

NSTU president concerned over Minister's comments on make up of snow days

NSTU president Shelley Morse was surprised to learn that Karen Casey, Minister of Education and Early Childhood Development suggested that teachers might have to give up days over March Break and teach on Saturdays to make up for lost days due to inclement weather.

"We were concerned to hear the Minister talking about teachers teaching on Saturdays and during the March Break, since it would be counter to our current contract," says Morse. "The Teachers' Provincial Agreement outlines the length of the school year and teaching days, which is any day other than Saturday, Sunday or a statutory holiday. March Break is also stipulated in the contract."

Morse has heard not only from upset teachers but from parents too. "We've been receiving a lot of feedback from our members and parents concerned about lost family vacations and student weekend activities," says Morse.

Morse also points out the student absenteeism issue that exists. "We may be opening schools on days in which very few students will attend. Some have difficulty getting to school Monday to Friday let alone Saturday. Some work, some have extracurricular activities."

Other school board staff members would also be affected she says. "There are other public school employee groups that would also have to be consulted, like Unions representing school secretaries, educational assistants, building caretakers and bus drivers if schools were to open on Saturdays."

The Minister also alluded to giving up professional development days to make up for lost time. "When the Minister and I spoke about professional development days, I indicated to her that, this would be discussed during our collective bargaining process as was our past practice. And we will continue to bargain in good faith."

Morse also reiterates how hard teachers will continue to work to make sure students are successful. "Teachers are professionals and will continue to cover outcomes due to lost days because of inclement weather. While teachers have daily lesson plans, the curriculum can be modified to take into account classroom disruption, missed days etc."

Morse addressed members in a letter on February 27 outlining the NSTU's position on working on Saturdays and March Break. It also outlined giving up PD days to make up for lost time.



A familiar sight this winter in Nova Scotia.

Minister's Action Plan for education raises concerns

NSTU president Shelley Morse says that some components of the action plan outlined by Karen Casey, Minister of Education and Early Childhood Development, may help to improve the learning and teaching environment, but she also has some concerns.

"Streamlining the curriculum and the removal of some standardized tests will give teachers more time to meet the needs of all students," says Morse. "We are also pleased



NSTU president Shelley Morse talks to reporters during a scrum following Minister Casey's Action Plan for Education announcement on January 29.

to see that a provincial code of conduct will help our members deal with the violence and negative behaviours in our classrooms and schools, and we hope that this will mean less disruption to teaching and learning."

There are a number of components of the action plan, such as changes to the school year and professional development that would be addressed through the collective bargaining process. "Past practice has seen both parties coming to the bargaining table in good faith. I don't see that changing."

The NSTU provincial executive members met on February 9 and shared feedback they received from classroom teachers, specialists, and administrators on the changes outlined in the Action Plan. "Some of the concerns that were brought forward include ensuring that necessary resources and funding are in place and that changes that are implemented don't impact our members' ability to teach, or further increase demands on time."

Morse also comments that throughout the last month, "We have been reminded of your passion for teaching and students, and how much you value important professional development opportunities throughout the school year," she adds. "We have also heard that administrators want to continue to be members of the NSTU, and have genuine fears regarding protection and benefits if they are no longer part of the NSTU membership."

Morse outlined the NSTU's position on components of the Action Plan to NSTU members in a Brief Word on February 13. Morse also sent letters to principals, and NSTU school board administrators the last week of February.

"We know of your desire to maintain the collegial model in education, and your concerns around continued benefits, and protection should you no longer be part of the NSTU," Morse says. "Be assured, we will be working on your behalf to maintain your continued membership in the Nova Scotia Teachers Union."

Morse also says the NSTU looks forward to continuing its collaboration with the Department in the area of teaching excellence. "We will continue to look at teacher evaluation with the Department through our joint committee," adds Morse. "Teacher performance and aligning teacher assignments are some of the areas we have already been working on over the last couple of years."



people

Winter John Huntley Internship

On January 22 and 23, six more members joined the ranks of the John Huntley Memorial Internship program. John Huntley interns learn more about NSTU programs and services through this unique internship that sees NSTU members spend two working days with NSTU executive and professional services staff.



NSTU president is shown with the interns: **From left to right, seated:** Gina Mundell (Shelburne County), a phys ed teacher at Forest Ridge Academy; Farah Ahmad (Halifax County), Grade 4/5 teacher at Bell Park Academic Centre; Keith Partridge (CSANE), math & physics teacher at École secondaire du Sommet. **Standing:** Nadine Doiron (CSANE), Grade 3 teacher at École Beaubassin; NSTU president Shelley Morse; Peter Day (Northside-Victoria) Grade 3 teacher at Florence Elementary; and Ian Kent (Queens) Queens Adult High School teacher.

Professional & discipline committees hold joint meeting

On January 30, members of NSTU's discipline and professional committees met for a joint meeting to continue to learn more about their roles and mandates. Members of both these committees are appointed during Annual Council. The discipline committee may adjudicate conduct of Union members that are inimical to the interests of the organization. The professional committee investigates charges of conduct unbecoming a member of the teaching profession.



Shown above (l-r) front row: professional committee members Shelley Luddington (Halifax County), Tami Cox Jardine (Hants West) and Sue Larivière-Jenkins (CSANE); and discipline committee member Colleen Scott (Shelburne County).

Back row: professional committee NSTU staff liaison, Grant MacLean; discipline committee NSTU staff liaison, Janine Kerr; professional committee members Leon Swinkels (Dartmouth) and Byron Butt (Lunenburg County); and discipline committee member Peter Day (Northside-Victoria).

Missing: discipline committee members Phil Goora (Halifax County), Scott Murchison (Cape Breton District); Lawrence Rigby (Halifax City); and professional committee member Allister Wadden.

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Finance & property committee

Pictured to the right are members of NSTU's finance & property committee, which held its most recent meeting on February 27, a week before the March provincial executive meeting. At the March meeting NSTU's secretary-treasurer presents the NSTU budget prior to Annual Council in May. This committee usually meets prior to each provincial executive meeting. The committee, chaired by NSTU's secretary-treasurer among other things prepares an annual budget, exercises control over the finances of the NSTU, makes recommendation to the provincial executive on the provision of financial and management services and provides leadership, guidance and training for Local, RRC and professional association treasurers. **Seated (from left to right) are:** Shane Goucher (Hants West); provincial executive representative Keri Butler; NSTU's secretary-treasurer and committee chair John Helle; and Judy Rogers (Yarmouth). **Standing:** NSTU's executive director Joan Ling; Ron MacIntosh (Cape Breton District); NSTU's financial officer Melanie Waye; and NSTU's business manager Maureen Smith.



Kings Local Curling Bonspiel



NSTU president joined members of the Kings Local for a curling bonspiel on February 28. The 32nd Annual Kings Local Curling Bonspiel was held the evening of February 27 and on February 28 at the Glooscap Curling Club. Pictured are some of the NSTU members who participated in this year's event.

Pictured to the left are (l-r): retired Community College Local member Reg Rand; Community College professional support member Lorraine Mockford (IT Campus); Patti Sheehy from Kings County Academy; members of the Central Kings Rural High team, Cailyn Byers, Melissa Hyson, Chris Bigelow, and Logan Atkinson; and Community College faculty member Peter Mowat (Kingstec).

Two more outstanding principals recognized through The Learning Partnership

Halifax Regional School Board principals Adrienne Blumenthal from Porters Lake Elementary School and Roberta Jones from Holland Road Elementary School were recently chosen as two of the 2015 *Canada's Outstanding Principals™* by The Learning Partnership. They are among 40 exceptional educators from every province and territory that received their awards at the 11th annual *Canada's Outstanding Principals™* gala on February 24, in Toronto. The Learning Partnership's *Canada's Outstanding Principals™* recognizes the unique and crucial contributions of principals in publicly funded schools.



Adrienne Blumenthal

Both Blumenthal and Jones who demonstrate innovation, have an entrepreneurial spirit and are creative in finding solutions and opportunities, were nominated by their peers, school staff and community members. Both are honoured for their characteristics of outstanding principals; evidence of partnerships with parents and community and a personal story illustrating successful change and innovation that resulted in improved student achievement.

Adrienne Blumenthal developed a co-teaching model at Porters Lake Elementary between resource and classroom teachers to co-plan, teach,

debrief and identify next steps for instruction, while using technology-based tracking systems to collect critical assessment data. The success of this model resulted in better student achievement and greater collaboration among teachers. It has also sparked interest from other schools to implement similar practices in their classrooms. Well known as a technology leader, a strong advocate for her school community, and a highly-respected leader among her colleagues, Blumenthal creates a culture focused on teaching and learning for everyone.

Roberta Jones creates schools that are magical for students, where the environment dances with art, music, enthusiasm, adventures and innovation. Her area of expertise was early literacy, and in looking at areas of strength and need she and her teaching staff constantly assesses how current practice is serving students' needs. Gathering data on early literacy, she helped design an early reading program with improved descriptive feedback to target struggling students. The program was successful in closing achievement gaps. As one friend said, "Roberta never gives up on a child."

Blumenthal and Jones joined other exemplary leaders at a five-day executive leadership training program at the University of Toronto's Rotman School of Management. This program gives them an opportunity to discuss management issues with other leaders from the educational and business sectors.

They will now become a part of the National Academy of *Canada's Outstanding Principals™*, an assembly of over 350 education leaders who have received this honour over the past 11 years. This learning community of outstanding principals across Canada share professionally, interact collegially and act as mentors to new colleagues, providing avenues for research and sharing of best practices. As part of this Academy, principals continue their development through an online forum with professionally facilitated modules.

Canada's Outstanding Principals™ are selected on a representation-by-population basis. The first round of adjudication is completed by the local Principal's Association. Finalists are then forwarded to a National Selection Committee. Candidates are chosen using comprehensive criteria including: evidence of innovative leadership; evidence of partnerships with staff, parents and community; examples illustrating successful change resulting in improved student achievement; and corresponding letters of support.

"A great principal is the driving force behind a great school," says Akela Peoples, president and CEO of The Learning Partnership. "We recognize that being a principal is an extremely demanding job. Principals shoulder the responsibility of leading and managing everything that happens in their school. From effective teaching and learning to operational oversight of facilities and establishing community partnerships, their ultimate goal is to enhance student achievement and prepare them for the future. Canada's Outstanding Principals honours leaders in this challenging profession and shines a spotlight on the importance of strong leadership in public education."

For more information on this program and The Learning Partnership visit: <http://www.thelearningpartnership.ca>.



Roberta Jones



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The TPCU Board represents members from different parts of the province and each year a number of Director positions are posted for election. This year (2015), TPCU is looking for members interested in filling Director positions from the following two areas:

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from the nstu president

Ashley Moore



International Women's Day an important one for teachers

The designation of *International Women's Day* began early in the 20th century and was the result of a movement in which women were seeking equal participation in society.

The annual event was first observed on March 19, 1911, in Austria, Denmark, Germany and Switzerland with more than one million men and women showing public support. From that year on other countries joined the movement which is now worldwide. Over time, "International Women's Day has grown to become a global day of recognition and celebration... The week of March 8 provides an opportunity to take stock of our progress towards gender equality and to honour the contributions women have made and are making—both in Canada and around the world." In 2015, International Women's Day, celebrated globally on March 8, will highlight the Beijing Declaration and Platform for Action, a historic roadmap signed by 189 governments twenty years ago that sets the agenda for realizing women's rights. While there have been many achievements since then, many serious gaps remain.

This is the time to uphold women's achievements, recognize challenges, and focus greater attention on women's rights and gender equality to mobilize all people to do their part. The Beijing Platform for Action focuses on 12 critical areas of concern, and envisions a world where each woman and girl can exercise her choices, such as participating in politics, getting an education, having an income, and living in societies free from violence and discrimination. To this end, the theme of this year's International Women's Day is the clarion call of UN Women's Beijing+20 campaign *Empowering Women, Empowering Humanity: Picture it*.

Much has improved for women since this movement began, however, there remain countries where women and girls fear for their safety, are subjected to rape and gender violence on a daily basis, and access to education is either denied or out of reach. The theme speaks to the need for empowerment of women to ensure gender equality, to help address the issue of poverty, and to guarantee human rights for all.

On March 9, the 59th session of the United Nations Commission on the Status of Women session opened in New York to review progress on gender equity 20 years after the adoption of the Beijing Declaration and Platform for Action. Women from member organizations affiliated with CTF were part of the Education International (EI) delegation and joined other women from national and international unions and NGOs in this review process from a teacher and education perspective. CTF contributed to the Beijing + 20 Canadian shadow report, *Progress on Women's Rights: Missing in Action*.

CTF has an international reputation as a leader in the fight for gender equity in Asia, Africa, the Caribbean and Latin America. Our union has also been quite involved in Africa along with the Elementary Teachers' Federation of Ontario, the Alberta Teachers' Association, the Manitoba Teachers' Society, the Ontario English Catholic Teachers' Association, the Newfoundland and Labrador Teachers' Association and the Ontario Teachers' Federation. We have provided funding and volunteers for local programs in: girl friendly schools; gender equity and bursaries for women in education, literacy programs for rural schools; peace education; information and communications technology; and child-centred learning and teaching.

The CTF Advisory Committee on the Status of Women meets regularly via web conferences and advises the Executive Committee on policies and direction related to the status of women in education. It also examines trends related to women in general. In the past, a large part of the committee's work consisted of examining human trafficking in Canada which is growing at an alarming rate as a multi-billion dollar industry. This year, the committee will be examining the hypersexualization of women and girls and developing a policy on this issue.

Our work is never done. But March 8 reminds us to take time to pause, celebrate and recognize the accomplishments that teachers and their organizations have made to advance gender equality. We must also remember the women and girls who are/were brave enough to stand for human rights against terrible odds and the threat of death. Rally for change, create awareness regarding inequality, poverty, human rights, and social advancement, and above all, keep the momentum going as we strive each day for amity and gender equality worldwide.

NSTU Equity: <http://www.nstu.ca/default.asp?mn=1.22.369>

CTF Status of Women: <http://www.ctf-fce.ca/en/Pages/Issues/Status-of-Women.aspx>

CTF International Program: <http://www.ctf-fce.ca/en/Pages/International/default.aspx>

UNCSW Trade union women delegation blog:

1. <http://www.world-psi.org/uncsw>
2. <http://www.swc-cfc.gc.ca/>
3. <http://www.internationalwomensday.com/>
4. <http://www.unwomen.org/en/news/in-focus/international-womens-day#sthash.31Wq1L86.dpuf>

La Journée internationale de la femme est un événement important pour les enseignants

La célébration de la Journée internationale de la femme a commencé au début du 20^e siècle et était le résultat d'un mouvement dans lequel les femmes cherchaient à obtenir une participation égalitaire dans la société.

Cet événement annuel a été marqué pour la première fois le 19 mars 1911, en Autriche, au Danemark, en Allemagne et en Suisse et plus d'un million d'hommes et de femmes y ont apporté publiquement leur soutien. Depuis cette année-là, d'autres pays se sont joints au mouvement qui est maintenant d'ampleur internationale. Au fil du temps, la « Journée internationale de la femme s'est développée et est devenue une journée mondiale de reconnaissance et de célébration... La semaine du 8 mars est l'occasion de faire le point sur nos progrès vers l'égalité des sexes et de rendre hommage aux contributions faites par les femmes, hier et aujourd'hui — au Canada et partout dans le monde. » En 2015, la Journée internationale de la femme, célébrée dans le monde entier le 8 mars, mettra en évidence la Déclaration et le Programme d'action de Beijing, une feuille de route historique signée il y a vingt ans par 189 gouvernements et qui établit le programme d'action pour la réalisation des droits de la femme. Bien que de nombreux progrès aient été faits depuis, de graves lacunes demeurent.

C'est le moment de faire respecter les réalisations des femmes, de reconnaître les défis et d'attirer davantage l'attention sur les droits des femmes et l'égalité des sexes afin de mobiliser tous les peuples à jouer un rôle. Le Programme d'action de Beijing met l'accent sur douze domaines critiques et envisage un monde où chaque femme et chaque fille peuvent exercer leur liberté de choix, en participant à la vie politique, en recevant une éducation, en gagnant un revenu et en vivant dans une société exempte de violence et de discrimination. À cette fin, le thème de la Journée internationale de la femme de cette année est l'appel de clairon de la Campagne Beijing+20 « Autonomisation des femmes, autonomisation de l'humanité : Imaginez ».

Beaucoup de choses se sont améliorées pour les femmes depuis que ce mouvement a commencé, toutefois, il reste des pays où les femmes et les filles craignent pour leur sécurité, sont quotidiennement victimes de viols et de violence sexiste et où l'accès à l'éducation leur est soit refusé soit hors de portée. Le thème souligne la nécessité de l'autonomisation des femmes pour assurer l'égalité des sexes, pour aborder la question de la pauvreté et pour garantir les droits de la personne pour tous.

Le 9 mars, la 59^e session de la Commission de la condition de la femme des Nations Unies s'est ouverte à New York pour examiner les progrès sur l'équité des sexes 20 ans après l'adoption de la Déclaration et du Programme d'action de Beijing. Des femmes des organisations membres affiliées à la FCE faisaient partie de la délégation de l'Internationale de l'Éducation (IE) et se sont jointes à d'autres femmes issues de syndicats nationaux et internationaux et d'ONG dans ce processus d'examen selon la perspective des enseignants et de l'éducation. La FCE a contribué au rapport canadien parallèle sur la campagne Beijing+20 : *Progress on Women's Rights: Missing in Action*.

La FCE a une réputation internationale de chef de file dans la lutte pour l'égalité des sexes en Asie, en Afrique, aux Caraïbes et en Amérique latine. Notre syndicat a également été très impliqué en Afrique avec la Fédération des enseignantes et des enseignants de l'élémentaire de l'Ontario, l'Alberta Teachers' Association, la Manitoba Teachers' Society, l'Ontario English Catholic Teachers' Association, la Newfoundland and Labrador Teachers' Association et la Fédération des enseignantes et des enseignants de l'Ontario. Nous avons fourni du financement et des bénévoles pour des programmes régionaux comme : les écoles adaptées aux filles; l'égalité des sexes et les bourses destinées aux femmes dans l'enseignement, les programmes d'alphabétisation dans les écoles rurales; l'éducation en faveur de la paix; la technologie de l'information et des communications; l'apprentissage et l'enseignement axé sur l'enfant.

Le Comité consultatif de la condition féminine de la FCE se réunit régulièrement par le biais de cyberconférences et conseille le Comité exécutif sur les politiques et les orientations concernant le statut des femmes dans l'éducation. Il examine également les tendances relatives aux femmes en général. Autrefois, une grande partie des travaux de la Commission consistait à examiner la traite des personnes au Canada qui croît à un rythme alarmant et est devenue une industrie de plusieurs milliards de dollars. Cette année, le comité examinera l'hypersexualisation des femmes et des filles et élaborera une politique sur cet enjeu.

Notre travail n'est jamais fini. Mais le 8 mars nous rappelle de prendre le temps de faire une pause, de célébrer et de souligner les progrès accomplis par les enseignants et leurs organisations pour améliorer l'égalité des sexes. Nous devons également nous rappeler des femmes et des filles qui sont et ont été assez braves pour défendre les droits de la personne en dépit d'obstacles énormes et de menaces de mort. Ralliez-vous à la cause du changement, sensibilisez le public au sujet de l'inégalité, de la pauvreté, des droits de la personne et de la promotion sociale et, surtout, maintenez l'élan tandis que nous nous efforçons chaque jour de favoriser la bonne entente et l'égalité dans le monde entier.

L'équité au NSTU : <http://www.nstu.ca/default.asp?mn=1.22.369>

La condition féminine à la FCE : <http://www.ctf-fce.ca/fr/Pages/Issues/Questions-feminines.aspx>

Le Programme International de la FCE : <http://www.ctf-fce.ca/fr/Pages/International/default.aspx>

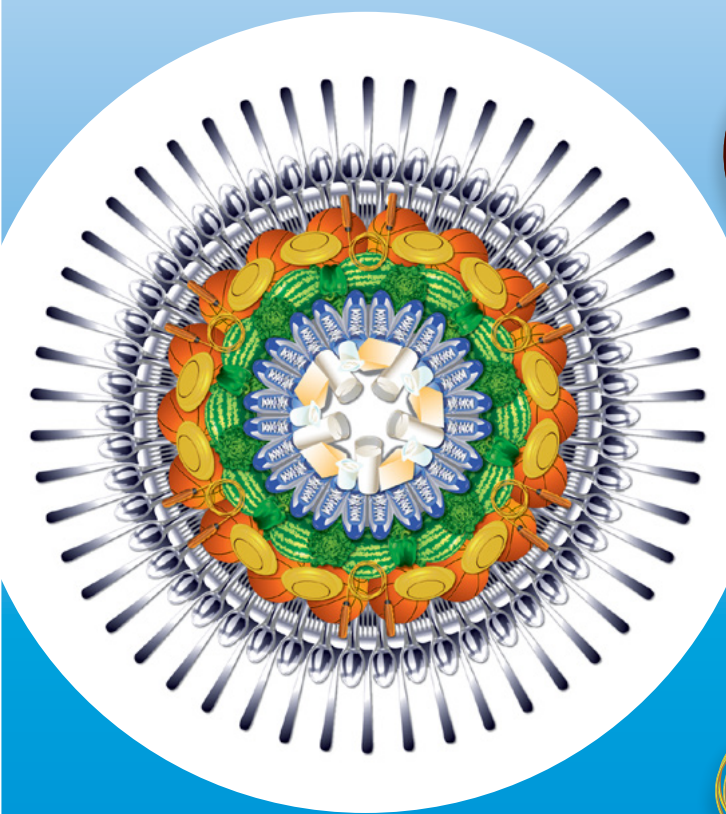
Bloque de la délégation des femmes syndicalistes de la CCFNU :

1. <http://www.world-psi.org/uncsw>
2. <http://www.swc-cfc.gc.ca/>
3. <http://www.internationalwomensday.com/>
4. <http://www.unwomen.org/fr/news/in-focus/international-womens-day#sthash.31Wq1L86.dpuf>

MULTIZONE

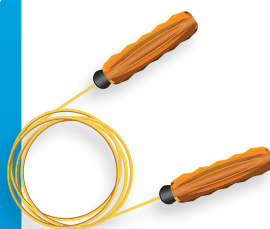
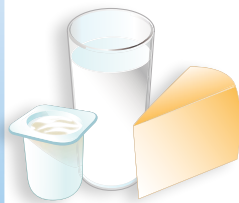
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Get in the “Zones”!

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(This article is an excerpt from CTF's report: Work-Life Balance and the Canadian Teaching Profession July 2014)

- issues that contribute to work-related stress and work-life imbalance.
- factors that may contribute to improving teacher work-life balance.

These are among the key findings:

- The vast majority of teachers told us they feel torn between their teaching responsibilities and their responsibilities outside the workplace (54% indicated significantly). Women were more likely than men to report feeling this way.
- A majority of teachers (79%) believe their stress related to work-life imbalance has increased over the last five years;
- 85% of teachers reported that work-life imbalance is affecting their ability to teach the way they would like to teach 35% indicated that it was having a significant impact.

- issues related to class composition and students with special educational needs, including development and implementation of Individualized Education Programs (IEPs) as well as program adaptations or modifications for students who do not necessarily require an IEP, or have not been identified as needing an IEP.

- lack of time for: planning with colleagues; marking and grading student work; and preparation.
- insufficient human and material resources to support the curriculum.

- Regarding teacher autonomy respondents indicated that they felt they had the most autonomy with respect to pedagogical approaches in their classes, extra-curricular activities, and student assessment and evaluation practices. They told us they had the least autonomy in terms of curriculum development and implementation, professional development and workload.

- While over half of teachers (among those teaching for at least five years) felt that their professional autonomy

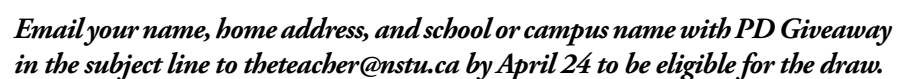
- Outside of the work environment, most teachers reported they experience stress related to having insufficient time to spend with their own children, spouse or partner; for caregiving for family and friends in need; or for personal recreational pursuits. Women were more likely than men to report this.

- Respondents were also asked to select, from a list of 14 items, the four top priority areas they felt would improve their work-life balance and enable them to become a more effective teacher. The top priority was reducing class size. This was followed by:
 - improving support for children with special educational needs.
 - increasing the time available for planning and preparation.
 - reducing non-teaching demands (administrative tasks, paperwork).

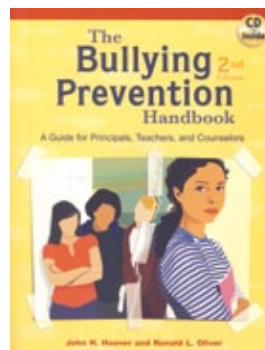
Reduce class sizes so teachers can actually manage their classes more effectively, and deliver the curriculum with more authenticity and diversity to the benefit of each child ... it's just common sense!

I truly believe that increasing teachers' sense of work/life balance will directly and proportionately translate into improved student achievement. Feeling less stressed will increase teachers' ability to be more 'present' and attuned to the current academic and personal needs of their students, and to be able to better address those needs.

The NSTU is working with Saint Mary's University's Department of Psychology and researcher Dr. Kevin Kelloway, Tier 1 Canada Research Chair in Occupational Health Psychology and Director of the CN Centre for Occupational Health and Safety to conduct a study that reflects the current demands on teachers' time in Nova Scotia. Results of this study will give the NSTU a clearer view of the work-life balance issues for teachers in Nova Scotia.



The Bullying Prevention Handbook 2nd edition, A guide for Principals, Teachers, and Counsellors by John H. Hoover and Ronald L. Oliver published by Solution Tree Press is a handbook that helps to prevent bullying and foster a school climate that is respectful and caring. This second edition includes material for high and middle school and includes new chapters on cyberbullying and bullying of GBLTT students. Key areas covered include working with families of bullies and victims, offering mediation when appropriate and assessing school needs and evaluating program effectiveness.



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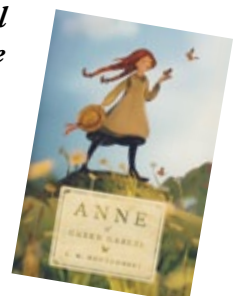


BOOK SET GIVEAWAY!

On behalf of Random House of Canada and The Teacher, we have an entire paperback set of Lucy Maud Montgomery's beloved Anne and Emily series. Anne of Green Gables and Emily of New Moon join these other books in the classic series: Rainbow Valley; Emily's Quest; Rilla of Ingleside; Anne of Windy Poplars; Anne of Ingleside; Emily Climbs; Anne of Avonlea; Anne of the Island; and Anne's House of Dreams.

The paperback covers are illustrated by Canadian children's book author, illustrator & artist Elly MacKay.

Email your name, home address, and school/ campus name with **ANNE GIVEAWAY** in the subject line to theteacher@nstu.ca by April 24 to be eligible for the draw.



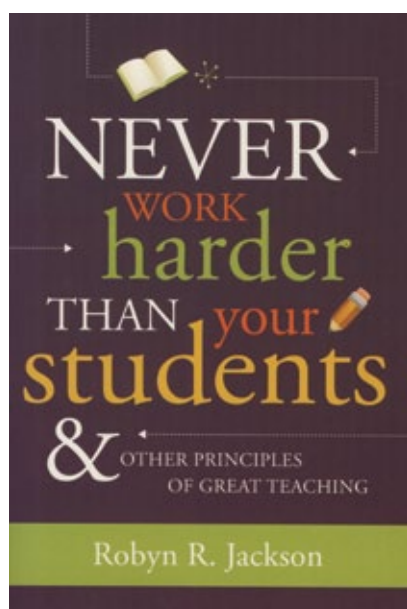
fresh

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 by April 24 to be eligible for the draw.

Never Work Harder than your Students & Other Principles of Great Teaching

by Robyn R. Jackson published by ASCD asserts that any teacher can be a master teacher by exploring a master teacher mindset. This is achieved by applying seven principles to your teaching. One key principle is never work harder than your students. Others include focusing on quality rather than quantity and supporting your students along the way. Teaching is a hard job, but using Jackson's principles will help you and your students reap rewards of hard work.



Deadline for the APRIL issue of The Teacher is MARCH 20th. Contact Sonia at theteacher@nstu.ca

Shelburne Skate

The Shelburne County Local kicked off the new year with a free skate on January 2. NSTU members and their families laced up their skates for an hour of fun and exercise at the Barrington Arena. Shown here are members of the Shelburne County Local.



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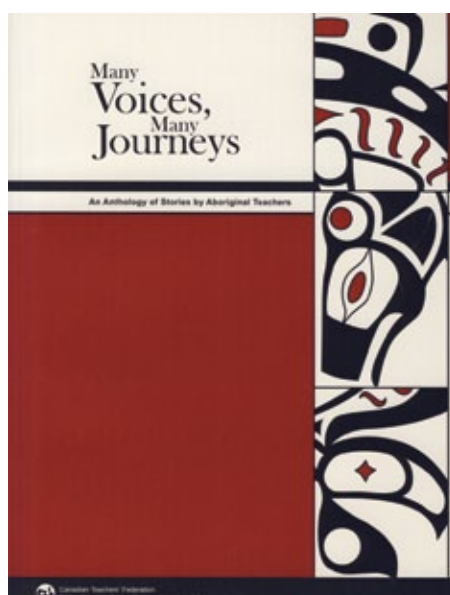
- Free STEM Career Poster
- Career videos & transcripts
- Myriads of resources



EQUITY COMMITTEE BOOK REVIEW

Email your name, home address, and school or campus with **EQUITY** in the subject line to theteacher@nstu.ca by April 24 to be eligible for the draw.

Many Voices, Many Journeys, An Anthology of Stories by Aboriginal Teachers published by the Canadian Teachers' Federation features stories and story telling in teaching and draws attention to the importance of promoting Aboriginal education and Aboriginal educators. The concept of the anthology originated with the CTF Advisory Committee on Aboriginal Education. Many of the stories and poems focus on the importance of education in the journeys of the authors.



TEACH in CHINA

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Maple Leaf International Schools currently offer the BC Global Education Program in seven cities located throughout China. CMLES is the first and largest BC offshore school system in China with more than 6500 students registered as BC students in seven high schools and two K-9 Foreign Nationals Schools. Our schools are certified to offer the BC curriculum, fully taught in English by over 300 BC certified teachers. Join our team!

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Your Health ...from Gum to Bum

by Catherine Mulvale, Executive Director, Canadian Digestive Health Foundation

Have you ever wanted to speak openly about a health issue but stopped yourself because you were embarrassed? Well, you're not alone. That is the case with a majority of the 20 million Canadians who suffer each year from digestive disorders.

Running from gum to bum, your digestive tract fuels your life. It is inarguably the most important system in your body. It fuels your heart, lungs and mind. It helps fight infection and illness. It impacts your mood and energy. It is the system that works every moment of every day and it needs to be protected, respected and cared for to offer you maximum health benefits.

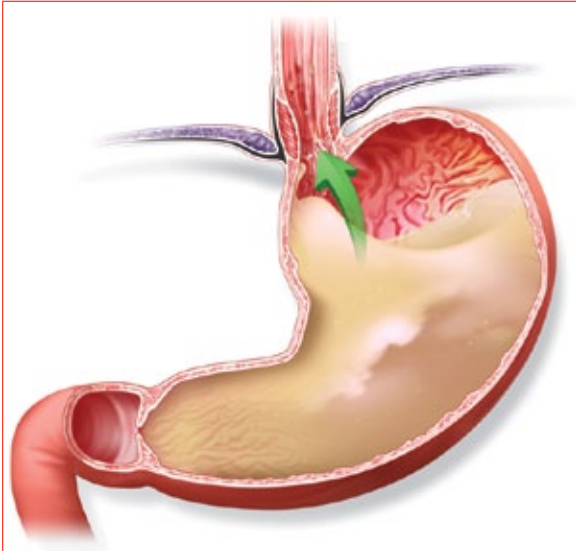
While we speak openly about breast cancer screening, most people are uncomfortable talking about colonoscopies—a safe test that can essentially stop colon cancer before it starts. Most of us will seek immediate medical attention if we think chest pain could be a heart attack but blame ourselves and put off seeing the doctor when we experience the searing pain of acid reflux.

It is not necessary for you to suffer when safe, effective treatments are available but lack of information, self-reproach, stigma, embarrassment and fear keep many Canadians from taking appropriate action. We need to break down the barriers that perpetuate silence and suffering. It's time to take control of our digestive—and overall—health and it all begins with education. So, let's take a look at just a few digestive conditions that, when managed properly, can result in a happier, healthier you.

IBS—Irritable Bowel Syndrome is a common disorder that involves problems with motility (how the bowel moves contents through our intestines) and sensitivity (how the brain interprets sensations in the bowel). The most common symptoms of IBS are abdominal pain and irregular bowel patterns that result in constipation, diarrhea, or alternating periods of both. Canada has one of the highest rates of IBS in the world with five million Canadians currently suffering. IBS affects significantly more women than men and is one of the most common causes for work and school absenteeism.

Learn more about living positively with IBS at www.CDHF.ca/IBS

GERD—Gastroesophageal Reflux Disease affects the valve between the esophagus (swallowing tube) and the stomach that results in a reverse flow of the stomach's contents into the esophagus. Most people living with GERD suffer from indigestion, acid reflux or heartburn. The pain can be so bad as to feel like it is a heart attack. On average, five million Canadians experience heartburn and/or acid regurgitation at least once each week. Twenty-five per cent of pregnant women experience daily heartburn. Recent studies show that GERD in infants and children is more common than previously thought.



GERD can be managed effectively. Learn more at www.CDHF.ca/GERD

COLON CANCER—Colon, or colorectal, cancer is a disease where cancerous cells (tumours) are present in the wall of the large intestine (colon). A mix of genetic and environmental factors can cause cells in the lining of the bowel to turn cancerous. Colon cancer can affect people of all ages but is most common after the age of 50. Each year about 22,000 Canadians are diagnosed with colon cancer and close to 9,000 of those will die. Colon cancer is almost 100 per cent preventable so getting screened can literally save your life.

Don't die from embarrassment. Learn how to protect yourself at www.CDHF.ca/ColonCancer

IBD—Inflammatory Bowel Disease causes inflammation (redness and swelling) and ulceration (sores) of the small and large intestines. It generally refers to two separate illnesses—ulcerative colitis and Crohn's disease. Ulcerative colitis causes ulceration and inflammation of the lining of the large bowel while Crohn's disease can occur anywhere in the digestive tract. Canada has one of the highest incidence and prevalence rates of IBD in the world with more than 230,000 Canadians living with the disease. This is a serious and often debilitating disease. Learn more at www.CDHF.ca/IBD



UNDERSTAND.

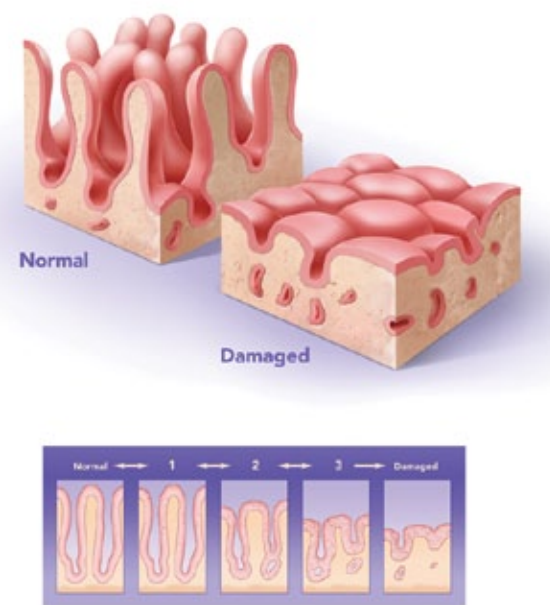
TAKE CONTROL.

LIVE BETTER.

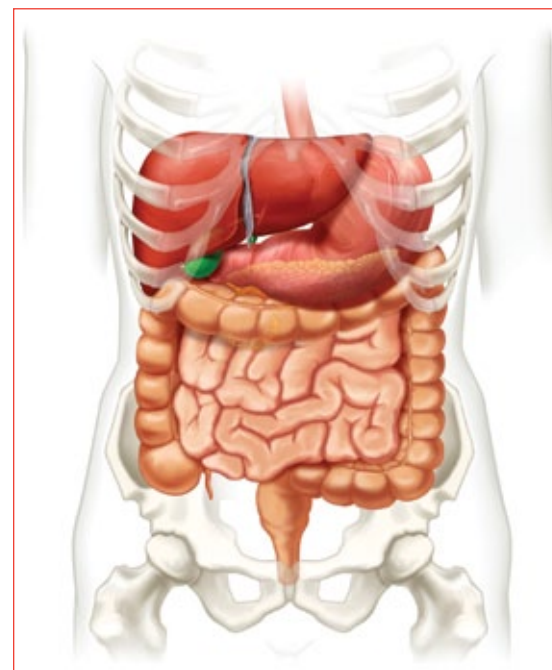
CELIAC DISEASE and GLUTEN SENSITIVITY

Gluten, is a protein found in wheat, rye and barley that has recently been given a bad rap. For some, it can present health challenges. For most, it does not. Celiac disease is a life-long condition that results when the immune system damages the villi of the small intestine and reduces the surface area available for absorbing nutrients. More than 110,000 Canadians have been diagnosed with celiac disease. Some people, test negative for celiac disease and show no signs of the intestinal damage but react badly to eating gluten with symptoms such as abdominal pain, fatigue, and headache. Such people are said to be gluten-sensitive or gluten intolerant.

Learn more about testing for and living with celiac disease at www.CDHF.ca/Celiac



LOVE YOUR TUMMY—Digestive health is essential to overall health and well being so it's important to Love Your Tummy. Digestive discomforts such as bloating,



gas/wind and constipation affect up to 80 per cent of people. These symptoms are not normal and many can be improved through simple lifestyle changes including regular exercise, maintaining a healthy weight, eating a healthy diet, and drinking more water. Take a few moments to better understand your digestive system, learn how to prevent digestive discomforts and disease, and proactively protect your digestive health by visiting www.LoveYourTummy.ca

Get to Know the Canadian Digestive Health Foundation

The CDHF exists to help you to take control of your digestive health with confidence and optimism. Feel better—starting today by visiting www.CDHF.ca

The Early Intervention Program (EIP) invites NSTU members to sign up for our Wellness email list at Be_Well@nstu.ca

Please contact Darcell at dcromwell@staff.nstu.ca and provide your NSTU email address.

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

For previous *The Well Teacher* articles, go to www.nstu.ca

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NSTU Leader Profile

SHEILA HAWLEY - Inverness-Richmond

NSTU Provincial Executive

Teaching since the beginning of the new millennium, Sheila Hawley, provincial executive member Inverness-Richmond started her career in Iqaluit as a member of the Nunavut Teachers' Association (NTA). "I spent four years up North and in 2004 was fortunate enough to come back home to Nova Scotia and be employed by the Strait Regional School Board," she says. She found out four days before school started that she got a job at Tamarac Education Centre as a Resource Teacher, and soon after she became the NSTU rep for her school.

"Unionism was always important to my father," she says. "Protecting workers' rights was something I was very conscious of growing up." Hawley's mother was a teacher and her father, who worked for Ford Canada was a very engaged member of his Union. "You could say that unionism is in my blood, being from Cape Breton and all," she adds. "I learned that you could get taken advantage of without a union and it was important to know your contract. When I got hired I wanted to get involved, wanted to know my contract and support others."

She also credits the modelling from a former colleague that got her interested in being an involved Union member. "A colleague from NTA was very involved in the Union, so I started at the ground floor as a rep."

From being a rep in her school, she served on the Inverness Local executive in varying positions including being treasurer for four years. She was Local president from 2010 to 2012 and also served as the Strait RRC chair during the 2011-12 school year, just prior to joining the provincial executive. She's currently in the third year of what will be four years serving as the provincial executive member for Inverness-Richmond.

Hawley was a SLD (Severe Learning Disabilities) teacher at Tamarac, where she spent eight years before really coming home and teaching in her home community at Bayview Education Centre in Port Hood.

She's currently a Grade 2 teacher at Bayview where she also taught Grade 4/5. "Going back to the classroom gave me a greater appreciation for my classroom colleagues," she comments. "There is a lot of data entry for Grade 2, like running records and a common writing assessment. Even with the class cap, which helps greatly, there are still many needs in many classrooms."

Even with a BEd from Acadia, two Master's degrees—one from StFX in administration and one from Mount Saint Vincent University in curriculum (resource)—and her skills and experience as a Resource and SLD teacher, she says that, "I still lie in bed at night worrying about my students," she adds.

She's liking her Grade 2 experience. "They are really growing intellectually and physically as learners. Her students love to work and love to learn, she adds, but there are still a lot of needs in cognitive development, behavioural, physical etc. that exist in her classroom. "They are people, individuals with strengths and challenges, no number can really define them."

As an SLD teacher in Port Hawkesbury she was also heavily involved in the PEBs program. "I knew most of the students in the school, and I found that PEBs really helped students to model how to be the best they could be, teaching them how to listen, how to contribute." She really liked that aspect in supporting student success.

Along with the ongoing challenges with class composition, she knows that, "We still meet the outcomes despite the needs of learners. We're doing everything we can as a school community to address needs."

Hawley does see the breakdown of community as a detriment to student learning. "When teachers and parents work together the student really benefits." She relays a story about a student she taught with a severe learning disability who with some prep from Hawley and the help of her parents kept her skills up over the summer break. "When she came back to school in the fall I could start right where we left off."

Recently she's concerned about what will happen to public education with the release of the Minister's Action Plan. "There are so many things discussed in the plan," she says. "It's difficult to even respond or know the repercussions until the plan actually starts to get implemented. What do the changes really mean for kids, educators and the community?"

For the NSTU, she sees some challenges for the Union, "It's important for people to be engaged," she says. "I think there is complacency out there because we feel we don't have a voice. There is a sense that things are always being done to you, and you're not part of the decisions that greatly affect your teaching practice."

In her role as provincial executive member, Hawley served on the personnel committee for two years and she currently serves on the governance and policy committee. "I really enjoyed my time on the personnel committee and learning about yet another facet of the Union," she says. "Being on the governance and policy gives me a better appreciation for our operational procedures, constitution and policies. Knowing a Local constitution is one thing; you don't realize all that governs this organization until you sit on the Executive."

Hawley's unsure what she will do after her term on the provincial executive expires at the end of July, 2016. "I will still be involved after my term is up, but am not sure in what



capacity. I will probably look to opportunities that need support within my Local or on a provincial committee."

She admits it will be hard to pull back. "I'd be lost without any involvement," she says. "You need to have your finger on the pulse of things to effect change that will be positive for teachers. It's about making a better tomorrow for students and teaching, and the Union."



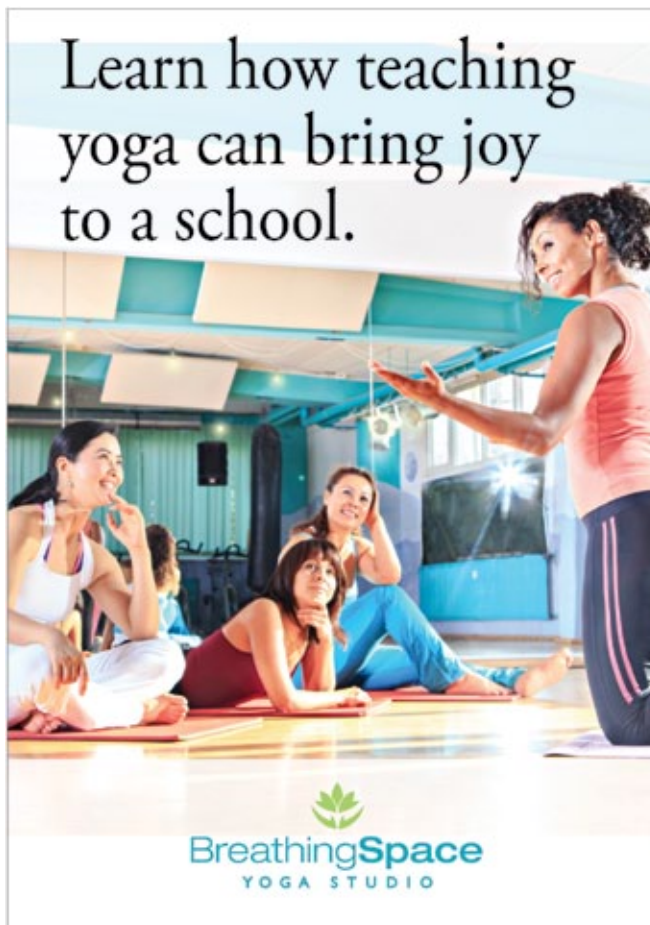
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Yoga in Schools New Summer Conference

4 days that inspires growth, connection and inner peace.

This conference offers workshops for every level: from the curious beginner to the certified yoga instructor. Workshop titles include: Introduction to Yoga, Yoga Grade 11, Yoga for Special Needs and Autism, NEW Girl on Fire Empowerment Program, NEW Mindfulness Manual, Yoga and Story telling as well as multi-level posture classes.

THIS SUMMER CONFERENCE WILL LEAVE YOU FEELING REFRESHED, RENEWED AND INSPIRED.

Conference Leaders:

Jenny Kierstead, author of 6 yoga school programs and award-winning educator, is founder of Breathing Space Yoga Studios. She is currently piloting her NEW Girl on Fire Program in NB 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 11 to HRSB. He is currently piloting a program using his NEW Mindfulness Manual.

Leading Educators and Guest Speakers soon to be announced!

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

Date(s) & Time: July 20th-23rd, 2015 : 9:00 a.m. - 4:00 p.m. each day.

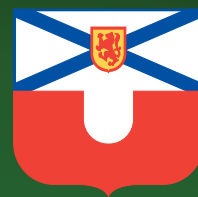
Location: Chocolate Lake Hotel, Halifax

Fee: \$ 500.00 + HST (check local PD for funding)

Register early to secure your spot! Call 902.444.YOGA or email info@BreathingSpaceYogaStudio.ca to register.

"My overall health, relationships & teaching practices have been influenced by this training. Be prepared for a life altering workshop!" - Tanya Thibeau, Yoga in Schools Graduate

Teachers Make a Difference



Congratulations to all of the NSTU members nominated for the Teachers Make a Difference Campaign!!

Conseil scolaire acadien provincial

Gerry Cormier
Kelley D'Entremont
Jocelynn D'Eon
Marcel D'Eon
Chris Doucette
Alain Gamache
Yvette Rossignol
Stacy Samson

Annapolis Valley Regional School Board

Ross Bentley
Tanya Cahoon
Joan Carmichael
Jenny Collishaw
Ashley Connors
Jill Conrad Tracey
Glen Earley
Robyn Foley
Thérèse Forsythe
Michelle Freeman
Lynne Fuller
Kelly Harnish
Suzanne Height
Bonny Hubley
Andrea Leslie
Mark MacFayden
Loraine McCormack
Susan Murphy
Reagan O'Hara
Jill Parlee-Elmore
Jamie Peppard
Dale Sanford
Aidan West

Cape Breton-Victoria Regional School Board

Paul Bowne
Rick Brown
Natasha Burke-Morash
Terry Drohan
Hardy Kalberlah
Stephanie Kennedy
Brian Lavery
Dave Levigne
Janine MacAulay
Dawn MacDonald Gillis
Daniel McNab
Maureen McNamara
Lisa Roach
Michelle Stubbett
Lisa Roach
Aaron White

Chignecto-Central Regional School Board

Sharon Barkley
Julie Bickerton

Stephen Blum
Charline Bourque
Dianne Brown
Kim Brownell
Cindy Cameron
Scott Cameron
Tanya Campbell
Jill Carter
Marriane Chapman
Caren Chisholm
Nancy Coleman
Trevor Comeau
Shirley Cresine
Jocelyn Devine
Megan Fahey
Lesley Fisher
Lori Garrett
Jennifer Giles
Melissa Gould
Rosemary Guyett
Tammy Harrison
Dania Hayward
Kristy Hoeg
Jennifer Hunter
Robert Langille
Julia Lavers
Mike LeBlanc
Irene Legere
Holly MacDonald
Mike MacDonald
Kathy MacKay
Kathy McManaman
Tamara Minard
Jane Pitts
Allison Potter
Bev Pugsley
Jane Purdy
Johnathon Reid
Emily Reilly
Charlotte Richard
Doreen Richard
Ann Rushton
Nancy Smith
Jessica Starratt
Tracey Trenholm
Nancy Tucker
Marcy Van Snick
Kathy Wells
Steve Wells
Cheryl Williams
Patti Williams
Noris Wiston

Halifax Regional School Board

Francis Abbass
Farah Ahmad
Dave Nagle
Penny Auld

Lisa Bedell
Stephanie Blucher
Trina Bowie
Natasha Camacho
Joel Campbell
Janique Caseley
Daniel Caya
Mark Chiasson
Shannon Christie
Ryan Clancey
Jennifer Comeau
Reanne Comeau –
Shantz
David Conley
April Cross
Kate Cummings
Donna Davies
Debbie Day
Tanya Deware
Lisa Dickens
Melissa Doherty
Melissa Doiron
Nicholas Down
Shannon Doyle
Dave Drapak
Carla Elliot
Judith Engram
Stephanie Fawson
Kemble Flynn
Peter Gallagher
Annette Gaudet
Paul Geddes
Dan Gilfoy
Leah Gillis
Ardelle Giza
Jonathan Grady
Kristy Grant
Susan Hartling
Lauren Howe
Angela Jackson-Butt
Pauline Jacobs
Michael Jean
Joanne Kennedy
Elizabeth Kyle
Janice Leger-
MacKendrick
Nikki Lovesey
Ruth Luke
James MacDonald
Lisa MacDonald
Robert MacIlreith
Shane MacLeod
Liam MacLeod
Kristine MacMullin
Tanya MacNeil
Helen Martin
Michael McFarlane
Tamara McMullin

Lisa Merry-Mansfield
Kim Michaud
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Peggy Ray
Jacquelyn Reid
Karen Robertson-Tran
Georges Saba
Jacqueline Sanford
Anita Senn
Matthew Serieys
Matthew Smith
Paul Stacey
Kim Stairs Freeze
Lois Stuart
Carolyn Sullivan
Gabriella Taylor
Shelby Trueman
Derek vanderMolen
Mary Veinotte
Jason Wade
Jennifer Welcher
Brian Welcher
Kate Whalen
Greg White
Tiffany Williams
Anthony Williams
Nancy Wilson
Kim Wilson
Angela Wisen
Albert Younes
Jim Zelios

NSCC

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Lisa Gower Chamberlain
Kurt Lanigan
Ed McHugh
Shelley Murphy
James Serynk
Lois Waugh

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Andrea Coreschi
Ryan Demone
Paul Gilbert
Sandra Himmelman

Raymond Johnson
Gale Lohnes
Adam McConnell
Audrey Nicoll
Emily Strong
Anne Swim
Lindsay Welsford
Ann Wentzell
Michael Wilson
Carmen Woodworth

Strait Regional School Board

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Jessica Brow
Lisa Cameron
Shelly Campbell
Angela Deagle
Tim Dort
Lianna Gillis
Mike Hinchey
Joan Kennedy
Anne Marie Lelievre
Carissa MacDonald
Shane MacInnis
Karen MacIsaac
Valerie MacLean
Anne MacMaster
Nicolle McIntyre
Sherri Rankin
Christopher Rathwell
Tommy Samson
Penny Samson
Maureen Sullivan
Darren Weaver
Shawn Whitty

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Mitzy Grimshaw-Poole
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Katie Thurber

Retired

Eugene Andrea
Ruth Ardley
Margaret Sanford-Long
Cathy Myketyrn
Arthur O'Connell
Anja Sampson
Ruth Selby
Elaine Smith-Comeau

Teachers who make a difference

Anne Swim

Anne Swim grew up in teaching. Her father was a teacher and her brother is a teacher. It was her father’s influence that helped her make her career decision. “He always loved his job,” she says. “That’s why I chose it.”

Swim too loves teaching, and this year she was recognized by a former student through the NSTU’s *Teachers Make a Difference* program, and randomly selected as the recipient for the South Shore Regional School Board. “I had heard about the program, but was very surprised when I got news that I was nominated and chosen,” she says. “As a teacher, it’s hard to be singled out because you’re always part of a team.”

Swim who is teaching English 10, Advanced English 11, Child Studies 11 and Family Studies 12 this school year, has great admiration and respect for her colleagues at Liverpool Regional High School—which happens to be her alma mater. “I don’t feel I’m doing things that much different than my colleagues, we all try to do the best we can for our students,” she says.

Swim loves the fact that the *Teachers Make a Difference* program lets students recognize their teachers. “It’s important to be nominated by a student, especially someone who is now out on her own,” she says.

She says it’s been kind of cool to be recognized around her community. “There was quite a bit of media attention here locally,” she says. “My husband is a lobster fisherman, and even his co-workers said, ‘I heard your wife got an award.’”

When she found out that she was being recognized, she said it couldn’t have come at a better time. “For me personally it was a very busy time, everything was happening at once and I really needed a pick-me-up.”

Swim also mentions that being recognized has helped to lift the spirit of her school too. “Sometimes teachers feel underappreciated in the media,” she says. “Anyone in any job wants to be recognized.” She says she knows that every teacher in her building works hard. “We feel that the general public looks down on us sometimes, and we do what we do because we love our students—that’s why we teach.”

It’s obvious that Swim cares about her students. This is what her former student had to say about her: “Mrs. Swim pushed me that extra mile when needed! I’d like to think she’s a big reason I made it into NSCC and now work as a Care Counsellor at Lahave Manor ARC! It’s teachers like Mrs. Swim that help you achieve what you think you can’t!”



NSTU president presented Anne Swim with her Teachers Make a Difference award during a Queens Local meeting on January 26. **From left to right:** Liverpool Regional High School vice-principal Jeanne Rhodenizer; principal Terry Doucette; Anne Swim; NSTU president Shelley Morse and Queens Local president Nathan Smart.

Teachers Make a Difference

To learn more about how teachers make a difference go to nstu.ca

Prime Minister's Awards
Competition now open!
Deadline: April 30, 2015

Prix du Premier ministre
Le concours est ouvert!
Date limite : le 30 avril 2015

Do you know an outstanding teacher? Someone who has made a major difference in the lives of students in your community?

Now is your chance to nominate them for a
2015 Prime Minister’s Award for Teaching Excellence!

Recipients receive cash prizes of \$5,000 (national level) or \$1,000 (regional level), a certificate and a letter from the Prime Minister. National level recipients are invited to Ottawa to receive their award from the Prime Minister and to share best teaching practices with their fellow recipients.

“I think it’s the ‘Nobel Prize of Teaching’ - a major highlight of my teaching career. Professionally, it gives me a chance to make a bigger difference.”
—Past recipient

Visit www.pma.gc.ca to download your nomination package today!
Nominations must be submitted by April 30, 2015.

For more information, please contact the Prime Minister’s Awards Office at 613-991-4255 or pmate-ppmee@ic.gc.ca

Connaissez-vous un enseignant exceptionnel ? Quelqu’un qui a eu une influence marquée dans la vie des élèves de votre communauté ? Présentez sa candidature dès aujourd’hui pour les
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Les lauréats reçoivent une prime de 5 000 \$ (prix national) et 1 000 \$ (prix régional), un certificat et une lettre du Premier ministre. Les lauréats nationaux sont invités à Ottawa pour recevoir leur prix des mains du Premier ministre et pour partager avec d’autres récipiendaires leurs pratiques exemplaires de l’enseignement.

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Visitez www.ppm.gc.ca pour télécharger la trousse de mise en candidature dès aujourd’hui! **La date limite de mise en candidature est le 30 avril 2015.**

Pour obtenir plus d’information, veuillez communiquer avec le bureau des Prix du Premier ministre en composant le 613-991-4255 ou par courriel à l’adresse pmate-ppmee@ic.gc.ca

aviso

We Want to Hear Your Story

Submissions are encouraged from Nova Scotia’s public school teachers, community college faculty and professional support staff. Please mail to:

AVISO, 3106 Joseph Howe Drive, Halifax, NS, B3L 4L7

Or email submissions to aviso@nstu.ca

Manuscripts submitted should reflect AVISO’s mandate as a professional journal for Nova Scotia’s teaching profession. Manuscripts will not be returned. Any manuscript chosen to appear in AVISO may be edited for clarity, style, length and consistency.

Contributor guidelines are available to interested writers on the NSTU Website — www.nstu.ca

Please ensure email attachments are Microsoft Word, Rich Text Format or Text Only.

Original pictures or images related to submitted content are appreciated.

The themes for the 2014-2015 academic year AVISO editions are:

Spring – Professional in Supporting our Profession/Pride in Professionalism

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Les manuscrits soumis devraient refléter la mission d’AVISO en tant que revue professionnelle des enseignants de la Nouvelle Écosse. Les manuscrits ne seront pas retournés. Les manuscrits sélectionnés pour la publication dans AVISO pourront être édités pour ce qui est de la clarté, du style, de la langue et de la cohérence.

Les directives relatives aux collaborateurs sont disponibles en consultant le site Web du NSTU — www.nstu.ca

Les manuscrits envoyés par voie électronique doivent être en format Microsoft Word, Rich Text Format ou Texte seulement.

Les photos/images originales reliées aux soumissions sont appréciées.

Les thèmes des éditions d’AVISO pour 2014-2015 sont les suivants:

Printemps – Professionnels à l’appui de notre profession / Fiers de notre professionnalisme

Grade 4 students go on an energy diet

John MacKay’s Grade 4 class at Hillcrest Academy in Shelburne County have been on a diet this school year. But it’s not the kind of diet that first comes to mind. MacKay’s classroom is part of a school energy project organized by Canadian Geographic and Shell Canada—the Classroom Energy Diet Challenge.

The Classroom Energy Diet Challenge is a competition among Canadian classes from Primary to Grade 12 that aims to increase energy awareness among youth and educators.

A most recent project the class undertook was creating a wormery, using used paper, coffee grounds, old soda pop bottles and aquarium gravel, and of course red wigglers. When students were asked about how using worms to compost saves energy, they made clear connections to sustainability. Things like water conservation, green innovation, and creating fertilizer were discussed. “Worms save fuel,” said one student. “Words need some care,” said another. “I liked learning about a worm’s habitat,” said another student.

“This challenge is great for students to get involved with, but it meets a lot of cross curricular outcomes,” says MacKay, who teaches science, art, healthy living and social studies for his Grade 4 class, but also teaches Grade 4-6 French. “It meets outcomes in science in respecting the environment and habitat, social studies in looking at new ideas and what our world will look like in the future,

math, English Language Arts and art. The list goes on.”

“They talk about photosynthesis in planting a garden, we developed a logo for our team, we took soil samples, and we will also develop some community connections for another aspect of the challenge.”

MacKay hopes to bring his students pieces of art using recycled materials on display at the local library—the MacKay Library. He already has some connections there.

There are three streams to the competition: the Classroom Challenge,

the Video Contest and the School Energy Project. All 25 challenges are linked to Canadian National Standards for Geography. “It’s been a great way to get my students excited about saving energy and engaging them in the curriculum.”

As part of the classroom challenges students can do an energy audit, create community connections and learn about green innovations. As classes progress through the competition, students learn about their energy habits and share their knowledge with the rest of the country. They also get points for each challenge completed.

At press time Hillcrest Academy had completed four challenges and was up to 45 points. It is one of 11 public schools in the province in the Challenge. “We’re fortunate though because our classroom will be highlighted in a vignette for the program.” To date a film crew has been to MacKay’s classroom twice to film his class in action. “That has been a really exciting aspect for students.”

For more information on the Classroom Energy Diet Challenge visit: <http://energydiet.canadiangeographic.ca/2015/main/challenges>



John MacKay (far right) is shown with his Grade 4 class.



Water Leaks and Workplace Health and Safety

While some school buildings/work sites have escaped the winter weather relatively unscathed, others have experienced significant damage in recent weeks. Some schools/sites have experienced or continue to experience damage due to water leaks, including water dripping from the ceilings, damaged and falling ceiling tiles, loose floor tiles and a “musty smell” in the building. With several recent school closures due to the leaks, and many more schools still operating after experiencing leaks, it is important to be aware of the hazards that may exist in the workplace and how best to keep safe.

With more immediate hazards such as dripping water and loose tiles, members should take precautions to avoid wet and damaged areas entirely where possible and keep all classroom equipment, including any electrical equipment, away from any water or potential leak areas. Wet or damaged areas of your school/work site should be approached with caution and only if necessary.



With any type of water or moisture problem, there is potential for a longer-term threat to workplace health and safety with the growth of mould. Although mould occurs naturally almost everywhere, both indoors and outdoors, elevated levels of mould are most frequently found in areas where there are wet building materials and where there has been water damage due to, for example, water leaks. In addition, mould growth is most likely to be a threat to health when substantially more mould is found indoors than outdoors, or when the types of indoor mould differ from those found outdoors, especially if the mould is a toxic type.

Under normal circumstances, mould growth is relatively harmless to healthy individuals. However, some individuals, including those with weakened immune systems or respiratory problems, may experience adverse health effects such as allergic reactions, infections or toxic effects when exposed to high levels of mould. Common symptoms of toxic effects include headache, abnormal fatigue, nausea, eye and respiratory irritation and aggravation of asthma or allergies.

If you believe your school/worksites is unsafe because of water leaks or mould growth, you should first bring your concerns to the attention of your principal/supervisor. If you are not satisfied with your principal’s/supervisor’s response, you should then bring your concerns to your workplace Joint Occupational Health and Safety (JOHS) Committee, and ask the Committee to make specific recommendations to the principal/supervisor in writing. The principal/supervisor has to respond within 21 days. Finally, if the JOHS Committee has not addressed your concerns adequately, you may bring your concerns to an Officer with the Occupational Health and Safety Division of the Nova Scotia Department of Labour.

These timelines may not be fast enough to deal with significant leaks and damage that is time-sensitive; so if you are having trouble obtaining immediate action from your principal/supervisor, contact the NSTU Staff Officer for your region, who can contact the school board office directly.

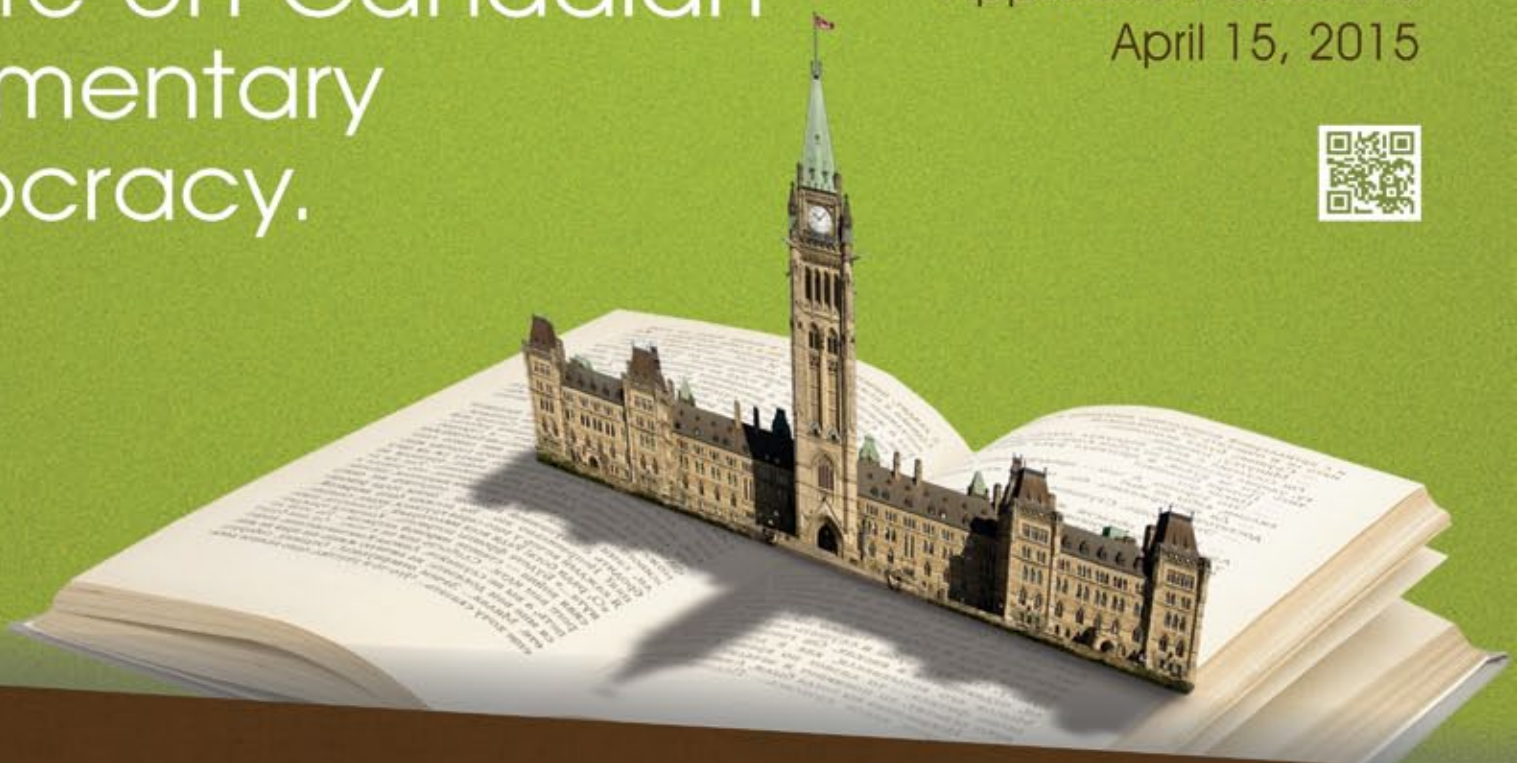


This winter’s weather has resulted in many water leaks at schools throughout the province. Shown are photos from J.L. Isley High School in Halifax.

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Curriculum Corner

by Marc Breagh
Curriculum Committee Chair

The Curriculum Committee met for the second of three meetings for this school year on February 20. On the agenda was a discussion of the Honourable Karen Casey's Action Plan, The 3 Rs: Renew, Refocus, Rebuild

– Nova Scotia's Action Plan for Education (January 2015).

Here is an overview of key changes from The 3 Rs, a plan predicated on "... making fundamental changes in four key areas," i.e. the four pillars. Some of these changes were welcome by Curriculum Committee members while others garnered additional questions or concerns.

Pillar One: A modern education system

The Committee was intrigued by the minister's call for systemic changes occurring across the Department of Education and Early Childhood Development with promises to become more "student-centered, efficient, flexible, sustainable, and integrated with other government agencies." This sounds like a positive development if it leads to improved delivery of the Public School Program.

Another suggestion from Pillar 1 was the creation of the Minister's Forum for Teaching Excellence. The Minister's Forum will "provide teachers with support, opportunities for networking, and teacher-requested professional development." How will the professional development opportunities currently available to teachers through the NSTU be impacted by the Minister's Forum?

The creation of a Business-Education Council is announced in the Action Plan. The Curriculum Committee is optimistic that this might enhance work opportunities and co-op placements for students. It is concerned, however, about the potential for non-educators to make decisions about what students should be learning. Pedagogy and developmental knowledge of students is the teacher's expertise, and teacher input is essential in these areas.

Pillar Two: An innovative curriculum

The Committee was pleased to see an increased focus on teaching literacy and math in the foundational early years. It was felt that teachers would be supportive of provisions for more learning time in these important areas.

Other positives in this pillar include: more hands-on learning opportunities to engage students as well as providing access to modern technology to support teaching and learning. Also, incorporating career education for Grades 4 to 12 is an exciting possibility for our students to learn and explore the world of careers.

There were, admittedly, some reservations from Curriculum Committee members around the possibility of "a streamlined, coordinated, and innovative curriculum" occurring by the projected date of September 2015. A large and ambitious undertaking like this requires extensive teacher consultation, professional development, as well as continued support. The Committee hopes teachers' professional needs are met during this transition to the new curriculum.

A reduction in provincial assessment and standardized testing is a step in the right direction with Grade 3 and Grade 8 literacy and math assessments as well as the Progress in International Reading Literacy Study (PIRLS) all being eliminated. The provincial literacy and math assessments are being replaced by teacher-generated common assessment tools. How will teachers be supported in the creation and use of these assessment tools?

Also, at the secondary level, Math 11 will become a two-credit course. How will this affect other course selection choices? This additional credit opens the possibility to limit the opportunities for students to engage in other academic subjects.

Pillar Three: Inclusive school environments

A new School Code of Conduct was announced in the Minister's Action Plan. Teachers are increasingly facing more challenging student behaviours in classrooms. It is a step forward for everyone concerned about public education to have clear guidelines from the Department in this area. This ensures our students and staff will live and work in safer and healthier learning environments.

Pillar Four: Excellence in teaching and learning

The creation of a "robust system" for teacher performance appraisal generated questions by the Committee. What does the word robust indicate about the nature of this performance appraisal system?

Hopefully teacher voice and input, through the NSTU and its members, will be seen as essential in order to move forward in all elements of the Action Plan. Without the pedagogical and developmental expertise of those who work in the classroom, any endeavour to improve public education will fall short.



NOTICE OF ELECTIONS (SPRING 2015)

Election of NSTU Provincial Executive Members

I. Background:

NSTU By-Law Article IV *The Provincial Executive* outlines the structure and duties of the NSTU Provincial Executive.

• Definition

There shall be an Executive of the Council, to be composed of the President, the immediate Past-President (one year position only), the first Vice-President, twenty-one (21) members elected on a regional basis at the Local level, including one member elected by all the members of the CSANE Local, and two (2) members elected by all the members of the Community College Local. A majority of the members of the Executive shall constitute a quorum.

• Duties

- The Executive functions in the name of the Council between sessions. It shall perform its duties in a manner that is consistent with the will of the Council as expressed through resolutions passed by the Council. In addition, the Executive shall carry out duties imposed specifically by the Teaching Profession Act and;
- appoint and dismiss an Executive Director and such other paid employees of the Union as it may deem necessary and determine their duties, remuneration and terms of employment, including bonding;
 - provide suitable offices and equipment for carrying on the work of the NSTU;
 - direct and supervise the business, property and affairs of the NSTU between Council meetings, and all decisions that are deemed policy by the Executive shall be forwarded to the upcoming Council as resolutions;
 - determine the place and date and make arrangements for workshops and special Council meetings;
 - issue a post-Council press release;
 - provide assistance with organizing Locals and Regional Representative Councils and Professional Associations;
 - shall ratify constitutions of Locals, Regional Representative Councils and Professional Associations by following regulations outlined in the NSTU Guidebook;
 - determine the boundaries of the Locals;
 - publish a magazine or other official publications;
 - cause the books and accounts of the Council to be audited annually by a chartered accountant and cause the report of the auditor to be submitted to Council;
 - have the power to convene an emergency meeting of a Local or a meeting of the NSTU members in a given area; and
 - is empowered to exercise on behalf of the Union, as the Executive deems advisable from time to time, the powers of the Union under the Teachers' Pension Act and report thereon to the Council at the next following meeting of the Council.

• Representation

NSTU Standing Order 10 *Composition of the Provincial Executive* delineates the representation by regional.

10. Composition Of the Provincial Executive

- Members of the NSTU teaching in the following regions shall elect twenty-one members to the Executive subject to the following conditions:
 - elections shall be held fifteen (15) days or more prior to the first meeting of the Council;
 - the regions and the numbers to be elected from each region shall be as follows:

Annapolis-Hants West-Kings	2 members
Antigonish-Guysborough	1 member
Cape Breton Industrial	2 members
Colchester-East Hants	1 member
Community College	2 members
Conseil syndical acadien de la Nouvelle-Écosse	1 member
Cumberland	1 member
Dartmouth	1 member
Digby-Shelburne-Yarmouth	2 members
Halifax City	2 members
Halifax County	2 members
Inverness-Richmond	1 member
Lunenburg County-Queens	1 member
Northside-Victoria	1 member
Pictou	1 member

II. Election Locations

Region	To be Elected
Annapolis-Hants West-Kings (2)	1 member
Cape Breton Industrial (2)	1 member
Community College (2)	1 member
CSANE (1)	1 member
Cumberland (1)	1 member
Digby-Shelburne-Yarmouth (2)	2 members (one for 2 terms and one for 1 term)
Halifax City (2)	1 member
Halifax County (2)	1 member
Northside-Victoria (1)	1 member
Pictou (1)	1 member

III. Eligibility

NSTU By-Law Article I-10(a) (iv) The right to vote and hold office at the Local and/or provincial level.

IV. Time Line

- A regional election must be conducted at least 15 days prior to Annual Council.
- Nominations close 30 days prior to Election Day in a region.
- The Regional Nominating Committee sets the exact dates for the election and close of nominations in a region.
- Contact your Local President to obtain the dates for the Close of Nominations and Election Day.

V. Contact Person:

For further information regarding the 2015 Regional Elections, contact Marcia Hirtle at mbirtle@staff.nstu.ca or 1-800-565-6788.

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coming events

March is...

International Day of Happiness – March 20 (dayofhappiness.net/); Childhood Arthritis Month (www.thepain.ca); Help Fight Liver Disease Month (www.liver.ca); National Colorectal Cancer Month (www.colorectal-cancer.ca/en/advocacy/national-month); National Kidney Month (www.kidney.ca); National Nutrition Month (www.dietitians.ca); National Social Work Month (www.casw-acts.ca); Canadian Red Cross Month (www.redcross.ca); Canadian Agricultural Safety Week (www.agsafetyweek.ca); Purple Day – March 26 (www.purpleday.org/); Journée nationale de la francophonie – le 20 mars (www.francophonie.org/); World Poetry Day – March 21 (www.un.org/en/events/poetryday/)

APRIL 9

Day of Pink

April 9 is the Day of Pink, International Day against Bullying, Discrimination, Homophobia and Transphobia in schools and communities. Everyone is invited to celebrate diversity by wearing a pink shirt and by organizing activities in their workplaces, organizations and schools. For more information www.dayofpink.org

APRIL 11

Orff Nova Scotia presentation

There will be a Music Workshop with Rick Layton and Jacque Schrader presented by

Orff Nova Scotia held on Saturday, April 11 beginning at 9:00 a.m. to 3:00 p.m.

The workshop will be held at Kingswood Elementary School in Hammonds Plains, NS. Workshop fees are payable at the door and there will be a nutrition snack provided.

Orff NS members \$25; non-members \$40; full-time students (Orff NS members) - free; full-time students (Non-members) \$10. Lunch orders must be ordered before April 3. Pre-registration is welcome. Please contact Charlotte Myers at myersc1@nspes.ca

APRIL 13 TO MAY 1

CBC Canada Writes Shakespeare Selfie contest for youth

The challenge: Write a modern-day soliloquy or monologue by a Shakespearean character. Could be in iambic pentameter or modern syntax.

2015 themes: Focus your entry on one of the following current affairs topics: *Rehtaeh Parsons and online bullying; The Kardashians—any member(s) of this modern-day royal family and their dramas; The Michael Brown shooting and the Ferguson riots; The reign of Taylor Swift—her huge album, her feud with Katy Perry, etc.; The rise of ISIS militants; LeBron James leaves Miami and comes home to Cleveland; “Lone wolf” attacks; and The Ebola outbreak.*

The word count should be 200-400 words. The contest is open to Grades 7-12. Prizes include a prize of an iPad Mini for each age category, as well as a school prize for

each grand prize winner. Governor General’s Award-winning young-adult author Kenneth Oppel will be judging the 2015 Shakespeare Selfie. His Silverwing trilogy has sold over a million copies worldwide.

Earlybird incentive: Teachers who let us know by **March 15, 2015** that they’re planning to participate with their class will be entered into a draw for a online video writers’ workshop with Kenneth Oppel for their class during the challenge period.

For more info: www.cbc.ca/books/canadawrites/challenges/shakespeareselfie/index.html

APRIL 15

Talk With Our Kids About Money Day

Talk With Our Kids About Money Day on April 15, encourages and support parents, guardians, and teachers to start or continue such talks with youth. Canada’s Task Force on Financial Literacy sees improving financial literacy as a shared responsibility, and it’s importance for financial education to be provided in our public schools. This project responds to all of these key points. In addition, experts and research indicate that young people can benefit from early discussions about money – to help build knowledge and skills for the decisions they will face. The third Wednesday of April each year helps – to “get conversations started” and bring attention to the importance of talking with our kids about money. The program used fun activities to engage students in discussion about money matters relevant to their lives. Free resources available.

For more info visit talkwithourkidsaboutmoney.com/

APRIL 17 DEADLINE

The Government of Canada History Awards for Teachers

The Government of Canada History Awards for Teachers are open to high school teachers across Canada. Teachers are invited to submit their best project to help mark some of the important milestones and commemorations taking place in Canada over the coming years. The projects will help create a guide for all teachers to mark these important anniversaries.

The award consists of up to 30 prizes of \$2,000 each – Up to \$60,000 in award money. The 2015 themes highlight several important anniversaries including the bicentennial of Sir John A. Macdonald’s birth, the 50th anniversary of the National Flag of Canada, and the 75th anniversary of the start of the Second World War. The deadline for entries is April 17th, 2015.

The Government of Canada History Awards for Teachers are open to all residents of Canada currently certified as a teacher in Canada. Teachers may submit more than one project for consideration but will only be eligible for one prize. The award consists of up to 30 prizes of \$2,000 each – Up to \$60,000 in award money.

For more info: www.canadahistory.ca/History-Awards/Teaching-Award/Home

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Developed by the National Eating Disorder Information Centre (www.nedic.ca)
Beyond Images is generously supported by the Dove Self-Esteem Project

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Antigonish students enhance cultural diversity through innovative project

Jackie Dunn MacIsaac, music teacher at St. Andrews Consolidated School is Drumming Up Nova Scotian Culture and enhancing cultural diversity with the help of a grant from Program Development Assistance Fund (PDAF). *The Drumming Up Nova Scotian Culture* project sees Grades Primary to 6 students engaged in new music instruction that is enhancing their cultural learning and experiences.

The \$4,948 grant for the project enabled Dunn MacIsaac to purchase new Mi'kmaq, Celtic, Acadian and African drums as well as percussion instruments to be used to enhance classroom performances, monthly assemblies, cultural events and public concerts.

She explains that this project is a cultural and instructional initiative that will allow all students to learn about the music, the historical meaning and use of the instruments, as well as perform pieces of music from various cultures in Nova Scotia. "Cultural drumming is a perfect fit to immerse children in local cultures since instrumental performance is an immediate 'hands-on' experience where students actively participate in making music, while raising their awareness for the rich multicultural diversity within our school, community and province," she says. "Student experiences will be heightened by learning about and through culture as they perform various genres of music."

Dunn MacIsaac further explains that the art of drumming is not only a powerful music skill, it is a great form of exercise, self-expression, intellectual stimulation, communication, acceptance of others and a powerful and cherished form of cultural music making. "Drum circles have the power to unite mind, body and spirit and leave participants with a healthy sense of self. It is a very accessible form of instrumental music for all students and will be an enjoyable and enriching experience for all students at St. Andrews Consolidated School," she adds.

The goals of the project include:

1. To supply all students with new cultural learning and experiences through the use of new African and Mi'kmaq drums as well as Celtic and Acadian percussion instruments.
2. To provide all students, especially those with developmental and intellectual challenges, the opportunity to experience the power of culture and rhythm while offering students a supportive and cooperative community setting in which to create, share and learn.
3. To provide all students with new cultural performance opportunities while developing their team building skills, creativity, musicianship and cultural knowledge.

If the smiles on the students' faces are any indication, this project has well exceeded expectations. Students look

forward to the next time they will use the instruments and some of their comments include:

—"This was the best music class ever!"

—"Following a turn as drum circle leader, one student said "I have never ever been a leader in school."

—"Do we get to use the drums again today?"

—"Following a Grade 6 class performance, a Grade 1 student said "The music the Grade 6 students performed was awesome!" and another said "I wish their piece lasted longer. I wish they played it 100 times."

So, what's next for these budding musicians? Performances and celebrations students will be involved with include: to name a few, African Heritage Month; a drumming showcase at the school's spring concert; International Dance Day; Acadian culture; and Gaelic Awareness Month.

The project will be evaluated through student engagement and participation, assessment and observation during in-class and formal performances, student self- and peer- evaluation and teacher self-reflection.

The PDAF program encourages innovative program development in Nova Scotia's public schools. Co-sponsored by the NSTU and the Department of Education and Early Childhood Development with an annual sum of \$200,000, it provides financial support for projects directly related to the Public School Program. Application deadlines coming up are April 1 and June 1 by 4:00 p.m.

For more information visit the Professional Development portal of the NSTU website at www.nstu.ca or contact NSTU executive staff officer, Gérard Cormier at 1-800-565-6788 or 477-5621 or gcormier@nstu.ca or pd@nstu.ca.



Grade Primary students at St. Andrews Consolidated School are very excited to perform using the new instruments!

Selfie in FRENCH!
Summer 2015
July 5 to July 17
July 19 to July 31

French immersion for FSL teachers

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TWAR and SAA hold joint meeting

The Teachers with Administrative Responsibilities (TWAR) standing committee of the NSTU and executive members from the School Administrators' Association (SAA), a professional association of the NSTU held a joint meeting on February 27 at NSTU's Central Office. Both groups came together to discuss issues for NSTU members with administrative responsibilities and to collectively review the four pillars of the Minister's Action Plan for Education. Within their discussions, both groups looked at opportunities, concerns and questions for administrators. They also reviewed motions put forward to NSTU's provincial executive through TWAR around encouraging Locals to further engage and involve teachers with administrative responsibilities in Local activities and professional development opportunities.

The TWAR committee provides a voice for teachers in administrative positions. It examines and makes recommendations to the provincial executive on communication, professional development, recruitment, selection, retention, and other issues and trends affecting administrators. A member of the School Administrators' Association (SAA) also sits on the committee.

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From left to right: SAA executive members *Brendon MacGillivray (HRAA); Jane Sweeney (SAA Digby); Heather Foote, (SAA Lunenburg County);* TWAR committee member *Mary McCarthy (Cape Breton District);* TWAR chair and TWAR SAA representative *Joyce Veinot-Gates;* SAA president *Mike Landry (Valley SAA);* SAA secretary *Kathy Fougere (Colchester SAA);* and *Henry White (Cape Breton SAA).*

Standing: TWAR staff liaison *Betty-Jean Aucoin;* and TWAR committee members *Robert Wigle (Dartmouth) and Grant Dunn (Yarmouth).* **Missing:** TWAR provincial executive liaison *Sandy Mitchell* and TWAR committee members *Andy MacNeil (Halifax County) and Brian MacIsaac (Pictou).* **SAA executive members missing:** *Chris Nicholson, Frank McNeil, Doreen Redmond, and Andrew McNeil.*

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Schools as Communities

Open Hearts Open Minds Open Doors

Education Week 2015 • April 19 to 25

Schools are the pillars of our communities. They are bricks and mortar that come to life to form a vibrant meeting place to serve the needs of students and the community.

Schools as Communities is the idea that schools aren't a part of the community but the embodiment of the community. While schools are places of learning, they also serve as centres for social activities, democratic debate, sporting events and spiritual awakening.

Open Hearts, Open Minds, Open Doors recognizes the important role that teachers, education partners and our schools play in our communities and our society. Behind every great school are the teachers and staff that help to make a safe and welcoming environment for everyone.

This year's theme recognizes Nova Scotia educators who work to support student development by engaging the community through service learning, community projects and co-operative education. It also acknowledges the important role that local and regional community organizations play in quality public education.

Education Week is proudly sponsored by:

 **2014-15—Pre-Retirement SEMINAR**
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Annapolis Valley Regional School Board — Old Orchard Inn, Greenwich



Teaching and administrative opportunities in the Nova Scotia International Programs

Live and work in a new culture; teach the Nova Scotia curriculum or bring your school leadership expertise to an exciting new learning environment. Nova Scotia international programs are now seeking teachers and administrators for positions commencing in September 2015.

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For a list of opportunities please visit our website:
www.internationalprograms.ednet.ns.ca



'A mind that is stretched by a new experience can never go back to its old dimensions.' — Oliver Wendell Holmes

The Importance of Designating a Beneficiary

The **importance** of designating a beneficiary can be overlooked. 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.

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 for these policies 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 as per your wishes. A signed and up-to-date beneficiary designation form will make certain that this occurs.

Remember, you can designate more than one primary beneficiary. For instance, you can designate your children as primary beneficiaries.

When you have more than one primary beneficiary it is important to allocate percentages of the proceeds each beneficiary is to receive or inherit. This is an important step to remove all doubt of your intent and wishes at the time of your death.

It is also important to designate a contingent beneficiary. A contingent beneficiary is a person that receives the proceeds from your life insurance policy if the primary beneficiary cannot. Think of a contingent beneficiary as a back-up plan. Contingent beneficiaries come into play should the primary not be alive to collect the proceeds.

Just like primary beneficiaries, you can name multiple contingent beneficiaries. You also need to allocate percentages to contingent beneficiary designations to ensure your intent and wishes are clear.

Please take a moment to think about your primary and contingent beneficiary designations 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 designation(s). If you are not sure of your beneficiary nominations, due to privacy, you, the member, may contact Johnson Inc. or check the Johnson Inc. Members Only website.

There will be an upcoming opportunity for you to review your current beneficiary designations. Johnson will be sending out benefit statements in the month of March that will include your current beneficiary designation. Take the time to review this information and update, if needed.

We hope the above explanation provide some assistance to you in understanding the importance of designating beneficiaries for your life and accidental death & dismemberment policies. 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).



***APPLICATIONS ARE NOW BEING ACCEPTED
FOR COHORT 5, BEGINNING SEPTEMBER 2015.***

**Are you a principal, vice-principal, department head,
consultant, or coordinator? Are you interested in pursuing
graduate studies in instructional leadership?**

**Then consider applying for the
Nova Scotia Instructional Leadership Program.**

The Instructional Leadership program leads to a
Diploma in Instructional Leadership, granted by the
Department of Education and Early Childhood Development,
and with approval from the Office of Teacher Certification,
can be used for a raise in your teacher certification level.

**For more information on the program, including
course descriptions and access to the online application form,
visit the Leadership Academy webpage at
<http://www.nselc.ednet.ns.ca/welcome-to-the-nsila.html>,
or contact Sue LeBel, Program Coordinator,
at slebel@nselc.ca or 902-354-8134.**

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* Johnson Inc. ("Johnson") is a licensed insurance intermediary. Home and auto policies are primarily underwritten by Unifund Assurance Company ("Unifund"). Unifund and Johnson share common ownership. Auto insurance not available in BC, SK or MB. Eligibility requirements, limitations, exclusions or additional costs may apply and/or may vary by province or territory. *Contest runs from Aug 1/14 to July 31/15. Contest open to persons who, at the time of entry, are: (i) members of a participating Johnson affinity group, (ii) residents of Canada (excluding QC, NU) and (iii) of age of majority in their province of residence. No purchase necessary. Eligible policyholders automatically entered. Limit of three (3) entries per eligible person. Chances of winning depend on number of entries received. A time limited skill-testing question is required. Total prize value is approx. \$60,000 CAD. Vehicle may vary from illustration. BMW Canada Inc., including its parent company, subsidiaries, divisions and other operating entities, has neither authorized, sponsored, nor endorsed this contest. BMW, BMW model designations and all other BMW related marks and images are the exclusive property and/or trademarks of BMW AG. Full contest details at www.johnson.ca/MORE. MVM012015

resources

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Digital Resources for Teachers

The Media Library is the place to go for all your curriculum video needs! We provide you with access to over 10,000 online videos to stream or download and have a collection of over 5,000 educational videos and DVDs that support Grades P to 12 in all subject areas of the Nova Scotia curriculum.

Everything is accessible from the EduPortal (<https://edapps.ednet.ns.ca/eduportal/>) or visit our website directly at <http://medialibrary.ednet.ns.ca> to access these and other digital classroom resources!

Last chance to download CBC titles from the Media Library!!

In addition to our lending and duplication collections, the Media Library also has videos that can be downloaded or streamed. To access these videos, please log into the EduPortal and either click on the link for “Online Video Library/Learn360” or use any of the links below to access these videos and many more.

Most of the CBC titles purchased for inclusion in our digital library are going to expire at the end of March. Download them while you still can!!

News in Review Series (<http://www.learn360.com/Search.aspx?Series=8303076>)

This is Canada’s premier current-event series for the classroom. Published monthly, this video resource will give your students the opportunity to delve into today’s most important events as they unfold. The Media Library has February 2010 – April 2014. Appropriate for Grades 6-12.

La revue de l’actualité série (<http://www.learn360.com/Search.aspx?Series=19358482>)

This series is the French-language counterpart to News in Review. Published less frequently than the English-language version, this resource still looks closely at important current events. The Media Library has May 2012 – March 2014. Appropriate for Grades 6-12.

Doc Zone (<http://www.learn360.com/Search.aspx?Series=6831565>)

CBC’s flagship documentary series explores and expands on the major issues of our time. Around the corner, around the world, *Doc Zone* cameras bring viewers to the center of the stories everyone is talking about. The Media Library has 16 titles from this series in its digital library that cover subjects ranging from feminism to environmentalist to powerful images of the war in Afghanistan. Appropriate for Grades 10-12.

The Fifth Estate (<http://www.learn360.com/Search.aspx?Series=18717067>)

For more than three decades, *The Fifth Estate* has been Canada’s premier investigative documentary program, acquainting viewers with a dazzling parade of political leaders, shady characters and ordinary people whose lives were touched by triumph or tragedy. The Media Library has seven titles from this series in its digital library that cover subjects ranging from gender identity and trans-gender, youth homelessness and video game obsession. Appropriate for Grades 10-12.

The National (<http://www.learn360.com/Search.aspx?Series=11488361>)

The National is Canada’s nightly news program that brings Canadians the real story where and when they want it. The Media Library has 22 titles from this series in its digital library that cover subjects ranging from sexual harrasment in schools, cyber-bullying, and residential schools. Appropriate for Grades 10-12.

The Nature of Things (<http://www.learn360.com/Search.aspx?Series=11488364>)

Join host David Suzuki on *The Nature of Things* as we attempt to throw open the door to the wonder and accomplishments of science. The Media Library has 24 titles from this series in its digital library that cover subjects ranging from the secret world of bees, the emotional brain, sleep famine, and the age of the oil sands. Appropriate for Grades 9-12.

OTHER TITLES EXPIRING AT THE END OF MARCH:

Keep on Keepin’ On (<http://www.learn360.com/ShowVideo.aspx?ID=758994>)

Produced, written and directed by Sylvia Hamilton, this short film is a visual poem to Nova Scotia from the point of view of an African descended person whose ancestry dates back nearly two hundred years in Nova Scotia. It is a testimony to a people, who in spite of the odds, “keep on keepin’ on”. This film covers a wide range of curriculum outcomes and is appropriate for all grade levels. Appropriate for Grades 6-12 (4 min.; 2006)

The Little Black School House (<http://www.learn360.com/ShowVideo.aspx?ID=758996>)

Produced, written and directed by Sylvia Hamilton, this film reveals the complicated truth of Canada’s segregated schools and demonstrates the resourcefulness, intelligence and determination of their students and teachers. It tells the little known story of the women, men and children who studied and taught at Canada’s racially segregated Black schools and is a poignant and unfailingly honest evocation of the struggle of African Canadians to achieve dignity and equality through education. This film also provides an historical

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The John Huntley Memorial Internship Program

*The final deadline for application for the
John Huntley Memorial Internship Program
for the 2014-2015 school year is **April 15.***

*Applications for active NSTU members are available through your
NSTU rep, on the NSTU website at 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

perspective on recent calls to create “Black-focused” schools, after ongoing claims from within the Black community that their students are being ill served by the education system. Appropriate for Grades 9-12 and for teacher professional development. (60 min.; 2007)

Portia White: think on me (<http://www.learn360.com/ShowVideo.aspx?ID=758995>)

Produced by Sylvia Hamilton, this program uncovers the unique life of Canadian born contralto Portia White who achieved unparalleled international success during the tumultuous 1940s. This lyrical documentary blends rare archival footage and haunting performance recordings of Portia White, interviews with family members, former colleagues and students who after years remain inspired by her. This program is the first major work about the life and career of this extraordinary Canadian singer. Appropriate for Grades 9-12. (50 min.; 2000)



NSTU CAMPAIGN GUIDELINES



The 2015 deadline for candidates' information are **March 20** for the April 8 issue and **April 17** for the May 5 issue. This information should be given or sent directly to *The Teacher* office at theteacher@nstu.ca

The following guidelines are for NSTU members running for the following positions/committees during Annual Council 2015: First Vice-President, CTF Delegate, Discipline Committee, Professional Committee and Resolutions Committee.

8. Committee Campaign Guidelines

In respect of electoral campaigns for committees elected at Council, the following guidelines shall apply:

- (a) Active campaigning within the Council Chambers is prohibited. Passive campaign activity within the Council Chambers is permitted;
- (b) Locals are prohibited from directly making any monetary or non-monetary contribution to any candidate's campaign. Such contributions do not include expenditure of funds designated for the Local (e.g. Local meeting room at Annual Council). (2013-4)
- (c) Campaign spending by or on behalf of each candidate may not exceed \$100. Such expenses are the sole responsibility of the candidate.
- (d) All candidates must submit an approved financial statement report form to the Annual Council Elections Committee within sixty (60) days from the conclusion of Annual Council. This statement is to include a list of all contributions with non-monetary items being assessed at dollar value, and an itemized list of expenditures;
- (e) The Annual Council Elections Committee shall refer the financial statements of candidates to the Provincial Executive for review. These financial statements will be published in *The Teacher*.
- (f) Publicity: Each candidate is permitted to insert in an issue of *The Teacher* prior to Council:
 - (a) One head and shoulder photograph of himself/herself;
 - (b) Biography of personal, educational and career achievements, of no more than 150 words;
 - (c) A personally prepared platform of objectives, no more than 300 words in length.
- (g) Items must be sent to *The Teacher* fifteen (15) working days before publication and these will appear in alphabetical order.
- (h) Paid advertisements in any medium (press, radio, TV, *The Teacher*) are prohibited.
- (i) The number of campaign posters and/or banners on display in the hotel at Annual Council may not exceed a total of twenty-five (25) for each candidate. When Annual Council is held at a facility where Local delegates are divided between two facilities, the number of posters will be increased to thirty-five (35). A campaign poster shall include any poster, banner or sign posted by or for a member running for an elected position that makes a reference to the candidate and/or the position being sought. (2011-9)
- (j) Upon request, each candidate shall be given a list of the room numbers at the main facility used by NSTU delegates, alternates, official observers and guests once delegates have been accommodated. Distribution of campaign materials to rooms shall be limited to those rooms so identified. Such identification shall not allow the name of the occupant of the room to be determined.

9. General Campaign Guidelines - Active and Passive Campaigning

With respect to all elections, the following definitions shall apply:

- (a) Active campaigning shall be considered any display or action that involves the presentation of partisan information in a manner that is difficult for a group of delegates to avoid. Examples of such active campaigning include the display of campaign posters, the shouting of campaign slogans, shouting out in support of a candidate other than during the normal address to delegates, distributing materials throughout Council chambers including the placing of campaign materials anywhere within Council chambers prior to, during or following a Council session, and demonstrations in support of a given candidate. (2011-13)
- (b) Passive campaigning shall be considered any display or action that is observable only by people in the immediate vicinity of the campaign material and involves no explicit action to promote or advance those materials at the time at which the material is seen or heard. Examples of such passive campaigning include the use of writing materials containing references to a candidate, the wearing of campaign clothing, buttons or ornaments, and the presence of a single copy of a candidate's campaign literature at the delegate's seat and table spot. (2011-12)
- (c) A candidate or representative of the candidate is permitted to place up to one (1) item per delegate per session at the tables in Council chambers prior to the start of the session. This would replace campaign material distribution at other times. A candidate would still be permitted to greet delegates as they enter Council chambers. (2011-10)
- (d) In the event that campaigning for any other NSTU election takes place during Council, the guidelines for the Council Committee election campaigns applicable to the conduct of the campaign during Council, shall apply.
- (e) Active campaigning for election to a position not related to the structure of the NSTU is prohibited.

classifieds

Classified rates are \$2.00 for the first 15 words and 25¢ per additional word upon presentation of a professional or NSCC Employee number.

Non-members pay \$6.00 for the first 15 words and 25¢ per additional word.

To book, call **Sonia Matheson at 1-800-565-6788**
or email theteacher@nstu.ca

DARTMOUTH SHORT TERM RENTAL - Furnished two-bedroom, two-bathroom home on quite cul de sac in Brightwood area. Available mid-June until end of October. Utilities included in rent. For further details email hollyj12@gmail.com

REGISTERED MASSAGE THERAPY - I've moved to a new location! **CHRIS BAGNELL, RMT** is now located at **SPA SOLUTIONS, 657 Portland Street, Dartmouth**, 902-469-4772. Teachers are entitled to 20 massages/year per family member with Blue Cross. Excellent for relieving stress, anxiety, muscle tension, fibromyalgia, improving sleep. 10+ years experience. To contact CHRIS for an appointment call... **902-469-4772**.

SEEKING JOB SHARE PARTNER - Qualified resource teacher looking to job share 20% within the HRSB for 2015-16 school year. Presently job sharing. wartsila55@yahoo.ca

SEEKING JOB SHARE PARTNER - 30% elementary Music position for 2015-2016 school year. School is in the Nova family of CCRSB (an easy commute from Halifax or Truro). Job share partner will be responsible for one school of my circuit position. Please email sproulg@ccrsb.ca for more information.

JOB SHARE - Seeking a partner to do 20% (possibly up to 40%) job share at Caledonia Junior High Learning Center for 2015-16 school year. Please email me at lhollohan@hrsb.ca or call Lisa at 902-462-9966.

JOB SHARE - Permanent contract teacher at Bridgetown Regional High School, AVRSB, offering 40% job share for 2015-16 school year. French required. Classes include Core French 9 & 10; Integrated French 9 & 11. Email shandley@staff.ednet.ns.ca or call 902-538-1722 for more information.

SEEKING JOB SHARE PARTNER - Need a one day a week job share partner in Elementary resource, learning centre or Grades P-2 for 2015-16. Email Sheila at scamp@ns.sympatico.ca

JOB SHARE - French Immersion teacher seeking a 20% teaching position with HRSB for 2015/16. Fluently bilingual, 23 years experience in P-5 Immersion. References upon request. Please contact losierdt@staff.ednet.ns.ca

JOB SHARE - Elementary French job share partner wanted. Seeking a qualified teacher with elementary French methods for a 40-50% job share in elementary Core French for the 2015-2016 school year in the Halifax/Dartmouth area. Please email sunflowers2020@hotmail.com

TEACHER EXCHANGE - CBVRSB teacher/guidance counsellor looking for an exchange with another from AVRSB or HRSB. Willing to leave guidance in order to complete exchange. Please contact Jennifer Morrison j_morrison@nspes.ca. Permanent exchange is desired.

TEACHER EXCHANGE - Permanent elementary teacher with HRSB interested in an exchange with a permanent elementary teacher from CBVRSB for 2015-16 school year. Possible permanent exchange desired. If interested, contact djclark@nstu.ca

TEACHER EXCHANGE - Permanent elementary teacher with the HRSB interested in an exchange with a permanent teacher within the SRSB, preferably an hour or so commute from Cheticamp for the 2015-2016 year and a permanent exchange desired. Contact coqw@staff.ednet.ns.ca

TEACHER EXCHANGE - Looking for a permanent elementary teacher from the AVRSB interested in an exchange with a permanent elementary teacher from the HRSB. A permanent exchange is desired. Please contact christy.wilson@hrsb.ca

TEACHER EXCHANGE - I am looking to do a teacher exchange for the 2015-16 school year. P-12 Guidance Counsellor in the Strait Regional School Board looking to do an exchange with a GC in HRSB or school within up to one hour commute of HRM. Housing available in town of Antigonish, 70% Guidance with a small teaching load. Please contact guitarzan61@hotmail.com

2015 REGIONAL ELECTION
INFORMATION FOR LOCALS



All regional elections will be conducted by electronic vote.

Region	Close of Nominations	Date of Election
Annapolis-Hants West-Kings	March 13	April 16
Cape Breton District	March 6	April 7
Community College	March 11	April 21
Cumberland	February 26	March 31
CSANE	Susan Larivière-Jenkins	Acclaimed
Digby/Shelburne/Yarmouth	March 16	April 15
Halifax City	March 2	April 2
Halifax County	March 23	April 23
Northside-Victoria	March 12	April 14
Pictou	Nancy Doyle	Acclaimed