

NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE
bulletin

CONVENTION 1999





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Charles Harkins
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CANDIDATES FOR EXECUTIVE

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Fred Andrews

Academic

- B.A., B.Ed. (Memorial University), M.Ed. (St. Francis Xavier)
- Department Head, Social Studies, Holy Trinity, Torbay
- 29 years teaching



NLTA Involvement

- 1997 to Present: Vice President of NLTA; Chair of Provincial Negotiations; Chair of Administrative and Support Staff Negotiations
- 1995-97: Provincial Executive —; Table Officer; Parliamentarian; Chair of Administrative Staff and Support Staff Executive Negotiating Team; NLTA representative on Literacy Development Council for Province (member of grants review and table officer for this organization)
- 1994-95: Provincial Executive —; Chair of Communications Committee; Chair of Staff Negotiations; NLTA representative at Provincial Literacy Council
- 1993-94: Provincial Executive —; Chair of Field Services Committee; member of Staff Negotiating Team
- 1991-93: Provincial Executive —; Chair of Group Insurance; member of Staff Negotiating Team
- 1989-98: Represented NLTA at annual CTF AGM's
- 1989: Co-chair of 100th Anniversary Planning Team responsible for Day Care and Participant Activities
- Prior to 1989: President of Marconi Branch, St. John's East

Other Pertinent Involvement

- Executive member of Newfoundland and Labrador Provincial Literacy Development Council.
- Member of National Literacy Grants Committee.
- Represented Newfoundland division of Canadian Red Cross at First Donor Recruitment Campaign held in Ottawa (1996).
- Athletic coach for minor, high school and adult (teacher focused) sport teams for the past 32 years.
- Lay reader and active committee member for Parish activities.
- First Newfoundland teacher to attend Labor-Union Studies School held at Cornell University in New York State.
- Blood recruitment co-ordinator for two annual collections at Holy Trinity High for the Canadian Red Cross for the past 15 years.

Position Statement

Actions, not words, best describe my commitment to teachers, the profession of teaching, students, and to the Association that is the collective we. As a classroom teacher who has experienced the one room multi-aged/grade classroom, the rural school classroom, and the urban classroom, I have been given the privilege to be elected to the leadership teams of NLTA at the Provincial level. During this I have learned much from those professional teacher-leaders who offered their talents to the Association on your behalf. Together as a vibrant, responsive and responsible team, the Association has evolved and modified to address the professional and welfare concerns of teachers and teaching.

As President I will continue to do as I have done. As the spokesperson for teachers and their elected leadership team I dedicate my energies, my skills, my integrity and trust to the membership so that we, the teachers, may teach with pride, dignity and collegiality.

Gerry Gallant

I graduated from Regina High School in 1966 and from there attended Memorial University of Newfoundland where I received a B.A. in 1971 and a B.Ed. in 1972. I presently hold a Grade VI teaching certificate.



I was involved in the NLTA in the late 1970's and early 1980's as a member at large of the local branch of the NLTA in Deer Lake, a post I held for six years.

Teachers of this province have lost much ground in the last two contracts giving away 15 percent of a raise that was bargained for when Mr. Wells was premier. This cost teachers with a fifth grade or higher some \$7,000 a year in lost earnings. Last year our Association bargained away another \$5,000 in the pension by integrating it with the C.P.P. For teachers with ten years of teaching left after 1993 this cost them some \$70,000 in lost earnings and some \$5,000 a year in pension till they died. If a teacher lived a normal life span of 77 years this added to another \$100,000. Since last year integration with the C.P.P. teachers will lose an additional \$85,000 over their life span. Since Mr. Wells' government, teachers lost at least \$255,000 in wages and there was no strike, no work slow downs, no unified protest by the NLTA.

Besides this, teachers have been reduced in this province by some 1,700 members and, at least where I work, work loads have increased. Class sizes have not been reduced and there are classes where the numbers are 35 and even greater.

Teachers are still being asked to serve on committees, to train student teachers, to come to meetings etc. without any compensation being paid for these services. Because of these, teachers in my area are not one bit happy with the government, school boards, or the NLTA.

But the most important issue still has not been addressed. Teachers are paid far too little. In Corner Brook a teacher cannot raise a family on a teacher's salary. And if one looks far enough in the future a teacher, if and when he or she reaches the age of 75, without other sources of income other than the teacher pension, he may have to go and get welfare from the government to survive.

In this Association different groups are treated differently. Some teachers for example were permitted to buy back four years of university education for pension purposes and others were not and the list goes on. Teachers are not treated equally in the different boards. Until these, the money, the pension, etc. change, teachers will be divided and unless unity is achieved there is no hope to gain back the losses of the last two contracts. Teachers cannot afford to give up any more; they could not afford to give up what they already did.

Now teachers need stacking reinstated or an inflation clause that gives them \$5,000 by age 60, a large raise, etc. just to be able to survive.

Charles Harkins

I am running for the NLTA presidency to offer you something new —; creative, bold leadership with a fresh perspective on issues that are important to teachers.

Together we will set a new direction. A direction characterized by innovation and determination that will carry us into the new millennium with confidence and vigor.

Leadership is what I am offering you. The kind of leadership that is not afraid to challenge the status quo. Leadership that stands up for teachers and speaks out for you the way I did during the debate on pensions. Leadership that contributed to defeating a Memorandum of Understanding (MOU) on pensions, and saved teachers over \$200 million.



You will also get proven ability to communicate effectively with teachers and to organize teachers province wide to work toward a common goal. These skills were amply demonstrated by organizing a petition that gathered 4,800 signatures in a week and by providing teachers around the province with the information they needed to evaluate and reject the proposed Framework of Settlement (FOS) on pensions.

I will continue to speak to you directly just as I have done during this campaign for the presidency, and through Teachers In Cyberspace (TIC). I have also been listening to you, and I will ensure that you have the control you want over the direction our association takes. I want the NLTA to be accountable to all of us.

One of my top priorities as your President, will be the implementation of a province-wide vote. Each and every teacher should have the right to participate directly in the selection of their leaders. This is not a radical idea, this is common sense and forward thinking. Giving all teachers a more significant role in the association will give us a sense of ownership, and a feeling that we do have control over our own destiny. Tremendous things will happen once we are all empowered. Empowering teachers will unify and strengthen our association so that we can successfully seize the initiative in improving conditions for teachers.

You deserve proven and experienced leadership; I have these credentials. I also have the desire to work tirelessly for you and I have the ability to look at issues with a fresh point of view. For over 20 years as principal of the Newfoundland and Labrador School for the Deaf, and as an Executive member of the Newfoundland Coordinating Council on Deafness, I have worked directly with government, negotiated and administered contracts, managed annual budgets in excess of \$3 million, and advocated for my students, staff, and the Deaf community.

I offer you strong, forward thinking and hard working leadership. Should you elect me president you will be voting for a new way of doing things, one that will strengthen the NLTA and make it more effective in representing teachers.

Background Information

- Principal of the Newfoundland School for the Deaf since 1978
- President of the Waterford Valley Branch of NLTA, 1997-1999
- Ad Hoc Committee on Joint Council Procedures, 1998
- Executive member, Waterford Valley Branch, 1994-1995
- Member of Newfoundland and Labrador Council of Educators of the Deaf since 1980
- Executive member, Nfld. Coordinating Council on Deafness, 1978-1996

For more detailed information, visit my web site at: www.machone.nf.ca/charlie.

Elizabeth A. Murphy

Education

- Memorial University —; B.A. (English) 1980, B.Ed. 1981, M.Ed. (Teaching) 1988
- Athabasca University —; Graduate studies in Distance Education Technology 1998

Work Experience

- Began career as a special education teacher in Terrenceville (1973)
- Worked as K-4 teacher at Monkstown Elementary (1974-1977)
- Employed for the last 19 years by the Burin School board in various positions including special education, home economics, senior high math and science
- Currently employed as teacher-librarian at Christ the King School, Rushoon



Volunteer Activities

- 4-H General Leader (1982-86)
- Christ the King Parish —; various positions (1979-94)
- Placentia West Development Association: Secretary (1987-88); Chairman Heritage Committee (1985 to present); co-ordinated Burin Peninsula Heritage Fair for CRB Foundation (1998)
- Burin Peninsula Tourism Association: Public Relations (1989); Chairman (1989-91)
- Burin Peninsula Community Futures: Committee Member (1990-92)
- NLTA: Public Relations Officer, Home Economics Special Interest Council (1983); Chairman, Small Schools Special Interest Council (1991-92); Member, Royal Commission Response Committee —; Williams Report (1992-93); Rushoon-Terrenceville Branch Vice-President (1992-93), Branch Political Action Officer (1993), Secretary-Treasurer (1994-95), President (1995-97); Member, NLTA STEM~Net Advisory Group (1996-98); Member, NLTA Provincial Executive (1997-98)
- Burin Peninsula Heritage Region —; Vice-President (1994-95)

Position Statement

Teaching has never been an easy task. In recent times, however, that task has become increasingly demanding as high expectations for output are coupled with declining resources. While others insist on input into what happens in the classroom it is the teacher who ultimately stands alone to implement the myriad of plans required to meet the goals set by the education system and what has come to be known as its partnering agencies. This so called partnership formalizes the abdication of direct responsibility for the child, that has become the trademark of modern society. We, who used to be the teachers, are now the major shareholders in the responsibility for the overall development of children into independent and capable citizens. We teach, we organize the children's entertainment, we feed those who are hungry, and if a child is mistreated, we become their first line of defense. We are no longer just teachers, we have become the children's advocate and for some, their principal caretaker.

And while a life modeled on the eight beatitudes is a valiant goal to strive for, we have, in the words of a song by Jewel, "bound ourselves in chains of our own making". We have to stand up and fight back, not just for the children, but for ourselves as well. I believe that the new role society has molded for us has

earned us the right to demand new levels of support and compensation for the work we do. Furthermore, the very notion of a partnership implies that the work and expertise of each partner must be acknowledged and promoted. But we, the teachers of this province, have delivered our work without acknowledgement and our expertise has been ignored.

As a teacher who has had ample opportunity to view the situation from what is often considered to be the bottom of the heap, I could fill the whole Bulletin with concrete examples of situations that reinforce my opinion that the most valuable part of the educational delivery system —; the teacher —; is overworked and undervalued. Again to quote Jewel, "our standard of living is stuck on survive". We have become so overburdened with the daily struggle in the classroom that we have no time left to work for ourselves.

I believe the major issue facing teachers at this time is the need to take back our personal lives, to recover control of our classrooms, and restore teaching to the level of respect it once had. I believe that we must choose our next leader on the ability that person has to see inside the classroom and empathize with the teacher who must inevitably stand alone before what is no longer a motivated learning body. That leader must also have the tenacity to stand in the face of all obstacles and promote to all the good that teachers do.

I feel that my efforts as a member of executive indicate that I have these qualities, but I also ask that you make an effort to determine how I stand against the criteria you have set. I encourage all teachers to participate by getting to know as much as possible about each candidate. While it may not yet be possible for every teacher to vote, every teacher has the right to input in the delegate selection process. The apathy of many can be far more damaging than the activity of a few. Please make your concerns known.

If you wish to discuss the issues, I can be reached by e-mail: eamurphy@stemnet.nf.ca or by phone at 443-2632.

Graham Butler

Position Statement

We are again being asked to consider who should provide the leadership for our Association. I am offering myself for the position of Vice-President because I want to continue working to improve this Association and how it serves all of us.

My experiences of the past three years on Provincial Executive, coupled with previous NLTA involvement and my teaching career, have given me a deep appreciation of the challenges and complexity of issues faced by teachers from all areas of this province and in all aspects of this profession.

The past year has seen an increased focus on our "Quality of Work Life". At a time when the morale of teachers is at an all-time low, we are being hit with increased demands because of "Pathways", school consolidation, new courses and much more. We are being asked to do work which ought to be done at the Department or District level. We are expected to meet these demands with little or no inservice time. School administrators, who are the best qualified to make decisions which affect their schools, have their hands tied by policies from above. The reality is that many of the demands cannot be met.

As Chair of the NLTA Curriculum Committee, I have been part of a contingent which have brought our concerns directly to the Directors of all divisions within the Department of Education. The members of this committee are teachers in the field who understand the issues and share the outrage and frustration that so many of us are feeling. Much more needs to be done in this area and it will remain a priority for me as your Vice-President.

As an Executive member, I have supported the initiatives made by other groups to carry out similar efforts in other areas. Such efforts must be continued and expanded.

What, then, can individual teachers do to support such initiatives? There must be a significant re-evaluation by all of us of what we are prepared to do or not do. I do not accept the position that, because we have always done certain things, we must continue to do them in the future. I believe we must be willing to challenge the "precedents" which seem to give us so little control over our working and personal lives.

We must be willing to "draw a line in the sand". As your Vice-President, I would hope to take immediate action to determine exactly where teachers are willing to draw that line and that must become the basis for deciding our negotiating priorities. With present technologies, it is quite easy to make such determinations and we must take full advantage of these possibilities on an on-going basis so that there is much greater MEANINGFUL communication between our leadership and our membership. In connection with this initiative, I fully endorse the direction given by the Joint Council in its November 1998 meeting concerning the increased role for School Representatives. With every staff having a person in their school with the mandate to bring concerns directly to the leadership, there will be much improved two-way communication.

A policy statement such as this cannot begin to address all the issues which need to be addressed. I invite those who do not know me to talk with those who do or to communicate with me directly and, after giving serious thought to the issues and the challenges facing our Association, should you consider me worthy of your support, I promise to represent you to the best of my ability.

Thank you for your past support.



Winston Carter

Educational Background

- 1998: Summer Institute, Technology Summer Institute, WinSchool for Administrators
- 1989: Commenced Fine Arts Degree
- 1982: Computer Institute
- 1981: M.Ed. in Educational Administration
- 1974: Bachelor of Arts (Social Studies Major)
- 1974: Bachelor of Education (Secondary Methods)



Teaching Experience

- 1982-1999: Principal (K - 12 System)
- 1982-1990: System Principal (K - 6 System)
- 1979-1981: Principal (7 - 11 System)
- 1979-1981: Vice-Principal
- 1974-1981: Classroom Teacher (7 - 11)

NLTA Involvement

- 1997-1999: Member, Provincial Executive; Chairperson, Membership Benefits and Services Committee; Co-Chair, Ad Hoc Committee on Teacher Certification; Member, Provincial Teacher Certification Committee
- 1996-1997: Member, Provincial Executive; Chairperson, Finance and Property Committee; Member, Provincial Teacher Certification Committee
- 1995-1996: Member, Provincial Executive; Member, Finance and Property Committee; Member, Deferred Salary Leave Committee
- 1995: Chairperson, Resolutions Committee (Hamilton Sound Branch)
- 1994: Member, Professional Issues in Teaching Committee
- 1993: Member, Attendance Committee (Department of Education)
- 1992: Representative at Contact '92
- 1990-1994: President, Hamilton Sound Branch
- 1985-1986: Chairperson, Ad Hoc Committee on Collective Bargaining
- 1984-1986: Vice-President, SAC Provincial
- 1983: Secretary, SAC Central

Position Statement

BGM '99 will provide the focus and direction necessary to guide us into the next millennium. This transition into a new century signifies hope, determination and rejuvenation as we continue to build on our accomplishments. How successful we become in the endeavors that we pursue, will be determined, in part, by the Executive Council members you will ultimately empower to lead this Association.

At this point in our Association's history we are all aware of the myriad of challenges that we face on a daily basis. Over the years we have been inundated with commissions of enquiry, studies, reports and committees confirming what we have, in some cases, already known. Currently, there are two very important studies,

among others, that will do much to improve/promote the cause of education in this province. Special Matters: A Report of the Review of Special Education very clearly outlines many of our 'grass root' concerns and offers 226 recommendations on how improvements at the classroom level can be best achieved.

The Second Report, the Classroom Issues Committee Report, submitted some time ago to the Social Policy Committee of the Provincial Cabinet, contains many of our concerns regarding disruptive students, supervisory duties, multi graded classroom situations et al. and recommends the need for greater legislation, policy and guideline. It is imperative at this most critical time, amidst educational reform, that we focus much of our time and energy on the implementation process and decide on how best many of these recommendations will have their greatest impact at the classroom level. However, many of these recommendations can only be realized by fighting for a moratorium on teacher losses, while a review of the current practise of teacher allocations is being conducted.

As an Association, one of our guiding principles has always been that of maintaining current modern standards. To this end, we must continue to ensure that adequate and equitable professional development opportunities are made available to all of our members.

Recently, a great deal of discussion has centered around the desire of the Department of Education to revisit the Teacher Certification process. As co-chair of the Ad Hoc Committee on Teacher Certification, please be assured that we fully understand your concerns and intend to involve our membership every step of the way.

I would like to thank the Hamilton Sound branch for my nomination as I offer myself as candidate for Vice-President of the NLTA.

I bring to this election the same fortitude and determination that I bring to each and every professional agenda.

Keep the faith!

Kevin Foley

Kevin graduated from Memorial University of Newfoundland with a B.Sc. and B.Ed. and has completed graduate work in education at both MUN and Fordham University in New York City. He has taught high school in St. Vincent's, St. Mary's Bay and for the past 19 years, has taught Junior High at St. Michael's School in Goose Bay, Labrador.



NLTA Involvement

- Secretary, Labrador North Branch (1 year)
- Vice-President (2 years)
- Political Action Officer (3 years)
- Branch President (3 years)
- Member of the Ad Hoc Committee on Communications between Branch Presidents and Provincial Executive (1993)
- Managed campaign on behalf of NLTA against Bill 17 in 1992 By-Election in Nascopie District
- Member of Provincial Executive (1996-99)
- Chair, Equity Issues in Education (1996-97)
- Member of Finance and Property Committee (1997/99)

Position Statement

I recall in the past years the chatter of the staff room and the camaraderie that existed after hours. The drain of educational reform, the increased expectations of classroom teachers to satisfy remedial needs, extra super-visory duties, combined with insufficient remuneration, an apparent lack of appreciation from the public, lack of professional development, etc. have robbed us of the chatter and the camaraderie.

These things have also led to our finding it increasingly more difficult to find satisfaction with our job, a much higher than usual number of retirees, increased use of the Employee Assistance Program and a morale, I suspect, lower than we have witnessed in a long time.

The Newfoundland and Labrador Teachers' Association exists, as one of its two guiding principles, for the protection of its members. As a candidate for the position of Vice-President I want to see the quality of work life dealt with in a more direct fashion.

The severity of this problem has to be determined and specific actions taken to lessen the stress. Dinner duty is an example that immediately comes to mind. In many parts of our province teachers are expected to "baby sit" children while their parents are gone shopping or are working out at the gym. In some provinces dinner duty does not exist. Imagine the difference it would make to your day/week if you didn't have to do dinner duty? It is interesting to note that Labrador West (a separate bargaining unit) has proposed that teachers be exempt from this drudgery.

A deliberate approach to this issue could allow us to arrive at "practical" solutions that could allow us breathing space in our day.

I would also like to see our Association directly attack the teacher allocation formula. Specialty teachers ought not to be included in this formula. Music teachers, Physical Education teachers, and French teachers are essential components of a child's development and a school should not be forced to decide between the

above mentioned programs and larger class sizes. Removing specialty teachers from the formula would immediately result in decreased workload and consequently, improvement of quality of work life.

I am a classroom teacher and my experiences in many areas of my life have prepared me to be able to take on the responsibility of Vice-President of this Association. My life experiences are varied and I know I can do the job. Thank you.

Wayne Lee

Wayne Lee holds an M.Ed. Degree and is the Head of the science department at Stephenville High.

Wayne is president of Appalachia Branch, has served as vice-president and treasurer and has chaired the School Board-Teacher Liaison Committee for the branch.

Provincially, Wayne has been a member of the Provincial Collective Bargaining Committee as well as the Provincial Negotiating Team. He has also served on many provincial NLTA committees including Communications, the Committee on Teaching and the Committee on the Role of the Branch President. Wayne has also been an alternate member of the provincial executive.



Wayne has been an AGM delegate from Appalachia Branch and is a member of the NLTA Science Special Interest Council.

Wayne is the past provincial president of the Newfoundland and Labrador High School Athletic Federation and has received the Federation's recognition award.

On the community level, Wayne's past and present offices include the Board of Governors of the Bay St. George Community College, president of the Stephenville Tennis Club, president of the Bay St. George High School Athletic Association, chair of the Stephenville Parks and Recreation Advisory Board and president of the Indian Head Co-op.

Position Statement

I believe that the NLTA must constantly change to adapt to the continually changing conditions in education. The days of periodic negotiations followed by an extended period of labor peace, if they ever existed, are long gone. Today we are constantly and continually threatened by government action and must be ready to respond to those threats promptly and in a strong and effective manner.

To that end, our policy and practice should result in constant monitoring of the workplace and proactive intervention when the welfare of teachers is threatened.

Today many teachers feel alienated and separated from the decision-making process. Province-wide voting, regional councils as suggested by the President's Review Committee Report and a more efficient, streamlined organization of Joint Council and Biannual General Meetings would result in greater participation by and empowerment of teachers.

The NLTA must become not only a more professional association but an association of professionals. We must not ask but demand that we be treated in a manner consistent with the proper role of educators in society.

Mike Luedee

Background and Experience

Mike will be seeking the office of vice-president at Convention '99. Mike completed his undergraduate degrees from Memorial University and has completed a Masters Degree in Religious Education from St. Michael's College, University of Toronto and a Masters Degree in Educational Administration from St. Francis Xavier. He has worked in the teaching profession for 20 years as classroom teacher, program coordinator and for the past ten years, as a school administrator. These experiences give him a wide knowledge of the issues that face teachers and a good background to draw upon.



For the past three years Mike has been elected to the Executive Council of our Association. In that capacity he has served on various committees within the Association including Finance and Property, Ad Hoc Committee on Joint Council, Professional Issues in Teaching, Educational Leave and the Ad Hoc Committee on Teacher Certification. Prior to that he served on the Humber Branch as executive member and Branch President.

Position Statement

There is no doubt a strong desire for change exists within the Association. Forces from outside and within are causing us to reflect on where we are as a group of professionals. The challenge that now faces the leadership of NLTA is to chart a new course for the future. This course cannot be haphazard or devoid of input from the membership but must reflect a process that includes the widest possible involvement by teachers. There are several possibilities to set this in motion which I will take the opportunity to share with you in future communications.

The downloading to teachers has not diminished but has instead increased in the past few years. We must strive to convince the Department of Education and the government that the continued reduction in resources, whether they be human or financial, is having a negative effect on teaching and learning in this province.

The opportunities for personal and collective professional development is almost non-existent. The Department of Education must be made to recognize that investing in professional development is a necessary component of a strong and able teaching force.

The quality of work life of teachers is a major issue that demands attention. More and more, the expectations placed on teachers are totally unrealistic and unable to be fulfilled. In a collective voice, we must say no to this and strive to improve our workplace to a point where we can teach with self-respect and dignity. Being outside of contract negotiations for the next two years provides a unique opportunity to be retrospective, where we can collectively identify those things that matter most to teachers. I believe the role of the leadership during the next two years is to facilitate that process which will make our Association strong as we head into another round of collective bargaining. I know I can play a key role in that kind of leadership and I respectfully ask for the support of delegates at Convention '99 for the office of vice-president.

Clement (Ted) Murphy

- **Spring 1978:** Graduated from MUN with a B.A.Ed. and Diploma in Special Education and commenced employment in Happy Valley/Goose Bay, Labrador
- **1980-82:** President of Special Education Special Interest Council, Happy Valley/Goose Bay
- **1983 to Present:** Member of Bay Roberts' Branch serving in every executive position and chairperson of numerous Branch committees
- **1991-92:** Member of Provincial Field Services/Equality Rights Committee
- **1992-93:** Provincial Executive; Chairperson, PRISM Management Team; Chairperson, Substitute Teacher Ad Hoc Committee
- **1993-94:** NLTA Representative on Teacher Certification Committee; Communications Officer, Bay Roberts' Branch
- **1994-95:** Member of Provincial Executive; Chairperson of PRISM Management Team; NLTA Representative on Teacher Certification Committee; Group Insurance Trustee; Chairperson of Collective Bargaining Committee
- **1995-96:** Member of Provincial Executive; Group Insurance Trustee; Chairperson of Collective Bargaining Committee; Member of Negotiating Team; Member of Injury on Duty Ease Back Committee (Article 16)
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Position Statement

The NLTA is the hearts, minds and actions of every teacher in Newfoundland and Labrador. I have been a part of that experience for the last 20 years as a teacher and would like to have the opportunity to build in all teachers the pride I feel; a pride some teachers feel robbed of in recent history. I am a part of that history as we all are. I have served on the Provincial Executive since 1992. I have had to make choices and decisions that were unpopular. I have taken a stand on issues that have been both accepted and rejected. It has been difficult but I could not have partaken in it without the knowledge that the final decision always rested with teachers. It is easy to be critical of the past and pessimistic of the future but I hope to offer optimism.

EMPOWERMENT:

I believe it is time that we restructure the Executive to reflect the new school districts with each district electing, by all teachers in the district, an Executive member representative. Ten districts -- 10 Executive members. I believe the Vice-President and President should, however, be elected at the Bi-Annual General Meeting.

PROFESSIONAL DEVELOPMENT (P.D.):

I believe we must again elevate the significance of P.D. as something teachers want and need. It is one of the few areas where we do something for ourselves. I would like to separate P.D. from inservices and the days available for P.D. in our Contract from the block of all substitute days.

WORKLOAD:

With educational restructuring and downloading, administrators and teachers have been bombarded with paper work. Under the guise of accountability, Pathways documents, attendance regulations, class trip regulations, parent interviews, busing, school supervision, etc., have become as time consuming as student contact. If this is the new reality then we, as teachers, must work with the various agencies to eliminate altogether this paperwork, or provide a new way of streamlining it.

NEGOTIATIONS:

As an Association, we need to study this whole area. In the past it has been long, drawn out and very expensive. We need to focus on several key items with remuneration as number one.

I believe I have the experience and have demonstrated my commitment. I believe the NLTA has a bright future and I would like to be a part of the leadership team.

Clement (Ted) Murphy

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EMPOWERMENT:

I believe it is time that we restructure the Executive to reflect the new school districts with each district electing, by all teachers in the district, an Executive member representative. Ten districts -- 10 Executive members. I believe the Vice-President and President should, however, be elected at the Bi-Annual General Meeting.

PROFESSIONAL DEVELOPMENT (P.D.):

I believe we must again elevate the significance of P.D. as something teachers want and need. It is one of the few areas where we do something for ourselves. I would like to separate P.D. from inservices and the days available for P.D. in our Contract from the block of all substitute days.

WORKLOAD:

With educational restructuring and downloading, administrators and teachers have been bombarded with paper work. Under the guise of accountability, Pathways documents, attendance regulations, class trip regulations, parent interviews, busing, school supervision, etc., have become as time consuming as student contact. If this is the new reality then we, as teachers, must work with the various agencies to eliminate altogether this paperwork, or provide a new way of streamlining it.

NEGOTIATIONS:

As an Association, we need to study this whole area. In the past it has been long, drawn out and very expensive. We need to focus on several key items with remuneration as number one.

I believe I have the experience and have demonstrated my commitment. I believe the NLTA has a bright future and I would like to be a part of the leadership team.

In addition to candidates for Executive, By-Law XI. —; Nominations and Election for Executive —; includes a provision [under subsection A.(2)] whereby the current President, if he/she so desires, may be an ex officio Executive member for the year following the completion of his/her term of office.

Gordon T. Brockerville

Professional Background

Gordon serves the staff and student body at Berney Memorial Intermediate School, Burin in the capacity of vice-principal and physical education teacher. In addition to regular teaching duties, his primary responsibilities are student leadership, discipline and school improvement. At the NLTA branch level, he is serving a second term as branch president. Former portfolios included communications and professional development officer. Other NLTA involvement includes a six year term as president of the local PESIC. Prior to getting involved with NLTA, he was a NLHSF regional director and was involved with the Canadian Intramural Recreation Association, four years as provincial director, three years on the national board of directors and one year as an executive officer. Other experience includes curriculum development for the Department of Education. He has conjoint degrees in Education and Physical Education (1976) and Master of Physical Education (1995) from Memorial University.



Position Statement

Since its inception, NLTA has been a unitary structure combining teacher welfare and professional development, thus making it a protective and professional association. In recent years, the Association has been forced to deviate from its unitary purpose to focus predominately on welfare issues. We have been pushed into this situation by outside influences such as downsizing and restraint in both public and private sectors. Pensions and salary are important contributions to our personal and family well-being. We cannot and should not ignore these bread and butter issues, which also includes group insurance and employee assistance. Further, we must continue to maintain, and where possible, strengthen collective bargaining to protect these benefits. Despite the challenges to welfare issues, it is imperative that professional development be brought to the forefront to take an equal place in this unitary organization.

We must secure more respect for teachers as co-partners in the development of education. We must reclaim 'our voice' to confront the attack on public education. The professional development division is staffed with competent individuals prepared to work with the membership and other stakeholders to ensure professionalism. Collectively we must strive for educational reform that seeks input from the locals within their classrooms and schools. Professional development, based on a philosophy of lifelong learning, a notion that goes beyond infrequent and passive inservice, will enhance our ability to improve student learning and achievement. My goal is to contribute to that vision.

In addition to candidates for Executive, By-Law XI. —; Nominations and Election for Executive —; includes a provision [under subsection A.(2)] whereby the current President, if he/she so desires, may be an ex officio Executive member for the year following the completion of his/her term of office.

Dana Burridge

Dana graduated from Memorial University with a B.A. and B.Ed. He taught in Jackson's Arm, White Bay (1973-74), Deer Lake (1977-90), and is presently teaching in Pasadena.

Dana's NLTA involvement started in his first year teaching when he was a charter member and communications officer of Taylor's Brook Branch. Throughout his teaching career his Association involvement included teacher-school board liaison committee, communications officer, political action officer, secretary, treasurer, vice-president and provincial committee to review collective bargaining legislation. He is currently serving his third term as president of the Deer Lake Branch and is a member of the Professional Issues in Teaching Committee (PITCOM). He represented his branch at AGM '97 and Contact '97 and '98.



Community involvement has paralleled Dana's teaching career. He was a director of the Humber Valley Development Association for 12 years and served on many sub-committees including planning for the Humber Valley Strawberry Festival, a museum for the Humber Valley and job re-entry for women. He was a member of the Deer Lake Library Board for 15 years.

Dana is currently chair of the school improvement committee at Pasadena Academy, head of the Newfoundland delegation for the National Heritage Fair 1999, program developer with World Studies 3206 working Group (Dept. of Ed), and director of the Humber Valley Heritage Society.

Statement

In May 1997, we had a difficult situation in this province. Schools were being re-organized and local committees from denominational schools were preventing transfers of "unsuitable teachers". It was a provincial problem with the drama unfolding in central and western Newfoundland. A joint rally of Deer Lake and Humber Branches of NLTA helped raise public awareness of the issue and created a reaction in the province that resolved the impasse. Teachers need more success stories!

The drama is now inside the classroom. Tense working conditions are making life unbearable for many teachers. We need to focus on issues such as teacher workload, class size, disruptive students, professional development issues that will result in a quality work day for teachers. With my interest, experience and understanding, I feel that I can provide strong leadership in the decision making that is needed to address teacher concerns.

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Beverley Butler

Beverley is married to Jaye, a Social Studies teacher at Exploits Valley High, and they have two children —; Jared, aged 22, and Bethany, aged 16. Beve is currently a Grade 6 teacher at Notre Dame Academy. She holds two Bachelor's degrees and a Master's degree in Education from Memorial University. She has also studied at l'Ecole Internationale de Francais, l'Universite de Quebec, Trois-Rivieres. Her teaching career has been varied as she has taught at the primary, elementary, junior and senior high levels, and has been an instructor in Adult Education. Her career has also included a five year stint as Language Arts Consultant, a year as Vice-Principal and two years as Principal with the Exploits Valley Integrated School Board.



In addition to her teaching duties, Beve has been involved in a variety of community activities. These include time served on the Central Region Libraries' Board; Chairperson, Zone Captain and volunteer with the Canadian Heart Fund Campaign; member of Beta Sigma Phi; member of the University Women's Club; member of the Children's Liturgy and Church Nursery programs; member of the Rotary Singers; member of the Grand Falls-Windsor Concert Band; volunteer worker for the Canadian Red Cross, Canadian Cancer Society and other charitable organizations. Currently, Beve is sponsor/co-ordinator of the HRD-funded project, "The Enterprise Club" and the Mural Painting Activity at Notre Dame Academy.

Beve has been involved directly with NLTA since 1966 when she first became a member of MUN-NTA. She has served in virtually every branch capacity from school representative to Branch President. For her service at the branch level, Beve became the first female recipient of the Bancroft Award in 1985. She has attended over 20 AGMs as a delegate and served on numerous Convention Committees. At the provincial level, Beve has been a member of the Professional Relations Committee, the Negotiating Team, and the Finance and Property Committee of Executive. She has also been Chair of PITCOM (Professional Issues in Teaching Committee), Chair of the Equality Rights Committee, Chair of the Finance and Property Committee, Chair of Field Services, Chair of Teacher Welfare, Chair of Communications Committee, and member of the Pensions Administration and NLTA-PTF Agreement. Currently, she is Chair of the Equality Rights Committee. She has also served as Vice-President of the Central Region of SAC and was President of District 5 SAC for 1997-98.

In addition to candidates for Executive, By-Law XI. —; Nominations and Election for Executive —; includes a provision [under subsection A.(2)] whereby the current President, if he/she so desires, may be an ex officio Executive member for the year following the completion of his/her term of office.

Art Callahan

I have been a teacher for the past 20 years. Currently, I am Religious Education Coordinator at St. Kevin's High in Goulds. I have served as school representative, branch executive member, vice-president, president, and on various local and Association committees. I attended my first Convention as a student in 1972 and as a branch delegate many times since. Last Convention, I was a candidate for provincial executive. Again, I thank Waterford Valley Branch for this nomination. I have the knowledge and experience to represent teachers. I believe our Association can make a difference. NLTA is "in my blood"; I have a passion for the process!



I am disturbed by the shoddy treatment of teachers and what I perceive to be a high level of discontent among the rank and file members. Teachers deserve fairer remuneration and better working conditions. The voices of dissent must be more deeply listened to through improved communication and better internal feedback mechanisms. We need to "let off some steam" to purge apathy and recommit to unity. Then teachers can take ownership of the issues. There will be a working democracy as opposed to a democracy on paper. Teachers, though fully represented, will no longer feel disenfranchised. A new collective conscience will emerge, a new vision.

The work on our next contract must begin now! Teachers must seize every opportunity to speak on the issues! Teachers deserve more pay! Pensions must be indexed! Reform must not be accomplished on the backs of teachers! Students at risk deserve more than lip service! Like it or not, being paid from the public purse forces us to be political. We have been too quiet for too long! We need a little of the "fire in the belly"! We have been "too good for our own good". We can no longer afford the luxury of our "quiet intellectualism". Logic must be mixed with good old-fashioned emotion.

In addition to teacher welfare and student advocacy, professional development must be resuscitated and moved forward. We need more inservice time. Let's revisit teacher certification for an eighth grade, more steps and alternatives to university-only upgrades.

There is much more to say beyond the scope of this communication. Gains are possible; win-win solutions can be found. I am both optimistic and realistic. We can succeed with dignity intact. I would welcome the opportunity as one of your representatives on executive.

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Aubrey Dawe

In my ninth year of teaching, I am currently a grade five teacher and teacher-librarian at Catalina Elementary. I have taught in the area of Special Needs (K-7) as well as the regular classroom in grades 3, 6, and 7. I hold degrees in Education and Special Education (MUN), as well as a Master of Education Degree (MSVU). I have also enrolled in a second M.Ed. Program on a part-time basis at OISE/UT.



At the school level this year, I lead a team of teachers and our school administrators in a strategic planning initiative known as School Development. The underlying principle which guides this initiative is increasing student achievement. Our efforts will result in the development of a three year strategic plan specific to our school which will map out our efforts to increase student achievement. Since the beginning of my career I have been an active and ardent supporter of school improvement processes.

I have authored a paper which deals with the place of school administrators in teacher bargaining units. This paper can be found in the most recent issue of PRISM, the professional magazine of NLTA. I have also authored a paper on Action Research as a tool to be used in formative performance appraisal. I had the privilege of presenting this paper at a conference sponsored by the University of British Columbia in Vancouver last year.

I have had the privilege of serving the teachers of Newfoundland and Labrador on the Provincial Executive of NLTA for two years (1995-97) and I am currently a member of the Group Insurance Trustees. I also represent Group Insurance on the NLTA Investment Committee. I have served on the Association's Finance and Property Committee, the ad hoc Committee on Generational Equity, and the ad hoc Committee on Joint Council. During my tenure in all of these capacities I have worked faithfully on our collectible behalf. I have made my contributions to the debates at Executive and Group Insurance tables from the perspective of the teacher in the classroom and the myriad of environmental stressor that accompany it.

These issues facing educators demand creative and collective solutions. I do not purport to possess all of the answers, but I am committed to working together to restore teachers' confidence in the profession and their Association, NLTA.

(You may contact Aubrey by e-mail, adawe@stemnet.nf.ca.)

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Fred Douglas

NLTA Involvement

- **1975-77:** Branch President, Rushoon-Terrenceville
- **1977-79:** Past President, Rushoon-Terrenceville
- **1980-91:** Various branch committees and activities
- **1991-93:** Branch executive (Secretary)
- **1993-94:** Branch President, Burin-Marystown
- **1993:** Committee on Communications Between Branch Presidents and Provincial Executive
- **1993:** Attended CONTACT '93, Sydney, Nova Scotia
- **1994:** Co-Chair, CONTACT '94, Burin, NF
- **1994-99:** NLTA Provincial Executive
- **1994-96:** Chair, Group Insurance Trustees
- **1995-96:** Chair, Group Insurance Review Committee
- **1975-96:** Represented Branch members as delegate at various AGMs
- **1996:** Delegate to CTF
- **1996-97:** Table Officer of NLTA Provincial Executive
- **1998-99:** Chair, Finance and Property
- **1999:** NLTA representative on tri-partite committee study on "teacher workload" re Schedule P of the collective agreement



Community and Professional Involvement

- Coaches high school sports teams
- School leadership team
- School committees
- Board committees
- Professional Development Presentations
- Deputy Mayor, Municipal Council
- Charter Member, Fortune Lions Club
- Founding President, Bay L'Argent Lions Club
- Chair and member, local Church Board
- Currently Chair of T. J. MacDonald Achievement Home for young offenders

Position Statement

I have been a classroom teacher for 24 years. I know the issues facing our profession, I experience them every day. For 24 years I have been involved with teams of teachers and their allies in working to address and resolve these issues; in schools, in NLTA branches and committees, in community groups, at joint council and at executive table. As we continue our professional journey some issues are resolved while new ones arise. I am as committed and as enthusiastic to the causes of teachers and education as I have ever been. To continue the battle on your behalf I humbly ask for your continued support.

In addition to candidates for Executive, By-Law XI. —; Nominations and Election for Executive —; includes a provision [under subsection A.(2)] whereby the current President, if he/she so desires, may be an ex officio Executive member for the year following the completion of his/her term of office.

Rivlyn Galway

Riv Galway is a Program Specialist with the Lewisporte-Gander School District and is completing his third year as an executive member of NLTA. During the current term, Riv has chaired the Communications Committee and is also a member of the Property and Finance Committee. Previously, Riv was chairperson of the Professional Issues In Teaching Committee as well as Association representative on the Educational Leave Committee.



Riv has been active at both the Branch and Council structures of NLTA throughout his career. He has participated in the work of Special Interest Councils at both the provincial and regional levels and was President and Communications Officer of Ganova Branch for several years. He has prepared and delivered submissions to various Ministerial Consultations on behalf of teachers in general and the members of Ganova Branch in particular.

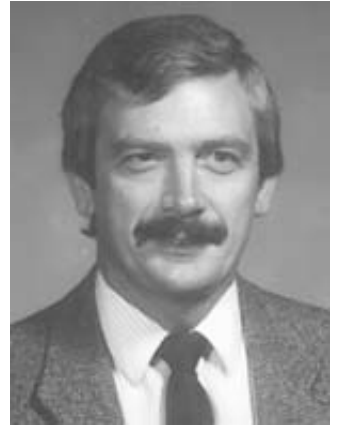
Riv sees the Association at a critical juncture in its evolution as an organization representing the concerns, interests and needs of teachers in facing the challenges of the new millennium. These challenges are embodied in questions regarding the governance of the Association, pertaining to the nature and style of leadership, relating to the integrity of those who serve at the executive level, and concerning the position of the Association on matters of public and professional policy and overall direction. Additionally, challenges are inherent in matters relating to work load, quality of work life, PD, departmental initiatives such as Pathways to Graduation and a myriad of other issues. Riv sees the solutions to such challenges lying within our membership a membership which must feel fully represented by their Association, a membership which must be fully cognizant of the issues and the political and professional implications of proposed solutions, and a membership which is secure in knowing that NLTA stands for the rights and benefits of every teacher. That is the type of Association we are constantly striving to be and one in which we must be vigilant in upholding and in doing so, we must, "be prepared to stand firm enough so as not to go backwards and yet move forward fast enough so as not to be destroyed." Riv Galway is a candidate for executive because he can contribute to the leadership needs of NLTA and he seeks your support at the 1999 BGM in being a voice on matters which are important to us as professionals and essential to our durability as an Association.

Wayne Lee

Wayne Lee holds an M.Ed. Degree and is the Head of the science department at Stephenville High.

Wayne is president of Appalachia Branch, has served as vice-president and treasurer and has chaired the School Board-Teacher Liaison Committee for the branch.

Provincially, Wayne has been a member of the Provincial Collective Bargaining Committee as well as the Provincial Negotiating Team. He has also served on many provincial NLTA committees including Communications, the Committee on Teaching and the Committee on the Role of the Branch President. Wayne has also been an alternate member of the provincial executive.



Wayne has been an AGM delegate from Appalachia Branch and is a member of the NLTA Science Special Interest Council.

Wayne is the past provincial president of the Newfoundland and Labrador High School Athletic Federation and has received the Federation's recognition award.

On the community level, Wayne's past and present offices include the Board of Governors of the Bay St. George Community College, president of the Stephenville Tennis Club, president of the Bay St. George High School Athletic Association, chair of the Stephenville Parks and Recreation Advisory Board and president of the Indian Head Co-op.

Position Statement

I believe that the NLTA must constantly change to adapt to the continually changing conditions in education. The days of periodic negotiations followed by an extended period of labor peace, if they ever existed, are long gone. Today we are constantly and continually threatened by government action and must be ready to respond to those threats promptly and in a strong and effective manner.

To that end, our policy and practice should result in constant monitoring of the workplace and proactive intervention when the welfare of teachers is threatened.

Today many teachers feel alienated and separated from the decision-making process. Province-wide voting, regional councils as suggested by the President's Review Committee Report and a more efficient, streamlined organization of Joint Council and Biannual General Meetings would result in greater participation by and empowerment of teachers.

The NLTA must become not only a more professional association but an association of professionals. We must not ask but demand that we be treated in a manner consistent with the proper role of educators in society.

In addition to candidates for Executive, By-Law XI. —; Nominations and Election for Executive —; includes a provision [under subsection A.(2)] whereby the current President, if he/she so desires, may be an ex officio Executive member for the year following the completion of his/her term of office.

Sean Noah

Academic:

- B.A., B.Ed., MUN, 1982
- M.Ed. (Teaching, MUN, 1986)

Teaching:

- 1982-89: St. Michael's, Goose Bay, Junior High
- 1989-91: Program Coordinator —; English/Social Studies
- 1991-99: Avoca Collegiate, Badger; Teaching-Principal

NLTA:

- 1982-83: School Representative, Labrador-North
- 1984: Communications, Labrador-North
- 1985: Vice-President, Labrador-North
- 1987-89: President, Labrador-North
- 1990-91: School Representative, Exploits Valley
- 1994-96: Vice-President, Exploits Valley
- 1996-99: President, Exploits Valley



Statement

We work in a profession in which we can derive a measure of accomplishment and satisfaction, but it is becoming increasingly difficult to do so, or to even effectively attend to our jobs at all, as we are being asked to do more and more as teachers. Government and School Boards forge ahead with their agendas of increased performance and higher achievement levels, but the classroom teacher is being largely ignored and taken for granted.

We require much more protection and support than we currently enjoy. We need more teachers to sustain any realistic implementation of the Pathways Initiative and to deal with the myriad of other changes and demands that we are facing each day. Teachers want professional development but we want to have a greater say in the type and timing of such activities. Curriculum documents and new programs must, once and for all, be delivered and inserviced before the commencement of our teaching assignments. More Special Education and student assistant support, reasonable workloads, smaller class sizes and consistently allocated discretionary leaves, are but some of the issues I hear teachers saying we must focus our energies toward.

Being in a helping profession, we are "givers" on a daily basis, as we guide, counsel, coach and teach. But are we receiving what we should be? Many teachers I have talked to feel overworked, not properly compensated for their efforts, and not supported in the classroom. Government must reinvest the savings realized through restructuring in the students and teachers of this province, period.

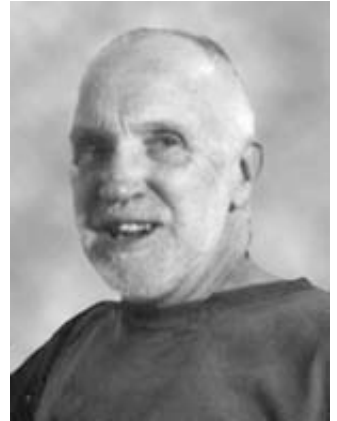
Teaching is still, for me, the job I love to do. I would like to extend my service to the general membership and am prepared to offer my time, energy and commitment in representing your views. I humbly request your support. Thank you.

In addition to candidates for Executive, By-Law XI. Nominations and Election for Executive includes a provision [under subsection A.(2)] whereby the current President, if he/she so desires, may be an ex officio Executive member for the year following the completion of his/her term of office.

Bill Wheaton

An experienced world traveler, Bill has lived and worked throughout Europe, East Asia, India, Africa, and Canada.

Bill's initial post secondary training began in Toronto. Studying at the Ontario College of Art, Bill worked summers with the Baffin Island and Ungava Bay Inuit Co-operatives. After graduation from the Art College in 1962, with the Government of France Fine Art Award, and the O.C.A. Travelling Scholarship, Bill went to India under the sponsorship of the Thomas Lipton Co., and Canadian University Service Overseas. He taught and painted in India until returning to Canada.



In 1969, Bill enrolled at the Ontario College of Education, and joined the staff at Central Technical School, Toronto, in 1971. Since then, Bill has taught at Lester Pearson International College, Victoria, B.C.; Port Simpson Tsimshian Community School, Lax Kwalaams, B.C.; Norway House High School, Manitoba; Amos Comenius School, Hopedale, Labrador; and has been teaching at Jens Haven School, Nain, since 1991.

Bill has been recipient of numerous awards during his career, including Canada Council, Heritage Canada, Labrador and Newfoundland Arts Council, International Grenfell Association, Art Education Award, and Arts and Letters Dramatic Script Award.

In 1985 Bill founded and directed the "Nalujuk Players" of Hopedale. This led to the creation of the "Innuinuit" Performing Company in 1987, consisting of Hopedale, Davis Inlet, and Nain. He directs the "Ulu/Nalujuk" Players of Nain. The theatre companies have achieved national acclaim in stage, radio, and film, with published works by Jespersion Publishing and Breakwater Press.

Bill became NLTA Branch President of the "Nutak Labradorimi" region of Labrador in 1996, lobbying for an improved Labrador benefit package, recognition of aboriginal teachers, and equal representation within the Association.

Bill has been actively involved in the community of Nain, and served as Chairperson of the Jens Haven School Council from 1996 to 1998. He is a member of the Entertainment Committee responsible for bringing performing artist, Susan Aglukark, to Labrador. Founder of "Sananguak", Bill's art students promote art throughout Labrador. Artworks are in the collections of the Labrador Friendship Centre, Goose Bay; Birches Gallery, Goose Bay; St. Michael's Printshop, St. John's; and cultural murals decorate the Nain Sportsplex, nursery, school, and local buildings.

Bill would like to contribute his collective experience and expertise to the Executive level of the Newfoundland and Labrador Teachers' Association, serving the teachers of this province to the best of his ability.

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Fred Wood

Education

- B.A., B.Ed. (MUN, 1973)
- M.Ed., Educational Administration (MUN, 1990)

Teaching Experience

- 1984-99: Queen Elizabeth Regional High School, Foxtrap (currently Department Head, Social Studies)
- 1973-84: Bonavista, Labrador City, Bay Roberts, Port aux Basques



NLTA Involvement

- 1992-99: Conception Bay South Branch: President (1997-99); Vice-President (1995-97); Treasurer (1994-95); Member-at-Large (1992-94)
- 1996-97: Benefits and Economic Services Committee; Resolutions Committee, AGM '97
- 1997-98, 1994-95: Communications Committee
- 1992-93: PRISM Committee
- 1996: CONTACT '96, PEI

Community Involvement

- Manuels River Natural Heritage Society
- Royal Canadian Legion, Branch 32, Bay Roberts

Statement

Mr. Dale's Grade 7 Civics class taught me pride in one's work, respect for education, and the importance of community service. I knew then I wanted to become a teacher. A generation later, I still love what I do, but I worry. Our profession and Association face difficult times. Yet, I believe that a golden opportunity is being presented. In some cases this means back to basics, in others, new directions.

Professionally, my motivation comes from my classroom. By addressing basic issues (i.e. class size, student placement, special needs) we achieve success, satisfaction, and pride. That pride comes from being prepared to meet new challenges. Recent curriculum-development involvement has reaffirmed the importance of professional development. It prepares, excites, and revitalizes us. The classroom becomes as inspiring in our 25th year as in our first! Teachers realize this —; so must our employers.

When teaching history and democracy, I provoke my students to ask, "Why?" Never just accept. Get to the heart of an issue. As an association, there are a lot of questions we must ask ourselves. What directions must we take? Are we accountable enough to every member? Is it possible to be more democratic? What do teachers in Newfoundland and Labrador really think? Are rights and interests being respected in these times of reform and change? They want leadership, to be heard, to have pride in their profession and their

association. My experience in our province has told me what teachers want, and what students need.

With 25 years of experiences, I stand for Provincial Executive. I feel a sense of duty toward an association that has served me for so long. My concern for that association's future compels me to seek an even more active role in its direction. I hope you find me worthy.

Category A:

Professional Development

Special Education Policy

1. That NLTA establish a committee, immediately after the conclusion of the 1999 Biennial Convention, with a mandate to prepare an information package that will clearly and succinctly outline the changes that are planned vis a vis the new Special Education policy and the anticipated effects that it will have on students and classroom teachers. Such information package should be sent to all schools, school councils, and media agencies in the province and be used to inform the parents of this province of the changes re special education that are planned by government. ([Marconi](#))

Explanatory Note: Government has chosen to 'cherry-pick' bits and pieces of the Canning Report. The new special education policy will have a drastic effect on the delivery of intervention services to many of the students who are presently receiving the services of a special education teacher. These students are often the students who require some remedial intervention. Unfortunately, government has chosen to ignore Dr. Canning's recommendation that 'remedial intervention' be provided to those students who require the service. Many, if not most, parents do not realize that their children will be denied intervention services when the new special education policy takes effect in September 1999. A well-prepared information package and coordinated media campaign may help to inform parents and hopefully effect the changes that are necessary to ensure that both students and classroom teachers receive the support they need in future.

2. That a broader range of indicators be clearly identified and taken into consideration when placing children in programs of assistance under the new Pathways program, and that no child presently in need of and receiving academic assistance be eliminated from such assistance next year with the implementation of the Pathways program. ([Conception Bay Centre](#))

3. That the NLTA strongly impress upon the Department of Education the necessity of fully implementing the recommendations of the Canning Report. ([Conception Bay Centre](#))

4. That NLTA ensure that the implementation of the Pathways initiative shall not proceed in our schools until the NLTA is satisfied that all stakeholders agree that all necessary personnel and other resources as recommended in the Canning report (1996) are in place. ([St. John's Centre](#))

Explanatory Note: Some schools have started to implement this course of action without teachers understanding the categories or their responsibilities. As with any new course of action, the necessary resources have to be in place for this to be successful.

Curriculum Implementation

5. That, with respect to the implementation of specific curriculum programs, a) appropriate inservice be given all teachers prior to the implementation of any new program; b) sufficient teaching resources be made available within all classrooms for the teaching of all new programs; and c) appropriate time be allocated for all teaching staff where the development of any relevant supplementary resource materials is necessary within existing or new programs. ([Conception Bay Centre](#))

Professional Development Journal

6. That NLTA investigate the possibility of creating an "electronic" professional development journal. ([Burin- Marystown](#))

Explanatory Note: We need to formally find ways to utilize the Internet to share ideas and activities that are unfolding at any level of education - branch and district level all the way up to the provincial and national level. Further, this journal could focus on particular themes within the profession. In other words, we need to expand beyond an NLTA homepage, special interest groups, and TIC.

Foundation Document on Professionalism

7. That NLTA develop a foundation document on professionalism. ([Burin-Marystown](#))

Explanatory Note: This document would serve as a briefing paper for the membership to make decisions as to where we are going professionally within our unitary structure of being a protective as well as a professional association. Such a document would expand on the professional development section of the Strategic Plan - Exploring Our Pathways.

Teacher Evaluation

8. That NLTA produce a teacher evaluation pamphlet for teachers that outlines the purpose and criteria for meaningful evaluation. ([Burin-Marystown](#))

Explanatory Note: The purpose of this resolution is to communicate the purpose of meaningful evaluation to the membership. Further, when members are formally evaluated there are expectations and principles of professional evaluation that serve the personal and professional interests of the teachers as well as accountability to the public (students, parents, and public at large). Teachers, at the entry level, mid-career, and late career need to be aware of the implications of evaluation. While the onus is on teachers to know and understand the implications of teacher evaluation, the onus is also on the NLTA, as the protective and professional association, to keep its members abreast of current developments.

9. That NLTA review, refine, and expand its current policy on teacher evaluation, as stated in the policy handbook, so that it can be used to evaluate school board evaluation policies and programs.

([Burin- Marystown](#))

Explanatory Note: School boards, under the restructured system of education, have developed or are currently developing and sharing teacher evaluation schemes. Is the NLTA teacher evaluation policy current and up to the task of assessing the proposals as put forth by school boards? Can the NLTA policy serve as a meta-evaluation? Do we have the research base to criticize the school board policies ensuring that teacher-driven evaluation schemes (bottom up) balance the Departmental and school board (top down) schemes?

Teacher Certification

10. That there be a Grade VIII level teaching certificate for a teacher who has obtained a Ph.D. or two masters level degrees. ([St. John's Centre](#))

11. That NLTA develop a foundation document on teacher certification to be used in asserting a strong voice in contributing to teacher certification and any move to establish a re-certification scheme. ([Burin-Marystown](#))

Explanatory Note: The membership was reactive to a proposal on a re-certification plan that was put forth by the government back in the early 1990s. Teacher re-certification is a movement in other parts of the country, thus it is likely to resurface here in this province. If and when it resurfaces, we need to be prepared to put forth proposals that are in the professional and personal (including financial) interests of teachers. It is not unrealistic for NLTA to be proactive in development a certification proposal that recognizes the self-initiated learning that goes beyond university credit courses to include courses and programs from other institutions, as well as site-based professional development training and experience at the district level.

Category B: Association

Branch Restructuring

12. That, immediately after the conclusion of the 1999 Biennial Convention, NLTA establish a committee with a mandate to survey all NLTA members vis a vis the effectiveness of the current branch structure and to make recommendations as to possible future branch restructuring/reorganization. ([Marconi](#))

Explanatory Note: Many NLTA members are frustrated and disillusioned with the current lack of representation, communications, services (i.e. professional development), etc. at the local branch level. The time is long overdue to thoroughly evaluate what we are trying to achieve at the local branch level and whether we are being successful in our efforts given the current branch organization. Other organizational structures/models need to be explored as to the viability of their effectiveness and changes made if and where necessary.

Attendance at Joint Council Meetings

13. That the policy on Joint Council be amended by adding a new subsection 5.e) to read: "No teacher shall be excluded from a meeting of Joint Council unless Joint Council is discussing a personal matter regarding a teacher or staff person of NLTA." ([Waterford Valley](#))

Attendance at Provincial Executive Meetings

14. That the policy on Executive of NLTA be amended by adding a new subsection 2.l) to read: "No teacher shall be excluded from a meeting of Provincial Executive unless Executive is discussing a personal matter regarding a teacher or staff person of NLTA." ([Waterford Valley](#))

Votes by Provincial Executive Members

15. That subsection 2.j) of the policy on Executive of NLTA be amended to read: "All votes on matters at Executive Council, except those of a procedural matter, will be recorded and such records will be made available to teachers on request. Votes on matters regarding the personal affairs of a teacher or a staff person of NLTA will not be provided to teachers or otherwise made public." ([Waterford Valley](#))

Subsidizing Government Costs

16. That no NLTA money be used to subsidize government costs. ([Waterford Valley](#))

Explanatory Note: An example of this was when NLTA recently paid the government share of premium increases for group insurance.

Private/Public Partnerships

17. That NLTA develop a position paper on private/public partnerships in the Newfoundland and Labrador school system. ([Burin-Marystown](#))

Explanatory Note: Public funding for education is decreasing. School boards, schools, and the NLTA itself are either engaged in or are exploring private/public partnerships to offset a reduction in public funding. Why is there a decrease in public funding? What are the implications (pro and con) of partnerships? What may these partnerships lead to? Will they be in the best interests of students and teachers or will they be in the interests of the other partners?

Category C:

Benefits and Economic Services

Collective Bargaining for School Administrators

18. That, immediately after the conclusion of the 1999 Biennial Convention, the NLTA commence meetings with the Department of Education, Treasury Board, the School Boards Association, and the School Administrators' Council, with a mandate to establish a separate distinct category for collective bargaining purposes for school administrators within NLTA. (Marconi)

Explanatory Note: For several years school administrators who are presently members of the NLTA have felt disenfranchised with their Association. This disenfranchisement was never more prevalent than during the last round of negotiations when the welfare concerns/issues of school administrators were not successfully addressed. While School Administrators' Council members have been and are frustrated with NLTA, school administrators fully understand that it is virtually impossible for NLTA to sacrifice the needs of the many teachers for the needs of the few school administrators. Therefore, given that the welfare needs of school administrators may never be adequately addressed within the NLTA structure, many school administrators feel that the time has come for school administrators to have a separate distinct category for collective bargaining purposes within NLTA. Separate bargaining categories for teachers and school administrators will allow negotiators to focus on the specific issues of each group.

19. That, following the 1999 Biennial Convention, NLTA commence a study with a mandate to determine and report to all NLTA members the pros and cons of school administrators leaving the NLTA and setting up a separate, distinct association. (Marconi)

Explanatory Note: For several years school administrators who are presently members of the NLTA have felt disenfranchised with their Association. This disenfranchisement was never more prevalent than during the last round of negotiations when the welfare concerns/issues of school administrators were unsuccessfully addressed. While School Administrators' Council members have been and are frustrated with NLTA, school administrators fully understand that it is virtually impossible for NLTA to sacrifice the needs of the many teachers for the needs of the few school administrators. Therefore, given that the welfare needs of school administrators may never be adequately addressed within the NLTA structure, many school administrators feel that the time has come for school administrators to leave NLTA and form their own association. The proposed study would hopefully permit all NLTA members to make an informed decision as to the future status of school administrators.

Legal Assistant/Representation for Teachers

20. That the legal representatives on retainer by the NLTA have lawyers with residential status in the major geographical centres in Newfoundland and Labrador. (Humber)

Explanatory Note: Current policy has representation based exclusively in St. John's. Teachers should be afforded the opportunity to seek legal representation in their respective geographic area to facilitate easier access in their time of need. Teachers requiring legal assistance may be under a great deal of stress and may require frequent meetings with legal council as the case progresses, therefore requiring greater accessibility.

21. That a teacher who qualifies for NLTA legal assistance and who hires a lawyer in his/her geographical area be reimbursed the amount equivalent to the cost that would have been incurred by the legal firm on retainer by the NLTA. (Humber)

Explanatory Note: Teachers living outside of St. John's should have the right to equal access to legal council in their own geographical area. Given that the teacher needing legal aid would feel more comfortable with a lawyer of his/her choice, he/she should not have to accept a lawyer, often a stranger because of geographical differences, appointed by a St. John's firm.

22. That, upon denial of legal assistance, the individual concerned may appeal to a committee consisting of a representative of the Provincial Executive, a representative of the individual or the individual him/herself and a non-NLTA representative agreed upon by both parties noted above; and that should the non-NLTA representative not be agreed upon within 30 days, the branch presidents decide the non-NLTA representative through a vote. ([Humber](#))

Explanatory Note: With the current appeal process, those hearing the appeal should not be those who refused legal representation in the first place.

23. That the NLTA set a fixed per diem rate for any teacher who chooses his/her own lawyer over a lawyer retained by the Association. ([St. John's Centre](#))

Explanatory Note: Teachers need to feel comfortable and confident in the legal counsel representing them, especially if the outcome of a legal action could result in imprisonment or the loss of their job. If the lawyers retained by the Association do not instill this confidence, then teachers must be allowed the right to choose one whom they trust.

Leaves With Pay

24. That article 18.08 be revised to read: "A teacher shall be granted leave with pay, not exceeding three (3) days in the aggregate in the school year, where such requests are reasonable, and shall include but not be limited to community service and volunteer activities benefiting the community." ([Exploits Valley](#))

Explanatory Note: Teachers are frustrated in numerous instances in our branch, likely province-wide, where legitimate requests for 18.08 have either been denied or questioned to such a degree that teachers feel highly mistreated as they have to endure these interrogations.

Compassionate/Family Leave

25. That in Article 18.03 the word "may" be replaced with the word "shall" so the article begins as: "Upon application to a school board, a teacher shall be granted leave with pay not exceeding three (3) days in the aggregate in a school year...". ([Exploits Valley](#))

Explanatory Note: Teachers are upset and frustrated in a number of cases in our branch and indeed throughout the province where legitimate requests for 18.03 have either been denied or analysed and questioned at length. Teachers deserve better treatment in this area.

26. That NLTA attempt to negotiate the allowance for at least two extra days per year, totalling five per year for teachers in Labrador under Article 18.03. ([Northern Light](#))

Explanatory Note: Article 18.03 of the current collective agreement, allows for a maximum of three (3) days to attend to the needs of a sick family member, to attend to needs related to the birth of a child, or for medical appointments. Teachers in Labrador quite often must travel to hospitals on the island or in more central locations of Labrador and often encounter delays in travelling due to airline scheduling and/or weather delays.

Discretionary Leave

27. That NLTA attempt to negotiate an article allowing for personal discretionary leaves. ([Appalachia](#))

Explanatory Note: There exists no article in the collective agreement which allows teachers to obtain discretionary leave as a "shall" article.

Sick Leave

28. That sick leave days continue to accumulate at 18 per year for every year taught. ([Ganovia](#))

Explanatory Note: With extended illness for various reasons a teacher with 25 or more years or a teacher with 12 years have about the same amount of sick leave available to them. Often 190 days is not enough recovery time from cancer or heart related problems.

Educational Leave

29. That Article 20.06 (educational leave) be modified to read: "Leave granted under this article shall be at the rate of full salary". ([Exploits Valley](#))

Explanatory Note: More would apply and avail of the leave provisions if no reduction in salary was applied.

30. That, in the next round of negotiations, the NLTA seek a term of one year sabbatical leave at full salary for teachers with ten (10) years of service and subsequent one-year leave for each additional ten (10) years of service. ([St. John's Centre](#))

Explanatory Note: Most teachers complete their education prior to entering the profession. Under present conditions, teachers can teach for thirty years without an opportunity for a break for extensive professional development without incurring financial loss. This can lead to teacher burnout and a decline in teacher performance. It is incumbent upon the NLTA and government to ensure that teachers remain current in times of dramatic change. Sabbatical leave will help to ensure that teachers are equipped to lead quality education in the future.

Teacher/Student Allocations for Primary Grades

31. That the NLTA negotiate with government a statement that the maximum number of children within a primary classroom will not exceed twenty and that only the regular classroom teacher be included in determining the allocation of twenty children per teacher. ([Conception Bay Centre](#))

Explanatory Note: The formative years are crucial learning years for children of the primary grades and the number of children within primary classrooms of our province have significantly increased in recent years to 35 children or more making it impossible to meet particular learning needs.

Allocations for Specialist Teachers

32. That NLTA lobby/negotiate with government and school boards to ensure that the current allocations for specialist teachers in the areas of music, physical education, technology, guidance, etc. are increased, not diminished or eradicated. ([Marconi](#))

Explanatory Note: In many jurisdictions throughout the country, specialists such as music and physical education teachers have gone the way of the dinosaurs. Where music and physical education are still offered as curriculum options for students, either classroom teachers or quasi-professionals are charged with the responsibility of providing the instruction. These specialty areas and others such as technology, guidance, etc., cannot be implemented/taught effectively by individuals who have not been trained with specialized skills and knowledge. If students are to receive specialized instruction, they must have specialists teaching them.

33. That NLTA take whatever steps are necessary to ensure that our specialists are not replaced with quasi-professional personnel. ([Marconi](#))

Explanatory Note: In many jurisdictions throughout the country, specialists such as music and physical education teachers have gone the way of the dinosaurs. Where music and physical education are still offered as curriculum options for students, either classroom teachers or quasi-professionals are charged with the responsibility of providing the instruction. These specialty areas and others such as technology, guidance, etc., cannot be implemented/taught effectively by individuals who have not been trained with specialized skills and knowledge. If students are to receive specialized instruction, they must have specialists teaching them.

34. That the allocation of guidance counsellors be on the basis of one (1) per 500 students and that no guidance counsellor be responsible for more than three (3) schools. ([Conception Bay Centre](#))

Explanatory Note: The existing standard of providing one guidance unit for every 1,000 students cannot effectively meet the present student needs.

Department Heads for Special Education

35. That the NLTA seek to have department head status available in the area of special education as is

currently available in other areas. (Humber)

Explanatory Note: Because of increasing demands and current changes in the special education policy, there is a greater need for overall coordination of special education teachers in a school.

Teacher Allocations

36. That the NLTA should work to define the actual student/teacher ratio in the classroom setting rather than having it based on just school population. (Upper Trinity South)

Explanatory Note: This is already done for Kindergarten. Why is it not for all classes and grades? The current situation is one where there is a tremendous variation in class sizes around the province. There has to be some absolute maximum number of students that teachers can be expected to work with during any one class period. We should strive to push forward this concept of a real student/teacher ratio and not some mathematically generated figure.

37. That all schools have one (1) full-time position for the principal and one (1) full-time secretarial position and, where a vice-principal is designated, the position have not more than one-half (1H) time teaching duties. (Upper Trinity South)

Explanatory Note: Currently many administrative positions are over burdened with teaching responsibilities and the administrative part of the job is left for after school hours. How can one effectively administer a school and teach a full class load? While some would argue that this rarely happens, once is too often. There are often times when the principal has to be absent from the class to deal with administrative duties and emergencies. In addition, there are a lot of other areas in the school that cannot receive the attention they deserve and demand with a principal that also has to attend to classroom responsibilities.

38. That all schools be provided a full-time learning resources teacher and a full-time technology support person. (Upper Trinity South)

Explanatory Note: In order to effectively apply the curriculum outcomes there needs to be some one in the learning resources room (library) full time in schools to assist the classroom teacher in the planning, organizing, and collecting of resources needed for students or to help students access and use the technology. Also, in order to maintain proper control of the resources there needs to be a full-time learning resources person to sign out various multi-media products and other materials and to see that it is returned. Countless dollars walk out the doors and no one knows where it goes because no one is there to keep track of it or to make it available to students when they need it.

39. That the assignment of classroom teachers be based on projected enrolment of 1:20 in primary and 1:25 in elementary; that physical education, music, and Core French be assigned 1:500 school population; and that resource room teachers be based on a needs assessment. (Labrador North)

Explanatory Note: With the integration of special needs and resource room students into the regular classroom, more time is needed to spend on individualizing programs for those children and keeping them on task. Large class size allows for too much distraction and not enough time to individualize.

40. That NLTA, in conjunction with the School Administrators' Council Provincial Executive, begin discussions immediately with the Ministers of Education and Finance with a mandate to implement, as of September 1, 1999, the following allocation formula for school administrators:

Number of Students	Number of Administrative Units
001-099	0.5
100-249	1.0
250-499	1.5
500-699	2.0
700+	2.5

(Green Bay)

Explanatory Note: In recent years, with increased downloading of extra managerial responsibilities from district office and a multiplicity of administrative demands at the school level, school administrators are totally overwhelmed and exhausted to the extent that they cannot possibly function as effective instructional leaders. Recognition has to be given to the fact that more administrative time will be necessary if our schools are to deliver the quality educational programs required to enhance student achievement.

Salary Scale for School Administrators

41. That NLTA, in consultation with the School Administrators' Council Provincial Executive, enter into discussions with the Ministers of Education and Finance to pursue the establishment of a separate salary scale for school administrators. (Green Bay)

Explanatory Note: The demands on school administrators have significantly increased in recent years. Therefore, we need a revised salary scale to reflect these new realities.

Allowance Structure

42. That NLTA, in conjunction with the Executive of the School Administrators' Council, enter into discussions with the Ministers of Education and Finance with the goal of changing the current definition of class (i.e. 35 students) which is presently a factor in determining the bonuses paid school administrators, guidance counsellors, department heads, etc. (Marconi)

Explanatory Note: It is our understanding that the definition of class size is not covered by the collective agreement. Consequently, it is possible to effect changes vis a vis the definition of class size without entering in to negotiations (i.e. without opening the current collective agreement. Given the inability of the NLTA Negotiating Team to achieve any gains for school administrators during the last round of negotiations, a change in the definition of class size would be a start in addressing the concerns of administrators vis a vis their increased workload and the need for appropriate compensation. A reduced number of say 25 students to represent a class would indubitably increase the bonuses paid school administrators but also the bonuses paid to guidance counsellors, department heads, etc.

43. That NLTA, in conjunction with the School Administrators' Council Provincial Executive, enter into discussions with the Ministers of Education and Finance with the goal of changing the current definition of a class from 35 students to 23 students in determining the bonus structure for school administrators. (Green Bay)

Explanatory Note: Since regular teachers are allocated to school districts on a 23:1 student/teacher ratio, it seems logical to conclude that in the assessment of bonuses for school administrators the same allocation ratio would be utilized.

44. That a principal's bonus be based solely on qualifications and experience and not on school enrolment. (Aurora)

Explanatory Note: Just as teachers are all treated, paid equally, so too should administrators. To do otherwise is to discriminate, especially since principals in smaller schools usually have a tremendous amount of work to do, without the assistance of vice-principals, secretaries, or department heads.

Job Description for School Administrators

45. That, immediately after the conclusion of the 1999 Biennial Convention, NLTA, in conjunction with the School Administrators' Council Executive, commence meetings with the Department of Education, Treasury Board, and the School Boards Association with a mandate to develop a job description for school administrators (principals and vice-principals). (Marconi)

Explanatory Note: Although school administrators are members of the NLTA and therefore governed by the collective agreement, many school administrators find themselves in a position where they are expected/required to work a considerable amount of time outside the 190 day school year. Part of the reason that unreasonable demands have been made of school administrators without additional remuneration being provided is that there is presently no job description for school administrators that outlines their responsibilities and their work day/work year. A negotiated job description for school administrators will help to establish what can be required/expected of school administrators. It will also clearly delineate those

responsibilities and time frames that fall outside the job description and therefore those duties that will require additional remuneration if boards/government want the work completed by school administrators.

Job Description for Teachers

46. That teachers receive a mutually agreed upon job description in writing at the beginning of a new position and when modification is sought. ([St. John's Centre](#))

Explanatory Note: Not all teachers know what their job descriptions or their full responsibilities are, or for what they can be held liable.

Supervision of Students

47. That teachers who are required to do recess, lunch, and bus duty, be given time within that school day to compensate for such time. ([Waterford Valley](#))

48. That, in the next round of negotiations, the NLTA seek the use of paid personnel to assume all non-teaching supervision duties presently carried out by teachers in the school system. ([St. John's Centre](#))

Explanatory Note: Increased curriculum demands and downloading have increased the stresses teachers face in completing their educational duties. Paid supervisors would provide teachers with more time to focus on delivery of quality education.

Teacher Transfers

49. That in filling vacant positions, the board shall give preference to transfer requests from teachers already employed in a continuing contract with the school board. If more than one teacher makes a request, all of whom are capable, preference shall be given to the teacher with the greatest seniority. The transfer request shall only be granted if the granting of the request does not require the school board to lay off a teacher who is subject to reassignment, layoff or to fail to recall a laid off teacher who could have been recalled had the transfer request not been granted. ([Mount St. Margaret](#))

50. That a teacher be transferred to a comparable position within the school district when a teacher requests such a transfer to a vacant comparable position. ([Ganov](#))

Explanatory Note: School board policies often discriminate against teachers who are qualified and suitable. They say they don't want to disrupt or disturb groups of students without any concern about the teacher's needs.

51. That NLTA adopt standard criteria with regard to teacher transfers. ([Deer Lake](#))

Explanatory Note: Currently, requests for transfers are dealt with by each school board on an individual basis. This resolution is intended to establish consistency.

52. That transfers of teachers be completed before teachers declared redundant are reassigned. ([Bay de Verde](#))

Explanatory Note: In most cases when redundant teachers are placed before transfers are considered, junior teachers are granted positions ahead of senior teachers.

Pension Indexing

53. That, in the next round of negotiations, the NLTA seek indexing of pensions for all teachers whose TPP benefits are integrated with the CPP. ([St. John's Centre](#), [Conception Bay South](#), [Waterford Valley](#))

Explanatory Note: Teachers retiring under the integrated TPP will receive less of a total pension benefit from the TPP and CPP combined. With no cost of living index built into the current contract to replace stacking, a retired teacher can expect to see the purchasing power of his/her pension dwindle. This is unacceptable for anyone who has paid full premiums with the expectation of a reasonable retirement income.

Pensionable Service

54. That service lost because of position-sharing between two teachers be counted as pensionable service as is educational or approved leave. ([Marconi](#))

Explanatory Note: Teachers who choose to job share for personal reasons (young children/health etc.) should be able to buy back lost time/service at the old rates in the same way as teachers on maternity leave or extended leave without pay can buy back time.

55. That teachers be able to buy back strike time lost before the last contract agreement. ([Humber](#))

Explanatory Note: Before the last contract teachers could "round up" years, i.e. 29.5, and retire at any point in the year, i.e. three weeks into the school year versus having to wait until February (mid-year), but had to buy back strike time within 90 days of the strike. It was not necessary, because of the "rounding up" provision, to buy back strike time.

56. That NLTA enter into negotiations with government regarding a reciprocal transfer of pensions with the Canadian Armed Forces (CAF) and all other federal departments. ([Humber](#))

Explanatory Note: In a number of different provinces throughout the country, there are teachers' pension plans which have provisions for the transfer of CAF pensions to teacher pensions. Currently in Newfoundland, CAF members with teaching experience due to teacher certification may transfer pensions to the Teachers' Pension Plan. Also those teachers who served in an armed conflict or were wounded in combat as CAF members may also transfer their pension. However, a teacher who was a CAF member but does not meet the above mentioned criteria, i.e. has not taught in the CAF nor has served in armed combat or was not wounded, may not transfer their pension even though he or she was a CAF member. This is discriminatory.

57. That teachers who have existing periods of substitute teaching prior to 1989 be permitted to purchase such service at a cost based on the existing formula for maternity leave, matched by the employer. ([Aurora](#))

Explanatory Note: In the last contract, teachers were given the option to purchase maternity leave (time when the teacher did not teach) at very low rates. Substitute teaching is service during which the teacher actually taught. This should be able to be purchased at the lowest rate of purchase.

58. That the NLTA lobby both the provincial and federal levels of government to ensure that all pensionable service be allowed to be purchased as worked service. ([Notre Dame](#))

Explanatory Note: The present situation whereby only that leave which is surrounded by teaching time can be counted as worked service is unfair and discriminatory.

59. That NLTA seek to have pension legislation changed to accommodate the purchase of university years as 'work service' up to a maximum of four years regardless of whether or not these years occurred prior to the commencement of the teaching career. ([Burin-Marystown](#), [Aurora](#))

60. That a study be conducted to determine if monies could be saved by allowing teachers to retire after 25 years of service. ([Burin-Marystown](#))

Explanatory Note: This would allow junior teachers who are at the bottom of the salary scale and seniority list to have more job security. With changes and restructuring in our school system, has this option been explored?

Pensions Integration

61. That NLTA revisit the integration formula for the TPP with CPP and attempt to have the integration formula adjusted to ensure that the integration factor cannot be greater than the monies the recipient receives from the CPP. ([Aurora](#))

Timing of Contract Negotiations/Voting

62. That all future contract negotiations between the NLTA and the government be held before June and that any ratification on such tentative agreement be completed by May 31st. ([Waterford Valley](#))

63. That voting on provincial contracts not take place after April 30th in any school year. ([Deer Lake](#))

Explanatory Note: Given the heavier workload associated with year end and the vulnerability of teachers brought on by early May notices of reassignment or layoff, it is felt that matters of such a serious and consequential nature need to be dealt with earlier in the school year.

Provision of Substitutes

64. That the last sentence of Article 29:03(b) read: "The number of substitute days available to a Board under this article during a school year shall be one (1) for every teacher in the board." ([Ganov](#))

Explanatory Note: We need the days and more teachers may become involved in extra curricular activities.

65. That NLTA develop a position on the hiring of substitute teachers based on qualifications and seniority to be applied at the district level through collective bargaining. ([Burin-Marystown](#))

Explanatory Note: Substitute hiring continues to be a contentious issue for administrators and school boards, but more so for substitutes as a specific group of teachers who pay NLTA membership fees. To date, the Association has failed to find equality among this special interest group at the district level. NLTA must take the lead in correcting this problem by ensuring more rights through collective bargaining.

Teacher Workload

66. That the NLTA take the necessary steps to provide adequate preparation time in the regular school day. ([Humber](#))

Explanatory Note: With the added workload and the elimination of preparation periods, teachers are finding it increasingly difficult to attend to proper course preparation during regular school hours.

67. That there should be a minimum number of preparation periods during a day for teachers to complete required work, therefore clearly defining the length of the school day for teachers. ([Upper Trinity South](#))

Explanatory Note: With the continued erosion of preparation time and some suggestions that government wants to do away with preparation time all together during the instructional day, it is felt that there needs to be some uniformity across the province. Some teachers have preparation periods, others do not, some have more than others in the same school. We should strive for some consistency in teacher workload.

68. That action be immediately taken to establish guidelines/suggestions for school boards/administrators that will ensure an equitable workload is maintained within a school and throughout the school board. ([Labrador North](#))

69. That, in the next round of negotiations, Article 29.02 (re extra-curricular duties) be deleted from the collective agreement. ([Aurora](#))

70. That any teacher required to attend interagency meetings regarding a student be given time during the instructional work day to attend such meetings. ([Aurora](#))

71. That NLTA identify and prioritize services to be provided by teachers within the time frame of the teacher workday. ([Aurora](#))

72. That the NLTA immediately seek to establish a legal and precise definition of the teacher workday and week. ([St. John's Centre](#), [Aurora](#))

Explanatory Note: The present situation is untenable. The lack of a defined workday has allowed employers to call meetings, set mandatory "curriculum nights" without consideration for the after hour lives of teachers. Furthermore, the impotence with which the Association has dealt with this matter demonstrates the need of a defined day as a standard of teacher expectations.

73. That the NLTA examine the issue of fractional teaching positions within the province. ([Bay de Verde](#))

Explanatory Note: Part-time teachers on a 14 day schedule are confined to a schedule with erratic times throughout the day and therefore cannot avail of substitute time.

74. That the NLTA seek full-day school closures for parent-teacher interviews. ([St. John's Centre](#))

Explanatory Note: Most teachers spend six to ten hours conducting these interviews, but they are expected to do this in their own time. Some schools do not close at all, while others close for two hours. There needs to be consistency throughout the province. This is part of our job description so it should occur during our workday.

Quality of Teachers' Work Life

75. That NLTA take an active role in ensuring that the quality of the teachers' workplace is up to approved health standards, i.e. air quality, use of cleaning chemicals, etc. ([Humber](#))

Teacher Compensation

76. That any monies/honorarium due a cooperating teacher as a result of their work with a teacher intern be paid directly to that teacher. ([GranForLine](#))

77. That, in the next round of negotiations, the NLTA pursue remuneration or other compensation for teachers who are required to perform duties outside the regular school hours. ([St. John's Centre](#), [Humber](#))

Explanatory Note: Teachers are currently expected to volunteer time for supervision of school activities, travel with students, etc. Teacher time and expertise like other teaching professionals in our province (post-secondary) have monetary value. Compulsory participation in school improvement committees/school councils, parent-teacher interviews/meetings, lengthier anecdotal reports and more frequent or lengthier staff meetings each add to a teachers' required duties. Other teaching professionals are paid for duties beyond the regular school workday/week.

78. That, in the next round of negotiations, the NLTA seek additional incremental steps on the teachers' salary scale. ([St. John's Centre](#))

Holdback Pay

79. That any monies saved as a result of the "method of payment" to teachers be used by government to enhance/strengthen the group insurance package. ([Aurora](#))

Provision of Student Assistants

80. That measures be taken to ensure student assistants are provided for learning disabled students when they are integrated into the regular classroom setting for the majority of the day. ([Labrador North](#))

Explanatory Note: Most learning disabled students are provided with a period of thirty minutes per day and they are integrated for the remainder of the day without supports.

81. That special education teachers assigned/hired as a result of documented need under the various categories of challenging needs not be required to take on the duties of student assistants, i.e. portering, toileting, lifting, feeding, various personal needs, meeting of special transportation vehicles, and assisting students in disembarking from these vehicles. ([Humber](#))

Explanatory Note: The government's budget restraints have resulted in fewer student assistant hours. Currently there are periods of time when there are no student assistants available and, thus, special needs students do not have the services they require to be in school. Teachers of special needs students and special education teachers are being required to take on student assistant duties in addition to their own teaching duties.

Notification of Vacancies

82. That Article 8.02 be amended to read: "Notwithstanding Clause 8.01, substitute and replacement positions that are known fifteen (15) days in advance and are of more than one (1) month's duration shall be advertised in accordance with procedures outlined in Clause 8.01." ([Deer Lake](#))

Explanatory Note: Due to advances in communications technology, the time line of this article needs to be

addressed. We currently have a surplus of teachers available for vacant positions. This revision would provide such teachers with greater employment opportunities.

83. That in the next round of collective bargaining, the NLTA negotiate a change in the wording of Article 8.02 to read: "Notwithstanding Clause 8.01, substitute and replacement positions that are known one (1) month in advance or are of more than one (1) month's duration shall be advertised according to procedures outlined in Clause 8.01." ([Burin-Marystown](#))

Explanatory Note: This change from the word "and" to "or" will require the employer to advertise positions that meet either of the one month conditions.

Teacher Hiring

84. That, in the next round of negotiations, the NLTA seek to ensure that part-time tenured teachers be given preference in hiring over non-tenured teachers. ([St. John's Centre](#))

85. That the NLTA negotiate a provision whereby any open position in a school available at the end of the school year will be filled by an educationally suitable teacher on staff, if the teacher requests it, without having to go through the hiring process as outlined by the board. ([St. John's Centre](#))

Explanatory Note: This would encourage job mobility.

Teacher Layoffs

86. That administrators and department heads not be protected over the regular teacher in the event of layoffs due to school closures and/or amalgamation. ([Bay de Verde](#))

Explanatory Note: With this clause in the collective agreement, the seniority of the regular teacher is not protected. For instance, in the case of an amalgamation, in the receiving school, the administrator could be junior to the administrator declared redundant.

87. That, in the next round of collective bargaining, the NLTA negotiate an amendment to Article 9.10(c) to delete the word "substitute" so that the clause would read: "Teachers who are laid off and eligible for recall shall, subject to Clause 6.03, be given priority for replacement and terms positions; however, rejection of offers of such positions does not eliminate the teacher's right to recall for available permanent positions." ([Burin- Marystown](#))

Explanatory Note: As more schools close, there will be increasing numbers of teachers who are laid off. Because the article currently requires all substitute time be offered to laid off teachers, often senior substitute teachers are being denied the opportunity to work at all.

Definition of Extra-/Co-Curricular

88. That NLTA define extra-curricular and/or co-curricular as being different but complementary to the formal curriculum as prescribed by the Department of Education and that such definition include a list of activities that exclusively meet the defined criteria, i.e. varsity sports teams, as distinct from activities that are part of the prescribed curriculum but conducted outside the typical classroom setting within the dictated school day, i.e. tutorial and/or extra classes. ([Burin-Marystown](#))

Explanatory Note: As curriculum is more than the formally prescribed curriculum, there is a need to clarify the distinction for collective bargaining. There is a two-fold purpose here - first, in seeking more benefits such as substitute days for teachers involved and away from school for extra-curricular/co-curricular activities, and second, for establishing what is and what is not extra-curricular/co-curricular if and when these activities were to be used as a bargaining tool in the future.

Group Insurance

89. That the NLTA health plan be reviewed with a view towards possibly extending its coverage to include the full cost of two hearing aids. ([Conception Bay South](#))

Explanatory Note: The present coverage is up to a maximum of \$600 for just one aid only. One aid may

actually cost upwards of \$1,500. Considering the expense of such vital aids, and the fact that hearing loss is a particularly worrisome disability for teachers, coverage is clearly inadequate.

90. That the Group Insurance Trustees investigate the extending of hearing aid coverage to the purchase of two hearing aids to a maximum of \$600 per hearing aid. ([Clarenbridge](#))

Explanatory Note: Present coverage is for the purchasing of hearing aids and hearing aid accessories including batteries, ear hooks, ear molds and tubing up to a total of \$600 every two years. If a person requires two hearing aids at an approximate cost of \$1,000 his maximum benefit is only \$600 and not \$1,600 if we apply the 80% reimbursement, which places a heavy financial burden on the member. Also, because the \$600 maximum benefit is used in the purchasing of two hearing aids, there is no coverage for hearing aid accessories (batteries, etc.). The cost of this coverage would be reduced by the fact that children up to the age of 18 (21 if still in school) are already fully covered (excluding batteries) under the provincial hearing aid program. Hence, the coverage would apply only to the member and his/her spouse.

91. That the Group Insurance Trustees investigate the coverage of hearing aid accessories (batteries, ear hooks, tubing, and ear molds) up to a maximum of \$150 per year for the member and his/her spouse. ([Clarenbridge](#))

Explanatory Note: Our policy should not negate a benefit for essential hearing aid accessories because the member and his/her spouse require two hearing aids.

92. That the Group Insurance Trustees investigate the offering of coverage for return transportation to a member both when a child/spouse is admitted to or discharged from a hospital. ([Clarenbridge](#))

Explanatory Note: Present coverage is for one return trip when the child is in the car. The intent of this resolution is to cover the cost of a round trip at both the admission and discharge of child/spouse.

93. That the transportation benefit under the health insurance plan for medically necessary reasons be applied to all travel rather than for travel in excess of 200 km for the return trip. Failing that, the 200 km penalty should be applied as a deduction for all travel so that the penalty is equalized for all. ([Conception Bay Centre](#))

Explanatory Note: The current policy provides that if a plan member, or dependent, travels more than 200 km, all distance will apply for reimbursement. However, if travel is less than 200 km, no coverage is provided. This is inequitable. Either all travel distance is eligible for payment or all plan members should suffer the 200 km deductible. We should not be paying more for less.

94. That the health benefit package be placed on the market for new tender bids. ([Nutak Labradorimi](#))

Explanatory Note: The present health insurance plan exceeded the lowest bid, thus premiums were increased to cover the insurance company's loss, and NLTA funds used to cover government's share, with no added benefits to the plan.

95. That NLTA examine the possibility of freezing rates of insurance premiums for its members. ([Bay de Verde](#))

Explanatory Note: There was a sudden increase in premiums shortly after a new collective agreement was reached. Teachers were asked to contribute approximately \$200 more annually to rates such as health, dental, etc.

96. That group insurance premiums not be increased without an individual member notice and vote. ([Waterford Valley](#))

Current Policy Resolutions

97. That NLTA make provisions for each special interest council to bring resolutions directly to BGM. (Marconi)

98. That a substitute teacher be called to replace any teacher (regardless of workload) when said teacher is sick. (Ganova)

Notice of Motions for By-Law Change at the 2001 Biennial General Meeting

Attendance at Joint Council Meetings

99. That By-Law III.B. (Privileges of Active Membership) be amended by adding a new subsection to read: "No teacher shall be excluded from a meeting of Joint Council unless Joint Council is discussing a personal matter regarding a teacher or staff person of NLTA." (Waterford Valley)

Explanatory Note: This change from the word "and" to "or" will require the employer to advertise positions that meet either of the one month conditions.

Attendance at Executive Meetings

100. That By-Law III.B. (Privileges of Active Membership) be amended by adding a new subsection to read: "No teacher shall be excluded from a meeting of Provincial Executive unless Executive is discussing a personal matter regarding a teacher or staff person of NLTA." (Waterford Valley)

Province-wide Voting for Provincial Executive

101. That there be a province-wide voting for Provincial Executive. (Notre Dame)

Explanatory Note: The present system historically developed as a result for the impossibility of having all members travel to Convention. Thus, delegates were chosen to represent the views of the membership. Today's technology does allow all teachers to be involved in the election of Executive. Candidates can easily, cheaply, and readily communicate with the membership. Having members vote directly would empower the membership and promote a stronger feeling of ownership. Moreover, many branch meetings are so poorly attended that it may be argued that the delegates hardly speak for the membership.

Convention Delegates

102. That the number of voting delegates at NLTA Conventions not only be based on teacher populace, but on distinct geographical regions. (Nutak Labradorimi)

Explanatory Note: For example, Nutak Labradorimi consists of six distinct communities - Rigolet, Postville, Makkovik, Hopedale, Nain, and Davis Inlet - comprising three distinct cultures, yet has only one vote on NLTA issues.

Composition of Provincial Executive

103. That the Provincial Executive be equally comprised of all the different regions of Newfoundland and Labrador. ([Nutak Labradorimi](#))

Explanatory Note: Equal representation will reflect the needs and concerns of varied and diverse cultural regions.

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Proposed NLTA Act & By-Law Changes

Fifteen proposed changes to the NLTA Act and By-Laws meet the voting requirements for the 1999 BGM. One of these proposals results from a resolution submitted by a branch to the 1997 AGM which did not satisfy the required notice of three months for by-law changes in order to be voted on at that AGM. This proposed change will appear on the BGM agenda as Business Arising from the 1997 AGM. However, it is the intention of the Placentia Branch to withdraw this motion. Instead, the Placentia Branch has submitted specific wording for proposed changes to three sections of the NLTA Act and seven By-Laws.

There are also four proposed changes to the NLTA By-Laws being presented by the Provincial Executive.

In considering these proposed Act and By-Law changes, you are reminded that a two-thirds majority is required in order for these changes to be carried. A motion to table these changes would require a simple majority.

A: Notice of Motion for By-Law Change from the 1997 AGM

61. That there be a provincial vote for President, Vice-President, and Provincial Executive of NLTA.
(Placentia)

As noted above, it is the intention of the Placentia Branch, with the consent of the assembly, to **WITHDRAW** this resolution.

B: Proposed By-Law Changes from Provincial Executive

1. By-Law V.B. —; Life Membership (Privileges)

That Subsection B —; Privileges, of By-Law V. —; Life Membership, be amended to read: "Life members may attend and speak at meetings of the Association, but not at meetings or portions of meetings relative to collective bargaining. They shall not be entitled to hold office in the Association, nor vote, nor be members of the Executive. Other privileges may be granted as per Association Policy."

Recommendation from Provincial Executive: CARRY

Rationale for Executive's Recommendation:

This change would bring the by-law in line with privileges of other retired teachers as per By-Law IV.B.(2). It would also remove the potential conflict whereby a retired teacher could be spokesperson for the branch on collective bargaining issues.

2. By-Law V.A.(2) —; Life Membership [Classification]

That subsection A.(2) —; Classification, of By-Law V. —; Life Membership, be amended to read: "Life Membership shall be granted to every retired teacher: (2) who, at the time of retirement or of electing to go on deferred pension, was (a) a member of this Association and whose membership in this Association is not less than 20 years in the aggregate, or (b) actively employed with a school board in the field of primary, elementary, and secondary education and had been a member of this Association for not less than 20 years in the aggregate."

Recommendation from Provincial Executive: CARRY

Rationale for Executive's Recommendation:

This amendment is proposed so that teachers who were members of the Association for 20 years but then moved on to another position outside of the bargaining unit for the remainder or a portion of their career will be entitled to receive life membership in the Association upon their retirement.

3. By-Law XI.A(3) —; Nominations and Election for Executive

That By-Law XI.A.(3) —; Nominations and Election for Executive be amended by replacing the words '9:00 a.m. on' with the words 'the commencement of' and by adding the word 'sessions' after the word 'Convention'.

The amended by-law would read in part: "The Electoral Committee shall receive nominations for the Executive up to the commencement of the second day of Convention sessions in accordance with By-Law XI.A.(1) ".

Recommendation from Provincial Executive: CARRY

Rationale for Executive's Recommendation:

This would bring the by-law in line with the current policy on the opening time of Convention sessions which is prior to 9:00 a.m. Therefore, elections could be dealt with at the commencement of the session on the second day rather than some time later.

4. By-Law XII.A(2) —; Nominating and Election Procedures for Officers

That By-Law XII.A.(2) —; Nominating and Election Procedures for Officers be amended by replacing the words '9:00 a.m.' with the words 'the commencement' and by adding the word 'sessions' after the word 'Convention'.

The amended by-law would read in part: "That the Electoral Committee receive nominations for the office of President and Vice-President up to the commencement of the second day of Convention sessions in accordance with By-Law XII.A.(1)".

Recommendation from Provincial Executive: CARRY

Rationale for Executive's Recommendation:

This would bring the by-law in line with the current policy on the opening time of Convention sessions which is prior to 9:00 a.m. Therefore, elections could be dealt with at the commencement of the session on the second day rather than some time later.

C: Proposed NLTA Act and By-Law Changes from Branches

The proposed NLTA Act and By-Law changes which follow are presented by the Placentia Branch and if accepted, would result in the following changes:

- i) A regional structure for branches;
- ii) Election of the Provincial Executive on a regional basis;
- iii) Increase in the number of Executive members (based on the number of teachers within a region);
- iv) Province-wide election of the President and Vice-President; and
- v) Changing the term of office of the President to not more than two (two-year) terms.

At Convention, each proposed by-law under this category will be introduced with the following motion:

"That By-Law ____ be amended as follows and that this by-law come into force immediately upon the coming into force of the enabling amendments to Sections 5, 13, 14 of the Teachers' Association Act".

Recommendation from Provincial Executive:

The Executive position will be communicated to members after the March Executive meeting.

The NLTA ACT

1. That Section 5.(1) —; Powers, of the NLTA Act be amended to read:

The association may:

- (a) make, amend and repeal by-laws necessary or useful for the purpose of carrying out the objects and exercising the powers of the association;
- (b) provide for the management of its property and effects and of its affairs and business, including the suspension and expulsion of members from the association, the calling of meetings and the determination of quorums for meetings;
- (c) borrow money for the purpose of carrying out the objects of the association and give security for money so borrowed on the real, personal or mixed property of the association by way of mortgage, pledge, charge or otherwise;
- (d) establish regions and branches or such other structures as deemed necessary;
- (e) establish special interest councils and prescribe the functions and duties of those councils;
- (f) fix and collect the annual fee payable by members of the association;
- (g) on behalf of the association, enter into those agreements that may be necessary for or incidental or conducive to the carrying out of the matters referred to in this section;
- (h) establish the number of persons who shall, from time to time, constitute the Executive of the Association; and
- (i) do all other matters and things that may be necessary for exercising the powers referred to in this section or powers incidental to those powers.

2. That Section 13 —; Executive, of the NLTA Act be amended to read:

There shall be an executive of the association consisting of a number of members as provided for in the by-laws of the Association, inclusive of the president and vice-president, and in addition the immediate past president shall be, by virtue of the position, an executive member for the year immediately following his or her term of office as president.

3. That Section 14 —; Executive Council, of the NLTA Act be amended to read:

The executive shall comprise executive members elected in the last election and executive members with unexpired terms of office and they shall hold office until replacement executive members have been elected in accordance with this Act and the by-laws of the association and shall meet for the dispatch of business and otherwise regulate their meetings and proceedings as they consider appropriate.

NLTA BY-LAWS

4. That By-Law IX —; Regions, Branches and Special Interest Councils, of the NLTA By-Laws be amended to read:

A. Formation of a Branch

- (1) Teachers contemplating forming a branch shall apply in writing to the Executive.
- (2) A local branch may be set up in any locality where there is an effective membership of at least 10 teachers and where communication prevents the functioning of a larger branch within that area. In any area where a branch is functioning, no other branch may be formed unless approval is given by the Executive. Such approval may be given only after the Executive has consulted with the branch already functioning in that area and the Executive of the region.

B. Regions

NLTA shall have ten (10) regions, the boundaries of which shall be determined by the Executive Council. Branch presidents and other members elected for that purpose shall form a regional executive in each of the ten (10) regions.

- (1) Each region shall, by a vote of the active members in the region, elect members to Executive Council on the basis of at least one member of Executive Council for each region.
- (2) Regions with more than double the average number of teachers in the two smallest regions are entitled to an additional representative on Executive Council.
- (3) Regions with more than triple the average number of teachers in the two smallest regions will be entitled to the maximum of three representatives on Executive Council.

C. Officers and Executive

Subject to By-Law IX.B., regions and branches shall appoint their own officers and executive, manage their own affairs and frame their own rules and by-laws, provided they do not contravene the laws of the Association. All rules and by-laws shall be submitted for approval to the Executive of the Association and changes in the same shall not be effective unless endorsed by the Executive of the Association.

D. and E. — ; no changes

F. Disbandment of a branch or special interest council

- (1) Should any branch or region disband or cease to exist because of drop in membership below the required minimum, the remaining members of such branch or region shall become unattached members of the Association or, where geography permits, be attached to another branch(es) or region(s) operating in the area. Any assets of a branch or region at time of disbandment shall forthwith become the property of the Association.

F.(2) — ; NO CHANGES

5. That By-Law X — ; Convention, of the NLTA By-Laws be amended by deleting the words "local and regional".

6. That By-Law XI — ; Nominations and Election for Executive, of the NLTA By-Laws be amended to read:

A. Any member of the NLTA in good standing is eligible for nomination and election to the Executive from the region in which s/he is employed, providing:

- (1) Nominations for the Executive shall be provided by the branches in the region and by groups of 10 or more teachers where no branch exists. Any number of nominees may be submitted by each regional and unattached local branch providing that the consent of each nominee is obtained by the branch, and the nomination is approved by a motion at a duly constituted general branch meeting.
- (2) The President shall, provided s/he so desires, be an ex officio Executive member for the year following the completion of the President's term of office.
- (3) The Electoral Committee, as appointed under By-Law XV.D., shall receive nominations for the Executive up until 30 days prior to the date set for the election. Such nominations must be accompanied by a short biographical sketch and a signed statement by the candidate of willingness to serve under conditions from time to time established by the Convention and applicable during the term sought.
- (4) Subject to XI.A.(1), for publication in the Election Bulletin nominations must be postmarked or hand delivered to the NLTA Head Office not later than the date which is two months prior to the date of the election.

B. Photographs and information on candidates referred to in XI.A.(4) must be published in the Election Bulletin at least one month prior to the date of the election.

C. Nominees are free to contact teachers in any way they see fit keeping in mind the professional Code of Ethics.

D. Balloting

- (1) Executive members shall be elected biennially by the teachers in their region, and those elected shall, with the President, the Vice-President and a person holding office under XI.A.(2), where applicable, form

the Executive Council.

(2) Voting shall be by written secret ballots issued to active members as defined by By-Law III.

(3) Ballots shall be collected and counted by the Branch Executive, in the presence of one representative for each candidate, if s/he so desires.

(4) The results of the ballot shall be forwarded to the Chair of the Electoral Committee, as appointed under By-Law XV.D.

(5) When a tied ballot result prevents the Electoral Committee, as appointed under By-Law XV.D., from naming the members to the Executive Council, a ballot of the appropriate regional executive shall be taken to resolve the tie. Only tied candidates shall appear on such a ballot.

(6) In order to be elected, a candidate must receive a majority of votes of the active members voting in the region.

(7) If the number of candidates obtaining a majority on the initial ballot is insufficient to fill the positions to be elected, then the number of candidates obtaining the least votes shall be dropped from the ballot such that the number of candidates remaining on the ballot equals the positions remaining to be filled multiplied by two (2). The deciding ballot shall be held within ten (10) days of the original ballot. In the second ballot, the candidate(s) receiving the highest number(s) of votes shall be elected.

(8) On a ballot containing the names of two candidates, the candidate receiving most votes shall be declared elected.

E. and F. —; CURRENTLY LETTERED IN EXISTING BY-LAW AS F. AND G.

7. That By-Law XII —; Nominating and Election Procedures for Officers, of the NLTA By-Laws be amended to read:

A. Any member of the NLTA in good standing, is eligible for nominations and election to the office of President or Vice-President providing:

(1) Nomination papers are signed by at least 10 members in good standing in each of at least three (3) regions, each signature being witnessed by

(a) an officer of a branch or region, or

(b) a member of the NLTA Executive, or

(c) a notary public, or

(d) a Justice of the Peace and submitted to an Electoral Committee, as appointed by the NLTA Executive under By-Law XV.D.

(2) That the Electoral Committee, as appointed under By-Law XV.D., receive nominations for the office of President and Vice-President up to thirty (30) days before the date of the election. Such nominations must be accompanied by a short biographical sketch, an election statement, and a signed statement by the candidate of willingness to serve under conditions from time to time established by the Convention and applicable during the term sought.

(3) Subject to XII.A.(1), the name of each nominee shall be released by the Electoral Committee, as appointed under By-Law XV.D., within two weeks of receipt of each nomination. For publication in the Election Bulletin, nominations must be postmarked not later than the date which is two months prior to the date of the election.

(4) —; DELETE

B. Photographs and information on candidates referred to in XII.A.(3) must be published in the NLTA Election Bulletin as per By-Law XI.(1).

C. Nominees are free to contact teachers in any way they see fit, keeping in mind the professional Code of Ethics.

D. Balloting

The President and Vice-President shall be elected by ballot on election day as per the following:

(1) Voting shall be by written secret ballots issued to active members as defined by By-Law III.

(2) Ballots shall be collected and counted by the Branch Executive, in the presence of one representative for each candidate, if s/he so desires.

(3) The results of each ballot shall be announced by the Chairperson of the Electoral Committee, as appointed under By-Law XV.D.

(4) In order to be elected, a candidate must receive a majority of votes of the active members voting.

(5) If no majority of votes of the active members voting is registered on the initial ballot, where more than two candidates are involved, all but the two candidates receiving the highest number of votes shall be dropped and a deciding ballot shall be held within ten (10) days of the original ballot.

(6) —; DELETE

(7) In the event of a tie on a ballot with only two candidates, a vote of the newly elected Executive Council will decide the issue.

E. Anyone alleging irregularities in nomination or election procedures must make such allegations known in writing to the Chairperson of the Electoral Committee, as appointed under By-Law XV.D, within seven (7) days of the election. Upon receiving such allegation, the Chairperson of the Electoral Committee, as appointed under By-Law XV.D, must appoint a committee of three members of the Executive Council, excluding nominees, who will investigate the allegations and report its findings and recommendations to the Chairperson of the Electoral Committee, as appointed under By-Law XV.D, within a further seven (7) days. In case the allegation of irregularities is accepted as proved by a majority of the committee appointed to investigate the matter, the matter and conclusions must be reported to the membership and Executive Council by the Chairperson of the Electoral Committee, as appointed under By-Law XV.D. After receiving the report of the Electoral Committee, as appointed under By-Law XV.D, the Executive Council must, by 2/3 vote of the members, excluding nominees, allow the election to stand as held or designate that a new election be held.

F. Election of President and Vice-President shall be held biennially.

8. That By-Law XIII —; Duties of Officers, of the NLTA By-Laws be amended by amending Section A (Office of the President), Subsection 3 to read:

The office shall not be held for more than two successive terms by the same person. A portion of a term shall be considered as a full term.

9. That By-Law XIV —; Duties of Executive Council, of the NLTA By-Laws be amended to read:

A. The term of office of a member of the Executive Council shall be for a two-year period from August 1 in the year the member is elected to July 31 of the second year following.

B. and C. —; NO CHANGES

D. The duties of the Executive shall be to act as representatives of the teachers in their region, to promote the welfare of all members of the Association and to advance education in the province, using to this end all legal means at its disposal. A quorum shall be ten members.

E. Members of Executive Council shall be individually responsible and accountable to teachers for their performance on Executive Council. To promote this, all votes at Executive Council on other than procedural motions shall be recorded and made available to the membership upon request.

F. —; CURRENTLY LETTERED IN EXISTING BY-LAW AS E.

G. Vacancies:

Any vacancy occurring among the members of the Executive of the Association by death, resignation or otherwise, other than one occurring in the last six (6) months of a term, shall be filled through a by-election in the appropriate region to be held as soon as practicable.

H., I., J. —; CURRENTLY LETTERED IN EXISTING BY-LAW AS G., H., and I.

10. That a new By-Law XV —; Elections, of the NLTA By-Laws be added to read as follows, with all remaining by-laws to be renumbered accordingly:

A. Elections for President, Vice-President and Executive Council shall be held on a day selected by the Electoral Committee, as appointed under section D. of this By-Law, in the first week of May in the year of the expiry of the term of office for that position. There shall be an Election Bulletin published at least one month prior to the date of the elections.

B. All positions for Executive will be elected according to XI.D. of these By-Laws except that in the first year that this By-Law comes into effect, one-half of the Executive will serve a term of one year as outlined in XV.C. notwithstanding any other provision of these By-Laws.

C. Each position on Executive will be permanently assigned a consecutive number beginning with the first region and continuing in turn until the last region. In every year but the first, the election of even numbered positions will occur in even numbered years and the election of odd numbered positions will occur in odd numbered years.

D. There will be appointed by the Executive an Electoral Committee who shall recommend policies governing the conduct of elections to the Executive. Such policies shall include all matters relative to the holding of elections. Executive shall establish and publish the rules for the conduct of elections not later than thirty (30) days prior to the date of the elections

Delegates to Convention 1999

(aa) —; funded alternate for branches with less than 100 members; (a) —; alternate

Appalachia [307/4]	Wayne Lee, Jeff Blundon, Joe Hearn, Paul Pinsent
Aurora [83/1/1]	Ernest Simms; Edgar Pittman (aa)
Baie Verte Peninsula [121/2]	Christopher Ford, Marilyn Cardwell
Bay d'Espoir [56/1/1]	Edith Organ; Patrick Pittman (aa)
Bay de Verde [54/1/1]	Alvan Chubbs; Stella Johnson (aa)
Bay Roberts [223/3]	Florence Hurley, Clarence Mercer, Philip Wood; Stephen Hurley (a)
Bell Island [54/1/1/]	
Belle Mer [27/1/1]	
Belleoram-Wreck Cove [31/1/1]	Allan Spencer; Earl Lawrence (aa); Bruce Vallis (a)
Bremco [51/1/1/]	Rudy Porter; Walter Higdon (aa); Ward Samson (a)
Burgeo [23/1/1]	Ruth Tucker
Burin-Marystown [208/3]	Gordon Brockerville, Lily Cole, Gerard Cooke; Truman Greenham (a)
Carbonear [137/2]	Debra Sparkes-Mercer, Robert Clarke; Linda Murphy (a), Iris Carter (a)
Churchill Falls [16/1/1]	Martin Farrell; Barry Noble (aa); Derrick Sheppard (a)
Clarenbridge [218/3]	Wayne Dawe, Leah Lane, Roxanne Roberts; Tim Matthews (a)
Coastal Labrador South [61/1/1]	David Gatehouse; Susan Petten (aa); Geoff Penney (a)
Conception Bay Centre 73/1/1]	Phylis Flynn; Margaret Dunphy (aa); Anita Noseworthy (a)
Conception Bay South [288/3]	Fred Wood, Dolly Oldford, Jerry Oxford; Gene Noble (a)
Deer Lake [142/2]	Dana Burridge, Victor May; Gary Wilcott (a)
Exploits Valley [325/4]	Sean Noah, Thomas Kendall, David Milley, Harry Parsons; Harry MacDonald (a)
Fogo Island [42/1/1]	Rick Duffy; Raymond Smith (aa)
Ganova [261/3]	David Wicks, Robert Eastman, Wayne Hurley
GranForLine [77/1/1]	Truman Greenham
Green Bay [133/2]	
Hamilton Sound [78/1/]	Wayne West; Craig Hicks (aa)
Harton [31/1/1]	
Humber [350/4]	Bernadette Meiwald, Bill Chaisson, Doug McMaster, Charles Pender; Vaughn Granter (a)
Ingornachoix [36/1/1/]	Glenn MacArthur; Bonnie Bussey (aa)
Labrador North [168/2]	Jeff Thompson, Tonya Bull
Labrador West [152/2]	Darryn Cramm, Nelson Larson
Landfall [102/2]	Gordon Broderick, Aubrey Dawe
Long Range [60/1/1]	Jean Murphy
Lower Trinity South [46/1/1]	John Warren; Fred Driscoll (aa)
Marconi [550/6]	Fred Cooze, Jeff Babstock, Wayne Connors, Robert Eddy, Cynthia Fizzard, Brendan Walsh; George Tucker (a), Brenda Beresford (a)
Mount St. Margaret [29/1/1]	Brian Bartlett; Russell Marsden (aa)
Northern Light [39/1/1]	Nath Moores; Terry Casey (aa); Della Healey (a)
Notre Dame [206/3]	Jim Small
Nutak Labradorimi [100/1/1]	Bill Wheaton; Paul Moore (aa)

Placentia [109/2]	Edward Moore, Kevin Yetman
Port aux Basques [132/2]	Charles MacPherson, Wayne Strickland; Dan Rixon (a)
Rameaux [18/1/1]	Hartley Cutler; Leo Freeborn (aa); Paul Green (a)
Rushoon-Terrenceville [70/1/1]	Jackie Maloney; Fred Shirley (aa); Dolorosa Murphy (a)
St. Brendan's [9/1/1]	
St. John's Centre [474/5]	Paul Matthews, Marilyn Bennett, James Dinn, Susan Martin, Gail Perry; Mario Simon (a), Joan O'Reilly (a)
St. Mary's Bay [57/1/1]	Charlie Dillon
Seagaulher [34/1/1]	Augustus Jones; Charlie Loveless (aa)
Southern Shore [115/2]	
Table Mountain [25/1/1]	Irene Martin; Wayne Park (aa)
Taylor's Brook [22/1/1]	Diane Curtis; Janice House (aa); Joanne Morgan (a)
Trinity-Deadman's Bay [68/1/1]	Emerson Cooze; Phyllis Dyke (aa)
Trinity, Trinity Bay [21/1/1]	Barry Pearce; Steve Brooks (a)
Upper Trinity South [118/2]	Joseph LaFitte, Hedley Ledrew; Larry Smith (a)
Waterford Valley [648/7]	Charles Harkins, Art Callahan, Larry Connolly, Jack Jardine, Bill Kelly, Tina White, Karen Yetman; Nath Sheppard (a), Alice Flynn (a), Harold Mullaney (a)

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