

Liette Doucet elected new NSTU president

Senior elementary teacher and president of the Halifax City Local will take office August 1 as the 44th president of the Nova Scotia Teachers Union. Doucet was elected with 56.08 per cent of the votes cast. She will become the sixth president and fourth woman of the 10,300-member organization to be elected by universal suffrage. She is the seventh woman to hold the post in the NSTU's 221-year history. Doucet is also the only child of a former president of the NSTU to become president of her union. Her father, Harold Doucette, was president from 1980-84.

Doucet was declared elected the evening of June 2 following the close of on-line voting in a run-off election by public school, community college and APSEA members.

"I am incredibly honoured to serve as NSTU president," she says. "I want to make NSTU members proud that they supported me, and I will do everything I can to support them."

Liette Doucet has been a teacher for 26 years and during that time has served as the Halifax City Local's president for 10 years, from 2004 to 2011 and from 2013 to present. She has volunteered with the NSTU at the Local, regional and provincial level. This includes chairing the Halifax Regional Representative Council for six years, the Halifax Regional School Board/NSTU Article 60 committee for four years, and the Regional Negotiating Committee for three terms, and serving on the Classroom Climate Committee (Article 63), Professional Committee and regional job security committee.

"NSTU members in both public school and community college systems face unprecedented challenges," she says. "I will continue to work to improve communication, raise the public profile of NSTU members and educate the public as to what teachers, faculty and professional support members do and face on a daily basis."

Additional platforms include ensuring the workplace safety of NSTU members, fighting for realistic standards addressing class composition and class size and continued work in addressing demands on teachers time at all levels.

To win the presidency, Doucet defeated NSTU's First Vice-President Wally Fiander on the second ballot. Four other candidates running for NSTU president, provincial executive member Damian Hall, former provincial executive member Shawn Hanifen, Antigonish Local member Cyril MacGillivray, and Halifax County Local member Paul Wozney were dropped after the first ballot on May 25 when no one candidate garnered a 50 per cent plus one majority.

Doucet holds a Bachelor of Arts and Bachelor of Education from Saint Mary's University, an Associate in Education from the Nova Scotia Teachers College and two Master's of Education from Mount Saint Vincent University, one in science and one in technology.

A breakdown of Local-by-Local results from the first and second ballot elections can be found on pages 14 and 15.



Canadian teachers call on governments to end austerity budgets

NSTU president Shelley Morse joined 20 other teacher unions' presidents in calling for provincial and territorial governments to address concerns about the state of education in the country. "We need governments to take immediate action in the areas of educational reform, inclusive education, austerity budgets and teachers' mental health and wellness," says Morse.

Morse was attending the Presidents of the Canadian Teachers' Organizations meeting in St. John's, Newfoundland and Labrador from May 29 to June 1.

"The prevalence of austerity budgets put forth by provincial governments, including Nova Scotia, undermine the education system, and students, teachers and families are losing out."

The Statement of Belief and Call to Action is found on page 21 or at: http://files.nlta.nl.ca/wp-content/uploads/public/documents/news_releases/calltoaction16.pdf



NSTU president Shelley Morse is shown with presidents of teacher organizations from across Canada including the president of Newfoundland and Labrador Teachers' Association James Dinn (seated second from left), who hosted the meeting of presidents.

Minister files for Conciliation for Public School Contract

On June 2, 2016, The Minister of Education and Early Childhood Development, Karen Casey, requested that the Minister of Labour and Advanced Education appoint a Conciliation Officer pursuant to Section 23 of the *Teachers' Collective Bargaining Act*.

After the formal appointment is made, the Conciliation Officer has a 14-day period to meet with the parties to assist in concluding a tentative agreement. It is possible that a longer period could be requested. At the end of the process the Conciliation Officer will report to the Minister of Labour and Advanced Education as to whether they have been successful in assisting the parties to conclude a tentative agreement.

Following meetings with a Conciliation Officer information will be forwarded outlining one of the following:

- The procedures to be followed by the Union to ratify a tentative agreement.
- The options available to the Union under the *Teachers' Collective Bargaining Act* if the Conciliation Officer is unable to conclude a tentative agreement.

Further information about this process and next steps will be provided at regional meetings taking place around the province. Information on dates and locations will be forwarded through NSTU email.

The most recent negotiation sessions were held on May 19, 20, 25 and 26, 2016. The current *Teachers' Provincial Agreement* remains in full force and effect until a new agreement is reached in accordance with the *Teachers' Collective Bargaining Act*.

2016 NSTU Summer Hours

*NSTU Summer Hours will be
Monday to Thursday 8:00 a.m. to 4:00 p.m.
and Fridays 8:00 a.m. to 12:30 p.m.
These hours will be in effect from
Monday, July 4 through to
and including Friday, August 29.*

Regular hours will resume on Monday, August 29.

**The NSTU office summer shutdown will be
July 18 to July 29 inclusive.**



people

Northside-Victoria Local School Visit

NSTU president Shelley Morse met with Northside-Victoria Local president Milton Bonnar, and members of the Local's executive as part of a tour of schools in the Local on May 5 and 6.



From left to right front row: Local president Milton Bonnar; Kim Dunning, secretary; Charles Yorke, VP Professional Development; Charles Colson, VP Economic Welfare; provincial executive representative Darlene Bereta; Jennie McKibbin, VP-Social; and NSTU president Shelley Morse. Back row: Paul Bowne, member-at-large; and Orlynn Somerville, VP Communications.

Support for Fort McMurray colleagues

The NSTU provincial executive approved a donation of \$25,000 for Local 48 of the Alberta Teachers' Association, For McMurray at its June 3 and 4 meeting. This money will be used by the Local to help support teachers affected by the wild fires that took place in Fort McMurray in early May, which saw some 88,000 people evacuated. NSTU president Shelley Morse is shown with ATA Local 48 president Nancy Ball. Ball is originally from Kentville, Nova Scotia, and left Nova Scotia in 1981 to teach in Alberta. Morse met Ball while she was attending the ATA AGM in May. On June 4 Ball tweeted

"Your support and thoughts mean more than we can express. Thank you."



NSTU supports Feed Nova Scotia

This school year, the NSTU once again supported Feed Nova Scotia in lieu of printing and sending Christmas/holiday cards. NSTU president Shelley Morse, presented a cheque of \$2,500 to Feed Nova Scotia's executive director Nick Jennery, on June 3, during the June provincial executive meeting. The NSTU donation will provide 3,750 meals for Nova Scotians in need. Jennery was very grateful for the NSTU donation and commented to the executive that, "What your support does is more than just feed the hungry, it makes an impact on the self-esteem of people who find themselves in a vulnerable spot."



Shelley Morse is shown with provincial executive members and Nick Jennery.

CCRSB's Excellence in Teaching Awards

On May 3, 16 teachers employed with the Chignecto-Central Regional School Board (CCRSB) were honoured by CCRSB and the Nova Scotia Teachers Union for their unwavering commitment to student success at the 2016 Excellence in Teaching Awards ceremony. "It is always a wonderful opportunity for CCRSB to collaborate with the Nova Scotia Teachers Union and recognize the amazing educators that make a lasting difference in the lives of students," says Trudy Thompson, CCRSB Chair.

Each year, the NSTU and CCRSB come together to recognize those teachers within the school board who truly exemplify excellence in teaching. Each recipient's nomination must be supported by letters from school administration, a colleague and a member of the local community (this can be a student, parent/guardian or another community member). This is the 18th year for the awards program.



The 2016 Excellence in Teaching Awards recipients are seated: Jennifer Eisener, Elmsdale District School; Bonita Lockhart, Frank H. MacDonald Elementary School; Christie Glenn, Winding River Consolidated School; Jane Duynisveld, Pugwash District High School; Mike LeBlanc, Cyrus Eaton Elementary School; Kristy Hoeg, Cumberland North Academy; Amanda Bonvie, New Glasgow Academy; Jo-Ann van Vulpen, Pictou Academy; and Kelly Bonnell, Bible Hill East Court Road School. Standing: Anne MacDonald-Martin, Tatamagouche Elementary School; Barbara Campbell, Cobequid Educational Centre; Sherisse West-Lynds, North River Elementary School; Jennifer Hines, Amherst Regional High School; Superintendent Gary Adams; Jennifer Field, EB Chandler Junior High School; Nicole MacInnis, Walter Duggan Consolidated School; and Mathieu Gauthier, North Nova Education Centre.



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Kings Local president Natalie MacIsaac a Prime Minister Award winner

Kings Local president and English, drama, and theatre arts teacher, Natalie MacIsaac, was recently chosen as Nova Scotia's only teacher to receive a 2015 Prime Minister's Awards (PMA) for Teaching Excellence award.

She was surprised to hear that she received a Certificate of Achievement PMA, one of 50 educators from across Canada to be honoured this spring. "I love my job, but it's totally overwhelming that I'm getting something I know a lot of my colleagues deserve, but people have told me that it's a once in a lifetime thing, so I should just enjoy it."

She feels fortunate to work with students and teachers who spark her passion. "The students and teachers I work with truly inspire me and my lifelong learning."

MacIsaac, who has been teaching for nearly 20 years, is currently on a deferred salary leave from her English, drama, theatre arts and African Heritage teaching assignment at Horton High School.

Her recognition includes \$1,000 for her teaching program. "It's very exciting. Now I can get everything I wanted for my drama classroom."

Her nomination says she's, "Enthusiastic, energetic, engaging and encouraging," that she incorporates dance and movement into her classes and uses her community contacts for student learning and leadership.

When MacIsaac is not on deferred salary leave she organizes her school's musicals, volunteers for the provincial High School Drama Festival and provides opportunities for her students to work with community theatre groups. She also co-ordinates a creativity and action program for IB students and helped develop the Department of Education and Early Childhood Development's African Heritage course.

Through her NSTU involvement, she's well aware of the challenges teachers face, but is also aware of the many rewards of teaching and the impact it has. "I love that I can find out what matters for students and what they care about and incorporate those things into my teaching."

What has really struck her about this whole process is that her vice-principal nominated her. "It's nice to know that he believes in me and that I could get nominated for something I have so much passion for, it's a huge reward."

She also thinks it's kind of cool that she's getting an award from a prime minister who was a drama teacher.

The Prime Minister's Awards (PMA) for Teaching Excellence honour outstanding and innovative elementary and secondary school teachers in all disciplines who instil in their students a love of learning and who utilize information and communications technologies (ICT) to better equip their students with the knowledge and skills needed to excel in a 21st century society and economy. For more information visit: <http://www.ic.gc.ca/eic/site/ppmate-ppmee.nsf/eng/home>.



The 2016-2017 NSTU Member Diary and the 2016 Provincial Professional Development Day Poster will be available in schools by mid-September.

If your school/campus does not receive copies by mid-September, please contact the NSTU at 1-800-565-6788 or theteacher@nstu.ca



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TEACHERS PLUS CREDIT UNION INFO CENTRE

Teachers *Plus* Credit Union will be closed:

- Friday, July 1, 2016
- Monday, August 1, 2016
- Monday, September 5, 2016

**Summer Vacation
To Do List...**

1. Get my *finances* in order 
2. Go to the beach 
3. Relax 

**Have you TALKED
to us yet???**

It's time you did!!

**SUMMER
CONTEST**

WIN A \$50.00 gift card to
Staples!!

One teacher from each school board
will be a winner.

Answer the 3 questions below and email the
answers to info@teachersplus.ca. Please
include your name, phone number, school
board and enter **contest** in the subject line.

1. List two benefits to Teachers?
2. TPCU is donating to what charity in 2016?
3. What is our special TFSA rate?

Answers to the questions can be found on our website.

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Banking Anywhere
Chequing Account
Chequing Overdraft
Debit Card
Direct Deposit
E-Money Transfers
GIC's
Global Payment
Card
Line of Credit
MasterCard
Mobile Apps
Mortgages
Online Banking
Overdraft
Personal Loans
RESP's
RRSP/RRIF
Savings Accounts
Seniors Accounts
Student Loans
Tax Free Savings
Account
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Accounts
Youth Accounts

from the nstu president

Ashley G. Morse



Austerity budgets do little for the public good

Over a number of years, the attacks on organizations nationwide have augmented substantially. This year many Canadian unions have been under attack from all fronts. The aim of governments is to fragment unions, federations, and associations with a divide and conquer mentality.

The use of austerity measures to balance budgets is increasing globally; however, austerity policies lead to funding cuts and disintegration of benefits and services. Austerity does nothing for the public good, instead the practice creates more disparity for our most vulnerable and marginalized citizens. The true agenda is more about cuts and privatizing services under the guise of economic growth.

The assaults on public education have deteriorated working conditions in all provinces and territories, and have negatively impacted learning—all to the detriment of our students and teachers. Common themes and issues are prevalent across Canada: conditions of practice; classroom diversity and learning needs; lack of supports for inclusion; standardized testing; lack of marking and preparation time; threats and acts of violence; and high absenteeism rates, low student engagement levels, and lack of accountability/responsibility on the part of parents and students for achievement.

The International Monetary Fund has deemed austerity policies to be a complete failure. Their research concluded that austerity measures do not increase growth, but in fact, stifle growth and increase inequality and instability. They concluded that “the increase in inequality threatened to be self-defeating. There is now strong evidence that inequality can significantly lower both the level and the durability of growth.”

According to the Council of Canadians, class warfare is alive and well “because of the way austerity takes from the poor and transfers it to rich multinationals, bondholders and other financial capitalists.” Tom Walkom (2010) says, “Today, class resentments have been turned on their head. The focus of anger is not against the silk-hatted capitalist, but his unionized workers, with their job protection guarantees, their pension plans and their good wages... Resentment has become a potent tool of the right... The new resentment is based on the presumption that if I don’t have something, neither should you... It is a form of resentment that suits those in charge.” Premier McNeil proved this sentiment to be true in Nova Scotia in a newspaper article in 2015, when he referred to teachers as, “people who have the good fortune of being part of the public sector.”

Recently in this province, unions have stood together and rallied against austerity measures. Member organizations across Canada have also supported each other against government attacks to our unions. On June 1, 21 provincial and territorial teacher organization presidents united in support of the members of the Newfoundland and Labrador Teachers’ Association who are dealing with an assault by their province’s Liberal government, which has slashed education budgets in the name of austerity. We held a press conference denouncing austerity practices and the importance of fully funding public education for the common good. The presidents are united in the premise, “If it touches one of us, it touches all of us.” We all know, from personal experience, that education cuts never heal.

Austerity measures are also an attack on women and children. A study recently released by the Canadian Centre for Policy Alternatives (CCPA) says, “the Newfoundland and Labrador budget will worsen gender inequalities in the province... The study reviews the impacts of the 2016-17 budget on girls and women... and finds it will decrease the income of the most vulnerable women, public service lay-offs will lead to greater unemployment for women, and cuts to education will negatively impact girls.” Comparatively, the same is true in Nova Scotia as the majority of teachers in this province are women, and many employees in the public sector are women as well.

Provincial and territorial governments have taken aim at teacher organizations in an attempt to target their effectiveness and undermine the membership. What some people seem to forget is that unions created the middle class, are good for the economy, assist with the income gap, and are responsible for gaining rights and benefits for workers.

<https://www.policyalternatives.ca/newsroom/news-releases/provincial-budget-will-cause-gender-inequalities-worsen-study>

http://www.thestar.com/news/insight/2010/02/27/walkom_the_art_of_reverse_class_resentment.html

https://www.theguardian.com/business/2016/may/27/austerity-policies-do-more-harm-than-good-imf-study-concludes?CMP=share_btn_link

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Les budgets d’austérité ne contribuent en rien au bien public

Au cours des dernières années, les attaques contre les organisations syndicales à l’échelle nationale ont considérablement augmenté. Cette année, de nombreux syndicats canadiens ont subi des attaques sur tous les fronts. L’objectif des gouvernements est de fragmenter les unions, les fédérations et les associations dans l’esprit de diviser pour mieux régner.

L’usage de mesures d’austérité pour équilibrer les budgets augmente partout; toutefois, les politiques d’austérité entraînent des réductions de financement et la désintégration des avantages sociaux et des services. L’austérité ne contribue en rien au bien public, par contre cette pratique crée davantage de disparité pour nos citoyens les plus vulnérables et les plus marginalisés. Le véritable objectif est en fait de réduire le financement et de privatiser les services sous prétexte de croissance économique.

Les offensives sur l’enseignement public ont détérioré les conditions de travail dans toutes les provinces et les territoires et ont un impact négatif sur l’apprentissage — tout cela au détriment de nos élèves et de nos enseignants. Les thèmes et les problèmes communs se retrouvent partout au Canada : conditions d’exercice de la profession; diversité des classes et des besoins d’apprentissage; manque de soutien à l’inclusion; tests standardisés; manque de temps pour la préparation et la notation; menaces et actes de violence; taux d’absentéisme élevé; faible niveau de participation des élèves et absence de responsabilisation et de responsabilité de la part des parents et des élèves pour la réussite scolaire.

Le Fonds monétaire international (FMI) a estimé que les politiques d’austérité étaient un échec total. Les recherches ont conclu que les mesures d’austérité n’améliorent pas la croissance, mais au contraire étouffent la croissance et augmentent l’inégalité et l’instabilité. « Elles ont conclu que l’accroissement des inégalités menaçait d’être contre-productive. Il est maintenant manifeste que les inégalités peuvent réduire considérablement à la fois le rythme et la durabilité de la croissance. »

Selon le Conseil des Canadiens, la lutte des classes est bel et bien vivante « à cause de la manière dont l’austérité prive les pauvres et transfère la richesse aux multinationales, aux détenteurs d’obligations et autres capitalistes de la finance ». Tom Walkom (2010) déclare : « Aujourd’hui, les rancœurs de classe ont été inversées. La colère n’est plus dirigée contre le capitaliste au chapeau de soie, mais contre ses ouvriers syndiqués, avec leurs garanties de protection d’emploi, leurs régimes de pension et leurs bons salaires... La rancœur est devenue un outil puissant de la droite... La nouvelle rancœur repose sur la présomption que si je ne possède pas quelque chose, vous ne devriez pas le posséder non plus... C’est une forme de rancœur qui convient très bien aux responsables. « Le Premier ministre McNeil a prouvé que ce sentiment était réel en Nouvelle-Écosse dans un article de journal paru en 2015, quand il a parlé des enseignants comme « des gens qui ont la chance de faire partie du secteur public ».

Récemment, dans cette province, les syndicats ont fait front commun et se sont ralliés contre les mesures d’austérité. Les organisations membres partout au Canada se sont également soutenues mutuellement contre les attaques des gouvernements à l’égard de nos syndicats. Le premier juin, 21 présidents d’organisations d’enseignants provinciales et territoriales se sont unis pour soutenir les membres de la Newfoundland and Labrador Teachers’ Association qui font face à une agression par le gouvernement libéral de leur province, qui a réduit drastiquement le budget de l’éducation au nom de l’austérité. Nous avons tenu une conférence de presse pour dénoncer les pratiques d’austérité et expliquer l’importance d’un système d’enseignement public pleinement financé dans l’intérêt commun. Les présidents sont unis autour du principe suivant, « Si cela touche l’un des nôtres, cela nous touche tous. » Nous savons tous, par expérience personnelle, que les entaillures faites à l’éducation ne guérissent jamais.

Les mesures d’austérité sont aussi une attaque contre les femmes et les enfants. Une étude récemment publiée par le Centre canadien de politiques alternatives (CCPA) déclare : « Le budget de Terre-Neuve-et-Labrador va aggraver les inégalités entre les sexes dans la province... L’étude examine les répercussions du budget 2016-2017 sur les filles et les femmes... et conclut qu’il va réduire le revenu des femmes les plus vulnérables, que les licenciements dans la fonction publique entraîneront davantage de chômage chez les femmes et que les coupures budgétaires à l’éducation auront un impact négatif sur les filles ». Comparativement, il en est de même en Nouvelle-Écosse car la majorité des enseignants dans cette province sont des femmes, et beaucoup d’employés du secteur public sont également des femmes.

Les gouvernements provinciaux et territoriaux s’en prennent directement aux organisations d’enseignants dans le but d’éroder leur efficacité et de démoraliser leurs membres. Ce que certaines personnes semblent oublier est que les syndicats ont créé la classe moyenne, sont favorables à l’économie, contribuent à réduire les écarts de revenu et sont les garants de l’obtention des droits et des avantages sociaux pour les travailleurs.

<https://www.policyalternatives.ca/newsroom/news-releases/provincial-budget-will-cause-gender-inequalities-worsen-study>

http://www.thestar.com/news/insight/2010/02/27/walkom_the_art_of_reverse_class_resentment.html

https://www.theguardian.com/business/2016/may/27/austerity-policies-do-more-harm-than-good-imf-study-concludes?CMP=share_btn_link

Disposition of Annual Council Resolutions 2016

Governance

2016-1 *Adopted*

BE IT RESOLVED THAT any publications by the NSTU that reflect the interest of all members refer to the appropriate Minister.
(Community College)

2016-2 *Adopted*

BE IT RESOLVED THAT the NSTU develop procedures to institute a regular review of the guidelines and application process for Professional Development funds awarded by the NSTU or any committees of the NSTU.
(Cape Breton District)

2016-3 *Adopted as Amended*

BE IT RESOLVED THAT the NSTU develop and make available to members scoring guidelines and procedures to be incorporated into applications for awards and grants through the NSTU or NSTU committees.
(Cape Breton District)

2016-4 *Adopted*

BE IT RESOLVED THAT the NSTU By-Law, Article IV – The Provincial Executive - 2. Governance, be amended by adding:
(h) When a Provincial Executive position becomes vacant in the event of removal, resignation, death or other permanent inability to act, the vacated position shall be filled by an alternate selected by the local(s) involved, and the alternate member shall have all the rights and privileges of the duly elected PE member until such time as a by-election is completed.
(Halifax City)

2016-5 *Adopted*

BE IT RESOLVED THAT By-Law Article I, 10 Membership Rights (a) (v) be amended by inserting a new (c) The Local Observer as nominated by the Local. The remainder of the clause to be renumbered accordingly.
(Provincial Executive)

2016-6 *Adopted*

BE IT RESOLVED THAT By-Law Article III – 2(c) be amended by adding a new (v): Local Observers attending Annual Council shall be seated with their locals.
(Queens)

2016-7 *Adopted*

BE IT RESOLVED THAT By-Law Article V, 2 Elections (b) (iii) be amended by deleting the words “beginning at the conclusion of Annual Council” and replacing them with the words “beginning on August 1st and ending on July 31st”.
(Provincial Executive)

2016-8 *Defeated*

BE IT RESOLVED THAT By-Laws Article V – 2. (b) (ii) and (iii) be amended to reflect that the office of NSTU 1st VP be a one year term beginning August 1 and ending July 31.
(Cape Breton District)

2016-9 *Adopted*

BE IT RESOLVED THAT Policy 13 Provincial Executive Committees (b) (i) be amended by inserting:
any member applying to serve on an NSTU committee of 3-5 years be given the opportunity to apply and leave any committee on which they may currently serve.
(Cape Breton District)

2016-10 *Defeated*

BE IT RESOLVED THAT Standing Order 6 Committees of Council (b) and Policy 13 Provincial Executive Committees (b) (i) be amended by inserting:
members elected or appointed to serve on a Committee of Council shall also be eligible for appointment to Standing Committees while serving on a Committee of Council or in the year immediately following the end of their term on a Committee of Council.
(Cumberland)

2016-11 *Withdrawn*

BE IT RESOLVED THAT By-Law Article I – 9 be amended by adding an (a):
the NSTU maintain the current level of union dues paid at \$750 for the entire term of the current Provincial Agreements.
(Halifax City)

2016-12 *Withdrawn*

BE IT RESLOVED THAT By-Law Article I – 12 be amended by adding an (a):
the NSTU maintain the current rebate of annual membership dues to the locals at its current level for the duration of the current Provincial Agreements.
(Halifax City)

2016-13 *Defeated as amended*

BE IT RESOLVED THAT By-Law Article III THE COUNCIL – 2. GOVERNANCE (c) be amended by adding a new (v):
invited former NSTU executive directors and past presidents attending annual council shall have the right to speak at annual council with permission from the Chair.
(Halifax City)

2016-14 *Adopted*

BE IT RESOLVED THAT Policy 1 – Budget Requirements (a) be amended by deleting the words “As one option,” at the beginning and adding the following to the end: “A budget is deemed to be balanced when the revenue is projected to be equal to or exceeds the expenditures for the proposed fiscal year” and that (b) be replaced with the following:
In the event that the proposed budget requires an increase in membership fees or a transfer from the Reserve Fund an alternate budget will be given that will decrease expenditures without a fee increase or a transfer from the Reserve Fund.
(Provincial Executive)

2016-15 *Adopted*

BE IT RESOLVED THAT Policy 3 – Code of Ethics be amended as outlined below:
This Code of Ethics is a guide to members in maintaining at all times the high traditions integrity of their profession **including professional conduct in relation to all communication whether verbal, written or via social media.**

- I. MEMBER AND PUPIL
 - (a) The member regards as confidential, and does not divulge other than through professional channels any information of a personal or domestic nature, concerning either pupils or home, obtained through the course of his/her professional duties.
 - (b) The member should be just, **equitable** and **impartial fair** in all relationships with pupils.
 - (c) The member should assume responsibility for the safety and welfare of ~~his/~~ **her** pupils, especially under conditions of emergency.
 - (d) The member should avoid giving offence to the religious and political beliefs and moral ~~scruples~~ **principles** of his/her pupils and/or their parents/**guardians**.
 - (e) The member should be as objective **and respectful** as possible in dealing with controversial matters arising out of the curriculum subjects, whether scientific or political, religious or racial.
- II. MEMBER AND MEMBER
 - (a) The member should not make defamatory, disparaging, condescending, embarrassing, or offensive comments concerning another member.
 - (b) The member shall not make derogatory remarks about the professional competence of another member.
 - (c) The member shall not accept a position arising out of the unsettled dispute between members, and their employers.
 - (d) The member shall not sexually, **physically or emotionally** harass another member. Sexual harassment shall mean any unsolicited and unwanted sexual comments, suggestions or physical contact directed to a specific member which that member finds objectionable or offensive and which causes the member discomfort on the job. **As defined in the Canadian Human Rights Act harassment is a form of discrimination. It involves any unwanted physical or verbal behaviour that offends or humiliates you. Generally, harassment is a behaviour that persists over time. Serious one-time incidents can also sometimes be considered harassment.**
Harassment occurs when someone:
 - **makes unwelcome remarks or jokes about your race, religion, sex, age, disability or any other of the grounds of discrimination as defined by current language in the Nova Scotia Human Rights Act.**
 - **threatens or intimidates you.**
 - **makes unwelcome physical contact with you, such as touching, patting, pinching or punching, which can also be considered assault.**The accused member must be made aware of the nature of the objection prior to action being taken.
- III. MEMBER AND INTERNAL ADMINISTRATION
 - (a) The member should ~~observe~~ **maintain** a reasonable **and** professional ~~and proper loyalty level of support~~ to internal administration of the school/ educational site.
 - (b) The member responsible for internal administration should ~~be professional, loyal, fair, and just~~ **maintain a reasonable and professional level of support** to the members of the staff.
 - (c) The member responsible for internal administration should not ~~of his/her own initiative,~~ make any detrimental report, oral or written, on a member's **efficiency performance** without first discussing the matter with the member.
- IV. MEMBER AND EXTERNAL ADMINISTRATION
 - (a) The member should adhere to a contract until the contract has been terminated by mutual consent, or the contract has otherwise been legally terminated. A verbal agreement is a contract.
 - (b) The member should not accept a salary below that which ~~he/she~~ **they** would receive according to the scale negotiated between the NSTU and the employer.
 - (c) The member should not accept a salary above that which ~~he/she~~ **they** would receive according to the scale negotiated between the NSTU and the employer, without notifying the NSTU.
- V. MEMBER AND PROFESSIONAL ORGANIZATION
 - (a) The member should be a member of and participate in the Nova Scotia Teachers Union.
 - (b) The member, who in his/her **their** professional capacity, is a member of a committee, board, or authority dealing with matters affecting the educational program of Nova Scotia as a whole should be elected, appointed, or approved by the Nova Scotia Teachers Union.
 - (c) The member, or group of members, should not take any individual action in matters which should be dealt with by his/her **their** Local or by the NSTU.
 - (d) The Local should not take any individual action in matters where the assistance of the NSTU has been sought, or in matters requiring the authorization of the NSTU.
- VI. MEMBER AND PROFESSION
 - (a) The member should maintain his/her ~~efficiency~~ **their professional learning** by professional development, or study, by travel or by other means which will keep ~~him/her them~~ abreast of the trends in education and the world in which we live.
 - (b) The member should engage in no gainful employment, outside of his/her ~~the~~ contract, where the employment affects adversely his/her **their** professional status, or impairs his/her **their** standing with students, associates, and the community.
 - (c) The member should not accept remuneration for tutoring his/her **their** pupils except under unusual circumstances and with the approval of his/her **their** supervisor or principal.
- VII. MEMBER AND COMMUNITY
 - (a) The member should so conduct himself/herself **themselves** in his/her **their** private life that no dishonour may befall him/her ~~them~~ or through him/her; **his/her them to the** profession.
- (Provincial Executive)

2016-16 Adopted
BE IT RESOLVED THAT Policy 5 – Discrimination (a) be amended by deleting all the words following “their employment” and replacing them with the words “as defined in the Act – Section 5, Subsection (1)”.

(Provincial Executive)

2016-17 Adopted
BE IT RESOLVED THAT Policy 6 – Equity and Affirmative Action be amended by deleting the words “i.e. aboriginal persons, racially visible persons, persons with disabilities and women” and replacing them with the words “in compliance with current language in the *Nova Scotia Human Rights Act*”.

(Provincial Executive)

2016-18 Adopted
BE IT RESOLVED THAT the Policy 8 – Executive Staff Additions be amended by inserting the word “full-time” following the words “number of” and inserting the word “positions” following the word “Staff”.

(Provincial Executive)

2016-19 Adopted
BE IT RESOLVED THAT the Policy 9 – Inclusive Language be amended by deleting all the words following “membership in” and replacing them with the words “compliance with current language in the *Nova Scotia Human Rights Act*”.

(Provincial Executive)

2016-20 Adopted
BE IT RESOLVED THAT Policy 12 – Professional Associations be amended as outlined below:

- (c) Membership
 - (i) Open to all active, active reserve, regular reserve and associate members of the NSTU.
 - (ii) Voluntary.
 - (iii) Fee paying as established at the Annual General Meeting **of the Professional Associations.**
- (d) Communication
 - Representations by ~~P~~professional ~~A~~associations external to NSTU are made only with the prior approval of the NSTU President.
- (f) Provincial Professional Development Day Information
 - Each NSTU member shall ~~receive a copy of~~ **have access to** the Provincial Professional Development Day Program Offering Information.
- (g) Provincial Professional Development Day Workshops
 - Each Professional Association, in the planning for their Provincial Professional Development Day **shall** make an effort to include a number of workshop sessions that are specifically focused on professional development for early career teachers and on diversity issues in education, ~~and that such~~ **These** workshops **will** be clearly designated as such in the Provincial Professional Development Day booklet and/or NSTU website **conference descriptions as provided.**

(Provincial Executive)

2016-21 Adopted
BE IT RESOLVED THAT the title of Policy 16 – School Administrators be amended to read “School/Educational Site Administrators” and that the policy be amended as follows: delete the word “principals” and replace it with the word “administrators”; delete the word “professional” and replace it with the word “educational” and add the following words to the end “and continue to foster the existing collegial relationship”.

(Provincial Executive)

Costed

2016-22 Adopted
BE IT RESOLVED THAT the NSTU hire a staff officer in Member Services effective August 1, 2016.

(Provincial Executive)

2016-23 Defeated
BE IT RESOLVED THAT all processing fees associated with registration using the NSTU website be refunded to the respective organization.

(Community College)

2016-24 Adopted
BE IT RESOLVED THAT \$500,000 be allocated toward a Public Relations campaign focused to effectively communicate the realities of changes in education and improving public perception of the teaching profession.

(Halifax County)

2016-25 Adopted
BE IT RESOLVED THAT the NSTU form a Standing Committee with technology as its focus.

(Colchester-East Hants)

2016-26 Defeated
BE IT RESOLVED THAT the NSTU join the Nova Scotia Federation of Labour (NSFL).

(Dartmouth)

Economic Welfare & Working Conditions

2016-27 Withdrawn
BE IT RESOLVED THAT the NSTU review the program planning process and then make recommendations to the Department of Education and Early Childhood Development to review and improve the program planning process.

(Hants West)

2016-28 Withdrawn
BE IT RESOLVED THAT the NSTU create a document giving clarification and advice for both part-time teachers and teachers who work at multiple sites regarding the proportionate amount of duties that should be expected at each site.

(Hants West)

2016-29 Adopted
BE IT RESOLVED THAT the NSTU confer with the Department of Education and Early Childhood Development: Classroom teacher assignments will be distributed within a school to provide the most equitable division of student programming needs amongst the teaching staff. No one teacher will have an excessive number of students requiring Individual Program Plans for curricular or social needs. *An excessive number is defined as a number where the time required for planning, delivery and assessment of individual program plans is such that reasonable time remaining for planning, delivery and assessment of programs for other students is not adequate.

(Shelburne County Local)

2016-30 Adopted
BE IT RESOLVED THAT in the next round of negotiations Article 63.05 on Class Climate include (iv) the safety of educators and students.

(Colchester-East Hants)

2016-31 Adopted
BE IT RESOLVED THAT in the next round of negotiations, the NSTU seek to obtain two “change over” days on each side (beginning and end) of all maternity, parental and adoption leaves which would allow for the term teacher or substitute who was covering the leave to continue working alongside the regular teacher. This would allow the term teacher or substitute to aid in the transition process and help things flow better for students as well.

(Dartmouth)

2016-32 Adopted
BE IT RESOLVED THAT in the next round of negotiations that Teachers-in-charge receive reasonable compensation for time spent doing administrative duties.

(Shelburne County)

2016-33 Adopted as amended
BE IT RESOLVED THAT the NSTU negotiate to align the wording of Article 6.03 under “Discrimination and Intimidation” of the Teachers’ Provincial Agreement with the *Nova Scotia Human Rights Act*.

(Colchester-East Hants)

2016-34 Adopted
BE IT RESOLVED THAT in the next round of negotiations with the Department of Education and Early Childhood Development the NSTU seek to have substitutes provided for staff advisors or coaches who are away with students on provincial or national extracurricular events.

(Cumberland)

Curriculum

2016-35 Withdrawn
BE IT RESOLVED THAT the NSTU urge the Department of Education and Early Childhood Development to provide the additional funding so all schools will offer English 10 Plus as a mandatory full year course in senior high.

(Digby)

2016-36 Adopted
BE IT RESOLVED THAT the NSTU urge the Department of Education and Early Childhood Development to develop curriculum for high school students to offer ECM 10 as an option for the compulsory Grade 10 English credit.

(Digby)

Government

2016-37 Adopted
BE IT RESOLVED THAT the NSTU work with the Department of Education and Early Childhood Development to develop and implement a provincial framework for the creation of appropriate teacher training for technology programs and devices that are being implemented in the schools today (ex iPads, Chromebooks, Google Apps, Social Media, etc.)

(Provincial Executive (South Shore RRC))

2016-38 Adopted as amended
BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development and School Boards to ensure all School Counsellors “have”, not “have access to”, the following basic resources onsite to successfully complete their jobs; not limited to: confidential telephone, designated counselling space (classroom or office), locking filing cabinet, desktop computer or laptop computer.

(Provincial Executive (Nova Scotia School Counsellors Association))

2016-39 Adopted as Amended
BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development, also the Department of Labour and Advanced Education, to implement consistent language for emergency management codes among all educational institutions.

(Colchester-East Hants)

2016-40 Adopted
BE IT RESOLVED THAT the NSTU recommend the Department of Education and Early Childhood Development develop a specific procedure for teachers to follow in the event that they or their students need to use the washroom during emergency management codes.

(Colchester-East Hants)

2016-41 Adopted
BE IT RESOLVED THAT the NSTU develop a discussion with the Department of Education and Early Childhood Development and voice the current issue that the introduction of new course material, expectations, and educational technology must be incorporated into the current educational model with the necessary support and training to create a successful transition and learning environment.

(Richmond)

2016-42 Adopted as Amended
BE IT RESOLVED THAT the NSTU strongly urge the Department of Education and Early Childhood Development to evaluate the amount of data entry that is required by teachers to ensure that it is meeting the purpose for which it is intended.

(Inverness)

2016-43 Adopted
BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to examine the current practice of inclusive programming to assess the degree to which it has met originally intended goals.
(Hants West)

2016-44 Adopted
BE IT RESOLVED THAT the NSTU send a letter outlining concerns to the Department of Education and Early Childhood Development, regarding class caps and composition, recognizing the impact on class climate.
(Cape Breton District)

2016-45 Adopted as Amended
BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to give notification, relevant materials and training of a minimum of 6 school months in advance of implementation of new policies and initiatives.
(Hants West)

2016-46 Adopted
BE IT RESOLVED THAT the NSTU lobby the school boards and the Department of Education and Early Childhood Development to ensure that the proper technology and resources, or adequate subsidizing, are made available to staff whose position requires them to be accessible out of the school building.
(Kings)

2016-47 Adopted
BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to provide specific funding to make playground/outdoor areas accessible to all students
(Colchester-East Hants)

2016-48 Withdrawn
BE IT RESOLVED THAT the NSTU seek to clarify with the Department of Education and Early Childhood Development that teachers not be required to use personal electronic devices for any school business.
(Cumberland)

2016-49 Adopted
BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to encourage all educational sites to use gender neutral language for correspondence and publications.
(Colchester-East Hants)

2016-50 Adopted
BE IT RESOLVED THAT the NSTU dialogue with the Department of Education and Early Childhood Development and school boards to ensure that teachers are made aware of changes and updates in TIENET, PowerTeacher, GradeBook, and Google Nova Scotia Public Education System (GNSPES) and are in-serviced appropriately and in a timely fashion.
(Kings)

2016-51 Adopted
BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to balance the number of days per reporting period during the school year.
(Colchester East Hants)

2016-52 Adopted as Amended
BE IT RESOLVED THAT the NSTU request that the Department of Education and Early Childhood Development encourage school boards that members be given adequate time within the instructional day to complete forms for student services and/or outside agencies.
(Halifax County)

2016-53 Adopted as Amended
BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to provide targeted funding to ensure that all students and staff have equitable access to current technology in order for students to meet the outcomes in the PSP, and to fulfill the requirements of NSTU members’ assignments.
(Colchester-East Hants)

2016-54 Adopted
BE IT RESOLVED THAT the NSTU request that the Department of Education and Early Childhood Development encourage all school boards, that when creating circuit positions and schedules the best interests of both students and teachers be made a priority.
(Halifax County)

2016-55 Adopted as Amended
BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to ensure that all schools have onsite behavioural specialists, who are members of the Nova Scotia Teachers Union, to provide emotional/social/behavioural support for identified students.
(Colchester-East Hants)

2016-56 Adopted
BE IT RESOLVED THAT the NSTU request that the Department of Education and Early Childhood Development encourage all school boards to make every effort to avoid combined grades 3 and 4 classes.
(Halifax County)

2016-57 Adopted
BE IT RESOLVED THAT the NSTU petition school boards and the Department of Education and Early Childhood Development to include International Students in the calculation for FTEs, class caps, and workload.
(Kings)

General

2016-58 Withdrawn
BE IT RESOLVED THAT the NSTU investigate the possibility of group cell phone service package purchasing for NSTU members and families.
(Shelburne County)

2016-59 Adopted
BE IT RESOLVED THAT Policy 76 Acquired Immune Deficiency Syndrome (AIDS) be amended as follows:
POLICY 76 HUMAN IMMUNODEFICIENCY VIRUS (HIV) AND ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

- (d)(a) The NSTU commends and encourages school boards in their efforts to ~~cause to have adopted~~ **adopt** specific policies ~~that respect and protect the human rights of students and members who are living with HIV/AIDS.~~ **on students and members who have been exposed to the HIV/AIDS virus.** Specifically, the NSTU re-affirms the member’s and student’s rights of privacy, **confidentiality**, and continued employment/education. ~~until such time as the disease becomes a health threat to the public as defined by provincial medical personnel.~~
- (a)(b) Students infected **living** with HIV/AIDS should have the right to attend regular classes: **and other school-related activities and programs.** The **privacy** and identity of a student with **HIV/AIDS** should ~~will~~ be **respected and** protected. Where the physical condition or behaviour of a student infected **living** with **HIV/AIDS** poses a health risk; **to the student or others (see part d for more information)**, alternative instruction ~~should will~~ be provided. Decisions regarding alternative instruction should be made on a case-by-case basis. ~~Alternative instruction for students infected with AIDS should be provided exclusively by members who agree to provide their services.~~
- (b)(c) The **privacy and** identity of a member **living** with **HIV/AIDS** should ~~will~~ be **respected and** protected. Members infected **living** with HIV/AIDS should have the right to continue their employment. **Accommodation will be carried out in accordance with human rights and established employment practices with the employer.** Where a member with **HIV or an** AIDS-related illness becomes too sick to work, full access to sick leave, long-term disability and medical benefits ~~should will~~ be ensured.
- (d) In situations where there are concerns that the health and/or behaviour of a student/ member with HIV/AIDS poses a risk to others within the school community and/or the public, a determination of risk would be made in consultation with provincial public health officials.
- (c)(e) Information on **HIV/AIDS and other sexually transmitted and/or blood-borne infections (STBBIs)** should ~~will~~ be provided as part of the health education curriculum. In-service education ~~should will~~ be made available to members concerning HIV and AIDS and other potentially communicable diseases, **including other STBBIs.**

(Provincial Executive)

2016-60 Referred to Provincial Executive
BE IT RESOLVED THAT Policy 77. Appropriate Online Cyberconduct be amended as follows:

- In clause (1) Insert the words “; including social media networks” at the end of the sentence
- In clause (1) (b) insert the words “, including social media networks” following the word “online”
- In clause (1) (b) (iv) delete the word “or” following the word “members” and insert the words “or the NSTU” at the end of the sentence
- Insert a new (1) (b) (vii) “Not posting text, images, or video created by someone else without proper authorization and acknowledgement.”
Renumber the remaining clauses accordingly.
- Insert a new (1) (b) (ix) “Not defaming or disparaging students, parents, members, administrative personnel, NSTU employees or the NSTU through the use of internet and communications technology, including social media networks”.
- Insert a new (1) (b) (x) “Not posting information that breaches the policies and directives of the Provincial Executive”.
- Insert the words “in all online communications including social media networks” at the end of (4) (c) (i)
- Insert the words “, and among members or between members” at the end of (4) (c) (iv)
- Insert a new clause (4) (d) as follows:
(d) NSTU Locals, Regional Representative Councils and Professional Associations are encouraged to:
 - i. Model appropriate cyberconduct in all online communications, including social media
 - ii. Adhere to the Professional Code of ethics, and the school board’s appropriate cyberconduct and cyberbullying prevention policy.
 - iii. Ensure that online communications, including social media networks support the policies and directives of the Provincial Executive.
 - iv. Assess and appropriately respond to incidents of cybermisconduct and/or cyberbullying among members or between members.
reletter accordingly.

(Provincial Executive)

New Business

2016-A Defeated as amended
BE IT RESOLVED THAT the NSTU will request an exit interview with any staff member who is resigning or retiring and report back to the Provincial Executive.
(Dartmouth)

2016-B Referred to PEWC
BE IT RESOLVED THAT in order for the NSTU to give consent to a substantial change through Article 41 of the Teachers’ Provincial Agreement, the NSTU must request a ratification vote.
(Halifax City)

Suite donnée aux résolutions destinées à l’AGA 2016

du conseil

Gouvernance

- 2016-1

adoptée

IL EST RÉSOLU QUE toutes les publications du NSTU qui reflètent l’intérêt de tous les membres fassent référence au ministre compétent.
(Collège communautaire)
- 2016-2

adoptée

IL EST RÉSOLU QUE le NSTU élabore des procédures pour instituer un examen régulier des directives et du processus de demande pour les fonds de perfectionnement professionnel octroyés par le NSTU ou les comités du NSTU.
(District du Cap-Breton)
- 2016-3

adoptée telle que modifiée

IL EST RÉSOLU QUE le NSTU élabore et communique aux membres des directives et des procédures à utiliser lors des demandes de prix et de subventions fournis par le biais du NSTU ou des comités du NSTU.
(District du Cap-Breton)
- 2016-4

adoptée

IL EST RÉSOLU QUE l’article IV du Règlement intérieur du NSTU – Comité exécutif provincial - 2. Gouvernance, soit amendé en ajoutant ce qui suit :
(h) Lorsqu’un poste au Comité exécutif provincial devient vacant, en cas de destitution, de démission, de décès ou autre incapacité permanente d’agir, le poste vacant doit être comblé par un suppléant, choisi par la section locale concernée et le membre suppléant aura tous les droits et privilèges du membre dûment élu du CEP jusqu’à ce qu’une élection partielle ait lieu.
(Ville d’Halifax)
- 2016-5

adoptée

IL EST RÉSOLU QUE l’article I, 10 du Règlement intérieur, Droits des membres (a) (v) soit amendé en insérant un nouveau paragraphe (c) **en qualité d’observateurs de la section locale nommés par la section locale.** Le reste de la clause sera numéroté en conséquence.
(Comité exécutif provincial)
- 2016-6

adoptée

IL EST RÉSOLU QUE l’article III – 2(c) du Règlement intérieur du NSTU soit amendé en ajoutant un nouveau paragraphe (v) :
Les observateurs des sections locales qui assistent à l’AGA du Conseil sont assis avec leur section locale.
(Queens)
- 2016-7

adoptée

IL EST RÉSOLU QUE l’article V, 2 du Règlement intérieur, Élections (b) (iii) soit amendé en supprimant les mots « il commence à la clôture de l’AGA » et en les remplaçant par les mots « il commence le 1er août et se termine le 31 juillet ».
(Comité exécutif provincial)
- 2016-8

rejetée

IL EST RÉSOLU QUE l’article V – 2. (b) (ii) and (iii) du Règlement intérieur du NSTU soit amendé pour indiquer que le poste de 1er VP du NSTU sera d’une durée d’un an, commençant le 1er août et se terminant le 31 juillet.
(District du Cap-Breton)
- 2016-9

adoptée

IL EST RÉSOLU QUE la Politique 13 - Comités de l’exécutif provincial (b) (i) soit amendé en insérant :
Tout membre souhaitant siéger à un comité du NSTU avec mandat de 3 à 5 ans doit se voir accorder la possibilité d’en faire la demande et de quitter tout comité sur lequel il siège actuellement.
(District du Cap-Breton)
- 2016-10

rejetée

IL EST RÉSOLU QUE l’Ordre permanent 6 - Comités de l’AGA du Conseil (b) et la Politique 13 – Comités de l’exécutif provincial (b) (i) soient amendés en insérant ce qui suit :
Les membres élus ou nommés pour siéger à un comité du Conseil doivent également être admissibles à la nomination aux comités permanents pendant qu’ils siègent à un comité du Conseil ou dans l’année qui suit immédiatement la fin de leur mandat à un comité du Conseil.
(Cumberland)
- 2016-11

retirée

IL EST RÉSOLU QUE l’article I – 9 du Règlement intérieur soit amendé en ajoutant un paragraphe (a) :
Le NSTU maintient le niveau actuel des cotisations syndicales à 750 \$ pour toute la durée des ententes provinciales en cours.
(Ville d’Halifax)
- 2016-12

retirée

IL EST RÉSOLU QUE l’article I – 12 du Règlement intérieur soit amendé en ajoutant un paragraphe (a) :
Le NSTU maintient les versements aux sections locales issus des cotisations syndicales à leur niveau actuel pour toute la durée des ententes provinciales en cours.
(Ville d’Halifax)
- 2016-13

rejetée telle que modifiée

IL EST RÉSOLU QUE l’article III – Conseil – 2. Gouvernance (c) du Règlement intérieur soit amendé en ajoutant un nouveau paragraphe (v) :
Les anciens directeurs exécutifs et les anciens présidents du NSTU qui sont invités à assister à l’AGA du Conseil ont le droit de s’adresser au Conseil avec l’autorisation du président de l’assemblée.
(Ville d’Halifax)

- 2016-14

adoptée

IL EST RÉSOLU QUE la Politique 1 – Exigences en matière de budget (a) soit amendée en supprimant les mots « À titre d’option », au début et en ajoutant ce qui suit à la fin :
« Un budget est considéré comme équilibré lorsque les recettes sont prévues être égales ou supérieures aux dépenses pour l’exercice concerné » et que (b) soit remplacé par ce qui suit :
« Au cas où le budget proposé entraîne une augmentation des cotisations ou un transfert du fonds de réserve, un autre budget sera proposé en vue de réduire les dépenses sans augmentation des cotisations ou transfert du fonds de réserve. »
(Comité exécutif provincial)
- 2016-15

adoptée

IL EST RÉSOLU QUE la Politique 3 – Code d’éthique soit amendée de la manière suivante :
Ce code d’éthique sert de guide aux membres afin qu’ils observent, en tout temps, les nobles traditions **la haute intégrité** de leur profession, **y compris une conduite professionnelle en liaison avec toute communication, qu’elle soit verbale, écrite ou par le biais des médias sociaux.**

I.

Le membre et l’élève

(a)

Le membre considère confidentielle et ne divulgue pas, autre que par des moyens professionnels, toute information de nature personnelle ou familiale, concernant les élèves ou leur famille, dont il/elle a eu connaissance au cours de la performance de ses fonctions **l’exercice de ses fonctions professionnelles.**

(b)

Le membre doit être juste, **équitable** et impartial **intègre** dans tous ses rapports avec les élèves.

(c)

Le membre doit assumer la responsabilité de la sécurité et du bien-être de ~~ses~~ **des** élèves, particulièrement lorsqu’il s’agit de situations d’urgence.

(d)

Le membre doit éviter d’offenser les croyances religieuses et ~~Politiques ainsi que les scrupules~~ **principes** moraux de ~~ses~~ **des** élèves et/ou de leurs parents **ou tuteurs.**

(e)

Le membre doit être aussi objectif **et respectueux** que possible sur les questions prêtant à controverse émanant du programme d’enseignement, qu’elles soient d’ordre scientifique, politique, religieux ou racial.

II.

Le membre vis-à-vis d’un autre membre

(a)

Le membre ne doit pas faire de remarques diffamatoires, désobligeantes, dédaigneuses, embarrassantes ou choquantes à l’encontre d’un autre membre.

(b)

Le membre ne doit pas accepter le poste d’un autre membre qui a été injustement congédié.

(c)

Le membre ne doit pas accepter un poste laissé vacant à la suite d’un différend non résolu entre des membres et leur employeur.

(d)

Le membre ne doit pas harceler sexuellement, **physiquement ou émotionnellement** un autre membre. Par harcèlement sexuel, il est entendu tous commentaires sexuels non sollicités et non désirés, toutes suggestions ou tous contacts physiques directs perçus par un membre comme choquants ou offensants et qui mettent ce membre mal à l’aise dans son travail: **Tel que défini dans la Loi canadienne sur les droits de la personne, le harcèlement est une forme de discrimination. Il s’agit de tout comportement physique ou verbal indésirable qui choque ou humilie. En général, le harcèlement est un comportement qui persiste au fil du temps. Les incidents ponctuels graves peuvent parfois aussi être considérés comme du harcèlement.**
Il y a harcèlement lorsqu’une personne :
 - fait des remarques ou des blagues inopportunes sur votre race, votre religion, votre sexe, votre âge, votre handicap ou tout autre motif de discrimination comme défini par le texte actuel de la Loi canadienne sur les droits de la personne;**
 - vous menace ou vous intimide;**
 - établit un contact physique inutile avec vous, comme vous toucher, vous tapoter, vous pincer ou vous donner un coup de poing, ce qui peut également être considéré comme une agression.**
 - Le membre ainsi accusé devra être mis au courant de la nature de l’objection avant que des mesures ne soient prises.

III.

Le membre et l’administration interne

(a)

Le membre doit observer une loyauté **fournir un soutien** raisonnable, professionnelle et appropriée vis-à-vis de à l’administration interne de l’établissement scolaire.

(b)

Le membre responsable de l’administration interne doit se montrer professionnel, loyal, juste et équitable vis-à-vis des **fournir un soutien raisonnable et professionnel** aux membres du personnel.

(c)

Le membre responsable de l’administration interne ne doit pas, de sa propre initiative, faire de rapport préjudiciable, oral ou écrit, sur la **compétence performance** d’un membre sans en avoir préalablement discuté avec le membre concerné.

IV.

Le membre et l’administration extérieure

(a)

Le membre doit respecter un contrat jusqu’à ce que celui-ci prenne fin par consentement mutuel ou qu’il soit légalement résilié. Une entente verbale constitue un contrat.

(b)

Le membre ne doit pas accepter un salaire inférieur à celui qu’il devrait recevoir selon l’échelle des salaires négociée entre le NSTU et l’employeur.

(c)

Le membre ne doit pas accepter un salaire supérieur à celui qu’il devrait recevoir selon l’échelle des salaires négociée entre le NSTU et l’employeur, sans en informer le NSTU.

V.

Le membre et l’organisation professionnelle

(a)

Le membre doit être membre du NSTU et participer à ses activités.

(b)

Le membre qui est, à titre professionnel, membre d’un comité, d’un conseil ou de tout autre organisme s’occupant de questions concernant le programme d’enseignement de la Nouvelle-Écosse doit être élu, nommé ou approuvé par le Nova Scotia Teachers Union.
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- (c) Le membre, ou groupe de membres, ne doit pas entreprendre d’actions individuelles sur des questions qui sont du ressort de ~~sa~~ section locale ou du NSTU.

(d) La section locale ne doit pas entreprendre d’action individuelle sur des questions pour lesquelles l’aide du NSTU a été demandée ou sur des questions exigeant l’autorisation du NSTU.
- VI.

Le membre vis-à-vis de sa profession

(a) Le membre doit maintenir ~~sa compétence~~ **son apprentissage professionnel** au moyen de perfectionnement professionnel, d’études, de voyages ou de toutes autres moyens lui permettant de se tenir au courant des tendances en matière d’éducation et de la situation du monde dans lequel nous vivons.

(b) Le membre ne doit pas accepter de travail rémunéré, en dehors de son contrat, lorsque cet emploi nuit à son statut professionnel ou à sa réputation auprès de ses élèves, de ses collègues ou de la communauté.

(c) Le membre ne doit pas accepter de rémunération pour faire du tutorat à ses propres élèves, sauf dans des cas exceptionnels qui doivent être approuvés par son surveillant ou son directeur.
- VII.

Le membre et la collectivité

(a) Le membre doit se comporter dans sa vie privée d’une manière honorable vis-à-vis de lui-même et de sa profession.

(Comité exécutif provincial)

2016-16 *adoptée*

IL EST RÉSOLU QUE la Politique 5 – Discrimination (a) soit amendée en supprimant tous les mots après « en matière d’emploi » et en les remplaçant par les mots « comme définie dans la Loi, article 5, paragraphe (1) ».

(Comité exécutif provincial)

2016-17 *adoptée*

IL EST RÉSOLU QUE la Politique 6 – Équité et mesures antidiscriminatoires soit amendée en supprimant les mots « c’est-à-dire des autochtones, des personnes appartenant à des minorités visibles, des personnes handicapées et des femmes » et en les remplaçant par les mots « conformément au langage actuel de la *Nova Scotia Human Rights Act* (Loi sur les droits de la personne de la Nouvelle-Écosse).

(Comité exécutif provincial)

2016-18 *adoptée*

IL EST RÉSOLU QUE la Politique 8 – Augmentation du nombre des cadres de direction soit amendée en insérant les mots “à plein temps” après les mots “cadres de direction” et en insérant les mots “de postes” après les mots “le nombre”.

(Comité exécutif provincial)

2016-19 *adoptée*

IL EST RÉSOLU QUE la Politique 9 –Langage inclusif soit amendée en supprimant tous les mots qui suivent “la diversité des membres” et en les remplaçant par les mots “et conformes au langage actuel de la *Nova Scotia Human Rights Act* (Loi sur les droits de la personne de la Nouvelle-Écosse)”

(Comité exécutif provincial)

2016-20 *adoptée*

IL EST RÉSOLU QUE la Politique 12 – Associations professionnelles soit amendée de la manière indiquée ci-dessous :

- (c)

Adhésion

(i) Tous les membres actifs, les membres de réserve actifs, les membres de réserve ordinaires et les membres associés du NSTU peuvent y adhérer.

(ii) L’adhésion est facultative.

(iii) Le montant des cotisations est établi lors de l’AGA ~~du Conseil des associations professionnelles.~~
- (d)

Communication

Les interventions faites par des associations professionnelles en dehors du NSTU se font uniquement sur approbation préalable du président du NSTU.
- (f)

Informations sur la Journée provinciale du perfectionnement professionnel

Tous les membres du NSTU ~~reçoivent une copie des~~ **ont accès aux** informations sur le programme de la Journée provinciale du perfectionnement professionnel.
- (g)

Ateliers de la Journée provinciale du perfectionnement professionnel

Toutes les associations professionnelles, lors de la planification de la Journée provinciale du perfectionnement professionnel, ~~s’efforcent~~ **s’efforceront** d’offrir un certain nombre d’ateliers spécifiquement destinés au perfectionnement professionnel des enseignants en début de carrière et portant sur les questions relatives à la diversité en éducation. ~~Ces ateliers sont~~ **seront** clairement désignés ainsi dans le programme de la Journée provinciale du perfectionnement professionnel et sur le site Web du NSTU **les descriptions de la conférence qui sont fournies.**

(Comité exécutif provincial)

2016-21 *adoptée*

IL EST RÉSOLU QUE le titre de la Politique 16 – Administrateurs scolaires soit amendé pour se lire « Administrateurs d’école et d’établissement d’enseignement » et que la politique soit amendée de la manière suivante : supprimer le mot « directeurs » et le remplacer par le mot « administrateurs »; supprimer les mots « la profession » et le remplacer par « l’éducation » et ajouter les mots suivants à la fin « et continuer à favoriser la relation collégiale existante ».

(Comité exécutif provincial)

Résolutions Chiffrées

2016-22 *adoptée*

IL EST RÉSOLU QUE le NSTU embauche un cadre de direction pour les Services aux membres à partir du 1^{er} août 2016.

(Comité exécutif provincial)

2016-23 *rejetée*

IL EST RÉSOLU QUE tous les frais de traitement liés à l’inscription par le biais du site du NSTU soient remboursés à l’organisation concernée.

(Collège communautaire)

2016-24 *adoptée*

IL EST RÉSOLU QUE 500 000 \$ soient alloués à une campagne de relations publiques pour communiquer efficacement les réalités des changements en éducation et pour améliorer la perception du public au sujet de la profession enseignante.

(Comté d’Halifax)

2016-25 *adoptée*

IL EST RÉSOLU QUE le NSTU établisse un comité permanent axé sur la technologie.

(Colchester East Hants)

2016-26 *rejetée*

IL EST RÉSOLU QUE le NSTU adhère à la Nova Scotia Federation of Labour (NSFL).

(Dartmouth)

Bien-être économique et conditions de travail

2016-27 *retirée*

IL EST RÉSOLU QUE le NSTU passe en revue le processus de planification des programmes et fasse ensuite faire des recommandations au ministère de l’Éducation et du Développement de la petite enfance pour réviser et améliorer le processus de planification des programmes.

(Hants West)

2016-28 *retirée*

IL EST RÉSOLU QUE le NSTU crée un document donnant des précisions et des conseils aux enseignants à temps partiel et aux enseignants qui travaillent dans plusieurs établissements concernant le volume de responsabilités proportionnellement imposées dans chaque établissement.

(Hants West)

2016-29 *adoptée*

IL EST RÉSOLU QUE le NSTU s’entretienne avec le ministère de l’Éducation et du Développement de la petite enfance : les tâches des enseignants titulaires de classe seront distribuées au sein d’une école de manière à fournir la répartition la plus équitable possible des besoins des élèves en matière de programmation parmi le personnel enseignant. Aucun enseignant n’aura un nombre excessif d’élèves exigeant un plan de programme individualisé pour répondre à des besoins scolaires ou sociaux. *Un nombre est jugé excessif lorsque le temps requis pour la planification, la prestation et l’évaluation des plans de programme individualisés est tel que le temps restant pour la planification, la prestation et l’évaluation des programmes pour les autres élèves n’est pas suffisant.

(Comté de Shelburne Local)

2016-30 *adoptée*

IL EST RÉSOLU QUE, lors de la prochaine série de négociations, l’article 63.05 sur le Climat de la salle de classe se voit ajouter un paragraphe (iv) sur la sécurité des éducateurs et des élèves.

(Colchester-East Hants)

2016-31 *adoptée*

IL EST RÉSOLU QUE, lors de la prochaine série de négociations, le NSTU cherche à obtenir deux jours de « transition » à chaque extrémité (au début et à la fin) de tous les congés de maternité, congés parentaux et congés d’adoption ce qui permettrait à l’enseignant sous contrat à durée déterminée ou au suppléant qui a couvert le congé de continuer à travailler aux côtés de l’enseignant habituel. Cela permettrait à l’enseignant sous contrat à durée déterminée ou au suppléant de faciliter le processus de transition et permettrait que la transition se déroule mieux aussi pour les élèves.

(Dartmouth)

2016-32 *adoptée*

IL EST RÉSOLU QUE, lors de la prochaine série de négociations, les enseignants responsables reçoivent une rémunération raisonnable pour le temps consacré aux tâches administratives.

(Comté de Shelburne)

2016-33 *adoptée telle que modifiée*

IL EST RÉSOLU QUE le NSTU négocie afin que le libellé de l’article 6.03 sous « Discrimination et intimidation » de la Convention provinciale des enseignants soit conforme à la *Nova Scotia Human Rights Act* (Loi sur les droits de la personne de la Nouvelle-Écosse).

(Colchester-East Hants)

2016-34 *adoptée*

IL EST RÉSOLU QUE, lors de la prochaine série de négociations avec le ministère de l’Éducation et du Développement de la petite enfance, le NSTU demande à ce que des suppléants soient fournis pour les conseillers ou les entraîneurs qui voyagent avec des élèves pour des activités parascolaires provinciales ou nationales.

(Cumberland)

Programmation

2016-35 *retirée*

IL EST RÉSOLU QUE le NSTU incite le ministère de l’Éducation et du Développement de la petite enfance à fournir un financement supplémentaire afin que toutes les écoles puissent offrir le cours English 10 Plus comme un cours obligatoire d’une année dans le secondaire de deuxième cycle.

(Digby)

2016-36 *adoptée*

IL EST RÉSOLU QUE le NSTU incite le ministère de l’Éducation et du Développement de la petite enfance à élaborer un curriculum pour les élèves du secondaire permettant d’offrir le cours ECM 10 en option pour le crédit d’anglais obligatoire de 10^e année.

(Digby)

Gouvernement

2016-37 adoptée
IL EST RÉSOLU QUE le NSTU travaille avec le ministère de l’Éducation et du Développement de la petite enfance pour élaborer et mettre en œuvre un cadre provincial en vue de créer une formation appropriée pour les enseignants sur les programmes et le matériel de technologie qui sont utilisés aujourd’hui dans les écoles (ex : iPads, Chromebooks, apps Google, médias sociaux, etc.)
(Comité exécutif provincial (CRR South Shore))

2016-38 adoptée telle que modifiée
IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l’Éducation et du Développement de la petite enfance et les conseils scolaires pour assurer que tous les conseillers scolaires « aient » (et non pas « aient accès à ») les ressources de base suivantes sur place pour accomplir efficacement leur travail; entre autres : téléphone confidentiel, salle d’orientation réservée (classe ou bureau), meuble-classeur verrouillé, ordinateur de bureau ou ordinateur portable.
(Comité exécutif provincial (Nova Scotia School Counsellors Association))

2016-39 adoptée telle que modifiée
IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l’Éducation et du Développement de la petite enfance, ainsi que sur le ministère du Travail et de l’Éducation postsecondaire, pour appliquer un langage uniforme aux codes de gestion des urgences dans tous les établissements scolaires.
(Colchester-East Hants)

2016-40 adoptée
IL EST RÉSOLU QUE le NSTU recommande au ministère de l’Éducation et du Développement de la petite enfance d’élaborer une procédure spécifique à suivre par les enseignants au cas où eux-mêmes ou leurs élèves ont besoin d’utiliser les toilettes durant un code de gestion des urgences.
(Colchester-East Hants)

2016-41 adoptée
IL EST RÉSOLU QUE le NSTU entame une discussion avec le ministère de l’Éducation et du Développement de la petite enfance et exprime la nécessité que l’introduction de nouveau matériel de cours, de nouvelles attentes et de nouvelles technologies pédagogiques soit incorporée au modèle éducatif actuel et soit accompagnée du soutien et de la formation nécessaires pour permettre une transition réussie et créer un environnement d’apprentissage favorable.
(Richmond)

2016-42 adoptée telle que modifiée
IL EST RÉSOLU QUE le NSTU incite vivement le ministère de l’Éducation et du Développement de la petite enfance à évaluer le volume de saisie de données exigé des enseignants afin d’assurer qu’il répond à l’objectif auquel il est destiné.
(Inverness)

2016-43 adoptée
IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l’Éducation et du Développement de la petite enfance pour qu’il examine les pratiques actuelles de programmation inclusive afin d’évaluer dans quelle mesure elles répondent aux objectifs initialement attendus.
(Hants West)

2016-44 adoptée
IL EST RÉSOLU QUE le NSTU envoie une lettre au ministère de l’Éducation et du Développement de la petite enfance pour exposer les préoccupations concernant les effectifs maximums et la composition des classes, en reconnaissant leur impact sur le climat de la classe.
(District du Cap-Breton)

2016-45 adoptée telle que modifiée
IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l’Éducation et du Développement de la petite enfance afin qu’il donne un préavis et fournisse la formation et le matériel nécessaires au moins six mois avant la mise en œuvre de nouvelles politiques et initiatives.
(West Hants)

2016-46 adoptée
IL EST RÉSOLU QUE le NSTU fasse pression sur les conseils scolaires et le ministère de l’Éducation et du Développement de la petite enfance pour qu’ils s’assurent que la technologie et les ressources appropriées, ou le subventionnement adéquat, sont mis à la disposition du personnel dont le poste les oblige à rester accessibles en dehors des bâtiments scolaires.
(Kings)

2016-47 adoptée
IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l’Éducation et du Développement de la petite enfance afin qu’il fournisse un financement distinct pour rendre les espaces extérieurs et les aires de jeux accessibles à tous les élèves.
(Colchester-East Hants)

2016-48 retirée
IL EST RÉSOLU QUE le NSTU cherche à clarifier au ministère de l’Éducation et du Développement de la petite enfance que les enseignants ne doivent pas être obligés d’utiliser des appareils électroniques personnels pour les activités scolaires.
(Cumberland)

2016-49 adoptée
IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l’Éducation et du Développement de la petite enfance pour encourager tous les établissements d’enseignement à utiliser un langage sans distinction de sexe dans la correspondance et les publications.
(Colchester-East Hants)

2016-50 adoptée
IL EST RÉSOLU QUE le NSTU dialogue avec le ministère de l’Éducation et du Développement de la petite enfance et les conseils scolaires pour qu’ils veillent à ce que les enseignants soient mis au courant des changements et des mises à jour dans TIENET, PowerTeacher GradeBook, and Google Nova Scotia Public Education System (GNSPES) et reçoivent une formation appropriée et en temps opportun.
(Kings)

2016-51 adoptée
IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l’Éducation et du Développement de la petite enfance afin qu’il équilibre le nombre de jours par période de bulletins durant l’année scolaire.
(Colchester-East Hants)

2016-52 adoptée telle que modifiée
IL EST RÉSOLU QUE le NSTU demande au ministère de l’Éducation et du Développement de la petite enfance d’encourager les conseils scolaires à donner aux membres suffisamment de temps au sein de la journée d’enseignement pour remplir les formulaires destinés aux services aux élèves ou à des organismes externes.
(Comté d’Halifax)

2016-53 adoptée telle que modifiée
IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l’Éducation et du Développement de la petite enfance afin qu’il fournisse un financement ciblé pour assurer que tous les élèves et tout le personnel ont équitablement accès à la technologie actuelle afin que les élèves atteignent les résultats décrits dans le PEP et afin de satisfaire les exigences des fonctions des membres du NSTU.
(Colchester-East Hants)

2016-54 adoptée
IL EST RÉSOLU QUE le NSTU demande au ministère de l’Éducation et du Développement de la petite enfance d’encourager tous les conseils scolaires, lorsqu’ils créent des postes et des emplois du temps d’enseignants itinérants, à donner la priorité aux intérêts à la fois des élèves et des enseignants.
(Comté d’Halifax)

2016-55 adoptée telle que modifiée
IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l’Éducation et du Développement de la petite enfance afin qu’il s’assure que toutes les écoles disposent de spécialistes du comportement sur place pour fournir un soutien affectif/social/comportemental aux élèves concernés.
(Colchester-East Hants)

2016-56 adoptée
IL EST RÉSOLU QUE le NSTU demande au ministère de l’Éducation et du Développement de la petite enfance d’encourager tous les conseils scolaires à faire tout leur possible pour éviter les classes à années multiples en 3^e et 4^e année.
(Comté d’Halifax)

2016-57 adoptée
IL EST RÉSOLU QUE le NSTU demande instamment aux conseils scolaires et au ministère de l’Éducation et du Développement de la petite enfance d’inclure les élèves étrangers dans le calcul des ETP, des effectifs maximums de classe et de la charge de travail.
(Kings)

Généralités

2016-58 retirée
IL EST RÉSOLU QUE le NSTU étudie la possibilité d’un achat forfaitaire de service groupé de téléphone cellulaire pour les membres du NSTU et leur famille.
(Comté de Shelburne)

2016-59 adoptée
IL EST RÉSOLU QUE la politique 76, Syndrome d’immunodéficience acquise (SIDA) soit amendée comme suit :
POLITIQUE 76
Virus de l’immunodéficience humaine (VIH) and Syndrome d’immunodéficience acquise (SIDA)

- (d)(a) Le NSTU apporte son appui et ses encouragements aux conseils scolaires dans leurs efforts pour **adopter** des politiques spécifiques au sujet des élèves et des membres qui ont été exposés au VIH/SIDA **qui respectent et protègent les droits humains des élèves et des membres vivant avec le VIH/SIDA**. Expressément, le NSTU réaffirme les droits des membres et des élèves au respect de la vie privée, **à la confidentialité** et à la poursuite de l’emploi ou de l’éducation jusqu’au moment où la maladie devient une menace pour la santé du public telle que définie par le personnel médical de la province;
- (a)(b) Les élèves atteints du SIDA **vivant avec le VIH/SIDA** doivent avoir **ont** le droit d’assister aux classes ordinaires **et aux autres activités et programmes de nature scolaire. La vie privée** et l’identité d’un élève atteint du **ayant le HIV/SIDA** doit être **seront respectées et** protégées. Lorsque l’état de santé ou le comportement d’un élève atteint du **vivant avec le VIH/SIDA** posent un risque sanitaire; **pour les élèves ou d’autres personnes (voir paragraphe (d) pour de plus amples informations)**, un enseignement parallèle **devra être sera** fourni. Les décisions concernant l’enseignement parallèle devront être prises au cas par cas. L’enseignement parallèle pour les élèves atteints du SIDA devra être fourni uniquement par des membres qui acceptent d’offrir leurs services;
- (b)(c) **La vie privée** et l’identité d’un membre atteint du **vivant avec le VIH/SIDA** doit être **seront respectées et** protégées. Les membres atteints du **vivant avec le VIH/** SIDA doivent avoir **ont** le droit de conserver leur emploi. **Des aménagements seront apportés conformément aux droits de la personne et aux pratiques d’emploi établies avec l’employeur.** Lorsqu’un membre atteint d’une **ayant une** maladie liée au **VIH** ou au SIDA devient trop malade pour travailler, il doit se voir **se verra** garantir le plein accès aux congés de maladie, aux prestations d’incapacité à long terme et aux prestations de soins.
- (d) Dans les situations où l’on craint que la santé ou le comportement d’un élève ou d’un membre ayant le VIH/SIDA posent un risque pour d’autres personnes au sein de la communauté scolaire ou pour le public, on déterminera le risque en consultation avec des représentants provinciaux de la santé publique.
- (c)(e) Des informations sur le **VIH/SIDA et d’autres infections transmissibles sexuellement et par le sang (ITSS)** devront être **seront** fournies dans le cadre du programme d’éducation sanitaire. Une formation en cours d’emploi au sujet du VIH et du SIDA et des autres maladies potentiellement transmissibles, **y compris les autres ITSS** devra être **sera** mise à la disposition des membres.
- (Comité exécutif provincial)*

IL EST RÉSOLU QUE la politique 77, Cyberconduite convenable, soit amendée comme suit :

- Dans la clause (1), insérez les mots « y compris des médias sociaux » à la fin de la phrase.
- Dans la clause (1) (b), insérez les mots « y compris dans les médias sociaux » à la suite du mot « en ligne ».
- Dans la clause (1) (b) (iv), supprimez le mot « et » suivant le mot « membres » et insérez les mots « ou du NSTU » à la fin de la phrase.
- Insérez un nouvel alinéa (1) (b) (vii) « S’abstenir d’afficher des textes, des images ou des vidéos créés par quelqu’un d’autre sans permission et reconnaissance adéquates. » Renumérotez les clauses restantes en conséquence.
- Insérez un nouvel alinéa (1) (b) (ix) « S’abstenir de diffamer ou de dénigrer des élèves, des parents, des membres, des administrateurs, des employés du NSTU ou le NSTU par le biais de l’internet et des technologies de communication, y compris des médias sociaux. »
- Insérez un nouvel alinéa (1) (b) (x) « S’abstenir d’afficher de l’information qui enfreint les politiques et les directives du Comité exécutif provincial. »
- Insérez les mots « dans toutes les communications en ligne, y compris dans les médias sociaux » à la fin de l’alinéa (4) (c) (i).
- Insérez les mots « et parmi et entre les membres » à la fin de l’alinéa (4) (c) (iv).
- Insérez une nouvelle clause (4) (d) comme suit :
 - (d) Les sections locales, les conseils des représentants régionaux et les associations professionnelles du NSTU sont encouragés à :
 - i) donner l’exemple d’une cyberconduite convenable dans toutes les communications en ligne, y compris les médias sociaux.
 - ii) respecter le code de déontologie professionnelle ainsi que la politique du conseil scolaire concernant la cyberconduite convenable et la prévention de la cyberintimidation.
 - iii) veiller à ce que toutes les communications en ligne, y compris dans les médias sociaux, appuient les politiques et les directives du Comité exécutif provincial.
 - iv) évaluer les incidents de cyberconduite répréhensible ou de cyberintimidation parmi et entre les membres, et intervenir de manière appropriée.

Renommez en conséquence
(Comité exécutif provincial)

La politique amendée se lirait maintenant comme suit :

77. Cyberconduite convenable

- 1) Le NSTU adopte les définitions suivantes au sujet de l’usage approprié de l’Internet et des technologies de communication, **y compris des médias sociaux :**
 - a) Cyberconduite convenable : Établissement de relations éthiques, légales et positives entre et parmi les membres de la communauté scolaire, relations qui reflètent un comportement respectueux et responsable lors de l’utilisation des technologies d’information et de communication.
 - b) La cyberconduite convenable comporte un ensemble de règles régissant le comportement approprié en ligne, **y compris dans les médias sociaux**. En milieu scolaire, les exemples de cyberconduite convenable sont les suivants :
 - i) Maintenir des normes professionnelles lors des communications avec les membres, les élèves, les parents et les administrateurs scolaires.
 - ii) S’abstenir de visiter des sites Web illégaux.
 - iii) S’abstenir d’utiliser la technologie pour se livrer à des activités criminelles.
 - iv) S’abstenir de communiquer des renseignements confidentiels au sujet des élèves, des parents, des membres, et du personnel administratif **ou du NSTU**.
 - v) S’abstenir de profiter de l’anonymat de l’Internet pour intimider ou harceler d’autres personnes.
 - vi) S’abstenir d’envoyer du pourriel à une personne avec qui on est en désaccord.
 - vii) S’abstenir d’afficher des textes, des images ou des vidéos créés par quelqu’un d’autre sans permission et reconnaissance adéquates.**
 - viii) S’abstenir d’afficher des photos personnelles de soi-même ou d’autres personnes sur les sites de réseautage social sans prendre les précautions appropriées.**
 - ix) S’abstenir de diffamer ou de dénigrer des élèves, des parents, des membres, des administrateurs, des employés du NSTU ou le NSTU par le biais de l’internet et des technologies de communication, y compris des médias sociaux.**
 - x) S’abstenir d’afficher de l’information qui enfreint les politiques et les directives du Comité exécutif provincial.**
- c) Cyberintimidation : Utilisation des technologies d’information et de communication dans le but d’intimider, d’embarrasser, de menacer ou de harceler une autre personne. Cela couvre également l’usage des technologies d’information et de communication pour se livrer à une conduite ou à un comportement désobligeant, diffamatoire, dégradant, illégal ou violent.
- d) Technologies d’information et de communication : Matériel comprenant, entre autres, toutes les technologies et tous les systèmes courants ou émergents, fixes ou sans fil, que peuvent employer les individus ou les groupes pour communiquer, se divertir, gérer des données, traiter des textes, avoir accès à Internet, saisir et enregistrer des images, enregistrer des sons et transmettre, recevoir ou stocker de l’information.
- e) Milieu scolaire sécuritaire : Dans le contexte de la cyberconduite, il s’agit d’un milieu où l’enseignement et l’apprentissage se font en tirant parti de toutes les possibilités éducatives, de l’influence et du potentiel des technologies d’information et de communication. Il s’agit également d’un milieu équitable où les personnes qui utilisent ces technologies ne sont ni la cible ni la source de risques ou d’abus associés à celles-ci.

- 2) Le NSTU est d’avis que l’approche adoptée par tous les partenaires de l’éducation concernant l’usage convenable de l’Internet et des technologies de communication devrait s’appuyer sur les principes directeurs suivants :
 - a) L’établissement d’écoles sécuritaires et chaleureuses offrant aux membres et aux enfants un milieu d’enseignement et d’apprentissage sain doit constituer une priorité provinciale.
 - b) La société dans son ensemble partage la responsabilité de créer des milieux d’apprentissage favorables y compris des cyberespaces qui favorisent le respect et la compréhension et sont exempts de cyberconduite inconvenante, et en particulier de cyberintimidation.
 - c) Il est nécessaire de concilier les droits des individus à la liberté d’information, de penser, de croyances, d’opinion et d’expression avec les droits et les responsabilités des parents, des tuteurs et de la communauté scolaire, y compris le droit de guider les individus à faire un usage responsable des technologies d’information et de communication.
 - d) Toute intervention en cas de cyberconduite répréhensible ou de cyberintimidation doit viser à protéger les élèves, les membres et la communauté scolaire.
 - e) La cyberconduite répréhensible, y compris la cyberintimidation, porte préjudice à l’apprentissage des élèves et à l’ambiance de travail des membres et doit constituer une importante préoccupation en matière de santé et de sécurité au travail.
 - f) Qu’elle ait sa source à l’école ou dans la communauté au sens large, la cyberconduite répréhensible qui porte préjudice au climat et à la culture scolaire justifie l’intervention du conseil scolaire, y compris l’imposition de sanctions, s’il y a lieu, contre les personnes fautives.
 - g) L’intervention doit être rapide et décisive pour combattre efficacement la cyberconduite répréhensible et la cyberintimidation. Des stratégies et des interventions variées sont nécessaires pour régler ce problème complexe et multidimensionnel.
- 3) Le NSTU est fermement convaincu que l’éducation est le pilier essentiel pour permettre un usage approprié de l’Internet et des technologies de communication.
 - a) L’éducation, qui est la mesure de prévention la plus efficace pour lutter contre la cyberconduite répréhensible et la cyberintimidation au sein des communautés scolaires, est la responsabilité partagée des élèves, des membres, des parents, des administrateurs, des conseils scolaires, des communautés et des webmestres.
 - b) L’éducation visant à prévenir la cyberintimidation est nécessaire, voire essentielle, pour aborder et éviter les préjudices liés au cyberespace et protéger les élèves et les membres. Elle favorise des cyberexpériences positives et enrichissantes et des interactions constructives en milieu scolaire.
 - c) Les principes de lutte contre l’intimidation sont à la base de la cyberconduite convenable et de la prévention de la cyberintimidation. L’éducation doit :
 - i) montrer l’exemple, adopter et enseigner une cyberconduite convenable
 - ii) adopter une approche visant l’ensemble de l’école et l’ensemble de la communauté
 - ii) mettre l’accent sur la prévention, la protection et l’intervention et, dans la mesure du possible, appliquer une justice réparatrice en cas de violation.
 - d) Le personnel enseignant et les membres de la communauté scolaire, y compris les parents, doivent avoir accès à des activités d’apprentissage capables de fournir des informations courantes et pertinentes au sujet des technologies d’information et de communication en pleine évolution, de la cyberconduite convenable et des stratégies de prévention de la cyberintimidation. Ces programmes devraient être offerts par de multiples intervenants y compris les conseils scolaires, le NSTU, le ministère de l’Éducation et du Développement de la petite enfance et les fournisseurs de services Internet ou de sites Web.
 - e) Les principes, les méthodes et les interventions pour une sensibilisation efficace à la cyberconduite convenable et à la lutte contre la cyberintimidation consistent notamment à :
 - i) mettre au point du matériel pédagogique en partenariat avec tous les intervenants;
 - ii) diffuser ce matériel pédagogique au sujet de la cyberconduite convenable dans l’ensemble de la communauté scolaire;
 - iii) reconnaître que les éducateurs, les membres, les élèves, les parents et l’ensemble de la communauté scolaire, y compris les fournisseurs de services ou de sites, ont la responsabilité de travailler en vue d’éliminer la cyberconduite répréhensible et la cyberintimidation dans le milieu d’enseignement et d’apprentissage;
 - iv) veiller à ce que le matériel et l’information contiennent des directives à suivre pour une cyberconduite sécuritaire et appropriée et fasse des recommandations sur les mesures à prendre en cas de cyberconduite répréhensible;
 - v) établir les sanctions à appliquer en cas de cyberconduite répréhensible ou de cyberintimidation portant préjudice au climat et à la culture scolaires.
 - f) Le NSTU est d’avis que les programmes de formation du personnel enseignant devraient comporter :
 - i) Des informations complètes et courantes au sujet de la cyberconduite convenable et des mesures de prévention de la cyberintimidation. Cela devrait inclure des données, des faits et des exemples réalistes de situation.
 - ii) Des plans de leçons et des stratégies susceptibles d’aider les membres à reconnaître et à gérer la cyberconduite répréhensible et la cyberintimidation en classe et dans la communauté scolaire.
 - iii) Des informations et des expériences pratiques portant sur les technologies d’information et de communication nouvelles et émergentes.

- 4) Tous les membres de la communauté scolaire exercent des rôles et des responsabilités précis.
 - a) Élèves
 - i) Qu'ils soient à la maison, à l'école et ailleurs, les élèves doivent respecter les principes de cyberconduite convenable et se conformer aux principes et aux politiques d'usage acceptable.
 - ii) Ils doivent signaler à un adulte compétent tout cas d'intimidation dont ils sont personnellement victimes ou dont ils sont témoins.
 - iii) Les élèves sont invités à s'intéresser et à participer activement aux activités du conseil scolaire concernant la cyberconduite et la lutte contre la cyberintimidation, notamment l'élaboration de politiques et de programmes d'éducation.
 - b) Parents et tuteurs
 - i) Nous invitons les parents à :
 - (1) favoriser, à la maison, une cyberconduite convenable et un comportement propre à la lutte contre la cyberintimidation.
 - (2) se familiariser avec les technologies d'information et de communication et les sites Web utilisés par leur enfant.
 - (3) conclure une entente d'utilisation acceptable des technologies d'information et de communication à la maison, qui décrit clairement les sanctions qui seront uniformément appliquées.
 - (4) placer les ordinateurs et les autres appareils faisant appel aux technologies d'information et de communication dans un espace ouvert et commun et y installer des logiciels filtrants.
 - (5) vérifier si le conseil scolaire a une politique relative à la cyberconduite et à la lutte contre la cyberintimidation et en prendre connaissance. En l'absence d'une telle politique, les parents devraient s'efforcer d'en faire adopter une par le biais du comité des parents.
 - (6) s'intéresser et participer activement aux activités du conseil scolaire en matière de cyberconduite et de lutte contre la cyberintimidation, notamment l'élaboration de politiques et les programmes d'éducation.
 - (7) maintenir le dialogue ouvert avec leurs enfants au sujet de la cyberconduite convenable et de la cyberintimidation et prendre toute plainte de cyberintimidation très au sérieux.
 - (8) être au fait et à l'affût de tout comportement susceptible d'indiquer que leur enfant est victime d'intimidation.
 - ii) Lorsqu'un enfant est victime de cyberintimidation, ses parents doivent l'aider à déterminer la meilleure façon de réagir. Ils peuvent consulter le conseil scolaire au sujet de sa politique de cyberconduite et de lutte contre la cyberintimidation et demander l'aide du personnel de l'école.
 - c) Les membres sont encouragés à :
 - i) donner l'exemple d'une cyberconduite convenable **dans toutes les communications en ligne, y compris dans les médias sociaux.**
 - ii) respecter le code de déontologie professionnelle ainsi que la politique du conseil scolaire concernant la cyberconduite convenable et la prévention de la cyberintimidation.
 - iii) participer, dans le cadre de ses activités habituelles de perfectionnement professionnel et de formation en cours d'emploi, à des sessions de perfectionnement professionnel pour se familiariser avec les moyens de prévention de la cyberintimidation, les mesures et les interventions relatives à la cyberconduite et à la cyberintimidation.
 - iv) évaluer les incidents de cyberconduite répréhensible ou de cyberintimidation parmi les élèves ou entre les élèves et les membres, **et parmi et entre les membres**, et intervenir de manière appropriée.
 - d) **Les sections locales, les conseils des représentants régionaux et les associations professionnelles du NSTU sont encouragés à :**
 - i) **donner l'exemple d'une cyberconduite convenable dans toutes les communications en ligne, y compris les médias sociaux.**
 - ii) **respecter le code de déontologie professionnelle ainsi que la politique du conseil scolaire concernant la cyberconduite convenable et la prévention de la cyberintimidation.**
 - iii) **veiller à ce que toutes les communications en ligne, y compris dans les médias sociaux, appuient les politiques et les directives du Comité exécutif provincial.**
 - iv) **évaluer les incidents de cyberconduite répréhensible ou de cyberintimidation parmi et entre les membres, et intervenir de manière appropriée.**
 - d)e) Les écoles et les conseils scolaires sont encouragés à :
 - i) élaborer et adopter en collaboration des politiques et des procédures appropriées en matière de cyberconduite et de lutte contre la cyberintimidation et les communiquer à toutes les personnes intéressées.
 - ii) permettre aux élèves de participer et de contribuer activement aux activités du conseil scolaire en matière de cyberconduite et de lutte contre la cyberintimidation, notamment à l'élaboration de politiques et de programmes d'éducation.
 - iii) élaborer les principes qui sous-tendent des politiques et des procédures efficaces et appropriées en matière de cyberconduite et de prévention de la cyberintimidation y compris :
 - (1) Une entente d'utilisation acceptable associée à un processus de contrôle, d'évaluation et de règlement des plaintes.
 - (2) Une définition claire et exhaustive de la cyberconduite convenable et inappropriée, des privilèges d'accès établis et des sanctions identifiables en cas de cyberconduite répréhensible.
 - (3) Une description des responsabilités des élèves, du personnel enseignant, des parents et des conseils scolaires en matière de cyberconduite.
 - (4) Une déclaration stipulant que les politiques et les procédures s'appliquent à toute forme de cyberconduite répréhensible et de cyberintimidation qui porte préjudice au milieu scolaire, qu'elle ait ou non sa source dans l'école.
 - (5) Un calendrier précis pour la mise à jour régulière des politiques et des procédures.
- 5) Le ministère de l'Éducation et du Développement de la petite enfance de la Nouvelle-Écosse doit promouvoir et préconiser publiquement la cyberconduite convenable et la lutte contre la cyberintimidation dans la communauté scolaire en prenant les mesures suivantes :
 - a) élaborer et offrir des programmes d'études, des programmes de formation, des politiques et des directives ainsi que du matériel d'éducation du public au sujet de la cyberconduite convenable et de l'évolution des technologies d'information et de communication.
 - b) modifier la Loi sur l'éducation et ses règlements pour prendre en compte l'influence des technologies d'information et de communication et pour apporter une protection explicite aux membres et aux élèves contre la cyberconduite répréhensible et la cyberintimidation.
 - c) prévoir des ressources suffisantes pour permettre aux communautés scolaires de lutter contre la cyberconduite répréhensible et la cyberintimidation.
 - d) entreprendre des recherches ou collaborer à des recherches en cours au sujet de la cyberconduite convenable et de la cyberintimidation.
 - 6) Le gouvernement de la Nouvelle-Écosse doit reconnaître les répercussions énormes de la cyberconduite répréhensible et de la cyberintimidation sur la scène publique. Il doit :
 - a) demander au gouvernement fédéral d'apporter des modifications au Code criminel du Canada et à la Loi sur le système de justice pénale pour les adolescents afin de stipuler que l'utilisation des technologies d'information et de communication pour transmettre un message proférant des menaces de mort ou de lésions corporelles ou perpétuant la peur et l'intimidation constitue une infraction punissable en vertu du code.
 - b) promulguer de nouvelles lois concernant les technologies d'information et de communication, la cyberconduite répréhensible et la cyberintimidation afin de protéger les membres et les élèves contre les préjudices éventuels.
 - c) modifier les lois concernant la santé et la sécurité au travail, les droits de la personne et les accidents du travail afin d'y inclure une protection contre la cyberconduite répréhensible et la cyberintimidation.
 - d) mener chaque année, avec le concours des partenaires, une campagne permanente de sensibilisation du public axée sur la cyberconduite convenable et la prévention de la cyberintimidation.
 - e) coordonner les efforts des autres ministères pour appuyer le ministère de l'Éducation et du Développement de la petite enfance (Justice, Services sociaux, Santé) en renforçant la protection contre la cyberconduite répréhensible et la cyberintimidation et en soutenant les objectifs fixés.
 - 7) Les fournisseurs de sites Web et les fournisseurs de services d'Internet et de télécommunications ont une part de responsabilité pour ce qui est de l'usage approprié de l'Internet et des technologies de communication.
 - a) Les fournisseurs de sites Web et les fournisseurs de services Internet et de télécommunications doivent continuer à élargir et appliquer des politiques sur l'usage acceptable, la cyberconduite convenable et la lutte contre la cyberintimidation et veiller à ce que le processus permettant de signaler les cas de cyberconduite répréhensible ou de cyberintimidation soit clairement communiqué et facilement accessible aux utilisateurs.
 - b) Les fournisseurs de sites Web et les fournisseurs de services Internet et de télécommunications doivent faire une enquête approfondie sur toute plainte de cyberconduite répréhensible ou de cyberintimidation et prendre les mesures qui s'imposent (retirer le contenu concerné de tous les liens, y compris dans les archives) lorsqu'il existe des preuves manifestes qu'un site est le théâtre de cyberconduite répréhensible ou de cyberintimidation.
 - c) Les fournisseurs de sites Web et les fournisseurs de services Internet et de télécommunications doivent s'associer au NSTU, à la Conférence of Atlantic Provinces Teacher Organizations (CAPTO) et à la Fédération canadienne des enseignants (FCE) pour soutenir et faciliter la mise au point et l'administration d'initiatives appropriées en matière de cyberconduite et de lutte contre la cyberintimidation.

Affaires nouvelles

2016-A *Rejetée telle que modifiée*

IL EST RÉSOLU QUE le NSTU demande une entrevue de départ avec tout membre du personnel qui démissionne ou prend sa retraite et fasse un rapport au Comité exécutif provincial.

(Dartmouth)

2016-B *Adressée au CPBE*

IL EST RÉSOLU QUE, pour que le NSTU donne son consentement à une modification importante dans le cadre de l'article 41 de la Convention provinciale des enseignants, il doit demander un vote de ratification.

(Ville d'Halifax)

ATTENTION RESERVE MEMBERS (REGULAR/ACTIVE)

Please note 2015-16 Reserve memberships expire July 31st.

To apply for or renew your membership go to

<http://www.nstu.ca/the-nstu/early-career/reserve-membership/>.

For questions on membership, contact the NSTU at 1-800-565-6788

or go to <http://www.nstu.ca/the-nstu/about-us/membership/>.

2016 NSTU Professional Associations Conferences

FRIDAY, OCTOBER 28

Association of Adult Educators (AAE)

Theme: *First Aid for Educators*
Location: NSCC - Waterfront Campus, Dartmouth
Keynote: Betty-Jean Aucoin, NSTU Staff Officer
Fees: \$100 NSTU Members
\$70 Students/Substitutes/Retirees
Contact: Bernadette Julian
902.563.2593
bjulian@nstu.ca

Association des Enseignants Acadiens (AEA)

Theme: *J'sons rendu icette, astheur quoi?*
Location: Université Sainte-Anne (Pointe-de-l'Église), École Beaubassin (Halifax), Forteresse de Louisbourg (Louisbourg)
Keynote: Isabelle Fontaine; Comment donner plus de sens à son travail. (site de l'Université Sainte-Anne) (Ateliers varies aux deux autres sites)
Fees: \$90 (diner inclus)
Contacts: Lynne Theriault
902.769.5403
lmtheriault@nstu.ca
Jacqueline LeVert
902.457.6810
ebb@csap.ca

Association of Science Teachers (AST)

Theme: *Time for Science*
Location: Halifax West High School, Halifax
Fees: \$100 NSTU Members
\$45 Students/Substitutes/Retirees
*Additional \$35 fee for anyone registered for first aid
Contact: James Parsons
902.258.7108
jeparsons@nstu.ca

Art Teachers Association (ATA)

Theme: *Arterial Flow 2016: Connections*
Location: Sydney, Halifax, Hubbards, Lunenburg, and Yarmouth
Fees: \$85 (Includes membership)
\$45 Students/Substitutes/Retirees (Includes membership)
Contact: Stephanie Dean-Moore
902.860.1643
sdeanmoore@nstu.ca

Association of Teachers of Exceptional Children (ATEC)

Theme: *Empowering Teachers, Empowering Students*
Location: Cineplex Theatre—Dartmouth Crossing
Fees: \$100 (Includes Membership)
\$75 Students/Substitutes/Retirees (Includes Membership)
Contact: Jean MacDougall
jeanmacdougall@nstu.ca

Association of Teachers of English of Nova Scotia (ATENS)

Theme: *Can We Talk?*
Location: Ramada Hotel, Dartmouth
Fees: \$95 NSTU Members
\$85 Students/Substitutes/Retirees
Contact: Sandy Keddy
902.579.0181
atensconference@nstu.ca

Association of Teachers of Young Adolescents (ATYA)

INFORMATION NOT AVAILABLE AT TIME OF PRINT.

Business Education Teachers Association (BETA)

Theme: *Halifax Economy—Rejuvenated!*
Location: Halifax/Dartmouth
Keynote: Irving Shipyard
Fees: \$100 NSTU Members
\$75 Students/Substitutes/Retirees
Contact: Danielle LeBlanc • 902.690.3850
danleblanc@nstu.ca

Educational Drama Association of Nova Scotia (EDANS)

Theme: *The Cape Breton Conference*
Location: Baddeck
Contact: John Hendsbee
john.hendsbee@srsb.ca

Family Studies Teachers Association (FSTA)

Theme: *Just for the Health of It*
Location: Cregnish Recreation Centre, Creignish
Fees: \$85 Includes Membership
\$55 Students/Substitutes/Retirees (Includes Membership)
\$15 lunch tickets (optional)
Contacts: Karen MacIsaac, Donna Machin, and Denise Forgeron • 902.787.5220
klmacisaac@nstu.ca
dmmachin@nstu.ca
adforgeron@nstu.ca

Mathematics Teachers Association (MTA)

Theme: *Bridging The Gap*
Location: Charles P. Allen High School, Bedford
Fees: \$80 NSTU Members
\$40 Substitutes & Retired Teachers
\$20 Full time Students (Registrations accepted after September 30th)
Contact: Sonya O'Sullivan
slo@sullivan@nstu.ca

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

Theme: « Ressourcer & Revigorer »
"Refresh & Renew"
Location: Mount Saint Vincent University, Seton Academy, 166 Bedford Hwy, Halifax, NS
Keynote: Caroline Turnbull
Fees: 95\$ NSTU Members
45\$ Substitute/Retired Teachers
25\$ Students
L'inscription sera seulement en ligne. / Registration will be only on line.
Contact: Adressez-vous à ces deux membres de l'exécutif / Please address your inquires to these members of the executive:
Troy Podetz (CBVRSB)
902.578.3855 • tpodetz@nstu.ca
Colin Landry (CBVRSB)
902.578.4951 • cglandry@nstu.ca

Nova Scotia Music Educators' Association (NSMEA)

Theme: *Inspire - Network - Grow*
Location: Kings County Academy, Kentville
Fees: \$90 NSTU Members
\$50 Substitutes & Retirees
\$30 Students
Contacts: Donalda Westcott • djwestcott@nstu.ca
Keli Brewer • klbrewer@nstu.ca

Nova Scotia School Counsellors Association (NSSCA)

Theme: *BOUNCE - Believing Our Unique iNtrinsic Caregiving Energy*
Location: World Trade & Convention Centre, Halifax



Online Registration Opens – September 7 Closes – October 14 (no refunds after October 14)

Keynote: Robert Wright and Dr. Michael Ungar
Fees: \$95 NSTU Members
\$75 Substitutes
\$55 Students & Retirees
Contacts: Wade Van Snick / stvansnick@nstu.ca
Andrew Gosney / wagosney@nstu.ca

Nova Scotia Teachers Association for Literacy and Learning (NSTALL)

Theme: *It's Okay to Play! Explore Through Inquiry*
Location: Cobequid Educational Centre, 34 Lorne Street, Truro
Fees: \$90 (Includes lunch onsite)
\$65 Students/Substitutes/Retirees
Contacts: Betsy Jardine/Wanda Fougere
902.756.2441/902.863.1620
betsy.jardine@srsb.ca
wanda.fougere@srsb.ca

Nova Scotia Technology Education Association (NSTEA)

Theme: *Decoding Technology*
Location: Sir John A. Macdonald High School, Upper Tantallon
Keynote: HB Studios—Robert O'Quinn
Fees: \$90 NSTU Members
\$20 Substitutes/Retired Teachers
No Charge for BEd Students
Contact: Andrew Seymour • 902.300.2552
agseymour@gnsps.ca

Primary Elementary Teachers Association (PETA)

Theme: *Nuts and Bolts of Guided Reading: Increasing the Power of Small Group Instruction*
Location: Holiday Inn Harbourview & Conference Centre, Dartmouth
Keynote: Jan Richardson
Fees: \$90 NSTU Members
\$65 Students/Substitutes/Retirees
Contact: Ashley Chapman
902.802.4321
ashley@nstu.ca

Psychologists in Schools Association (PISA)

Theme: *Bringing Self-Regulation Into the Classroom*
Location: Rosaria Centre, Mount Saint Vincent University, Halifax
Keynote: Dr. Stuart Shanker
Fees: \$100 NSTU Members
\$80 Students/Substitutes/Retirees

For registration and conference details go to www.nstu.ca

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

NO ON-SITE REGISTRATION Register Early!

Contacts: Kelli Humphries
902.521-5181 • khumphries@nstu.ca
Matthew MacLeod
902.870.5664 • mvmacleod@nstu.ca

School Administrators Association (SAA)

Theme: *Moving Forward Together*
Location: Best Western Plus & Ctr., Cookville (Afternoon sessions at scolaire de la Rive Sud)
Keynote: Dr. Michael Ungar
Fees: \$130 (incl. CAP & SAA fees)
\$80 Students/Substitutes/Retirees
Contacts: Diane Spencer/Daphne Egilson and Heather Foote
902.541.8260 (Diane & Daphne)
902.543.6706 (Heather)
despencer@nstu.ca • dregilsson@nstu.ca
hwfoote@nstu.ca

Speech-Language Pathologists and Audiologists Association (SPAA)

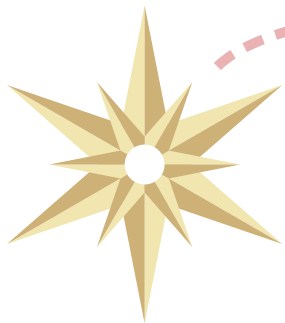
Theme: *Treating Stuttering in School Age Children*
Location: The Comfort Inn, Bayers Lake
Keynote: Rosalee Shenker
Fees: \$100 (includes membership);
\$75 Students/Substitutes/Retirees and Parents
Contact: Sheri McGill • 902.521.6721
smcgill@nstu.ca

Social Studies Teachers Association (SSTA)

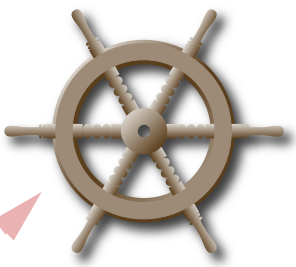
Theme: *Partnerships and Perspectives*
Location: Saint Mary's University, Halifax
Keynote: Dr. Don Naulls, Assoc. Dean of Arts
Fees: \$90 NSTU Members
\$45 Students/Substitutes/Retirees
Contacts: Wendy Driscoll • 902.222.4864
wadriscoll@nstu.ca
sstaconference@nstu.ca

Teachers Association for Physical and Health Education (TAPHE)

Theme: *Xperience Wellness*
Location: St FX University
Keynote: Marg Schwartz
Fees: \$80 NSTU Members
\$35 Students/Substitutes/Retirees
Contacts: Jen Lloyd-McKenzie • 902.488.1021
jlloyd-mckenzie@hrsbc.ca
Steve Ranni • 902.577.0137
shranni@nstu.ca



Charting Your Course FOR PROFESSIONAL DEVELOPMENT



The Evolution of Teaching Standards

by Dr. Anne Rodrigue, recently retired Deputy General Secretary, Elementary Teachers' Federation of Ontario and former NSTU executive staff officer

The professional teaching standards movement is a worldwide phenomenon nested in the accountability and performance agenda of global education reform, and the rationalization of education spending in the public sector. Introducing teaching standards is seen as a response to the increased complex demands put on education systems, linked to improving student outcomes and addressing external demands from parents, governments, and employers.

The move to establish teaching standards began in the United States in response to the publication of the 1986 Carnegie Commission Report *A Nation Prepared: Teachers for the 21st Century*. In Britain, the introduction of the National Curriculum in the 1980s, and the focus on improving student achievement in numeracy and literacy led to a renewed focus on teacher preparation, credentials, and practice. But the professionalism movement in its multiple re-enactments is not only restricted to the United States and Britain.

In 2010, a report commissioned by the International Labour Organization indicated that 100 countries were implementing, developing or considering adopting teaching standards. In Canada teaching standards have been adopted by the British Columbia College of Teachers, The Ontario College of Teachers, and Alberta Education to name but a few. Many frameworks for teaching standards have been in effect for decades.

Establishing teaching standards can help define the qualifications, knowledge base, and competencies required to teach. Teachers have often complained that everyone thinks they can teach; they recognize that teaching requires specialized knowledge and an inventory of skills and knowledge that includes content and pedagogical knowledge, presentation skills, and a deep understanding of individual and collective learning needs. Teachers and everyone engaged in the daily life of a school, recognize the complexity of providing effective learning for all.

Teaching standards have not only been used by governments but by the profession itself to improve the status and salaries of teachers and also to address the flat career path in teaching by introducing new categories or salary designations for differentiated career paths such as master teacher or coach. This has been the case in the United States where professional organizations such as the National Council of Teachers of Mathematics and others, have established various levels of accreditation and designation.

Teaching standards address levels of competency from novice to master teacher and also span the career of a teacher from pre-service candidate, to the probation or induction period and the ongoing professional development or life-long learner phase. During the early 2000s in Ontario, teachers had to be recertified on an ongoing basis and beginning teachers had to pass a teacher test in order to be qualified. Those requirements were rescinded in response to teacher union pressure and issues associated to costs and the bureaucracy necessary to support teacher testing.

Teaching standards vary across jurisdictions depending on who developed them. In many cases, teachers, and the organizations that represent them, collaboratively developed the standards. In other jurisdictions, parents and members of the public were also asked to provide their input on the standards that should govern teacher qualifications, competency, and performance.

Standards also drive teacher evaluation both formative and summative. Teacher performance is aligned to the standards and the indicators developed from these standards—the look fors that a principal will use to determine if the standards are being met.

Standards impact the design and delivery of professional learning as the content of professional learning programs may be linked directly to Ministry or Board initiatives and will determine how and what learning opportunities a teacher can take and be

recognized for. In this era of evidence based decision making it will be necessary to justify how professional learning directly impacts student learning outcomes. A question that arises from the linking of professional development to standards is, “What will be the place, if any, for teacher self-directed learning?”

Teacher standards can also be used to coordinate educational policy and ensure that all education partners are working on the same page.

It is believed that qualifications and competency frameworks otherwise known as teaching standards will help promote teacher life-long improvement but the difficulty lies in achieving a common understanding of what the standards really mean.

Good teaching standards should define good teaching-what does it look like? We also need to determine how good teaching will be assessed-what measures will be used, how will data be collected? Finally, how will we define good enough? What does it mean to meet the standards?

Developing and implementing teaching standards is a long technical process and should be collaborative in nature to ensure the buy-in of education partners. These standards need to be legitimized, and validated in the context in which they are being used.

An OECD research paper, innovative *Teaching for Innovative Learning*, (2013), indicates that to develop learning standards for students rarely takes less than four years and that developing teaching standards takes only a slightly shorter time.

Implementing teaching standards is not system tinkering; it is the re-engineering of an entire system.



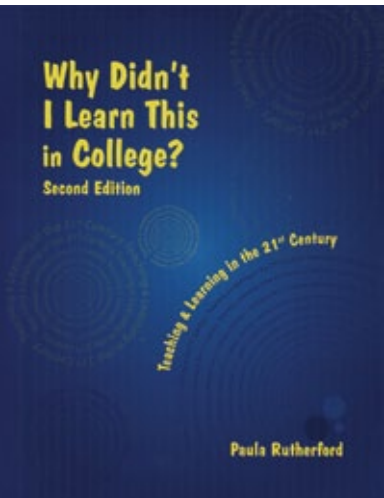
Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Email your name, home address, and name of your school and/or campus with PD in the subject line to theteacher@nstu.ca by August 2 to be eligible for the draw.

Why Didn't I Learn This in College? by Paula Rutherford

In the second edition of *Why Didn't I Learn This in College?* Paula Rutherford writes a teacher-friendly book meant to be used as a resource on a daily basis. New and veteran teachers alike will find the text useful. It features guidelines for planning lessons in a standards-based environment, procedures and routines for organizing the classroom for learning, strategies for actively engaging students, and much more.



2016 Presidential Election Results by Local [May 25 & June 2]																												
	Annapolis		Antigonish		APSEA		Cape Breton District		Colchester East Hants		Community College		CSANE		Cumberland		Dartmouth		Digby		Guysborough County		Halifax City		Halifax County		Hants West	
	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2
Liette Doucet	7	9	5	38	5	17	152	360	108	269	16	118	161	162	35	100	256	371	11	11	5	47	326	587	613	1203	27	49
Wally Fiander	87	118	47	102	11	22	39	120	117	220	55	188	96	153	53	74	12	52	74	89	4	19	11	137	55	236	66	101
Damian Hall	3	-	18	-	2	-	24	-	27	-	371	-	17	-	5	-	22	-	7	-	3	-	41	-	73	-	6	-
Shawn Hanifen	0	-	32	-	5	-	184	-	41	-	8	-	30	-	28	-	66	-	3	-	46	-	177	-	366	-	5	-
Cyril MacGillivray	1	-	32	-	0	-	24	-	33	-	5	-	1	-	5	-	9	-	0	-	5	-	5	-	17	-	3	-
Paul Wozney	12	-	14	-	9	-	48	-	93	-	5	-	11	-	34	-	34	-	7	-	8	-	91	-	239	-	13	-

In Memoriam
Kenneth Langille

We will remember Ken the consummate wordsmith. Ken was an innovative social studies teacher, an active Yarmouth Local and Social Studies Teachers Association member, an involved town councillor, a dedicated educator with the prison, a captivating community contact and freelance reporter for CBC and the competent first editor and dedicated supporter of Aviso, the NSTU professional magazine for over 20 years. We will miss the wonderful world of words he created.



—David Ritchie, retired teacher
Aviso contributor & writer

Congratulations to our
book winners from May...

FRESH — The Eleven Commandments
of Good Teaching (Third Edition)
ANDREA GRANT-MORTON
of Strait Regional School Board

EQUITY — Une goutte d'eau à la fois
THOMAS WOODBURY
of Chignecto-Central Regional School Board

PD — Leading for Differentiation
Growing Teachers Who Grow Kids
JILLIAN MacNUTT
of Tri-County Regional School Board

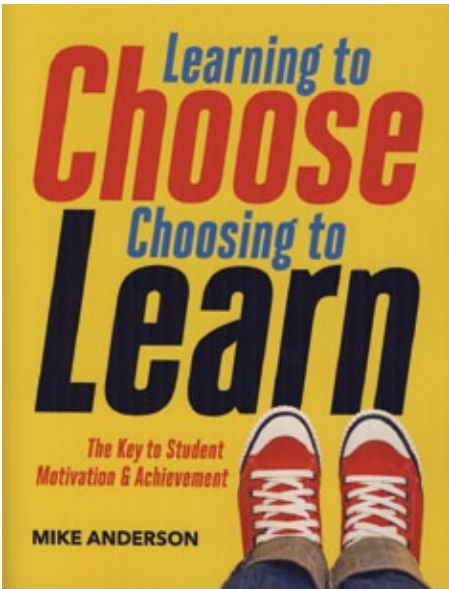


Putting new members in the KNOW!

Email your name, home address, and name of your school and/or campus with FRESH in the subject line to theteacher@nstu.ca by August 2 to be eligible for the draw.

Learning to Choose Choosing to Learn
by Mike Anderson

Do you have students who are unmotivated, bored, or underperforming? This teacher-friendly guide, Learning to Choose Choosing to Learn, by Mike Anderson explains why offering students choices about their learning is one of the most powerful ways teachers can boost student learning and achievement. Anderson offers examples of choice in action, sample plans, and a step-by-step process to help you incorporate choice into your own classroom.



The John Huntley Memorial Internship Program

The deadlines for application for the John Huntley Memorial Internship Program for the 2016-2017 school year are September 15 & November 15 (2016) and February 15 & April 15 (2017).

Applications for active NSTU members are available through your NSTU rep, on the NSTU website at www.nstu.ca or at Central Office 902-477-5621 or 1-800-565-6788. The internship provides members with an opportunity to learn more about the NSTU.

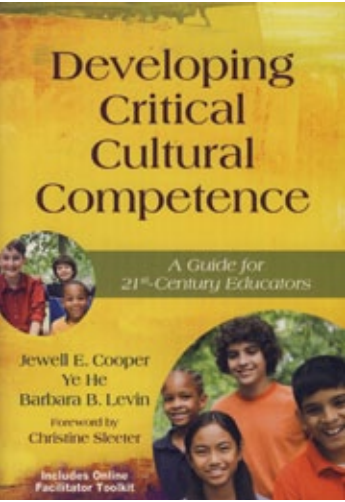
Nova Scotia Teachers Union



Email your name, home address, and name of your school and/or campus with EQUITY in the subject line to theteacher@nstu.ca by August 2 to be eligible for the draw.

Developing Critical Cultural Competence
by Jewell E. Cooper, Ye He, and Barbara B. Levin

Developing Critical Cultural Competence is a guide for 21st century educators. Written by Jewell E. Cooper, Ye He, and Barbara B. Levin, this book shows educators how to provide professional development that deepens teachers' cultural understanding. Learn to translate new knowledge into action with activities, reflection questions, group discussion questions, online extensions for facilitators, and a sample professional development plan.



For Advertising information
(including rates and publication schedule),
please contact Sonia Matheson at
theteacher@nstu.ca or phone 902-477-5621
1-800-565-6788 or go to www.nstu.ca

2016 Presidential Election Results by Local [May 25 & June 2]

	Inverness		Kings		Lunenburg County		Northside-Victoria		Pictou		Queens		Richmond		Shelburne County		Yarmouth		Reserve Active		Total Votes Casts	Percentage Turnout		
	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2	1st Ballot May 25	Run-off June 2				
Liette Doucet	12	42	38	68	57	116	36	105	25	44	13	25	5	18	2	8	23	26	2	11	May 25 6458	May 25 62.04		
Wally Fiander	80	123	194	340	116	149	82	109	90	160	44	58	21	40	111	126	221	236	2	7				
Damian Hall	15	-	28	-	13	-	8	-	34	-	10	-	12	-	0	-	1	-	1	-	June 2 6783	June 2 65.13		
Shawn Hanifen	14	-	10	-	34	-	27	-	27	-	0	-	5	-	4	-	1	-	2	-				
Cyril MacGillivray	9	-	8	-	8	-	7	-	6	-	4		2	-	3	-	1	-	1	-				
Paul Wozney	7		67		29	-	22		27		6		5		3		0		1					

Good Dental Health Promotes Happiness and Wellbeing

by Dr. Jenine O'Malley, DDS, AAACD

It is not widely understood that neglected dental health, if not cared for, may lead to serious general health conditions, both physically and mentally. It seems to be widely held that dental decay is the most prominent cause of loss of tooth structure. In fact, there are many other more significant culprits of tooth loss. Attrition, abrasion and erosion of tooth structure all lead to destructive dental disorder. With the loss of tooth structure, there is resulting tooth sensitivity or pain, loss of function and compromised esthetics.

Equal to the physical impacts are possible consequent mental or emotional problems. An unpleasant smile often negatively impact ones personality, making one self conscious and even reluctant to smile. All forms of tooth loss should be identified, managed or restored to preserve the integrity of our dentition.

Discussed below are some facts and tips for the promotion and maintenance of good oral dental health.

DENTAL DECAY

Tooth decay is the most prevalent chronic disease worldwide and there is a strong connection between the frequency of sugar-intake and tooth decay. The average Canadian consumes approximately half a cup of sugar per day with intake including soft drinks, power drinks, juices and ready to drink coffees and tea. The sugars we consume fuel the plaque containing bacteria on the surface of our teeth, resulting in an acid by-product, which decays tooth enamel and can lead to more severe conditions including pain, infection, tooth loss and even whole body sepsis.

TIP - It is very important to minimize sugar intake. By alternative, fruit juice consumption can be substituted with fluoridated water. If you don't have time to brush after a sugary treat, rinse your month with water, or munch on a fibrous fruit, raw vegetables or acid reducing cheese. Brushing twice daily with fluoridated toothpaste and flossing is a must!

TEETH GRINDING

A more advanced cause of tooth loss is tooth wear as a result of biting stresses. Tooth wear can occur from grinding your teeth at night. Grinding or clenching often happens subconsciously and is by stress. If you experience headaches, clicking of the jaw, or facial muscle pain you are likely grinding your teeth while you sleep. In advanced cases, tooth loss in the form of 'notch shaped' indentations can also occur at the gumline.

TIP - Ask your dentist about fabricating you a bite plane to wear at night. This can stabilize these symptoms and prevent further tooth loss.

Grinding and tooth wear also occur if there is interference in your bite. Sometimes you will notice a premature contact when your teeth first come together or you may notice you have two completely different bites.

TIP - Having your bite adjusted (occlusal equilibration) by your dentist can completely address this by making your bite more stable. Wearing a bite plane can help manage interference with your bite.

ACIDIC FOODS AND GASTRIC REFLUX

Additional culprits such as citric fruits, wine, fruit juices, vinegar, pickles, soda and even coffee are highly acidic and will frequently cause teeth erosion. It must be remembered that as few as "four acidic occasions " throughout the day can put our enamel at risk to acid wear.

TIP - Avoid foods with high acid content and limit the number of acid food intakes throughout the day. Celery, carrots, cauliflower and cucumbers are all healthy non-acidic alternatives.

Gastric acid reflux, the flow of stomach acid back through the esophagus into the oral cavity, could have the same impact on teeth as the acidic foods mentioned above.

TIP - Consult your doctor about medication to control acid reflex

IMPROPER SELECTION AND USE OF TOOTHBRUSHES

Brushing with a hard bristled toothbrush or brushing heavy-handedly can cause tooth attrition at the gum line, resulting in gum recession and tooth sensitivity. Electric toothbrushes used regularly can also be too abrasive.

TIP - Be sure to always buy an ultra-soft toothbrush and use short gentle strokes to avoid tooth loss at the gum level. Sometimes tissue grafts and tooth coloured restorations can be placed to address gingival recession and sensitivity.

SELECTION OF TOOTHPASTES

Toothpastes are often chosen on the basis of media advertising only. It is important to choose your toothpaste very carefully to ensure it does not contain detrimental components. Ingredients such as baking soda are very abrasive, causing enamel loss at the gumline and can also result in tooth sensitivity.

TIP - Choose your toothpaste after analyzing the advertised content on the container. Avoid using toothpastes with high percentage of bleaching peroxides for extended periods of time. If you have sensitive teeth, a toothpaste with higher flouride content is your best choice.

BEFORE



Application of cosmetic bonding to treat tooth loss caused from a patient grinding their teeth.

AFTER



BAD HABITS

Unfortunately many people develop habits that may not only compromise tooth structure but also esthetics.

Nail biting will cause loss of tooth structure of the biting surface of the involved teeth with compromised esthetics as the teeth wear.

We often find in the dental profession tongue and lip rings are also culprits of chipping and thinning of the enamel surfaces of teeth. As tooth abrasion occurs, teeth can also become sensitive.

TIP - Practice avoiding these detrimental activities

IN THE EVENT OF PHYSICAL OR EMOTIONAL CONDITIONS RESULTING FROM LOSS OF TOOTH STRUCTURE, IT IS RECOMMENDED YOU CONSULT WITH YOUR DENTIST FOR RESTORATIVE OR CORRECTIVE OPTIONS.

BIG TIP

All forms of tooth loss, not only tooth loss caused from dental decay, can and should be restored. Restorative intervention is particularly recommended if loss of tooth structure is into dentin and there is a complaint of sensitivity or an esthetic concern. Cosmetic bonding is a common procedure used in dental restorative care where a tooth coloured restoration can be placed to restore the integrity, esthetics and function of your teeth. Cosmetic bonding often requires no tooth preparation, is painless and can be achieved in one visit. It is often covered by private insurance and the results can be beautiful, yielding restorations that blend seamlessly to the rest of your dentition. Treatment not only restores the health of your teeth, but also the confidence in your smile!

**REMEMBER TO BOOK REGULAR BIENNIAL APPOINTMENTS
WITH YOUR HEALTHCARE PROFESSIONAL.**

Dr. Arab O'Malley operates Halifax Dental Studio in Clayton Park which focuses on the restoration of esthetic and wear using tooth preservation techniques. Dr. Arab O'Malley was recently recognized as Atlantic Canada's first internationally accredited cosmetic dentist.

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

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

Yarmouth Local Retirement Banquet

Yarmouth Local's End of the Year Celebration and Retirement Banquet was held on Saturday, May 28 at Yarmouth Links Golf Club. A total of nine retirees attended the evening. A lovely supper was served and presentations were made to each retiree.



Back row: retirees Burns Thompson, Linda Gallagher, Michael Drew, and Terry Robertson; Digby-Shelburne-Yarmouth provincial executive member Colleen Scott, and Shelburne County Local president Dawn Smith.

Front row: NSTU president Shelley Morse, Yarmouth Local President Roland Hannem, retiree Nancy Amiro, Digby-Shelburne-Yarmouth provincial executive member Lori MacKinnon, and retirees Barb White, Dianne Jacquard, Claire Robertson and Stephanie Eldridge.

Digby Local Retirement Brunch

The Digby Local retirement brunch took place on Sunday, June 5 at the Digby Pines Resort.



Front row left to right: Shelburne Local president Dawn Smith; retirees Gail Comeau and Helen Ivens; Digby Local president Josée Desjardins; Digby-Shelburne-Yarmouth provincial executive member Lori MacKinnon; and NSTU president Shelley Morse.

Back row: Digby-Shelburne-Yarmouth provincial executive member Colleen Scott; and retirees Ben Elms and Kathy Shee.

Shelburne County Local Retirement Banquet

The Shelburne County Local hosted its retirement banquet at the Shelburne Community Centre Fire Hall on Friday, June 3. NSTU president, Shelley Morse, and first vice-president Wally Fiander attended the event along with members of the provincial executive.

From left to right: NSTU's first vice-president Wally Fiander; NSTU president Shelley Morse; Shelburne County Local president and retiree Dawn Smith; retirees Shelly MacIntosh, Sandra Walsh, Mary Manning, John MacKay (who is a Local executive member), Joyce Nickerson, Lesley Smith, and Kristine Nickerson; Digby-Shelburne-Yarmouth provincial executive representatives Colleen Scott and Lori MacKinnon; and Yarmouth Local President Rollie Hanem.



NSTU REP PINS

The NSTU Rep pin is available for **purchase by NSTU Locals**, for their NSTU Reps. At only \$2.50 each, these brushed pewter pins are sure to be recognized at your school or campus.

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Learn how teaching yoga can bring joy to a school.

Inspire growth, inner peace and connection in your students.

YOGA in schools | CANADIAN CONFERENCE

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

Conference Leaders:

Jenny Kierstead, author of 8 yoga school programs and award-winning educator, is founder of Breathing Space Yoga Studios.

Blair Abbass has been teaching meditation and stress reduction for students and teachers for over 30 years and was the first teacher to bring Yoga 11 to HRSB.

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

Date(s): July 18th-21st, 2016
Location: Chocolate Lake Hotel, Halifax, Nova Scotia
Fee: \$ 500.00 + HST

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BreathingSpace YOGA STUDIO

Teachers who make a difference

Cindie Collette Conrad



NSTU president presented Cindie Colette Conrad with her **Teachers Make a Difference** Award on April 1 at the CSANE rep retreat in Halifax. From left to right: CSANE provincial executive representative Sue Larivière-Jenkins, CSANE Local president Renée Samson; École Bois-Joli NSTU rep Melissa Gordon; **Teachers Make a Difference** award recipient Cindie Collette Conrad, and NSTU president Shelley Morse.

students, school and community. She also sees great value in the program. “To be nominated and recognized as a teacher who has made a difference was an honour,” she beams. “I feel that I am surrounded by amazing teachers who love their jobs and who try every day to make an impact on their students and on their families.”

“We have a wonderful job but I think sometimes people don’t always realize all of the extra time we put in our work to make sure that every student feels special and receives a quality education. I think it is a wonderful initiative on behalf of the NSTU and hope that it will continue.”

Cindie Collette Conrad has been a teacher at École Bois-Joli since she graduated from the Université de Moncton in 2003. Since that time she also completed Master’s in Education Second Language from Université Sainte-Anne.

“I have taught Grade 2 and mostly Grade 5, which I absolutely love,” she says.

Collette Conrad is one of 10 recipients of this year’s *Teachers Make a Difference* campaign and is the Conseil scolaire acadien provincial representative for this year’s campaign.

“I’d heard about the *Teachers’ Make a Difference* program for the first time this year after seeing the promotion on TV,” she says. “I remember thinking that it was wonderful to recognize teachers and I was actually getting chills thinking how special it would be for a teacher to be nominated.”

She says the phone call that gave her the good news she was selected as one of this year’s recipients came at a very good time.

“When I got the call, it was at the end of October and I was working on my report cards, which is a very busy time of the year for all teachers,” she points out. “I was so surprised to hear the news! It really made my day and after listening to what the person who nominated me wrote about me— my teaching habits, how students felt in my classroom—I really was touched. The fact that a parent took the time to nominate me was the best gift ever.”

The parent who nominated Colette Conrad had many great things to say about how she makes a difference for students—“*Her priority is to make sure all of her students feel that they belong in her classroom. They know that they will be respected and how to show respect. They feel special, valued and important, which will make them work to their fullest potential. She wants all of her students to understand the outcomes and will take the extra time to help those that are struggling. She is able to motivate those that need it too. Her students are always sad to leave her classroom at the end of the year. They feel loved, and can therefore concentrate on learning.*”

Based on the nomination it’s easy to see how she makes a difference for her

Teachers who make a difference

Dana Jewers



NSTU president Shelley Morse presented Dana Jewers with his **Teachers Make a Difference** award and \$300 cheque at his school on May 5. They are shown with Fanning Education Centre/Academy principal Jeff George.

A Brookfield, Colchester-East Hants native, and currently living in Antigonish County, Jewers still feels at home teaching in Canso. “My Dad grew up in Guysborough County and we stayed in my grandfather’s house when I first started teaching.”

He loves teaching in rural Nova Scotia. “Not being from here, my students have always made me feel welcome,” he comments. “There is a lot of parental support in this community.” He says the says that the strong home and school connection, “is a great way to make a positive impact for students. It’s a testament to teaching and working in rural Nova Scotia.”

He loves his school and the great teaching and school staff and administration he works with. “Students have real sense of home here and we continually try and build that throughout the curriculum and in extracurricular activities.”

Jewers has given the \$300 cheque from his *Teachers Make a Difference* award to the school’s breakfast program. “This initiative (*Teachers Make A Difference*) helps to build up the public perception of what teachers do—it’s not only the curriculum but other things we do as well. We wear many hats and it’s important for the public to have more awareness of that fact. I hope the program will continue.”

Dana Jewers didn’t know what to think when he was called out of an inservice to take a phone call last fall. The phone call let him know that he was a chosen recipient of this year’s *Teachers Make a Difference* program. “I was in a math session and was kind of shocked when I was asked to leave the session to call the school—my mind started to race,” he admits.

The Grade 4-5 classroom teacher and Grade 6-7 math teacher at Fanning Education Centre/Academy is married to Guysborough County Local’s president, Deena Jewers. “Through my NSTU involvement I was well aware of the program, but some of my students kept asking about the campaign—it was clear that they knew about my nomination.” He has been a NSTU rep for two years and is currently the vice president of professional development for the Guysborough County Local.

“I really think to get an award from students and parents is very meaningful, when it comes from the students you teach and their parents—that’s special,” he says. “The fact that they have to take the initiative to nominate you and it’s not something imposed on them is really great.”

Jewers’ nominator has high praise for him. “*We all have that one teacher or two that has made a lasting impression on us. One that has a gentle manner to push students—sometimes without them even knowing it—to be at the top of their game, to think outside the box to expand their capabilities and knowledge or give them that extra boost of confidence they may need on that day. For my daughter and her friends, that teacher has been Dana Jewers. He is an exceptional teacher who is thought and spoken highly of, by his students, and their parents.*”

“I am honoured and blessed that I am one of 10,000 teachers that was selected,” Jewers remarks. “There are a lot of great teachers here.”

Jewers has also taught at Tamarac Education Centre, in Port Hawkesbury, St. Mary’s Academy in Guysborough and St. Andrew’s Junior School in Antigonish over his 10-year teaching career. He studied at Lakehead University in Thunder Bay where he received his BA and BEd and he also has a math certificate from StFX.

Teachers Make a Difference

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



Teachers who make a difference

Jo Anne MacDonald



NSTU president Shelley Morse presented Community College faculty member Jo Anne MacDonald with her **Teachers Make A Difference Award** at the Strait Area Campus on April 1. They are shown with Community College Local executive member Julie Marchand (Business Faculty member), NSTU Campus rep Carroll MacIsaac (Carpentry Faculty member), and Strait Area Campus Business Academic Chair Christena Goyetche.

As a faculty member instructing in NSCC's Continuing Care Assistant (CCA) program, Jo Anne MacDonald teaches her students to become competent and compassionate care workers, so they can enhance the lives of the people and communities they serve. In turn, Jo Anne MacDonald enhances her students' lives and she has been recognized for that as this year's Community College recipient for NSTU's *Teachers Make A Difference* program.

"I was very surprised to be nominated, but I was also very honoured," she says. "I was excited to be recognized by a student."

It's evident in the nomination from one of her students that she is worthy of the recognition. *"I am nominating my instructor—teacher Jo Anne MacDonald. She has been an amazing instructor for my fellow classmates and me. I have very high anxiety and going back to college at 38 was so scary for me. She made me feel so calm and relaxed and made feel that no matter what, I can do this! She gave me confidence to succeed. She makes our course so realistic that you can not help but enjoy and learn, she always puts us first and will help us no matter what!"*

As a Registered Nurse of 40 years, MacDonald is able to relate and connect her experience for the benefit of her students. "I started my teaching career as a casual Nursing Faculty at Strait Area Campus in October 2000, assisting the core faculty in the Skills Lab," she says. "As an RN I did teaching every day with patients and other nursing staff, and this helped me tremendously to adjust to teaching in front of a class of eager students."

She began teaching in the CCA program but also worked with the Practical Nursing Program at the Pictou Campus for several months before getting a full time job with the CCA Program at the Strait Area Campus in 2002, where she currently teaches. "I teach all the subjects for the CCA Program, she says. MacDonald has also taught for the Practical Nursing Program and is a facilitator for the Alzheimer's Course and Palliative Care Course.

MacDonald says it's nice to be recognized through the *Teachers Make A Difference* program. "It just adds a little more meaning to the hard work a teacher does," she says. "The entire campus celebrated my win. It was exciting. It was so nice to hear congratulations so many times."

"But I certainly do not teach with the thought of getting a reward," she continues. "My reward is watching the students walk across the stage at graduation. So many of the students have many challenges they have to deal with while taking the course—family life, raising children, being a single parent, working part time. I am so proud to be a part of their successful journey."

Her passion for her students, teaching and her program has clearly made an impact for her students, campus and community.

"I was very humbled that a student took the time to nominate me. I tend to expect a lot from my students and I want them to be the best caregiver they can be. It certainly makes a person feel good to be told they are doing a good job. I feel so blessed to work at a job that I truly love and to be recognized for my dedication is rewarding."



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Executive Director's Remarks to Annual Council 2016

I am happy to say our collective efforts show progress in social media, technology, setting a foundation to a restorative approach in our meetings and numerous other activities.

The most interesting was the resolution passed last year to implement a restorative approach to meetings of the NSTU. In February, there was a presentation to the Equity Committee on a restorative/relational approach that highlights the theory and practice. The restorative approach helps us to think about the relational impact of our decisions on others.

One area that is ever-changing and makes a big difference in the way you do business is social media. The Union is quite pleased with the progress in this area. A Communications Support Specialist was hired this year to help strengthen our involvement with social media. What is our progress report for the six-month period? We increased our Facebook likes by 69 per cent. We increased Twitter follows by 25 per cent. Our response rate on Facebook has improved (currently 100 per cent with a 12-hour reply time). Twitter analytics shows 41 per cent increase in tweets, 36.3 per cent increase in tweet impressions, 16.7 per cent increase in profile visits, 49.1 per cent increase in mentions, and 63 per cent increase in followers.

We are also working with Orenda Solutions, an online monitoring software service that interprets what people are saying about an organization and provides a refined analysis. It measures reputation broken down by six measures: trust, influence, satisfaction, commitment, character, social responsibility, and exchange of benefits. Our recent measure: Trust - 88 per cent; Influence - 44 per cent; Satisfaction - 63 per cent; Commitment - 64 per cent; Character - 54 per cent; Social Responsibility - 65 per cent and exchange of benefits - 85 per cent, with a general score of - 83 per cent.

In technology, a new website and app was launched this year. We have more capability and able to access most things on the screen. There is ongoing work will further develop our capabilities and facilitate access for members.

A successful Sheonorail conference was held in the fall. *Safe Schools – One Peace at a Time* provided dynamic and fabulous speakers on mental health issues in the classroom. NSTU's Insurance Trustees and Johnson Inc. are sponsoring a Mental Health and Wellness Grant to support innovative initiatives that promote the mental health and well-being of children and youth in the schools/campuses across Nova Scotia.

The 2015 Pension Valuation showed that our funded level decreased from 77.3 to 76.7 per cent. Our assumed rate of return was decreased from 6.4 to 6.25 per cent. The markets were not as cooperative as we would like and we missed our assumed rate of return by 2 per cent. The decrease would have caused the fund to drop more however the additional contributions by members and government and a positive adjustment to the plan for inactive members saw only a slight decrease. I urge all members to review the valuations and keep informed about your pension plan.

This has been a very busy year for staff with negotiations. Meetings were held across the province with the tentative agreement and then following the rejection of the agreement, there was Bill-148. Bill 148, Public Services Sustainability Act, was introduced on December 1, 2015, received Royal Assent on December 18, but has not yet been proclaimed into force. The Act imposes a wage settlement and will not allow for further accumulation of service awards. We appeared before Law Amendments committee recommending withdrawal of the Act as it interferes with the collective bargaining process. The NSTU also held a march around the legislature in protest to the Bill. NSTU staff worked relentlessly on your behalf in trying to protect the contract and collective bargaining.

Both parties have returned to the negotiating table. Community College negotiations have also begun.

As part of the Minister's Action Plan and the Centre of Teaching Excellence, the Minister plans to release the Teaching Standards this June. The Deputy Minister invited us to send staff to attend meetings on Teaching Standards in November, and we sent a Provincial Executive member and a staff member to regional focus groups held across the province in February and March. Since the Department met with our representatives in January, extensive consultation was undertaken by the Department with education partners across the province. The Department took the feedback collected at each session and incorporated it into the original document.

The Union expressed concern to the Deputy Minister and requested that there be a slow down on the implementation schedule, that we be provided with supporting documents and revised standards for the NSTU for review and feedback.

We need further information on how the proposed standards interface with a number of Articles in our collective agreements. We know from the Minister's Action Plan and information given on the Teaching Standards that evaluation and certification are to be aligned with Standards.

(continued on page 21)

Remarques de la directrice exécutive à l'AGA du Conseil 2016

J'ai le plaisir de vous dire que nos efforts collectifs ont engendré des progrès dans les domaines des médias sociaux, de la technologie, de la mise en œuvre d'une approche réparatrice dans nos réunions et dans de nombreuses autres activités.

Le plus intéressant a été la résolution adoptée l'an dernier de mettre en œuvre une approche réparatrice lors des réunions du NSTU. En février, une présentation a été faite au Comité de l'équité au sujet d'une approche réparatrice/relationnelle qui met en avant la théorie et la pratique. L'approche réparatrice nous aide à réfléchir sur l'impact relationnel de nos décisions sur les autres.

Un domaine qui est en constante évolution et modifie considérablement la façon dont vous menez vos activités est celui des médias sociaux. Le syndicat est très satisfait des progrès dans ce domaine. Un spécialiste du soutien aux communications a été embauché cette année pour aider à renforcer notre participation aux médias sociaux. Quel est notre rapport d'activité pour cette période de six mois? Nous avons augmenté nos « J'aime » sur Facebook de 69 %. Nous avons augmenté nos suivis sur Twitter de 25 %. Notre taux de réponse sur Facebook s'est amélioré (il est actuellement de 100 % avec un temps de réponse de 12 heures). L'analytique de Twitter révèle une augmentation de 41 % des tweets, une augmentation de 36,3 % des impressions de tweet, une augmentation de 16,7 % des visites de profil, une augmentation de 49,1 % des mentions et une augmentation de 63 % des suiveurs.

Nous travaillons également avec Orenda Solutions, un service logiciel de surveillance en ligne qui interprète ce que les gens disent au sujet d'une organisation et fournit une analyse détaillée. Il mesure la réputation en fonction de six critères : confiance, influence, satisfaction, engagement, caractère, responsabilité sociale et échange d'avantages. Nos récents résultats : confiance – 88 pour cent; influence – 44 pour cent; satisfaction – 63 pour cent; engagement – 64 pour cent; caractère – 54 pour cent; responsabilité sociale – 65 pour cent et échange d'avantages – 85 pour cent, avec un score global de 83 pour cent.

En matière de technologie, nous avons lancé cette année un nouveau site Web et une nouvelle appli. Nous avons une capacité accrue et nous sommes en mesure d'accéder à plus de choses sur l'écran. Des travaux sont en cours pour développer davantage nos capacités et faciliter l'accès pour les membres.

Une conférence Sheonorail très réussie s'est tenue à l'automne : *Safe Schools – One Peace at a Time*. Elle a offert des présentateurs dynamiques et fabuleux qui ont parlé des problèmes de santé mentale en classe. Les fiduciaires du régime d'assurance du NSTU et Johnson Inc. parrainent une bourse pour la santé mentale et le bien-être en vue de soutenir des initiatives novatrices qui favorisent la santé mentale et le bien-être des enfants et des jeunes dans les écoles et les campus partout en Nouvelle-Écosse.

L'évaluation 2015 de notre régime de pensions a révélé que notre niveau de capitalisation avait diminué, passant de 77,3 % à 76,7 %. Notre taux de rendement présumé a diminué, passant de 6,4 % à 6,25 %. Les marchés n'ont pas été aussi coopératifs que nous l'aurions souhaité et nous avons raté notre taux de rendement présumé par 2 %. Cette diminution aurait entraîné une baisse accrue du fonds toutefois des cotisations supplémentaires des membres et du gouvernement et un ajustement positif au régime pour les membres inactifs ont permis que cette diminution soit seulement légère. J'incite tous les membres à passer en revue les évaluations et à se tenir au courant du régime de retraite.

Cela a été une année très occupée pour le personnel en matière de négociations. Des réunions se sont tenues dans toute la province au sujet de l'accord de principe, et puis, suite au rejet de l'accord, il y a eu le projet de loi 148. Le projet de loi 148, Public Services Sustainability Act (loi sur la durabilité des services publics), a été présenté le 1er décembre 2015, a reçu la sanction royale le 18 décembre, mais n'a pas encore été proclamé en vigueur. Cette loi impose un règlement salarial contraint et ne permet pas l'accumulation des primes de service. Nous nous sommes présentés devant le Comité des amendements législatifs pour recommander le retrait du projet de loi car il entrave le processus de négociation collective. Le NSTU a également organisé une manifestation devant la législature pour protester contre le projet de loi. Le personnel du NSTU a travaillé avec acharnement en votre nom pour tenter de protéger la convention collective et les négociations collectives.

Les deux parties sont retournées à la table des négociations. Les négociations du Collège communautaire ont également commencé.

Dans le cadre de son Plan d'action et du Centre d'excellence de l'enseignement, la ministre prévoit de publier les Normes d'enseignement en juin. La sous-ministre nous a invités à envoyer du personnel pour assister aux réunions sur les normes d'enseignement en novembre, et un membre du Comité exécutif provincial et un

(Suite à la page 21)

Remarques de la directrice exécutive

(Suite de la page 20)

membre du personnel cadre ont participé à des groupes de discussion régionaux qui se sont tenus dans toute la province en février et en mars. Depuis que le ministère s’est réuni avec nos représentants en janvier, une vaste consultation a été entreprise par le ministère avec les partenaires de l’éducation dans toute la province. Le ministère a retenu la rétroaction recueillie lors de chaque session et l’a incorporée au document initial.

Le syndicat a fait part de ses préoccupations à la sous-ministre et a demandé à ce que le calendrier de mise en œuvre soit ralenti et à ce que nous recevions les documents à l’appui et les normes révisées en vue d’un examen et de commentaires par le NSTU.

Nous avons besoin de davantage d’information sur les interférences potentielles des normes proposées avec certains articles de nos conventions collectives. Nous savons d’après le Plan d’action et les informations fournies sur les normes d’enseignement que l’évaluation et l’accréditation sont censées être alignées sur les normes.

Le NSTU continuera à suivre de près le projet de normes d’enseignement et à y répondre de manière appropriée durant l’année à venir.

Nous devons avoir notre mot à dire dans toutes les réformes qui auront lieu au sein du système éducatif. Nous devons conserver une attitude positive et faire preuve de flexibilité. Nous avons également besoin d’un vote de solidarité de nos membres pour faire en sorte que nos prochaines conventions collectives préservent, renforcent et améliorent nos conditions de travail et d’emploi.

Je tiens à remercier l’ensemble du personnel pour sa collaboration en vue de la préparation et de la tenue de l’AGA du Conseil.

Je tiens également à remercier le Comité exécutif provincial pour son soutien constant et pour l’efficacité de son processus décisionnel en séance.

Shelley Morse est un excellent leader; c’est une personne bienveillante qui a constamment défendu les intérêts de nos membres. Elle a trouvé le temps et l’énergie d’avoir des conversations en tête-à-tête avec les membres. Shelley connaissait bien les enjeux importants pour les membres et elle a pressé la ministre et le ministère au sujet d’un certain nombre d’enjeux récurrents tout au long de son mandat de quatre ans : les conditions de travail des enseignants, PowerSchool®, Tienet®, les bulletins scolaires, la pauvreté des enfants, la violence dans nos écoles – la liste est longue.

Je vous remercie, Shelley, d’avoir travaillé avec moi au cours des trois dernières années et je vous souhaite tout le succès possible dans vos projets futurs et pour votre retour en salle de classe l’an prochain.

J’ai hâte de travailler en collaboration avec le prochain président pour faire en sorte que nous restions le porte-parole puissant qui est nécessaire pour façonner l’avenir de l’éducation en Nouvelle-Écosse. Nous avons besoin d’une énergie solide et positive pour aller de l’avant et maintenir une organisation dynamique et efficace qui fait progresser la profession enseignante et favorise une éducation de qualité financée par les fonds publics pour tous les Néo-Écossais.

« *Ce que je cherche n’est pas là-bas, c’est en moi.* »

— Helen Keller

Merci.

Executive Director’s Remarks (English)

(continued from page 20)

The NSTU will continue to monitor closely and respond appropriately to the Teaching Standards in the upcoming year.

We need our voice in any changes to take place in the education system. We need to maintain a positive attitude; be able to demonstrate flexibility. We also need a show of solidarity by our members to ensure our next collective agreements maintains, enforces and improves the terms and conditions of our employment.

I would like to thank the entire staff in working together for the preparation and holding of Annual Council.

I would also like to thank the Provincial Executive for their continued support and effective decision-making at the table.

Shelley Morse is a strong leader—she is a caring individual and has consistently stood up for our members. She took the time and energy to have face-to-face conversations with members. Shelley knew the issues for members and drilled the Minister and Department on a number of recurring issues throughout her four-year term: working conditions of teachers, PowerSchool®, Tienet®, report cards, child poverty, violence in our schools—the list goes on.

Thank you, Shelley, for working with me for the past three years and all the best in your future endeavors and returning to the classroom next year.

I look forward to working together with the next President to continue to make sure we are the strong voice needed to shape the future of education in Nova Scotia. We need strong, positive energy going forward to make sure we keep a dynamic effective organization that advances the teaching profession and promotes publicly funded quality public education for all Nova Scotians.

“*What I am looking for is not out there, it is in me.*”

—Helen Keller

Thank You.

Belief Statement and Call to Action

The Presidents of the Canadian Teachers’ Organizations met in St. John’s, NL on May 29 - June 1, 2016. The Presidents have developed the following Belief Statement and Call to Action due to overwhelming concerns on educational reform, inclusive education, austerity budgets and teachers’ mental health and wellness.

Belief Statement

WE BELIEVE... that austerity budgets undermine the strength of our public education system as students and their teachers lose out, and families are left out.

WE BELIEVE... that publicly funded public education must be fully funded to support student learning.

WE BELIEVE... that a successful inclusive education model requires sufficient funding and teachers/educators to ensure student needs are addressed.

WE BELIEVE... that assessment of students is best left to the professional judgement of teachers.

WE BELIEVE... that fiscal deficits must not be solved at the expense of the public education system or on the backs of our children.

Immediate Call to Action

On behalf of our over 300,000 teacher members, we call on the provincial and territorial governments across Canada to take immediate action to address the concerns expressed by the national presidents of the provincial and territorial teachers’ organizations.

This Belief Statement and Call to Action is supported by the following:

Alberta Teachers’ Association
www.teachers.ab.ca

Association des enseignantes et des enseignants
franco-ontariens
www.aefo.on.ca

British Columbia Teachers’ Federation
www.bctf.ca

Canadian Teachers’ Federation
www.crtf-fce.ca

Elementary Teachers’ Federation of Ontario
www.etfo.ca

Fédération des syndicats de l’enseignement
www.fse.qc.net

L’Association des enseignantes et enseignants
francophones du Nouveau-Brunswick
www.aefnb.ca

Manitoba Teachers’ Society
www.mbtch.org

New Brunswick Teachers’ Association
www.nbta.ca

Newfoundland and Labrador Teachers’ Association
www.nlta.nl.ca

Northwest Territories Teachers’ Association
www.nwtta.nt.ca

Nova Scotia Teachers Union
www.nstu.ca

Nunavut Teachers’ Association
www.ntanu.ca

Ontario English Catholic Teachers’ Association
www.oecta.on.ca

Ontario Secondary School Teachers’ Federation
www.osstf.on.ca

Ontario Teachers’ Federation
www.otffco.on.ca

Prince Edward Island Teachers’ Federation
www.peitf.com

Quebec Provincial Association of Teachers
www.qpat-apeq.qc.ca

Saskatchewan Teachers’ Federation
www.stf.sk.ca

Syndicat des enseignantes et enseignants du
programme francophone de la C.-B.
www.sepfc.ca

Yukon Teachers’ Association
www.yta.yk.ca

CONTRACT HOTEL CHANGE

Please be advised that effective **JULY 1, 2016**, the contract hotel for all Nova Scotia Teachers Union business is the Lord Nelson Hotel.

The Westin Nova Scotian Hotel has been chosen as the overflow for business in the event the Lord Nelson is full.

Any guest rooms required at either hotel for NSTU business **must be booked through NSTU Central Office.**

The following guest rates will apply for NSTU business travel:

LORD NELSON: \$80.00 – classic guestroom with breakfast & parking included (plus tax & marketing levy)

WESTIN NOVA SCOTIAN: \$92.00 – standard guestroom with parking (plus tax & marketing levy) (breakfast option \$11.50 per person)

Both hotels are offering a preferred rate for NSTU Leisure travel. Effective July 1, 2016 the following rates will apply:

LORD NELSON: \$109 (plus tax & marketing levy) with free parking

WESTIN NOVA SCOTIAN: \$109 (plus tax & marketing levy) with free parking

PLEASE NOTE:

Any Local or RRC wishing to use the contract or overflow hotel must contact the NSTU Central Office in advance and provide the approximate number of guest rooms and meeting rooms required. The hotels will not be accepting bookings for business purposes directly without prior authorization from the NSTU Central Office.

Once the hotel space availability has been confirmed by the NSTU Central Office, the Locals and RRCs can provide the details of the meeting requirements directly to the hotel.

NSTU Central Office Contact Information:

Phone: 1-800-565-6788

Email: events@nstu.ca



NSTU SECONDMENT RESOURCE FILE

**Secondment application forms are available
on the NSTU website at www.nstu.ca.**

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

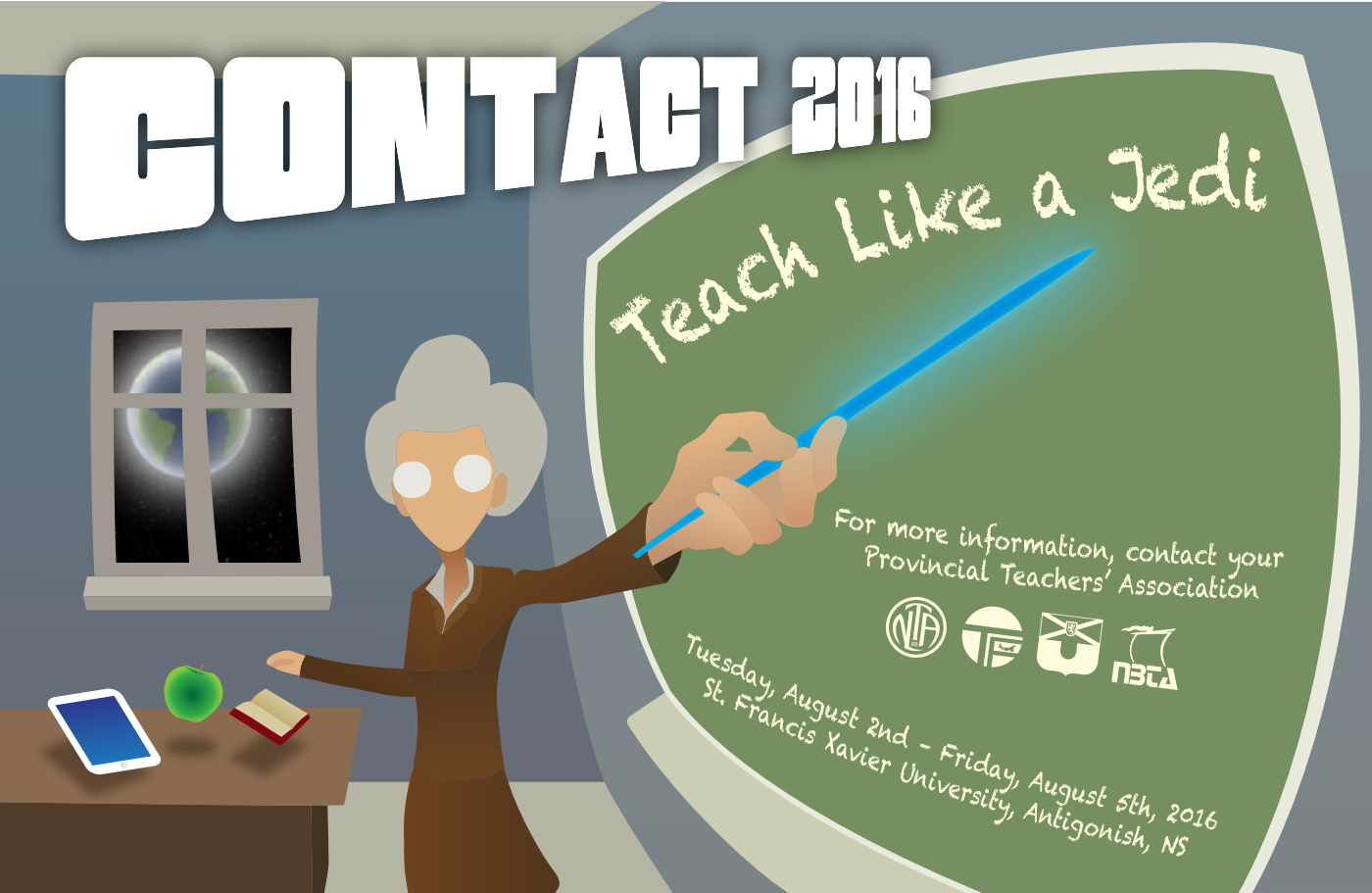
- Select “The NSTU” from the drop down menu
- Select “Staff” from the drop down menu
- Select “Secondments”

executive highlights

June 3-4

- Filed the Table Officers Report;
- Approved a recommendation that \$25,000 be donated to ATA Local 48 (Fort McMurray) in support of teachers affected by the fires in Fort McMurray;
- Appointed all Standing Committees for 2016-2017;
- Approved a recommendation that an advertisement be placed to fill two positions on the Comité de programmation acadienne;
- Elected 2nd Vice-President: *Cherie Abriel*; Elected Secretary-Treasurer: *Thérèse Forsythe*;
- Personnel Committee: *Cherie Abriel, Chair; Turk MacDonald, Lori MacKinnon and Shelley Morse*
- Governance & Policy Committee: *Nancy Doyle, Darlene Bereta, Damian Hall, Keri Butler, Colleen Scott, Angela Deagle, Allister Wadden, and Marc Breagh.*
- Nominating Committee: *Bill Murphy, Colleen Scott, Hope Lemoine, Peter Day and Sue Larivière-Jenkins.*
- Approved a permanent contract for Pam Langille, Executive Staff Officer in Member Services;
- Approved a permanent contract for Stacy Samson, Executive Staff Officer in Member Services;
- Approved a recommendation that Adela Njie's contract be extended to December 31, 2016;
- Approved signing officers for 2016-2017;
- Referred the Northside-Victoria Constitution to the Governance and Policy Committee;
- Approved a recommendation that the NSTU investigate the possibility of collaborating with the Nova Scotia Federation of Labour and other groups

- on the campaign to raise the minimum wage in Nova Scotia;
- Approved the Disposition of 2016 Resolutions;
- Approved Out-of-Province Grants in the amount of \$425.00 each;
- Approved Full Time Study Grants in the amount of \$2,000.00 each;
- Approved Travel Fellowships in the amount of \$375.00 each;
- Amended Operational Procedures 4 a. (xii) (a) (II) B. Public Affairs/Public Relations Committee;
- Approved a recommendation to direct staff to investigate a means of instant communication via text or other platforms deemed to be urgent and imperative impacting active NSTU members and report back to the Provincial Executive;
- Approved a recommendation that the NSTU address a letter to the Department of Education and Early Childhood Development and all school boards to advocate for clear policy that protects LGBT+ teachers who are feeling unsafe and unsupported in their schools and work lives.



BOOK GIVEAWAYS!!

The Teacher would like to give away three sets of books. To enter, email theteacher@nstu.ca by August 2 with either **Elementary, Junior, or High** in the subject line along with your name, mailing address, and school/campus name.

FIRST SET:
Elementary Grades (P-5).
Books include: **Miss Moon** by Janet Hill; **Who Broke the Teapot?!** by Bill Slavin; and **The Toad** by Elise Gravel.



SECOND SET:
Middle School Grades (6-9).
Books include: **We are all made of molecules** by Susan Nielsen; **It's Your World - Get Informed, Get Inspired, & Get Going** by Chelsea Clinton; and **Nick and Tesla's Solar-Powered Showdown** by "Science Bob" Pflugfelder & Steve Hockensmith



THIRD SET:
High School Grades (10-12).
Books include: **Quiet Power** by Susan Cain; **Charmed** by Michelle Kry; and **Black Dove White Raven** by Elizabeth Wein.





Retired Teachers Organization of the Nova Scotia Teachers Union
<http://rto.nstu.ca>



MEMBERSHIP / AUTHORIZATION FORM

Member Information [please print, to be shared with Branch Presidents]:

Name: _____ Retirement Date: _____

Professional #: _____ Employment # (NSCC Members): _____

Address: _____

Town/City: _____ Postal Code: _____

Phone #s (h): () _____ Phone (c): () _____

Date of Birth: _____ Email: _____

☐ Please check this box if you prefer to receive **The Retired Teacher** newsletter by email instead of regular mail.

Payment:

☐ I hereby authorize the monthly approved RTO membership fee deduction from my Nova Scotia Teachers' Pension [presently \$3/month]. I can stop this deduction at any time by returning my card to the RTO. *A temporary card may be issued with the permanent card to follow.

⇒ **Authorization Given:**

Signature _____ **Date** _____

Branch to which I prefer to belong [please circle only one]:

Annapolis	Halifax CPX	Pictou
Antigonish-Guysborough	Halifax City	Queens
AER-Baie Sainte-Marie [Clare]	Halifax County	Richmond
Colchester-East Hants	Inverness	Shelburne County
Cumberland	Kings	Sydney & Area District
Dartmouth	Lunenburg County	West Hants
Digby	New Waterford	Yarmouth-Argyle
Glace Bay District	Northside-Victoria	Out-of-Province

Please return this form to:
RTO/NSTU, 3106 Joseph Howe Drive, Halifax, NS B3L 4L7

Kings Local members address poverty

The Kings Local organized a PD session on April 20 entitled *Making the Invisible, Visible!* as part of the Local’s social action plan to help people living in poverty.

This joint venture of the Local’s Equity Committee and PA/PR Committee featured a panel of speakers including: Community College Kingstec faculty member Tim Amos, representing the Canning Food Bank; John Andrew, director of Open Arms (Kentville); Russ Sanche, director of The Portal (Kentville); and Greg Mackin, Principal of the Adult High Schools in the AVRSB.

“Our goal was to give our members some background on the organizations in our communities that are working to help those living in poverty,” says Kings Local president Natalie MacIsaac. “This will help us learn how we can better help those organizations to ultimately aid the students we see every day who use and or could benefit from these organizations.”

MacIsaac was amazed at all the learnings from the panel of speakers at the event on April 20. “The importance of access to services that we take for granted like dental and medical care was highlighted,” she says. “What is resoundingly important is how these organizations create a sense of community and connectedness for people.”

She also says that for members of her Local it has given them more background and information on community organizations that can help support students living in poverty and their families.

MacIsaac points to Leslie Frank’s Poverty Report Card (2015), which was the compelling piece of literature behind the committees’ work. “As the action component of this information session, NSTU members in the schools in the Kings Local were challenged to collect funds and/or items and determine which organization they would like to see their donations go.”

MacIsaac says the Equity Committee encouraged NSTU members at schools, “To help the groups in our area who are offering services to those in need, and to address a very real need for many we see in our classrooms every day.”

At the Local’s AGM on May 17, NSTU representatives brought what had been collected so the items could be bundled for each organization.

“We hope that our members will continue to be engaged with the organizations in our communities that work to help the same people for whom we are already trying to make a difference. Our collective efforts, no matter the size, can have a positive impact,” adds MacIsaac.



Kings Local Equity Committee Liaison Cathy Burgess, Debbie Reimer from CAP (with grandson), John Andrew Director of Open Arms, Committee Member/VP of PA/PR Bev Roy, Tim Amos from the Canning Food Bank, Troy Coldwell representing The Portal (Kentville), and Equity Committee member Rosalie MacDonald at the May 17 Kings Local AGM.



Above are the panelists who spoke at the April 20 Making the Invisible, Visible! session

Kings Local president Natalie MacIsaac with Equity Committee member Rosalie MacDonald and Equity Committee Liaison Cathy Burgess with some of the collected items from schools in the Kings Local.



SRSB’s Strait to Excellence Awards

On May 27, the Strait Regional School Board honoured 20 members of staff during its inaugural Strait to Excellence Award Ceremony held at the Port Hawkesbury Civic Centre.

“Your commitment, excellent work ethic and leadership have played an important role in our students’ achievement and success. You have fulfilled, exceeded, and excelled in your respective positions,” said Board Chair Francine Boudreau during the ceremony.”

The Strait to Excellence Award recognizes employees who demonstrate excellence in the areas including, but not limited to, student achievement, staff success, school performance, integration of technology, health and/or safety of students and/or co-workers, cultural proficiency, commitment to students, and excellence in the workplace.



NSTU members honoured as inaugural recipients of Strait to Excellence Awards are: Andrew Clarey, teacher, Cape Breton Highlands Education Centre/Academy; Chrissi Lynch, Coordinator of Student Services, Department of Programs and Student Services; Fred Sullivan, Mathematics Mentor, Department of Programs and Student Services; Jerome Stewart, teacher, St. Andrew Junior School; Kim Grant, Guidance Counsellor, Antigonish Education Centre; Peter Goosens, Principal, Cape Breton Highlands Education Centre/ Academy; Shaun MacDonald, Principal, SAERC; and Tammy Landry, Teacher, Antigonish Education Centre.

The Artisan Teacher • Dr. Mike Rutherford August 9 & 10, 2016 • Inverary Inn Resort, Baddeck, NS

The NSELC, in partnership with the Rutherford Learning Group, is pleased to offer an exciting professional learning opportunity for P-12 teachers and educational leaders. The two day conference will focus on strategies for high performance teaching that enhance student learning. Participants will be introduced to patterns of skillful instruction. They will become familiar with the 23 themes of teaching that enable teachers to create classrooms with high levels of student engagement, effort, clarity, thinking, performance, and success. Conference participants will recognize the themes in their own teaching, determine their skills and strengths, and enhance their practice.



Dr. Mike Rutherford, educator, author, speaker, and creator of the *Skillful Observation Coaching Laboratory* program and *The Artisan Teacher* multi-media series is recognized as a leading international authority on adult learning, professional leadership, instructional coaching, and teacher efficacy.

Dr. Rutherford's work with administrators enrolled in the Nova Scotia Instructional Leadership Academy has illustrated the impact that the themes of the Artisan Teacher have had on leadership that supports best practices in instruction and assessment. The Artisan Teacher Conference offers an opportunity for teachers in Nova Scotia to learn from Mike's dynamic research-based work.

Register at
www.nselc.ca
after Jan 1 2016

When booking at the Inverary Resort
Baddeck, reference the NSELC Artisan
Teacher Conference to get the preferred
room rate.

1-800-565-5660



www.nselc.ca

REGISTRATION FEE

\$520.00 (plus HST) = \$598.00

Includes :
conference materials,
lunch each day,
nutrition breaks,
and
a copy of *The Artisan Teacher: A Field Guide to
Skillful Teaching*

CONFERENCE AGENDA

Day One Registration: 7:30- 8:45 AM

Day One Workshop: 8:45 AM – 3:30 PM

Day Two Workshop: 8:45 AM – 3:30 PM

Contact—nselc@nselc.ca or (902) 422-3270

coming events

June is...

Recreation and Parks Month www.cpra.ca; Stroke Awareness Month www.heartandstroke.com/; National Aboriginal History Month www.aadnc-aandc.gc.ca/eng; Brain Injury Awareness Month biac-aclc.ca/; ALS Awareness als.ca; Relay for Life cancer.ca; Spina Bifida & Hydrocephalus Canada sbhac.ca; World Scleroderma Day (June 29) <http://worldsclerodermaday.org/>

JUNE 21

National Aboriginal Day

June 21 marks many National Aboriginal Day events that will be taking place from coast to coast. This Day provides an opportunity to acknowledge the unique achievements of First Nations, Métis and Inuit peoples in fields as diverse as agriculture, the environment, business and the arts.

June 21 kick starts the 11 days of Celebrate Canada! which includes National Aboriginal Day (June 21), Saint-Jean-Baptiste Day (June 24), Multicultural Day (June 27) and concludes with Canada Day (July 1).

JULY 14 TO 24

29th Annual Halifax Pride Festival

Don't miss Atlantic Canada's largest LGBTQ+ Cultural Festival taking place July 14 to 24. The Halifax Pride Parade will continue to take place on the second Saturday of Pride Week—July 23rd!

The Halifax Pride Festival is reflective and celebratory of the best of the LGBTQ+ community and culture in Halifax and throughout Nova Scotia. This event draws 150,000 participants annually to the beautiful city of Halifax, this ten-day celebration turns streets into parades, parks into parties and strangers into friends.

Event Dates: July 14-24, 2016; **Location:** Various locations in Halifax. For more information on events, visit halifaxpride.com

AUGUST 31 (DEADLINE)

Scholarship Program 2016—Johnson Inc.

Johnson Inc. offers 50 scholarships, valued at \$1000 each to students completing high school in 2016 and beginning post-secondary education in the fall. To see if you fit the criteria, go to johnson.ca/scholarship

For more information, scholarshipfund@johnson.ca or 1-866-544-2673.

2016-17 NSTU Provincial Executive MEETING DATES

2016

- September 16-17
- October 21
- December 2-3

2017

- January 19-20
- March 2-3
- April 6
- June 2-3



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Corporation

Now accepting student applications for our 2016 Post-Secondary Transition Program! August dates in Halifax, Truro and Kentville. Register on the strADDegies website or call for more information.



strADDegies.com

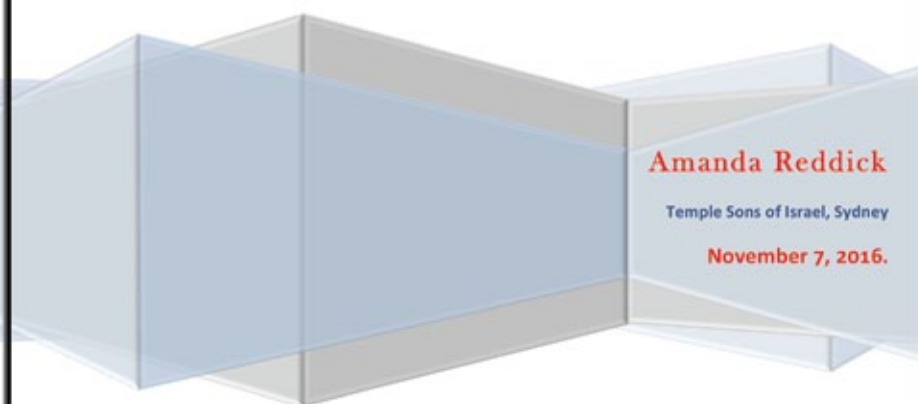


Holocaust Education Week Seminar

Remember the Past, Work for Peace

Info: <http://holocausteducationweek.tumblr.com/>

Email: educationholocaust@gmail.com



NOTICE

UPEI's Master of Education in Leadership in Learning

UPEI's Master of Education in Leadership in Learning is offering six cohorts designed for teachers with varied educational interests. These cohorts range from in-person, to blended, to totally online. They include: Education in Environmental Sustainability, School Librarianship, Mathematics Education, 21st Century Teaching and Learning, Global perspectives, and Differentiated Instruction and Inclusive Education. For more information on these cohorts including admission, costs and program schedule visit upei.ca/med.

Normal College and Nova Scotia Teachers College Grads and Faculty

Reconnect with your classmates and other grads. Come to Truro, August 19-21, 2016, for our annual Reunion! Enjoy the fun and camaraderie with your classmates, the banquet, the musical venues and more! Join the Alumni Association! We need your support to keep our association alive!

This year, we are celebrating grad years ending with '6' and all other years. We are looking forward to hearing from you!

Contact: Alumni Association of NSTC, PO Box 25005, Truro, NS, B2N 7B8; E: info@nsteacherscollege.ca; W: <http://nsteacherscollege.ca>; T: @NSTCAlumni; F: <http://on.fb.me/1yfvexO>

National Carl Orff Canada Conference 2016

Bridges 2016, the National Carl Orff Canada Conference, drew thirteen music teachers from Nova Scotia to Saskatoon, Saskatchewan from April 28 to May 1. The days were jammed packed with music making and performances to inspire the 275 delegates who attended.

With over 45 sessions from which to choose, the options provided many activities for elementary music educators seeking culturally rich and diverse material. Presenters from Australia, Salzburg, USA, and Canada offered enrichment in areas such as movement, improvising, dance, voice, music literacy, story-telling, and playing instruments, plus sessions on caring for Orff Instruments and Orff Course Mentoring.

Mini concerts scheduled between the sessions gave music teachers the opportunity to observe several Children's Groups. Their performances and participation are always a highlight at Orff conferences.

To find out more about Carl Orff Canada visit www.orffcanada.ca or our NS chapter at www.orffnovascotia.com. Save the date for the 25th National Conference of Carl Orff Canada in Niagara Falls from April 19 to 22, 2018.



Nova Scotia delegates attending Bridges 2016

Back: Mary Dowden-Marrie (HRSB), Denise Wilson (HRSB), Alex Whitty (CSAP), Jen Smeltzer (HRSB), Jenny Trites (HRSB), Nancy Tucker (CCRSB), James Jackson (HRSB), Marg Kristie (CCRSB), and Toria Aidoo (HRSB).

Front: Maureen MacMullin (HRSB), Charlotte Myers (HRSB), Debbie MacIsaac (HRSB), and Brenda Currie (HRSB).

Enjoy your summer holidays!!



**THURSDAY
OCTOBER 13, 2016**
Halifax Music Centre,
Oxford School, Halifax NS

The Kodály Society of Nova Scotia Presents **DENISE GAGNE**

KSNS is delighted to bring Denise Gagne back to Nova Scotia! Come and enjoy an inspiring day of practical ideas for the Elementary Music Program from one of North America's most in-demand clinicians.

Where: Halifax Music Centre, Oxford School, 6364 North Street, Halifax

When: THURSDAY, October 13, 2016 **Fee:** \$60.00 **Time:** 8:30-3:30

Contact: Maureen Dunn (MDunn@hrsb.ca)

For HRSB staff to apply for Article 60 Funding, be sure to visit:
<http://www.myhrsb.ca/functions/hr/article60>

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Educational Leadership Consortium of Nova Scotia

The Aspiring Leaders Program

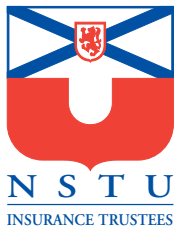
This professional learning opportunity is to support teachers who aspire to become a school based administrator. The Aspiring Leaders Program extends over 13 months and begins August 2016. The program includes two summer institutes and 7 Friday/Saturday seminars. An 8 day residency program will be integrated throughout the program.

Applications are now being accepted for the 2016-17 Cohort of this exciting program being offered by The Educational Leadership Consortium of Nova Scotia (NELC) in partnership with the Department of Education and Early Childhood Development.

For more information on the program visit the Aspiring Leaders Program webpage at www.nselc.ca or contact Terry Wadden, Executive Director, Educational Leadership Consortium of Nova Scotia (NELC) at twadden@nselc.ca or 902-422-3270.

Application Process: Applications will be made available through participating School Board websites. Selections will be based on identified criteria and an interview by a panel of Board personnel.

The Teacher deadlines for the (2016-2017) school year will be posted online during the summer at www.nstu.ca
The deadline for September's issue will be August 12th.



Resilience® Employee/Family Assistance Program

As the school year comes to a close, the NSTU Group Insurance Trustees want to remind you of the Employee and Family Assistance Program, Resilience®, to help you and your family get through difficult times if additional support is needed.

Life is full of challenges. Once in a while, a problem may become overwhelming and you may not know how to tackle it alone. An unresolved problem or ongoing stress can sometimes affect your health—emotionally and physically—and eventually, your quality of life. So where can you turn for support and solutions. The NSTU Group Insurance Trustees make available to active NSTU members an Employee and Family Assistance Program. If you or eligible family members have a problem or need advice and someone to talk to, this service offers expert assistance from caring professionals. Through Resilience® you can reach a team of experienced counsellors who will listen to the issue, offer sound advice and help you create an action plan to address the issue. Resilience® offers counselling services for issues including, but not limited to:

- Stress
- Marital/family/separation/divorce/custody issues
- Alcohol and drug abuse
- Psychological disorders
- Retirement planning
- Sexual harassment
- Conflict resolution
- Weight, smoking and general health issues
- Personal adjustment problems
- Anger management
- Aging parents/eldercare
- Gambling addiction
- Bereavement

Counselling is designed to provide support and understanding, help build coping skills, and teach ways to effectively manage issues and problems.

In addition to counselling services, Resilience® also offers Plan Smart and Career Smart Services. Plan Smart and Career Smart Services are designed to allow you to take a proactive approach to managing everyday challenges and life transitions, and get the information and support you need to suit your unique situation. Plan Smart and Career Smart Services include:

- Childcare and Parenting Caregiver Support Services
- Elder Care and Family Care Services
- Financial Advisor Service
- Career Counselling Service
- Smoking Cessation Service
- Online Courses
- Legal Advisor Services
- Nutritional Support
- Retirement Planning Service
- Shift Worker Support
- 12 Weeks to Wellness

As more and more Canadians are affected by depression, either personally or through someone they know, Resilience® provides additional support such as Depression Care Services. Resilience® can provide assistance for individuals suffering from certain types of depression and provide a counsellor who can deliver personalized sessions using proven counselling techniques to address the symptoms of depression and will coordinate and consult with an individual's treating physician to ensure that all aspects of the treatment program are aligned to deliver the best possible outcomes.

You can choose to receive counselling in a way that is most convenient and comfortable for you, whether that is in-person, by phone, or through a secure online service.

You can also visit Resilience® online at www.myresilience.com and register using the NSTU contract number of 39146 to access additional services such as Health eLinks. Health eLinks is an online resource of health care related materials. With Health eLinks, you can take part in an interactive health assessment, access a comprehensive library of medical information written by medical experts and even create a personal health improvement program.

There are a number of E-courses online at www.myresilience.com. Courses are broken down into three categories:

- Courses for Employees or Family members: Health and Well-Being
- Courses for Employees: Career and Workplace Issues
- Courses for Key Persons and Supervisors

Complete course descriptions are available online. Some examples of the courses available are:

- Foundations of Effective Parenting
- Taking control of your Money
- Leading the human side of change
- Taking control of your Mood
- Respect in the Workplace

.....to name a few.

Accessing Resilience® is easy. To access Resilience® by phone, simply call 1-877-955-NSTU (6788). This toll-free line is available 24 hours, seven days a week.

HERE'S SOMETHING JUST FOR *You*

For over 50 years Johnson has been helping members of preferred groups and associations get more from their home and auto insurance coverage. As a member of **NSTU** you'll get access to additional savings and discounts, extensive coverage, AIR MILES® reward miles, 24/7 claims service, and so much more. It's just our way of showing you how much you mean to us.

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Johnson.ca/deservemore



Johnson Inc. ("Johnson") is a licensed insurance intermediary. Home and auto policies are primarily underwritten by Unifund Assurance Company ("Unifund"). Unifund and Johnson share common ownership. Auto insurance not available in BC, SK or MB. An alternate plan is available in QC. Home and auto insurance discounts only available on policies underwritten by Unifund. Eligibility requirements, limitations, exclusions or additional costs may apply, and/or may vary by province or territory. AIR MILES® reward miles awarded only on regular home and auto insurance policies underwritten by Unifund. At the time the premium is paid, one AIR MILES reward mile is awarded for each \$20 in premium paid (including taxes). AIR MILES reward miles are not available in SK, MB or QC. *TM Trademarks of AIR MILES International Trading B.V. used under license by LoyaltyOne, Co. and Johnson (for Unifund). **You Deserve MORE® Contest (the "Contest") runs from Aug 1/15 to July 31/16. Contest open to persons who, at the time of entry are: (i) members of a recognized group as defined in the Contest rules, (ii) resident of Canada (excluding QC, NU) and (iii) of the age of majority in their province of residence. Other eligibility criteria apply. No purchase necessary. One prize of \$25,000 CAD available to be won. Chances of winning depend on number of eligible entries received. Skill-testing question required. Full contest details at www.johnson.ca/deservemore. MVM 08.2015

resources

media LIBRARY @LRTS

Digital Resources for Teachers

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

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

Going... Going... Get your copy of these Anti-Bullying Videos before they're gone!!
The following videos are available in DVD format for a limited time and in limited quantities for only \$1.62 each except where noted. Click [HERE](#) to order your copy or email us at mediadub@ednet.ns.ca.

Bully Dance

Grades P-12

The “stick people” in *Bully Dance* are imaginary, but this gritty tale of childhood bullying is all too familiar. While this video offers no simple solutions, it does compel viewers to take stock of their actions and to find ways to end the painful experience of peer abuse. (2000; 11 min.)

Bully Smart

Grades 4-6

This four-video set explores positive ways to recognize and deal with bullying situations. Students are encouraged to work together to build a zero-tolerance policy toward bullying, while practicing skills that will both prevent and reduce bullying problems. Titles include: *Don't Stand By* (15 min.), *Five Ways to Stop a Bully* (15 min.), *Are You a Bully?* (20 min.) and *Help! I'm a Bully* (15 min.). (4 DVDs \$6.48)

Feather Boy

Grades 4-6

This six-part series is adapted from the award winning children's book, *Feather Boy* by Nicky Singer. The story is about Robert Nobel, a boy who is the butt of classroom jokes and a victim of Niker, the classroom bully. His life changes when a storyteller invites some of his class to Mayfield House, a place Robert has already dreamed about, where he meets a spiky old lady called Edith Sorrel who chooses him as her partner. He embarks on a series of events that will change their lives forever. (2004; 180 min.) (6 DVDs \$9.72)

Gum in My Hair

Grades 4-9

Did you know: 41% of students reported being involved in social bullying as either victims or bullies; bullying occurs in school playgrounds every seven minutes and once every 25 minutes in class; every month, 13% of Canadian students report being victims of electronic bullying? This video is an engaging, entertaining answer to the serious problem of bullying. It offers young people concrete techniques that they can practice and use in response to ongoing bullying. (2006; 21 min.)

In Other Words

Grades 7-12

Homophobic language is a common verbal put-down among young people. This video speaks to teens and offers a valuable tool to teachers, counsellors and community youth leaders who want to explore the homophobic language heard in schools and other youth hangouts. Weaving together slang, music media images and dictionary definitions, the film examines how language shapes attitude. Teacher preview recommended. (2001; 27 min.)

One of Them

Grades 7-9

A group of high school students plan events to raise awareness about racism, sexism and homophobia. Jamie is shocked when she and her best friend become victims of homophobic name-calling but she must face up to her own reactions as she realizes that her friend is one of them, and needs her support. And Jamie's boyfriend must decide if he will support Jamie. Teacher preview recommended. (2000; 26 min.)

See a Bully, Stop a Bully

Grades P-3

Bullying expert Detective Bill E. Finder shows young elementary students how they can become “Junior Bullying Detectives.” Using his old case files, Detective Bill helps viewers identify various types of bullying, appreciate how the targets of bullying feel, and gain insight into what children really think about bullies. This lively program helps viewers consider the consequences of their own behavior, understand the behavior of others, and feel comfortable turning to adults for support. (2006; 15 min.)

We're In, You're Out: Looking at Cliques

Grades 4-6

Finding their niche in a particular social group can be the most important focus in a youngster's life. The idea of being left out or not belonging to a particular group can make kids miserable. This program helps youngsters look at the positive and negative impact of cliques on both individuals and groups. (2005; 16 min.)

In addition to our lending and duplication collections, the Media Library also has videos that can be downloaded or streamed. Please log into the EduPortal and click on the link for “Online Video Library/Learn360” to access these digital titles.



Teaching and administrative opportunities in the Nova Scotia International Programs

Live and work in a new culture; teach the Nova Scotia curriculum or bring your school leadership expertise to an exciting learning environment.

Schools offering the Nova Scotia program are currently seeking teachers and administrators for September 2016.

Nova Scotia international programs in the People's Republic of China (Grades 10-12) and the United Arab Emirates (Grades P-12) offer:

- competitive pay
- annual return flights
- apartment or living allowance
- paid holidays



For a list of opportunities see:
www.internationalprograms.ednet.ns.ca

**The Teacher deadlines for the 2016-17 school year
will be posted on our website throughout the summer.
The deadline for September's issue will be August 12th.**

myresilience.com



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12 Weeks to Wellness
and more....

Depression Care Services

Provides assistance for individuals suffering from certain types of depression

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On-line access at: www.myresilience.com

New Deals & Discounts for NSTU/RTO Members

CANADA GAMES CENTRE, located at 26 Thomas Raddall Drive, **is now offering corporate rates to current and retired NSTU members and their families.** The offer is applicable to all new memberships. Rates for current members will be revised at the time of renewal when requested.

The Canada Games Centre is committed to the promotion of healthy and active living. Built as a legacy to the 2011 Winter Canada Games, we are a community recreation centre that provides opportunities and access for sport and recreation at all levels. Expand your physical activities in our 176,000 sq. feet facility – where everything you need to get fit and stay healthy under one roof.

Your membership will allow you to swim, dive, and float your way around our Aquatics Centre (3 pools, Hot Tub, Dry Sauna, Water Slides). Stay motivated with a large variety of specialized weight training and cardio equipment in our Fitness Centre (ages 14+). Hone your basketball skills or play for fun in our Field House. Stretch your legs on our 6-lane, 200m indoor Track or choose from over 50 Drop-in Fitness Classes a week.

Membership exclusives include bi-weekly payment plans, advanced registration for programs (including swim lessons), summer camps and after school programs, member only swim times, advanced badminton court bookings and the very popular option to freeze your annual membership for a maximum of 3 months. Plus we have free on-site parking, day-use lockers (just bring your own lock) and worry-free automatic renewal.

Need a boost to get motivated? Consider working with our certified Exercise Specialists and receive special member rates. Included with your membership is a free 45 minute Simply Fit Orientation designed to give you strategies and techniques to help you achieve your goals.

So whether you're young or young at heart, the CGC offers something for everyone. For more information or to book a tour, contact our Membership Coordinator at 902.490.2291 or membership@canadagamescentre.ca. Visit our website at canadagamescentre.ca.

KRAVE BURGER is taking Halifax's burger game to the next level - serving up award-winning local, grass-fed beef burgers and chef-created comfort foods, in a relaxed, modern dining area, with friendly and attentive service. Located at 5680 Spring Garden Road, Krave Burger offers a varied menu, including gluten-friendly and vegetarian options. The bar is fully-licensed, including delectable spiked milkshakes and exclusive Krave Lager from Propeller Brewing Co. There are TVs for sports viewing, USB ports for device-charging, and a variety of seating options for any dining experience.

Krave Burger is pleased to offer 10% off on regular-priced combos to all NSTU members. The discount is available anytime, with both dine-in and take-out orders, but not valid with other discounts or promotions. Please call us at **902.407.5728** with any questions.

THE HOLIDAY INN HARBOURVIEW is conveniently located next to the MacDonald Bridge, the Dartmouth Ferry Terminal and the Dartmouth Bus Terminal. Stay with us in downtown Dartmouth and you will be minutes away from downtown Halifax, Dartmouth Crossing, Burnside Business Park, the Alderney Landing Farmer's Market, Mic Mac Mall and the NSCC Waterfront Campus. The Holiday Inn Harbourview boasts some of the city's finest views over the Halifax Harbour and we can't wait to share them with you! **We are pleased to offer NSTU members and retired members the following rates: October 1 to April 30 - \$115.00 including free parking / May 1 to September 30 - \$125.00 including free parking.** Members can also enjoy a \$10.00 hot buffet breakfast upon request at our in-house restaurant (breakfast valued at \$15.00). We're located at: 101 Wyse Road, Dartmouth, NS B3A 1L9. Call or email us now to make your reservation! Toll free: 1-800-465-4329 / hotel direct: 902-463-1100 / email: reservations@hiharbourview.ca.

ULTRAMAR HOME HEATING - offers a 6 cent per litre discount on posted oil prices to NSTU/RTO members in the Halifax Regional Municipality. ****NEW CUSTOMER OFFER** Use 1500 litres of furnance oil and receive a \$100 gift card! Contact: Bill Kelvey at 902-456-7413.**

classifieds

Classified rates are \$2.00 for the first 15 words and 25¢ per additional word upon presentation of a professional or NSCC Employee number. Non-members pay \$6.00 for the first 15 words and 25¢ per additional word. **To book, call Sonia Matheson at 1-800-565-6788 or email theteacher@nstu.ca**

IS RIVER CRUISING ON YOUR "BUCKET LIST"? We at AlmonTravel (www.almontravel.ca) can advise based on personal experience with the following: European River cruise (Main, Rhine and Danube), Portugal (Douro), Southern France (Rhône and Saône), Egypt (Nile), China (Yangtze) and American Queen Sternwheeler (Mississippi). Contact Danny (danny@almontravel.ca) or 902-431-4932 or 855-902-4937. For best options, book a year in advance.

DESTINATION WEDDINGS - Is a Destination Wedding and exotic honeymoon with family and friends something someone close to you has dreamed about? Savings can be as much as 70% less than an at-home wedding. AlmonTravel (www.almontravel.ca) has experience working with 115 couples from across Canada. Contact Danny at danny@almontravel.ca or 902-431-4932 or 855-902-4937.

WANTING TO RENT - Do you have a room to rent during the university year? Truro teacher's son, quiet, mature student returning to university, is looking for a furnished room near MSVU, or on a convenient bus line. Contact ermfaulkner@gmail.com, or call 902-893-9613 and leave message.

FOR RENT - PEI - 3-Bedroom cottage for weekly rental. Very close to beaches and golfing. www.bayshorecharm.ca

JOB SHARE - French Immersion teacher seeking 0.4 (or less) job share with HRSB for 2016/17. I am

fluently bilingual but open to all opportunities. Please contact armenta.t@gmail.com

TEACHER EXCHANGE - Permanent elementary teacher with the HRSB interested in an exchange with a permanent teacher from either the SRSB or CBVRSB for the 2016-17 school year. Permanent exchange desired. Please contact cloq1971@gmail.com

TEACHER EXCHANGE - Permanent Grade six teacher with the CBVRSB interested in an exchange with a permanent teacher in the HRSB for the 2016-2017 school year. Possible permanent exchange desired. If interested, contact sailb8526@gmail.com

TEACHER EXCHANGE - Permanent resource and early literacy support teacher with the HRSB interested in an exchange with a permanent teacher from the CBVRSB for 2017-18 school year. Permanent exchange desirable. If interested contact dmlachowicz@nstu.ca

TEACHER EXCHANGE - Middle School French Immersion teacher in Cape Breton-Victoria Board seeking an exchange with teacher in Chignecto-Central Board for the 2016-2017 year. Permanent exchange desired. Please contact cnock@nstu.ca

TEACHER EXCHANGE - Permanent elementary teacher with HRSB interested in an exchange with a permanent elementary teacher from CBVRSB for 2016-2017 school year. Possible permanent exchange desired. If interested contact djclark@nstu.ca

For an up-to-date listing with details of
DEALS & DISCOUNTS
for NSTU members (including retired members),
please visit the website at www.nstu.ca
email theteacher@nstu.ca or phone 1-800-565-6788.

For advertising information for The Teacher,
contact Sonia Matheson at
902-477-5621 or 1-800-565-6788
or visit www.nstu.ca / email theteacher@nstu.ca

Shannon Park School creates room for mindfulness

Do you ever wish you had a quiet space to go to—somewhere to collect your thoughts? Somewhere to just get away from it all for a few minutes and reset? Well, that's what the staff and students are doing on a daily basis at Shannon Park Elementary School in Dartmouth.

They have set up a Mindful Room for small groups of students and staff to go in and choose from a variety of quiet activities for 15-minute blocks of time. In this quiet space, they offer colouring activities, a chessboard, Buddha Boards, a lava lamp and fishtank to watch, yoga mats, comfy blankets, and pillows. Nature sounds and relaxing music fill the room and guided meditations and yoga sequences are also available to listen to and follow. There is a supervisor in the room, but the students' choice of activity is always self-directed. There are also noise-cancelling headphones so people can have silence if that's what they need.

The goal of the room is to offer students and staff a place to go where they can be quiet with their thoughts and get back on track if they're feeling anxious, worried, restless, or if they just need a few minutes to relax. In the midst of our busy, noisy, and fast-paced lives, we're finding it helpful to have a quiet place like this to go and recharge.

The Shannon Park Mindful Room has really taken off, there are now over 70 students using the mindful room on a regular basis each week. The school is now looking at ways to accommodate all the students because they now have more students wanting to use the space than they have adults to supervise.

