

# ANNUAL COUNCIL RESOLUTIONS 2024

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

## COSTED

**2024-01**    *Action*                      *Costed*                      \$304,935                      2/3s  
**BE IT RESOLVED THAT** the NSTU hire two new Staff Officers, the positions to be based in both the east and west of the province, allowing the Staff Officers to work for locals in those ends of the province.  
*Richmond*

**Brief:**

Our current NSTU staff officers are based out of Halifax and travel to their assigned locals. Any member who expresses an interest in working as a staff officer must uproot and move to Halifax or the surrounding area. Considering the geography of NS, members who live in the far reaches of the province are unfairly discriminated against if uprooting their lives and family isn't an option. We have many qualified members who would be interested in these positions who don't live in the HRM or surrounding areas. We think this would offer better representation of our members and their concerns. These positions may involve some travel to Halifax when required if the tasks can't be done virtually.

**Cost:**

\$304,935 for two Executive Staff Officers and one Administrative Assistant – (salary and benefits). The Finance and Property Committee would like to note that there would be additional operational costs not listed here.

**Recommendation:**

The Finance and Property Committee offers no recommendation regarding this resolution; however, they would like to advise that adopting this resolution would increase expenditures and require an amendment to the budget.

**Recommendation:**

The Personnel Committee offers no recommendation regarding this resolution; however, they would like to note the following. While the brief suggests that the rationale is to increase employment opportunity for members, the Personnel Committee believes that two additional Executive Staff Officer positions could, if properly supported, enhance the delivery of NSTU Programs and Services. The NSTU does not, for operational reasons, support sustained work from employee homes and respects existing staff collective agreements. As such, should the resolution be adopted, discussions would need to be had with Locals regarding the possible use of, or the acquiring of regional office space. Two additional Executive staff officers would require additional administrative support. Currently, when hiring staff, the NSTU awards opportunities to the highest scoring candidates without regard for their home address.

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**2024-02**    *Action*                      *Costed*                      \$203,012                      2/3s

**BE IT RESOLVED THAT** the NSTU join the National Association of Teachers (NAT), in order to become a member of a Canadian Labour Congress (CLC) affiliated organization to maintain Nova Scotia Federation of Labour (NSFL) membership.

*Provincial Executive*

Brief:

The National Association of Teachers (NAT) currently has one member organization – the Manitoba Teachers’ Society (MTS). The impetus for this new association was a notice from the Canadian Labour Congress (CLC) to both MTS and NSTU stating that individual provincial teacher organizations could no longer directly affiliate with the CLC. The CLC advised that the NSTU could not join the CLC as an affiliate, even though the British Columbia Teachers’ Federation (BCTF), the Elementary Teachers’ Federation of Ontario (ETFO), and the Ontario Secondary School Teachers’ Federation (OSSTF) are currently CLC affiliates. The CLC advised that, going forward, no provincial teacher organizations would be able to join individually as affiliates. As such, in order for any future provincial teacher organizations to be CLC affiliates they would need to be part of a national body of teacher organizations (even where that “national” body has only one (1) member), and the national body would be allowed to affiliate with the CLC.

Formal affiliation with the CLC, and the cost associated with that, was waived for six (6) years, to allow the NSTU to be members of the NSFL. The CLC has informed the NSTU that membership in a national teacher organization, such as NAT, would allow the NSTU to continue its membership in the NSFL. However, NSTU’s authority to act as an affiliate of the CLC would only be through this national body. Fundamentally, the NSTU would share its CLC affiliation with any other NAT member organizations.

Both the Nova Scotia Federation of Labour (NSFL) and the CLC constitutions refer to the obligation of being an affiliate of the CLC in order to be a member of a provincial federation of labour (i.e. the NSFL). In short, the NSTU cannot remain a member of the NSFL unless they affiliate with the CLC, and they cannot affiliate with the CLC unless they join the NAT (or other national teacher organization).

**Cost:**

From the 2024/2025 Proposed Budget:

Nova Scotia Federation of Labour (NSFL) Fees	\$95,256
NSFL Committees and Conference	\$10,000
Canadian Labour Congress (CLC) Fees	\$95,256
CLC Committees and Conference	\$2,500
<b>Total:</b>	<b>\$203,012</b>

The Finance and Property Committee advises that defeat of this resolution decreases expenditures by the amount noted above, which would require an amendment to the proposed budget.

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**2024-03**    *Action*                      *Costed*                      *\$150,000*  
**BE IT RESOLVED THAT** \$150,000 be transferred from the Reserve Fund in order to balance the Budget year ending July 31, 2025.  
*Provincial Executive*

Brief:

This transfer of funds will allow for a balanced budget without the need for a dues increase, decrease in rebates to Locals, or reduction in programs and services offered to NSTU members.

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**2024-04**    *Constitutional*    *Amend*                      *Costed*                      *\$8,400/Causus*    *2/3s*  
**BE IT RESOLVED THAT** NSTU By-Laws be amended by inserting a new Article entitled “Union Caucus Governance”.

**The New Article to read:**

**ARTICLE (New) — UNION CAUCUS GOVERNANCE**

**1. UNION CAUCUS**

- (a) Active Members and reserve members may, following the procedure laid out in Operational Procedures and with the consent of the Provincial Executive, form a Union Caucus.
- (b) The mandate of Union Caucus shall be to encourage and assist Members of specific identifying groups to advocate for their unique needs.
- (c) The objectives of Union Caucuses are to:
  - (i) improve member engagement;
  - (ii) represent groups that lack representation in the traditional union governance structure;

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- (iii) advocate interests of Union Caucuses, consistent with NSTU Policy and practice; and,
  - (iv) advise the Provincial Executive and NSTU Committees on matters special to the Union Caucus.
  - (d) Membership in a Union Caucus is open to Active and Reserve Members of the NSTU, is voluntary, and is conditional on paying a Caucus Fee as set by the individual Caucuses at their Annual General Meetings.
  - (e) The NSTU shall give financial assistance where necessary, in order to provide for meetings.
- 2. OFFICERS**
- (a) A Union Caucus shall elect a Chair, and such other officers as the Caucus may determine.
  - (b) The elected Executive of the Caucus shall be the governing body thereof.
- 3. GOVERNANCE**
- (a) A Union Caucus shall be a committee of the NSTU, and shall be under the control of the Council and its Executive, subject to the Teaching Profession Act, these By-Laws, and NSTU Standing Orders.
  - (b) A Union Caucus shall not deal directly in matters of policy with the Provincial Government, government departments, or other provincial organizations.
  - (c) A Union Caucus shall determine the dates of its meetings and shall designate one (1) meeting each school year as its Annual General Meeting.
  - (d) A majority of Officers will constitute a quorum of the Union Caucus Executive.
  - (e) A Union Caucus shall have the right to submit resolutions to Council following the Resolutions Procedures outlined in the Standing Orders.
- 4. FINANCES**
- (a) A Union Caucus shall submit to Central Office, by December 1<sup>st</sup> of each year, a budget for the current school year.
  - (b) A Union Caucus shall submit to Central Office, by December 1<sup>st</sup> of each year, the information required for its internal review, which will be conducted out of Central Office.
  - (c) A Union Caucus may not permit the use of any part of its funds for the purpose of conducting a campaign in respect to any election whether within the Union or outside of the Union.

*Dartmouth*

Brief:

This proposed by-law would introduce a new structure called a Union Caucus. The purpose of a caucus is to encourage and assist Members of specific identifying groups to advocate for their unique needs. Caucuses will improve member engagement, represent groups that lack representation in the traditional union governance structure, and advise on matters specific to their interests. The structure presented is modelled on that currently used by professional associations.

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**Cost:**

\$8,400 per Caucus (based on 3 meetings for 8 executive members per year x committee rate of \$350)

**Recommendation:**

The Finance and Property Committee offers no recommendation regarding this resolution; however, they would like to advise that adopting this resolution would increase expenditures and require an amendment to the budget.

**Recommendation:**

The Governance and Policy Committee recommends that this resolution be defeated or withdrawn. The Governance and Policy Committee agrees with the intent of this resolution regarding the need to help engage members from particular under represented groups. The Governance and Policy Committee recognizes the valid concerns of equity-deserving members and the pressing need to engage equity-deserving members into the union structure. Currently there are several processes being proposed in order to give authentic voice to equity-deserving and marginalized members that better serve these members and the NSTU as a whole. The concept of Union Caucus is not limited to equity-deserving members; these “caucuses” could be open to other special interest groups, and is far too open ended to effectively create change in the structure of the organization. There is also danger in segregating our membership into defined groups with specific interests. Union’s should be live to the risk of government (or others) attempting to remove distinct groups from their bargaining units. The Union is committed to implementing authentic changes in order to have equity-deserving members integrated into Union governance but should do so while keeping Union solidarity strong. This Resolution risks carving up the Union into special interest groups, and is not necessary to meet the goal of making the Union more diverse and equity-friendly.

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**2024-05**    *Constitutional*    *Amend*                      *Costed*                      *\$800/Caucus*    *2/3s*

**BE IT RESOLVED THAT** NSTU By-Law Article II — The Council sub-Article 2 – Council Delegates and Observers be amended by substitution with the following:

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

**2. COUNCIL DELEGATES AND OBSERVERS**

- (a) Voting Delegates of Council shall be:
  - (i) the Provincial Executive;
  - (ii) Local Presidents as one (1) of the Locals’ allotment of Voting Delegates;
  - (iii) Local Voting Delegates as determined by individual Local constitutions;
  - (iv) Chairs of Regional Representative Councils;

- (v) Chairs of Regional Economic Welfare Committees; and,
- (vi) Professional Association Voting Delegates from individual Professional Associations.
- (vii) **Union Caucus Voting Delegates from recognized caucuses of the Nova Scotia Teachers Union**
- (b) Pursuant to 2. (a) (ii) and (iii), each Local is entitled to one (1) Voting Delegate for every fifty (50) Members or major fraction thereof.
- (c) Notwithstanding 2. (b), each Local is entitled to a minimum of three (3) Voting Delegates.
- (d) Pursuant to 2. (a) (vi), each Professional Association is entitled to one (1) Voting Delegate.
- (e) **Pursuant to 2. (a) (vii), each Caucus is entitled to one (1) Voting Delegate.**
- (f) Non-Voting Delegates of Council shall be:
  - i. Local Alternate Delegates as determined by individual Local constitutions;
  - ii. Chairs or designates of NSTU Standing Committees; and,
  - iii. an invited Retired Teachers Organization representative as selected by the RTO.
- (g) Pursuant to 2. (e) (i), each Local is entitled to determine Alternate Delegates on the basis of a sliding scale where Locals entitled to:
  - (i) 3 to 10 Voting Delegates are entitled to 1 Alternate Delegate;
  - (ii) 11 to 21 Voting Delegates are entitled to 2 Alternate Delegates;
  - (iii) 22 to 31 Voting Delegates are entitled to 3 Alternate Delegates;
  - (iv) 32 to 41 Voting Delegates are entitled to 4 Alternate Delegates;
  - and,
  - (v) 42 + Voting Delegates are entitled to 5 Alternate Delegates.
- (h) Non-Voting Delegates may address Council with the permission of the Chair, permission shall not be unreasonably withheld.
- (i) Non-Voting Delegates may not move, second, or vote on any resolutions or motions.
- (j) In the unavoidable absence of a Local Voting Delegate, Council may permit a Local Alternate Delegate to act as a replacement. The Local Alternate Delegate, when replacing the Local Voting Delegate, has all the rights and responsibilities of a Local Voting Delegate.
- (k) Observers of Council may be:
  - (i) Local Observers as selected by individual Locals; and,
  - (ii) Members.
- (l) Pursuant to 2. (j) (i), each Local is entitled to select one (1) Local Observer.
- (m) Local Alternate Delegates and Local Observers attend Council at the Local's expense or at the individual's expense.

*Dartmouth*

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

Brief:

This resolution works in conjunction with the previous resolution that established Union Caucuses. The changes outlined allow for caucus representation as voting delegates at Council.

**Please Note:** the Resolutions Committee has ruled that if 2024-04 is defeated or withdrawn, then resolution 2024-05 is Out-Of-Order and should not be considered by Council.

**Cost:**

\$800 per Caucus (based on attendance at Annual Council)

**Recommendation:**

The Finance and Property Committee offers no recommendation regarding this resolution; however, they would like to advise that adopting this resolution would increase expenditures and require an amendment to the budget.

**Recommendation:**

The Governance and Policy Committee recommends that this resolution be defeated or withdrawn. The Governance and Policy Committee agrees with the intent of this resolution regarding the need to help engage members from particular under represented groups. The Governance and Policy Committee recognizes the valid concerns of equity-deserving members and the pressing need to engage equity-deserving members into the union structure. Currently there are several processes being proposed in order to give authentic voice to equity-deserving and marginalized members that better serve these members and the NSTU as a whole. The concept of Union Caucus is not limited to equity-deserving members; these “caucuses” could be open to other special interest groups, and is far too open ended to effectively create change in the structure of the organization. There is also danger in segregating our membership into defined groups with specific interests. Union’s should be live to the risk of government (or others) attempting to remove distinct groups from their bargaining units. The Union is committed to implementing authentic changes in order to have equity-deserving members integrated into Union governance but should do so while keeping Union solidarity strong. This Resolution risks carving up the Union into special interest groups, and is not necessary to meet the goal of making the Union more diverse and equity-friendly.

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**2024-06** *Constitutional Amend Costed \$7,200 2/3s*  
**BE IT RESOLVED THAT** the NSTU amend Section II of the by-laws, Article II, sub-Article 2 (a) as follows:

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

**2. COUNCIL DELEGATES AND OBSERVERS**

- (a) Voting Delegates of Council shall be:
  - (i) the Provincial Executive;
  - (ii) Local Presidents as one (1) of the Locals' allotment of Voting Delegates;
  - (iii) Local Voting Delegates as determined by individual Local constitutions;
  - (iv) Chairs of Regional Representative Councils; (v) Chairs of Regional Economic Welfare Committees; and,
  - (vi) Professional Association Voting Delegates from individual Professional Associations.
  - (vii) an equity caucus comprised of up to nine (9) equity seeking members, one (1) from each region; as determined by lottery of applicants to the caucus.**
- (b) Pursuant to 2. (a) (ii) and (iii), each Local is entitled to one (1) Voting Delegate for every fifty (50) Members or major fraction thereof.
- (c) Notwithstanding 2. (b), each Local is entitled to a minimum of three (3) Voting Delegates.
- (d) Pursuant to 2. (a) (vi), each Professional Association is entitled to one (1) Voting Delegate.
- (e) Non-Voting Delegates of Council shall be:
  - (i) Local Alternate Delegates as determined by individual Local constitutions;
  - (ii) Chairs or designates of NSTU Standing Committees; and,
  - (iii) an invited Retired Teachers Organization representative as selected by the RTO.
- (f) Pursuant to 2. (e) (i), each Local is entitled to determine Alternate Delegates on the basis of a sliding scale where Locals entitled to:
  - (i) 3 to 10 Voting Delegates are entitled to 1 Alternate Delegate;
  - (ii) 11 to 21 Voting Delegates are entitled to 2 Alternate Delegates;
  - (iii) 22 to 31 Voting Delegates are entitled to 3 Alternate Delegates;
  - (iv) 32 to 41 Voting Delegates are entitled to 4 Alternate Delegates;
  - and,
  - (v) 42 + Voting Delegates are entitled to 5 Alternate Delegates.
- (g) Non-Voting Delegates may address Council with the permission of the Chair, permission shall not be unreasonably withheld.
- (h) Non-Voting Delegates may not move, second, or vote on any resolutions or motions.
- (i) In the unavoidable absence of a Local Voting Delegate, Council may permit a Local Alternate Delegate to act as a replacement. The Local Alternate Delegate, when replacing the Local Voting Delegate, has all the rights and responsibilities of a Local Voting Delegate.
- (j) Observers of Council may be:
  - (i) Local Observers as selected by individual Locals; and,
  - (ii) Members.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

- (k) Pursuant to 2. (i), each Local is entitled to select one (1) Local Observer.
- (l) Local Alternate Delegates and Local Observers attend Council at the Local’s expense or at the individual’s expense.

*Halifax City*

**Brief:**

The NSTU serves to advocate equitably for the needs of all members. Currently, members from equity-seeking groups have no dedicated way to bring their concerns to council, unless they can attend with their local delegation. The inclusion of a caucus will allow for issues facing marginalized members to be presented before council in a timely and accurate manner. This will increase unity and cohesion among the Union as it will more efficiently address barriers to engagement with union governance, making annual Council more accessible for Black, Indigenous, Educators of Colour, Educators who are new to Canada, 2SLGBTQIA+ educators, and educators with disabilities.

**Cost:**

\$7,200

**Recommendation:**

The Finance and Property Committee offers no recommendation regarding this resolution; however, they would like to advise that adopting this resolution would increase expenditures and require an amendment to the budget.

**Recommendation:**

The Governance and Policy Committee recommends that, as written, this resolution be defeated. However, the Governance and Policy Committee does recommend an amendment to this resolution that, if amended, the Committee would recommend adoption of the resolution. The Governance and Policy Committee recommends that the resolution be amended by striking “(vii) an equity caucus comprised of up to nine (9) equity seeking members, one (1) from each region; as determined by lottery of applicants to the caucus.” and inserting in (b) a second sentence to read “Any Local Delegation with eight (8) or more Voting Delegates shall have at least one (1) of their Voting Delegate positions designated for an individual from an equity-deserving group, equity-deserving as defined in NSTU Operational Procedures.” The Resolution with the proposed amendment addresses the intent of the original Resolution – to increase diversity and equity at Council. The proposed amendment guarantees equity-deserving seats at council and has further advantages over the sponsoring Local’s proposed Resolution. These additional advantages include, but are not limited to:

- Guaranteeing seats at council for equity-deserving members, while not increasing the size of Council (as such this would no longer be a costed item).

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

- Beyond the cost implication there is also a concern regarding the location where Annual Council is held having capacity limits;
- Locals are in the best position for determining their own Delegation as opposed to selection by lottery;
- The equity-deserving voting delegates would be part of a Local Delegation with a real connection to their Local. They would be integrated into the local structure and not segregated into their own (assumed homogeneous) group; and
- Based on December 2023 Local numbers the proposed amended Resolution would still have at least nine (9) equity-deserving members attending Council.

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

**2. COUNCIL DELEGATES AND OBSERVERS**

- (a) Voting Delegates of Council shall be:
  - (i) the Provincial Executive;
  - (ii) Local Presidents as one (1) of the Locals’ allotment of Voting Delegates;
  - (iii) Local Voting Delegates as determined by individual Local constitutions;
  - (iv) Chairs of Regional Representative Councils; (v) Chairs of Regional Economic Welfare Committees; and,
  - (vi) Professional Association Voting Delegates from individual Professional Associations.
  - ~~(vii) an equity caucus comprised of up to nine (9) equity seeking members, one (1) from each region; as determined by lottery of applicants to the caucus.~~
- (b) Pursuant to 2. (a) (ii) and (iii), each Local is entitled to one (1) Voting Delegate for every fifty (50) Members or major fraction thereof. **Any Local Delegation with eight (8) or more Voting Delegates shall have at least one (1) of their Voting Delegate positions designated for an individual from an equity-deserving group, equity-deserving as defined in NSTU Operational Procedures.**
- (c) Notwithstanding 2. (b), each Local is entitled to a minimum of three (3) Voting Delegates.
- (d) Pursuant to 2. (a) (vi), each Professional Association is entitled to one (1) Voting Delegate.
- (e) Non-Voting Delegates of Council shall be:
  - (i) Local Alternate Delegates as determined by individual Local constitutions;
  - (ii) Chairs or designates of NSTU Standing Committees; and,
  - (iii) an invited Retired Teachers Organization representative as selected by the RTO.
- (f) Pursuant to 2. (e) (i), each Local is entitled to determine Alternate Delegates on the basis of a sliding scale where Locals entitled to:
  - (i) 3 to 10 Voting Delegates are entitled to 1 Alternate Delegate;

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- (ii) 11 to 21 Voting Delegates are entitled to 2 Alternate Delegates;
- (iii) 22 to 31 Voting Delegates are entitled to 3 Alternate Delegates;
- (iv) 32 to 41 Voting Delegates are entitled to 4 Alternate Delegates;
- and,
- (v) 42 + Voting Delegates are entitled to 5 Alternate Delegates.
- (g) Non-Voting Delegates may address Council with the permission of the Chair, permission shall not be unreasonably withheld.
- (h) Non-Voting Delegates may not move, second, or vote on any resolutions or motions.
- (i) In the unavoidable absence of a Local Voting Delegate, Council may permit a Local Alternate Delegate to act as a replacement. The Local Alternate Delegate, when replacing the Local Voting Delegate, has all the rights and responsibilities of a Local Voting Delegate.
- (j) Observers of Council may be:
  - (i) Local Observers as selected by individual Locals; and,
  - (ii) Members.
- (k) Pursuant to 2. (i), each Local is entitled to select one (1) Local Observer.
- (l) Local Alternate Delegates and Local Observers attend Council at the Local’s expense or at the individual’s expense.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-07**    *Constitutional*    *Amend*                      *Costed*                      *\$38,215*

**BE IT RESOLVED THAT** NSTU amend sub-Section 1 (d) of the Standing Order, by striking “eighty cents per teaching day (\$2.80/day)” and inserting in its place “sixty cents per teaching day (\$2.60/day)”.

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

**1. UNION MEMBERSHIP FEES**

- (d) A per diem Union Membership Fee in the amount of two dollars and ~~eighty cents per teaching day (\$2.80/day)~~ sixty cents per teaching day (\$2.60/day) is applied to substitute teachers whether Reserve Members or not. This amount shall be deducted at source.

*Halifax County*

Brief:

Approximately four years ago the daily rate of union dues was increased for substitute teachers. Substitute teachers have faced significant costs since that time. This resolution will somewhat assist in reducing the economic impact for them.

**Cost:**

\$38,215 (loss in revenue based on 2024/2025 Proposed Budget)

**Recommendation:**

The Finance and Property Committee offers no recommendation regarding this resolution; however, they would like to advise that adopting this resolution would decrease revenues and require an amendment to the budget.

# ECONOMIC WELFARE & WORKING CONDITIONS

**2023-20** (Pre-C)                      *Action*                      *Economic Welfare and Working Conditions*  
**Postponed to Council 2024 as Amended**

**BE IT RESOLVED THAT** the NSTU investigate teacher expectations experiences regarding the implementation of reporting on adaptations as it compares to liabilities placed on teachers for reporting on these adaptations across the province including the number of adaptations as a ratio of class sizes and report back to Council 2024.

*Cumberland*

Brief:

This year teachers in our region were told to sign off on adaptations that were unreasonable for courses and/or we are unable to provide.

**2024-08** (Pre-C)                      *Policy*                      *Amend*                      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** NSTU Policy Section III – Economic Welfare & Working Conditions, 3 – Class Size and Composition be amended by substitution and moved to Policy Section II – Curriculum.

**The Policy, as amended, would then read:**

**3. CLASS SIZE AND COMPOSITION**

Class size and composition are important determinants of student success including, but not necessarily limited to, academic achievement, graduation rates, non-cognitive abilities, and broader life outcomes. Further, policies which limit class size and provide substantive support for creating inclusive learning environments have a greater impact on low-income and marginalized children. Though such policies have immediate costs, they are cost-effective in the long-run due to future savings in social services, health, justice, and education. Such policies also support ideal working conditions for educators; thus, promoting teacher recruitment and retention. As such, the NSTU believes:

- A. class sizes should not exceed the following maxima:
  - I. grades primary to 3                      15 students
  - II. grades 4 to 6                              20 students
  - III. combined classes in elementary grades                      15 students
  - IV. grades 7 to 12                            25 students
  - V. Learning Centre/Student Support classrooms                      10 students
- B. class size should be reduced below these maxima, with an increased allocation of support personnel, where a class's composition is more complex or has additional safety concerns.

*Provincial Executive*

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

Brief:

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject to the six-year (6yr) cycle review. The proposed amended policy statement makes stronger arguments regarding the educational and social benefits to having limited class size and consideration of the complexity of today’s classroom. As NSTU policy, the belief is more about the benefits to the students in the class as opposed to the working conditions for our members, as such it makes more sense to have this moved to the Curriculum section of the policy manual.

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**2024-09 (Pre-C) Policy Amend Economic Welfare and Working Conditions**  
**BE IT RESOLVED THAT** NSTU Policy Section III – Economic Welfare & Working Conditions, 4 – Collective Bargaining be amended by substitution.

**The Policy, as amended, would then read:**

**4. INTEGRITY OF MEMBERSHIP**

The NSTU is committed to the integrity of its Membership, to this end, the NSTU will:

- A. oppose any attempt to remove any portion of its Membership from the NSTU;
- B. oppose the contracting out of any duties performed by its Members; and,
- C. oppose the replacement of an NSTU certified teaching position with a non-NSTU position.

Further, the NSTU believes that all public school courses and programs must be taught/led by NSTU Members.

*Provincial Executive*

Brief:

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject to the six-year (6yr) cycle review. The proposed amended policy statement to highlight the integrity and protection of the NSTU Membership. Portions of the current policy statement are very similar to Section VI – General, Policy 5 – Freedom of Association and the Right to Strike, where it is stated much more clearly and concisely regarding beliefs on collective bargaining. This amendment will make certain language stronger and eliminate redundancies.

**2024-10 (Pre-C) Policy Amend Economic Welfare and Working Conditions**  
**BE IT RESOLVED THAT** NSTU Policy Section III – Economic Welfare & Working Conditions, 6 – Funeral Attendance be rescinded.

*Provincial Executive*

Brief:

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject

to the six-year (6yr) cycle review. The current statement does not read as NSTU Policy but rather as a proposed submission to Regional Bargaining and indeed is already part of some Regional Agreements. As such, this policy statement should be rescinded.

**2024-11 (Pre-C) Policy Amend Economic Welfare and Working Conditions**  
**BE IT RESOLVED THAT** NSTU Policy Section III – Economic Welfare & Working Conditions, 7 – Individual Program Plans be rescinded.  
*Provincial Executive*

Brief:

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject to the six-year (6yr) cycle review. The current statement does not read as NSTU Policy but rather as a proposed submission to Provincial Bargaining. As such, this policy statement should be rescinded and possibly be considered when developing the next round of the asking package. Further, this is the first of two Resolutions to transfer the concepts held under this Policy to another Policy statement. A proposed amendment to Policy Section IV Government, 9 – Integration and Inclusion is suggested in Resolution 2024-12 to include the concept of imbedded time to accomplish the required work that accompanies Individual Program Plans.

**2024-12 (Pre-C) Policy Amend Economic Welfare and Working Conditions**  
**BE IT RESOLVED THAT** NSTU Policy Section IV – Government, 9 – Integration and Inclusion, be amended by inserting a new D to read “teachers working in integrated classrooms require appropriate embedded time to plan for, set up, and assess each Individual Program Plan and complete necessary documentation;” and re-lettering the remainder of the Policy.

**The Policy, as amended, would then read:**

**9. INTEGRATION AND INCLUSION**

The NSTU endorses the Council of Atlantic Provinces and Territory Teachers’ Organizations’ (CAPTTO) Policy on Inclusion. Further, the NSTU holds the following beliefs:

- A. children with exceptional physical, intellectual, or emotional needs benefit from learning in the most enabling environment;
- B. regular classroom placement may best serve most children; however, self-contained classrooms or other environments may best serve some exceptional children;
- C. teachers working in integrated classrooms require support services;
- D. teachers working in integrated classrooms require appropriate embedded time to plan for, set up, and assess each Individual Program Plan and complete necessary documentation;**

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

- DE. integration should ensure the rights of all children to an appropriate education and an equitable distribution of resources among all students; and,
- EF. school sites should be barrier free.

*Provincial Executive*

**Brief:**

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject to the six-year (6yr) cycle review. This is the second of two Resolutions to transfer the concept of embedded time for completing the work related to Individual Program Planning. In conjunction with Resolution 2024-11, the proposed amendment puts the onus of allowing appropriate time for teachers to complete work related to integration and inclusion.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-13 (Pre-C) Policy Amend Economic Welfare and Working Conditions**  
**BE IT RESOLVED THAT** NSTU Policy Section III – Economic Welfare & Working Conditions, 9 – Job Sharing be rescinded.

*Provincial Executive*

**Brief:**

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject to the six-year (6yr) cycle review. The current statement does not read as NSTU policy but as a how-to guide for setting up job-sharing and procedures for negotiating this item in Regional Agreements. At the time this statement was introduced as policy it was not part of Regional Agreements. Currently, every Regional Agreement including CSANE and APSEA has an article on Job-Sharing or Shared-Teaching. This statement is no longer needed in NSTU Policy and can safely be rescinded.

**2024-14 (Pre-C) Policy Amend Economic Welfare and Working Conditions**  
**BE IT RESOLVED THAT** NSTU Policy Section III – Economic Welfare & Working Conditions, 11 – Member Absence be amended by substitution.

**The Policy, as amended, would then read:**

**11. SUBSTITUTE TEACHING ASSIGNMENT**

Strengthening and broadening the substitute teacher pool is essential to a sustainable public education system in the province. Specifically, the NSTU believes that substitute teachers should:

- A. hold a Nova Scotia Teaching Certificate;
- B. be hired under term contract for each school or family of schools in sufficient numbers to ensure appropriate coverage of absentee teachers; and,
- C. be paid on scale for the work they do.

*Provincial Executive*

Brief:

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject to the six-year (6yr) cycle review. The proposed amendment strengthens the NSTU’s beliefs regarding the necessary conditions to make substitute teaching work a viable option for our Members.

**2024-15** (Pre-C) Policy Amend Economic Welfare and Working Conditions

**BE IT RESOLVED THAT** NSTU Policy Section III – Economic Welfare & Working Conditions, 12 – Member Access to Technology be amended by substitution.

**The Policy, as amended, would then read:**

**12. MEMBER ACCESS TO TECHNOLOGY**

Members require access to technology in order to do their job. As such, the NSTU believes that it is the responsibility of the employer to:

- A. supply Members with appropriate technology for their use (both hardware and software);
- B. ensure reliable and consistent internet connection at school/ educational sites; and,
- C. ensure Members receive appropriate, comprehensive, consistent, timely, and job-imbedded professional development on the use of technology (both hardware and software).

*Provincial Executive*

Brief:

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject to the six-year (6yr) cycle review. The proposed amendment strengthens and simplifies the NSTU’s beliefs regarding Members requirement to have technology readily available for their use.

**2024-16** (Pre-C) Policy Amend Economic Welfare and Working Conditions

**BE IT RESOLVED THAT** NSTU Policy Section III – Economic Welfare & Working Conditions, 13 – Member Images, Videos, and Audio Recordings be amended by inserting a new C to read “that the employer shall establish policies and procedures prohibiting any recording/photographing of a Member (without first receiving consent) and ensuring that individuals who record/capture and/or share audio or video recordings or photographs of Members, without permission, are dealt with appropriately.”

**The Policy, as amended, would then read:**

**13. MEMBER IMAGES, VIDEOS, AND AUDIO RECORDINGS**

With the predominance of devices capable of recording audio, video, and images of members, often without their knowledge, the NSTU holds the following beliefs:

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

- A. prior to the audio or video recording or photography of a Member, permission must be received from the Member; and,
- B. any use, publication, posting, or distribution of audio or video recordings or images of Members must be authorized by the individual Members; and,
- C. **that the employer shall establish policies and procedures prohibiting any recording/photographing of a Member (without first receiving consent) and ensuring that individuals who record/capture and/or share audio or video recordings or photographs of Members, without permission, are dealt with appropriately.**

*Provincial Executive*

Brief:

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject to the six-year (6yr) cycle review. The proposed amendment strengthens the NSTU’s beliefs regarding the requirement for Members to give permission for the use of their image or recording to be shared.

**2024-17** (Pre-C)      *Policy*      *Amend*      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** NSTU Policy Section III – Economic Welfare & Working Conditions, 15 – Merit Pay be amended by substitution.

**The Policy, as amended, would then read:**

**15. MERIT PAY**

The NSTU firmly believes that Members should be compensated based solely on years taught and certification level as recognized in the Teachers’ Provincial Agreement as negotiated between the Minister of Education and Early Childhood Development and the NSTU. As such, the NSTU vehemently opposes merit pay.

*Provincial Executive*

Brief:

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject to the six-year (6yr) cycle review. The proposed amendment strengthens the NSTU’s position regarding merit pay.

**2024-18** (Pre-C)      *Policy*      *Amend*      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** NSTU Policy Section III – Economic Welfare & Working Conditions, 17 A – Part-Time Members be amended by substitution.

**The Policy, as amended, would then read:**

**17. PART-TIME TEACHING OPTION**

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

The NSTU believes in permanent full-time teaching positions but recognizes part-time teaching as a choice permanent teachers should have; with benefits for both individual Members and the employer. As such, the NSTU holds the following beliefs regarding Members engaged in teaching part-time:

- I. shall be entitled to time free from teaching, on a pro-rated basis, for the purpose of marking and preparation;
- II. shall have a work schedule negotiated with the employer before the commencement of service in each school year;
- III. shall receive a pro-rated salary based on the negotiated pay scales;
- IV. may be expected to attend parent-teacher meetings and staff meetings; and,
- V. may be expected to attend inservice sessions and special events.

*Provincial Executive*

Brief:

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject to the six-year (6yr) cycle review. Part-Time Member is a misnomer, there are NSTU Members teaching in part-time positions but this does not make them part-time Members. This current statement does not read as NSTU Policy but as conditions that should exist in Regional Agreements for our Members teaching on a part-time basis. The proposed amendments more clearly highlight the NSTU’s position regarding part-time positions.

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**2024-19** (Pre-C) *Policy Amend Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** NSTU Policy Section III – Economic Welfare & Working Conditions, 17 B – Circuit Member be rescinded.

*Provincial Executive*

Brief:

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject to the six-year (6yr) cycle review. This statement does not read as NSTU Policy but as conditions that should exist in Regional Agreements for itinerant or circuit teachers. Currently, the conditions listed in this statement are recognized in most regional agreements, where they do not exist they should be negotiated in future rounds.

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**2024-20** (Pre-C) *Policy Amend Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** NSTU Policy Section III – Economic Welfare & Working Conditions, 19 – Reporting of Member Earnings be rescinded.

*Provincial Executive*

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

Brief:

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject to the six-year (6yr) cycle review. The current statement does not read as NSTU policy but as a demand on Members to disclose personal information. NSTU Members are paid on scales negotiated by the Union, this statement is not needed. As such, this statement can safely be rescinded.

**2024-21 (Pre-C) Policy Amend Economic Welfare and Working Conditions**  
**BE IT RESOLVED THAT** NSTU Policy Section III – Economic Welfare & Working Conditions, 22 – Seniority – Teaching Assignments be amended by substitution.

**The Policy, as amended, would then read:**

**22. TEACHING ASSIGNMENT**

An individual Member’s teaching assignment within a school is a fundamental part of that Member’s experiences and capabilities. As such, the NSTU believes that an individual’s teaching assignment shall take into consideration and respect the wishes and seniority of the Member at the school/educational site.

*Provincial Executive*

Brief:

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject to the six-year (6yr) cycle review. The proposed amendment strengthens the NSTU’s position regarding the meting out of teaching assignments at schools and educational sites.

**2024-22 (Pre-C) Policy Amend Economic Welfare and Working Conditions**  
**BE IT RESOLVED THAT** NSTU Policy Section III – Economic Welfare & Working Conditions, 24 – Teaching Assistants be amended by:

- Strike the title and insert in its place “Educational Support Personnel”;
- In the first sentence strike “with Special Needs”;
- In C strike “teacher assistant” and insert in its place “support personnel”;
- In D strike “teacher assistant” and insert in its place “support personnel”;
- and,
- In D, I strike “an”, strike “with special needs”, and strike the “s” on “requires”.

**The Policy, as amended, would then read:**

**24. TEACHER ASSISTANTS EDUCATIONAL SUPPORT PERSONNEL**

The complex nature of the inclusive classroom may necessitate non-teacher support personnel for individual students ~~with special needs~~.

Because of this the NSTU holds the following beliefs:

- A. only teachers may teach in the public schools of Nova Scotia;

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

- B. teachers are responsible for the planning and implementation of the Public School Program;
- C. non-teaching tasks may be performed by ~~teacher assistants~~ **support personnel** (regardless of the title given to them by the employer); and
- D. ~~teacher assistants~~ **support personnel** should be:
  - I. assigned to an individual student(s) ~~with special needs~~ who requires distinct services and supports,
  - II. qualified in childcare, personal care, health care, or childhood development,
  - III. under the direction of the teacher, and
  - IV. under the overall supervision of administration.

*Provincial Executive*

Brief:

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject to the six-year (6yr) cycle review. The proposed amendment strengthens the NSTU’s position regarding support personnell’s role in the classroom.

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**2024-23** (Pre-C)      *Policy*      *Amend*      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** NSTU Policy Section III – Economic Welfare & Working Conditions, 26 – Teacher-Initiated Inservice be rescinded.

*Provincial Executive*

Brief:

In compliance with Standing Order 3 (j) – Resolutions adopted at Council designated as policy are recorded in NSTU policy documents and are subject to the six-year (6yr) cycle review. The current statement does not read as NSTU policy but as a potential submission for negotiation in an asking package. By its very nature, inservicing is something that the employer believes the employee needs to know in order to do their job correctly; as such, it is a misnomer to have teacher-initiated inservicing. Currently, NSTU Policy Section V – Professional Development, 5 – Professional Learning more concisely articulates the need to have teacher-initiated professional learning. As such, this policy statement can safely be rescinded. Further, NSTU Policy Section V – Professional Development, 6 – Scheduling – Member Professional Development and Inservicing be during the instructional day and be job embedded.

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**2024-24** (Pre-C)      *Action*      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** in the next round of Provincial negotiations, the NSTU seek to allow two teacher families the option for coordination of benefits within our medical plan.

*Antigonish*

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

Brief:

A teacher should not be penalized for marrying another teacher. Two teacher families should be given the option to both have individual insurance coverage to access both members' benefits.

**Recommendation:**

The NSTU Group Insurance Trustees recommends that this resolution be withdrawn or defeated.

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**2024-25** (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 medical equipment for type 1 diabetes, without a lifetime limit, in the medical plan.  
*Cumberland, Lunenburg County*

Brief:

Type 1 diabetes is a disease that requires life-sustaining therapies for which there is currently no cure. As medical technology advances, so do related costs. For example, insulin pumps are priced upwards of \$5,000-\$6,000 and are recommended to be replaced every five years. A \$20,000 lifetime maximum limit means that depending on the age of diagnosis, this lifetime amount could be reached quickly.

**Recommendation:**

The NSTU Group Insurance Trustees recommends that this resolution be adopted.

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**2024-26** (Pre-C)                      *Action*                      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** in the next round of negotiations the NSTU seek to achieve a cost of living increase when inflation increases by 4% or more for longer than 6 months regardless of where we are in our contract.  
*Kings*

Brief:

Having to wait up to four years to seek a wage increase causes members to fall behind financially.

**Recommendation:**

The Member Services Committee recommends that this resolution be adopted.

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**2024-27** (Pre-C)                      *Action*                      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** in the next round of bargaining the NSTU seek to amend article 43.03 as follows:  
 43.03 A teacher who is required by the Education Entity to perform the duties of a Department Head or other supervisory or administrative position

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

on an acting basis, shall, after ten (10) consecutive days, be paid acting pay calculated on the dates the teacher commenced to act as if the teacher had been appointed to that higher paid position for the period for which the teacher acts.

*CSANE, Cape Breton District*

**Brief:**

This proposed resolution seeks to ensure fair compensation for teachers who temporarily assume supervisory or administrative roles within the Education Entity. Given that many educators intermittently take on such responsibilities but rarely consecutively, the resolution aims to address the compensation gap by providing pay for each day a teacher holds an administrative position. This adjustment aims to acknowledge and fairly remunerate the additional duties and responsibilities shouldered by teachers during these acting assignments, thereby promoting equity and recognition within the educational workforce.

**Recommendation:**

The Member Services Committee recommends that this resolution be adopted.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-28 (Pre-C)**                      *Action*                      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** the NSTU seek to achieve a day of substitute coverage for teachers whose classroom assignment changes after the voluntary transfer process has concluded due to class cap/grade redistribution.

*Cape Breton District*

**Brief:**

Although some principals/Centres for Education can provide coverage for teachers who have to move schools or classrooms there should be specific coverage delineated within the collective agreement.

**2024-29 (Pre-C)**                      *Action*                      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** the NSTU seek to achieve a preparation day for teachers who are unexpectedly required to change teaching assignments due to class cap grade redistribution.

*Cape Breton District*

**Brief:**

Fluctuations from spring projected enrollment to fall enrollments causing a shift in grade and course configurations is occurring more frequently. After prepping for a specific job assignment over the summer and during orientation / pd days, teachers may be required to change grade assignments and or course assignments, within as little as 1-2 days. This can be considered an unreasonable amount of time to properly prepare for a new teaching assignment.

**2024-30** (Pre-C)                      *Action*                      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** in the next round of negotiations the NSTU negotiate designated transition time for teachers who need to move throughout the school within the existing school day.

*Colchester-East Hants*

Brief:

Many teachers are responsible for teaching high quality and engaging lessons in a variety of rooms and school sites; however, the time it takes to transition between rooms and school sites is not currently protected within the provincial agreement. This not only impacts the transitioning teacher, but also the teacher whom they are relieving upon arrival. The NSTU must formally recognize the necessity of transition time to be contractually defined and protected, and its role as a prerequisite in safeguarding teachers’ non-instructional time. Implementing this resolution will help to bring much-needed clarity and equity to teachers’ schedules, enhancing overall efficiency and fairness in school operations.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-31** (Pre-C)                      *Action*                      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** through negotiations the NSTU seek to have prep time be solely allocated for curriculum preparation and marking.

*Kings*

Brief:

Prep time is often being required to be used for non-curriculum tasks such as student behaviour, mandatory data collection, online training etc. This time needs to be designated for marking, planning and curriculum development as deemed necessary by the teacher.

**Recommendation:**

The Member Services Committee that this resolution be defeated. The Member Services Committee cautions that imposing restrictions on what teachers can do during their preparation and marking time would hinder their freedom to determine how they utilize their prep and marking time. Let us prioritize autonomy and trust in our teachers to effectively manage their time and responsibilities in a manner that best serves the needs of their students and promotes professional growth.

**2024-32** (Pre-C)                      *Action*                      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** in the next round of negotiations the NSTU seek a change that the last day of school for P-8 students be five teaching days prior to the end of the school year.

*Kings*

Brief:

Report cards are completed and submitted before the last day of school. Teachers are discouraged from coming into the building after the last day due to Regional Property Services Protocols. Teachers would work until the last scheduled day having adequate time to finalize end of year paperwork, transition meetings, move classrooms/schools, organize, pack up materials and other year end duties.

**Recommendation:**

The Member Services Committee recommends that this resolution be adopted.

**2024-33** (Pre-C)                      *Action*                      *Economic Welfare and Working Conditions*

**BE IT RESOLVED THAT** in the next round of negotiations the NSTU negotiate with the Department of Education and Early Childhood Development to designate five (5) of the current instructional 195 days to be used for teacher directed general course preparation, grading and evaluation/assessment.

*Colchester-East Hants*

Brief:

These days would be inserted into the calendar at strategic times prior to reporting periods to allow members time to do the work necessary for the job during their paid time as opposed to members having to use their personal, unpaid time to fulfill said requirements. There seems to be a focus on ‘wellness’ for students. The employer should also be concerned about their employees’ wellness. Teachers require more time to wrap up one term and prepare for the next. This should not be a sacrificed from one’s personal time.

**Recommendation:**

The Member Services Committee recommends that this resolution be adopted.

**2024-34** (Pre-C)                      *Action*                      *Economic Welfare and Working Conditions*

**BE IT RESOLVED THAT** in the next round of provincial bargaining, the NSTU seek to achieve contract language that specifies no meetings should be scheduled at the end of an instructional day the same week as parent teacher meetings.

*CSANE*

Brief:

According to the article 62.04, teachers can be required to attend a reasonable number of meetings at the end of an instructional day. For example, it is not reasonable to add or hold meetings during the same week as parent teacher conferences as this puts extra strain on teachers’ workload.

**Recommendation:**

The Member Services Committee recommends that this resolution be adopted.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-35** (Pre-C)                      *Action*                      *Economic Welfare and Working Conditions*

**BE IT RESOLVED THAT** in the next round of provincial bargaining, the NSTU seek to extend the coverage for no loss of salary in Article 31.01 (i) of the TPA to include coverage that would also prevent the loss of a pre-booked day of substitute coverage from the teacher sick day bank.

*Cape Breton District*

Brief:

Currently, if a teacher has booked a substitute in advance using a day from their sick day bank for a valid purpose, but subsequently classes are canceled by ministerial order, the teacher will lose the sick day from their bank even though there were no classes that day. The teacher should not suffer a loss of a sick day from their bank when classes have been canceled.

Current wording: 31.01 (i) Except for school closures caused by inclement weather, teachers may be required to report for work at their assigned school or other location when schools are closed to attendance by students in accordance with the procedures outlined in the Letter of Understanding – School Closures. When a school is closed for inclement weather no teacher shall suffer a loss in salary.

Proposed wording: 31.01 (i) Except for school closures caused by inclement weather, teachers may be required to report for work at their assigned school or other location when schools are closed to attendance by students in accordance with the procedures outlined in the Letter of Understanding – School Closures. When a school is closed for inclement weather no teacher shall suffer a loss in salary or a loss in their sick day bank.

**Recommendation:**

The Member Services Committee recommends that this resolution be referred to the Provincial Economic Welfare Committee as this may be achievable through regional negotiations.

**2024-36** (Pre-C)                      *Action*                      *Economic Welfare and Working Conditions*

**BE IT RESOLVED the** NSTU, in the next round of provincial negotiations, seek to achieve no loss in salary for substitute teachers who are booked to teach and subsequently classes are canceled by ministerial order.

*Cape Breton District*

Brief:

Substitute teachers currently do not get paid if they were pre-booked and lost the teaching assignment due to the cancellation of classes. We all understand the financial challenges and the difficulties substitute teachers face. Providing a measure of stability and predictability in the ability of substitutes to earn a living wage should remain a high priority for the NSTU.

**Recommendation:**

The Substitute Teacher Committee recommends that this resolution be adopted.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-37** (Pre-C)                      *Action*                      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** the NSTU create an online form to act as a central documentation point for teachers to log when they are being asked to fill in on days when there is no sub available and report the results to the next Annual Council.

*Halifax City*

Brief:

Creating an online form will give teachers a space to report and it will also give the union firm data for the all the regions when it is needed for PR campaigns, facts to refute government claims and concrete data for local presidents to take to management teacher meeting with the centres for education.

**Recommendation:**

The Substitute Teacher Committee recommends that this resolution be adopted.

**2024-38** (Pre-C)                      *Action*                      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** the NSTU write a position paper on violence in schools to be prepared for Annual Council 2025.

*Halifax County*

Brief:

The surge in school violence, including verbal abuse, cyberbullying and physical altercations, necessitates urgent action. The NSTU lacks comprehensive data or persuasive arguments to prompt government and educational boards to address this escalating issue effectively.

School violence has expanded beyond physical altercations, encompassing cyberbullying, causing psychological harm and sometimes leading to physical violence in school settings. Insufficient support systems and counseling resources within schools contribute to this rise. Moreover, students coming from traumatic or violent home environments face behavioral issues when adequate support systems are absent in schools.

A viable solution demands a multifaceted approach. Addressing the rise in school violence requires implementing robust anti-bullying programs, reinforcing codes of conduct, nurturing open communication, offering mental health support, enforcing stricter regulations on weapon possession, and providing effective conflict resolution strategies. These measures are pivotal in curbing violence in educational institutions. A position paper would help address these issues because it would contain comprehensive data and persuasive arguments to prompt government action. A position paper from the NSTU could serve as a catalyst for policy changes and institutional support.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-39** (Pre-C)                      *Action*                      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** the NSTU investigate the practices of Regional Centres for Education to achieve 12.5% prep time.

*Lunenburg County*

Brief:

Across all levels achieving 12.5% prep time within timetables has been a challenge. For example, 7 of 8 at high school level equates to 3.5 each semester. Many teachers still end up with 4. When you split the class with another teacher you get combinations of things such as class on class off, day on day off, week on week off. There is no time to collaborate or do anything with the PD we're being given. Teachers are in survival mode all the time, even seasoned teachers. Prepping for 4 courses a day and only 1 prep time a day is a huge challenge.

**2024-40** (Pre-C)                      *Action*                      *Economic Welfare and Working Conditions*  
**BE IT RESOLVED THAT** the NSTU research how other provinces remunerate associate teachers who supervise and support pre-service teachers and report back to Annual council 2025 for future negotiations.

*CSANE*

Brief:

The NSTU shall conduct a comprehensive investigation into the remuneration practices for teachers undertaking responsibilities of associate teachers in other provinces, specifically those involving the supervision and support of pre-service teachers and participation in mentoring programs. The findings are to be presented at the Annual Council in 2025 for consideration in upcoming negotiations. This could contribute to the recruitment and retention of teachers, as a larger number of educators may be inclined to mentor pre-service teachers.

**Recommendation:**

The Member Services Committee recommends that this resolution be adopted.

## NSTU GOVERNANCE

**2024-41**    *Constitutional*    *Amend*                      *NSTU Governance*                      *2/3s*  
**BE IT RESOLVED THAT** NSTU By-Law Article I – Membership be amended as follows:

- in 2. (b) (viii) insert “and,” at the end.
- in 2. (b) (ix) strike “; and,” and insert in its place “.”.
- in 2. (b) strike (x).
- in 3. (b) (viii) insert “and,” at the end.
- in 3. (b) (ix) strike “; and,” and insert in its place “.”.
- in 3. (b) strike (x).

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

- in 4. (e) (iii) insert “and,” at the end.
- in 4. (e) (iv) strike “; and,” and insert in its place “.”.
- in 4. (e) strike (v).
- in 6. (b) (i) insert “and,” at the end.
- in 6. (b) (ii) strike “; and,” and insert in its place “.”.
- in 6. (b) strike (iii).
- in 7. (c) (ii) insert “and,” at the end.
- in 7. (c) (iii) strike “; and,” and insert in its place “.”.
- in 7. (c) strike (iv)

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

**2. ACTIVE MEMBER**

- (b) The rights of Active Membership shall include, but not necessarily be limited to the right to:
- (i) benefits as provided through NSTU as bargaining agent;
  - (ii) request legal assistance in instances resulting from problems arising in the performance of duties;
  - (iii) professional counselling within education;
  - (iv) vote and hold office at the local and provincial level;
  - (v) attend Council as outlined in Article II of these By-Laws;
  - (vi) membership in Professional Associations, including the right to hold office;
  - (vii) membership in the NSTU Group Insurance Plan, in accordance with the provisions of the plan;
  - (viii) membership on NSTU committees, where elected or appointed;
- and,**
- (ix) access NSTU publications and materials, as assigned, on the NSTU website; ~~and,~~
  - ~~(x) an NSTU web mail account.~~

**3. RESERVE MEMBER**

- (b) The rights of Reserve Membership shall include, but not necessarily be limited to the right to:
- (i) benefits as provided through NSTU as bargaining agent;
  - (ii) request legal assistance in instances resulting from problems arising in the performance of duties;
  - (iii) professional counselling within education;
  - (iv) vote at the local and provincial level;
  - (v) attend Council as outlined in Article II of these By-Laws;
  - (vi) membership in Professional Associations, except the right to hold office;
  - (vii) membership in the NSTU Group Insurance Plan, in accordance with the provisions of the plan;
  - (viii) membership on NSTU committees, where elected or appointed;
- and,**
- (ix) access NSTU publications and materials, as assigned, on the NSTU website ~~and,~~

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

- ~~(x) an NSTU web mail account.~~
- 4. RETIRED MEMBER**
- (e) The rights of Retired Membership shall include, but not necessarily be limited to the right to:
- (i) membership in the Retired Teachers Organization (RTO);
  - (ii) attend Council as outlined in Article II of these By-Laws;
  - (iii) membership in the NSTU Group Insurance Plan, in accordance with the provisions of the plan; **and**,
  - (iv) access NSTU publications and materials, as assigned, on the NSTU website; **and**,
- ~~(v) an NSTU web mail account.~~
- 6. HONOURARY MEMBER**
- (b) The rights of Honourary Membership shall include, but not necessarily be limited to the right to:
- (i) attend Council as outlined in Article II of these By-Laws; **and**,
  - (ii) access NSTU publications and materials, as assigned, on the NSTU website; **and**,
- ~~(iii) an NSTU web mail account.~~
- 7. SUBSTITUTE TEACHER MEMBER**
- (c) A Substitute Teacher Member, who can prove employment by an education entity to the satisfaction of the NSTU, shall have rights of Membership that include, but not necessarily be limited to the right to:
- (i) benefits as provided through NSTU as bargaining agent;
  - (ii) request legal assistance in instances resulting from problems arising in the performance of duties; **and**,
  - (iii) access NSTU publications and materials, as assigned, on the NSTU website; **and**,
- ~~(iv) an NSTU web mail account.~~

*Provincial Executive*

Brief:

NSTU Council Resolution 2022-89 and Strategic Plan Action VI-24 resulted in a comprehensive external review of NSTU Technology Infrastructure. The External review identified significant liabilities and risks associated with NSTU operating and maintaining an independent email service and recommended that the existing webmail system be retired over time and be replaced by members personal email accounts. In order to commence this work, the first step is to remove the existing NSTU webmail system as a right of membership. Currently the NSTU is responsible for over 20,000 email accounts and this number continues to grow. With the removal of webmail as a right of membership a transition plan will be implemented. The first phase will be to cease creating new accounts, followed by a twelve-month period allowing webmail users to transition to a personal email. The twelve-month period would not commence until instructions on how to create a personal email account is provided to members. Notification of the twelve-month period and instructions would be communicated through all existing

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

NSTU formats. All existing account information will be saved for a period of three years in case needed. The NSTU would continue to provide Provincial Executive, Local and Regional Leaders, and Staff dedicated NSTU email accounts. The External advisors have indicated that to continue providing a NSTU webmail service that addresses the current risks and liabilities would cost a minimum of \$1.2 million annually.

**2024-42** *Constitutional Amend NSTU Governance 2/3s*

**BE IT RESOLVED THAT** NSTU By-law ARTICLE I — Membership sub-Article 2 Active Member, (b) be amended by inserting a new (xi) “membership in Union Caucuses”:

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

**2. ACTIVE MEMBER**

- (b) The rights of Active Membership shall include, but not necessarily be limited to the right to:
  - (i) benefits as provided through NSTU as bargaining agent;
  - (ii) request legal assistance in instances resulting from problems arising in the performance of duties;
  - (iii) professional counselling within education;
  - (iv) vote and hold office at the local and provincial level;
  - (v) attend Council as outlined in Article II of these By-Laws;
  - (vi) membership in Professional Associations, including the right to hold office;
  - (vii) membership in the NSTU Group Insurance Plan, in accordance with the provisions of the plan;
  - (viii) membership on NSTU committees, where elected or appointed;
  - (ix) access NSTU publications and materials, as assigned, on the NSTU website; and,
  - (x) an NSTU web mail account.
  - (xi) membership in Union Caucuses**

*Dartmouth*

Brief:

If Union Caucuses are created in a previous resolution this addition would allow active members to join those caucuses.

**Please Note:** the Resolutions Committee has ruled that if 2024-04 is defeated or withdrawn, then resolution 2024-42 is Out-Of-Order and should not be considered by Council.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

2024-43 *Constitutional Amend NSTU Governance 2/3s*

**BE IT RESOLVED THAT** NSTU By-law ARTICLE I — Membership sub-Article 3 Reserve Member, (b) be amended by inserting a new (xi) “membership in Union Caucuses”

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

**2. RESERVE MEMBER**

- (b) The rights of Reserve Membership shall include, but not necessarily be limited to the right to:
  - (i) benefits as provided through NSTU as bargaining agent;
  - (ii) request legal assistance in instances resulting from problems arising in the performance of duties;
  - (iii) professional counselling within education;
  - (iv) vote at the local and provincial level;
  - (v) attend Council as outlined in Article II of these By-Laws;
  - (vi) membership in Professional Associations, except the right to hold office;
  - (vii) membership in the NSTU Group Insurance Plan, in accordance with the provisions of the plan;
  - (viii) membership on NSTU committees, where elected or appointed;
  - (ix) access NSTU publications and materials, as assigned, on the NSTU website; and,
  - (x) an NSTU web mail account.
  - (xi) membership in Union Caucuses**

*Dartmouth*

Brief:

If Union Caucuses are created in a previous resolution this addition would allow reserve members to join those caucuses.

**Please Note:** the Resolutions Committee has ruled that if 2024-04 is defeated or withdrawn, then resolution 2024-43 is Out-Of-Order and should not be considered by Council.

**Please Note: Resolutions 2024-44, 2024-45, 2024-46, 2024-47, and 2024-48 flow from the Ad Hoc Committee on NSTU Governance Final Report which can be found in the Report Section of the Council Workbook. Pending the outcome of the ranked vote on the Models of the Provincial Executive Structure, it is possible that one (and only one) of these Resolutions be debated on Council floor. For greater detail regarding these five Resolutions please see Section 5 and Appendix A and B of the Final Report which can be found in the Reports Section of the Workbook.**

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

Brief:

**The following will act as the Brief for all 5 of the following Resolutions.**

Ultimately, changes to the structure, voting procedure, and duties of the Provincial Executive (Table Officers, Regional Members, and possible inclusion of Designated Members) would require changes to the NSTU By-Laws and Operational Procedures. The Ad Hoc Committee does not endorse any specific model and sees merit in each. The order in which the models are presented is not intended to indicate preference or priority in any manner.

**2024-44** *Constitutional Amend NSTU Governance 2/3s*

**BE IT RESOLVED THAT** NSTU By-Law Article III – The Provincial Executive be amended by substitution in order to implement the Alternative Provincial Executive Structure having three (3) Table Officers and nine (9) Regional Members, amendment to take effect August 1<sup>st</sup>, 2025.

*Provincial Executive*

**The By-Law Article, as amended, to read as outlined in Appendix A Section 1 of the Ad Hoc Committee on NSTU Governance Final Report.**

**2024-45** *Constitutional Amend NSTU Governance 2/3s*

**BE IT RESOLVED THAT** NSTU By-Law Article III – The Provincial Executive be amended by substitution in order to implement the Alternative Provincial Executive Structure having three (3) Table Officers and fourteen (14) Regional Members, amendment to take effect August 1<sup>st</sup>, 2025.

*Provincial Executive*

**The By-Law Article, as amended, to read as outlined in Appendix A Section 2 of the Ad Hoc Committee on NSTU Governance Final Report.**

**2024-46** *Constitutional Amend NSTU Governance 2/3s*

**BE IT RESOLVED THAT** NSTU By-Law Article III – The Provincial Executive be amended by substitution in order to implement the Alternative Provincial Executive Structure having three (3) Table Officers, nine (9) Regional Members, and two (2) Designated Members, amendment to take effect August 1<sup>st</sup>, 2025.

*Provincial Executive*

**The By-Law Article, as amended, to read as outlined in Appendix A Section 3 of the Ad Hoc Committee on NSTU Governance Final Report.**

**2024-47** *Constitutional Amend NSTU Governance 2/3s*

**BE IT RESOLVED THAT** NSTU By-Law Article III – The Provincial Executive be amended by substitution in order to implement the Alternative Provincial Executive Structure having three (3) Table Officers, nine (9)

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

Regional Members, and three (3) Designated Members, amendment to take effect August 1<sup>st</sup>, 2025.

*Provincial Executive*

**The By-Law Article, as amended, to read as outlined in Appendix A Section 4 of the Ad Hoc Committee on NSTU Governance Final Report.**

**2024-48** *Constitutional Amend NSTU Governance 2/3s*

**BE IT RESOLVED THAT** NSTU By-Law Article III – The Provincial Executive be amended by substitution in order to implement the Alternative Provincial Executive Structure having three (3) Table Officers and fourteen (14) Regional Members with five (5) of the Regional Members’ positions being reserved for Equity-Deserving Members, amendment to take effect August 1<sup>st</sup>, 2025.

*Provincial Executive*

**The By-Law Article, as amended, to read as outlined in Appendix A Section 5 of the Ad Hoc Committee on NSTU Governance Final Report.**

**2024-49** *Constitutional Amend NSTU Governance 2/3s*

**BE IT RESOLVED THAT** the NSTU amend Article III – The Provincial Executive, sub-Article 1 – Composition of the bylaws by substitution:

**The Article of the By-Law, 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

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

- (xiv) Northside Victoria 1 Member
- (xv) Pictou 1 Member
- (c) A Provincial Executive Member must be an Active Member of the NSTU.
- (d) A Provincial Executive Member shall not concurrently hold office at the Local, Regional, or Professional Association Level.
- (e) Pursuant to 1 (b) where some Regions elect more than one (1) member these Regions will designate one (1) of the two (2) elected member positions for equity seeking members only; should candidate(s) offer for the position.

*Halifax City*

**Brief:**

CTF documentation around provincial executive composition shows that several teacher associations across Canada have already begun designating executive roles for equity seeking members such as Black, Indigenous, Educators of Colour, Educators who are new to Canada, 2SLGBTQIA+ educators, and educators with disabilities, but also not limited to. If the NSTU wishes to actively engage in equity, then the designation of positions is a good first step.

**Recommendation:**

The Governance and Policy Committee recommends that this resolution be postponed until Annual Council 2025. Currently, the Ad Hoc Committee on NSTU Governance has proposed several alternative models for the structure of the Provincial Executive, three of which include the possibility of designated seats for equity-deserving members. These proposed alternative models go beyond what was contemplated by the sponsor of this resolution. Council should have the opportunity to fully debate the merits of the Ad Hoc Committee’s work before consideration of this resolution.

**Recommendation:**

The Equity Committee recommends that this resolution be amended by, in e) striking “seeking” and inserting in its place “deserving”. The Equity Committee recommends that this resolution be adopted, if amended as outlined. The use of the terminology “seeking” is not current.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-50** *Constitutional Amend NSTU Governance*

**BE IT RESOLVED THAT** that the NSTU amend Section III – Standing Orders, Article 2 to the following:

**The Standing Order, as amended, would then read:**

**2. ORDERS OF COUNCIL**

- (a) On an annual basis, the Provincial Executive shall appoint an Independent Chair for the Council.
  - (i) The individual appointed shall:

- a. have a demonstrated knowledge of parliamentary procedure;
  - b. not currently be holding elected office in the NSTU;
  - c. not currently be seeking elected office in the NSTU;
  - d. have no conflict of interest according to NSTU Standing Orders; and,
  - e. adhere to the principles outlined in the NSTU Code of Ethics.
- (ii) In the event that the Independent Chair is unable to chair the meeting, the President will assume the chair.
- (b) The Executive Director shall be responsible for the recording of the minutes of the Council meetings.
  - (c) The minutes of every meeting of the Council, when approved, shall be signed by the Secretary-Treasurer and by the President, and these shall be kept by the Executive Director as the official record of the Council proceedings.
  - (d) All recommendations of the Provincial Executive of the NSTU and its committees which are to be presented to Annual Council for action, including resolutions to fix Union Membership Fees, shall be sent to the Locals at least thirty (30) days prior to the meeting of Council.
  - (e) The Annual Council Workbook shall be available to all Council delegates at least fourteen (14) days prior to the Annual Meeting of Council.
  - (f) The Treasurer’s Report, including the proposed budget **and an estimated timeframe on future union dues increases**, shall be presented to the Council no later than the first business session of Council
  - (g) All resolutions that are identified by the Finance and Property Committee to have an effect on the proposed operating budget shall be dealt with prior to the presentation of the budget.
  - (h) Economic Welfare resolutions shall be debated at Annual Council in Closed Session.
  - (i) In the final business session of Council the budget shall be presented in closed session for its adoption.
  - (j) The reports presented by committees to Annual Council shall be received and reviewed at a session prior to the consideration of resolutions arising from them.

*Halifax City*

Brief:

The last time union dues increased it was by a \$100. With current costs of living and inflationary rates it would be nice to have an estimated timeframe as to when the union dues will need to increase again and by how much.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**Recommendation:**

The Finance and Property Committee recommends that this resolution be defeated or withdrawn.

The Finance and Property Committee believes that due to the unpredictable nature of resolutions to Council each year and the unexpected expenses that could occur that this request could result in requiring the Committee to propose a dues increases when one may not be necessary.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-51** (Pre-C)                      *Action*                      *NSTU Governance*

**BE IT RESOLVED THAT** that the NSTU survey its members on their preference regarding a flat-fee or percentage-based dues structure, and report back to Annual Council 2025.

*Halifax City*

Brief:

There is generally rigorous debate at each annual council about the structure of dues. This particular debate should be open to all dues paying members about what direction they believe the Union should move in regards to what manner dues are collected. Once the results are reported back to Annual Council 2025, then considerations can be given to resolutions about dues structures.

## CURRICULUM

**2024-52** (Pre-C)                      *Action*                      *Curriculum*

**BE IT RESOLVED THAT** the NSTU encourage the Department of Education and Early Childhood Development to make curriculum progression completed at grade 9.

*Teachers Association for Physical and Health Education*

Brief:

Curriculum review was completed from primary to grade eight, with the exclusion of grade nine. Outcomes for physical education have historically progressed from Primary to Nine. This leaves a disconnect in the grade eight and nine physical education curriculum and therefore does not allow for an appropriate scope and sequence to be completed.

**2024-53** (Pre-C)                      *Action*                      *Curriculum*

**BE IT RESOLVED THAT** the NSTU request that the Department of Education and Early Childhood Development provide necessary means for schools to adhere to the provincial time to learn document which recommends 30 minutes of physical education daily.

*Teachers Association for Physical and Health Education*

Brief:

In 2004, a target of 30 minutes a day was set for physical education. The number of minutes offered provincially varies greatly. Many positions at the elementary level are circuited teachers, limiting some schools to the amount of physical education that is offered each week. Efforts and additions need to be made to provide 30 minutes daily for all students, regardless of the region or grade level.

**Recommendation:**

La comité de programmation acadienne and the Curriculum Committee recommend amending the resolution to clarify which grades are being referred to, whether elementary or P – 12.

2024-54 (Pre-C)

Action

Curriculum

**BE IT RESOLVED THAT** the NSTU petition the Department of Education and Early Childhood Development to create a curriculum for and offer the course ECM10 Communications.

*Digby*

Brief:

Creating an English Communications 10 curriculum would align the ELA program (Advanced, Academic, Communications) with the Mathematics Pathways (Academic, At Work and Essentials). As both academic courses include a provincial assessment, the academic criteria should be identical. The curriculum would be easy to create and align with ECM11 & ECM12.

**Recommendation:**

The Curriculum Committee and la comité de programmation acadienne recommend that this resolution be adopted.

2024-55 (Pre-C)

Action

Curriculum

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development to remove marks from report cards for grades 7-8.

*Colchester-East Hants*

Brief:

In grades 7 and 8, assessment is based on achievement levels on a seven-point scale in relation to curricular outcomes. The purpose of this assessment format is to reflect the evidence of student learning in these outcomes. Numbers out of 100 that are supposed to represent overall performance across all outcomes are too close in appearance and common understanding to the events-based assessment and evaluation practices that were used prior to outcomes-based assessment. The use of these numbers to communicate overall performance has led to much confusion among members, students, and families.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-56** (*Pre-C*)                      *Action*                      *Curriculum*  
**BE IT RESOLVED THAT** the NSTU petition the Department of Education and Early Childhood Development to integrate Report Card comments in grades 7-9 for all Integrated Subjects.

*Digby*

Brief:

If the time needed to teach course outcomes has to be integrated with another course, those courses should be treated as integrated. Reporting and marking for integrated courses should follow the same procedure as integrated courses in elementary. Example: If grade 7 ELA and Social Studies are integrated the teacher should only be expected to compile one integrated mark and one integrated comment per reporting period.

**Recommendation:**

La comité de programmation acadienne and the Curriculum Committee recommend amending the resolution by removing the grade levels.

**Recommendation:**

The Equity Committee that this resolution be defeated. Based on the fact that not all of Nova Scotia schools have integrated subjects from grades 7-9.

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**2024-57** (*Pre-C*)                      *Action*                      *Curriculum*  
**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development to make the first term report cards in grades 1-8 be a report card with only learner profile and a comment.

*Colchester-East Hants*

Brief:

This allows a true reflection of the short time spent with students. When you break it down, the first month is about building relationships, getting to know your students and creating classroom expectations and routines. So that leaves less than 6 weeks for assessment.

**Recommendation:**

The Curriculum Committee and la comité de programmation acadienne recommend amending the resolution to include Primary as well.

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**2024-58** (*Pre-C*)                      *Action*                      *Curriculum*  
**BE IT RESOLVED THAT** NSTU advocate to the Department of Education and Early Childhood Development that the first term reporting period for grades one through eight be assessed as “in-progress” for the grade with an anecdotal comment.

*Cumberland*

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**Brief:**

As the first term is a short period of time where we are getting to know our students. Teachers are spending their days fostering relationships, building routines, and working on classroom management. Asking teachers to report on student achievement in early November is not reflective of what students are capable of achieving.

**Recommendation:**

52 La comité de programmation acadienne and the Curriculum Committee recommend amending the resolution to include Primary as well.

**Recommendation:**

The Equity Committee recommends that this resolution be adopted.

**2024-59 (Pre-C)**

*Action*

*Curriculum*

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development to remove formal midterm report cards.

*Colchester-East Hants*

**Brief:**

In the day and age of parents and guardians having full access to our gradebooks, the necessity to complete midterm reports is a redundant practice. A midterm report is only accurate for the moment it is recorded, it is a living thing, based on current student work which is constantly being assessed. The time and effort taken to prepare these reports could be better used to tackle the other numerous items being asked of teachers.

**Recommendation:**

The Curriculum Committee and la comité de programmation acadienne recommend adoption of this resolution if amended to specify high school. PowerSchool is not used as a manner of communicating assessment results in elementary school. In middle school/junior high, there is no culminating grade for parents to see on a regular basis, and so they would not have the information until the end of the year if “midterm” were to be interpreted as “end of term” for a 3 term school year.

**Recommendation:**

The Equity Committee that this resolution be defeated. There is an assumption that all parents have access to PowerSchool, this is not equity based.

**2024-60 (Pre-C)**

*Action*

*Curriculum*

**BE IT RESOLVED THAT** the NSTU request the Department of Education and Early Childhood Development to increase the allocation of student supports including, but not limited to, LST, Behaviour interventions, and school counselors based on individual site needs before the 2025-2026 school year.

*Colchester-East Hants*

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

Brief:

Across Nova Scotia, teachers grapple with the complexities of catering to a wide array of needs with limited resources, leading to a scenario where both students and educators are at a disadvantage. Currently, student support distribution is overly reliant on student population metrics, and overlooks the variability and severity of student needs across sites. In response to the critical need for enhanced student support, this resolution calls for the NSTU to request a shift to a model that assesses and addresses the specific needs of individual schools, by increasing the allotment to those with a high support needs, as demonstrated by metrics such as, but not limited to the number of IPPs, adaptations, behavior logs, and the percentage of the student population accessing services such as the counseling and resource centers.

**Recommendation:**

La comité de programmation acadienne and the Curriculum Committee recommend that this resolution be adopted.

**Recommendation:**

The Equity Committee that this resolution be adopted.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-61** (Pre-C)                      *Action*                      *Curriculum*

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development to provide all the necessary assistive technology for all students who require assistive technology as part of their program planning as per the inclusive education policy.

*Halifax City*

Brief:

Students who require certain forms of assistive technology are having to wait or are not given access due to Regional Centres for Education broad interpretations and cost saving measures around assistive technology.

**Recommendation:**

The Curriculum Committee and la comité de programmation acadienne recommend that this resolution be adopted.

**Recommendation:**

The Equity Committee that this resolution be adopted.

**2024-62** (Pre-C)                      *Action*                      *Curriculum*

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development to properly supply teachers with technology and training to support EAL students.

*Cape Breton District*

Brief:

With the current, rapid influx of EAL students to our province teachers are now overwhelmingly required to provide translation support within the classroom. Many classroom teachers do not have the technology and training required to support translation and communication services for English language learners. In some cases, teachers are having to bring in and use personal devices for this task.

**Recommendation:**

La comité de programmation acadienne and the Curriculum Committee recommend an amendment to include FAL students in CSAP.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-63** (Pre-C)

*Action*

*Curriculum*

**BE IT RESOLVED THAT** that the NSTU Lobby the Department of Education and Early Childhood Development to create a transition program for English/French Language Learners, who are beginner level English and/or who have interrupted learning/possibly illiterate in their first language. The same would apply to French Learners in CSAP as well.

*Halifax City*

Brief:

Newcomers who fall under this category shouldn't just be dropped into the classroom and expected to learn the language through content areas. It is a disservice to students to expect them to learn language and content concurrently. Students should be allowed to learn functional literacy before content instruction.

**Recommendation:**

The Curriculum Committee and la comité de programmation acadienne recommend that this resolution be adopted.

**2024-64** (Pre-C)

*Action*

*Curriculum*

**BE IT RESOLVED THAT** the NSTU write a position paper on the supports required to meet the needs of teachers who are teaching EAL students and newcomer students attending schools in Nova Scotia and report to Annual Council 2025.

*Halifax County*

Brief:

The Nova Scotia Teachers Union (NSTU) should produce a position paper on the supports needed and supporting teachers working with English as an Additional Language (EAL) and newcomer students for several compelling reasons. As classrooms become increasingly diverse, educators face unique challenges in catering to the needs of students with varied language backgrounds. Addressing this through a position paper demonstrates the NSTU's commitment to advocating for inclusive education practices and

recognizing the importance of linguistic diversity. By outlining specific supports, such as professional development for culturally responsive teaching and additional resources for language acquisition programs, appropriate staffing ratios, etc, the NSTU can contribute to fostering an environment where teachers feel equipped and empowered to meet the diverse needs of EAL and newcomer students. This paper can serve as a guide for educational policies, facilitating a more inclusive and supportive learning environment for both teachers and students in Nova Scotia.

**Recommendation:**

La comité de programmation acadienne and the Curriculum Committee recommend an amendment to include FAL students in CSAP.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

## GOVERNMENT

2024-65 (Pre-C)                      Action                      Government

**BE IT RESOLVED THAT** the NSTU strongly urge the government to reinstate elected school boards.

*Colchester-East Hants*

Brief:

Part of the government’s rationale for eliminating school boards was that education would be uniform and streamlined across the province. Given that this has not become the reality, and given that the province and Regional Centres for Education have surveyed school communities about how to better engage the public in education, school boards should be reinstated. Parents, students, teachers, and the general public have been missing that vehicle for having their voices heard, and the school boards added a layer of accountability to the Regional Centres for Education that has been sorely lacking in recent years.

**Recommendation:**

The Member Services Committee recommends that this resolution be adopted. Elected school boards offer numerous benefits to the local communities they serve. They provide a direct channel for parents, guardians, and community members to have a voice in the education system. Through electing board members, residents can actively participate in shaping the policies and decisions that impact their children’s education. Additionally, elected school boards promote accountability and transparency by ensuring that decisions are made in the best interest of students and families. These boards also foster community engagement by encouraging collaboration between education entities and stakeholders to address local needs and concerns. Furthermore, elected school boards facilitate diversity and representation as members often come from various backgrounds and bring

different perspectives to the table. Elected school boards play a vital role in promoting inclusive, responsive, and student-centered education.

**2024-66** (Pre-C)                      *Action*                      *Government*  
**BE IT RESOLVED THAT** the NSTU lobby the employer to provide cell phones for Learning Centre teachers.  
*Halifax County*

Brief:  
 Learning Centre teachers should not have to use their personal phones while on the job. Administrators are given phones for School purposes. Where is the equity here?

**2024-67** (Pre-C)                      *Action*                      *Government*  
**BE IT RESOLVED THAT** the NSTU petition the Department of Education and Early Childhood Development to increase the allocation of Learning Support Teacher and specialist FTE to reflect changing student behaviour and needs.  
*Digby*

Brief:  
 Class compositions are now made up of very diverse learning needs. The academic and behavioural needs often extend beyond what a single classroom teacher can reasonably meet. More specialists are needed to assess the needs of students, assist in developing plans, and support classroom teachers. LST and specialist caseloads are often unmanageable. Additional supports in the form of additional FTE are needed to support schools and specifically classrooms with identified needs.

**Recommendation:**  
 The Member Services Committee recommends that this resolution be adopted.

**2024-68** (Pre-C)                      *Action*                      *Government*  
**BE IT RESOLVED THAT** the NSTU request that the Department of Education and Early Childhood Development enter into discussions regarding the addition of a mid-year enrollment checkpoint on class caps and the Full Time Equivalence staffing adjustments based on these caps.  
*Cape Breton District*

Brief:  
 With both the current population influx and the Provincial goal to reach a target population of 2 million people, schools are experiencing enrollment waves throughout the entire school year. The current practice of setting 1 date in the fall to allow for staffing adjustment based on class caps is no longer feasible. In order to maintain balanced class caps and ensure proper learning

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

conditions and access to services for all students we are asking that class cap reviews occur at a minimum of two times per year, within the first 30 days of semester one and the first 30 days of semester 2.

**Recommendation:**

The Member Services Committee recommends that this resolution be adopted.

**2024-69** (Pre-C)                      *Action*                      *Government*

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development to ensure that all proper supports are provided to students who are a safety risk to themselves, others or their classroom.

*Halifax City*

Brief:

At the moment the employer’s criteria does not provide sufficient support and safety for students. More and more students are being removed from caseloads of learning centre and resource teachers and by extension losing supports that they previously had and counted on which flies in the face of the provincial inclusion policy. All students need to have individual needs met through tried-and-true supports.

**2024-70** (Pre-C)                      *Action*                      *Government*

**BE IT RESOLVED THAT** the NSTU request from the Department of Education and Early Childhood Development to engage in discussion regarding the necessary safety supports for all teachers.

*Halifax County*

Brief:

Many teachers have faced physical and verbal assaults from students. Facing physical assault in classrooms requires immediate and robust safety supports. Implementing proactive measures can deter potential violence and provide a rapid response in case of incidents. A responsive reporting system that is consistently used when incidents occur and filled out accurately must be in place. This should ensure incidents are swiftly addressed, and appropriate disciplinary actions are taken. Additionally, fostering a culture of zero tolerance for violence. What is there now is not working well. Teachers are experiencing violence and have to deal both with the physical and emotional harm. Collaborative efforts involving school administrators, law enforcement, and community resources are paramount to creating a secure environment that prioritizes the safety and well-being of educators. Actionable steps must be taken.

**Recommendation:**

The Health and Safety Committee recommends that this resolution be adopted.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

2024-71 (Pre-C)                      Action                      Government

**BE IT RESOLVED THAT** the NSTU seek to engage the Department of Education and Early Childhood Development in reviewing the air quality and mold policies and acceptable levels in schools.

*Halifax County*

Brief:

Reviewing air quality and mold policies in schools is imperative for the well-being of students and staff. Indoor air quality directly impacts health and academic performance. Regular evaluations ensure adherence to safety standards and prompt identification of potential mold issues. Establishing acceptable air quality levels safeguards against respiratory illnesses and allergic reactions, particularly crucial for vulnerable populations. As environmental factors affect learning environments, a comprehensive review allows for adjustments to optimize conditions conducive to learning. Proactive policy revisions reflect a commitment to a healthy and conducive educational setting, promoting the overall well-being of everyone within the school community.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

2024-72 (Pre-C)                      Action                      Government

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development to investigate the consistency of the application of the Nova Scotia Provincial School Code of Conduct throughout the province.

*Halifax County*

Brief:

There needs to be an examination of the consistency of applying the Nova Scotia Provincial School Code of Conduct across the province. The consistent application of a school code of conduct serves as a powerful tool in mitigating violence within educational institutions. By establishing clear behavioral expectations and consequences, a code of conduct creates a structured and safe environment conducive to learning. It fosters a sense of accountability among students, discouraging disruptive behavior and promoting positive peer interactions. Additionally, a well-enforced code of conduct contributes to a culture of respect and responsibility, discouraging the escalation of conflicts. The Nova Scotia Provincial School Code of Conduct when consistently applied should be the proactive approach that not only addresses instances of violence promptly but also works preventatively by shaping a school community where mutual understanding and adherence to shared values prevail. A consistent standardized approach is vital to ensure fairness and equality in disciplinary actions and help to stem the rising tide of violence being experienced in schools today.

2024-73 (Pre-C)                      Action                      Government

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development to address the issue of excessive data collection in all schools.

*Halifax County*

Brief:

The critical issue of excessive emphasis on data collection, particularly in math and literacy, through the implementation of data walls needs to be addressed. While data collection is valuable, the current stress placed on these activities significantly detracts from actual teaching time. The prioritization of constant assessment over teaching undermines student success. The relentless focus on data walls and metrics may inadvertently lead to over-assessment, subsequently resulting in under-learning.

Teachers are spending an excessive amount of time documenting and analyzing data, diverting their attention away from the core task of teaching. A harmonious equilibrium between assessment and actual teaching needs to be established. By redirecting the focus towards a balanced approach that values both data collection and direct instructional time, we can better serve the educational needs of our students, fostering a more effective and enriching learning environment.

**Recommendation:**

The Member Services Committee recommends that this resolution be adopted.

2024-74 (Pre-C)                      Action                      Government

**BE IT RESOLVED THAT** the NSTU write a letter to the Department of Education and Early Childhood Development urging them to require a full-time sub for all schools.

*Halifax County*

Brief:

All schools, rural or urban, are struggling to find substitutes. This request addresses one of the biggest challenges facing all schools. By sending the letter we are highlighting the consequences of a province not properly funding nor administering our schools. The lack of funding, poor working conditions and as a consequence, teacher burn out, is making the demand even worse. If each school, or each family of schools, had some permanent subs, this would allow for more effective subs, who would develop on-going relationships with both school staff and administration. Permanent subs would be more motivated by more regular work and pay. A motivated sub would be a sub who knows the students, school and administration, which leads to a smooth transition between the regular teacher and the permanent sub. This would mean that a “sub” day would not be a lost day of learning for our students.

**Recommendation:**

The Substitute Teacher Committee recommends that this resolution be adopted.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-75 (Pre-C)**                      *Action*                      *Government*  
**BE IT RESOLVED THAT** the NSTU write a letter to the Department of Education and Early Childhood Development urging them to expand the current sub pilot program to include all rural schools.  
*Halifax County*

Brief:

Hiring a full-time substitute teacher for rural schools is crucial to ensure continuity and quality education. Rural areas often face challenges in attracting and retaining qualified educators. A dedicated substitute can bridge gaps when regular teachers are unavailable due to illness or training, preventing disruptions in the learning process. This consistent presence fosters a stable learning environment, promoting student engagement and achievement. Moreover, a full-time substitute establishes familiarity with the community, understanding its unique needs. By investing in a dedicated substitute, rural schools prioritize educational stability, fostering a supportive atmosphere that enhances the overall academic experience for both students and staff.

**Recommendation:**

The Substitute Teacher Committee recommends that this resolution be adopted.

**2024-76 (Pre-C)**                      *Action*                      *Government*  
**BE IT RESOLVED THAT** the NSTU request and offer to work with the Department of Education and Early Childhood Development to find permanent and manageable solutions to the substitute shortage and teacher retention.  
*Kings*

Brief:

NSTU members are covering other classes, or combining classes when there is no substitute available. This is a strain on the NSTU members. Substitute teachers are often booked to teach one subject but then are pulled to teach something else. The teacher who is out spends time creating sub plans that then go unused.

**Recommendation:**

The Substitute Teacher Committee recommends that this resolution be adopted.

**2024-77 (Pre-C)**                      *Action*                      *Government*  
**BE IT RESOLVED THAT** the NSTU request the Department of Education and Early Childhood Development to examine and take immediate action to find a solution to the problem of when students who normally have coverage by non-NSTU support staff are left uncovered due to a shortage or absence and the NSTU member must absorb this coverage.  
*Kings*

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

Brief:

Students who have been assigned support, need that support daily. When there is a shortage or an unfilled absence, NSTU members are often left to either cover the position or manage the student without support. This can create an unsafe learning environment for the student(s) and/or an unsafe working environment for the teacher. Additionally, this requires an NSTU member's workload to increase and take on the role of another union's position.

**Recommendation:**

The Substitute Teacher Committee recommends that this resolution be adopted.

2024-78 (Pre-C)                      Action                      Government

**BE IT RESOLVED THAT** the NSTU request from the Department of Education and Early Childhood Development that the Department pay the expenses for B.Ed. students in the province to attend the Annual Provincial Professional Development Conference Day of their choice.

*Teachers Association for Physical and Health Education*

Brief:

Currently, bachelor of education students in Nova Scotia are paying out of pocket to attend provincial conference day without reimbursement. In a time where teacher retention is of great importance, keeping out of pocket costs minimal to pre-service teachers is one way of encouraging new graduates to stay in province once they receive their teaching license. Pre-service teachers add great energy and ideas to conference day and most often costs associated with attending this professional development are out of pocket and not reimbursed, adding to the already high cost of tuition students are paying. Pre-service teachers are the future of our profession and the dwindling number of available teachers are of concern to all grade levels and subjects, particularly specialist areas such as physical education.

**Recommendation:**

The Professional Association Coordination Committee recommends that this resolution be adopted.

2024-79 (Pre-C)                      Action                      Government

**BE IT RESOLVED THAT** that the NSTU lobby the government to support retention of early-career teachers by subsidizing B.Ed. tuition costs or forgiving student loan debt for educators who stay in the province for the first 5 years of their career.

*Halifax City*

Brief:

This idea has already been the practice of governments for other professions where retention rates have plummeted. With the retention crisis now hitting Education the NSTU should be lobbying the government to support programs for teachers who wish to remain and work in the province.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-80** (Pre-C)                      *Action*                      *Government*  
**BE IT RESOLVED THAT** the NSTU lobby the government to reinstate the Nova Scotia Teachers College to better train future members for teaching Grades P-6.

*Kings*

Brief:

A teacher’s college is designed to provide practical and streamlined application of teaching skills like methods courses in addition to the philosophy of teaching. Future teachers would focus on the craft of teaching and the daily tasks required with planning, organizing, and running a classroom. An intensive program like this would be one way to address the substitute shortage and teacher retention.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-81** (Pre-C)                      *Action*                      *Government*  
**BE IT RESOLVED THAT** the NSTU urge the Department of Education and Early Childhood Development to implement ongoing mentoring programs to best support teachers new to the Nova Scotia School system or within their first five years of the profession or given a new teaching assignment to support retention.

*CSANE*

Brief:

The obstacles that new teachers experience within their first 5 years of teaching or given a new teaching assignment often lead them to leave the profession. In order to address this, the department of education and the NSTU must collaborate to implement best practices for teacher retention.

Currently, the CSAP offers new teachers 2 unpaid days of professional development in the summer; however, teachers have expressed that it is insufficient, and they would benefit from ongoing support with their schools or education center.

**Recommendation:**

The Professional Development Committee recommends that this resolution be adopted.

**2024-82** (Pre-C)                      *Action*                      *Government*  
**BE IT RESOLVED THAT** the NSTU urge the Department of Education and Early Childhood Development to establish an annual one-day, province-wide school holiday for Eid.

*Nova Scotia Association of Teachers for Equity in Education*

Brief:

Muslim Nova Scotians who engage with the public education system, as students or as educators, deserve to have their religious holidays respected in

the same way as Christian Nova Scotians. As things currently stand, Muslim NSTU members must file paperwork requesting time off to celebrate Eid with their loved ones. While their right to that time off is protected, the need to fill out paperwork for the request, then to create a substitute plan, then be prepared to teach upon return after fasting for a month creates an undue burden on our members. Meanwhile, an increasing number of students are absent from our schools on Eid, as students and their families must choose between missing class time, or spending time together. Providing a province-wide day off will increase equity for our Muslim members, increase equity for students, and build awareness in our school system and communities about Eid and its significance to Muslims in Nova Scotia. Hopefully, it will also signal to educators and prospective educators that this union and this province welcomes the growing diversity of our communities, and the growing diversity of the NSTU.

**Recommendation:**

The Equity Committee recommends that this resolution be refer to the Governance and Policy Committee to review the current language and what is currently in local contracts that cover religious and cultural days.

**2024-83** (Pre-C)                      *Action*                      *Government*

**BE IT RESOLVED THAT** the NSTU advocate for the revision of the Assessment policy to empower educators to utilize professional judgment in its application and administration within classroom settings.

*Lunenburg County*

Brief:

With the leniency of the Assessment policy, it creates significant challenges as there are no parameters as to what extra time looks like, how that is supposed to be administered and who is responsible for this supervision.

**Recommendation:**

The Equity Committee recommends that this resolution be defeated. The resolution and brief do not match, not sure what is being asked.

**PROFESSIONAL DEVELOPMENT**

**2024-84** (Pre-C)                      *Action*                      *Professional Development*

**BE IT RESOLVED THAT** the NSTU request that the Department of Education and Early Childhood Development provide physical education specific professional development on inquiry-based learning (IBL) for all teachers to support delivery of IBL based outcomes.

*Teachers Association for Physical and Health Education*

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

Brief:

With limited professional development on the new Inquiry Based Learning model of curriculum and the added restriction of opportunity for physical education professional development, it is difficult for physical educators to appropriately implement an IBL based curriculum without appropriate subject-specific supports. The structure of a physical education classroom can differ greatly from other subject areas, and more specific professional development is needed to help support teachers in appropriate delivery of the IBL based curriculum.

**Recommendation:**

The Professional Development Committee recommends that this resolution be adopted.

**2024-85** (*Pre-C*)                      *Action*                      *Professional Development*

**BE IT RESOLVED THAT** the NSTU collect information on what approved embedded collaborative learning time looks like per site in all Regional Centres for Education.

*Cumberland*

Brief:

Collaboration among teachers is among the most impactful practices. With less and less time to do our jobs and current professional development being top-down, embedded CLT would allow teachers to engage in work that is meaningful to them and their students, which all work in tandem for student success.

**Recommendation:**

The Professional Development Committee recommends that this resolution be adopted.

**2024-86** (*Pre-C*)                      *Action*                      *Professional Development*

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development as well as the Regional Centres for Education for more teacher-led professional development which reflect the needs of individual schools rather than the current top-down Department and Centre prescribed professional development.

*Halifax City*

Brief:

Too often teachers are being given cookie cutter professional development counterintuitive to the way they teach, and which does not reflect the needs of the school, the students or the teachers. If some PD days are allotted to teacher-led PD (along with time given to prepare) it would be a more practical and efficient use of time.

**Recommendation:**

The Professional Development Committee recommends that this resolution be adopted.

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

# GENERAL

**2024-87** (*Pre-C*)                      *Action*                      *General*  
**BE IT RESOLVED THAT** the NSTU recognize February 1<sup>st</sup> as World Hijab Day in solidarity with students and teachers in Nova Scotia who wear the hijab as part of their Muslim faith or other beliefs through a Public Relations campaign.

*Halifax City*

Brief:

World Hijab Day is observed in 140 countries world-wide on February 1<sup>st</sup> to honour Muslim women who wear the hijab. It is also a day to urge women of various origins and beliefs to try on the hijab and see what it is like to wear it. The NSTU should recognize the diversity of its members as well as the students and their families in the province who practice this observance.

**Recommendation:**

The Equity Committee recommends that this resolution be defeated. The resolution says public relations campaign, should this be costed? There are many other important religious and cultural days to be noted (ie. Ribbon skirt day), how do we make sure that the NSTU is not excluding, or forgetting others. What are the cultural implications of trying on Hijabs? More information is needed from the community.

**2024-88** (*Pre-C*)                      *Action*                      *General*  
**BE IT RESOLVED THAT** the NSTU will investigate options and design a strategy for how to improve communication with all members. For clarity this would mean direct communication with all members including but not limited to using things like emails, texts, direct messaging, social media, etc.

*Dartmouth*

Brief:

For years it seems that our union has been struggling with effective direct communication with members. The main conduit the union has been using is NSTU webmail and for several reasons it seems that many of our members do not access their NSTU webmail regularly or they don't access it at all. Communication is key to building a connection between the union and its members. The hope is that our union can design a new or revised strategy where we will be able to connect and engage all members or at least more members going forward.

**Recommendation:**

The Public Relations Committee recommends that this resolution be amended by striking the second sentence and inserting in its place "This could involve emails, texts, direct messaging, social media, or other tactics/

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

strategies.” The Public Relations Committee notes that the current wording implies that the NSTU would have to do all the things listed in the resolution and wishes to remove any ambiguity about this. The resolution, if amended, would then read:

**BE IT RESOLVED THAT** the NSTU will investigate options and design a strategy for how to improve communication with all members. ~~For clarity this would mean direct communication with all members including but not limited to using things like emails, texts, direct messaging, social media, etc.~~ **This could involve emails, texts, direct messaging, social media, or other tactics/strategies.**

Adopted	Adopted as Amended	Defeated	Referred	Postponed	Withdrawn

**2024-89** (Pre-C)                      *Action*                      *General*

**BE IT RESOLVED THAT** the NSTU investigate methods of showing material solidarity with other unionised workers when they go on strike, including the possibility of solidarity strikes, including collaboration with the NS Federation of Labour and Canadian Labour Congress.

*Nova Scotia Association of Teachers for Equity in Education*

Brief:

The resolution urges the Nova Scotia Teachers Union (NSTU) to explore avenues for demonstrating material solidarity with other unionised workers during strikes, including the possibility of solidarity strikes and cooperation with the Nova Scotia Federation of Labour (NSFL) and the Canadian Labour Congress (CLC). This initiative is driven by the principles of unity among workers and collective action for the betterment of labour rights and conditions. By collaborating with these organisations and other unions, NSTU aims to strengthen the collective voice of workers, promote social justice, and contribute to a more robust labour movement. This resolution serves to empower NSTU members, foster solidarity, and further the union’s commitment to broader labour and social justice goals.

**Recommendation:**

The Member Services Committee recommends that this resolution be referred to the Governance and Policy Committee. The Member Services Committee wishes to raise the concern that solidarity strikes would be illegal strikes for the NSTU leading to a liability on individual NSTU members and the NSTU.

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Withdrawn