

POLICY REVIEW 2022

SECTION I NSTU GOVERNANCE

1. CODE OF ETHICS

This Code of Ethics is a guide to members in maintaining at all times the high integrity of their profession including professional conduct in relation to all communication whether verbal, written or via social media.

A. MEMBER AND PUPIL/PARENT/GUARDIAN

- I. 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 professional duties.
- II. The member should be just, equitable, and fair in all relationships with pupils/parents/guardians.
- III. The member should assume responsibility for the safety and welfare of pupils, especially under conditions of emergency.
- IV. The member should avoid giving offence to the moral principles of pupils and/or their parents/guardians.
- V. The member should be as objective and respectful as possible in dealing with controversial matters.
- VI. The member should not accept remuneration for tutoring their pupils except under compelling circumstances and with the approval of their supervisor or principal.

B. MEMBER AND MEMBER/COLLEAGUE

- I. The member should not make defamatory, disparaging, condescending, embarrassing, or offensive comments concerning another member or colleague.
- II. The member shall not make derogatory remarks about the professional competence of another member or colleague.
- III. The member shall not accept a position arising out of the unsettled dispute between members, and their employers.
- IV. The member shall not sexually, physically or emotionally harass another member or colleague.

C. MEMBER AND ADMINISTRATION

- I. The member should maintain a reasonable and professional level of support to internal administration of the school/educational site and regional office.

D. MEMBER AND PROFESSIONAL ORGANIZATION

- I. The member who in 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.
- II. The member, or group of members, should not take any individual action in matters which should be dealt with by their Local, Regional Representative Council, or by the NSTU.

- III. The Local or Regional Representative Council 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.

E. MEMBER AND PROFESSION

- I. The member's conduct should advance and promote the teaching profession and the cause of education in the province.
- II. The member should maintain their professional learning which will keep them abreast of the trends in education.
- III. The member should engage in no gainful employment, outside of the contract, where the employment affects adversely their professional status, or impairs their standing with pupils, colleagues, and the community.

F. MEMBER AND COMMUNITY

- I. The member should so conduct themselves in their private life that no dishonour may befall them or through them to the profession.

Reference: Amended 2009-6; 2009-7; 2009-8; 2009-9; 2009-10; 2009-11; 2009-12; 2009-13; 2010-9; 2016-15; 2021-01

2. COLLEGIAL RELATIONSHIP AMONGST EDUCATIONAL SITE STAFF

The NSTU recognizes the key role of public school administrators as educational leaders. The NSTU believes in the value of the collegial relationship between administrators and teachers. The collegial approach removes barriers to teachers who aspire to become instructional leaders assuming administrative roles. The NSTU believes that the classification of administrators as managers fundamentally changes the nature of the administrator – teacher relationship, and is a barrier to the collegial relationship. Further, the NSTU believes that the collegial relationship is strengthened by having administrators who are:

- A. full, active members of the NSTU;
- B. able to access NSTU Professional Development;
- C. modeling life-long-learning;
- D. exemplary and compassionate teachers with a deep understanding of instructional practice; and,
- E. focusing on their primary role as lead teachers as opposed to being managers.

Reference: Resolution 1999-48, 2001-25, 2000-4; Reaffirmed 2002-25; 2005-29; Amended 2010-22; 2016-21; 2019-4

3. DIVERSE REPRESENTATION

- A. The NSTU supports organizations and programs that are working to encourage more students from under-represented groups to consider teaching as a career choice.
- B. The NSTU recognizes the need to undertake steps to expedite the process of increasing numbers, throughout the province, of teachers, administrators, and board personnel from designated groups identified under the Nova Scotia Affirmative Action Policy. The NSTU will work to remove barriers that inhibit peoples who have been traditionally marginalized.

Reference: Resolution 99-145, 99-146, 99-163; Reaffirmed 2002-109; 2005-52; Title changed 2008-51, Reaffirmed November, 2013

4. EQUITY AND AFFIRMATIVE ACTION

A. The NSTU is committed to the promotion of equity and affirmative action. This promotion must take place in the context of all contractual obligations between members, their employer(s), and within the NSTU organization.

Reference: Resolution 2000-3; Reaffirmed 2002-20; 2005-20; Amended Resolution 2006-D

B. Equity for under-represented groups, in compliance with current language in the Nova Scotia Human Rights Act.

Reference: Resolution 2006-E; Amended 2007-47; 2010-12; 2016-17

5. GENDER IDENTITY, GENDER EXPRESSION, AND SEXUAL ORIENTATION DISCRIMINATION

We strive for a safe, welcoming, and inclusive education system that addresses the realities of gender and sexual minorities. As such, the NSTU will promote, support, and protect the rights of students, families, and members to:

A. be treated with respect and acceptance, free from discrimination and hegemony;

B. freely and collectively express their gender identity and sexual orientation;

C. be provided safe, welcoming, and inclusive learning content, spaces, and facilities;

D. have diversity and inclusion in the NSTU, in schools, and within system priorities and programs; and,

E. affirm and deliver sexual orientation, gender identity, and gender expression education.

Reference: Resolution 2004-NB1, Amended 2009-NB1; 2011-11, Amended 2014-50; 2019-59

6. HUMAN RIGHTS

The membership of the Nova Scotia Teachers Union reflects the diversity of our province. We rejoice in this diversity and believe that we are all entitled to work in an environment free from discrimination.

A. The NSTU, in recognition of its support for the Nova Scotia Human Rights Act, lends full support to its members who face discrimination or harassment with respect to their employment as defined in the Act.

B. The NSTU, in its structure and delivery of professional services, is unbiased towards its members.

C. The NSTU, endorses the Canadian Teachers' Federation's Human Rights Statement, and is committed to:

I. providing a respectful environment that is free from harassment at all Union activities;

II. fostering the goodwill and trust necessary to protect the rights of all individuals;

III. neither tolerating nor condoning behaviour that undermines the dignity or self-esteem of individuals or the integrity of relationships;

IV. promoting mutual respect, understanding, and cooperation as the basis of interaction among all its members; and,

V. supporting a member's right to fully express their democratic privilege to vote free of harassment and intimidation.

Reference: Resolution 99-40; Reaffirmed 2002-19; 2005-19; 2010-11; 2016-16; Amended 2021-13

7. INCLUSIVE LANGUAGE

- A. All communications be inclusive in the use of images, expressions, and language to positively reflect and include the diversity of the membership in compliance with current language in the *Nova Scotia Human Rights Act*.
- B. When a communication is unable to adhere to the inclusive language policy, the following disclaimer clause should appear: *This document is listed as an exemption to the NSTU Inclusive Language Policy.*

Reference: Resolution 2009-15; 2010-15; 2016-19

8. SUBSTITUTE TEACHER INFORMATION MEETINGS

The Nova Scotia Teachers Union encourages Locals to hold at least one meeting early in the school year to inform substitutes of information available regarding their rights and privileges; their duties and responsibilities; benefits of Reserve Membership; and, their obligation to supply their Regional Centre for Education/School Board with accurate information for pay purposes.

Reference: Resolution 2002-15; Reaffirmed 2005-32; 2010-23, Reaffirmed January 2016