan - Penser, c'est Pouvoir • iPenser, iPouvoir*. The Opening Ceremonies were held on March 7 for the first time via web-cast where the entire province could view the event. Students from Cartwright, Bay of Islands, St. John's and Stephenville performed on the Opening and VOCM radio personality Paul Raynes hosted the event with Lily B. Cole, President of the NLTA. The Minister of Education joined the event from Stephenville. Over 180 schools joined the event live through the partnership of the Centre for Distance Learning and Innovation (CDLI) and the Virtual Teacher Centre (VTC). An online contest was also held with VOCM where 20 cash prizes were awarded by random draw at the end of the contest.

Education Week has been sponsored by the NLTA since 1936.

## Analysis Between In-house Printing and Outsourcing the Printing

The following resolution was passed at the 2009 Biennial General Meeting:

*That the NLTA conduct a cost analysis between in-house printing and outsourcing the printing. In November 2009, Table Officers considered this resolution and brought a recommendation to Provincial Executive. Executive then determined the process that would take place to carry out the analysis.*

The following actions were initiated: using a two-year compilation, outside printers were contacted and asked to provide an estimate of the cost of the print jobs completed during 2007-08 and 2008-09; the internal costs for the two years were compared to the external estimates; information was gathered from counterparts in the CTF member organization re the use of in-house versus external printing and experiences with each; advantages and disadvantages of internal versus external printing were considered as part of the analysis

A report of the information and the analysis was presented to the March 2011 Joint Council meeting and was also presented to BGM. It was recommended that the NLTA maintain its in-house printing services.

### 120th Anniversary Celebrations

On November 22, 2010, the NLTA marked the 120th anniversary of its founding in 1890. As part of the recognition of this date the NLTA provided special 120th anniversary pins to all teachers, utilized the November issue of *The Bulletin* to print historical information, held an online contest for teachers that dealt with the history of the NLTA, and made available various promotional items with the 120th anniversary logo that had been designed internally by NLTA's graphic designer. The BGM in April 2011 also recognized the 120th Anniversary during various events for the delegates.

### Computers for Schools

The NLTA continues its involvement with the Computers for Schools (CFS) program. The program is a national volunteer based initiative that collects, repairs and delivers surplus computers – donated by governments, private corporations and individuals – to schools, public libraries and non-profit organizations across the country. The program was established in Newfoundland and Labrador in 1994. To date, CFS has shipped over 35,000 refurbished computers to schools, districts and libraries throughout Newfoundland and Labrador and over one million computers have been shipped on a national level. The provincial statistics for 2010-11 reveal that over 2,810 refurbished computers have been delivered and 202,011 pounds (92 tonnes) of computer E-waste recycled.

The NLTA is represented on the CFS Board of Directors by the NLTA Communications Officer who also is a member of the CFS Finance Committee and Vice-President of the Board of Directors.

## Publications

The Communications Division has responsibility for all publications of the NLTA that are available to teachers and various publics. Many of the NLTA publications continue to be reviewed and updated and many of the printed materials are now available only on the NLTA website. A more detailed report on the printed publications of the NLTA can be found under the Printing Services section.

## NLTA Website

The NLTA website was revamped in 2008-09 and redesigned to accommodate a public section and a members only section. Teachers were provided with a user name and password to access the members only section. The NLTA website is updated on a regular basis and all information available to teachers is posted on the website often before it is in print. New sections are added to the website as needed or as requested.

The members only section provides the opportunity for teachers to update their personal information and request an NLTA membership card if needed. We are currently reviewing the way that teachers receive their user name and password for the members only section and changes should be incorporated by the Fall of 2011.

## NLTA Membership Cards

The NLTA membership cards continue to be updated as requested and we are currently reviewing the most cost effective means to get these cards to new teachers and teachers who have misplaced their cards. Teachers can now complete a form on the NLTA website to request an NLTA membership card. The current cards expire in December 2012. As well, we continue to provide life membership cards to members of the Retired Teachers' Association who are life members in the NLTA (20 or more years of service).

## Teacher Recruitment Fair

The Annual Teacher Recruitment Fair is intended to provide job opportunities and information for students, teachers, and others interested in entry into the profession. The Provincial Recruitment Fair is organized in partnership with Memorial University, the NLTA, the Department of Education and the Newfoundland and Labrador School Districts. In 2010 the Fair took place on May 8 in Corner Brook and May 10 in St. John's. For 2011 the event took place on May 9 in Corner Brook and May 11 in St. John's.

## NLTA Database

The NLTA continues to collect information for the internal database of members. In September 2010 an NLTA staff member was assigned sole responsibility for updating and maintaining the database. There are presently plans in the works to revamp the database and look at new ways of collecting the information from teachers. Once the database is reorganized and revamped it will allow easy access to member information for polling, email, and communicating quickly when needed.

## Communication to Teachers

We continue to print many publications for teachers, but an effort has been made to communicate electronically if and when possible. All information is posted on the NLTA website, regular emails are sent to school reps, branch presidents and members of Provincial Executive. The NLTA now uses Twitter to get information/updates to the public and teachers along with regular news releases. We have also been utilizing webinars on various topics of interest to teachers to allow those who would not normally be able to attend a face-to-face session the opportunity to still take part. Webinars have taken place on such topics as stress management, pain management, teacher self care, conflict and resolution, eye movement desensitization and reprocessing, among others. Webinars are planned for coming months and they provide an opportunity to reach more teachers and provide relevant information on NLTA issues and topics of interest to teachers.

## Teacher Discount Program

The list of businesses that provide discounts and special services for teachers has been continued. The list is available on the NLTA website in the members only section for easier access by teachers. The Communications Division continues to monitor this program and other businesses and companies will be added as they become available. The QSP Magazine Discount Program is still offered to teachers where they can take advantage of hundreds of magazines at enormous discounts and a hotel discount program was added in the spring of 2011.

## Other Projects

The NLTA Communications Officer also represents the NLTA on various other joint projects and partnerships including Sharing Our Cultures, and the Atlantic Communicators in Education (ACE). The ACE group consists of communications officers and directors from the other Atlantic provinces. They meet 3-4 times a year to share ideas, discuss Atlantic teacher issues, and to cost share projects if and when possible.

The Communications Division also has responsibility for organizing Janeway Day in the Schools which was held on or near February 14 of each year and for the organizing and judging of the NLTA Christmas card contest. The winning entries are usually judged in early March and the card is used for that year's NLTA Christmas Card.

## Printing Services

In conjunction with staff in the Communication Division, Printing Services is responsible for all matters related to the design, printing and distribution of information to teachers. Projects completed are referenced throughout this report and some items are highlighted below.

### Province-Wide Vote/Elections

Three Election newsletters, a special Election issue of *The Bulletin*, and posters for candidates were completed and circulated to teachers, along with voting materials (ballots, voting instructions, etc.).

### The Bulletin

Eight regular issues of *The Bulletin* are designed, printed and mailed annually. *The Bulletin* is mailed on the basis of one per every two teachers, with provision for schools to order more if so desired. Retired teachers and others may receive this publication on request by paying an annual subscription fee. Special editions of *The Bulletin* are also printed and mailed biennially for BGM and the Province-Wide Election for President and Vice-President.

### Biennial General Meeting

In addition to the special Convention issue of *The Bulletin*, numerous items are designed and printed for inclusion in the Convention Kit that is mailed to delegates. Other Convention support materials are printed for BGM, such as luncheon menus, programs, and award winner cards.

### Internal NLTA Work

Extensive work is carried out for the Divisions of the NLTA with examples as follows:

The NLTA expense claim forms, child/dependent care expense claim forms, financial statements, and preprinted envelopes are printed as required. Responses to government reports, President's Alert, and President's Digests were printed and circulated to teachers. Support materials for Joint Council meetings were also provided. Legal services folders and pre-retirement seminar kit items were printed. Support materials for staff workshops and projects. For Group Insurance, letterhead and envelopes, application and opt-out forms, and overviews of the Plan were printed. Memos to Plan members re the annual insurance renewal are also printed and mailed annually. For the Employee Assistance Program, conference and workshop support materials and a Wellness Log were printed. Banner bugs were also designed.

Many of the NLTA's pamphlets have been reprinted. These are available to teachers, at no cost, and can be ordered online or through Printing Services.

Kits containing support and promotional materials are printed and circulated annually for Janeway Day in the Schools and Education Week. Education Week certificates and bookmarks are also provided to schools on request.

Promotional materials were printed for our School Representative Seminars that were held in the fall of each year and for our Pre-retirement Seminars, also held in the fall. The

NLTA Bulletin Board/NLTA News signs were printed and distributed to school reps, along with a poster and handout on the role of the school rep.

Other member support materials sent to teachers include: observations posters; NLTA staff extension numbers stickers; wall calendars; and the NLTA Awards poster. Posters re our members-only website and for the Teacher Recruitment Fairs (held in St. John's and Corner Brook) were also designed, printed and circulated to schools.

Materials are printed twice annually for the Ceremony of Induction into the Teaching Profession, a ceremony held for graduating education students at Memorial University. Scholarship, grants and other application forms were revised and printed. The CONTACT application forms and guidelines were sent to schools.

The majority of work for branches is usually completed during the spring as retirement dinners are hosted for newly retiring teachers, but we have also supported our branches by printing Christmas cards and other special event promotions on request and on a cost-recovery basis.

Support materials printed and circulated on behalf of the Special Interest Councils include: membership cards and application forms; newsletters; conference/workshop/institute posters, brochures, registration forms, and other handouts; business cards for executive members; ad design; invitations to special events; and Christmas Suite vouchers and programs. Special mail outs were also completed for councils as requested. Printing and mailing for Councils is completed on a cost-recovery basis. On request, membership databases are also set up and maintained for councils.

For schools we have printed notepads, tickets, posters, report forms, note cards, certificates, prom programs, letterhead, envelopes, concert programs and school calendars. These items are completed on a cost-recovery basis and only when time permits (all NLTA work takes precedence over such projects). Numerous projects have been printed and circulated for the Retired Teachers' Association, including: BGM materials, provincial newsletters (usually two annually), divisional/regional newsletters, flyers, greeting cards, and other informational items. These items are completed on a cost-recovery basis. The RTANL database was set up, and is maintained, by Printing Services staff.

We occasionally assist other affiliated groups with their printing requirements. These requests are considered on an individual basis and are vetted through the Communications Officer and/or the Executive Director.

## Finance

The Finance Division of the NLTA is responsible for ensuring that all revenues and expenditures are accounted for in accordance with the By-laws and Policies of the Association and for the maintenance and upkeep of the NLTA property. The primary source of revenue (approximately 96%) comes from the membership in the form of fees, which are currently set at 1.25% of salary and bonuses. In accordance with Resolution FL17 from BGM 2007, 50% of the 2009-10 financial surplus was transferred to the Emergency Fund (\$575,153).

### Funds of the Association

There are seven funds operated by the Association, which are:

#### General Fund

This is the daily operating account of the Association.

#### Group Insurance Fund

This fund is operated by the Group Insurance Trustees and is reported on under the Benefits and Economic Services Division.

#### Emergency Fund

Pays for all expenses related to job action, as well as collective bargaining and grievance/arbitration costs.

#### Centennial Fund

Spending from this fund is controlled by the Professional Issues Committee and is limited to the annual interest earned.

#### Reserve Fund

Used to cover any annual deficits that might occur in the General Fund.

#### Professional Development Fund

Spending from this fund is limited to the annual interest earned on the fund and is controlled by the Professional Issues Committee.

#### Support Staff Pension Fund

This is the pension fund for the Support Staff of the Newfoundland and Labrador Teachers' Association.

### Pooled Investment Committee

The Pooled Investment Committee monitors the investment performance of the fund manager using an investment scorecard which compares our investment returns with the appropriate benchmark and the fund manager's performance in comparison to other fund managers in Canada. Members of the Pooled Investment Committee meet at least annually to review policy, to receive formal updates, and to make recommendations to Provincial Executive and Group Insurance Trustees, as appropriate.

### Property

The Finance Division is also responsible for the maintenance and upkeep of the NLTA building and property at 3 Kenmount Road, St. John's and the President's house at 44 Rumboldt Place, St. John's. The usual care has been provided to the grounds and building.

# Financial Statements

## Newfoundland and Labrador Teachers' Association Statement of Operations\*

Year Ended August 31			2010	2009
	General Fund	Restricted Funds	Total	Total
<b>Revenue</b>				
Membership fees	\$5,016,636	\$435,966	<b>\$5,452,602</b>	\$5,266,349
Contributions	269,448	196,450	<b>465,898</b>	540,803
Government grants	234,817	-	<b>234,817</b>	212,898
Interest on investments	933	268,662	<b>269,595</b>	241,681
Miscellaneous	12,765	23,433	<b>36,198</b>	55,683
	<u>5,534,599</u>	<u>924,511</u>	<u><b>6,459,110</b></u>	<u>6,317,414</u>
<b>Expenses</b>				
Administration	1,672,191	188,740	<b>1,860,931</b>	2,208,951
Benefits and Economic Services	1,178,689	-	<b>1,178,689</b>	1,161,792
Communications	765,628	-	<b>765,628</b>	741,817
Employee Assistance Program	-	59,196	<b>59,196</b>	64,090
Branch Operations	228,207	-	<b>228,207</b>	224,073
Investment fees	-	40,775	<b>40,775</b>	37,968
Professional Development	539,578	50,805	<b>590,383</b>	574,920
Grievances and Arbitrations	-	166,491	<b>166,491</b>	132,983
Negotiations and Other Lock-out	-	20,074	<b>20,074</b>	187,874
	<u>4,384,293</u>	<u>526,081</u>	<u><b>4,910,374</b></u>	<u>5,334,468</u>
Excess of revenue over expenses before other item	1,150,306	398,430	<b>1,548,736</b>	982,946
Other item, Increase (decrease) in fair value of investments	-	201,771	<b>201,771</b>	(512,305)
Excess of revenue over expenses	<u>\$1,150,306</u>	<u>\$ 600,201</u>	<u><b>\$1,750,507</b></u>	<u>\$ 470,641</u>

\* For more information or details about the Financial Statements please contact the Finance Division of the NLTA.

**Newfoundland and Labrador Teachers' Association  
Restricted Funds' Statement of Operations\***

Year Ended August 31								2010	2009	
	Emergency Fund	Professional Development Fund	Centennial Fund	Reserve Fund	Outreach Program Fund	Virtual Teacher Fund	Safe Schools Fund	School Administrators' Council PD Fund	Total	Total
<b>Revenue</b>										
Membership Fees	\$ 435,966	-	-	-	-	-	-	-	<b>\$ 435,966</b>	\$ 420,488
Contributions	-	-	\$ 113,932	-	-	\$ 82,518	-	-	<b>196,450</b>	186,319
Interest on Investments	167,118	\$ 20,192	19,474	\$ 61,837	\$ 12	24	\$ 2	\$ 3	<b>268,662</b>	224,161
Miscellaneous	-	-	-	-	-	-	-	23,433	<b>23,433</b>	29,744
	<u>603,084</u>	<u>20,192</u>	<u>133,406</u>	<u>61,837</u>	<u>12</u>	<u>82,542</u>	<u>2</u>	<u>23,436</u>	<b>924,511</b>	<u>860,712</u>
<b>Expenses</b>										
Administration	7,627	1,397	1,397	1,412	5,302	151,122	210	20,273	<b>188,740</b>	225,762
Benefits and Economic Services	-	-	-	-	-	-	-	-	-	50
Employee Assistance Program	-	-	59,196	-	-	-	-	-	<b>59,196</b>	64,090
Investment Fees	20,521	6,034	5,817	8,403	-	-	-	-	<b>40,775</b>	37,968
Professional Development	-	18,692	20,404	-	10,000	1,709	-	-	<b>50,805</b>	46,489
Grievances and Arbitrations	166,491	-	-	-	-	-	-	-	<b>166,491</b>	132,983
Negotiations and other lock-out	20,074	-	-	-	-	-	-	-	<b>20,074</b>	187,874
	<u>214,713</u>	<u>26,123</u>	<u>86,814</u>	<u>9,815</u>	<u>15,302</u>	<u>152,831</u>	<u>210</u>	<u>20,273</u>	<b>526,081</b>	<u>695,216</u>
Excess of revenue over expenses (expenses over revenue) before other item	388,371	(5,931)	46,592	52,022	(15,290)	(70,289)	(208)	3,163	<b>398,430</b>	165,496
Other item Increase (decrease) in fair value of investments	121,026	15,743	14,073	50,929	-	-	-	-	<b>201,771</b>	(512,305)
Excess of revenue over expenses (expenses over revenue)	<u>\$ 509,397</u>	<u>\$ 9,812</u>	<u>\$ 60,665</u>	<u>\$ 102,951</u>	<u>\$ (15,290)</u>	<u>\$ (70,289)</u>	<u>\$ (208)</u>	<u>\$ 3,163</u>	<b>\$ 600,201</b>	<u>\$ (346,809)</u>

\* For more information or details about the Financial Statements please contact the Finance Division of the NLTA.





September 2011