



1998
ANNUAL REPORT
of the NLTA



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PRESIDENT'S MESSAGE

Teachers in Newfoundland and Labrador, as well as their Association, have faced incredible challenges in 1997-98 as indicated by the high levels of stress and unprecedented low morale. I'm confident that we have taken the right approach to these many and varied challenges and, hopefully, the results of our efforts will soon be more evident to the membership.

Since our last Annual Report we have seen final changes to Term 17 of the Constitution that enabled educational reform to move ahead in a more meaningful, systematic manner. Of particular interest to teachers, of course, was the end of religious discrimination in employment practices. As well, we view the recognition of small necessarily existing schools, and the approach to staffing these schools, as a positive move, and it appears as though we have turned the corner with respect to massive teacher layoffs.

The Association is ever mindful that teachers do not always receive the recognition and support they deserve for the important and difficult job they do. As teachers prepare students for the future, they do so with the understanding that there will be changes taking place, and they must grow with these changes. That is why we have fought long and hard for continued professional development for teachers. Given the current preoccupation with teacher welfare issues, it means we have to be even more vigilant in keeping a high profile for professional development issues.

As I pen these few comments, our Negotiating Team is engaged in critical discussions with government. We remain hopeful that the team will be able to bring successful closure to this round of bargaining, including a resolution to the pensions issue, before the end of this school year. To this end, your Association has committed all of its resources, and I personally will leave no stone unturned, in attempting to have the 1998-99 school year begin on a more positive note.

I trust this Annual Report will prove to be an important resource for teachers who need to know more about the work performed on their behalf by the NLTA. Finally, I thank you for your support and patience, and I look forward to the second half of my mandate as President of NLTA.

Brendan Doyle,
NLTA President, 1997-99

EXECUTIVE DIRECTOR'S MESSAGE

Our Annual Report summarizes the efforts undertaken by the Newfoundland and Labrador Teachers' Association on your behalf during 1997-98.

In many ways this has been a year of unprecedented change for our Association, for education in our province, and of course for me personally.

We have seen senior administrative staff members move on to new challenges and different rewards. As a consequence, this gave me the opportunity to follow in the footsteps of two colleagues with whom I have worked closely and for whom I have developed the greatest respect --; Wayne Russell, and before him, Bill O'Driscoll. It is a new time, a crucial juncture that we enter, and my commitment is to strive to provide the type of leadership and support that teachers, and our education system, truly deserve.

This past year we have acquired the services of three new Administrative Staff Officers. They serve as a great complement to our entire staff and, together with our new Assistant Executive Director, Edward Hancock, offer a comprehensive program for teachers that is second to none in the country.

Our Negotiating Team continues to engage the employer in an effort to bring you a new collective agreement. A key component in that exercise is to bring financial stability to the Teachers' Pension Plan. This seems to have dominated our agendas for the last few years. It is my fervent desire that we bring closure to that problem once and for all.

The NLTA has been a catalyst for education reform in this province. It took foresight and resolve to bring about revisions to our education system. But it will require constant effort and cooperation with all our partners in education to see that our children, and our children's children, benefit from this bold new vision.

As a united force, we must bring new hope and a sense of vigour to each other and to what we do as teachers. Let that be the legacy of the Newfoundland and Labrador Teachers' Association for 1997-98.

Wayne Noseworthy,
NLTA Executive Director

WHO WE ARE

Created just prior to the start of the 20th century, the Newfoundland and Labrador Teachers' Association has played a significant role in the development of the province over the past 100 years, and a major role in the design and implementation of its primary, elementary, and secondary school system.

The Newfoundland and Labrador Teachers' Association has not only been successful during this period of time, but has also played a pivotal role in determining what the education scene would be. It used all its resources and took whatever steps necessary, including political, to carry forward its agenda.

There are various levels of the NLTA -- from elected officers at the [Executive Council](#) to branch presidents in the field. Governance of the Association and direction to education issues are provided by the following:

Convention

The Biennial General Meeting (Convention) of teacher delegates is the main governing body of the Newfoundland and Labrador Teachers' Association. The members of the Provincial Executive Council, including the President, are elected by the delegates to Convention and policy and laws of the Association are determined by that body. Delegates to Convention are elected from the legally constituted local and regional branches in the ratio of one in every 100 members, or fraction thereof. Delegates to Convention shall use discretionary powers as per the best interests of their branch but must speak as directed by the membership of the branch. The Provincial Executive Council determines where Convention will be held but it is Convention itself that determines when it will be held. The next Convention of the NLTA is scheduled for April 7, 8, and 9, 1999.

Provincial Executive Council

The Constitution and [By-Laws](#) place full and complete authority for the direction of the Association between Conventions with the Provincial Executive Council. The Council is elected biennially at Convention and consists of 12 members, inclusive of the president and vice-president. In addition, the immediate past-president, by virtue of the position, is an executive member for the year immediately following his/her term of office.

Joint Council

The Joint Council is comprised of branch presidents and Provincial Executive. It began as a liaison/discussion group and has now evolved into a decision-making body that assists in directing the work of the Association between Conventions. Governance of the Association, in reality, has become a shared responsibility between the Biennial Convention, Joint Council, and Provincial Executive.

Branches

An effective and efficient branch structure is essential to the success of the Association. Branches appoint their own officers and executive, manage their own affairs and set their own rules and by-laws subject to the laws of the Association. There are presently [54 branches](#) of the NLTA.

Special Interest Councils

There are presently [23 Special Interest Councils](#) of the NLTA. The councils are formed by a group of teachers, at least 25, who have an interest in an established subject area, a service area, an interdisciplinary group, or a particular area approved by the Provincial Executive Council. The councils are also governed by established Association policy.

ADMINISTRATION

The Administration Division of the Newfoundland and Labrador Teachers' Association oversees the operation of all programs of the organization. Administration has responsibility to coordinate the work of all divisions within NLTA and to ensure that the organization is responsive to the needs of the members.

The President and the Executive Director represent the Association on various boards and liaison groups - nationally, with the Canadian Teachers' Federation (CTF) and the Conference of Atlantic Provinces Teacher Organizations (CAPTO) and, internationally, through Education International. Provincially, the President and Executive Director represent NLTA in liaison meetings with organizations such as the Department of Education and other government departments and agencies, the Newfoundland and Labrador School Boards Association, the Newfoundland and Labrador Association of Directors of Education, Memorial University of Newfoundland, the Newfoundland and Labrador Federation of School Councils (formerly Home and School Federation) and public sector unions.

The members of the division are responsible for the overall functioning of the Biennial General Meeting (Convention), the Provincial Executive Council, and Joint Council.

President's Office

The NLTA President is elected for a two-year term at the Association's Biennial General Meeting (Convention) and holds office in accordance with the NLTA Constitution and By-Laws. The office of President is a full-time position and the occupant is recognized as the political head of the organization. In addition to other duties associated with the role, he/she is recognized as the Association's official spokesperson on all educational matters and organizational issues.

The President is an ex officio member of all Association committees and chairs meetings of the Provincial Executive Council, Table Officers, and the Convention.

A predominant function of the role of the President is to remain in constant communication with the general membership. This is accomplished through visits in the field and liaison with school staffs and our local branches.

The confidential assistant to the NLTA President and to the Provincial Executive Council has responsibility for branch operations and monitors policies and procedures respecting all aspects of the NLTA operations.

Executive Director's Office

The Executive Director is the Chief Administrative Officer of the Association and is responsible for the coordination and implementation of all NLTA programs. The Executive Director examines trends in social developments, both nationally and provincially, and assesses their impact upon the education scene. The Executive Director also has overall responsibility for the operation of the Association's head office.

The Assistant to the Executive Director is the confidential assistant to the Executive Director and Table Officers. As the support staff supervisor, the Assistant to the Executive Director is responsible for the maintenance of all personnel records and for the administration of the collective agreements for support and administrative staffs in consultation with the Executive Director and Assistant Executive Director.

Highlights for the President's and Executive Director's Offices for 1997-98

- Recruited and employed new staff members in the Benefits and Economic Services and Professional Development Divisions.

- Undertook negotiations with the support and administrative staffs towards new collective agreements.
- Initiated a review of evaluation procedures for staff members.
- Reviewed and revised the administration functions of the Support Staff Pension Plan.
- Initiated a series of visitations to schools and branches throughout the province by the President, at times accompanied by the Executive Director and other administrative staff members.
- Hosted meetings of the CAPTO Executive and the CAPTO Annual Meeting.
- Appointed as a member of the CTF Finance Committee (President) and the CTF Advisory Committee on Pensions (Executive Director).
- Appointed as delegates to the [Third National Forum on Education](#) sponsored by the Council of Ministers of Education Canada, St. John's, May 28-30, 1998.
- Appointed as delegates to the Canadian Teachers' Federation Annual General Meeting, Ottawa, July 9-11, 1998.
- Appointed as delegates to the Education International Congress, Washington, DC, July 24-29, 1998.

Branch Operations

The functions and responsibilities of the former [Field Services](#) Division of the Association now fall within the Administration Division of the Association. Direct responsibility for branch operations is assigned to the Assistant to the President.

The main focus of this program is the providing of services to teachers through the Association's local branch structure. This involves all aspects of branch organization as well as membership services not directly related to the branch structure including official registration of the 54 local branches and allocation of funds as per Association policy, review of yearly branch audits, registration of substitute teachers, processing requests regarding the Association membership categories, and answering inquiries regarding school board-teacher liaison committees.

An additional function of the branch operations program is continuous communication with the NLTA branches. This is accomplished through telephone, fax, and e-mail communications and also through the Branch Operations Manual, published annually, and the [Branch Update](#), a newsletter for branch executive members, published three times per year.

Highlights for 1997-98

- Revised the Association's policy on Joint Council following a report from an ad hoc committee set up for that purpose.
- Prepared, to date, over 300 retirement scrolls and pins for teachers retiring during 1997 and 1998.
- Processed nominations for the [Bancroft and Special Recognition Awards](#) presented annually by the Association. This year's recipient of the Bancroft Award was [Bill Cooze](#) of the Notre Dame Branch; the recipient of the Special Recognition Award was [Joseph Keating](#) of the Burin-Marystown Branch. (No nominations were received this year for the Allan Bishop Award.) Since this was not a Convention year, the winners were presented with their awards during special events within their branches and will also be invited as guests of the Association to the 1999 Convention.

BENEFITS AND ECONOMIC SERVICES

The Benefits and Economic Services activities of the NLTA are designed to advance the objectives of the Association by:

- promoting the welfare of Newfoundland and Labrador teachers through the establishment and administration of specified services;
- providing advice, assistance and legal protection in matters relating to teacher's duties, responsibilities, and professional relationships;
- negotiating collective agreements which regulate salaries, working conditions and other terms and conditions of employment.

A large part of this work is undertaken through daily contact and consultation with teachers on the various benefits and services, and representing teachers through grievance and arbitration procedures and through collective bargaining.

Collective Bargaining

- Analyze components of current agreements;
- Work with the Collective Bargaining Committee and general membership in developing opening packages;
- Negotiate both the Provincial and Labrador West agreements.

Contract negotiations and the development of collective bargaining packages are very time consuming procedures and, while they are ongoing, are often perceived to dominate all other work in which the Association is involved. Bargaining is a key component of the Association's responsibilities as bargaining agent for teachers.

The term of the collective agreement expired in December 1995 and negotiations for a new collective agreement commenced in December 1996. Following a break in negotiations from June to December 1997, talks resumed. At the time of writing this report, progress has been made on settling a large number of non-monetary issues and discussions are underway on pensions. If it becomes necessary to proceed through the Conciliation Board stage, it is highly likely that a new collective agreement will not be in place prior to September 1998.

Collective Agreement Administration

- Daily contact with members to provide advice and guidance;
- Interpret articles of agreement;
- Intercede on teachers' behalf with boards and government departments;
- Prepare necessary documentation and arrange legal support for grievance meetings and arbitration hearings where necessary;
- Attempt to clarify meaning of collective agreement articles and improve same in successive rounds of bargaining.

It is imperative that teachers have a copy of the collective agreement and become knowledgeable of the terms and conditions of employment. It is especially important for teachers to understand the grievance procedure and applicable time lines concerning same.

This year we have continued with the publication entitled BES Bulletin, and provided various articles in The

Bulletin to improve teacher awareness of the collective agreement and the fashion in which it functions. Also available are a variety of InfoSheets and other documents designed to enhance teachers' understanding of collective agreement provisions.

Pensions

- Communicate to the general membership information on the pension plan and changes to same;
- Through the Administration Committee, work with government to ensure consistent management of the pension plan;
- Seek improvements through general negotiations and committee efforts;
- Intercede on teachers' behalf with departmental officials when problems arise.

Over the past several years, the resolution of the pension funding problem has received a considerable amount of the Association's time and attention. At the time of writing this report, at the direction of Joint Council, pension funding is one of the major issues on the table during the present round of negotiations. It remains one of the major matters to be resolved during this round of collective bargaining.

Group Insurance

- Communicate information directly to members;
- Oversee Plan operation through Group Insurance Trustees and Group Insurance Committee;
- Work with Johnson Incorporated, the Plan Administrators, to ensure the Plan is properly administered;
- Deal with appeals from teachers in cases where disagreement arises;
- Negotiate with government for continued improvements in the Group Insurance program.

During the 1997-98 school year, a totally revised Group Insurance Kit was distributed to all members. In addition, an enrolment program for the benefit A4, Voluntary Accidental Death and Dismemberment, was conducted during the month of March. An almost completely new Board of Trustees was appointed by the President in June 1997, including for the first time a representative from the Retired Teachers' Association. Despite the implementation of recommendations from the Group Insurance Review Report, increased premiums or reduction in benefits will have to be initiated for the 1998-99 year to maintain financial stability in a number of the Group Insurance options.

Grievance/Arbitration

The collective agreements describe procedures for resolving conflicts which arise between teachers and the employer. The first step in settling disputes is a grievance which consists of two stages:

1. To take the issue to the School District Director for a satisfactory solution and, if such is not forthcoming;
2. To appeal the matter to the Board Chairperson for resolution.

If this process cannot settle a dispute satisfactorily, the issue may proceed to arbitration. At this level, a panel of three people, a representative for the employee, a representative for the employer and an independent third party chairperson will conduct an arbitration hearing and then make a ruling on how the issue is to be resolved. Generally, the decision of this body is final and binding.

The Association assists members at the grievance stage by:

- advising as to whether an issue is grievable;
- relating issues to contravention of specific articles of the collective agreement;
- drafting letters of grievance;
- attending grievance meetings to assist, or represent, teachers;

- attempting to liaise solutions to disputes.

Should issues need to move to arbitration, the Association assists by:

- initiating the arbitration process;
- providing, and working with, lawyers in presenting the case to the arbitration board;
- familiarizing witnesses with the process;
- ensuring decisions of the panel are implemented and used to further improve and consolidate rights within the collective agreement.

During the past year, the Benefits and Economic Services Division of NLTA has handled 115 grievances, four of which have proceeded to the arbitration stage.

Employee Assistance Program (EAP)

- Implemented in 1989, the EAP is a confidential service that teachers can voluntarily access on their own behalf, without threat to job security or promotion, when personal or work related problems may have a negative effect on work performance.
- It is a jointly sponsored program between NLTA, government and the Newfoundland and Labrador School Boards Association.
- The EAP provides help and assistance for a wide range of problems that can include, but not be limited to: workplace and personal stress, marital and family issues, financial problems, emotional, and substance abuse issues.
- Services include: timely assessment, referrals for professional counselling and follow-up services.
- Teachers can utilize available sick leave days for the purpose of attending counselling sessions.
- When work performance has been negatively affected, a mandatory referral may be initiated in writing to the EAP by the school district director.
- The EAP has two components: assessment and referrals for counselling for teachers presenting with a crisis or issues of concern, and a wellness approach to teacher well-being.
- The EAP wellness component provides help and information on topics related to a teacher's control over health determinants within his/her life. This component is designed to address needs through personal skills development, group workshop presentations and printed materials.
- Workshops are frequently provided to teaching staff and administrators during professional development days for schools, school boards, or NLTA branches.
- The EAP collaborates with a province-wide network of community services and provides referrals for counselling services.

With an aging teaching population, rapid changes in the educational system and excessive demands and expectations placed on teachers, there is a continuing need for the Employee Assistance Program to offer support and provide assistance when needed, and to assist teachers in maintaining their health. During the 1997-98 fiscal year (April 1 to March 31), a total of 377 cases were managed by the EAP. Of that total, 154 were newly opened case files, while 109 case files were closed. The most significant presenting problem identified by teachers entering the program was personal stress followed by marital, family, and workplace stress issues. Twenty-two workshops were facilitated by the EAP Coordinators this past year.

Legal Assistance

Since the last Annual Report, the Association has terminated its in-house Legal Service and Research division and returned to its former practice of retaining the services of an outside law firm. Upon receiving an individual teacher's request for legal assistance, an Administrative Officer of the Benefits and Economic Services Division, upon determining that the request falls within Association policy, will provide an Association appointed lawyer to assist the teacher. A copy of the Association's policy on Legal Aid is also

provided to the member. Legal assistance is provided to members in dealing only with matters relating to their role as teachers. The Association will not be held responsible for legal costs of a member which have not been approved by the Association.

Issues for which legal services are utilized include:

- disputes relating to the administration of the Collective Agreement;
- investigations and charges stemming from a teacher's actions related to work setting;
- complaints, defamation or harassment relating to the performance of teaching duties;
- concerns stemming from the Schools Act, Child Welfare, Human Rights or other legislation;
- appeals of decisions relating to Teacher Certification, Employment Insurance, Teacher Disability Pensions, Workplace Health and Safety, and Workers' Compensation.

When a teacher feels there might be a need for legal advice, it is recommended that immediate contact be made with the Benefits and Economic Services Division for assistance. During the last year there were 53 legal assistance files activated in response to member requests.

Professional Relations/Disciplinary Procedures and Policies

This area of NLTA responsibilities was transferred in the 1997-98 school year from the Professional Development Division to the Benefits and Economic Services Division. Major revisions to the Professional Relations/Disciplinary policies and procedures are currently under consideration. It is anticipated that new procedures/policies in this area of the Association's business will be in place for the 1998-99 school year.

Teacher Payroll

Intercede on teachers' behalf where problems exist;

- Liaise with Department of Education on payroll matters;
- Arrange regular meetings with respect to deductions and payroll computer programs;
- Utilize pay stubs for important messages to teachers regarding ongoing issues or concerns.
- It is essential that teachers check their pay stubs regularly to ensure not only that they are being paid the correct amount, but also that appropriate deductions are being made in a timely fashion.

Employment Insurance

Members of the Association frequently have concerns relating to the administration of the Employment Insurance Act and regulations. The Benefits and Economic Services Division provides assistance in resolving such issues, including:

- making representation to EI staff for clarification of rulings;
- gathering current decisions and researching issues related to teacher claims;
- acting on behalf of members at appeals before the Board of Referees and the Umpire;
- providing legal assistance when required.

It is important for teachers to realize that, within the Employment Insurance Act, specific regulations have been drafted to apply to some unique aspects of the terms of employment of teachers, including hold-back of summer pay, hours of work for qualification for EI, and when employment for the school year begins and ends. Therefore, members must familiarize themselves with these regulations when making application for benefits. Since regulations change over time, due to law reform and appeal rulings, the Association will make every effort to obtain the most accurate and current information for members.

Workers' Compensation/Injury on Duty

- Assist teachers with applications and appropriate medical documentation;

- Intercede on teachers' behalf where problems or delays exist;
- Arrange appeal hearings and necessary legal assistance;
- Liaise with Workers' Compensation Commission on interpretation of policy and procedures.

It is important for teachers to understand their responsibilities during the application process when filing for Workers' Compensation benefits. Members must also realize the financial reduction in salary which occurs while under such benefits.

COMMUNICATIONS

In the period covered in this Annual Report, the [Communications](#) Division of the Newfoundland and Labrador Teachers' Association has renewed its focus on providing information that teachers require in their every day professional activity, and also information that they want and need from their Association. As always, the Communications Division has been extremely busy responding to the communication needs of teachers and getting information to them through the most effective means possible. To accomplish this, the Communications Division collaborates with all other divisions within the NLTA to meet the varied and distinct needs of teachers.

Internal/External Imaging

We have continued our focus on internal/external imaging in an attempt to boost the morale of teachers and provide the public with a better understanding of teachers' needs and the work they do for the students of this province. Besides the political action campaigns and responses that have often been necessary to counteract the negative, we have also designed several print and television ads to promote the profession and the excellent work performed by teachers. This will be ongoing and will complement any political action campaign that may be necessary to counteract activities negatively effecting the profession. New and up-to-date advertisements will continue to be forthcoming and will allow the public to get a better understanding of what goes on in the classroom.

Technology

The NLTA web site is up and running and contains detailed information about NLTA and the services provided to teachers. If teachers and the public have not had a chance to visit the NLTA web site, they should make the effort to do so. The site is updated regularly and contains information about the Association, its Divisions, staff and the services available to teachers. An effort has been made to ensure that the web site is interesting, inviting and a good source of information. As new publications are prepared, the information is posted on the Homepage often before it is in print. Other documents like the Group Insurance Booklets, and the Policy and Procedures Handbook of the NLTA are accessible on the Homepage and will only need to be reprinted when absolutely necessary. These, and other documents, can be accessed, downloaded, or printed from the Homepage.

Printing Services

The Communications Division is responsible for Printing Services, which, in turn, is responsible for ensuring that printed information gets to teachers and schools in a timely fashion. An attempt was made last year to "go into business" but it was found not to be feasible within the realm of the Association. The same services, however, are still provided to our branches and Special Interest Councils.

We print many brochures and information pieces that are available free of charge to teachers. Some of these, like the Home Reading Guide, have been duplicated and translated by other Associations. Together with other teacher associations and external organizations we have printed information on child abuse and child sexual abuse, and have revamped our series on [Child's Play is Serious](#), [Those First School Days](#), [Parents Are Teachers Too](#), and Helping Children Make Career Plans. A complete list of items available can be obtained from Printing Services.

Other

The Communications Division also has responsibility for the following committees and/or activities within the Association.

- Education Week
- STEM~Net Policy Advisory Committee

- NLTA/STEM~Net Teachers' Committee
- Computers for Schools
- Public Relations/Political Action Committee
- REACH Committee (Responsibility for Educating and Assisting Children in Hunger)
- Johnson Family Foundation Community Historyboards Project
- Committee on the Rights of Children and Youth
- ACE (Atlantic Communicators in Education)

These committees do work on behalf of teachers and are usually made up of teacher representatives.

Products/Services Offered

The Communications Division is responsible for providing the following services to ensure that teachers receive necessary information that they need:

PUBLICATIONS

- [The Bulletin](#)
- [PRISM](#)
- [BES Bulletin](#)
- [PD News](#)
- [President's Digest](#)
- [Collective Agreement](#)
- [BES Infosheets](#)
- [Bargaining Briefs](#)
- [Policy Handbook](#)
- [Act, By-Law and Code of Ethics Booklet](#)

EXTERNAL RELATIONS:

- Advertising
- Media Relations
- [News Releases](#)
- Public Relations

BRANCHES:

- Letterhead
- Envelopes
- Programs for Professional Development and retirement functions/banquets

SPECIAL INTEREST COUNCILS:

- Letterhead
- Envelopes
- Agendas and banquet programs for AGM's
- Newsletters

We are planning for the fall of 1998 to have a new look for several of our publications. Teachers have expressed that they would like to see something different especially in the NLTA publications. This did not come in the form of criticism but in a very positive response to the new cover design of the [December](#) issue of The Bulletin. We are responding to this feedback by investigating new designs for publications.

In order for any communications process to be a success it is imperative that there be a continual and constant two-way flow of information. In order to meet the needs of the teachers of this province, it is vitally important that we understand the needs of teachers concerning this process, ensure that we play a key role in this operation and that teachers are involved in and consulted about the flow of this information. The Communications Division is capable of getting this information to teachers, but we need to further investigate what type of information it is that teachers need. We have been successful in setting up several committees in which teachers are able to express concerns and positive feedback but we need to find a means whereby teachers can do more of this on a regular basis.

Goals regarding communications must be consistent with the needs and goals of teachers. Our aim is to monitor our communication function to enhance the self-image and self-esteem of teachers while providing motivation and inspiration.

PROFESSIONAL DEVELOPMENT

The Professional Development Division of the Newfoundland and Labrador Teachers' Association is committed to providing quality professional development for the members of this Association and to supporting them in meeting the challenges of teaching in these times of change. In honouring its commitment to the promotion of professional excellence and personal well-being of teachers, the Association is involved in a wide range of programming and is associated with a number of other agencies to promote and deliver professional development opportunities.

Collaboration

The NLTA recognizes that professional development has to be a cooperative venture shared by the teacher, the Association, and the employer. As a follow-up from a March 1997 meeting jointly hosted by the Department of Education and the NLTA, a Provincial Advisory Committee has been established to coordinate professional development initiatives in the province. The committee has representation from NLTA, Memorial University, School Boards, and the Department of Education.

To date, the committee's efforts have been focussed on developing terms of reference and establishing a mode of operation. This group has also attempted to coordinate a series of summer institutes. However, the NLTA recognizes that professional development is not just a summer activity and is continuing to promote the three principles of affordability, accessibility and relevancy in meeting the diverse professional needs of teachers.

Our affiliation with other teacher organizations in the Atlantic provinces remains strong. Newfoundland and Labrador is the host province for CONTACT '98, to be held in Corner Brook in August. This will be attended by approximately 30 teachers from this province and by members of our sister organizations in Atlantic Canada: the NSTU, PEITF and NBTA. As well, the NLTA supports DSS - Developing Successful Schools, an institute for administrators held yearly at Mount Allison University in Sackville, New Brunswick.

Professional Development Programming

STANDING COMMITTEES

Professional Issues In Teaching Committee (PITCOM)

There are five standing committees of the NLTA. The Professional Issues in Teaching Committee (PITCOM) is one of these and is chaired by an Executive member and made up of teacher volunteers. This committee advises Executive Council on professional development issues and makes decisions on fellowships and professional recognition awards.

Equity Issues in Education

This year the Equity Issues in Education Committee, formerly under the direction of the Benefits and Economic Services Division, has become part of the Professional Development Division. The mandate of this committee includes hosting a student conference. This year's conference involved 29 Grade 8 students from the Avalon East District on the topic of Equity Issues - Why Should I Care. The agenda included sessions on Decision Making, Body Image, Healthy Lifestyle, School Violence and Homophobia.

The committee is also developing an educational campaign for junior and senior high school students on homophobia.

Programs

As well as designing and delivering professional development activities at the local, regional and provincial level, the Professional Development Division of the Association oversees the following:

- [Special Interest Councils](#)
- [Centennial Funds and Awards](#)
- Centennial Study Award
- Centennial Project Award
- Educational Research Program
- International Conference Presenters Program
- International Programs
- Project Overseas
- T-4 Program
- Roy C. Hill Award
- Barnes Award
- Johnson Bursaries
- NLTA Scholarships
- The Ella Manuel Award
- Professional Relations Commission
- Teacher Induction Program
- Modules for Mid-Career Teachers
- Planning Transitions for Late-Career Teachers
- Workshops on a variety of identified needs at the school, district and branch level.

Special Interest Councils

For three decades Special Interest Councils have spearheaded professional development in this province. Last year a moratorium on professional development activities meant the cancellation of a number of conferences normally hosted by these councils. At that time meetings were held with Council Presidents to focus on strategic planning. At the 1997 AGM a motion was passed to establish a committee of five Special Interest Council Presidents to provide direction and coordination to all councils and to recommend a council structure which would maximize the effectiveness of professional development delivery. The committee members were elected from among other Council Presidents and at their first meeting drafted a set of four recommendations which are now being considered by the field. If adopted, these recommendations will potentially establish a new direction and role for councils in the future.

In addition, there have been a number of council amalgamations. This year the Religious Education/Social Studies group have formally amalgamated as a result of a joint AGM held in October '97. The issue of council viability will continue to be explored. The work of Special Interest Councils is undertaken by a dedicated group of volunteers from the ranks of teachers and it is important that strategies are adopted which maximize council effectiveness. The very limited number of release days for teachers has proven to be an overwhelming obstacle for this group in carrying out their activities; therefore, new approaches and revisioning must be a priority.

New Initiatives

In reviewing our division's effectiveness it was felt that we needed to be more efficient in communicating with our membership and that the Division needed a distinguishable identity within the Association. As a result, this year the Professional Development Division has launched a new logo which you will see displayed on this and other publications from our division. As well, a [Professional Development Newsletter](#) is being published quarterly to update membership on initiatives from the division.



Teachers are experiencing change at an unprecedented rate. One of the greatest changes affecting teachers is the changing curriculum. Among our priorities this year is to establish a greater leadership role in curriculum, assessment and major issues in education. Two major initiatives are underway. The NLTA Executive has approved the establishment of a Provincial Curriculum Committee. This is an ad hoc

committee which is coordinating input and response to curriculum initiatives at the local, regional and national levels. As well, plans are in place to produce a number of print modules dealing with major instructional topics and educational issues. Although only in the planning stages, Classroom Management has already been identified as a possible topic for one series of booklets.

Professional Development Fund

Through an agreement signed between the NLTA and the Pentecostal Teachers' Fellowship, a fund has now been established to support professional development initiatives by both individuals and groups. The principal sum of this fund has been invested and the annual earned interest will be available for spending. Applications, spending guidelines and sample projects have been developed in draft form and are currently being field tested. It is hoped to have these approved by the Professional Issues in Teaching Committee before the end of this school year.

Conclusion

The Professional Development Division has undergone a number of challenges of its own over the past two years. Within that time frame two of the senior Administrative Officers in the Division have moved on. In both cases there were periods where the Association had to seriously review and renew its commitment to professional development. This gave an opportunity to reflect and refocus on our mandate and to identify some of the evolving needs of the Association.

FINANCE

The Finance Division of NLTA is responsible for ensuring that all revenues and expenditures are accounted for in accordance with the by-laws and policies of the Association as well as 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 is set at 1% of salary and bonuses.

Funds of the Association

There are eight funds operated by the Association as follows:

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 through the Benefits and Economic Services Division.

EMERGENCY FUND

Pays for all expenses related to collective bargaining, grievance/arbitrations and job action related activities.

CENTENNIAL FUND

Spending from this fund is controlled by the Professional Issues in Teaching 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

This fund came into being as a result of the 1994 Job Action whereby Pentecostal and Seventh-day Adventist teachers contributed salaries less an amount equal to strike pay. Spending is limited to the annual interest earned on the fund and is controlled by the Professional Issues in Teaching Committee.

SUPPORT STAFF PENSION FUND

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

ACADEMIC LOAN FUND

Provides loans to teachers who are in full-time attendance at University.

Investments

Since the Association has in excess of \$13,000,000, it is imperative that a close watch be kept on these monies to ensure that they are achieving the highest possible interest rates with minimum risk. These funds are presently under the care of a new fund manager, who was hired by the Association in October 1997.

Property

The Finance Division is also responsible for the maintenance and upkeep of the Newfoundland and Labrador Teachers' Association building and property at 3 Kenmount Road. This past year saw us provide the usual caring of the grounds and building. A fair amount of internal painting took place within the last year, which is in keeping with our policy of painting a number of offices and corridors each year.

In June 1995, a residence was purchased by the Association to accommodate the President during his/her term of office. The Finance Division is responsible for the maintenance and upkeep of this property as well.

FINANCIAL STATEMENTS

Statement of Financial Position

August 31	1997			1996
	General Fund	Restricted Funds	Total	Total
ASSETS				
Current				
Cash	\$212,438	\$201,170	\$413,608	\$751,623
Receivables	91,365	35,281	126,646	169,675
RECEIVABLE FROM				
□Insurance Fund	43,605		43,605	27,510
□Emergency Fund	57,385			
Prepays	<u>182,753</u>		182,753	<u>37,322</u>
	587,546	<u>236,451</u>	766,612	986,130
Investments	412,926	5,378,772	5,791,698	5,426,703
Academic Loans	50,418		50,418	65,718
Property and equipment	<u>923,185</u>		<u>923,185</u>	<u>1,026,631</u>
	\$1,974,075	\$5,615,223	\$7,531,913	\$7,505,182
LIABILITIES				
Current				
Payables and accruals	\$178,814	\$76,025	\$254,839	\$338,740
Payable to general fund		<u>57,385</u>		
	178,814	133,410	254,839	338,740
Deferred severance pay	<u>271,920</u>		<u>271,920</u>	<u>233,272</u>
	450,737	133,410	526,759	572,012
MEMBERS' EQUITY	<u>1,523,341</u>	<u>5,481,813</u>	<u>7,005,154</u>	<u>6,933,170</u>
	\$1,974,075	\$5,615,223	\$7,531,913	\$7,505,182

Restricted Funds' Statement of Financial Position

Year Ended August 31	1997						1996	
	Emergency Fund	Centennial Fund	Reserve Fund	Global Education Fund	Pentecostal Teachers' Fund	Seventh-Day Adventist Teachers' Fund	Total	Total
ASSETS								
Current								
Cash	\$60,487			\$48,701	\$87,122	\$4,860	\$201,170	\$206,569
Receivables	<u>\$24,543</u>	<u>\$1,071</u>	<u>\$649</u>		<u>9,018</u>		<u>35,281</u>	<u>123,898</u>
	85,030	1,071	649	48,701	96,140	4,860	236,451	330,467

Investments	<u>3,589,050</u>	<u>568,811</u>	<u>372,041</u>	_____	<u>795,200</u>	<u>53,670</u>	<u>5,378,772</u>	<u>5,339,715</u>
	\$3,674,080	\$569,882	\$372,690	\$48,701	\$891,340	\$58,530	\$5,615,223	\$5,670,182
LIABILITIES								
Current								
Payables and accruals	\$31,207	\$6,616	\$795	\$35,798	\$1,037	\$572	\$76,025	\$76,714
Payable to general fund	<u>57,385</u>	_____	_____	_____	_____	_____	<u>57,385</u>	<u>35,048</u>
	88,592	6,616	795	35,798	1,037	572	133,410	111,762
MEMBERS' EQUITY	<u>3,585,488</u>	<u>563,266</u>	<u>371,895</u>	<u>12,903</u>	<u>890,303</u>	<u>57,958</u>	<u>5,481,813</u>	<u>5,558,420</u>
	\$3,674,080	\$569,882	\$372,690	\$48,701	\$891,340	\$58,530	\$5,615,223	\$5,670,182

FINANCIAL STATEMENTS

Statement of Operations and Changes in Fund Balances

August 31			1997	1996
	General Fund	Restricted Funds	Total	Total
REVENUE				
Membership fees	\$3,285,730	\$172,933	\$3,458,663	\$3569,884
Contributions	172,587		172,587	234,101
Government grants	131,458		131,458	250,817
Interest on investments	23,345	244,502	267,847	332,754
Miscellaneous	<u>17,711</u>	<u> </u>	<u>17,711</u>	<u>39,470</u>
	3,630,831	417,435	4,048,266	4,427,026
EXPENSES				
Administration	1,563,292	9,648	1,572,940	1,815,027
Benefits and Economic Services	755,080	1,417	756,497	673,384
Communications	552,781		552,781	527,332
Field Services	200,608		200,608	317,156
Legal Services & Research	123,746		123,746	
Professional Development	403,433	35,873	439,306	475,496
Grievances and Arbitration		76,297	76,297	47,721
Negotiations & Other Lock-out	<u> </u>	<u>254,107</u>	<u>254,107</u>	<u>167,169</u>
	3,598,940	377,342	3,976,282	4,023,285
Excess of revenue over expenses	\$31,891	\$40,093	\$71,984	\$403,741
<hr/>				
Fund balances, beginning of year	\$1,374,750	\$5,558,420	\$6,933,170	\$6,529,429
Excess of revenue over expenses	31,891	40,093	71,984	403,741
Interfund transfers	<u>116,700</u>	<u>(116,700)</u>	<u> </u>	<u> </u>
Fund balances, end of year	\$1,523,341	\$5,481,813	\$7,005,154	\$6,933,170

Restricted Funds' Statement of Operations and Changes in Fund Balances

Year Ended August 31

1997

1996

	Emergency Fund	Centennial Fund	Reserve Fund	Global Education Fund	Pentecostal Teachers' Fund	Seventh-day Adventist Teachers' Fund	Total	Total
REVENUE								
Membership fees	\$172,933						\$172,933	\$178,387
Interest on investments	186,035	\$23,168	\$9,194	\$189	\$24,327	\$1,589	244,502	288,331
Contributions								33,125
Government grants	—	—	—	—	—	—	—	<u>129,885</u>
	<u>358,968</u>	<u>23,168</u>	<u>9,194</u>	<u>189</u>	<u>24,327</u>	<u>1,589</u>	<u>417,435</u>	<u>629,728</u>
EXPENSES								
Administration			802		8,846		9,648	103,337
Benefits & Economic Services	1,417						1,417	715
Professional Development		28,500		7,373			35,873	89,992
Grievances & Arbitrations	56,297						76,297	47,721
Negotiations & Other Lock-out	<u>274,107</u>	—	—	—	—	—	<u>254,107</u>	<u>167,169</u>
	<u>331,821</u>	<u>28,500</u>	<u>802</u>	<u>7,373</u>	<u>8,846</u>	—	<u>377,342</u>	<u>408,934</u>
Excess of revenue over expenses	\$27,147	\$(5,332)	\$8,392	\$(7,184)	\$15,481	\$1,589	\$40,093	\$220,794
Fund balances, beginning of year	\$3,598,341	\$568,598	\$440,203	\$20,087	\$874,822	\$56,369	\$5,558,420	\$5,116,270
Excess of revenue over expenses	27,147	(5,332)	8,392	(7,184)	15,481	1,589	40,093	220,794
Interfund transfers	<u>(40,000)</u>	—	<u>(76,700)</u>	—	—	—	<u>(116,700)</u>	<u>221,356</u>
Fund balances, end of year	\$3,585,488	\$563,266	\$371,895	\$12,903	\$890,303	\$57,958	\$5,481,813	\$5,558,420