

2026-09 (Pre-C) Action

Economic Welfare and Working Conditions

BE IT RESOLVED THAT in the next round of Provincial Negotiations, the NSTU seek to achieve a change in the language of the Provincial Agreement Article 31.02 (vi) from “because a teacher is attending the teacher’s own post-secondary convocation exercise/graduation or that of the teacher’s spouse and/or children; one (1) day per event” to “because a teacher is attending the teacher’s own post-secondary convocation exercise/graduation or that of the teacher’s immediate family, including parents, children, spouse, and/or siblings; one (1) day per event”.

Digby Local

Brief:

The article as it is currently worded does not adequately or equitably allow for different compositions of families. It is more equitable to allow members to attend convocation ceremonies of immediate family, as not all members have spouses or children and many feel it important to be able to attend the ceremonies of other members of their immediate family.

2026-10 (Pre-C) Action

Economic Welfare and Working Conditions

BE IT RESOLVED THAT in the next round of Provincial Negotiations, the NSTU seek to reduce class caps by 5 students.

Digby Local

Brief:

Class compositions are becoming increasingly complex. Students with complex needs are often assigned to the same teacher to manage TA allotment. Adding additional support staff does not alleviate expectations on the classroom teacher to create/update/assess ESL needs, IPPs, adaptations or behaviour plans. Having fewer students to manage, support and assess in classes, all of which have many complex needs, would contribute to teacher retention, student achievement and reducing violence in classrooms.

2026-11 (Pre-C) Action

Economic Welfare and Working Conditions

BE IT RESOLVED THAT in the next round of Provincial Negotiations, the NSTU seek to achieve coverage for fertility treatments and related medical services.

Kings Local

Brief:

Accessing fertility treatments can be financially prohibitive for members seeking to build their families. Including partial coverage for fertility-related medical services would promote equity and support members’ reproductive health needs, aligning the NSTU Group Insurance Plan with evolving standards of comprehensive health coverage.

Recommendations:

NSTU Group Insurance Trustees – As the Total Care Medical program is 100% paid for by the Province of Nova Scotia, Community College, and APSEA for both single and family plans, any

enhancement in coverage including coverage for fertility treatments and related medical services can only be added through negotiations. The NSTU Group Insurance Trustees recommend this resolution be forwarded to the Provincial Economic Welfare Committee for consideration in the development of the next Provincial Agreement Asking Package.

2026-12 (Pre-C) Action Economic Welfare and Working Conditions
BE IT RESOLVED THAT in the next round of Provincial Negotiations, the NSTU seek to include an automatic annual Cost of Living Adjustment (COLA) for all members, to be applied independently of negotiated salary increases.

Kings Local

Brief:

Establishing an automatic COLA ensures that members' salaries maintain their real value in relation to inflation and rising living costs. Many public sector compensation models across Canada include an annual inflationary adjustment as a standard practice to preserve employees' purchasing power. Implementing an automatic COLA would provide greater financial stability for members while maintaining fairness and alignment with broader public sector standards.

2026-13 (Pre-C) Action Economic Welfare and Working Conditions
BE IT RESOLVED THAT in the next round of Provincial Negotiations, the NSTU seek to include clear reasonable limits on required daily and weekly travel distances and times including overnights for members whose roles necessitate extensive daily travel, resulting in significantly extended workdays.

Conseil syndical acadien de la Nouvelle-Écosse

Brief:

Some NSTU members are required to travel long distances as part of their regular professional duties. These extensive travel requirements often result in significantly longer workdays compared to their colleagues, creating inequities in workload, fatigue levels, and overall wellbeing. Although compensation for travel may already be in place, it does not address the broader impacts of extended travel on members' time, energy, and work-life balance.

Establishing clear limits on required travel distances and times including overnight and providing appropriate supports (such as adjusted scheduling, reduced workload expectations, compensation for time spent away from family and missed personal obligations, or structured travel planning) helps ensure equitable working conditions for all members. These measures promote staff safety, reduce burnout, support retention, and contribute to a more sustainable and fair working environment.

2026-14 (Pre-C) Action Economic Welfare and Working Conditions
BE IT RESOLVED THAT in the next round of Provincial Negotiations, the NSTU seek to include language to allow dedicated release time and appropriate supports, proportional to the

scope and volume of the request, for members who are required to respond to Freedom of Information and Protection of Privacy (FOIPOP) requests to complete the required documentation.

Conseil syndical acadien de la Nouvelle-Écosse

Brief:

Responding to a FOIPOP request is a legally mandated and time-sensitive process that often requires teachers to compile, review, and organize extensive documentation. This work is significantly beyond the scope of typical instructional, assessment, and preparation duties. Teachers subject to FOIPOP requests must ensure absolute accuracy, confidentiality, and compliance with legislation, which can require many hours of careful review.

Currently, no formal mechanism exists to provide additional preparation or release time to members who must respond to such requests. As a result, teachers are frequently completing FOIPOP-related work during personal time, after hours, or at the expense of their regular planning and assessment responsibilities. This creates inequitable workload pressures and increases the risk of errors due to fatigue, time constraints, or lack of administrative support.

Providing dedicated preparation time acknowledges the complexity and seriousness of FOIPOP processes, protects the integrity and accuracy of the information provided, and safeguards members' professional well-being. Establishing clear guidelines and ensuring appropriate release time reduces workload stress, promotes compliance with privacy legislation, and supports the fairness and professionalism expected within Nova Scotia's public education system.

2026-15 (Pre-C) Action

Economic Welfare and Working Conditions

BE IT RESOLVED THAT the NSTU investigate how Regions are handling Professional Development Fund Committee (Article 60 Committees) applications and reimbursements and provide feedback to Regional Committees so they may be able to choose a method that is user friendly to ensure our Members are not denied these benefits.

Pictou Local

Brief:

In our Region the system currently used is outdated and causes many issues for members to apply for reimbursement leading to situations where some teachers have been denied Professional Development Fund reimbursement. How can we make the process more user friendly?

2026-16 (Pre-C) Action

Economic Welfare and Working Conditions

BE IT RESOLVED THAT the NSTU establish a survey to examine member workload.

Halifax City Local

Brief:

Workload continues to be a pressing concern for NSTU members across roles and regions, with unique challenges faced by specialists and equity-deserving groups. This resolution proposes a survey that will allow NSTU members from different grade levels, assignments, regions etc. to contribute their experiences. The NSTU can better understand the full scope of member experiences and respond with targeted, equitable strategies to reduce workload and support well-being once they have the results from the survey.

2026-17 (Pre-C) Action Economic Welfare and Working Conditions

BE IT RESOLVED THAT the NSTU urge the Department of Education and Early Childhood Development to amend the provincial Code of Conduct to include a written communication deadline, outlining decisions and consequences for all student referrals made through the Provincial Code of Conduct.

Kings Local

Brief:

Teachers currently receive limited or inconsistent communication regarding the timelines and outcomes of unacceptable behavior incidents following the Provincial Code of Conduct. Establishing a written timeline would promote transparency and improve collaboration.

2026-18 (Pre-C) Action Economic Welfare and Working Conditions

BE IT RESOLVED THAT the NSTU conduct a research study to investigate the implementation of the provincial Code of Conduct policy.

Cumberland Local

Brief:

There are reports from many school sites that the Code of Conduct has not been uniformly implemented and enforced. For example, not all schools received the complete training, some members are discouraged from entering incidents into PowerSchool, and in some cases, it appears administrators are editing entries. It seems to members that consequences are not being applied consistently. It is essential that the policy be continually reviewed to ensure its effectiveness and that it is meeting its intended objectives. As this is a preliminary policy to support safe schools, adjustments will need to be made to ensure the original intent of the policy is upheld, ensuring all Nova Scotia schools are safe.

2026-19 (Pre-C) Action Economic Welfare and Working Conditions

BE IT RESOLVED THAT the NSTU request that the Department of Education and Early Childhood Development to review their disciplinary policies to ensure that they conform to recent changes in the Criminal Code of Canada with regard to revenge pornography.

Dartmouth Local

Brief:

Whereas the use of AI is on the rise, the negative consequences are also on the rise. The ability to engineer or alter images and video leaves teachers vulnerable on both personal and professional fronts.

NSTU Governance

2026-20 Constitutional Amend NSTU Governance 2/3s

BE IT RESOLVED THAT the NSTU By-Law III – The Provincial Executive be amended effective August 1st, 2026 by:

- In sub-Article 2 – Table Officers, (c) insert “a” before “Regional Member” and insert “an African Nova Scotian Member, or an Indigenous Member” following “Regional Members”; and
- In sub-Article 4 – Election, (e) insert “, African Nova Scotian Member, and Indigenous Member” following “Regional members”.

The sub-Articles, as amended, would then read:

ARTICLE III — THE PROVINCIAL EXECUTIVE

2. TABLE OFFICERS

- (a) The Table Officers of the Union shall be:
 - (i) the President,
 - (ii) the First Vice-President,
 - (iii) the Second Vice-President,
 - (iv) the Secretary-Treasurer, and
 - (v) the Immediate Past-President.
- (b) Table Officers are Members of the Provincial Executive.
- (c) The Second Vice-President and the Secretary-Treasurer remain a Regional Member, **an African Nova Scotian Member, or an Indigenous Member** while serving as Table Officers.

4. ELECTIONS

- (a) The President shall be elected by a majority vote of the entire Active and Reserve Membership following the process outlined in Operational Procedures.
- (b) The First Vice-President shall be elected by a majority vote conducted at Annual Council following the process outlined in Operational Procedures.
- (c) The Second Vice-President and Secretary-Treasurer shall be elected by the Provincial Executive at a meeting prior to the commencement of the term of office from amongst the Regional Members, **African Nova Scotian Member, and Indigenous Member** who will be Members of the Provincial Executive on August 1st of that year. The election shall be by majority vote.
- (d) Regional Members shall be elected by a plurality vote of the entire Active and Reserve Membership of the regions defined in 1. (b), following the process outlined in Operational Procedures.
- (e) The African Nova Scotian Member and the Indigenous Member shall be elected by a plurality vote of the entire Active and Reserve membership who self-identify as African Nova Scotian or Indigenous respectively following the process outlined in Operational Procedures.

Provincial Executive

Brief:

The wording for By-Law Article III – The Provincial Executive that will come into effect on August 1st, 2026 allows for the creation of two new Provincial Executive seats (one African Nova Scotian Member and one Indigenous Member); however, it does not allow for either of these two new members to serve as Table Officers as the Second Vice-President or Secretary-Treasurer. This was likely an oversight; this amendment will correct that oversight.

2026-21 Constitutional Amend NSTU Governance 2/3s

BE IT RESOLVED THAT the NSTU amend By-Laws Article III – The Provincial Executive, 1 – Composition to insert a new (d) “Each Provincial Executive Member shall work in the Region in which they are elected” and re-letter the remainder of the sub-Article accordingly.

The Article, as amended, would then read:

ARTICLE III — THE PROVINCIAL EXECUTIVE

1. COMPOSITION

- (a) The composition of the Provincial Executive shall be: the President, the First Vice-President, the Immediate Past-President, and twenty-one (21) Regional Members.
- (b) The number of Regional Members and the regions from which they shall be elected are as follows:
 - (i) Annapolis/Hants West/Kings 2 members
 - (ii) Antigonish/Guysborough County 1 member
 - (iii) Atlantic Provinces Special Education Authority (APSEA) 1 member
 - (iv) Cape Breton District 2 members
 - (v) Colchester/East Hants 1 member
 - (vi) Conseil syndical acadien de la Nouvelle-Écosse (CSANE) 2 members
 - (vii) Cumberland 1 member
 - (viii) Dartmouth 1 member
 - (ix) Digby/Shelburne County/Yarmouth 2 members
 - (x) Halifax City 2 members
 - (xi) Halifax County 2 members
 - (xii) Inverness/Richmond 1 member
 - (xiii) Lunenburg County/Queens 1 member
 - (xiv) Northside Victoria 1 member
 - (xv) Pictou 1 member
- (c) A Provincial Executive Member must be an Active Member of the NSTU.
- (d) Each Provincial Executive Member shall work in the Region in which they are elected.**
- (e) A Provincial Executive Member shall not concurrently hold office at the Local, Regional, or Professional Association Level.

Conseil syndical acadien de la Nouvelle-Écosse

Brief:

Even though PE members are elected to represent all members, they also bring to light issues from the local in which they represent. Although it is common practice that provincial members representing a region come from that region, it is not written clearly as such. This amendment would ensure that PE members representing a region work in that region.

2026-22 Constitutional Amend NSTU Governance 2/3s
BE IT RESOLVED THAT the NSTU amend By-Law Article III – The Provincial Executive, 5 – Term of Office, (d) by striking “two (2)” and inserting in its place “three (3)”.

The sub-Article of the By-Law, as amended, would then read:

Article III – The Provincial Executive

5. Term of Office

- (a) The term of office for all Provincial Executive Members serving as Regional Members shall be two (2) years starting August 1st and ending July 31st.
- (b) No Provincial Executive Member serving as a Regional Member shall serve for more than two (2) consecutive terms as a Regional Member. A Regional Member may be re-elected as a Regional Member once absent from the Provincial Executive in this capacity for a full term of office.
- (c) The term of office for the Provincial Executive Member serving as President or First Vice-President shall be two (2) years starting August 1st and ending July 31st.
- (d) No President shall serve more than ~~two (2)~~ **three (3)** consecutive terms as the President. A President may be re-elected as President once absent from the Provincial Executive in this capacity for a full term of office.
- (e) No First Vice-President shall serve for more than two (2) consecutive terms as the First Vice-President. A First Vice-President may be re-elected as First Vice-President once absent from the Provincial Executive in this capacity for a full term of office.
- (f) The term of office for the Immediate Past-President shall be for one (1) year starting August 1st and ending July 31st of the year immediately following the presidency.
- (g) The term of office of the Second Vice-President as Second Vice-President shall be for one (1) year starting August 1st and ending July 31st. A Second Vice-President may have consecutive one (1) year terms as long as they are serving as a Regional Member.
- (h) The term of office of the Secretary-Treasurer as Secretary-Treasurer shall be for one (1) year starting August 1st and ending July 31st. A Secretary-Treasurer may have consecutive one (1) year terms as long as they are serving as a Regional Member.
- (i) Service by a Provincial Executive Member as a result of a by-election shall not be applied to the term of office when that same Member is elected through a regular election.
- (j) A Provincial Executive Member may resign; such resignation shall be effective once provided in a written letter to the President.

Lunenburg County Local

Brief:

The role of the NSTU President is incredibly nuanced, complex, and comes with a very steep learning curve. A major part of the role revolves around building and maintaining trusting relationships within our Union, but also with members of Government and the media. Such relationships evolve through ongoing communication, collaboration, and a clear understanding of shared objectives. This by-law change would give the President the opportunity to serve an additional term, if re-elected by the general membership, and allow for continuity and stability of leadership within the NSTU.

2026-23 Constitutional Amend NSTU Governance

BE IT RESOLVED THAT NSTU Standing Order 3 – Resolutions to Council, (e) be amended by inserting “ruled out of order and” after the phrase “shall be”.

The sub-Section of the Standing Order, as amended, would then read:

3. Resolutions to Council

- (e) Submitted resolutions categorized as Economic Welfare and Working Conditions which relate to Provincial Negotiations shall be **ruled out of order and** automatically referred to staff for consideration by the Provincial Economic Welfare Committee.

Dartmouth Local

Brief:

Publicly disclosing asking package items that we are really enthused about potentially years ahead of contract negotiations is not helpful for the negotiating team. A resolution passed at Council does not garner any more weight with the negotiating team than one submitted otherwise. Moreover, if a Local sponsors a resolution that does not pass at Council, they are within their rights to submit it to PEWC later anyway. Additionally, these resolutions can take up a lot of Council’s time.

2026-24 (Pre-C) Action NSTU Governance

BE IT RESOLVED THAT the NSTU develop an online training module or digital repository of materials to support the training and ongoing development of NSTU Representatives. This training may be offered in synchronous and/or asynchronous formats.

Cape Breton District Local

Brief:

NSTU Representatives play a vital role in supporting and informing members at the school level. Currently, access to training can vary depending on timing, geography, and availability of in-person sessions. Developing an online module or centralized repository would ensure that all NSTU Reps have equitable access to consistent, high-quality training materials regardless of location or schedule.

Offering synchronous and asynchronous options would provide flexibility for members to learn at their own pace or engage collaboratively, strengthening confidence, consistency, and effectiveness in the Rep role. This initiative would build leadership capacity within the Union and enhance communication and support for all members.

2026-25 (Pre-C) Action

NSTU Governance

BE IT RESOLVED THAT the NSTU develop an enhanced and well-organized online training module or digital repository of materials to support the professional growth and ongoing development of Local Presidents and Executive members. This training may be offered in synchronous and/or asynchronous formats.

Cape Breton District Local

Brief:

Local Presidents and Executives play a crucial role in ensuring the smooth operation of locals, supporting members, and communicating Union priorities. While some online training materials currently exist, they are limited, dispersed, or outdated. Creating a centralised and well-organised online resource hub would provide consistent, high-quality, and easily accessible training for all local leaders.

Developing both synchronous and asynchronous training options would provide flexibility for members across the province and help ensure continued access to training in years when Summer Leadership is not offered or when members are unable to attend. This initiative would strengthen local leadership capacity, promote consistency across locals, and enhance the overall effectiveness of Union operations.

2026-26 (Pre-C) Action

NSTU Governance

BE IT RESOLVED THAT the NSTU investigate establishing a Social Justice & International Solidarity Grants Program to provide financial support for member-led projects advancing equity, anti-racism, human rights, reconciliation, environmental justice, and global education and report to Annual Council 2027.

Halifax City Local

Brief:

Teacher unions across Canada (e.g., BCTF, OSSTF) successfully support social justice and international solidarity initiatives through dedicated grant programs, promoting the values of equity, human rights, reconciliation, and global citizenship that underpin public education. Currently, NSTU funding opportunities primarily support professional development and wellness, with limited direct support for social justice or international education initiatives. This program will expand opportunities for members to lead impactful projects, prioritize initiatives serving underrepresented communities, and foster collaboration and learning across regions and countries. By establishing this program, the NSTU will demonstrate its commitment to equity and global citizenship and empower members to drive positive change within and beyond Nova Scotia.

The Local has been asked to update their brief. BCTF gives grants to locals, not to individual members. OSSTF gives awards for certain social justice activities to Members, Bargaining Units, or Districts who have contributed significantly to community building, outreach, and advocacy, not a grant but a recognition of past work. The brief, as written, may be misleading.

2026-27 (Pre-C) Action

NSTU Governance

BE IT RESOLVED THAT the NSTU develop and implement an internal member engagement survey in October 2026, with results and recommendations reported to Annual Council in 2027. The survey should assess members' awareness and use of Union supports, communication preferences, and overall engagement, including an option to confirm or update their preferred email address.

Halifax City Local

Brief:

A strong union is built on informed, engaged, and connected members. Yet many members may not know which local they belong to, what supports are available to them, or how to access key benefits and services. By conducting a comprehensive internal survey, the NSTU can identify gaps in awareness, communication, and engagement—and take meaningful steps to address them. This initiative moves us beyond “business as usual” and toward a more responsive, data informed approach to member support. It also offers a timely opportunity to update contact information and strengthen our communication infrastructure. The more members feel seen, supported, and empowered, the more unified and effective we are as a collective voice for public education.

2026-28 (Pre-C) Action

NSTU Governance

BE IT RESOLVED THAT the NSTU develop a funding model for a province-wide Scholarship and Bursary Program open to all active NSTU members and their dependents.

Halifax City Local

Brief:

Other Canadian teacher unions (e.g., ETFO, OSSTF) offer centralized, province-wide scholarship and bursary programs for both members and their dependents. Such programs increase member engagement, support post-secondary access, and demonstrate the union's tangible commitment to public education. This program should also include equity-focused bursaries specifically designated for African Nova Scotian, Mi'kmaw, 2SLGBTQIA+, and disability identified members or dependents, program for consideration at the next Annual Council. Current NSTU bursary programs are primarily administered at the local level, resulting in inconsistent access, scale, and equity across the province.

2026-29 (Pre-C) Action

NSTU Governance

BE IT RESOLVED THAT the Provincial Executive examine the practice of providing legal counsel for individuals charged with criminal offences, particularly those harming children.

Halifax City Local

Brief:

Currently, NSTU policy allows for the funding of criminal defence for members charged with serious offences such as child abuse and sexual assault. This practice is not consistent with the standards of many other unions and conflicts with the fundamental responsibility of educators to protect children. This resolution seeks to have the PE review Operational

Procedure 22D to ensure that members charged with such offences are not eligible for legal funding.

2026-30 (Pre-C) Action

NSTU Governance

BE IT RESOLVED THAT the NSTU investigate the feasibility of developing an expanded, province-wide discount platform with increased partnerships across local, national, and online retailers. The NSTU should also explore potential partnerships with existing educator discount networks in Canada to increase benefits at no additional cost to members. An implementation and cost report should be brought to Provincial Executive and shared with membership no later than the next Annual Council.

Halifax City Local

Brief:

Members value access to meaningful discounts on travel, wellness, retail, and professional services; teacher unions in other provinces (e.g., Edvantage/OTIP in Ontario) operate large, centralized discount platforms that increase purchasing power and provide measurable member benefits. The current NSTU Deals & Discounts program is beneficial but limited in scope, reach, and integration.

2026-31 (Pre-C) Action

NSTU Governance

BE IT RESOLVED THAT the NSTU conduct an internal review of committee selection, provincial conferences, and other member opportunities to determine the percentage of participation from each geographical area, with attention to whether current allocation practices reflect regional population density and equitable access.

Halifax City Local

Brief:

Currently, NSTU opportunities such as committee appointments and provincial conference attendance are distributed equally across regions, regardless of population size. This approach can unintentionally disadvantage members in more densely populated areas, where competition for limited spots is higher. An internal review would help assess whether all members have fair access to involvement, identify patterns of underrepresentation, and inform future practices that better reflect both equity and regional realities.

Curriculum

2026-32 (Pre-C) Policy

New

Curriculum

BE IT RESOLVED THAT the NSTU adopt a new Policy Statement entitle Use of Artificial Intelligence in Education to be placed in Policy Section II – Curriculum.

The New Policy Statement to read:

Use of Artificial Intelligence in Education

The NSTU recognizes that artificial intelligence (AI) is transforming how we teach, learn, interact, and work; however, the NSTU holds dear the fundamental maxim that the teacher-student connection is the most important element in a highly relational learning environment. The use of AI in the educational system must not impair this relationship that is essential to nurturing academic success, critical thinking skills, social skills, emotional regulation, and creativity in students. The NSTU believes that AI must not replace any Member or the work of any Member.

A. Professional Autonomy and Judgement

The NSTU believes teachers must have:

- I. full authority over whether and how AI is used in their classrooms and work sites;
- II. the professional discretion to opt in (or not) to the use of AI to meet their instructional goals;
- III. the final authority on evaluating student progress;
- IV. access to ongoing professional development on the pedagogical and ethical implications of AI use in education.

B. Employer Responsibilities

The NSTU believes that the employer has the responsibility to create policies and procedures regarding the use of AI to ensure:

- I. compliance regarding the strict protection of personal data of students, students' families, and employees;
- II. adherence to appropriate online etiquette and behaviour;
- III. avoidance of unethical activity such as surveillance, harassment, fraud, cheating, or plagiarism;
- IV. compliance with copyright laws respecting intellectual property rights and academic integrity;
- V. accessibility of learning tools for all students, regardless of exceptionalities, diverse learning needs, and socioeconomic status;
- VI. avoidance of bias and discrimination;
- VII. prioritization of AI systems that minimize the environmental impact of electricity and freshwater consumption; and,
- VIII. adherence to evolving provincial and federal law.

C. Family and Societal Engagement

The NSTU believes that:

- I. all educational partners and stakeholders should be informed regarding the use of AI tools in schools; and,
- II. parents, guardians, and society should keep themselves informed regarding the use of AI in schools.

Provincial Executive

Brief:

Currently, the NSTU does not have a policy statement regarding the ever-expanding use of AI in schools and in society, this statement is meant to remedy this. This policy statement emphasizes the professional judgement of teachers and the responsibilities of the employer to safeguard students and employees.

Teachers Association for Physical and Health Education

Brief:

Health education is currently included in the primary to grade 6 curriculum as an integrated subject and therefore does not have specific allocated time to cover the outcomes. Junior high time to learn is typically delivered as an additional subject to prepare for among teachers who are already delivering curriculum in multiple other subject areas. Having health education as a stand alone subject with dedicated teachers would not only help in the quality of delivery of the curriculum but also help in providing teacher prep time in daily timetables.

2026-36 (Pre-C) Action Curriculum

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to develop ongoing outdoor education curriculum and/or high school course, with resources that can be integrated across subject areas.

Northside Victoria Local

Brief:

Outdoor education enhances student well-being, engagement, and cross-curricular learning, and teachers require a clear curriculum framework and supporting resources to implement it effectively.

2026-37 (Pre-C) Action Curriculum

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to review and realign curriculum expectations with current student age and developmental profiles, particularly in the early and middle grades, aligned with current evidence-based research and practice.

Northside Victoria Local

Brief:

The current curriculum relies on outdated assumptions about student age and developmental readiness, which do not align with younger school entry ages. Many students are effectively completing curriculum intended for older grades, such as those in Grade 7 and 8.

2026-38 (Pre-C) Action Curriculum

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to:

1. Implement a province-wide framework for early identification and timely support of students with learning disabilities;
2. Adopt evidence-based Tier 1 literacy programming designed so that at least 95% of students can meet grade-level expectations; and

3. Provide structured literacy interventions at Tiers 2 and 3, delivered by trained personnel, for students with diagnosed or suspected language-based learning disabilities.

Northside Victoria Local

Brief:

Many students with learning disabilities, like dyslexia and dysgraphia, form a substantial part of the school population. However, there is no consistent provincial system in place to identify, support, and offer evidence-based interventions for them. Diagnosing these students without providing suitable instruction is unfair, undermines inclusive policies, and can lead to behavioural and emotional issues.

2026-39 (Pre-C) Action

Curriculum

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to create a policy change whereby professional development for new curriculum components be provided during the instructional day prior to the roll out of the new curriculum changes.

Halifax County Local

Brief:

There have been huge changes in curriculum for math and literacy in recent years as well as other educational changes. Elementary. We are asked to do pd within our school. We need real pd outside our schools. It was invaluable to go to pd with other grade level people from a variety of schools and work on programming.

2026-40 (Pre-C) Action

Curriculum

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to adequately fund the supports for NSTU members delivering Gender/Based Violence curriculum that was put in place following the Mass Casualty Commission (MCC) report and recommendations.

Colchester East Hants Local

Brief:

Adequate funding is required to ensure teachers have access to the mental-health supports necessary to sustain their well-being while delivering this curriculum. This includes access to trauma-informed training, mental-health resources tailored for educators, opportunities for debriefing and professional support, and increased staffing (such as school psychologists, counsellors, and behaviour specialists) to reduce the emotional burden placed on classroom teachers. Funding for human centered and trauma informed practices is required in order to prevent further harm within school communities.

Government

2026-41 (Pre-C) Action

Government

BE IT RESOLVED THAT the NSTU advocates that the Department of Education and Early Childhood Development, the Regional Centres for Education, and the CSAP introduce no more than one new system-wide initiative per school year with appropriate professional development.

Conseil syndical acadien de la Nouvelle-Écosse

Brief:

In recent years, educators have faced a continual influx of new programs, directives, and system-wide initiatives introduced by the Department of Education and Early Childhood Development, Regional Centres for Education, and the CSAP. While many initiatives are well-intentioned, the cumulative effect of multiple changes within a single school year places significant strain on school staff, reduces instructional focus, and contributes to burnout.

Limiting the introduction of new initiatives to one per school year helps ensure that educators have the necessary time, training, and capacity to understand, implement, and sustain the change effectively. When teachers are not overwhelmed by competing priorities, the quality and fidelity of implementation increase, resulting in improved consistency, better student outcomes, and a more stable and supportive work environment.

This approach promotes responsible, manageable change and supports the long-term success of initiatives intended to improve teaching and learning.

2026-42 (Pre-C) Action

Government

BE IT RESOLVED THAT the NSTU request the Department of Education and Early Childhood Development collaborate on developing a consistent onboarding process for newly hired teachers. This process should include clear guidance on accessing necessary digital systems (such as @gnspe accounts, PowerSchool, and regional networks) as well as support for setting up benefits, insurance, and NSTU membership information.

Cape Breton District Local

Brief:

Currently, the onboarding experience for new teachers varies significantly across regions and schools, often leaving new hires without timely access to essential systems, information, and supports. Establishing a consistent, collaborative onboarding process will help ensure that all new teachers are properly oriented and equipped to begin their work effectively. By partnering with the Department of Education and Early Childhood Development and regional HR departments, the NSTU can help design a process that not only addresses technical setup (such as logins and system access) but also includes Union-related information such as benefits, insurance, and professional supports. This initiative would promote teacher well-being, efficiency, and retention, while strengthening early connections between new members and the NSTU.

2026-43 (Pre-C) Action

Government

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development, to hire additional staff, who are NSTU members, for data collection and analysis samples in order to reduce the amount of data collection required by educators outside of reporting time.

Halifax City Local

Brief:

Educators are increasingly burdened by data collection requirements that detract from instructional time and contribute to workload stress. This resolution calls on the NSTU to lobby the Department of Education and Early Childhood Development to hire dedicated staff responsible for collecting and analyzing data. By shifting this responsibility away from classroom teachers, the goal is to reduce administrative overload, improve data quality, and allow educators to focus more fully on teaching and student support.

2026-44 (Pre-C) Action

Government

BE IT RESOLVED THAT the NSTU request the Department of Education and Early Childhood Development establish coaching/consultant positions for Physical Educators & Health Educators similar to that of Math & Literacy coaches/consultants.

Teachers Association for Physical and Health Education

Brief:

This resolution recommends that the Department of Education and Early Childhood Development establish coaching or consultant positions specifically for Physical Education and Health Education, paralleling the support currently provided in mathematics and literacy. Such roles would strengthen instructional practices, enhance teacher capacity, and contribute to achieving the Student Success Plan's well-being goals through improved program delivery.

2026-45 (Pre-C) Action

Government

BE IT RESOLVED THAT the NSTU request that the Department of Education and Early Childhood Development collaborate with the NSTU to expand the number of universities able to accredit master degrees in counselling.

Pictou Local

Brief:

Every school is mandated to have a school counsellor and there are not enough applicants to fill the positions. Right now, the certification board only approves those from Acadia, where seats are limited. By Fall 2026, the contract is supposed to be fulfilling the "every school over 250 will have a full-time school councillor." Without providing a mechanism to get more teachers trained and qualified to be school councillors these positions will go unfilled or will be filled by untrained staff. Allowing for alternate university programs to be accepted to satisfy these guidance positions may entice more teachers to enroll and complete a guidance masters.

2026-46 (Pre-C) Action

Government

BE IT RESOLVED THAT the NSTU request that the Department of Education and Early Childhood Development schedule parent-teacher conferences on Thursday and Friday for all grade levels on the same days.

Pictou Local

Brief:

In the past, in many regions, parent/teacher conferences took place on a Thursday evening and the following Friday morning, and all 3 levels of school happened on the same day. When the province switched to a provincial school calendar the shift was made to Wednesday and Thursday. Having Thursday and Friday conference is less disruptive to the flow of curriculum and instruction within the week and has the potential to provide a cost saving measure because buses would not have to run on these days.

2026-47 (Pre-C) Action

Government

BE IT RESOLVED THAT the NSTU request that the Department of Education and Early Childhood Development schedule one full day for writing adaptations and IPPs, and for watching training videos deemed necessary by the employer, at the end of September.

Pictou Local

Brief:

In many regions there are 2-3 hours of training videos required by the employer to watch and complete tests by the end of September. IPPS & adaptations are also required by early October. Having a half a day sandwiched around professional development is not adequate time to prepare students' individual plans or adaptations for the increasing number of needs in classrooms. The PD day in September should be allotted for teachers strictly to complete these two (2) tasks.

2026-48 (Pre-C) Action

Government

BE IT RESOLVED THAT the NSTU urge the Department of Education and Early Childhood Development to add two additional days to the high school exam schedule, thereby extending the current two-day schedule to four days.

Halifax City Local

Brief:

The high school exam schedule has been steadily reduced over time: once eight days, then four, and now only two. This compressed timeline does not provide adequate time for students to demonstrate their learning or for educators to fairly administer and assess exams. The shortened schedule also fails to prepare students for the realities of post-secondary education, where exams are often longer, more rigorous, and spread across multiple days. Restoring two additional days would reduce stress, improve assessment quality, and better align high school practices with the expectations students will face in their future studies.

2026-49 (Pre-C) Action Government

BE IT RESOLVED THAT the NSTU urge the Department of Education and Early Childhood Development to adopt the Google Suite as the sole communication and productivity tool for all staff and students within the Nova Scotia public education system.

Kings Local

Brief:

Currently, most members and students in Nova Scotia public schools primarily use the Google platform, while principals and vice-principals, through the Public School Administrators Association of Nova Scotia (PSANS), use Microsoft Outlook and Teams. The lack of a unified digital system creates inefficiencies, communication barriers, and inconsistencies in access to resources. A unified digital suite would: Reduce the need to switch between disparate platforms, minimizing time lost searching for information or converting file formats. Ensure consistent access to messaging, document sharing, and project tracking tools, allowing all members of the education system to collaborate in real time. Simplify training and onboarding for new staff.

2026-50 (Pre-C) Action Government

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to expand the use of Welcome Centres to support new English and French language learners.

Halifax City Local

Brief:

Welcome Centres provide essential support for students who are new to English or French language instruction, helping ease their transition into the school system through assessment, orientation, and access to resources. Expanding these centres would promote equity, improve student outcomes, and reduce pressure on classroom teachers by ensuring that language learners receive the specialized support they need from the outset.

2026-51 (Pre-C) Action Government

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to develop and fund a newcomer beginner language program in English and French for student safety. This program should be designed for implementation by EAL/FAL teachers and/or in welcome centers, to support students with little to no English or French language skills in acquiring essential communication tools for functioning safely and confidently in school environments.

Halifax City Local

Brief:

An increasing number of newcomer students are entering Nova Scotia schools without foundational English or French language skills. Currently, there is no structured opportunity for these students to learn basic survival language, such as how to ask for help, understand safety instructions, or locate essential facilities like bathrooms and offices. This gap poses serious safety risks, especially during emergencies like lockdowns or evacuations, and

contributes to heightened anxiety and isolation. A beginner language program would empower students to navigate their new environment with greater security and dignity, while supporting inclusive and responsive school communities.

2026-52 (Pre-C) Action

Government

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to collaborate with the NSTU to develop a policy for Artificial Intelligence (AI) use in the public education system.

Colchester East Hants Local

Brief:

The NSTU is requesting that the Nova Scotia Department of Education and Early Childhood Development develop a clear provincial policy on the use of artificial intelligence in classrooms. While AI can enhance teaching and learning, the absence of direction leaves educators uncertain about what is appropriate or protected. Current school-by-school decisions create inconsistency and potential liability for teachers acting in good faith.

We seek guidance defining appropriate AI use for teachers and students over age 13, outlining educational expectations and limitations, and ensuring privacy, accuracy, and equity. Professional development should also be provided to help educators confidently implement AI in their work.

A consistent framework from the Department of Education and Early Childhood Development would ensure that AI supports student learning, aligns with ethical standards, and protects teachers and students alike. Clear direction will promote innovation while maintaining safety, fairness, and professionalism across Nova Scotia's education system.

Professional Development

2026-53 (Pre-C) Action

Professional Development

BE IT RESOLVED THAT the NSTU survey the membership on the current delivery of the NSTU October Conference Day.

Cumberland Local

Brief:

The current format of the NSTU October Conference Day has been unchanged for many years. Some members express concerns around inequities that exist in the current delivery. These include geographical location, financial payment before the event, content of conference sessions, number of spaces for all NSTU members, time of registration opening, registration platform, etc. Members should be given the opportunity to provide feedback on the current state of the NSTU October Conference.

2026-54 (Pre-C) Action

Professional Development

BE IT RESOLVED THAT the NSTU investigate options to build capacity for satellite and virtual participation in the annual October Conference Day, to improve accessibility for teachers living outside the Halifax Regional Centre for Education (HRCE).

Cape Breton District Local

Brief:

For many teachers across Nova Scotia, attending October Conference Day in HRM area presents increasing financial and logistical challenges. Hotel availability, rising hotel costs, travel expenses, and childcare needs make participation difficult, particularly for those living several hours away who must travel after a full workday.

By exploring and learning from successful satellite and virtual models already in practice, such as the ATA's conference in Sydney, the NSTU can identify practical strategies to broaden participation and reduce barriers. This approach will promote equitable access to high-quality professional learning opportunities for all members, regardless of geographic location.

This approach aligns with the NSTU's commitment to supporting all members and ensuring that professional development opportunities are inclusive and accessible, regardless of geographic location.

2026-55 (Pre-C) Action

Professional Development

BE IT RESOLVED THAT the NSTU investigate ways to support Professional Associations in offering virtual options for members to attend October Conference.

Colchester East Hants Local

Brief:

Membership has requested that more virtual options be available on Provincial Conference Day. Travel costs for families and members have increased significantly and, in many cases, are no longer covered by existing article 60 reimbursement rates. In addition, some members face physical and/or environmental challenges that require occupational support available only in their workplaces. If the NSTU were able to support Professional Associations by providing easier access to streaming services, software, video production, and related tools, Professional Associations could extend their reach and better serve their members.

2026-56 (Pre-C) Action

Professional Development

BE IT RESOLVED THAT the NSTU request that the Department of Education and Early Childhood Development make provisions for professional development, workshops, and resources specifically focused on AI in education, ensuring teachers are equipped to use AI safely, effectively, and creatively to enhance student learning outcomes.

Northside Victoria Local

Brief:

AI is quickly changing educational tools, assessments, and student learning. Teachers need current training and resources to utilize AI safely, ethically, and effectively.

2026-57 (Pre-C) Action

Professional Development

BE IT RESOLVED THAT the NSTU lobbies the government to provide all members with voluntary access to Crisis Prevention Institute (CPI) verbal intervention and de-escalation training year-round, during contractual hours, to support safe and respectful learning environments.

Conseil syndical acadien de la Nouvelle-Écosse

Brief:

Providing NSTU members with voluntary access to CPI verbal intervention and de-escalation training throughout the school year supports safer, more predictable learning environments for both students and staff. Educators are increasingly required to respond to escalating behaviours, dysregulation, and conflict situations in classrooms and school settings. Without formal training, staff may rely on inconsistent or ineffective strategies, increasing the risk of harm, misunderstandings, and disrupted learning.

CPI verbal intervention training equips school staff with evidence-based skills in prevention, early intervention, and supportive communication. These skills help educators recognize the stages of escalation, respond appropriately, reduce the likelihood of physical interventions, and maintain the dignity and safety of all students. Offering the training on a voluntary basis and throughout the school year ensures accessibility for members with varying schedules, assignment changes, or newly emerging needs.

Ongoing access to CPI training strengthens staff confidence, supports trauma-informed and inclusive practices, and aligns with school-wide behaviour support frameworks. Ultimately, consistent access to this training enhances wellbeing, reduces workplace risk, and supports positive outcomes for students and educators alike.

2026-58 (Pre-C) Action

Professional Development

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to provide ongoing trauma-informed professional development, and school-based and wrap-around supports, for the Gender-Based Violence curriculum for all grade levels, during school hours.

Colchester East Hants Local

Brief:

In response to Recommendation C.17 from the Mass Casualty Commission, the Department of Education and Early Childhood Development has developed curricula intended to address gender-based violence and bystander intervention in ELA and FLA. The delivery of these complex and sensitive curriculum outcomes require ongoing, trauma-informed professional development. Teachers must be prepared and empowered to navigate potentially triggering material, instruction and responses in their classroom and communities. Further, school-

based and community support must be available and prepared for student needs that may arise. The impact of gender-based violence is far reaching and complex, requiring intervention from various departments and agencies.

In a predominantly female profession, it must also be recognized that those who are most frequently impacted by gender-based violence are often the same individuals responsible for delivering this curriculum. Resources to mitigate harm and provide support must therefore be visible and accessible to ensure member wellbeing in this work.

2026-59 (Pre-C) Action

Professional Development

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development provide dedicated time during work hours for (Vector) training.

Colchester East Hants Local

Brief:

NSTU members have expressed concerns about the growing number of mandatory Vector online training modules and the time required to complete them outside of regular working hours.

The NSTU is requesting that the Department of Education and Early Childhood Development review current Vector training requirements in consultation with the NSTU and establish a policy designating a professional development day for completion.