

## Cape Breton teacher wins 2014 Lieutenant Governor's Teaching Award



Margot O'Leary, a school guidance counsellor at Glace Bay High School, is the 2014 recipient of the Lieutenant Governor's Teaching Award. In a ceremony held at Government House, Lt.-Gov. J.J. Grant presented O'Leary with her award, a specially designed Nova Scotian Crystal sculpture and a framed certificate to recognize this achievement.

"Teachers have a profound influence on the lives of young people and the wider community," said Lt.-Gov. Grant. "It is my privilege to recognize Ms. O'Leary's extraordinary commitment to the youth of our province and to the teaching profession as a whole."

O'Leary has been a guidance counsellor at Glace Bay High School since 2009, where she has provided leadership for the school's Gay Straight Alliance (GSA) and education against

drugs Group (LEAD) and is a liaison for Free2BU program that works with at risk youth to promote self-esteem and good decision making skills.

"Teachers can and do make a difference," said O'Leary. "We identify situations where we can help and provide guidance and support. We make students feel like they belong, that they are worthy, that they are important, and that they have great potential. Simple acts of kindness go a long way. Saying hello in the hallway, calling the student by name, showing an interest, or taking a moment with a student after class makes a difference. To paraphrase the late Maya Angelou, 'A person may forget what you taught them but they will never forget how you made them feel.'"

O'Leary's passion is creating a safe, supportive and welcoming environment for all students to learn and grow. In her role as one of Glace Bay High's guidance counsellors, she has developed programs and networks that promote mental health. Through support from the Cape Breton District Health Authority she has helped to create a youth advisory committee that identifies needs in the school community and a mental health awareness group that hosted a day-long event promoting better understanding of mental health issues. O'Leary has also worked on developing anti-violence and anti-bullying programs for the school and one of her student leaders, was recently honoured with a Lieutenant Governor's Respectful Citizenship Award.

"I am so pleased to be presenting this

*continued on page 3*



*Shown (l-r): NSTU president Shelley Morse, Lt-Gov J.J. Grant, Margot O'Leary, and former Lieutenant Governor Myra A. Freeman.*

## Changes to Teachers' Pension Plan Announced

Government and the Nova Scotia Teachers Union have agreed to changes to the Teachers' Pension Plan.

The contribution rate will increase by three percentage points and the disability pension provisions will be moved from the pension plan to the teachers' long-term disability insurance plan.

"We expect the long-term health of the plan to gradually improve with these changes," said Diana Whalen, Minister of Finance and Treasury Board. "The plan partners will closely monitor the ongoing health of the plan."

"These changes, made in partnership with the province, will help to ensure the long-term viability of the plan which currently reflects our best option for active members who are paying into the plan," said Shelley Morse, president of the Nova Scotia Teachers Union.

The contribution rate increase will be spread over three years, with a one percentage point increase beginning Aug. 1.

The province and the Nova Scotia Teachers Union are joint trustees of the pension plan, which has 31,262 members. The plan covers public school teachers and members at the Nova Scotia Community College. It is 75 per cent funded.

Regional information sessions for NSTU members took place the week of June 16 around the province to explain details of the changes for NSTU members.

More information can be found at [www.novascotiapension.ca/teachersplan/news](http://www.novascotiapension.ca/teachersplan/news).



*NSTU executive director Joan Ling leads a session on pension plan changes for NSTU members on June 16 at the NSTU building.*

## NSTU Summer Hours

NSTU Summer Hours will be Monday to Thursday  
 8:00 a.m. to 4:00 p.m. and Fridays 8:00 a.m. to 12:30 p.m.

These hours will be in effect from

Wednesday, July 2 through to and including Friday, August 29.

Regular hours will resume on Tuesday, September 2.

The NSTU office summer shutdown will be  
 July 21 to August 4 inclusive.



# people

## APSEA teacher wins national award

Karen Keats, a classroom teacher at APSEA Resource Centre in Halifax and the VP of Professional Development with the APSEA Local was awarded with The Excellence in Teaching Award at *Seeing Beyond the Horizon: the 2014 Canadian Conference for Educators, Parents and Professionals of Children and Youth who are Blind and Partially Sighted*, held May 4-7 in Halifax.

Besides being a super teacher, Keats also had a book published this year. *Secret Letter to Santa*, is about a child who is blind, who writes a letter to Santa and discovers that Santa reads Braille. She has also spent hours of her own time researching, raising thousands of dollars and organizing the purchase and installation of new playground equipment for all children—hearing and/or visually impaired or not—who visit the APSEA Resource Centre.

The Excellence in Teaching Award is presented to a teacher that demonstrates innovation and dedication as an educator of children and youth who are blind or partially sighted and whose service, innovative approach, and dedication have been outstanding in the field of education of his or her students.



Keats is shown above with APSEA superintendent Bertram Tulk.

## PACC Committee

The Professional Associations Coordination Committee (PACC), held their final meeting of the school year on May 9 at the NSTU building in Halifax. This committee advises and recommends policy regarding NSTU's professional associations (PA) to the NSTU provincial executive, reviews resolutions forwarded from professional associations, monitors financial status of PAs and assists PA executives with organizing, managing and directing business of respective associations.



Seated (l-r): Donalda Westcott (Nova Scotia Music Educators Association) and committee chair Debbie McVeigh (Association of Adult Educators). Standing: Rick MacKinnon (Association of Teachers of Exceptional Children); Betty-Jean Aucoin, NSTU staff liaison to the committee; Brenda Newcombe (Primary Elementary Teachers Association); and Shari MacGillivray (Family Studies Teachers Association). Missing: provincial executive liaison Cindy MacKinnon; and Marlene Urquhart (Math Teachers Association).

## Community College members prepare for negotiations

The Community College Economic Welfare Committee (CCEWC) held its inaugural meeting for the next round of negotiations and to begin working on the next asking package on May 5 and 6. A subsequent two-day meeting took place on May 22 and 23 (photo below).

The committee was appointed at the February 20, 2014 meeting of the provincial executive. Requests for submissions from Community College members on the negotiations process closed on February 27.

Meetings for the 2014-15 school year are yet to be scheduled. The Community College contract (both faculty and professional support) expires on August 31, 2014. The Nova Scotia Teachers Union represents close to 1,000 members in the Community College system in both faculty and professional support bargaining units.



Seated (l-r): CCEWC chair and Community College provincial executive representative Louis Robitaille (Lunenburg Campus, faculty); Laurie Dauphinee (Kingstec, faculty); Mike Kelly (Marconi Campus, faculty); and Damian Hall (Pictou Campus, faculty). Standing: staff liaison Grant MacLean; Peggy Joiner (Truro Campus, faculty); Seana Blanchard (Waterfront Campus, professional support); NSTU president Shelley Morse; Community College Local president, Ferne MacLennan (Kingstec, faculty); and Ann Windsor-Hall (Pictou Campus, professional support). Missing from the photo: Joan Ling, NSTU Executive Director.

## NSSAF's Celebration of School Sport

The NSTU was once again a proud table sponsor for this year's Celebration of School Sport, organized by the Nova Scotia School Athletic Foundation (NSSAF), held at the World Trade and Convention Centre in Halifax on May 9.



Front row (l-r): Parrsboro Regional Elementary & High School principal Sue Stevenson; Annapolis-Hants West-Kings provincial executive member Belinda Snow; NSTU president Shelley Morse; and Duncan Cameron, Astral Drive Junior High School, Outstanding Service Award Coach recipient. Back row: Liverpool Regional High School principal Terry Doucette; Nike Fluegge, Evangeline Middle School, Outstanding Service Award Coach recipient; NSSAF past chair Kevin Walker; Robert LeLievre, Inverness Education Centre/Academy, Outstanding Service Award Coach recipient; and Amherst Regional High School principal Pamela Hoar.



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## MacIsaac appointed new Superintendent of Schools, Cape Breton-Victoria Regional School Board

At a special board meeting of the Cape Breton-Victoria Regional School Board held May 28, 2014, Beth MacIsaac, from the coal mining community of Sydney Mines and daughter of a coal miner, was appointed Superintendent of Schools.

A seasoned educator, MacIsaac began her teaching career at Memorial High School and steadily progressed to guidance counsellor, school registrar and department head. This was followed by various coordinator responsibilities in Programs and Student Services at Central Office and now in her present position as Director of Human Resource Service for the Cape Breton-Victoria Regional School Board.



Beth MacIsaac

She received her Bachelor of Science and Secondary Education degree from Acadia University, Master of Arts in Education Administration from Dalhousie University and her Master of Education (counselling) from Acadia University.

Board Chair, Lorne Green, stated "Beth MacIsaac is an accomplished educator and leader with a deep passion for the mission and values of Cape Breton-Victoria Regional School Board, and I am confident she will serve the needs of students and staff of the Board very well. The knowledge and experience she brings to this position will make it an easy transition for our moving forward through some very difficult times. We will face uncertainties when it comes to the future of education in this Board. With the province reviewing the education curriculum we will need her guidance to navigate through some difficult waters.

He further noted, that MacIsaac is the first female superintendent hired by the Cape Breton-Victoria Regional School Board. "Her commitment to building positive relationships with students and parents is clearly evidenced by her strong sense of community. She is a devoted community volunteer, working with as much integrity, vigor and commitment as she does in her day job."

Beth MacIsaac, has been the Director of Human Resource Services since 1999. Her appointment is effective on August 1, 2014.

## School Counsellor Receives CCPA Award



Janice Graham-Migel, PhD, CCC, RCT, received the **CCPA Counsellor Leadership Award** at the Canadian Counselling and Psychotherapy Association national conference, held in Victoria, British Columbia from May 7 to 9, 2014. This award recognizes excellence in provincial / national leadership by a CCPA member that encourages advancement of the counselling and psychotherapy profession. Dr. Graham-Migel is a school counsellor with the Halifax Regional School Board, an Adjunct Professor at Acadia University, and a member of the Nova Scotia School Counsellors Association executive.

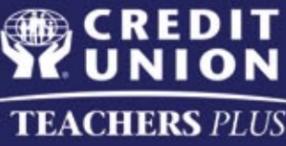
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award to Margot," said NSTU president Shelley Morse. "She exemplifies the positive impact teachers have on students, schools and communities. Her dedication to the profession and to the well-being of her students is an inspiration to all. She truly reflects the outstanding work done by our teachers each day."

A Glace Bay native, O'Leary began her teaching career in Halifax County in 1980 as a French teacher. Since 1990, excluding one year at Breton Education Centre, she has been a part of the Glace Bay High School community, where over the years she taught history, global geography and French courses and served as the school's French Department Head. O'Leary has a Master's Degree in Counselling from Acadia University. Her first degree is from Université Sainte Anne, where she also earned a specialty diploma in teaching French as a second language. She also completed diplomas in Curriculum and Family Life Studies from Cape Breton University.

Former Lieutenant Governor Myra A. Freeman, CM, ONS, MSM in partnership with the Nova Scotia Teachers Union instituted the Lieutenant Governor's Teaching Award in 2005. His Honour, Lt.-Gov. J.J. Grant, re-established this award in 2013. Each year a teacher is selected to represent the teaching profession in Nova Scotia. To be eligible, the teacher representative must be an active member of the NSTU in the public school or Community College system.

The Lieutenant Governor's Teaching Award is sponsored by Johnson Inc.



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# from the nstu president

Shelley Morse



## Report to Council 2014

(Excerpt from Shelley Morse's Address to Council 2014.)

It's been a year of change for the Union, internally we have new leadership with executive director Joan Ling at the helm—the first woman in our 119-year history to hold this post. We also have a new government and with it a renewed sense of collaboration in working with Education and Early Childhood Development Minister, Karen Casey.

We are continuing to work for change in creating and developing a safe learning environment for our members and students. To that end we have updated and amended our - Anti-Homophobia & Anti-Heterosexism policy to reflect support for transgender and gender non-conforming students and employees in schools.

We continued to raise the positive profile of our members by encouraging students and parents to nominate a public school teacher, Community College or APSEA member who has made a difference in their life, and contributed to their school and through our second *Teachers Make a Difference* campaign. We received 475 nominations, representing 238 NSTU members.

A year ago the NSTU asked the public and politicians to Stand for Education. We wanted to raise teacher profiles, build parent and public appreciation to champion education, and focus on building continued public support for a well-funded public education system.

The Stand For Education campaign goal was to make education funding an election issue. And... I am proud to say that we were successful.

Thanks to the work of our members, staff and Local leaders education was an election issue. And after years of drastic cuts to our system, our new government actually increased funding with the infusion of \$18.6 million for public education. Reduced class caps for Grades P to 2, and more guidance counsellors, are some of the gains achieved for teachers and students with this new budget.

However, we also know that the lack of resources, demands on your time, class size, and classroom diversity issues at other levels remains, making your jobs much more difficult. We will continue to fight for increased funding to ensure that we can meet the needs of all students.

It has been an eventful year, full of surprises with a mix of media conjecture.

We have heard from CEOs, right wing think tanks, naysayers, and members of the public with little knowledge of the job teachers and members actually do each day. Regardless of their views, what we do know—is teachers matter and we are the reason students succeed. We don't need to apologize for the work we do, yet this year those who know nothing about our profession have constantly put us on the defensive.

There are huge fallacies in the public's perception of teaching. Many believe that because they have attended school they have firsthand knowledge regarding the education system. They have no inkling of the time and effort it takes to prepare for those hours of instruction, or the needs addressed, or the hours spent volunteering and coaching, or the late nights marking, or the hours lying awake worrying about students. That's our job, and we're good at it, and we owe no apologies.

Workload issues and the undue pressures are affecting the health of many. Recent research from CTF has reiterated the stresses and their affects. We will continue to work for improvements in this area.

Change and a reduction in workload is needed—who will take that step with us? It is my hope that the Department will be courageous and take the steps necessary to support teachers and bring the profession back to reasonable levels of demand.

One such step would be to follow the lead of the Saskatchewan government. They recently eliminated standardized tests from their school system! The money spent on glossy, coloured test booklets could be better spent on resources—both human and material—to boost student achievement. With that money we could give extra help to struggling students through small group instruction, or programs suited to meet their needs more appropriately.

We are directed to differentiate our instruction to meet the needs of individual students and then test them as a group. Those scores are then released to the public and teachers are blamed for the perceived lack of student achievement. It's a vicious cycle with students and teachers caught in the middle.

When standardized tests were first introduced, the Department, school boards, and management, all claimed they recognized that the scores garnered from the tests represented only one snap-shot of time in a student's achievement profile, and that sound practices in measuring a student's overall achievement and advancement would be gathered through various formative and summative assessments.

However, the actions and reactions over the years tell a different story. Standardized test scores are now driving programing allocation, professional development, program planning, and knee-jerk curriculum changes. Schools are being forced to capitalize on students who are approaching the curriculum outcomes to increase their percentage of students "meeting" literacy and math goals.

We were also told to not worry when struggling students are identified through test results, and assured that resources would be provided to assist those students. It hasn't happened, the issues were downloaded on the teacher assigned to those students in the next year.

Ideally, there should be enough resources to meet the needs of all students, but until this becomes a reality, the inequalities continue to happen.

I thank you everyone for your constant support and service to your colleagues at APSEA, in the public schools and the Community College campuses. Your commitment and dedication to the NSTU are a credit to our profession.

## Rapport à l'AGA du Conseil 2014

(Extrait du discours de Shelley Morse à l'AGA du Conseil 2014)

Le syndicat a connu une année de grand changement, à l'interne, nous avons un nouveau leadership, avec la directrice générale Joan Ling à la barre – elle est la première femme à occuper ce poste dans nos 119 ans d'histoire. Nous avons aussi un nouveau gouvernement et, grâce à cela, un sens renouvelé de collaboration dans le cadre de notre travail avec la ministre de l'Éducation et du Développement de la petite enfance, Karen Casey.

Nous continuons à travailler en vue du changement en créant et en développant un environnement d'apprentissage sécuritaire pour nos membres et nos élèves. À cette fin, nous avons mis à jour et modifié notre politique de Lutte contre l'homophobie et l'hétérosexisme afin de refléter notre soutien aux élèves et aux employés transgenres et non conformistes sexuels dans les écoles.

Nous avons continué à renforcer l'image favorable de nos membres en encourageant les élèves et les parents à nommer un enseignant des écoles publiques, du Collège communautaire ou un membre la CESPÀ qui a fait toute la différence dans leur vie et qui a contribué à leur école par le biais de notre deuxième campagne « Les enseignants font toute la différence ». Nous avons reçu 475 nominations, représentant 238 membres du NSTU.

Il y a un an, le NSTU a demandé au public et aux politiciens de défendre l'éducation. Nous voulions améliorer l'image des enseignants, renforcer l'appréciation des parents et du public en vue de promouvoir l'éducation et renforcer l'appui constant du public en faveur d'un système d'éducation publique bien financé.

L'objectif de la campagne Défendons l'éducation était de faire du financement de l'éducation un enjeu électoral. Et... je suis fière de dire que nous avons réussi.

Grâce au travail de nos membres, du personnel et des dirigeants de sections locales, l'éducation a été un enjeu électoral. Et après des années de compressions budgétaires draconiennes, notre nouveau gouvernement a en fait augmenté le financement en injectant 18,6 millions de \$ dans l'éducation publique. Parmi les gains réalisés pour les enseignants et les élèves grâce à ce nouveau budget, citons la réduction du plafond des classes aux niveaux M à 2 et davantage de conseillers d'orientation.

Toutefois, nous savons aussi que le manque de ressources, les contraintes de temps, la taille excessive des classes et la diversité des élèves au sein des classes à tous les niveaux scolaires restent des problèmes, rendant votre travail beaucoup plus difficile. Nous continuerons à lutter en faveur d'une augmentation du financement afin de nous assurer de pouvoir répondre aux besoins de tous les élèves.

Cette année a été mouvementée, pleine de surprises et d'une grande part de conjectures de la part des médias.

Nous avons entendu l'opinion de chefs d'entreprise, de groupes de réflexion de l'aile droite, d'opposants systématiques et de membres du public qui savent très peu de choses du travail que les enseignants et les membres accomplissent vraiment chaque jour. Quel que soit leur point de vue, ce que nous savons, c'est que les enseignants importent beaucoup et que nous sommes la cause de la réussite des élèves. Nous n'avons pas besoin de nous excuser du travail que nous faisons et pourtant, cette année, des personnes ne connaissant rien à notre profession nous ont mis constamment sur la défensive.

Il y a beaucoup de confusion dans la perception qu'a le public de l'enseignement. Beaucoup pensent que, parce qu'ils sont allés à l'école, ils ont une connaissance de première main au sujet du système éducatif. Ils n'ont pas la moindre idée du temps et des efforts nécessaires pour préparer ces heures d'enseignement, ni des besoins à satisfaire, ni des heures consacrées au bénévolat et au mentorat, ni des nuits blanches passées à corriger des devoirs, ni des heures d'insomnie à s'inquiéter au sujet des élèves. C'est notre métier et nous le faisons bien; nous n'avons pas à nous excuser.

La lourde charge de travail et les pressions indues ont un effet néfaste sur la santé de beaucoup d'entre nous. Des recherches récentes de la FCE ont réaffirmé les pressions et leurs effets. Nous allons continuer à travailler en vue d'apporter des améliorations dans ce domaine.

Une modification et une réduction de la charge de travail sont nécessaires – qui travaillera dans ce sens avec nous? J'ai bon espoir que le ministère fera preuve de courage et prendra les mesures nécessaires pour soutenir les enseignants et ramener les exigences de la profession à un niveau raisonnable.

Un pas dans cette direction consisterait à suivre l'exemple du gouvernement de la Saskatchewan. Celui-ci a récemment éliminé les tests standardisés de son système scolaire! L'argent dépensé pour les livrets de tests sur papier brillant et couleur pourrait être mieux dépensé pour acquérir des ressources – tant humaines que matérielles – pour stimuler la réussite des élèves. Avec cet argent, nous pourrions fournir une aide supplémentaire aux élèves en difficulté grâce à de l'instruction en petit groupe ou à des programmes mieux adaptés à leurs besoins.

On nous demande de différencier notre instruction pour répondre aux besoins de chaque élève particulier et puis de les tester en tant que groupe. Ces résultats sont ensuite communiqués au public et les enseignants sont tenus responsables de l'absence perçue de réussite parmi les élèves. C'est un cercle vicieux et les élèves et les enseignants sont pris entre deux feux.

Lorsque les tests standardisés ont d'abord été introduits, le ministère, les conseils scolaires et les gestionnaires ont tous prétendu qu'ils reconnaissaient que les résultats issus des tests ne représentaient qu'un cliché ponctuel du profil de réussite de l'élève et que des pratiques solides pour mesurer les progrès et la réussite globale de l'élève seraient appliquées par le biais de diverses évaluations formatives et sommatives.

Toutefois, les actions et les réactions au fil des années révèlent une réalité très différente. Les résultats aux tests standardisés orientent aujourd'hui la programmation, le développement professionnel, la planification des programmes et les modifications réflexes aux programmes. Les écoles sont contraintes de compter les élèves qui s'approchent des résultats du programme d'études afin d'augmenter leur pourcentage d'élèves « atteignant » les objectifs de littératie et de mathématiques.

On nous a aussi dit de ne pas nous inquiéter lorsque des élèves étaient jugés en difficulté d'après leurs résultats aux tests et on nous a assuré que des ressources seraient fournies pour aider ces élèves. Cela n'a pas été le cas et les problèmes sont transférés à l'enseignant chargé de ces élèves l'année suivante.

Idéalement, nous devrions disposer de ressources suffisantes pour répondre aux besoins de tous les élèves, mais jusqu'à ce que cela devienne une réalité, les inégalités persisteront.

Je remercie chacun d'entre vous pour votre service et votre soutien constant à vos collègues de la CESPÀ, aux écoles publiques et aux campus du Collège communautaire. Votre engagement et votre dévouement à l'égard du NSTU font honneur à notre profession.

# 2014 Disposition of Resolutions

## Governance

2014-1 *Adopted*

**BE IT RESOLVED THAT** the NSTU make an addition to the Professional Development policy to include the concept of Professional Learning Communities.  
(Halifax County)

2014-2 *Withdrawn*

**BE IT RESOLVED THAT** the NSTU review the boundaries of Locals to better distribute the number of voting delegates at Annual Council to be equitable to other, smaller Locals.  
(Lunenburg County)

2014-3 *Adopted*

**BE IT RESOLVED THAT** where possible, each Local send at least one new member to Annual Council each year.  
(Provincial Executive)

2014-4 *Adopted*

**BE IT RESOLVED THAT** By-Laws, Article IX, 1. be amended by revising the name of the Shelburne Local to Shelburne County Local.  
(Provincial Executive)

2014-5 *Adopted*

**BE IT RESOLVED THAT** By-Law, Article II, 3. (a) Membership Registry be revised to read:  
(a) A membership registry shall be conducted on an annual basis in the month of September. Amendments to the registry are permitted monthly up to ~~December~~ **the first Monday in December** to determine Council representation and up to ~~March~~ **the first Monday in March** for Local rebate purposes. This registry shall be the official record of membership and shall be used for such purposes as Annual Council representation and Local rebates.  
(Provincial Executive)

2014-6 *Adopted*

**BE IT RESOLVED THAT** By-Law, Article 1 – Membership, 12. Local Rebate be revised to read:  
The Secretary-Treasurer shall, from **annual membership** fees received, pay to Local Unions an amount not less than ~~15% for the 2012-2013 budget year~~ of annual membership fees **a rebate in an amount** as determined by the **each** Council and not later than **the date set out in By-Law, Article II, 4.** a date determined by the Council at each Annual Meeting.  
(Provincial Executive)

2014-7 *Defeated*

**BE IT RESOLVED THAT** By-Law, Article III 1.(b) be revised by deleting the words ‘or major fraction thereof’ to read:  
(b) The Council of the NSTU shall be composed of the Executive and members of Local Unions elected by Locals to be members of the Council, on the basis of one representative for a membership of from twenty-five to fifty active members, and one representative for every additional fifty members of the Local ~~or major fraction thereof~~. Notwithstanding the number of voting delegates permitted herein, each Local shall be entitled to at least three voting delegates at Council.  
(Provincial Executive)

2014-8 *Defeated*

**BE IT RESOLVED THAT** By-Law, Article III 1. (b) be revised by changing ‘fifty’ to ‘sixty’ to read:  
(b) The Council of the NSTU shall be composed of the Executive and members of Local Unions elected by Locals to be members of the Council, on the basis of one representative for a membership of from twenty-five to **fifty sixty** active members, and one representative for every additional **fifty sixty** members of the Local or major fraction thereof. Notwithstanding the number of voting delegates permitted herein, each Local shall be entitled to at least three voting delegates at Council.  
(Provincial Executive)

2014-9 *Defeated*

**BE IT RESOLVED THAT** By-Law, Article III 1(e) current wording be deleted:  
(e) Each Professional Association shall be entitled to one delegate with voting status at the Annual Council.  
**And replaced with**  
(e) Elected Professional Association Presidents shall be voting delegates at Annual Council.  
(Provincial Executive)

2014-10 *Defeated*

**BE IT RESOLVED THAT** By-Law, Article III 1. (f) current wording be deleted:  
The Chairperson or designate of a NSTU Provincial Executive Standing Committee is eligible to attend Council as a non-voting delegate.  
(Provincial Executive)

2014-11 *Defeated*

**BE IT RESOLVED THAT** Standing Order 5 (c) be amended by **deleting** current text:  
(c) Economic Welfare resolutions shall be debated at Annual Council in Closed Session. Resolutions categorized as Economic Welfare and Working Conditions which relate to Provincial and/or Community College Negotiations and which are adopted at Annual Council shall be automatically referred to staff for consideration by the Provincial Economic Welfare Committee or the Community College Economic Welfare Committee.  
and **replacing** with:  
(c) Only resolutions designated as **Policy** under the ‘Economic Welfare and Working Conditions’ section be presented to Annual Council.  
(Provincial Executive)

2014-12 *Withdrawn*

**BE IT RESOLVED THAT** By-Law, Article III 1. (d) current wording be deleted:  
Elected Regional Economic Welfare Committee Chairpersons shall be voting delegates if they do not hold Local Office.  
(Provincial Executive)

2014-13 *Withdrawn*

**BE IT RESOLVED THAT** By-Law, Article IV Provincial Executive 6. Regional Representation be amended by adding a new clause (e) to read:  
(e) A member who is a candidate for election to the Provincial Executive must be employed in the electoral region from which they are elected.  
(Provincial Executive)

2014-14 *Adopted*

**BE IT RESOLVED THAT** Standing Order 10, Composition of the Provincial Executive, be amended by revising the electoral boundaries as follows, effective August 1, 2015:  
Lunenburg County/Queens 1 member  
Digby/Shelburne/Yarmouth 2 members  
(Provincial Executive)

2014-15 *Adopted*

**BE IT RESOLVED THAT** By-Laws Article V, 2 (b) (ii) be amended as follows:  
(ii) The First Vice-President shall hold office for a period of two years or until his/her successor has been elected and shall be eligible for re-election for a further periods of two years each.  
(Provincial Executive)

2014-16 *Adopted*

**BE IT RESOLVED THAT** By-Law, Article V, 2 (b) be amended by adding a new (iii): (iii) No First Vice-President shall serve for more than two consecutive terms.  
(Provincial Executive)

## Costed

2014-17 *Adopted as Amended*

**BE IT RESOLVED THAT** a half day substitute be provided for all members who travel beyond 250 kms to attend Annual Council.  
(Cape Breton District)

2014-18 *Withdrawn as Amended*

**BE IT RESOLVED THAT** By-law Article I (12) be amended to read the NSTU rebate to Locals be 20% effective August 1, 2015.  
(Halifax County)

## Economic Welfare and Working Conditions

2014-19 *Adopted*

**BE IT RESOLVED THAT** the NSTU staff investigate cost effective ways to conduct a study reflecting the current demands on teachers’ time in relation to doing work-related tasks each day, both at school and at home. The findings/results of the investigation will be presented to Provincial Executive at its November 2014 meeting, for possible action.  
(Kings)

2014-20 *Adopted*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations, LASIK coverage.  
(Cape Breton District)

2014-21 *Adopted*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations, coverage change for eyeglasses to a maximum of \$300 every 24 months.  
(Cape Breton District) (Dartmouth)

2014-22 *Withdrawn*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations to increase the percentage cost of eyeglass prescriptions.  
(Northside-Victoria)

2014-23 *Adopted*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations, Article 60: Professional Development Fund, specifically Article 60.01 whereby funding for the eight school boards is based on actual number of teachers employed.  
(CSANE)

2014-24 *Adopted*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations, an article in the Teachers’ Provincial Agreement whereby travel time for teachers, required to attend professional development activities away from their place of employment, be during normal school hours.  
(CSANE)

2014-25 *Adopted*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations, an article in the Teachers’ Provincial Agreement whereby school boards shall hire substitute teachers to replace teachers who are absent on a school day while coaching or supervising extra-curricular activities.  
(CSANE)

2014-26 *Adopted*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations, an increase in prep time for all teachers due to the increased demands related to electronic recording and reporting.  
(Colchester-East Hants)

2014-27 *Adopted*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations to increase preparation time from 10% per teacher to 17% per teacher.  
(Northside-Victoria)

2014-28 *Adopted*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations to achieve the inclusion of coverage for Twinrix or equivalent vaccines for NSTU members.  
(Cumberland)

2014-29 *Adopted*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations that teachers will be directly involved in decisions regarding the acquisition of software applications that affect the working conditions of practicing teachers.  
(Dartmouth)

2014-30 *Adopted*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations to have the coverage of hearing aids increased to \$950.  
(Halifax County)

2014-31 *Adopted*

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development to ensure that every classroom is equipped with a telephone to provide safety and security.  
(Halifax County)

2014-32 *Withdrawn*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations to add the following language to 62.03:  
New. 62.03 (iii) Meetings occurring at the beginning of the instructional day should occur no earlier than 20 minutes before the start of the instructional day, unless mutually agreed upon by all parties.  
(Inverness)

2014-33 *Adopted*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations, a tax rebate to compensate members who are required to purchase communication/technology bundles to fulfill everyday job requirements.  
(Northside-Victoria)

2014-34 *Adopted*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations to have class sizes at Jr. High school capped at 25 students.  
(Northside-Victoria)

2014-35 *Adopted*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations that each teacher shall receive a tax credit for the cost of fitness or wellness programs or a membership in a fitness or health club. We ask the NSTU to seek compensation for teachers in the form of a tax rebate.  
(Northside-Victoria)

2014-36 *Adopted*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations to achieve coverage for Endovenous Laser Treatment (EVLT) for varicose veins.  
(Yarmouth)

2014-37 *Withdrawn*

**BE IT RESOLVED THAT** the NSTU will seek to negotiate in the next round of provincial negotiations the services of Registered Counselling Therapists and Registered Counselling Therapist-Candidates be included in the same benefit members have in receiving the services of a psychologist or a social worker.  
(Community College)

## General

2014-38 *Withdrawn*

**BE IT RESOLVED THAT** the NSTU provide a report to Provincial Executive prior to Council 2015 that outlines the statistics of the frequency that our staff officers are in their regions; with a view to making a recommendation of establishing staff officers located in the NSTU Building in Sydney, and a suitable location in the Yarmouth area as their bases.  
(Cape Breton District)

2014-39 *Adopted*

**BE IT RESOLVED THAT** the NSTU urge the provincial government to review and make changes to the Personal Information International Disclosure Protection Act (PIIDPA) as it pertains to schools.  
(Colchester-East Hants)

2014-40 *Adopted*

**BE IT RESOLVED THAT** the NSTU will develop a policy that outlines appropriate limitations surrounding the use of video cameras in classrooms.  
(Dartmouth)

2014-41 *Adopted as Amended*

**BE IT RESOLVED THAT** the NSTU provide a schedule detailing budget items titled programs and services in the Annual Council workbook.  
(Dartmouth)

2014-42 *Adopted*

**BE IT RESOLVED THAT** the NSTU create an electronic copy of the Annual Council workbook to complement the paper copy, and make it available to delegates.  
(Lunenburg County)

2014-43 *Withdrawn*

**BE IT RESOLVED THAT** the NSTU cost out the development of a cross platform (iOS/Android) tablet/ telephone App for members to use in accessing the Teachers' Provincial Agreement and Community College Agreements and benefits information.  
(Lunenburg County)

2014-44 *Withdrawn*

**BE IT RESOLVED THAT** the NSTU cost out the creation of an "NSTU" cloud storage entity.  
(Lunenburg County)

2014-45 *Adopted as Amended*

**BE IT RESOLVED THAT** the NSTU investigate the current roles and responsibilities of guidance counsellors to better understand the impact of teaching duties on the delivery of the comprehensive guidance and counselling program.  
(Richmond)

2014-46 *Defeated*

**BE IT RESOLVED THAT** the NSTU examine the possible tax exemptions for teachers having to purchase their own clothing required for their teaching assignment.  
(Richmond)

2014-47 *Adopted*

**BE IT RESOLVED THAT** the NSTU lobby the Nova Scotia Department of Education to make payroll information more accessible by allowing teachers to set up automatic emails with their bi-weekly payroll information.  
(Provincial Executive)

## Curriculum

2014-48 *Adopted*

**BE IT RESOLVED THAT** the NSTU urge the government to complete a comprehensive review of all courses and curriculum documents in the PSP to ensure relevance and achievability.  
(Colchester-East Hants)

2014-49 *Adopted*

**BE IT RESOLVED THAT** the NSTU strongly encourage the Department of Education and Early Childhood Development to take responsibility for providing time and resources for the proper successful implementation of new curriculum.  
(Richmond)

2014-50 *Adopted as Amended*

**BE IT RESOLVED THAT** Policy 19 – Anti-Homophobia & Anti-Heterosexism be amended by:

- Add in the title after ANTI-HOMOPHOBIA “, ANTI-TRANSPHOBOBIA”
  - In 19. (a) add after identities “/expressions”
  - In 19. (b) (iii) add after minority “and Transgender”
  - In 19. (b) (iv) after identity add “/expression.”
  - In 19. (c) after anti-homophobia add “, anti-transphobia,”
  - In 19. (c) (ii) after homophobia add “, transphobia”
  - In 19. (c) (iii) after minority add “and transgender people”
  - In 19. (c) (iv) after minority add “and transgender staff”
  - In 19. (c) (iv) b. after orientations and add “gender identities/expressions and” after sexual orientation add “or gender identity”
  - In 19. (c) (iv) c. after orientation add “or gender identity/expression.”
  - In 19. (c) (iv) e. after sexual orientation add “and gender identity expression;”
  - In 19. (c) (iv) f. after identity add “/expression;”
  - In 19. (c) (iv) g. after heterosexuality add “or CIS-gender experience.”
  - In 19. (c) (v) after anti-homophobia add “, anti-transphobia”
  - In 19. (c) (vi) after minority add “and transgender” and after and/or add “gender/expression”
  - In 19. (c) (vii) a. after identify as add “transgender or”
  - In 19. (c) (vii) b. after sexual minority add “or transgender”
  - In 19. (c) (viii) and (ix) after sexual minority add “and transgender”
  - In 19. (d) and (d) (ii) after anti-homophobia, add “anti-transphobia”
  - In 19. (d) (iii) after anti-homophobia add “, anti-transphobia”
  - In 19. (d) (vii) after sexual minority add “and transgender”
  - In 19. Add new (e)
- (e) **The NSTU believes that all educators and students of all gender identities and gender expressions have a right to a safe work/school environment. To that end the NSTU believes that:**
- (i) **All staff and students have the right to safe restroom facilities that they are comfortable using and correspond to their gender identity.**
  - (ii) **Transgender and gender non-conforming staff and students have the right to be addressed by a name and pronoun corresponding to their gender identity.**
  - (iii) **All staff and students have a right to privacy, that the transgender status of transgender and gender non-conforming staff and students is considered confidential, and that transgender and non-conforming students and staff have the right to share, discuss, and express their gender identity and gender expression as well as the right to decide when, with whom, and how much private and personal information to share.**
  - (iv) **All staff and student dress codes should be flexible and gender-neutral and that staff and students should not have to choose between ‘male’ and ‘female’ clothing.**
  - (v) **All staff have the right to be addressed without having gender prefixes assigned to their names.**

(Provincial Executive)

## Government

2014-51 *Adopted*

**BE IT RESOLVED THAT** the NSTU urge the Department of Education and Early Childhood Development to place a moratorium on the introduction of new technology/ programs mandated to the school boards.  
(Cape Breton District)

2014-52 *Adopted*

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development to introduce a funding formula that is based on programming rather than enrollment.  
(Cape Breton District)

2014-53 *Adopted*

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development to create a category within Individual Program Planning that reflects the reality of respite care being provided by schools to students who, because of the most profound medical and cognitive challenges, cannot participate in the learning process with their teachers.  
(Colchester-East Hants)

2014-54 *Adopted*

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development to enhance its partnerships with the Departments of Health, Justice and Community Services to provide healthcare services, social services and related programming in schools to students with profound medical and cognitive challenges.  
(Colchester-East Hants)

2014-55 *Defeated*

**BE IT RESOLVED THAT** the NSTU lobby the government to reinstate the third criteria, Support for Instructional Program, for the allocation of Teacher Assistants to schools.  
(Colchester-East Hants)

2014-56 *Adopted*

**BE IT RESOLVED THAT** the NSTU seek to have the Department of Education and Early Childhood Development evaluate the effectiveness of Power Teacher Grade Book for its practicality of tracking interdisciplinary assessments at the Elementary level.  
(Cumberland)

2014-57 *Adopted*

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development to ensure that elementary schools which have a high ratio of students on adaptations and Individual Program Plans have a cap of 15 students in combined classrooms.  
(Dartmouth)  
regular cap of 25 in a combined classroom.

2014-58 *Adopted*

**BE IT RESOLVED THAT** the NSTU urge the Department of Education and Early Childhood Development and school boards to be more LGBTI (lesbian, gay, bisexual, transgender, intersex) inclusive in policy.  
(Dartmouth)

2014-59 *Adopted*

**BE IT RESOLVED THAT** the NSTU urge the Department of Education and Early Childhood Development that paper copies of report cards no longer be sent home unless they are specifically requested by parents or the school.  
(Halifax County)

2014-60 *Adopted*

**BE IT RESOLVED THAT** the NSTU request the Department of Education and Early Childhood Development to have a guidance counsellor full-time at each junior high school.  
(Northside-Victoria)

2014-61 *Adopted*

**BE IT RESOLVED THAT** the NSTU encourage the Department of Education and Early Childhood Development to fund and maintain access to PowerSchool.  
(Richmond)

2014-62 *Adopted*

**BE IT RESOLVED THAT** the NSTU urge the Department of Education and Early Childhood Development to direct boards that all substitute teachers be provided with a Board-issued identification card upon approval of their substitute application.  
(Provincial Executive)

2014-63 *Withdrawn*

**BE IT RESOLVED THAT** the NSTU urge the Department of Education and Early Childhood Development to direct all boards to provide substitute teachers with the keys necessary to gain access to, and secure their assigned classroom(s) in the event of a lockdown. Teachers are provided that directive as set out in school emergency management plans in Nova Scotia. The Department of Education and Early Childhood Development provincial guidelines "Emergency Management in Nova Scotia Schools" references school staffs' responsibility in securing students in their classrooms during school lockdowns.  
(Provincial Executive)

2014-64 *Withdrawn*

**BE IT RESOLVED THAT** the NSTU urge the Department of Education and Early Childhood Development to direct Boards to provide substitute teachers access to students' health alerts on the Power Teacher substitute login.  
(Provincial Executive)

## Professional Development

2014-65 *Adopted*

**BE IT RESOLVED THAT** the NSTU strongly urge the Department of Education and Early Childhood Development to have school boards provide appropriate and comprehensive inservicing to all teachers during the regular instructional school day when initiatives that involve teachers are being implemented.  
(Cumberland)

2014-66 *Adopted*

**BE IT RESOLVED THAT** the NSTU request that the Department of Education and Early Childhood Development establish a joint committee (NSTU staff, classroom teachers, Department/Board staff) to discuss, review and make recommendations on the training (and ongoing professional development) and issues with regard to PowerSchool and TIENET and future technologies.  
(Halifax City)

2014-67 *Adopted*

**BE IT RESOLVED THAT** the NSTU urge the Department of Education and Early Childhood Development develop resources and provide training regarding PowerSchool that are up-to-date and consistent for all Nova Scotia teachers.  
(Richmond)

2014-68 *Adopted*

**BE IT RESOLVED THAT** NSTU Policy #68 – MEMBER ACCESS TO COMPUTER TECHNOLOGY be amended by:

- Strike out (a);
- Reletter (b) to (a), (c) to (b), (d) to (c);
- In new (b) strike out "opportunities", "computer", added "comma" after technology, inserted "web-based applications and social media.", strike out "These professional development opportunities are the shared responsibility of the member and the employer.";
- In new (b) added "(i) Implemented and mandated technological initiatives require appropriate professional development opportunities.";  
Added "(ii) Responsibility for professional development shall rest at the appropriate Department level. Consideration must be given to members technological competence and additional professional development be provided when required.";
- In new (c) added "These opportunities should be conducted during the regular instructional day and should be consistent province-wide."

(Provincial Executive)

2014-69 *Adopted*

**BE IT RESOLVED THAT** NSTU Policy #69 – NSTU REPRESENTATION be amended by: Inserting "faculty and professional support" after teacher in the first and second sentence.  
(Provincial Executive)

2014-70 *Adopted*

**BE IT RESOLVED THAT** NSTU Policy #72 – ROLE OF PROFESSIONAL DEVELOPMENT be amended by:

- In (b) insert "/campus" after school, insert "at" after and, and insert "level" after Department;
- In (b) strike out "of Education";
- Insert new (d) and (e);
- Reletter old (d) to (f) and old (e) to (g);
- Add to new (g); (v) input into one's own professional development is crucial. Teacher, faculty and professional support professional development and professional growth plans should be self-directed and job embedded.

(Provincial Executive)

2014-71 *Adopted*

**BE IT RESOLVED THAT** NSTU Policy #73 – SCHEDULING - MEMBER PROFESSIONAL DEVELOPMENT be amended by:

- Inserting "the" after during, strike out "time" and insert "day, and be job embedded."

(Provincial Executive)

2014-72 *Adopted*

**BE IT RESOLVED THAT** NSTU Policy #74 – SCHOOL/CAMPUS-BASED STAFF DEVELOPMENT be amended by:

- Insert "/campus" after school;
- Add "(i) Professional development initiatives have the greatest impact when supported by strong leadership and collaboration.  
(ii) Professional learning communities play a key role in maximizing and sustaining benefits of professional development.  
(iii) Collaboration of all education partners in professional development plays an essential role in all professional development initiatives."

(Provincial Executive)

2014-73 *Adopted*

**BE IT RESOLVED THAT** NSTU Policy #75 – TEACHER CENTRES be amended by:

- Changing "TEACHER CENTRES" to "MEMBER PROFESSIONAL RESOURCES";
- Deleting current text and replace with the following:  
"Professional resources offered through such avenues, but not limited to, Teacher Centres, virtual libraries, and web-based resources provide valuable supports for the curriculum, pedagogical and professional development needs of members."

Reference: Resolution 2000-98; Reaffirmed 2002-117; 2005-60; 2008-59

(Provincial Executive)



## NSTU SECONDMENT RESOURCE FILE

Secondment application forms are available  
on the NSTU website at [www.nstu.ca](http://www.nstu.ca).

To obtain the secondment application form go to the NSTU website:

- Select "The NSTU" from the drop down menu
- Select "Staff" from the drop down menu
- Select "Secondments"

# Résolutions destinées à l'AGA 2014 du conseil

## Gouvernance

2014-1 *Adoptée*

**IL EST RÉSOLU QUE** le NSTU fasse un ajout à la politique de perfectionnement professionnel pour intégrer le concept de communautés d'apprentissage professionnelles.  
(Comité d'Halifax)

2014-2 *Retirée*

**IL EST RÉSOLU QUE** le NSTU passe en revue les limites géographiques des sections locales afin de mieux répartir le nombre de délégués votants à l'AGA en vue d'une répartition équitable à l'égard des autres sections locales, plus petites.  
(Comité de Lunenburg)

2014-3 *Adoptée*

**IL EST RÉSOLU QUE**, dans la mesure du possible, chaque section locale envoie au moins un nouveau membre à l'AGA du Conseil chaque année.  
(Comité exécutif provincial)

2014-4 *Adoptée*

**IL EST RÉSOLU QUE** l'article IX, 1. du Règlement intérieur soit modifié en changeant le nom de la section locale de Shelburne à « section locale du Comté de Shelburne ».  
(Comité exécutif provincial)

2014-5 *Adoptée*

**IL EST RÉSOLU QUE**, dans le Règlement intérieur, l'article II, 3. (a) Registre des membres soit modifié de la manière suivante :  
(a) Un registre des membres est établi tous les ans au mois de septembre. Ce registre peut être modifié tous les mois jusqu'au 1<sup>er</sup> **lundi de** décembre aux fins de la représentation à l'AGA du Conseil et jusqu'au 1<sup>er</sup> **lundi de** mars aux fins du remboursement aux sections locales. Ce registre est la liste officielle des membres et est utilisé aux fins de la représentation à l'AGA du Conseil et du remboursement aux sections locales.  
(Comité exécutif provincial)

2014-6 *Adoptée*

**IL EST RÉSOLU QUE**, dans le Règlement intérieur, l'article 1 – Membres, 12. Remboursements aux sections locales soit modifié comme suit :  
Le secrétaire-trésorier verse aux sections locales, à partir des cotisations **annuelles** reçues, un montant au moins égal à 15 % pour l'année budgétaire 2012-2013 des cotisations annuelles des membres, telles qu'établies par le Conseil. Ce montant est versé au plus tard à une date fixée par le Conseil lors de chaque AGA. **un remboursement d'un montant établi lors de chaque AGA. Ce montant est versé au plus tard à la date fixée dans l'article II, 4, du Règlement intérieur.**  
(Comité exécutif provincial)

2014-7 *Rejetée*

**IL EST RÉSOLU QUE**, dans le Règlement intérieur, l'article III 1.(b) soit modifié en supprimant les mots « ou une fraction majoritaire de ce nombre », pour se lire comme suit :  
(b) Le Conseil du NSTU est composé du Comité exécutif et des membres des syndicats locaux qui sont élus par les sections locales pour être membres du Conseil, sur la base d'un représentant par groupe de vingt-cinq à cinquante membres actifs et d'un représentant pour chaque groupe supplémentaire de cinquante membres de la section locale **ou une fraction majoritaire de ce nombre**. Nonobstant le nombre de délégués votants autorisés aux présentes, chaque section locale a droit à au moins trois délégués votants à l'AGA du Conseil.  
(Comité exécutif provincial)

2014-8 *Rejetée*

**IL EST RÉSOLU QUE**, dans le Règlement intérieur, l'article III 1. (b) soit révisé en remplaçant « **cinquante** » par « **soixante** » pour se lire comme suit :  
(b) Le Conseil du NSTU est composé du Comité exécutif et des membres des syndicats locaux qui sont élus par les sections locales pour être membres du Conseil, sur la base d'un représentant par groupe de vingt-cinq à **cinquante soixante** membres actifs et d'un représentant pour chaque groupe supplémentaire de **cinquante soixante** membres de la section locale ou une fraction majoritaire de ce nombre. Nonobstant le nombre de délégués votants autorisés aux présentes, chaque section locale a droit à au moins trois délégués votants à l'AGA du Conseil.  
(Comité exécutif provincial)

2014-9 *Rejetée*

**IL EST RÉSOLU QUE**, dans le Règlement intérieur, l'article III 1 (e) actuel soit supprimé :  
(e) Chaque association professionnelle a droit à un délégué votant à l'AGA du Conseil.  
**Et remplacé par :**  
(e) Les présidents élus des associations professionnelles sont délégués votants à l'AGA du Conseil.  
(Comité exécutif provincial)

2014-10 *Rejetée*

**IL EST RÉSOLU QUE**, dans le Règlement intérieur, l'article III 1. (f) soit supprimé :  
Le président d'un comité permanent du Comité exécutif provincial du NSTU, ou son remplaçant, est autorisé à assister à l'AGA à titre de délégué non votant.  
(Comité exécutif provincial)

2014-11 *Rejetée*

**IL EST RÉSOLU QUE** l'Ordre permanent 5 (c) soit modifié en **supprimant** le texte actuel :  
(c) Les résolutions relatives au bien-être économique doivent être discutées à l'AGA du Conseil lors d'une séance à huis clos. Les résolutions catégorisées Bien-être économique et conditions de travail qui concernent les négociations provinciales ou les négociations du Collège communautaire et qui sont adoptées à l'AGA doivent être automatiquement renvoyées aux cadres de direction en vue de leur examen par le Comité provincial du bien-être économique ou le Comité du bien-être économique du Collège communautaire.  
et en le **remplaçant** par :

(c) Seules les résolutions portant la désignation **Politique** dans la section « Bien-être économique et conditions de travail » sont présentées à l'AGA du Conseil.

(Comité exécutif provincial)

2014-12 *Retirée*

**IL EST RÉSOLU QUE**, dans le Règlement intérieur, l'article III 1. (d) soit supprimé :  
Les présidents élus des comités régionaux du bien-être économique sont des délégués votants s'ils n'exercent pas de fonctions dans la section locale.  
(Comité exécutif provincial)

2014-13 *Retirée*

**IL EST RÉSOLU QUE** l'article IV du Règlement intérieur – Comité exécutif provincial – 6. Représentation régionale soit modifié en ajoutant une nouvelle clause (e) comme suit :  
(e) Un membre qui est candidat à l'élection au Comité exécutif provincial doit être employé dans la région électorale d'où il est élu.  
(Comité exécutif provincial)

2014-14 *Adoptée*

**IL EST RÉSOLU QUE** l'Ordre permanent 10, Composition du Comité exécutif provincial, soit modifié en révisant les limites des régions électorales comme suit, à partir du 1<sup>er</sup> août 2015 :

Comté de Lunenburg/Queens	1 membre
Digby/Shelburne/Yarmouth	2 membres

(Comité exécutif provincial)

2014-15 *Adoptée*

**IL EST RÉSOLU QUE** l'article V, 2 (b) (ii) du Règlement intérieur soit modifié comme suit :  
(ii) Le premier vice-président occupe son poste pendant une période de deux ans ou jusqu'à l'élection de son successeur et il peut être réélu pour **des mandats supplémentaires** un mandat supplémentaire d'une durée de deux ans chacun.  
(Comité exécutif provincial)

2014-16 *Adoptée*

**IL EST RÉSOLU QUE** l'article V, 2 (b) du Règlement intérieur soit modifié en ajoutant un nouveau paragraphe (iii) :  
(iii) Le premier vice-président ne peut pas exercer plus de deux mandats consécutifs.  
(Comité exécutif provincial)

## Résolutions chiffrées

2014-17 *Adoptée telle qu'amendée*

**IL EST RÉSOLU QU'**un enseignant suppléant soit fourni pour une demi-journée à tous les membres qui doivent parcourir plus de 250 km pour assister à l'AGA du Conseil.  
(District du Cap-Breton)

2014-18 *Retirée telle qu'amendée*

**IL EST RÉSOLU QUE** l'article I (12) du Règlement intérieur soit modifié pour fixer le remboursement du NSTU aux sections locales à 20 % à partir du 1<sup>er</sup> août 2015.  
(Comité d'Halifax)

## Bien-être économique et conditions de travail

2014-19 *Adoptée*

**IL EST RÉSOLU QUE** le personnel du NSTU fasse une enquête sur des façons rentables de mener une étude reflétant le temps actuellement exigé des enseignants pour effectuer les tâches quotidiennes liées au travail, aussi bien à l'école qu'à la maison. Les conclusions et les résultats de l'enquête seront présentés au Comité exécutif provincial lors de sa réunion de novembre 2014, pour un suivi éventuel.  
(Kings)

2014-20 *Adoptée*

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, la couverture de la chirurgie oculaire au LASIK.  
(District du Cap-Breton)

2014-21 *Adoptée*

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, une augmentation de la couverture pour les lunettes à un maximum de 300 \$ tous les 24 mois.  
(District du Cap-Breton) (Dartmouth)

2014-22 *Retirée*

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, une augmentation du pourcentage de remboursement des lunettes de prescription.  
(Northside-Victoria)

2014-23 *Adoptée*

**IL EST RÉSOLU QUE** le NSTU cherche à renégocier, lors de la prochaine série de négociations provinciales, l'article 60 : Fonds de perfectionnement professionnel, et particulièrement l'article 60.01, afin que le financement pour les huit conseils scolaires soit basé sur le nombre d'enseignants employés.  
(CSANE)

2014-24 *Adoptée*

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, un article dans la convention provinciale des enseignants, selon lequel le temps de déplacement, pour les enseignants qui doivent assister à des activités de perfectionnement professionnel loin de leur lieu de travail, soit compris dans les heures scolaires normales.  
(CSANE)

2014-25 *Adoptée*

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, un article dans la convention provinciale des enseignants, selon lequel les conseils scolaires doivent embaucher des enseignants suppléants pour remplacer les enseignants qui sont absents lors d'une journée scolaire pour encadrer ou superviser des activités parascolaires.  
(CSANE)

2014-26 Adoptée

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, une augmentation du temps de préparation pour tous les enseignants en raison des exigences accrues liés à la tenue des dossiers électroniques et aux bulletins scolaires électroniques.

(Colchester-East Hants)

2014-27 Adoptée

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, une augmentation du temps de préparation de 10 % à 17 % par enseignant.

(Northside-Victoria)

2014-28 Adoptée

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, l'obtention de la couverture du vaccin Twinrix ou de vaccins équivalents pour les membres du NSTU.

(Cumberland)

2014-29 Adoptée

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, pour que les enseignants participent directement aux décisions relatives à l'acquisition d'applications logicielles qui ont une incidence sur les conditions de travail des enseignants en exercice.

(Dartmouth)

2014-30 Adoptée

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, une augmentation de la couverture des prothèses auditives à 950 \$.

(Comté d'Halifax)

2014-31 Adoptée

**IL EST RÉSOLU QUE** le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance en vue d'assurer que chaque salle de classe est équipée d'un téléphone aux fins de la sûreté et de la sécurité.

(Comté d'Halifax)

2014-32 Retirée

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, pour ajouter le texte suivant à l'article 62.03 :  
Nouveau. 62.03 (iii) Les réunions qui ont lieu au début de la journée d'enseignement ne devraient pas commencer plus de 20 minutes avant le début de la journée d'enseignement, sauf en cas d'accord mutuel de toutes les parties.

(Inverness)

2014-33 Adoptée

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, le remboursement de la taxe pour dédommager les membres qui sont tenus d'acheter des forfaits de communication/technologie pour satisfaire aux exigences de leur travail quotidien.

(Northside-Victoria)

2014-34 Adoptée

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, pour obtenir que les classes du niveau secondaire de 1<sup>er</sup> cycle, soient plafonnées à 25 élèves.

(Northside-Victoria)

2014-35 Adoptée

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, pour obtenir que chaque enseignant reçoive un crédit d'impôt pour le coût d'un programme de mise en forme ou de bien-être ou le coût d'adhésion à un centre de culture physique ou un club de santé. Nous demandons au NSTU d'obtenir une indemnisation des enseignants sous forme d'un remboursement de taxe.

(Northside-Victoria)

2014-36 Adoptée

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, une couverture pour le traitement par laser endoveineux (LEV) pour les varices.

(Yarmouth)

2014-37 Retirée

**IL EST RÉSOLU QUE** le NSTU s'efforce de négocier, lors de la prochaine série de négociations provinciales, pour obtenir que les services des conseillers-thérapeutes agréés et des candidats à la profession de conseiller-thérapeute agréé soient inclus dans la prestation dont bénéficient les membres qui font appel aux services d'un psychologue ou d'un travailleur social.

(Collège communautaire)

## Questions Générales

2014-38 Retirée

**IL EST RÉSOLU QUE** le NSTU fournisse un rapport au Comité exécutif provincial avant l'AGA 2015 pour fournir des statistiques sur la fréquence de la présence de nos cadres de direction dans leurs régions, en vue de formuler une recommandation sur l'installation de personnel cadre dans le bâtiment du NSTU à Sydney et dans des locaux appropriés dans la région de Yarmouth qui leur serviraient de base.

(District du Cap-Breton)

2014-39 Adoptée

**IL EST RÉSOLU QUE** le NSTU incite le gouvernement provincial à examiner et à apporter des changements à la *Personal Information International Disclosure Protection Act* ou *PIIDPA* (loi sur la protection contre la divulgation internationale des renseignements personnels) en ce qui concerne les écoles.

(Colchester-East Hants)

2014-40 Adoptée

**IL EST RÉSOLU QUE** le NSTU élabore une politique stipulant les restrictions appropriées concernant l'usage de caméras vidéo en salle de classe.

(Dartmouth)

2014-41 Adoptée telle qu'amendée

**IL EST RÉSOLU QUE** le NSTU fournisse un tableau complémentaire détaillant les postes budgétaires relatifs aux programmes et aux services désignés dans le manuel de l'AGA.

(Dartmouth)

2014-42 Adoptée

**IL EST RÉSOLU QUE** le NSTU crée une copie électronique du manuel de l'AGA, en plus de la copie papier et la mette à la disposition des délégués.

(Comté de Lunenburg)

2014-43 Retirée

**IL EST RÉSOLU QUE** le NSTU évalue le coût du développement d'une application multiplateforme (iOS/Android) pour tablette ou téléphone permettant aux membres d'avoir accès à l'information relative aux avantages sociaux, à la convention provinciale des enseignants et à la convention du Collège communautaire.

(Comté de Lunenburg)

2014-44 Retirée

**IL EST RÉSOLU QUE** le NSTU évalue le coût de la création d'un système de stockage en nuage « NSTU ».

(Comté de Lunenburg)

2014-45 Adoptée telle qu'amendée

**IL EST RÉSOLU QUE** le NSTU examine les responsabilités et les rôles actuels des conseillers d'orientation pour mieux comprendre l'impact des fonctions d'enseignement sur la fourniture du Programme global en orientation scolaire et en counselling.

(Richmond)

2014-46 Rejetée

**IL EST RÉSOLU QUE** le NSTU examine les possibilités d'exonération fiscale pour les enseignants qui doivent acheter des vêtements nécessaires à leur poste d'enseignement.

(Richmond)

2014-47 Adoptée

**IL EST RÉSOLU QUE** le NSTU fasse pression sur le ministère de l'Éducation de la Nouvelle-Écosse pour améliorer l'accès aux renseignements sur la paie en permettant aux enseignants de configurer des courriels leur envoyant automatiquement les renseignements sur la paie à la quinzaine.

(Comité exécutif provincial)

## Programmation

2014-48 Adoptée

**IL EST RÉSOLU QUE** le NSTU incite le gouvernement à effectuer un examen complet de tous les cours et documents pédagogiques du PEP afin d'assurer leur pertinence et leur réalisabilité.

(Colchester-East Hants)

2014-49 Adoptée

**IL EST RÉSOLU QUE** le NSTU encourage vivement le ministère de l'Éducation et du Développement de la petite enfance à prendre la responsabilité de fournir du temps et des ressources pour la mise en œuvre réussie des nouveaux programmes d'études.

(Richmond)

2014-50 Adoptée telle qu'amendée

**IL EST RÉSOLU QUE** la politique 19 – **Lutte contre l'homophobie et l'hétérosexisme soit Amendement de la manière suivante :**

- Ajouter dans le titre après « l'homophobie », « **la transphobie** »
  - Dans 19. (a) ajouter après identité « **/expression** »
  - Dans 19. (b) (iii) ajouter après minorité sexuelle « **ou qui sont transgenres** »
  - Dans 19. (b) (iv) après identité ajouter « **/expression** ».
  - Dans 19. (c) après homophobie ajouter « **la transphobie** »
  - Dans 19. (c) (ii) après homophobie ajouter « **la transphobie** »
  - Dans 19. (c) (iii) après minorité sexuelle « **ou des personnes transgenres** »
  - Dans 19. (c) (iv) après minorité sexuelle « **ou qui sont transgenres** »
  - Dans 19. (c) (iv) b. après orientations ajouter « **/identités/expressions** »; après orientation ajouter « **ou identité** »
  - Dans 19. (c) (iv) c. après orientation ajouter « **/identité/expression** ».
  - Dans 19. (c) (iv) e. après orientation, ajouter « **/identité/expression** ».
  - Dans 19. (c) (iv) f. après identité, ajouter « **/expression** »
  - Dans 19. (c) (iv) g. après hétérosexualité, ajouter « **et de l'expérience cisgenre** ».
  - Dans 19. (c) (v) après homophobie ajouter « **la transphobie** »
  - Dans 19. (c) (vi) après minorité sexuelle « **ou qui sont transgenres** » et après identité, ajouter « **expression** »
  - Dans 19. (c) (vii) a. après s'identifient comme, ajouter « **transgenre ou** »
  - Dans 19. (c) (vii) b. après minorités sexuelles, ajouter « **et aux questions transgenres** »
  - Dans 19. (c) (viii) et (ix) après minorités sexuelles, ajouter « **ou aux questions transgenres** »
  - Dans 19. (d) et (d) (ii) après l'homophobie ajouter « **la transphobie** »
  - Dans 19. (d) (iii) après l'homophobie, ajouter « **la transphobie** »
  - Dans 19. (d) (vii) après minorités sexuelles, ajouter « **et aux questions transgenres** »
  - Dans 19. Ajouter un nouveau paragraphe (e)
- (e) **Le NSTU est d'avis que tous les éducateurs et tous les élèves, quelle que soit leur identité ou expression sexuelle ont droit à un environnement professionnel et scolaire sécuritaire. À cette fin, le NSTU est d'avis que:**
- (i) **Tous les employés et tous les élèves ont droit à des toilettes sûres qu'ils peuvent utiliser en toute aisance et qui correspondent à leur identité sexuelle.**
  - (ii) **Les employés et les élèves transgenres et non conformistes sexuels ont le droit d'être adressés par un nom et un pronom correspondant à leur identité sexuelle.**
  - (iii) **Tous les employés et tous les élèves ont droit au respect de leur vie privée, le statut transgenre et non conformiste sexuel des employés et des élèves transgenres et non conformistes sexuels est considéré confidentiel, et les employés et les élèves transgenres et non conformistes sexuels ont le droit de communiquer, de discuter et d'exprimer leur identité et leur expression sexuelle ainsi que le droit de décider quand et avec qui ils souhaitent la partager ainsi que la quantité d'informations personnelles et confidentielles qu'ils souhaitent partager.**

- (iv) **Les codes vestimentaires des employés et des élèves devraient être flexibles et sans discrimination de genre et les employés et les élèves ne devraient pas avoir à choisir entre des vêtements « masculins » et « féminins ».**
- (v) **Tous les employés ont le droit d'être adressés sans qu'un titre déterminant le genre soit assigné à leur nom.**

(Comité exécutif provincial)

## Gouvernement

2014-51 Adoptée

**IL EST RÉSOLU QUE** le NSTU incite le ministère de l'Éducation et du Développement de la petite enfance à imposer un moratoire sur l'introduction de nouvelles technologies ou de nouveaux programmes imposés aux conseils scolaires.

(District du Cap-Breton)

2014-52 Adoptée

**IL EST RÉSOLU QUE** le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance afin qu'il introduise une formule de financement basée sur la programmation plutôt que sur les effectifs.

(District du Cap-Breton)

2014-53 Adoptée

**IL EST RÉSOLU QUE** le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance pour créer une catégorie au sein des plans de programme individualisés qui reflète la réalité des soins de relève fournis par les écoles aux élèves qui, en raison de très graves déficiences physiques et cognitives, ne peuvent pas participer au processus d'apprentissage avec leurs enseignants.

(Colchester-East Hants)

2014-54 Adoptée

**IL EST RÉSOLU QUE** le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance pour qu'il renforce ses partenariats avec les ministères de la Santé, de la Justice et des Services communautaires afin de fournir des services de santé, des services sociaux et des programmes apparentés dans les écoles aux élèves qui présentent de profondes déficiences physiques et cognitives.

(Colchester-East Hants)

2014-55 Rejetée

**IL EST RÉSOLU QUE** le NSTU fasse pression sur le gouvernement en vue de rétablir le troisième critère, Soutien au programme d'enseignement, pour l'affectation des aides-enseignants aux écoles.

(Colchester-East Hants)

2014-56 Adoptée

**IL EST RÉSOLU QUE** le NSTU cherche à obtenir du ministère de l'Éducation et du Développement de la petite enfance qu'il évalue l'efficacité de Power Teacher Grade Book en termes de son utilité pour assurer le suivi des évaluations interdisciplinaires au niveau élémentaire.

(Cumberland)

2014-57 Adoptée

**IL EST RÉSOLU QUE** le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance afin d'assurer que, dans les écoles élémentaires qui ont une proportion élevée d'élèves suivant un programme adapté ou un plan de programme individualisé, les classes combinées sont plafonnées à 15 élèves.

(Dartmouth)

2014-58 Adoptée

**IL EST RÉSOLU QUE** le NSTU incite le ministère de l'Éducation et du Développement de la petite enfance et les conseils scolaires à favoriser davantage l'inclusion des LGBTI (lesbiennes, gays, bisexuels, transsexuels, intersexués) dans leur politique.

(Dartmouth)

2014-59 Adoptée

**IL EST RÉSOLU QUE** le NSTU incite le ministère de l'Éducation et du Développement de la petite enfance à cesser la pratique d'envoyer des copies papier des bulletins scolaires à la maison à moins qu'elles ne soient spécifiquement réclamées par les parents ou l'école.

(Comité d'Halifax)

2014-60 Adoptée

**IL EST RÉSOLU QUE** le NSTU demande au ministère de l'Éducation et du Développement de la petite enfance d'assigner un conseiller d'orientation à plein temps dans chaque école secondaire de 1<sup>er</sup> cycle.

(Northside-Victoria)

2014-61 Adoptée

**IL EST RÉSOLU QUE** le NSTU encourage le ministère de l'Éducation et du Développement de la petite enfance à financer et à maintenir l'accès à PowerSchool.

(Richmond)

2014-62 Adoptée

**IL EST RÉSOLU QUE** le NSTU incite le ministère de l'Éducation et du Développement de la petite enfance à ordonner aux conseils scolaires de fournir à tous les enseignants suppléants une carte d'identité émise par le conseil scolaire lors de l'approbation de leur demande de suppléance.

(Comité exécutif provincial)

2014-63 Retirée

**IL EST RÉSOLU QUE** le NSTU incite le ministère de l'Éducation et du Développement de la petite enfance à ordonner à tous les conseils scolaires de fournir aux enseignants suppléants les clés nécessaires pour accéder à leur salle de classe et la sécuriser en cas de confinement barricadé. Les enseignants reçoivent cette directive dans le cadre des plans de gestion des urgences scolaires en Nouvelle-Écosse. Les directives provinciales du ministère de l'Éducation et du Développement de la petite enfance, intitulées *Plan de gestion des urgences dans les écoles*, stipulent la responsabilité du personnel des écoles de mettre les élèves en sécurité dans leurs salles de classe en cas de confinement barricadé.

(Comité exécutif provincial)

2014-64 Retirée

**IL EST RÉSOLU QUE** le NSTU incite le ministère de l'Éducation et du Développement de la petite enfance à ordonner aux conseils scolaires de fournir aux enseignants suppléants un

accès aux alertes de santé des élèves lorsqu'ils se connectent comme suppléants à Power Teacher.

(Comité exécutif provincial)

## Perfectionnement professionnel

2014-65 Adoptée

**IL EST RÉSOLU QUE** le NSTU incite vivement le ministère de l'Éducation et du Développement de la petite enfance à obliger les conseils scolaires à fournir une formation interne appropriée et approfondie à tous les enseignants au cours de la journée d'enseignement ordinaire lorsque des initiatives touchant les enseignants sont mises en œuvre.

(Cumberland)

2014-66 Adoptée

**IL EST RÉSOLU QUE** le NSTU demande au ministère de l'Éducation et du Développement de la petite enfance d'établir un comité conjoint (personnel du NSTU, enseignants de classe, personnel du ministère et des conseils scolaires) en vue de discuter, d'examiner et de formuler des recommandations sur la formation (et le perfectionnement professionnel continu) et les enjeux relatifs à PowerSchool, TIENET et les technologies d'avenir.

(Ville d'Halifax)

2014-67 Adoptée

**IL EST RÉSOLU QUE** le NSTU incite le ministère de l'Éducation et du Développement de la petite enfance développe des ressources et fournisse une formation sur PowerSchool qui soit d'actualité et uniforme pour tous les enseignants de la Nouvelle-Écosse.

(Richmond)

2014-68 Adoptée

**IL EST RÉSOLU QUE** la politique no 68 du NSTU – **Accès des enseignants à la technologie informatique** soit modifiée de la manière suivante :

- Supprimer (a);
- Changer la désignation de (b) à (a), de (c) à (b), de (d) à (c);
- Dans le nouveau paragraphe (b) supprimer « des sessions de », « informatique », ajouter une virgule après « technologie », insérer « **les applications basées sur le Web et les médias sociaux** ». Supprimer Ces activités de perfectionnement professionnel sont la responsabilité partagée de l'enseignant et de l'employeur;
- Dans le nouveau paragraphe (b) ajouter « (i) **Les initiatives technologiques imposées et mises en œuvre exigent des sessions de perfectionnement professionnel appropriées**, et ajouter (ii) **La responsabilité du perfectionnement professionnel revient à la division appropriée du ministère. Il faut tenir compte de la compétence technologique des membres et fournir du perfectionnement professionnel supplémentaire au besoin.**
- Dans le nouveau paragraphe (c), ajouter « **Ces activités devraient avoir lieu durant la journée scolaire normale et être offertes uniformément dans l'ensemble de la province.** »

(Comité exécutif provincial)

2014-69 Adoptée

**IL EST RÉSOLU QUE** la politique no 69 du NSTU – **Représentation du NSTU** soit modifiée de la manière suivante : Insérer « **du personnel de la faculté et du soutien professionnel** » après le mot enseignants dans la première et la deuxième phrase.

(Comité exécutif provincial)

2014-70 Adoptée

**IL EST RÉSOLU QUE** la politique no 72 du NSTU – **Rôle du perfectionnement professionnel** soit modifiée de la manière suivante :

- Dans le paragraphe (b), insérer « **/du campus** » après l'école, remplacer ministère de l'Éducation par **niveau ministériel**.
- Insérer les nouveaux paragraphes (d) et (e);
- Renommer (f) l'ancien paragraphe (d) et renommer (g) l'ancien paragraphe (e);
- Ajouter au nouveau paragraphe (g) : (v) **La participation à son propre perfectionnement professionnel est cruciale. Les enseignants, le personnel de la faculté et du soutien professionnel sont en faveur du perfectionnement professionnel et les plans d'épanouissement professionnel devraient être autogérés et incorporés à l'emploi.**

(Comité exécutif provincial)

2014-71 Adoptée

**IL EST RÉSOLU QUE** la politique no 73 du NSTU – **Calendrier — perfectionnement professionnel des membres** soit modifiée de la manière suivante :

- Supprimer le temps normal d'enseignement et insérer « **la journée d'enseignement normale et être intégré à l'emploi.** »

(Comité exécutif provincial)

2014-72 Adoptée

**IL EST RÉSOLU QUE** la politique no 74 du NSTU – **Développement du personnel basé dans l'école** soit modifiée de la manière suivante :

- Insérer « **/campus** » après l'école;
- Ajouter « (i) **Les initiatives de perfectionnement professionnel ont plus d'impact lorsqu'elles sont appuyées par un leadership et une collaboration solides.** (ii) **Les communautés d'apprentissage professionnelles jouent un rôle clé en vue de maximiser et de maintenir les avantages du perfectionnement professionnel.** (iii) **La collaboration de tous les partenaires de l'éducation dans le perfectionnement professionnel joue un rôle essentiel dans toutes les initiatives de perfectionnement professionnel.** »

(Comité exécutif provincial)

2014-73 Adoptée

**IL EST RÉSOLU QUE** la politique no 75 du NSTU – **Centres pédagogiques** soit modifiée de la manière suivante :

- Remplacer « **Centres pédagogiques** » par « **Ressources professionnelles destinées aux membres** »
- Supprimer le texte actuel et le remplacer par ce qui suit : « **Les ressources professionnelles offertes par des moyens comme, entre autres, les centres pédagogiques, les bibliothèques virtuelles et les ressources basées sur le web, apportent un soutien précieux pour répondre aux besoins des membres en matière de programmation, de pédagogie et de perfectionnement professionnel.** »

Référence : Résolution 2000-98; Réaffirmé 2002-117; 2005-60; 2008-59

(Comité exécutif provincial)

# COUNCIL 2014 HIGHLIGHTS

## Annual Council focuses on pressing classroom issues



Executive Director Joan Ling addresses Council delegates

Some 254 voting delegates to the 93rd Annual Council of the Nova Scotia Teachers Union debated resolutions dealing with issues ranging from demands on teachers' time, providing adequate resources for diverse classrooms, and providing proper training and support for new initiatives.

"While there has been an increase to education funding for next school year's budget, and a new class cap for the younger grades, we also know that the lack of resources, demands on time, class size, and classroom diversity issues at other levels still remain," says NSTU president Shelley Morse.

From May 16 to 18, 73 resolutions were debated. Introducing class-size caps of 15 in elementary classrooms that have a high ratio of special needs students along with the need for a new approach to funding were some other issues discussed. "The current funding formula based on student enrolment is not providing equitable programming," continues Morse. "If education funding was based on programming it would better ensure we are meeting the needs of all students."

The NSTU also amended its NSTU policy Anti-Homophobia & Anti-Heterosexism policy to reflect support for transgender and gender non-conforming students and employees in schools. "We are continuing to work for change in creating and developing a safe learning environment for our members and students," says Morse. "We're pleased that this policy, developed over a decade ago, will now be more inclusive and affirming for people of all sexual orientations and gender identities."

Dianne Woloschuk, president of the Canadian Teachers' Federation addressed delegates on Saturday, May 17.

NSTU president Shelley Morse introduced three new provincial executive members at Annual Council on May 18. Bill Murphy (Antigonish-Guysborough) was acclaimed to the seat vacated by Tammy Landry. Cherie Abriel was elected

to represent Colchester-East Hants, replacing Gerry Alley, and Sandy Mitchell (Lunenburg County) was elected to replace retiring provincial executive member Mike Stewart. Kim Frank (Annapolis-Hants West-Kings), Louis Robitaille (Community College), Shawn Hanifen (Halifax City) and Sheila Hawley (Inverness-Richmond) were acclaimed to serve another two-year term. Sally Capstick (Cape Breton District), Ben Sichel (Dartmouth) and Paul Boudreau (Halifax County) were re-elected to their position for another two-year term on the provincial executive. All two-year terms begin on August 1, 2014.



## Redden receives NSTU Honourary Membership

Former NSTU executive director Bill Redden was bestowed with an Honourary Membership to the Nova Scotia Teachers Union during the opening session of Annual Council 2014 on May 16.

"This has special meaning to me because it affirms my continued relationship with the NSTU, an organization that I hold in high esteem and an organization that has been a large part of my life," said Redden

Redden, began his teaching career 38 years ago and joined the NSTU staff in 1991, serving as its executive director for seven years before his retirement last year.

In accepting his award, Redden likened his involvement with the NSTU and in particular at Annual Council to a Rick Mercer rant. "The very fact that all of you are here this weekend, giving up your long weekend to debate resolutions, listen to speeches, and approve a budget, tells me that you too share my love of the Union. To borrow a bit of an expression from Rick Mercer, it is an organization worth ranting about."

Redden is shown above with his wife Pauline.

Redden thanked NSTU leaders, past and present, and NSTU staff for their dedication, hard work and friendship. "Thank you all for extending to me the privilege of becoming an Honourary member of the NSTU. Thank you also for keeping the union strong."

## Cuvilier honoured during Council 2014



NSTU's Policy and Special Event Facilitator, Audrey Cuvilier was honoured during Annual Council 2014 during the closing session on May 18. Cuvilier, who will be retiring in February 2015 after 34 years of service to the NSTU has been the driving force behind NSTU's annual meeting. She has organized Council for almost three decades. During that time she has worked with ten NSTU presidents and seven executive directors in helping to ensure the smooth running of the organization's supreme governing body

as it develops policy and direction for its members, along with providing support at 25 years of Provincial Executive meetings.

"What a great looking room this is," joked Cuvilier as she addressed Council delegates. "My time with the NSTU has afforded me great opportunities and many challenges. Throughout the years I have witnessed passionate debate, comradery and strength all in the name of public education. I have incredible pride in this organization and feel privileged to have met so many members over my NSTU career."

Council delegates gave Cuvilier a standing ovation in recognition of her dedication and hard work on behalf of NSTU members.

## NSTU past presidents

During this year's Annual Council NSTU Past Presidents met with current president Shelley Morse, executive director Joan Ling and other Canadian Teachers' affiliate members for dinner, held on May 17 at the Delta Halifax. This event honours the contributions of former NSTU presidents and provides a networking opportunity for leaders from other teacher organizations across Canada.

Shown (l-r): Mary-Lou Donnelly (2004-08); Joseph Maidment (1976-78); Alexis Allen (2008-2012); John MacDonald (1992-96); NSTU president Shelley Morse; Dominique Henry (1974-76); Brian Forbes (2000-04); and Joan Ling. Missing from photo: Donnie MacIntyre (1996-2000). Past presidents who were unable to attend: Mary Roach (1972-74); Gregory O'Keefe (1978-80); Harold Doucette (1980-84); Karen Willis Duerden (1986-90), and Russell MacDonald (1990-92).





## Council Remarks

*(Excerpt from Joan Ling's Address to Council 2014.)*

It is a true honour to have the opportunity as your ninth Executive Director to bring remarks to Annual Council 2014.

What a refreshing year! I started in the position after a very successful round of bargaining with a very impressive salary increase – 2 per cent, 2.5 per cent, and 3 per cent. Early in my term, an election was called. Our aggressive ad campaigns worked – education was a priority in the election platform for the winning party and the other parties.

We, as professional educators know the value of education and the priority education needs to be in the province. It is refreshing to have government recognize it also.

Boards are hiring teachers! Four years of successive cuts to education has played its toll on our members. The educational budget has seen a reinvestment of \$18.6 million of the \$65 million cut. It is a start but there is a long way to go.

While the government is reinvesting in education in the P-12 public school system, it is important to maintain and strengthen the trades' programs at the Nova Scotia Community College. Keeping our youth in the province and working, needs to be a major focus of government in the years ahead.

What a year for the well-being of our members! The Insurance Trustees launched a favourable wellness challenge with 490 members participating. These activities assist in the health of our members. The new EFAP program, *Resilience*, showed an increase in usage and the number of individuals signing up for the wellness programs. The Trustees also introduced a new program, CarePath, in an effort to help reduce the stress when a member/spouse/dependent is diagnosed with cancer.

What a year for the economy! The valuation of the Teachers' Pension Plan dated December 31, 2013 had an investment return of 14.08 per cent that improved the funded level of our plan to 75.0 per cent from 71.6 per cent in 2012. It is interesting to note that of the \$4.55 billion fund, the investment return of 14.08 per cent was \$301 million. Now this next fact is great for retirees and active teachers but not good for the pension plan – teachers are living longer. The Teachers' Pension Board on recommendation of the Trustees adopted a new mortality table. For the first time there is a Canadian mortality table; however, it changed the liabilities of your plan. The investment gain was \$301 million, the change in mortality tables is a loss of \$314 million. Due to a slight change in other assumptions, the pension plan funded level increased to 75 per cent.

We do have our challenges/opportunities. The first challenge is the pension plan. I can assure you that the NSTU is a strong advocate for a defined benefit pension plan. In our plan both government and members share equally in surpluses and deficits. The NSTU will remain as an advocate and strong supporter for a jointly-trusted defined benefit pension plan.

The next opportunity is making sure the professional educators of the public school system and Community College, have a strong voice in the educational challenges in the province. The Honourable Karen Casey appointed an educational panel to provide a report that will list the issues recommended for her to review. The NSTU needs to have a strong voice and influence the changes required in the education system including educational financing.

Another issue that will assist with student learning will be elimination of child poverty in Nova Scotia; 967,000 children live in poverty in Canada. One in seven live below the poverty line. Economic health is a proven determinant of student success. We can play our part by being part of the CTF's *Keep The Promise* campaign.

A few other challenges I will briefly highlight are the psychological safety of our members and workplace incivility. There is a voluntary national standard for Psychological Health and Safety. It helps employers improve the psychological health of the workplace. It is a voluntary standard, however, public schools and community colleges in the province should be moving forward to adopting these standards.

We can all work together to stop workplace incivility – seemingly, inconsequential, rude, discourteous, insensitive or disrespectful behaviour, with ambiguous or unclear intent to harm. Let's ensure a respectful workplace by being a model and stop workplace incivility to protect the mental health of our members.

The working conditions of our members will continue to be a priority. Continuous School Improvement (CSI) is causing some increase in workload for some teachers in some school boards. It has been disappointing to see some of the boards trying to continue with the framework of the old school improvement plans. CSI is to be built on a climate of trust where teachers and administrators engage in ongoing conversations about student learning and achievement, opportunities for team learning and shared leadership as well as having a shared vision and purpose.

In conclusion, I would like to thank some people that have assisted me in the past year. First of all, I would like to thank the President. We worked well together – honesty, integrity and kindness go a long way.

I would next like to thank the Provincial Executive. Thank you for having giving me the opportunity to work with you.

A thank you is extended to the Executive staff. We have a group of ten very competent and hardworking individuals. Whatever the issue, I know any one of the ten are there to respond and mobilize when needed.

Thank you also to the professional services and support staff.

I look forward to working together in the next year to make sure we are the strong voice needed to shape the future of education in Nova Scotia.

## Allocution à l'AGA du Conseil

*(Extrait du discours de Joan Ling à l'AGA du Conseil 2014)*

C'est un véritable honneur d'avoir la chance de m'adresser à l'AGA du Conseil 2014, à titre de neuvième directrice générale.

Quelle année agréable! J'ai pris mes fonctions après une série de négociations très réussies, et une augmentation de salaire très impressionnante – 2 %, 2,5 % et 3 %. Au tout début de mon mandat, nous avons eu des élections. Nos campagnes de publicité tenaces ont porté fruit – l'éducation a été une priorité dans la plateforme électorale du parti vainqueur et des autres partis.

Nous, les éducateurs professionnels, connaissons la valeur de l'éducation et savons que l'éducation doit être une priorité dans notre province. Il est agréable de voir le gouvernement le reconnaître également.

Les conseils scolaires embauchent des enseignants! Quatre années successives de compressions budgétaires en éducation ont sérieusement éprouvé nos membres. Le budget de l'éducation a réinvesti 18,6 millions \$ des 65 millions de \$ qui avaient été éliminés. C'est un bon début, mais il reste encore beaucoup à faire.

Tandis que le gouvernement réinvestit dans l'éducation au sein du système des écoles publiques M-12, il est aussi important de maintenir et de renforcer les programmes de métiers du Collège communautaire de la Nouvelle-Écosse. Conserver nos jeunes dans la province et leur donner du travail doit être une priorité essentielle du gouvernement dans les années à venir.

Quelle année pour le bien-être de nos membres! Les fiduciaires ont lancé un défi réussi en matière de bien-être avec la participation de 490 membres. Ces activités favorisent la santé de nos membres. Le nouveau programme d'aide aux employés et à leur famille, *Juste équilibre*, a été davantage utilisé et le nombre de personnes s'inscrivant aux programmes de bien-être a augmenté. Les fiduciaires ont également introduit un nouveau programme, *CarePath*, dans le but d'aider à réduire le stress lorsqu'un cancer est diagnostiqué chez un membre, un conjoint ou une personne à charge.

Quelle année pour l'économie! L'évaluation du régime de retraite des enseignants en date du 31 décembre 2013 a révélé un taux de rendement du capital investi de 14,08 %; ceci a amélioré le niveau de capitalisation de notre régime, qui est passé de 71,6 % en 2012 à 75 %. Il est intéressant de noter que, sur le fonds de 4,55 milliards de \$, ce taux de rendement de 14,08 % a représenté 301 millions de \$. Maintenant, le fait suivant est une excellente nouvelle pour les enseignants en activité et les retraités, mais une moins bonne nouvelle pour le régime de retraite – les enseignants vivent plus longtemps. La Teachers' Pension Board (commission de pensions des enseignants), sur recommandation des fiduciaires, a adopté une nouvelle table de mortalité – il existe pour la première fois une table de mortalité canadienne – toutefois, cela a modifié le passif de votre régime. Les gains de placement se sont élevés à 301 millions de \$ mais le changement dans la table de mortalité représente une perte de 314 millions de \$. En raison d'une légère modification de plusieurs autres hypothèses, le niveau de capitalisation du régime a augmenté et est passé à 75 %.

Nous avons encore des défis à relever. Le premier défi est le régime de retraite. Je peux vous assurer que le NSTU est un fervent partisan d'un régime de retraite à prestations déterminées. Dans notre régime, le gouvernement et les membres partagent à parts égales les surplus et les déficits. Le NSTU restera toujours un défenseur et un fervent partisan d'un régime de retraite à prestations déterminées et en fiducie conjointe.

Le prochain défi est de veiller à ce que les éducateurs professionnels du système des écoles publiques et du Collège communautaire aient leur mot à dire sur les défis de l'éducation dans la province. L'Honorable Karen Casey a chargé un groupe d'experts de l'éducation de préparer un rapport qui va répertorier les questions qu'on lui recommande d'examiner. Le NSTU doit faire entendre clairement sa voix et avoir une influence sur les réformes nécessaires du système éducatif, y compris le financement de l'éducation.

Un autre enjeu qui va favoriser l'apprentissage des élèves sera l'élimination de la pauvreté des enfants en Nouvelle-Écosse. 967 000 enfants vivent dans la pauvreté au Canada – 1 enfant sur 7 vit en-dessous du seuil de pauvreté. La santé économique est un déterminant prouvé de la réussite des élèves. Nous pouvons jouer notre rôle en participant à la campagne de « Tenir la promesse » de la FCE.

Quelques autres défis que je soulignerai brièvement sont la sécurité psychologique de nos membres et l'incivilité au travail. Il existe une norme nationale facultative pour la sécurité et la santé psychologique. Celle-ci aide les employeurs à améliorer la santé psychologique en milieu de travail. Il s'agit d'une norme facultative, toutefois, les écoles publiques et les campus du Collège communautaire de la province devraient s'attacher à adopter cette norme.

Nous pouvons tous travailler ensemble pour éliminer l'incivilité au travail – le comportement apparemment sans conséquence, grossier, impoli, indélicat ou insolent, avec l'intention ambiguë ou vague de nuire. Veillons à assurer un milieu de travail respectueux en donnant l'exemple et en éliminant l'incivilité au travail pour protéger la santé mentale de nos membres.

Les conditions de travail de nos membres resteront une priorité. Le programme d'amélioration continue des écoles entraîne une certaine augmentation de la charge de travail pour certains enseignants dans certains conseils scolaires. Il est décevant de constater que certains conseils scolaires tentent de maintenir le cadre de travail des anciens plans d'amélioration des écoles. Ce programme doit être bâti sur un climat de confiance dans lequel les enseignants et les administrateurs engagent constamment le dialogue sur l'apprentissage et la réussite des élèves, les possibilités d'apprentissage en équipe et de partage du leadership ainsi que sur la nécessité d'une vision et d'un objectif communs.

En conclusion, je tiens à remercier les personnes qui m'ont aidé durant l'année écoulée. Tout d'abord, je voudrais remercier la présidente. Nous avons bien travaillé ensemble – l'honnêteté, l'intégrité et la gentillesse font souvent des merveilles.

Je tiens ensuite à remercier le Comité exécutif provincial. Merci de m'avoir donné la chance de travailler avec vous.

Mes remerciements s'adressent aussi aux cadres de direction. Nous disposons d'un groupe de dix personnes très compétentes et énergiques. Quel que soit le problème, je sais que l'une ou l'autre de ces dix personnes est là pour répondre et intervenir au besoin.

Merci également au personnel des services professionnels et de soutien.

Je me réjouis à la perspective de travailler ensemble l'an prochain pour faire en sorte que nous soyons le porte-parole puissant qui est nécessaire pour façonner l'avenir de l'éducation en Nouvelle-Écosse.

# 2013-14 NSTU RETIREMENTS

## NSTU Locals Honour Retirees

NSTU Locals around the province have been hosting recognition events for colleagues retiring from the profession. NSTU Locals host banquets, dinners and functions in honour of the long-service NSTU members have provided the teaching profession. Included in this issue are a few photos from some of the events that have taken place.

### Annapolis Local



*Shown (l-r): NSTU president Shelley Morse with retirees Lynne Hines, Kendra Watson, Mary Helen Gallagher and Annapolis Local president Krista Wright.*

### Antigonish Local



*Shown (l-r): Antigonish Local president Neil MacIsaac; NSTU president Shelley Morse; retirees Ian "Skipper" MacDougall, Mike Hinchey, Judy MacMullin-Smith and Jeannette Power; Antigonish-Guysborough provincial executive member Tammy Landry; and retirees Cheryl Sinclair, Paula Avery and Annette Daemen.*

### Cape Breton District Local



*Shown (l-r): Back row: NSTU president Shelley Morse; retirees Brian Lavery, Martha Hood, Beverly Keel, Larry Keel, Ambrose White, Rick MacKinnon and Bernie McVeigh.*

*Front row: retirees Donna Dinault, Claire Boudreau, Christena Cormier and Annette Boutilier. Missing: retirees Jeanette Kennedy and Michael Murphy.*

### Digby Local



*Shown (l-r): Digby Local president Krista Moore; Shelburne County Local president Dawn Smith; retirees June Maxwell, Anthony Frizzell, Anna-Marie Mackenzie Kelly and Paula Outhouse; NSTU staff liaison Mark MacPhee; Acting Tri-County RRC Chair Michelle Heighton; Digby-Yarmouth provincial executive member Wally Fiander; NSTU president Shelley Morse and NSTU staff liaison Jack MacLeod.*

### Guysborough County Local



*Shown (l-r): Antigonish-Guysborough provincial executive member Tammy Landry; retirees Ursula Ryan, Helen Marie Giffin, Deanna Henry, Mary Williams, Edward Avery (Guysborough County Local president), Betty Mills, and Wayne Avery (who is Edward's brother); and NSTU president Shelley Morse.*

### Halifax County Local



*NSTU president Shelley Morse attended the Halifax County Local banquet on June 7. She and Local president Meg Ferguson are missing from the photo.*

*Back row: Brenda Pettis-Munro, Susan Wilkie, Ann Strickland, Sue Fetterly, Carmelita Rowe, Faye Trim, Kim Harnish, Lynda d'Entremont, Edouard Doucet, and Nadine Duffy – Pridham.*

*2nd row: Lloyd Caldwell, Mary Anne MacGillvary, Dawn Coleman, Patricia Josselyn, Bernadette MacIsaac, Kimberley Nadeau, Marilyn Webber, Pam Livingstone, Glenda Hiltz, Joyce Pitts, Connie Robertson, Margaret Sellars, Roseanne Coates, Ernestine Oakley, and Elizabeth Leedham*

*Seated: Terry Rutkauskas, Jim Pashkoski, Debbie Rowsell, Susan Settle, Helen Cusack, Sandra Tordon, Anna Conrad, Margaret Anne Judge, Peter MacDonald, Wanda Mercer, and Bev Dellapinna.*

*Retirees missing from the photo: Marie Brine, Sandra Bugden, Mary Caines, Doris Campbell, Barbara Davison, Beverley Dellapinna, Brenda Devitt, Joan Dykeman, Marion Glasgow, Martha Healy, Heather Hemphill, Elizabeth Jardinge, Margaret Judge, Donna MacIntyre, Deborah MacPhee, Susan McBride, Christine Mitchell, Judy Monk, Shirley Primeau, Donna Prosser, Shauna Purdy, Ruth Robillard, Myra Thiemann and Zachary Tynes.*

# 2013-14 NSTU RETIREMENTS

## Lunenburg County Local



*Seated (l-r): Retirees Michael Stewart, Anne Wilson, Susan Burgoyne, Claire Eddy, Carla White, and Anna-Lise Parker. Standing (l-r): NSTU staff Jack MacLeod; NSTU president Shelley Morse; retirees Nancy Wilcox-Richards, Barbara DeLong, Connie Meister, Liane Prest, Steve Prest, Bill Bruhm, and Brian Cooper; Local president Jaylene Chase; and NSTU staff Gérard Cormier and Betty-Jean Aucoin.*

## Queens Local



*Shown (l-r): Queens Local president Nathan Smart; Queens-Shelburne provincial executive member Stacey Thorburn; Shelburne County Local president Dawn Smith; retirees Andrea Crouse and Cathy Wentzell; NSTU staff liaison Debbie McIsaac; and SRSB chair Jennifer Naugler.*

## Pictou Local



*Seated (l-r): retirees Carolyn Sexton, Elizabeth Collier, Lynn MacLean, Brenda Murphy, Cindy Lee Graham, and Anita Carty. Standing (l-r): Nancy Doyle (Pictou Local President); Alison MacPherson (NSTU 1st VP); retirees Tom O'Sullivan, Maureen MacKinnon, Margaret Parker, Sharon Heighton, Debbie Lamey-MacDonald, and John Fraser; and NSTU president Shelley Morse.*

## Shelburne County Local



*Shown (l-r): Shelburne County Local president Dawn Smith; retirees Pam Smith and Cheryl Moore-Blinkhorn; and NSTU staff liaisons Betty-Jean Aucoin and Gérard Cormier.*

## Service Award recipients 2014



Above are recipients of this year's Local Service Awards, which were presented at the 93rd Annual Council Awards Luncheon on May 17. These awards recognize the outstanding contribution of members who provide leadership and service at the Local level.

*Front row (l-r): NSTU president Shelley Morse; Donna Machin (Richmond); Mary McLeod, Sheila Jones and Mary MacPherson (Cape Breton District); Jane Dorey (Richmond); Dawn Smith (Shelburne County); Bev Roy (Kings); Ernestine Oakley (Halifax County); Alison MacPherson (Pictou); and Louise Cloutier and Debra Ripley (Cumberland).*

*Back row: Paul Bowne (Northside-Victoria); Arnold Burke (Cape Breton District); Damian Hall and Peter Doucette (Community College); Larry Coldwell (Kings) and Cathy Doucet (Colchester-East Hants). Missing: Kevin Currie (Halifax County); Stanley Cameron (Inverness); and Charles Colson (Northside-Victoria).*

## Empowerment through yoga, focus of West Northfield's girl power program

West Northfield Elementary School's core French teacher Kathy McNally was grateful to receive a grant through the *Student Initiated Inclusive Practices in Extra-Curricular Programming* through the Department of Education and Early Childhood Development, because she knew she could use her passion for teaching and yoga to empower the Grade 6 girls at her school.

"I felt the need to have a girls-only chance to be together. I believe by focusing the talk on kindness instead of "bullying" we can better control negative behaviour," she says. "In yoga, the belief is everyone is innately good and it is always within us, but sometimes it gets lost or layered over and over by hurt."

She developed *Girl Power: Empowering Girls through Mindfulness, Yoga, and Positive Body Image and Self-esteem*, a 12-week program that combined a 45-minute class time session with a 45-minute yoga practice. "During class time we always began with a quote of the day, like, "Treat others the way that you would like to be treated," she says. "Our sessions focused on topics such as stereotyping, negative body image messaging in the media, how to be a good friend and what builds your self-esteem."

Meadow Cudmore and Josie Skinner are two of the 17 Grade 6 girls that benefited from McNally's program. "It taught us how to do yoga and we talked about self-esteem," says Cudmore. "Inside it made me feel proud of myself."

"It made me feel more confident, and made my life more calm," says Skinner. "I would really recommend the program to anyone."

McNally used resources from the Dove® Self-Esteem Workshop, self-esteem and body image curriculum Beyond Images from the National Eating Disorder Information Centre, and her own personal expertise, in particular in the yoga practice portion. McNally is a certified yoga instructor, and was thrilled to infuse her yoga practice into her teaching practice to benefit young girls.

"I just want them to stop looking at their outer selves and look within and love who they are," says McNally. "Focusing on being nice and kind comes easily when you start to like yourself."



Teacher Kathy McNally (centre) is shown with two of the Grade 6 girls that participated in the Girl Power program, Josie Skinner and Meadow Cudmore.



McNally says that since the girls will be transitioning into junior high school and into a larger school it was important for them to feel ready and grounded within themselves. "The girls came together and have become more closer to each other," says Cudmore. "My parents saw a big improvement in my attitude towards them."

Both girls commented on how they will now look at media's image of women with a more critical eye. "We watched a video about Barbie and how unrealistic her body image is. I liked it and learning about the facts," adds Cudmore. "We also learned about how images of people get photo shopped and how that it's fake," says Skinner.

Barb Cochrane, South Shore Regional School Board's Consultant for Student Program Planning helped McNally apply for the grant. "The program meets many cross-curricular outcomes including



media literacy, and social and emotional development and ELA through the journaling exercise. We met with school administration and discussed the outcomes and how the program would be coordinated—they were totally on board."

McNally says that she had great support from school administration and her teaching colleagues to implement the program. "One of our school goals focuses on reducing the anxiety level of our students, and this program has helped greatly, by encouraging students to stay in the moment and focus on the present."

Both Cochrane and McNally also discussed a corollary program that took place for the Grade 6 boys as well, incorporating the Be the Peace anti-bullying program and focusing on topics including male stereotypes, violence in the home, healthy relationships and sexual health. "Both the Grade 6 boys and girls benefited from the program," continues McNally.

McNally, who currently teaches yoga to adults in her community and also teaches yoga at the South Shore Chapter of Autism Nova Scotia, is hopeful that this program will have a long-lasting impact. "I am going to try and continue yoga," says Skinner. "I am going to continue to use my journal, it helps to write about my feelings," says Cudmore.

"It's important for girls to know that they should love themselves and doing things for others makes you feel good," adds McNally,

Cochrane and McNally would love to see the program continue and perhaps even expand to the other elementary school, New Germany Elementary that feeds into New Germany Rural High School. "This program ties in very well with the Board's ongoing partnership with the South Shore Health board," says Cochrane.

# The Language-Literacy Connection

(This article originally appeared on the Strait Regional School Board website in honour of Hearing and Speech Month, May 2014.)

by Alanna Keoughan



From left to right: SRSB's S-LPs Stephanie Brushett and Leanne Lowther; Alanna Keoughan (S-LP Intern); and SRSB S-LP Nicole Corkum. Missing from photo are SRSB S-LPs Sheri Lambourne and Susan Pollock.

As a new teacher, beginning to learn the multitude of factors that go into the reading process, I found myself wondering why some students did not succeed in reading. I thought that I must be doing something wrong, missing pieces of the puzzle. For a few children, no matter how much time we spent reading it was still an ongoing challenge. As an Early Literacy Intervention (ELI) teacher expected to remediate reading, it was frustrating not knowing how to help these students.

At the peak of my frustration, I was accepted into Dalhousie's Speech-Language Pathology (S-LP)

program. I was determined to learn more about the reading process and figure out how I could support teachers with the challenges they face teaching children to read.

For my final clinical placement, this past January to April, I chose the Strait Regional School Board. I had heard about the education-focused service delivery model this Board's S-LPs follow and I wanted to investigate it further. I came here with one main question: what are the connections between oral language, phonological awareness and literacy and how do we support these areas of need?

Throughout my placement, I discovered what some of the missing puzzle pieces are for those students struggling to read: there may be underlying weaknesses in the key elements for being a successful reader – oral language (listening comprehension and speaking) and phonological awareness (early literacy skills). Oral language skills and phonological awareness are the building blocks upon which all other literacy skills are built. I have learned that to support struggling readers we need to strengthen these foundation skills, which underlie literacy development.

During my clinical placement with Nicole Corkum and Stephanie Brushett, I gained an appreciation for the diverse ways that S-LPs can deliver services to identify and support these areas of need. For example, I assessed students' language skills to determine their profile of strengths and needs, and made recommendations relevant for their programming. I taught phonological awareness skills to Primary and Primary/1 classes, and consulted with teachers to incorporate these skills into their daily teaching. I provided language stimulation to small groups of children identified as having language needs. I observed teachers being trained in research-based programs such as Visualizing & Verbalizing, so they can incorporate such programs into their practice. I also delivered this intervention to small groups of students. These are examples of this Board's education-focused service delivery model that I came here to learn more about.

I look forward to a career of combining my dual training as a Speech-Language Pathologist working in education. As I begin my new career, I will look at literacy through a language-tinted lens and think of the following quote: "Reading and writing float on a sea of talk" – James Britton.

*Alanna Keoughan is an early elementary teacher from PEI who recently completed the SL-P program at Dalhousie University. She completed her final clinical placement in April 2014 with SRSB SL-Ps Nicole Corkum and Stephanie Brushett.*

## NSTU STANDING & OTHER COMMITTEES



Would you like to serve the NSTU at the Provincial Level?

The NSTU needs input from the widest-possible cross section of its members to make the most effective contribution to education. Members serve on most provincial standing committees for a maximum of two years,\* so we are constantly in search of skilled and interested persons to make our committee structure operate successfully. Committee membership is open to Active and Active Reserve Members.

\*NSTU Operational Procedures state: Appointment to a committee will be for one defined term of two years. In extraordinary circumstances, an extension of one year is permissible.

- **APPEALS** - reviews applications for assistance on appeals under Section 26 of the Education Act and decides if the appealing teacher is to receive legal assistance from the Nova Scotia Teachers Union.
- **COMITÉ DE PROGRAMMATION ACADIENNE** - studies the curriculum and all proposed changes in it as it relates to Acadian schools under the direction of CSAP and reports its findings to the Provincial Executive.
- **CURRICULUM** - studies the curriculum of schools and proposed changes and reports the findings and recommendations to the Provincial Executive. **NOTE: Three appointments will be made, one of which is available to a CSANE member.**
- **EQUITY** - is concerned with matters pertaining to the status of women, equity and diversity issues.
- **FINANCE & PROPERTY** - prepares the annual budget for Council, keeps informed of the Union's financial position, supervises the payment of accounts, forwards financial statements to Executive meetings, determines the amount of travel expenses to Council and checks every NSTU expenditure on property.
- **MEMBER SERVICES** - identifies bargainable items; prepares background information related to merits of negotiable items; identifies trends and developments in teacher bargaining across Canada; reviews economic forecasts; considers Council resolutions; plans workshops for REWC negotiations; reviews results of the most recent contract bargaining. **NOTE: One appointment will be made to the Member Services Committee to a Community College member.**
- **PDAF** - reviews applications for financial assistance to support innovative curriculum projects and awards grants to successful applicants.
- **PENSION** - studies pension resolutions and keeps the Executive informed of trends and changes affecting teachers' pensions. **NOTE: Two appointments will be made to the Pension Committee, one from the Annapolis Region and one from the South Shore/Tri-County Region.**
- **PROFESSIONAL DEVELOPMENT** - reviews and develops policy programs and ideas intended to improve the effectiveness of teachers as professionals and to advance education through research in Nova Scotian classrooms.
- **PROVINCIAL ECONOMIC WELFARE COMMITTEE** - responsible for preparing the Asking Package for the Teachers' Provincial Agreement.
- **PUBLIC AFFAIRS/PUBLIC RELATIONS** - promotes the involvement in public affairs by encouraging NSTU members (and others) to take an active part in government affairs pertaining to public education. Examines and reviews NSTU public relations and communications programs.
- **TEACHERS WITH ADMINISTRATIVE RESPONSIBILITIES** - provides a voice, within the NSTU, for teachers with administrative responsibilities.
- **SHEONOROIL BOARD OF DIRECTORS** - the Sheonoroil Foundation is an arms-length charitable agency created to fund school and campus-based projects and research directed at reducing violence in schools and Community College campuses. The Board of Directors is the governing body of the Foundation; it develops Foundation policy, mandates Foundation initiatives and approves project funding.
- **SUBSTITUTE TEACHER** - advises the Provincial Executive on issues affecting and of concern to substitute teachers. **NOTE: Appointments to the Substitute Teacher Committee are made at the October meeting of the Provincial Executive. Therefore, the deadline for receipt of applications to this Committee is October 10, 2014.**
- I would be willing to serve on any committee.

**Applications must be received in Central Office by Friday, June 27, 2014**

*Note exceptions: Substitute Teacher Committee (October 10, 2014)*

You may download the NSTU Standing/Other Committees application form from the NSTU website or apply online by going to the following link (you do not require an NSTU webmail account to apply online):

<http://www.nstu.ca/default.asp?mn=1.373.376.395>

*The NSTU reserves the right to re-advertise any position if a sufficient number of applications are not received by the deadline.*

# Bridgetown Regional High celebrates Service Learning

Bridgetown Regional High students and staff participated in the Province's weeklong celebration of Service Learning on June 2 by hosting a Gala that showcased the service learning projects undertaken by the school's Options and Opportunities (O2) program.

"It is programs like Options and Opportunities that help to foster a sense of community in our students," said Education and Early Childhood Development Minister Karen Casey, in a news release issued by her Department. "These students have done an amazing job, and it is important we recognize the hard work they have put into their projects to better their communities." Casey, who attended the event, also said she was happy to "Celebrate kids, schools and success."

Other special guests at the event were Annapolis Valley Regional School Board (AVRSB) chair Lavinia Parrish Zwicker, AVRSB superintendent Margo Tait and Bridgetown Regional High principal Meredith Burton, who provided a keynote for the event.

"As a former staff member, this school holds a special place in my heart," said Tait. "It's evident that students want to give back, and O2 is a model that we'd like to exemplify for any student. I'd like to thank O2 teachers Johnny Marshall and Maryanne McNeil for their exemplary commitment to O2 and service learning. They are teachers who make a difference."

Burton also reiterated the hard work of the O2 teachers and students at the school "O2 can't be successful without community connections," she said.

Over the last three years, the BRHS O2 service learning initiatives have allowed the school to develop three main features: a catering business that provides food and hospitality services to local community groups; a DJ company that provides music entertainment to local schools; and a print shop that customizes apparel and accessories for individuals and groups.

NSTU executive staff officer Betty-Jean Aucoin was also a special guest attending the event. Through the NSTU's Program Development Assistance Fund (PDAF), which Aucoin coordinates, BRHS was able to get funding to help support the catering and print shop programs developed through the school's O2 program.

"It's wonderful to be here this evening to see PDAF projects in action, supportive of innovation and partnership in our schools," said Aucoin. The event included a sit-down meal prepared and served by BRHS students, including a whole host of non-alcoholic cocktails created by students. Members of the community involved in the service learning programs at BRHS were also recognized during the evening's gala.



BRHS students are shown with special guests at their Service Learning Showcase on June 2. Front row: O2 teacher Maryanne McNeil and NSTU executive staff officer Betty-Jean Aucoin (far left); Minister Casey (centre); and AVRSB chair Lavinia Parrish Zwicker. Back row: Department of Education and Early Childhood Development O2 coordinator Peter Smith and O2 teacher Johnny Marshall (far left) and AVRSB superintendent Margo Tait (far right).

**AUGUST 11-12, 2014**

**MOUNT SAINT VINCENT UNIVERSITY**  
166 BEDFORD HIGHWAY, ROSARIA STUDENT CENTRE - HALIFAX, NOVA SCOTIA

## ANNE DAVIES & SANDRA HERBST LEADING EQUITABLE ASSESSMENT PRACTICES



Anne Davies

Sandra Herbst

Anne Davies and Sandra Herbst, two of the world's foremost experts on assessment for learning, introduce the concept of Assessment Leadership for Learning and how you can move your system forward — whether your system is a school, a cluster of schools, a department, or an entire district.

This two day conference is a partnership between the NSELC and Education Leadership Canada® and will run in a workshop format allowing participants the opportunity to focus on Formative Assessment through the lens of equitable assessment practices for all students. Embedded in the two days will be multiple opportunities for reflection, processing and questioning where do we go from here? These sessions are designed for school teams and/or school communities who will provide an opportunity to plan together. Each team will receive supportive materials such as PowerPoints, graphic organizers and a loaded NSELC memory stick.

Register  
Starting April 1  
[www.nselc.ca](http://www.nselc.ca)

### REGISTRATION FEE

**\$470 (plus tax)**  
(includes continental breakfast, nutrition breaks and lunch each day)

### WORKSHOP AGENDA

Registration: 7:30 a.m. - 9:00 a.m.  
Day One Workshop: 9:00 a.m. - 3:30 p.m.  
Day Two Workshop: 8:00 a.m. - 3:30 p.m.

### HOTEL RESERVATIONS

Email [patricia.drake@msvu.ca](mailto:patricia.drake@msvu.ca)



Education Leadership Canada®, a division of the Ontario Principals' Council, offers multiple professional development opportunities for current and aspiring school leaders.

Education Leadership Canada® provides a comprehensive package of training and assessment opportunities for school principals and vice-principals. These include skills assessments, needs identification, mentoring support from experienced peers, workshop sessions, video-based training programs and learning opportunities via online delivery modes.

Education Leadership Canada® may be accessed by individual principals and vice-principals, principal associations and district school boards.

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416-322-6600 / 1-800-701-2362 Email: [elc@principals.ca](mailto:elc@principals.ca)

[www.principals.ca](http://www.principals.ca)



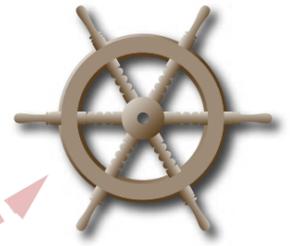
The Nova Scotia Educational Leadership Consortium is a non-profit organization comprised of partners who share a common interest and commitment to public education. The NSELC offers a wide variety of professional learning programs which develop and expand learning for educators who are or aspire to be educational leaders. These programs are based on current research and best practices, and provide educators with the skills development they require to become more effective leaders.

NSELC, Suite 395, 3 Spectacle Lake Drive  
Dartmouth, NS B3B 1W4  
Phone: 902-422-3270

[www.nselc.ca](http://www.nselc.ca)



# Charting Your Course FOR PROFESSIONAL DEVELOPMENT



## Fond Farewell

by Betty-Jean Aucoin, Executive Staff Officer, Professional Development/Professional Associations

It is that wonderful time of year when the Nova Scotia Teachers Union gets the opportunity to celebrate retiring teachers. I am fortunate as staff to get to attend the celebrations of those Locals I liaise with throughout the year. Our president and other NSTU staff attend many other retirement banquets that take place throughout our 23 Locals. This is a time when retirees, new retirees with their families and active members join together to celebrate the teaching careers of those who have given a lifetime to teaching.

As we reflect over the present year and the careers of our teachers, we often are reminded of why we chose to enter the education profession. Many retirees speak of the many joys they experienced teaching in our public schools and also note some of the challenges they faced over the decades. As I listened, I was reminded of the words of Edgar Allan Poe, "It was the best of times; it was the

worst of times."

Some of the positives I heard from our newest retirees could have been noted by any one of our 10,300 members:

*"Get to see those 'light-bulb' moments. I am helping kids learn to read and I know that it's something they'll use for the rest of their lives."*

*"I have always wanted to make an actual difference in a child's life supporting them in being the best they could be, inclusive of their strengths and needs."*

*"Share my passion for learning and my love of science, math..."*

*"Receive the opportunity to reach out to all children in support of a better tomorrow."*

*"Work with fellow colleagues both teachers and teachers with administrative responsibilities who supported me in so many ways."*

We also had the opportunity to hear some of the challenges and those things they will not miss as June 30 arrives:

*How did it get so late so soon?  
It's night before it's afternoon.  
December is here before it's June.  
My goodness how the time has flown.  
How did it get so late so soon?*  
—Dr. Seuss

*"I will not miss the unnecessary paper work that took me away from the thing most necessary for student growth—teaching."*

*"I won't miss the need to remember all 50 plus acronyms associated with every change brought forward with initiatives, new programs and positions."*

*"I won't miss broken down equipment and the frustration of trying to implement a new program without adequate resources."*

As retirees concluded their remarks,

they thanked the many colleagues and family who were supportive of them throughout the years. No one knows the life of a teacher unless you have actually been one, a spouse or partner to one or have a parent as one. Only these folks know of the sacrifices that teachers give up supporting the many academic, social, emotional and physical needs of all children. They are keenly aware of the contribution of personal time, resources and sometimes health that teachers give up to ensure they meet the needs of those they teach. When teachers left the podium, they were embraced by their families knowing they are regaining family and personal time with their loved ones.

Upon the conclusion of the meal and gift presentations, many attendees stayed behind to share in their one last thank you and best wishes. The late, great Maya Angelou, famous educator, poet and social activist, noted that 'teachers were rainbows in the clouds'. I would agree with her words as I witness the many stories and narratives in celebrating our own rainbows. Thank you to all retirees for the contributions made to our noble profession—teaching.

Best wishes for a wonderful new journey.



The annual Queen's Local retirement celebration.



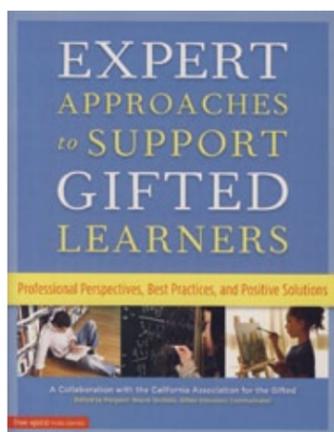
## Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Email your name, home address, and school or campus name with "PD Giveaway" in the subject line to [theteacher@nstu.ca](mailto:theteacher@nstu.ca) by August 15 to be eligible for the draw.

This month's Equity giveaway is *Expert Approaches to Support Gifted Learners*, edited by Margaret Wayne Gosfield, published by Free Spirit Publishing.

This practical guide is for educators and parents of the gifted. The 36 articles contained within the collection are a best of from the Gifted Education Communicator, the national publication of the California Association for the Gifted.

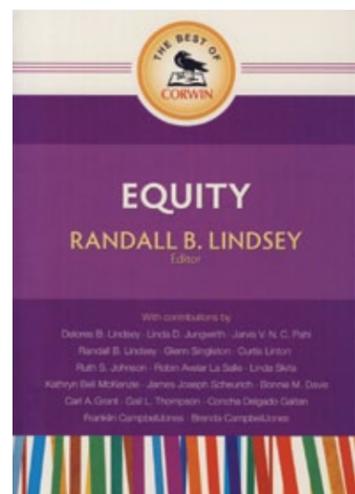


## EQUITY COMMITTEE BOOK REVIEW

Email your name, home address, and school or campus with "EQUITY" in the subject line to [theteacher@nstu.ca](mailto:theteacher@nstu.ca) by August 15 to be eligible for the draw.

This month's Equity giveaway is *Equity* edited by Randall B. Lindsey, published by Corwin, A Sage Company.

This collection features authors who offer a unique perspective around key topics including: tools of cultural proficiency; equity audits; courageous conversations about race and reflecting on practice.





Members of the Annapolis Valley region (Annapolis, Kings and Hants West Locals) donned their branded clothing during Annual Council 2014. Back row (l-r): Adam Boyd, Sheldon States, Alister Wadden, Jo-Leigh MacPhee, Ken Hassell, Isaac Schurman, and Shane Goucher. Front row: Donna Griffin, Theresa Pelley, Belinda Snow, Kim Frank, Pamela Langille, Thérèse Forsythe, Stefanie Conway, Krista Wright, Cathy Burgess, Natalie MacIsaac, Sara Eaton, Tami Cox-Jardine, Lisa Barteaux and NSTU president Shelley Morse.

## Final Huntley interns of the year visit the NSTU

Six more NSTU members participated in the John Huntley Memorial Internship program on May 29 and 30, as the program wrapped up for the 2013-14 school year. Connecting with NSTU staff in administration, professional development, public relations and communications, member services, counselling services and the Early Intervention Program, Huntley interns get to experience various NSTU employee roles, and learn about the programs and services staff provides for NSTU members.



**Seated (l-r):** Melissa Gould (Cumberland), a Grade 2/3 and early literacy teacher at Northport Consolidated School; Megan Phelan (Cumberland), a resource, LD and Healthy Living teacher at E.B. Chandler School; Katrina Slaney (Shelburne County), an English teacher at Barrington Municipal High; and NSTU Huntley staff liaison Gérard Cormier. **Standing:** Acting EIP manager Leticia Richer; Stacy Samson (CSANE), a Grade 9 social studies and PDR teacher at École secondaire du Sommet; Lillian Lake (Community College), a professional support member who is the Coordinator of Student Retention & Employment at the Truro Campus; NSTU executive director Joan Ling; Ann Marie LeLievre (Inverness), a Grade 2 and Primary to 3 ELI teacher at Cape Breton Highlands Education Centre/Academy; and NSTU president Shelley Morse.

## The John Huntley Memorial Internship Program

The deadlines for application for the John Huntley Memorial Internship Program for the 2014-2015 school year are **September 15, November 15, February 15 and April 15.**

Applications for active NSTU members are available through your NSTU rep, on the NSTU website at [www.nstu.ca](http://www.nstu.ca) or at Central Office 477-5621 or 1-800-565-6788.

The internship provides members with an opportunity to learn more about the NSTU.

**Nova Scotia Teachers Union**

## Education Research Award presentation

NSTU president Shelley Morse presented Amy Boudreau with her Education Research Award recognition plaque at the Halifax City Local Rep recognition dinner on June 10. Boudreau is a Grade 2/3 teacher at St. Joseph's A. McKay School in Halifax. Her research, *Relational Theory & Critical Race Theory as Social Practice in School: The Restorative Approach*, looked at how a restorative approach in education serves to create positive, inclusive and safe school climates and learning communities.



Shown (l-r): Provincial Executive member Keri Butler; NSTU president Shelley Morse; Halifax City Local president Liette Doucet and Amy Boudreau.

# fresh

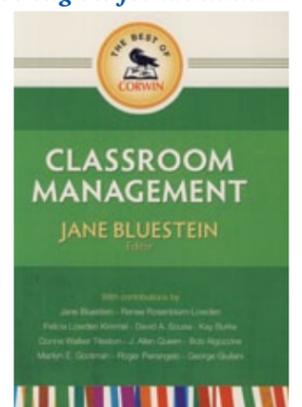
## Putting new members in the KNOW!

Email your name, home address, and school or campus with "FRESH" in the subject line to [theteacher@nstu.ca](mailto:theteacher@nstu.ca) by August 15 to be eligible for the draw.

This month's Fresh giveaway is **Classroom Management** edited by Jane Bluestein, published by Corwin, A Sage Company.

This collection features excerpts from nine classroom authors recognized for their expertise in classroom management techniques and practices.

Strategies and techniques explored in this book can be implemented immediately to engage students and create a positive learning environment and help to re-focus your time on teaching.



## Let's Move!

by Victoria Shupe BScKin, CPT  
 PUSH Fitness and Performance Training

It is no secret that activity levels decrease with age. Life gets in the way, we don't recover the way we used to, our schedules are overwhelming, etc. According to Stats Canada, only about 15 per cent of adults are meeting the requirement of 150 minutes of moderate to vigorous physical activity per week. The idea here is to spread out those 150 minutes over the week rather than doing it all in one day and being sedentary the rest of the week. Ideally, we should have some thoughtful movement seven days a week.

Think about a typical day, how much time do you spend sitting? Why is it important to get moving? There are many benefits to exercise and movement including increased bone density, reduced risk of diseases associated with aging, increased strength, coordination and balance, decreased risk of Type 2 Diabetes and heart disease, and decreased risk of anxiety and depression. The list of benefits is long and diverse. So how do we fit some planned movement into our day? There are many ways to reap these benefits without stepping foot into a big box gym. The best way to start your "movement" is to get up out of your chair. The American Heart Association has some great ideas of how to get moving at work and in your everyday life:

- Brainstorm project ideas with a coworker while taking a walk.
- Create an exercise accountability partnership.
- Stand while talking on the telephone.
- Walk down the hall to speak with someone rather than using the telephone or sending an email.
- Take the stairs instead of the elevator. Or get off a few floors early and take the stairs the rest of the way.
- Participate in or start an adult recreation league at your school.
- Schedule exercise time on your business calendar and treat it as any other important appointment.
- Get off the bus a few blocks early and walk the rest of the way to work or home.
- Walk around your building for a break during the work day or during lunch.
- Plan family outings and vacations that include physical activity (hiking, backpacking, swimming, etc.)
- Play your favourite music while exercising; enjoy something that motivates you.
- Go out for a short walk before breakfast, after dinner or both! Start with five to ten minutes and work up to 30 minutes.
- When walking, pick up the pace from leisurely to brisk. Choose a hilly route.
- When watching TV, sit up instead of lying on the sofa, or stretch. Better yet, spend a few minutes pedaling on a stationary bicycle while watching TV.
- Throw away your remote control. Instead of asking someone to bring you a drink, get up off the couch and get it yourself.



As a teacher, you have the ability to instill some amazing values in your students. Why not share the importance of physical activity with them? Maybe have the students perform 30 jumping jacks to help re-focus them. Organize a group walk at lunch once a week. Assign physical activity as homework. Play with the kids at recess or after school. As the teacher, stand as much as you can—maybe get a standing desk for times when you need a computer.

The main goal is to just get moving and there is no perfect way to do it—find what works best for you. The key is being consistent so make your goals attainable and be realistic. Bringing movement into the workplace not only benefits you, it benefits those around you like your co-workers and students. Same goes for participating in activity as a family, everybody wins. What are your activity goals for this week? This month? This year? Keep it simple, just move!

### Here are some great resources to check out:

[http://www.csep.ca/CMFiles/Guidelines/CanadianPhysicalActivityGuidelinesStatements\\_E.pdf](http://www.csep.ca/CMFiles/Guidelines/CanadianPhysicalActivityGuidelinesStatements_E.pdf)

[http://www.cdc.gov/nccdphp/dnpa/physical/pdf/PA\\_Intensity\\_table\\_2\\_1.pdf](http://www.cdc.gov/nccdphp/dnpa/physical/pdf/PA_Intensity_table_2_1.pdf)

<http://zenhabits.net/the-ultimate-guide-to-motivation-how-to-achieve-any-goal/>

### REFERENCES:

[http://www.heart.org/HEARTORG/GettingHealthy/PhysicalActivity/Exercise-Tips-for-Older-Americans\\_UCM\\_308039\\_Article.jsp](http://www.heart.org/HEARTORG/GettingHealthy/PhysicalActivity/Exercise-Tips-for-Older-Americans_UCM_308039_Article.jsp)

[http://www.heart.org/HEARTORG/GettingHealthy/PhysicalActivity/GettingActive/Get-Moving-Easy-Tips-to-Get-Active\\_UCM\\_307978\\_Article.jsp](http://www.heart.org/HEARTORG/GettingHealthy/PhysicalActivity/GettingActive/Get-Moving-Easy-Tips-to-Get-Active_UCM_307978_Article.jsp)

<http://www.statcan.gc.ca/pub/82-003-x/2011001/article/11396-eng.htm>

For previous *The Well Teacher* articles, go to [www.nstu.ca](http://www.nstu.ca)

Click on ►► Communications  
 ►► NSTU Publications ►► The Teacher  
 ►► The Well Teacher

## YOGA IN SCHOOLS

### 7<sup>th</sup> Annual Summer Institute Teacher Training

A course that inspires growth, connection and inner peace.

This program will provide teachers with an introduction to Mindfulness Meditation, Yoga, Yoga II, Yoga for Special Needs and Autism, with physical practice and experiential activities. These hours are part of the optional 200 hr certification which is required to teach Yoga II in schools. Graduates of the 200 hr certification program will receive all yoga programs designed by Jenny.

"This program has CHANGED my life personally and professionally!! I have learned the importance of taking time for myself."

—Daneen Dymond, Yoga in Schools Graduate, NB

"Joy and gratitude are palpable throughout the journey. This course is changing many lives, having lasting effects within the education system."

—Sue Stevenson, Principal, Parrsboro High

**THIS PD WORKSHOP WILL LEAVE YOU FEELING REFRESHED, RENEWED AND INSPIRED.**

**Who can attend:** This program is suitable for all teachers/specialist especially Phys. Ed., support staff and guidance.

**Leaders:** Jenny Kierstead, author of 6 yoga school programs and National award-winning educator, is founder of Breathing Space Yoga Studios. She has trained and mentored the many teachers introducing yoga to their schools. Blair Abbass has been teaching meditation and stress reduction for students and teachers for over 25 years and was the first teacher to bring Yoga II to HRSB.

**Date(s):** July 21<sup>st</sup> to the 24<sup>th</sup>

**Location:** Chocolate Lake Hotel, Halifax

**Time:** 9:00 a.m. - 3:30 p.m. **Fee:** \$ 500 + HST (check local PD for funding)

**Contact:** Jenny Kierstead and Blair Abbass (902) 444-YOGA (9642) / [info@BreathingSpaceYogaStudio.ca](mailto:info@BreathingSpaceYogaStudio.ca)

\*Alternative start date Full program September 20/14



The Early Intervention Program (EIP) invites NSTU members to sign up for our Wellness email list at [Be\\_Well@nstu.ca](mailto:Be_Well@nstu.ca). Please contact Erin at [ekeefe@staff.nstu.ca](mailto:ekeefe@staff.nstu.ca) and provide your NSTU email address.

This list provides information about the EIP and other wellness topics.

FOUR DAYS THAT CAN TRANSFORM YOUR LIFE AND YOUR TEACHING CAREER

## NSTU Leader Profile

### LOUIS ROBITAILLE – Community College NSTU Provincial Executive

Community College Local Provincial Executive member Louis Robitaille has been an adult educator for over 20 years. It was during a demanding time as a teaching assistant at Queen's University while completing a Master of Science in Physics that he got the teaching bug. "I had to teach first and second year life sciences students who didn't see the relevance of physics to their degree—it was a challenge," he says. But he rose to the challenge, and even though he was accepted into a PhD program for physics, he took the BEd route to become a teacher.

An NSTU member since 1996, Louis started teaching at the College in the Pre-Tech for Women Program at the Nova Scotia Institute of Technology in 1992. He then taught similar programs at the Adult Vocational Training Centre Dartmouth and Akerley Campuses from 1994 to 1996.

In the fall of 1996 he moved to the Cumberland Campus to teach in the Electronics Assembly Person Program. Finally moving to the Lunenburg Campus in 1998 to teach in the Electronic Engineering Technician Program, he currently teaches related subjects to the trades (math, physics, statistics, and electrical theory). He has a BSc from Waterloo (Co-op Physics Honours) and received his BEd from Dalhousie University. Prior to his teaching career he was employed with Northern Telecom in Ottawa and obtained his MSc while employed there.

"I initially got involved with the NSTU at the end of my first year at the Lunenburg Campus," he says. "Dave Piercy, at the time our Provincial Executive member, encouraged me to get involved and put my name forward to serve as campus NSTU rep."

Robitaille has been heavily involved for the last 15 years. Not only was he a campus rep for several years, he attended the very first rep retreat of the Community College Local, was the VP of Economic Welfare for two years (2006 to 2008), and then Local president (2008 to 2012). He begins his second two-year term on the provincial executive on August 1.

"I was also on the founding Executive of the AAE," he adds. He served as vice-president of the Association of Adult Educators (AAE), the professional association of the NSTU that serves Community College members, for five years.

Robitaille has served on his Local's Economic Welfare, Scholarship/Bursary and Nominating committees and provincially currently serves on the Governance & Policy and Finance & Property committees. He has also been very engaged with negotiating collective agreements for Community College members, having served on CCEWC (Community College Economic Welfare Committee) for the 2004, 2008, and 2011 Asking Packages and on the negotiating team for the 2008 & 2011 contract. He currently chairs CCEWC, which has just begun its deliberations for the next contract.

"The only Community College members who have been on more negotiating teams are Damian Hall and Ann Windsor-Hall," he jokes. Damian Hall is a former provincial executive member and Community College Local President who has been very involved in the Community College Local as well. "I give credit to Dave Piercy, Bob Scott, and Damian Hall, all of whom encouraged me in my NSTU activities and mentored me along the way," he comments.

He likes the big picture perspective of being a Provincial Executive member. "Around the PE table we are making decisions based on what's best for the Union as a whole," he says. "It's more global than at the Local level."

Compared to the Primary to 12 system, he believes that most of the issues his members have are dealt with fairly by the employer. "The College is a good employer but more importantly likes to be seen as a good employer. But it is still necessary to have a strong voice when negotiating our tentative agreements."

Since serving on the negotiating team for the last three contracts Robitaille has seen several gains for Community College members. "Having worked at multiple campuses as a casual, term, and full-time faculty I still see the need for better conditions for term and auxiliary employees," he says. "We've made progressive steps towards regaining items lost in the 1998 agreement."

He also recalls the near strike of his members in 2009, during his first term as Local president. "We had a strong strike mandate and the Local was well-prepared to face the potential strike. It was a tense time, but also a time to be proud of the NSTU and the Local."

Robitaille also comments on NSTU's public programs, like the Stand For Education campaign, which highlight and promote the importance of providing adequate public education funding. "My job would be a lot easier if students in the early grades received the resources they needed," he says. "Improving public education makes the work environment better for public school and Community College members."

Like other Provincial Executive members, he sees member engagement as an ongoing issue. "A big challenge is getting new members involved. We need



younger people involved in leadership right across the board," he says. "The NSTU does a good job providing PD to its members; this is important work that we take seriously."

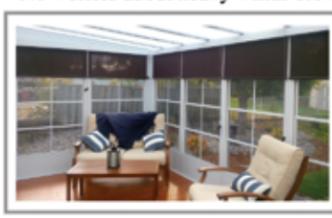
The Malton, Ontario native who grew up "literally down the road from the Toronto airport and two miles west of Canada's Wonderland," loves his peaceful life in Lunenburg County. And in his precious spare time that's not taken up with NSTU-related work, he nurtures his passion for music. He's been involved for more than a decade with The Lunenburg Folk Harbour Society. He has been the program chair for the past four years, and is currently in the midst of helping organize its 29th Festival. "I'm very proud of that work and very happy to give of my time," he says. "For me it's about community service as well as labour service—I have strong beliefs in community connections and serving people. Serving and helping people is really why we do what we do."



Natural Light Sunspace is delighted to offer a \$500 discount off any 3-Season Sunroom, Screen-room and Permanent Awnings to all NSTU members. Take your deck to the next level with our beautiful permanent awning, screen room or sunroom products. Turn your backyard into a retreat that you can use for most of the year so you can truly enjoy your patio furniture, backyard, hot tub, pool...

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  - on hot scorching sunny days
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## NOTICES

### *Association of Teachers of Exceptional Children - looking for representatives*

Have you attended a past ATEC Conference? Would you be interested in becoming involved as a committee member? ATEC is presently looking for a representative from the Annapolis Valley Regional School Board and Tri-County Regional School Board. Please contact Louis Detienne, president of ATEC at [ladetienne@nstu.ca](mailto:ladetienne@nstu.ca).

### *Holocaust Education Week - November 2014*

Temple Sons of Israel, Sydney, Nova Scotia; Kathy Kacer- award winning writer. Website: <http://holocausteducationweek.tumblr.com/>; Email: [Info-educationholocaust@gmail.com](mailto:Info-educationholocaust@gmail.com)

### *June Callwood Harmony Scholarships & Awards - Deadline: June 30*

June Callwood Harmony Scholarships recognize the outstanding achievements of youth in promoting harmony and diversity across Canada. The scholarships aim to recognize young leaders who have taken action to challenge discrimination and inequity in their communities. Recipients will be each awarded a \$1,000 scholarship at the annual Harmony Awards.

The Harmony Award is given annually in recognition of an individual organization which has made a significant contribution towards eliminating barriers to diversity in Canada. Award recipients are leaders in Canada who have a commitment and have worked tirelessly to enrich the diversity of our country. The Harmony Educator Award is presented to a "front-line" educator (such as a teacher) who has day-to-day and direct interaction with the student community, in recognition of their exemplary achievements in promoting diversity in both their schools and their communities. The Harmony Leadership in Education Award is presented to an educator, in an administrative role (principal, equity officer, trustee, etc.) or in research and academia, in recognition of their exemplary achievements in promoting diversity in their school/board and community.

The Harmony School of the Year Award is presented annually to an elementary or secondary school that has completed the Harmony Diversity Leadership Certificate Program (DLCP), or the Equity Leadership Training Program (ELTP) within the past school year, in recognition of their exemplary achievements in going above and beyond the training to promote diversity, equity and inclusivity in both their schools and their communities.

The deadline for all scholarship applications and award nominations is Monday, June 30, 2014. Further information and applications can be found at [www.harmony.ca](http://www.harmony.ca)

## First Graduating Class of the Instructional Leadership Academy

Twenty-nine principals are being celebrated as the first graduates of the new Nova Scotia Instructional Leadership Academy.

Introduced in September 2010, the Nova Scotia Instructional Leadership Program is a three-year diploma program that provides principals and other instructional leaders with the skills and knowledge they need to improve their instruction and leadership abilities.

"The Nova Scotia Instructional Leadership Program is a rigorous set of courses that were developed specifically for school-based leaders in Nova Scotia," said Education and Early Childhood Development Minister Karen Casey. "These graduates attended sessions for three years to complete the program, all to provide the best possible education for their students."

This program helps students by providing the leaders in their school with best practices and proven methods to achieve a higher level of student achievement and encourages them to work with staff to support those practices in every classroom.

"No other single program has had such a positive impact on my practice as an administrator," said Janece McNutt, principal, St. Mary's Bay Academy in Weymouth, Digby Co., who graduated from the program. "For me it has been the perfect blend of theory, practical application and networking. I strongly encourage other principals to take advantage of this excellent opportunity."

This one-of-a-kind program was designed through collaboration with principals, school boards, the Nova Scotia Teachers Union, Nova Scotia School Boards Association, universities and the Department of Education and Early Childhood Development to meet the need for more instructional leadership support requested by principals.

It is delivered by the Nova Scotia Educational Leadership Consortium on behalf of the Department of Education and Early Childhood Development. For more information visit <http://nselec.ednet.ns.ca/>.

**CONTACT 2014**  
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To register for CONTACT 2014 please contact your Local President or your Professional Association President.



### Overseas opportunities for Teachers in the Nova Scotia International Programs

Recruitment is underway for September 2014 openings in the Nova Scotia international programs. Teach in an exciting environment or apply your school leadership expertise to a new set of challenges.

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To learn more, email us at:

[internationalprograms@gov.ns.ca](mailto:internationalprograms@gov.ns.ca)

From time to time, opportunities arise throughout the year for short-term positions. If you would like to learn more, please contact us at the above email address.

*'A mind that is stretched by a new experience can never go back to its old dimensions.'*

Oliver Wendell Holmes





## Workplace Violence: It's not part of the job

The Nova Scotia Teachers Union does not believe that workplace violence is part of a teacher's job. That's why the NSTU campaigned, successfully, along with other major public sector unions in Nova Scotia, to have Violence in the Workplace Regulations passed under the Nova Scotia Occupational Health and Safety Act in 2007.

### Workplace Violence is defined as:

- threats, including a threatening statement or threatening behaviour that gives an employee reasonable cause to believe that the employee is at risk of physical injury,
- conduct or attempted conduct of a person that endangers the physical health or physical safety of an employee.

Here are some tips on how to use the Workplace Violence Regulations to ensure that your employer is taking all reasonable steps to prevent violence in schools and to adequately respond to incidents of workplace violence.

### Ask to see your School's Workplace Violence Prevention Plan

Every school is supposed to conduct a violence risk assessment at least once every five years, and if a significant risk of violence is identified, the school is required by law to have a Workplace Violence Prevention Plan.

The Workplace Violence Regulations require that the employer make a copy of the workplace violence prevention plan available for examination at the workplace by any employee in that workplace.

### Ask the principal for the Plan and ask yourself:

Does the Plan set out reasonable measures to eliminate the risk of violence in the workplace?

Does the Plan have a process for providing employees who are exposed to a significant risk of violence with information on the nature and extent of the risk of violence?

Does the Plan require training for employees exposed to a significant risk of violence on their rights and responsibilities, the measures taken by the employer to reduce the risk, how to recognize situations with the potential for violence and how to respond appropriately?

Does the Plan clearly set out how to report, document and promptly investigate incidents of violence?

Have these parts of the Plan actually been carried out in practice?

### Bring your concerns about the Plan to the attention of the principal and the Joint Occupational Health and Safety Committee.

If you feel that the Workplace Violence Prevention Plan is inadequate, or that the Plan is not being carried out in practice, bring your concerns to the attention of the principal. If you are not satisfied with the principal's response, bring your concerns to the attention of the Joint Occupational Health and Safety Committee and ask the Committee to make specific recommendations to the principal in writing. The principal has to respond within 21 days. If you are not satisfied with the response of the Committee, bring your concerns to the attention of an Officer with the Occupational Health and Safety Division of the Nova Scotia Department of Labour.

### Suggest specific measures to eliminate the risk of violence in the school.

As someone who works in the school every day, you have the expertise to suggest specific measures to best ensure that the risk of violence in the school is reduced or eliminated. For example, if your concern relates to the risk of violence from students, consider whether to suggest that the following measures be included in the Plan and be carried out immediately:

- Installation of a panic button and development of a protocol on the use and response to the panic button, testing of the panic button, and training on the use of and response to the panic button.

**Workplace Health & Safety:**  
Know Your Rights

A Guide for NSTU Members

Nova Scotia Teachers Union

## UPDATED DEALS AND DISCOUNTS

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- Purchase of two-way radios and development of a protocol on the use of and response to a call on the two-way radio, testing of the two-way radios, and training on the use of and response to a call on the two-way radios.

- Development of a protocol to ensure that any new employee, including substitute teachers, exposed to a risk of violence is shown the Plan and is provided with specific information about the risk.

- Mandatory training in non-violent crisis intervention during school hours for all employees at risk of violence.

- Seek interventions from outside agencies such as the IWK Health Centre.

- More frequent interventions and longer more intensive visits from behavioural specialists.

*If you are concerned that an individual might have a history of violent behaviour, ask for specific information on the nature and extent of the risk.*

If you are working with an individual who you believe has a history of violent behaviour, ask the principal for specific information on the nature and extent of the risk that the individual poses, and on any factors that might increase or decrease the extent of the risk. You have a right to be provided with that information.

### Promptly report an incident of workplace violence to the principal and to the Joint Occupational Health and Safety Committee.

Every employer has a statutory duty to take every precaution that is reasonable in the circumstances to ensure the health and safety of people at the workplace. You have the right, and possibly a duty, under the Occupational Health and Safety Act, to immediately report an incidence of violence to the principal. If you are not satisfied with the response, report it to the Committee. Ask the Committee to make written recommendations to the principal. If you are not satisfied with the Committee's response, you may go to an Officer of the Occupational Health and Safety Division of the Department of Labour.

### Seek assistance from your NSTU Staff Officer.

Don't delay in reporting a concern about workplace violence to your principal. However, as soon as possible, ask your NSTU staff officer for assistance. He or she can assist you with the process, involve the Board office, keep the matter on the front burner, and help you either with a complaint to the Division of Occupational Health and Safety or in filing a grievance, should that be necessary.

**Remember: don't accept workplace violence as just "part of the job."**

# 2014 NSTU Professional Associations Conferences

## FRIDAY, OCTOBER 24

### Association of Adult Educators (AAE)

**Theme:** Positive Pathways to Foster Mental Health & Well-Being  
**Location:** NSCC - Waterfront Campus, Dartmouth  
**Keynote:** Dr. Stan Kutcher, Sun Life Financial Chair in Adolescent Mental Health, Dalhousie University  
**Fees:** \$80  
 \$50 Substitutes/Students/Ret. Teachers  
**Contact:** Seana Blanchard - 902.491.3563  
 smbanchard@nstu.ca  
 seana.blanchard@nsc.ca

### Association des Enseignants Acadiens (AEA)

**Theme:** "Êtes-vous prêts?" #Acadie 3.0  
**Location:** Université Sainte-Anne, Pointe-de-l'Église et École secondaire du Sommet, Halifax  
**Keynote:** Allister Surette, recteur de l'Université Saint-Anne et Me Réjean Aucoin, École secondaire du Sommet  
**Fees:** \$90 (repas inclus aux deux sites)  
 \$75 élèves et suppléants  
**Contact:** Lynne Theriault — 902.769.5403  
 lmtheriault@nstu.ca

### Association of Science Teachers (AST)

**Theme:** Time for Science  
**Location:** Halifax West High School, Halifax  
**Fees:** \$90  
 \$30 Substitutes/Students/Ret. Teachers  
**Contact:** James Parsons — 902.258.7108  
 jeparsons@nstu.ca

### Art Teachers Association (ATA)

**Theme:** ARTerial Flow 2014: Give & Take  
**Location:** The Nova Scotia College of Art & Design University & The Art Gallery of Nova Scotia, Halifax  
**Keynote:** Give & Take: The Art of the Artist's Trading Card  
**Fees:** \$85  
 \$45 Substitutes/Students/Ret. Teachers  
**Contact:** Stephanie Dean-Moore  
 902.758.4620  
 sdeanmoore@nstu.ca

### Association of Teachers of Exceptional Children (ATEC)

**Theme:** Terms of Engagement  
**Location:** Cineplex, Dartmouth Crossing  
**Fees:** \$100  
 \$75 Substitutes/Students/Ret. Teachers  
**Contact:** Rick MacKinnon — 902.849.3256  
 famackinnon@nstu.ca

### Association of Teachers of English of Nova Scotia (ATENS)

**Theme:** Teach Like You Mean It  
**Location:** Park Place Ramada Plaza Hotel, Dartmouth  
**Keynote:** Shakespeare on Trial, Sylvia Gunnery, Nancy Wilcox Richards  
**Fees:** \$95 (incl. membership & Kimberlins)  
 \$85 Substitutes/Students/Ret. Teachers (includes Kimberlins)  
**Contact:** Sandy Keddy — 902.579.0181  
 slkeddy@nstu.ca

### Association of Teachers of Young Adolescents (ATYA)

**Theme:** Tricks & Treats for Teachers  
**Location:** Riverside Education Centre, Milford  
**Keynote:** Kate Davis  
**Fees:** \$80  
 \$40 Substitutes/Students/Ret. Teachers  
**Contact:** Starr Pettipas — 902.485.7211  
 sapettipas@nstu.ca

### Business Education Teachers Association (BETA)

**Theme:** The New Reality of Nova Scotian Agriculture: On a New Flavour Path  
**Location:** Meet up at the Wolfville Farmer's Market, Wolfville  
**Keynote:** Ian Newcombe  
**Fees:** \$90  
 \$60 Substitutes/Students/Ret. Teachers  
**Contact:** Brad Richard — 902.542.1895  
 brad.richard@hortonhighschool.ca

### Educational Drama Association of Nova Scotia (EDANS)

**Theme:** The Power of Performance  
**Location:** Dartmouth High School  
**Keynote:** Grafton Street Dinner Theatre  
**Fees:** \$85  
 \$40 Substitutes/Students/Ret. Teachers  
**Contact:** David Zinck — 902.402.8547  
 dzninck@nstu.ca

### Family Studies Teachers Association (FSTA)

**Theme:** Then and Now  
**Location:** Northeast Kings Education Centre  
**Keynote:** Holly Carr  
**Fees:** \$85  
 \$55 Substitutes/Retired Teachers  
 \$40 Students (after September 30)  
 \$11 lunch tickets (optional)  
**Contact:** Lyndsay Murphy  
 902.582.2040; 902.692.1482  
 FSTAconference@nstu.ca

### Mathematics Teachers Association (MTA)

**Theme:** Factoring In Fun  
**Location:** Charles P. Allen High School, Bedford  
**Fees:** \$85 Conference  
 \$40 Substitutes/Retirees  
 \$20 Students (registrations only accepted after September 26<sup>th</sup>)  
**Contact:** Anne Pentecost — 902.574.5195  
 adgrenier@nstu.ca  
 Marlene Urquhart — 902.574.0975  
 smurquhart@nstu.ca

### Nova Scotia Language Teachers Association/Association des enseignant(e)s de Langues de la Nouvelle Écosse (NSLTA/AELNE)

**Theme:** English as an Additional/Second Language Conference  
**Location:** NSTU Dr. Tom Parker Building  
**Keynote:** Phyllis Ingram-Dinham  
**Fees:** \$95  
 \$45 Substitute/Retired Teachers  
 \$25 Students  
**Contact:** Carla Elliott  
**Phone:** 444-9675  
**Email:** celliott@nstu.ca

### Nova Scotia Music Educators' Association (NSMEA)

**Theme:** Filling Your Musical Toolkit  
**Location:** North Nova Education Centre, New Glasgow  
**Keynote:** Dr. Stanley Michalski Jr.  
**Fees:** \$85  
 \$45 Substitutes/Students/Ret. Teachers  
**Contact:** Tammy Landry — 902.867.8800 (w)  
 902.863.6325 (h) / 902.870.2268 (c)  
 tammylandry@nstu.ca



### For registration and conference details

go to  
[www.nstu.ca](http://www.nstu.ca)

While we encourage members to have an NSTU web account, please be advised that one is NOT required in order to register for a conference. A member may register utilizing any email address.

### Nova Scotia School Counsellors Association (NSSCA)

**Theme:** Fostering Resilience by Building Relationships  
**Location:** Northumberland Regional High School  
**Keynote:** Dr. Kirsten MacLeod  
**Fees:** \$85 Conference; \$70 Substitutes; \$50 Students/Retired Teachers  
**Contact:** Colin MacKay/Aileen Pitts/  
 Dr. Roseanne MacGregor  
 902.755.8180 Ext. 191

### Nova Scotia Teachers Association for Literacy and Learning (NSTALL)

**Theme:** text2text 21st Century Literacies  
**Location:** Cobequid Education Centre, Truro  
**Fees:** \$95 (lunch included onsite)  
 \$65 Substitutes/Students/Ret. Teachers  
**Contact:** Betsy Jardine — 902.756.2441  
 betsy.jardine@srsb.ca  
 Wanda Fougere — 902.863.1620  
 wanda.fougere@srsb.ca

### Nova Scotia Technology Education Association (NSTEA)

**Theme:** To The Future and Beyond  
**Location:** Sir John A. Macdonald High School, Upper Tantallon  
**Fees:** \$90  
 \$20 Substitutes/Students/Ret. Teachers  
**Contact:** Jeff Raine — 902.308.1733  
 jiraine@nstu.ca  
 Craig Thornton — 902.476.4589  
 cpthornton@nstu.ca

### Primary Elementary Teachers Association (PETA)

**Theme:** Assessment and Challenging High Stakes Testing  
**Location:** Casino Nova Scotia, Halifax  
**Keynote:** Alfie Kohn  
**Fees:** \$75  
 \$60 Substitutes/Students/Ret. Teachers  
**Contact:** Lalia Kerr — lkerr@nspes.ca

### Psychologists in Schools Association (PISA)

**Theme:** ADHD — Assessment and Intervention  
**Location:** MSVU, Rosaria Student Centre  
**Keynote:** Dr. Russell Barkley  
**Fees:** \$100  
 \$90 Substitutes/Students/Ret. Teachers  
**Contact:** Kelli Moriarty —  
 kmoriarty@hrsb.ns.ca

### Online Registration

Opens — September 3

Closes — October 10

(no refunds after October 10)

## NO ON-SITE REGISTRATION

# Register Early!

### School Administrators Association (SAA)

**Theme:** Helping Boys Learn  
**Location:** New Glasgow Academy  
**Keynote:** Dr. Edmond J. Dixon  
**Fees:** \$130  
 \$80 Substitutes/Students/Ret. Teachers  
**Contact:** Frank McNeill — 902.922.3820  
 mcneillfa@ccrsb.ca

### Speech-Language Pathologists and Audiologists Association (SPAA)

**Theme:** Apps in Context: Using Technology to Support Outcomes and Methodologies in Teaching  
**Location:** Best Western Plus, Spectacle Lake, Dartmouth  
**Keynote:** Sean Sweeney, MS, MEd, CCC-SLP  
**Fees:** \$100  
 \$50 Substitutes/Students/Retired Teachers/Parents  
 \$16 Onsite Lunch (during AGM);  
 \$100 Non-NSTU Members;  
 \$15 Membership Only  
**Contact:** Sarah Offman — 902.488.6582  
 sroffman@nstu.ca

### Social Studies Teachers Association (SSTA)

**Theme:** Sustainability: The Human Dimension — Ensuring Our Communities Future  
**Location:** Lockview High School, Fall River  
**Keynote:** Jamie Robertson  
 The Library of Parliament:  
 Ensuring the Future of Parliamentary Democracy  
**Fees:** \$90  
 \$45 Substitutes/Students/Ret. Teachers  
**Contact:** Ken Langille — 902.742.8700  
 kenlangille@eastlink.ca

### Teachers Association for Physical and Health Education (TAPHE)

**Theme:** Active Healthy Living: How Tweet It Is  
**Location:** Cape Breton University, Sydney  
**Keynote:** Joey Feith and  
 Special Guest Amanda Stanec  
**Fees:** \$75  
 \$35 Substitutes/Students/Ret. Teachers  
**Contact:** Steve Ranni — 902.563.4520  
 shranni@nstu.ca

## Nova Scotia Teachers' Annual Bowling Tournament

The 40<sup>th</sup> Annual Bowling Tournament, held April 25 to 27 at the Bible Hill Bowlcade, saw 15 teams, with 91 bowlers, 35 men and 56 women, bowling 13 strings, followed by one string to decide first and second place for both championship and handicapped divisions. The championship division was captured by the Kings County Keglers. The second place championship team was the Halifax Vandals and the Glace Bay Highlanders captured third place.

In the Handicap Division the Tantallon Cruisers captured first place. Second place was won by the Halifax County T-Birds, and the third place team was the Halifax County Irregulars.

High averages for the tournament were; ladies: first Gillion Prole, second Joan MacLean; men: first Stephen McNeil, second Peter Balcom. High singles for the tournament; ladies: first Susan Forbrigger, second Mona-Lee Power and Cathy McCarthy (tied); men: first Jamie MacLellan, second Albert Slaunwhite. Cash prizes were also awarded for the high single each round. Cash prizes totalled over \$1,800, all coming from bowler registrations.

Major sponsors for the tournament were NSTU Colchester East-Hants Local, provincial RTO, Colchester East-Hants RTO and Medavie/Blue Cross. In addition, 25 businesses/organizations provided items for prize distribution to all 91 bowlers.

The 41<sup>st</sup> Annual Nova Scotia Teachers' Bowling Tournament will be held in Halifax, April 19 to 20, 2015 and will be hosted by Peter Balcom and the Halifax County Irregulars. This tournament is open to all teachers (active, retired and reserve). Teams can be all women, all men or mixed and similarly can be all active, all retired, all reserved or any mix you wish.

In 1975 the first year, there were 10 teams, in 1976, 14 teams and quickly grew to 24 teams (the maximum). In 2010 we only had 20 teams and in 2014, 15 teams. This tournament is for both skilled and unskilled bowlers, with two divisions for scoring, championship and handicapped.

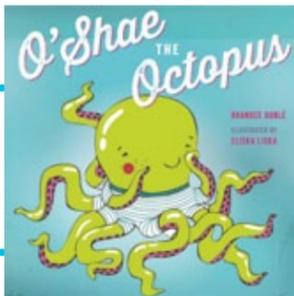
Organizers are encouraging additional entries for next year. For more information and/or wishing to indicate interest in entering new teams may contact Peter Balcom, Host, 902-462-5952, [pbalcom@hrsb.ns.ca](mailto:pbalcom@hrsb.ns.ca) and/or Ken Williams, Secretary, 902-443-7168, [kb.williams@ns.sympatico.ca](mailto:kb.williams@ns.sympatico.ca)



Shown (l-r): teacher Stephen McNeil; retired teachers Vicki Fraser-Slipp and Linda Eagles; teachers Katie Ormon and Maggie Kenny; and retired teacher Bruce Smith.

### O'SHAE THE OCTOPUS:

The winner of the Book Giveaway O'Shae the Octopus is Anne Wilson of Bayview Community School, Mahone Bay. Congratulations Anne!



The deadline for the September issue of The Teacher is August 15.  
Email: [theteacher@nstu.ca](mailto:theteacher@nstu.ca)

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## Carrie Ann Curry



*NSTU president Shelley Morse (second from left) presented Carrie Ann Curry with her Teachers Make a Difference award during the Halifax City Local's rep dinner. She is shown with Curry (far right), Halifax city provincial executive rep Keri Butler and Halifax City Local president Liette Doucet.*

Halifax West English teacher Carrie Ann Curry received eight nominations for this year's *Teachers Make a Difference* program, and was dumbfounded when she received news that she was the recipient for the Halifax Regional School Board. "I was literally shocked and knew nothing about it," she says.

The former French immersion teacher, who has taught multiple grades, has been at The West for the last decade and loves going to work every day. "Just to be able to do what you are passionate about makes it worthwhile," she says. "It's been over 20 years and I still love teaching. My students learn from me and I learn from them—I choose to learn from them."

Her passion for teaching and making a difference is evident throughout the nominations she received.

"She is passionate about what she teaches, she never made us bored in class... She made me look forward to English class... She made a difference. Ms. Curry is the smartest teacher that actually cares about students, and always has time for them," wrote one student.

"She made school enjoyable to go to every day. She helped me improve in my English, and more. She helped change my life for the better," wrote another student.

"I always liked English but she made me love it! She always made me feel heard. She listened to everyone's comments and showed us many different ways to look at things. She is truly an amazing woman and deserves this award more than anyone else I know," wrote a third student."

Curry recognizes the impact the *Teachers Make a Difference* program has on teachers. "I was completely overwhelmed, the sense of incredulity you have," she says. "You go through your teaching life and know you help kids but when they take the time to recognize you it's just pure joy. I think that for every teacher who is nominated it's just a joy to be recognized for your work and know that we are there for our students on their journey."

Curry loves the multicultural aspect of her school, and it's evident that she's made a difference for students who are new to Canada. "She really helped me to adapt in a new country. She made sure that I made friends, and helped me progress with my English. She is an awesome teacher," wrote another student nominator.

Curry's continuing positive impact on her students is best illustrated in the following nominations.

"Ms. Curry changed my life. She helped me realize how much of a difference I could make being a teacher, and she inspired me to become one. She loved her job and it really showed. She was... is an amazing role model who helped me through a lot... She made me feel like I was worth something. If anyone deserves this award, it's her."

"My sister was taught by Ms. Curry and she definitely made a difference in my sister's life. My sister grew up being picked on a lot and Ms. Curry made it exciting for my sister to go to school. I was so happy to see my sister come home with a smile on her face instead of a frown...I believe that this is the teacher that deserves this award the most."

Curry has the letter she received from NSTU president Shelley Morse informing her that she was nominated framed on her desk. She will also proudly display the plaque she received from Morse during the Halifax City Local rep dinner. "It means a lot. It reminds me that people took the time to nominate me. It's an absolutely worthwhile program."

She believes in continuing to recognize NSTU members through the *Teachers Make a Difference* campaign. "The NSTU should continue with the program," she adds. "It's a small moment and brings great joy to the person, the students and the school."

## Gaye Dixon



*NSTU president Shelley Morse presented Gaye Dixon with his Teachers Make a Difference and \$300 cheque for his school's breakfast program at a Northside-Victoria Local event honouring teaching excellence and 25-year teachers on May 1 at the North Sydney Yacht Club. She is shown with provincial executive member Jacinta Gracie (left) and Local president Milton Bonnar.*

When Phys ed and social studies teacher Gaye Dixon got a phone call informing him he was one of this year's selected teachers who make a difference, he was a little bewildered. "It was out of the blue, and I wondered whether they had the right person. It was a shock."

Currently in his 13th year at Rankin School of the Narrows, a Grade Primary to 12 school in Iona, Cape Breton, Dixon felt great to be recognized. "It's like you are making a difference and that your students are paying attention and aspiring to be something better," he says.

He started his teaching career in Northern Manitoba in 1977 and was a long-term sub with the Cape Breton-Victoria Regional School Board from 1983 until the year 2000, when he finally got a permanent contract. This school year, Dixon has a full plate of teachables. He is the Grades Primary to 12 physical education specialist, and teaches junior high social studies, Grade 10 & 11 Math Essentials and Oceans 11.

Dixon became aware of the student who nominated him who said, "This teacher was the best teacher that I ever had. He was so nice to me and whenever I had gym he would be complimentary. That's why I chose Mr. Dixon."

Dixon says that his nominator is a former student. "I taught her sisters and even taught her mother. She always wanted to take part in activities and was always interested in improving her physical fitness." He was very heartened to know that he made a positive impact on this student.

He thinks that the NSTU's *Teachers Make a Difference* program, "Gets the profile of teachers out there. There is so much negativity for teachers especially this year. People thinking we are overpaid and underworked. If the Union can do anything to help teachers positively it's great!"

He's also received recognition from colleagues. "I got emails from teachers who have since retired from teaching, even colleagues that live elsewhere congratulating me. I also got a lot of ribbing from teachers at my school," he jokes.

Dixon figures that former colleagues learned about his award through media coverage and social media. He was also pleased with the reaction from his students. "My students acknowledged it. The kids at our school are super and my fellow teaching colleagues are always doing everything they can for students."

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## Rolland Hannem



NSTU president Shelley Morse presented Rollie Hannem with his award during the Yarmouth Local's Annual Meeting on May 14. She is shown (l-r) with Hannem; president Lori MacKinnon; secretary Beth Hannem; VP Economic Welfare Russell Comeau; treasurer Judy Rodgers; VP of PA/PR Michelle Heighton and VP of PD/Social Glenys Fraser.

Recently elected Yarmouth Local president, Rollie Hannem, was randomly chosen as one of this year's Teachers Make a Difference recipients, representing the Tri-County Regional School Board. In his role as VP of Communications for the Local, he helped to promote the program to his colleagues and students, so it wasn't a total shock when he received the news, however, he is still humbled by the experience.

"When one has worked alongside the teachers that I have had the opportunity to teach with, it is very humbling to receive such an award," he says. "Over my 30-plus years in education, I have been fortunate to work with some of the best in the business. Many who have given over and above in terms of time, money, energy and love to make each and every child feel special and unique."

He says that being nominated and recognized like this is one of those moments that teachers describe as, "Why we do it. Yet few, if any, ever look for this type of recognition," he continues. "It is similar to that note the teacher gets slipped onto his or her desk saying 'Thank you for being such a great teacher,' or the handshake from a parent on graduation day telling the teacher, 'My kid would never have made it without you.' Very few jobs are as rewarding... as frustrating... as exhausting... as life changing as teaching."

The Cape Breton native began teaching in the Northern part of Newfoundland and Labrador in the early '80s and after six years teaching on "The Rock" moved to Yarmouth, where he has been ever since. "I was an elementary teacher and high school teacher, but have been mainly in guidance since 1989," he says. "I'm fortunate to have been a part of six different staffs in the Tri-County Regional School Board and have thoroughly enjoyed each and every assignment."

Hannem believes in the value of the Teachers Make a Difference program. "I have spoken to other teachers who have received a letter from the NSTU recognizing their nomination and one can see in their eyes the satisfaction that somewhere, someone recognized their contribution to the profession and to the education of children," he comments. "I think it is a fantastic way of giving the public an opportunity to say to a former teacher, 'Thanks for putting up with me!'"

What he really likes about it is the opportunity for the public to offer recognition. "Deep down teachers know we do a good job and make a difference. We see it in the change in kids over the time we work with them. We see it in their smiles, their Aha moments," he continues. "The public, however, often takes all that for granted... they send their child off in the morning and fully trust that the person waiting for them at the door of the classroom is one who will instill the knowledge and values needed to live a happy and successful life. What other person do we ever give our child to along with such responsibilities?"

A number of Hannem's students put forth nominations about how and why he makes a difference in their lives. Here are some of those reasons: He helps students not get into fights; helps us with our feelings; he is cool and makes us feel better when we get picked on; he helps with my anger and feelings; and he is funny.

### executive highlights

#### June 6, 2014

- Filed Table Officers Report;

- Approved amendments to Operational Procedure 9 (b), Conference Guidelines, (i) a.; (i) i.; and (i);

- Approved amendment to Operational Procedure 1 (k), Annual Council Procedures;

- Approved the renewal of the agreement regarding Permits to Teach for substitutes with the Conseil scolaire acadien provincial and Department of Education for the 2014-2015 school year;

- Approved amendments to Operational Procedure 22, Negotiations (A) Procedures for Provincial Negotiations (ii); and Negotiations (B) Procedures for Community College Negotiations (ii);

- Approved 2014 Disposition of Resolutions;

- Approved amendment to Operational Procedure 15, Provincial Executive (c) Obligations (i);

- Approved the following recommendations: That a new Nominating Committee be selected at the June 6, 2014 Provincial Executive Meeting;

## Michelle Longley



NSTU president Shelley Morse presented Michelle Longley (second from left) with her Teachers Make a Difference Award during a Lunenburg County Local meeting on May 7. They are shown with Lunenburg County Local president Jaylene Chase, retiring provincial executive member Mike Stewart and newly elected provincial executive member Sandy Mitchell.

Michelle Longley's teaching career started in Digby County at Islands Consolidated School driving between a two-room school house and a small Primary to 12 school of 150 students. Now she's a Grade 7 English Language Arts teacher at Chester Area Middle School, and one of this year's recipients of NSTU's Teachers Make a Difference Award.

"I was not even aware of the program," she says. She was made aware of her nomination and recognition through school administration. Longley is one of nine NSTU members randomly selected to receive *Teachers Make a Difference* Awards, which includes a \$300 donation to her school's breakfast or library program. She is the member chosen to represent the South Shore Regional School Board.

The 20-year teacher began her career as a core French teacher. "Teaching in a P to 12, two-room school house for eight years, it was nice to see my Grade 4s go all the way to Grade 12," she says. "I was even asked to come back as a guest speaker for the graduating class, and it was a great honour to do so."

While she was taken aback that she was recognized, she's glad it was random. "It was nice to be recognized, and it's kind of nice that it was a random draw, she says. "But, how do you judge one teacher against another?"

The student that nominated Longley described in great detail the impact she made. "This teacher changed how I thought about English," says the student. "Before, I despised poetry and Shakespeare. She made it fun by including Shakespearean insults." The student also liked the guest speakers Longley invited into the class and the interactivity. "We skyped holocaust survivors," continues the student.

It's apparent that Longley has made a significant difference. Her nominating student concludes with this: "She was definitely the most memorable teacher I've had. Everyone I know says she is by far the best English teacher ever. She doesn't kick her feet up and relax, she is engaged in the class!"

Being a part of this has really made her reflect about her colleagues. "We could do a better job of recognizing our colleagues," she says. "When you sit down and think about all the good things that go on in schools and how hard teachers work for their students it's nice that you're seeing concrete evidence of what you are doing and that it's being recognized."

She thinks that there would be no shortage of rewards to hand out if people could take the time to recognize their colleagues. "I think it's important to focus on the positive," she adds. "There are many demands and distractions with respect to educating students these days, and taking a breath and focusing on something nice provides a great balance."

- That the Nominating Committee meet on July 2<sup>nd</sup> to select and make recommendations to the July 3<sup>rd</sup> Provincial Executive meeting;

- Appointments are made and members will be notified by August 1<sup>st</sup>.

- Approved amendments to Operational Procedure 15, Provincial Executive (e) Table Officers Responsibilities and Provincial Executive (d) Responsibilities (v);

- Approved that a resolution be forwarded to Annual Council 2015 regarding By-Law, Article IV, Provincial Executive, 2. Governance, (g);

- Approved amendments to Operational Procedure 14, Professional Associations, (c) Finances, iv and (e) Provincial Professional Development Day;

- Selected Provincial Executive members to serve on the Nominating Committee: Jacinta Gracie, Sandy Mitchell, Bill Murphy, Stacy Thorburn and Louis Robitaille.

- Approve a recommendation that the funding request from the Association des enseignants acadiens be approved in the amount of \$1,650 to cover pre-conference costs for October 2014.

# coming events

## June is...

Recreation and Parks Month <http://www.cpra.ca/main.php?action=cms.specialJune>; Stroke Awareness Month <http://www.heartandstroke.com/>; National Aboriginal History Month <http://www.aadnc-aandc.gc.ca/eng/1100100013778/1100100013779>; Brain Injury Awareness Month <http://biac-acl.ca/2011/05/20/june-is-brain-injury-awareness-month-2/>

## July is...

Canada History Week (July 1-7) <http://www.pch.gc.ca/eng/1372427740295/1372427811108>; Parks Day (July 19) <http://www.novascotiaparks.ca/misc/parks-day-2014.asp>

## August is...

National Acadian Day (August 15) [http://www.cbc.ca/acadian/feature\\_national\\_acadian\\_day.html](http://www.cbc.ca/acadian/feature_national_acadian_day.html)

### JUNE 30 DEADLINE

*Walk to School Month: Register Early for Free Stickers*

October is International *Walk to School Month* (and *Walk at School Month*). Join us and walk for the environment, physical activity, safety and fun! Schools/groups registered by June 30 will receive free IWALK stickers for all students. There are also great prizes to be won. Register online at [www.saferoutesns.ca](http://www.saferoutesns.ca) (click on IWALK).

### JULY 10 TO 11

EDUfest 2014

EDUfest 2014 session *Classroom Talk, Engagement, and Children's Literate Development* - **Peter Johnson** will be at the Old Orchard Inn, Wolfville on July 10-11 to explore with teachers P-8 how the classroom choices we make, particularly our language choices, influence the qualities of the classroom learning community and how to make those choices wisely. The qualities of the learning community we build will impact children's comprehension, their social relationships, their intelligence, and how they handle challenge, adversity, uncertainty, and difference. Fee is \$100/participant. Student/substitute teacher fee is \$50.

To find out more or register, go to <https://edufest.ednet.ns.ca>

### JULY 16 TO 25

Francoforum

The Francoforum offers a ten-day teacher program every year in July on the island of St. Pierre. This year the program will be held from July 16 to 25 with classroom sessions, activities, visits and cultural outings. Teachers who participate in this program stay with a host family for a complete immersion experience. All meals are provided by the family during the program.

Bursaries are available for this program in cooperation with the French government. This year there are six bursaries available by the French government for 50 per cent of the program cost. The total cost of the ten-day program is 1235 euros double occupancy or 1435 euros single occupancy (not including transportation). With the bursary the total cost for over 75 hours of instruction, accommodations including meals would be to 600-700 euros.

For more information contact Tanya Jugan at 011-508-41-24-38 or [lefrancoforum@gmail.com](mailto:lefrancoforum@gmail.com) or visit [www.lefrancoforum.com](http://www.lefrancoforum.com).

### JULY 21 TO 22

EDUfest 2014

EDUfest 2014 session *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers*. Author/educator Penny Kittle will be at the Membertou Trade and Convention Centre in Sydney on July 21-22 to explore with teachers of Grades 7-12 ways to connect adolescent readers to books. Study the practices that help all students develop a reading habit to increase stamina and joy in independent reading. Listen to students, measure growth in stamina, and make connections between the most reluctant readers and books. Increase students' ability to respond thoughtfully and analytically to their reading in conferences and in writing. Fee is \$120/participant. Student/substitute teacher fee is \$60.

To find out more or register, go to <https://edufest.ednet.ns.ca>

### JULY AND AUGUST

Canadian Ecology Centre PD Opportunities

The Canadian Ecology Centre is gearing up for yet another summer filled with wonderful Professional Development opportunities for educators! This year marks the 5th year for the Teachers' Mining Tour, the 13th year of the CIF Teachers' Forestry Tour and the return of our Coyote Mentoring program! If you are an educator in Canada who would like to learn more about the mining industry, the forestry industry, and how to let nature be the teacher then we are looking for you!

Looking for Educators/Teachers for FREE Professional Development!

Join us on our 5th annual Teachers' Mining Tour and learn and experience the modern mining sector. Sustainability, safety, technology, and the "world of work" are the themes. Meet professionals in the field and take a trip "down under" into a working nickel mine (Xtrata's Nickel Rim South). This tour is fully sponsored, and is filled with field trips, workshops, and teaching resources! There are two tour dates to choose from, Monday, July 28 to Friday, August 1, 2014 and Monday, August 18 to Friday, August 22, 2014, with 30 spaces available on each tour. Registration is already open and is on a first-come-first-serve-basis, don't delay!

Learn about forest science, research and management on the 13th annual CIF Teachers' Forestry Tour. This PD experience is fully sponsored by the Canadian Institute of Forestry and other forestry related sponsors! Meet professionals in the field of forest science and research, as well as visit forestry operations and product mills. There are only 30 spots available for this tour, which takes place on Tuesday, August 5 to Friday August 8, 2014, register now to secure your spot!

We are pleased to welcome back our Coyote mentors, Wes and Gloria Gietz from Windwalker in Comox, B.C. ([www.windwalker.ca](http://www.windwalker.ca)). Join us during the week of August 19 to 22, for workshops where you will learn the art of Coyote Mentoring where "Nature is the teacher, the mentor is the guide." In these workshops you will sing, laugh and play as you learn to guide learning by using the skills and techniques of the Coyote including story-telling, reflective questioning and both structured and spontaneous experience. Registration for these workshops is only open until the end of June, don't miss out on this enriching experience! Workshops are available for families as well as a special workshop on "Bringing Coyote into the classroom" for teachers and educators.

For more information on these and other great programs, please give us a call or head to our website at [www.canadianecology.ca](http://www.canadianecology.ca)!

### AUGUST 11 TO 13

EDUfest 2014

EDUfest 2014 session *Shifting Paradigms and Building New Schemes for Educating the Linguistically Diverse African Nova Scotian Learner*. **Dr. Noma LeMoine**, will be leading a three-day session at the NSCC Waterfront Campus, Dartmouth, on August 11-13. This seminar will focus on language acquisition with respect to children of African descent. Participants will become knowledgeable about home language acquisition, language variation, and the positive impact a respectful knowledge of home language has on learning for students of African descent. Dr. LeMoine will share instruction strategies that are culturally responsive and build on cultural and cognitive learning styles. Dr. LeMoine is widely recognized as an expert in language, literacy acquisition and learning in North American populations of African descent. Fee is \$60/participant. Student/substitute teacher fee is \$40. This session will be of interest to teachers, as well as administrators and consultants.

To find out more or register, go to <https://edufest.ednet.ns.ca>

### AUGUST 11 TO 13

EDUfest 2014

EDUfest 2014 session *Online Mapping across the Curriculum: Engaging Students in Technology-Based, Inquiry-*

(continued on page 29)



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NOVA SCOTIA  
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Autism	Information Technology
Culturally Diverse Classrooms	Inquiry-Based Learning
Dance / Drama / Music / Visual Arts	Mathematics
EDUfest Kids	Physical Education
Environment/Sustainability/Conservation	Reading
Français – langue seconde	Student Services
Hands-on, Minds-on Science	Wood Production Technology
Healthy Living / Family Studies	

For further information on sessions and to register visit <https://edufest.ednet.ns.ca>  
Sponsored by the Nova Scotia Department of Education and Early Childhood Development.

*Based Learning!* **Ashleigh Harris**, Environmental Systems Research Institute, Inc. (ESRI) Canada; Jean Tong, Environmental Systems Research Institute, Inc. (ESRI) Canada will work with teachers Primary to 12, on August 11-13 at Dalhousie University, to integrate easy-to-use Web maps with ArcGIS Online that can be created by students and integrated into curriculum content across several subjects, across all Grades. Fee: \$40 Student/substitute teacher fee: \$20.

To find out more or register, go to <https://edufest.ednet.ns.ca>

## AUGUST 12 TO 14

### EDUfest 2014

EDUfest 2014 session *Healthy Art in Selfie Culture*. On August 12-14, 2014 at NSCC Waterfront Campus, Dartmouth, artist **Melissa Marr** will encourage teachers to work collaboratively as they try a variety of mediums, including felting and fibre arts, printmaking, and sculpture, designed to address outcomes from health education and visual arts. Themes of identity, citizenship, empathy, media literacy, and healthy relationships will provide us with content to develop practical skills, samples, and ideas and to find meaningful approaches to art-making. All levels of experience are encouraged to attend. Fee is \$75/participant. Student/substitute teacher fee: \$30.

To find out more or register, go to <https://edufest.ednet.ns.ca>

## AUGUST 15

### EDUfest 2014

EDUfest2014 session *A Poem a Day Keeps the Bugaboos Away: Integrating the Writing and Reading Poetry into Your Classroom Every Day*. **Dr. Sheree Fitch** will be at NSCC Waterfront Campus, Dartmouth on August 15, 2014 to talk about creative ways to read, write, and share poetry so every day is a word play day and the muscle called imagination is strengthened. Together you will read, write, and share poetry and ideas. You'll come away with your head spinning with tips and a notebook full of exercises to try with students while discovering just how joyful and useful and powerful poetry can be. Fee is \$50/participant. Student/substitute teacher fee: \$35.

To find out more or register, go to <https://edufest.ednet.ns.ca>

## AUGUST 15

### EDUfest 2014

EDUfest 2014 session *Energy Perspectives*. Marilyn Webster, Science Consultant with the Department of Education and Early Childhood Education, will lead a session at NSCC Waterfront on August 15 on the big energy picture, giving perspective to the driving forces of energy, current trends on energy demands, and the technology infrastructure. We will explore the driving forces of energy used in manufacturing transportation, and

buildings from a consumer perspective. Although energy is embedded in all science curricula this will be of particular interest to participants teaching at the Grades 6 and 9 levels. Fee is \$30/participant. Student/substitute teacher fee is \$25.

To find out more or register, go to <https://edufest.ednet.ns.ca>

## AUGUST 25

### Ateliers de Développement Professionnel en didactique du Français été 2014

L'Association des enseignants de Langue de la Nouvelle Écosse en collaboration avec l'Alliance Française de Halifax et Canadian Parents for French vous invitent à une journée de formation en didactique du Français langue seconde **le 25 août 2014, de 8h30 à 16h30 dans les locaux de l'Alliance Française, 5509 rue Young, Halifax Nouvelle.**

**Les intervenantes sont des enseignantes de Français Langue Seconde à l'Alliance Française Halifax : Mélanie LEBRETON (Atelier 1 : Ressources numériques « clé en main » : enseigner avec TV5monde) et Amélie LORPHÈVRE (Atelier 2 : La pédagogie différenciée centrée sur l'apprenant).**

Le coût est 55.00\$ (matériel, collation, repas du midi, certificat de participation et reçu remis à la fin de chaque atelier). Le Parking est sans frais dans les ruelles adjacentes à l'Alliance Française. Les membres NSTU ont accès à l'article DP

60 pour le remboursement, au Delta Halifax au coût NSTU 96.00\$ plus taxes.

INSCRIVEZ-VOUS en ligne AVANT le lundi 30 juin, 2014 sur le site : [http://nslta\\_aelne.nstu.ca/](http://nslta_aelne.nstu.ca/) ou par courriel : [rimamajaess@nstu.ca](mailto:rimamajaess@nstu.ca).

## AUGUST 25 TO 29

### Social Justice Youth Camp

Join youth, ages 15-19 for a camp that focuses on social justice, the environment, culture and diversity.

Contact Tatamagouche Centre: [www.tatacentre.ca](http://www.tatacentre.ca) or 1-902-657-2231.

## AUGUST 26 TO 27

### EDUfest 2014

EDUfest 2014 session *Inspiring Future Ocean Leaders*. **Dr. Michael Butler**, International Ocean Institute – Canada will be at Brunswick Place, Halifax on August 26-27, 2014 to explore with participants innovative methods for engaging students in interdisciplinary oceans education and encouraging the development of ocean-related careers. Through guest lectures, hands-on, minds-on activities, and a field trip, teachers will leave the workshop with creative tools that could further engage students in innovative activities about ocean education. Fee of \$50 includes field trip.

To find out more or to register go to the EDUfest 2014 website: <https://edufest.ednet.ns.ca>

For Teachers of Mathematics, Grades 5–9

# Acadia University Certificate in Math Teaching

Acadia's new Certificate in Math Teaching equips middle school math teachers with a comprehensive understanding of the modern mathematics curriculum. This programme has been crafted by school board consultants and Acadia faculty for teachers without a strong background in mathematics or teachers who want to update their knowledge of mathematics curriculum and pedagogy. An initial cohort of teachers from the AVRSB is midway through the program.

Participants will develop a broad understanding of the math topics and concepts central to the provincial math curriculum for grades 5–9, including:

- How students develop these concepts and problems that may arise learning/teaching the concepts
- How these topics inter-relate to continuing topics in other levels of the public school math curriculum

Participants will study on a part-time schedule built to meet the needs of working teachers: courses will be offered during evenings / weekends during the fall/winter/spring terms, supported by online technologies, as well as in summer sessions at a location convenient to students. Admitted students will complete ten courses (six Math, four Education) over two years, and teachers would also be welcome to study individual courses without enrolling in the entire program. Further information, including application requirements, is available on our website.

Teachers interested in possibilities for license upgrades should contact their school board for more information.

Applications are due July 31, 2014.

[teachmath.openacadia.ca](http://teachmath.openacadia.ca)



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UNIVERSITY



## Introducing the Re-Designed Optional/Spousal Life Insurance Program and The Importance of Designating a Beneficiary

The NSTU Group Insurance Trustees are pleased to announce a re-designed Optional / Spousal Life Insurance program effective August 1, 2014. This program will include revised pricing that will introduce male / female, smoker / non-smoker pricing for the first time in the NSTU Optional / Spousal Life Insurance program. Many members overlook this benefit as part of their overall financial planning.

### What is Optional Life Insurance?

Optional Life Insurance is a convenient and practical way to provide and assist with the financial needs of your family in the event of your death. In case of death, Optional Life Insurance provides a tax-free lump sum paid to your designated beneficiary. Optional Life Insurance allows you to choose the amount of coverage that is right for you. When choosing coverage, you may wish to consider short term needs such as funeral expenses, long term needs such as your family's future on-going expenses or relief from debt, and your existing financial assets such as investments and savings.

As mentioned above, the re-designed program will incorporate male / female, smoker / non-smoker rates for all members and spouses currently insured. The implementation of the pricing methodology will align the NSTU program with other optional life programs in the marketplace from both a demographic and competitive perspective. At the time this article is printed, you will have already received a memo from the NSTU Group Insurance Trustees regarding this program. Take some time to review and be sure to submit your declaration to ensure you are placed in the proper rating category.

### The Importance of Designating a Beneficiary

The importance of designating a beneficiary can be overlooked in your overall financial planning. In the midst of our busy lives, we forget to take care of this very important item when it comes to our insurance coverages.

The NSTU Group Insurance Trustees hope the information below will encourage members to take care of this important detail when it comes time to review or designate your beneficiary for the first time.

### Beneficiary Designation

You should review and/or designate a beneficiary for any of your Life and/or Accidental Death & Dismemberment policies you may have through the NSTU Group Insurance Program. One of the main advantages of designating a beneficiary is that the proceeds of the policy are excluded from your Estate upon your death. Through this exclusion, the proceeds are free from claim by any creditor of your Estate. The proceeds are excluded because legal title irrevocably transfers upon your death and the proceeds become payable to your beneficiary(ies) at that time. Another good reason to designate a beneficiary is to ensure that Life Insurance proceeds are distributed based on your wishes. A signed and up-to-date Beneficiary Designation Form will make certain that this occurs.

### Contingent Beneficiary

A contingent beneficiary is another option to consider. If your primary beneficiary dies before you do, the contingent beneficiary will receive the proceeds of the policy. This ensures your wishes will still be met if you are unable to change your designation. As an example, you may have been seriously injured in an accident that killed your beneficiary or you and your beneficiary were killed in a common accident. More commonly, you may simply forget to change your declaration after a loved one dies.

### Minor Children

Generally speaking, a minor should not be designated as a beneficiary. In most situations, a better alternative would be to appoint a trustee to receive the insurance proceeds on behalf of a minor. The trustee is then responsible for managing and using the funds in accordance with your instructions. The laws covering minors and trustees are complex and different from province to province. Therefore, if you want to leave funds to a child, you may wish to check with a financial advisor to help ensure that life insurance proceeds are distributed based on your wishes.

Additionally, if you appoint a trustee to manage life insurance proceeds for a minor, you should also be aware that unless you indicate on the beneficiary designation form that the trustee is only to receive the life insurance proceeds on behalf of the minor until the age of majority, the trustee will receive life insurance proceeds on behalf of the minor even after the minor reaches the age of majority. You should consider indicating the following if you have minor children as beneficiary(ies) with an appointed trustee: "I appoint \_\_\_\_\_ as trustee to receive any amount due to any beneficiary under the age of majority."

Please take a moment to think about your beneficiary designation and if they are up to date. If your life has changed recently, i.e. married, birth of a child, etc., you may need to revisit your beneficiary designations. If you are not sure of your beneficiary nomination, due to privacy, you, the member, may contact Johnson Inc. or check the Johnson Inc. Members-Only website.

**If you have any questions with regard to the above, please do not hesitate to contact Johnson Inc. at 453-9543 (local) or 1-800-453-9543 (toll-free).**

update



## Great News for Safe Drivers in Nova Scotia.

Johnson Insurance now offers you reduced rates on auto insurance\*. You will even get more savings if you bundle your home AND auto insurance. Johnson is always looking for new ways to give you what you need – better protection, with better products at better rates.

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Home and auto insurance is available through Johnson Inc. (Johnson), a licensed insurance intermediary which also operates under the registered trade name of "Johnson Insurance" in NS. Policies are primarily underwritten by Unifund Assurance Company (Unifund). Unifund and Johnson share common ownership. \*Certain restrictions may apply and the rate offered is dependent on the individual circumstances of the customer.

# resources



## Digital Resources for Teachers

Visit our website <http://medialibrary.ednet.ns.ca> to access these and other digital classroom resources!

- Educational Videos
- ImagesProject
- Branching Out
- Education Portal
- EBSCO Periodical Database
- Nova Scotia Virtual School

### Videos to Help Support English Language Arts

To order any of the titles listed below, please click here: <https://medialibrary.ednet.ns.ca/videos> or send me an email with the titles you are interested in ([mediadub@ednet.ns.ca](mailto:mediadub@ednet.ns.ca)).

#### **Animal Alphabet English Language Arts P-2**

Introduce students to the alphabet's 26 letters by engaging their natural curiosity about the animal kingdom. From "ant" to "zebra", the video features animals familiar and exotic. Fun, easy-to-read graphics are reinforced with simple alliterative phrases. (21 min.)

#### **Chicka Chicka 1-2-3 English Language Arts P-2; Music P-2; Math - Grade Primary**

Based on the book by Bill Martin Jr., Michael Sampson and Lois Ehlert, this animated film will have children singing and counting along with the dancing numbers. (6 min.)

#### **Diary of a Spider English Language Arts P-3; Science P-3**

Based on the book by Doreen Cronin, this animated film shows students that the life of a spider isn't very much different from their own. This portrait of an upside-down web world will have kids wishing they could be spiders too. (10 min.)

#### **Diary of a Worm English Language Arts P-3; Science P-3**

Based on the book by Doreen Cronin, this animated film chronicles the ups and downs of being a worm and teaches children facts about worms. (8 min.)

#### **The Ezra Jack Keats Library English Language Arts P-3**

This video is a collection of well known stories by Ezra Jack Keats. Titles in this collection: *The Snowy Day*, *Whistle for Willie*, *Peter's Chair*, *Letter to Amy*, *Apt. 3*, *Pet Show!*, and *The Trip*. This video also includes the six-minute, *Getting to Know Ezra Jack Keats* which was filmed in 1970 and features Keats discussing what influenced his work as a children's book author and illustrator. (52 min.)

#### **Open Wide: Tooth School Inside English Language Arts P-3; Health P-3**

Based on the book by Laurie Keller, this animated film makes learning about teeth entertaining and interesting. Presenting fascinating facts and tasty tidbits about teeth and dental hygiene, this lively cast of characters will have viewers happily reaching for their toothbrushes. (18 min.)

#### **Seasons and Changes English Language Arts P-3**

This enchanting video adaptation of award-winning, outstanding children's literature will help to make books come alive for every child, no matter their learning style. This classroom collection includes these three titles: *The Mysterious Tadpole*, by Steven Kellog; *The Caterpillar and the Polliwog*, by Jack Kent; and, *Time of Wonder*, by Robert McCloskey. (29 min.)

#### **The Wheels on the Bus English Language Arts P-1; Music P-1**

Based on the book by Paul O. Zelinsky, this animated film brings to life one of the most well-known and classic children's songs. (6 min.)

#### **The Sweater English Language Arts P-3; Stories on Film**

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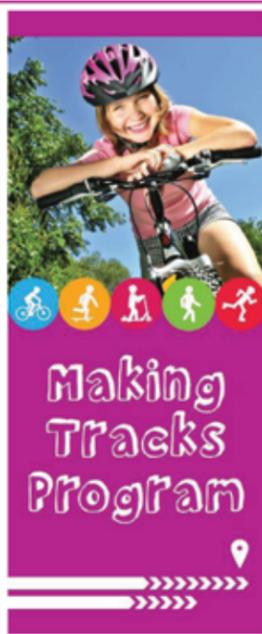
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**JOB SHARE** - Qualified resource teacher looking to job share 20% within the HRSB 2014-15 school year. Presently job sharing. [anmgiovannetti@gmail.com](mailto:anmgiovannetti@gmail.com)

**TEACHER EXCHANGE** - Permanent resource teacher with AVRSB interested in an exchange with SSRSB or HRSB for the 2014-2015 school year. A permanent exchange is desired. If interested, please contact [sgiovannetti@staff.ednet.ns.ca](mailto:sgiovannetti@staff.ednet.ns.ca)

**TEACHER EXCHANGE** - Permanent junior/senior high learning center/resource teacher with the HRSB is looking to exchange positions with a teacher from CCRSB for the 2014-15 school year. A permanent exchange is possible. If interested, please contact me at [deani2009@hotmail.com](mailto:deani2009@hotmail.com)

**TEACHER EXCHANGE** - Permanent elementary teacher with HRSB interested in exchange with a permanent elementary teacher from CBVRSB for 2014-2015 school year. Possible permanent exchange desired. If interested please contact [clarkd@staff.ednet.ns.ca](mailto:clarkd@staff.ednet.ns.ca)

The Teacher will return in September — Deadline August 15<sup>th</sup>

Contact: Sonia Matheson  
at 1-800-565-6788 / 477-5621  
or [theteacher@nstu.ca](mailto:theteacher@nstu.ca)  
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Please check this box if you prefer to receive *The Retired Teacher* newsletter by email instead of regular mail.

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