

Wozney to appear at Public Accounts to talk TPP

NSTU President Paul Wozney agrees with Nova Scotia's Auditor General, Michael Pickup, that the Nova Scotia Teachers Union and Government need to work together to ensure the long-term viability of the Teachers' Pension Plan (TPP).

Wozney will be appearing on Wednesday, January 30 at the provincial standing committee on Public Accounts. He is there to discuss Chapter 3 of the AG's October 2018 report into public sector pensions.

In that report, Pickup raises concerns with the level of unfunded liability in the TPP and calls on Government and the NSTU to develop a strategy to improve the long-term stability of the plan.

"For Nova Scotia's teachers, past, present and future, this plan represents their life savings," says Wozney. "Its

long- and short-term health is of the utmost importance to the NSTU and we agree with the Auditor General that we need to roll up our sleeves and work with government, through the TPP board, to address the current level of unfunded liability."

In 2014 the NSTU and government agreed to changes that would help stabilize the plan over the long term. Those changes led to modest improvements in the plan's performance. Currently, teachers make the maximum contribution permitted by the CRA to their pension fund.

Wozney says changes to the TPP need to be negotiated, but he takes issue with recent comments by the Premier implying that pension would be part of upcoming contract negotiations.

The TPP is jointly managed



t-camp photography (Taylor Cameron)

by the Province and the NSTU and changes to the plan are agreed upon at the Teachers' Pension Plan Board Table. This is completely separate from the collective bargaining process

that occurs to reach a tentative collective agreement.

"We owe it to the 30,000 members who rely on the TPP for their retirement, to work on objective solutions in

a collaborative manner," says Wozney. "We need to keep politics out of the process and ensure that nobody's life savings is used as leverage in a contract dispute."

Glaze report has shifted focus away from where it matters – the classroom

January 23 marked the one-year anniversary of the release of the Glaze report.

"What's clear today, is that any suggestion on the part of the McNeil government that the Glaze report was designed to help students, was nothing but hollow rhetoric," says NSTU president Paul Wozney.

He says while it's easy to chase down rabbit holes about the merits of specific points contained in the report, the entire experience boils down to three main points.

- Students struggling to get the support they need in an underfunded education system are still struggling.
- Parent and other advocates, concerned about their children's futures, are more shut out of the decision-making process than ever before.
- Teachers frustrated by the government's unwillingness to collaborate on needed reforms feel more disrespected now, than a year ago.

The elimination of school boards and removal of administrators from the NSTU—key parts of Avis Glaze's recommendations and the resulting Bill 72—have brought a considerable amount of turmoil and confusion to the administration of our school system. "None of it has helped students succeed. If anything all it has done is distract attention away from where it should be – the classroom."

Wozney is also concerned about the impact on NSTU members. "I also want to add that much of the fallout from this report has unnecessarily landed on the shoulders of teachers, educational specialists and administrators. If it wasn't for their professionalism and dedication in the face of these unnecessary reforms, this difficult situation would be much worse."

The premier has boasted about the now direct line between schools and the Deputy Minister of Education and Early Childhood Development. "According to the Minister, this direct line is non-existent, and he's telling people to go to their teachers, administrators and staff at Regional Centres for Education."



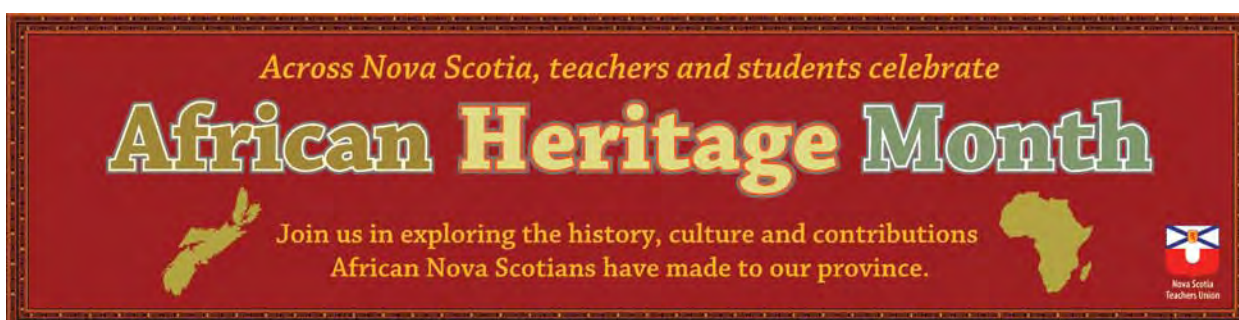
NSTU and universities dismiss legal proceedings

Two years after five Nova Scotia universities filed suit against the Nova Scotia Teachers Union, both parties have agreed to dismiss the legal action.

On January 31, 2017, five universities took legal action against the Nova Scotia Teachers Union over the work-to-rule job action, because the work-to-rule would not allow NSTU members to be practicum supervisors for student teachers. Acadia University, Cape Breton University, Mount Saint Vincent University, St. Francis Xavier University and Université Sainte-Anne were the five universities involved in the suit.

Many NSTU members felt betrayed by this action, because of their long-standing relationship with and the thousands of dollars they spend at the respective universities for Bachelor and Master's of Education programs.

In response to the suit, delegates at NSTU's Annual Council 2017 responded by adopting the following resolution "BE IT RESOLVED THAT the NSTU staff no longer provide professional development or other services, including a mock council and sales of advertising space, to the following universities: Acadia, Cape Breton, Mount Saint Vincent, St. Francis Xavier, and Sainte-Anne. This action is a direct result of the lawsuit filed against the NSTU in January 2017."



people

NSTU Staffing Update

Janine Kerr appointed NSTU Executive Director

At its November 30/December 1, 2018 meeting, the NSTU provincial executive approved a two-year personal services contract for Janine Kerr as NSTU's new Executive Director until December 31, 2020. She will continue to oversee all of NSTU's programs and services, sit on the Canadian Teachers' Federation Board and Chair the Sheonoroil Foundation Board.



Acting Assistant Executive Director term extended

Simon Wilkin's term as Acting Assistant Executive Director has been extended until February 28, 2019.

Executive Staff term extended

The term of Executive Staff Officer Tim MacLeod has been extended until December 31, 2020. Effective February 1st, he will be taking over the member services responsibilities for South Shore RRC and providing the same support for teachers in a unit of the Halifax RRC.

Pam Langille new professional development staff officer

The NSTU welcomes executive staff officer Pam Langille to her new role in the professional development department. She is filling in a vacancy available with the retirement of executive staff officer Betty-Jean Aucoin. Langille is moving from member services to professional development effective February 1. She will be maintaining the certification portfolio and ongoing grievances but will take on responsibilities in the professional development department. She has been working as an executive staff officer in member services since January 1, 2015. Before joining NSTU's executive staff, she was a teacher with the Annapolis Valley Regional School Board (AVRSB) for nine years, most recently as a resource teacher at Kings County Academy. She was an NSTU delegate for the Canadian Teachers' Federation, served as the chair of the ad hoc Committee for Member Engagement and also served on many NSTU provincial committees including Provincial Economic Welfare, Resolutions, and the Substitute Teacher Committee. She was also active in the Kings Local, serving as VP of Professional Development, and First Vice-President. She also chaired of the Annapolis Valley REWC. Langille holds a BA, BEd, MEd in Inclusive Education, and MEd in Counselling from Acadia University. She is also working towards a Master of Education in Curriculum Studies from Acadia.



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NSTU supports Nova Scotia Rainbow Action Project

In lieu of printing holiday cards this school year, the NSTU chose to support the Nova Scotia Rainbow Action Project (NSRAP). NSRAP seeks equity, justice, and human rights for 2SLGBTQIA+ people in Nova Scotia, while creating change in Nova Scotian communities so all 2SLGBTQIA+ people are included, valued, and celebrated. The NSTU is supporting NSRAP's ongoing programming in providing public outreach, education, and political action. NSTU president Paul Wozney is shown with Susanne Litke, NSRAP Acting Chair and Nora MacIntosh, NSRAP Board Member.

Resolutions Committee meets to review Council Submissions

The Resolutions Committee administers the resolutions process for Annual Council. Members of this committee are elected at Annual Council. The NSTU Resolutions Committee met on January 25 to review submissions from NSTU Locals for Annual Council 2019. They are seated: Gary Foley (Colchester-East Hants); Chair Mike Jamieson (provincial executive liaison); and NSTU staff liaison Louis Robitaille. Standing: Shelley Morse (Kings); Colleen Scott (Shelburne County); and Stacia Evans (Inverness).

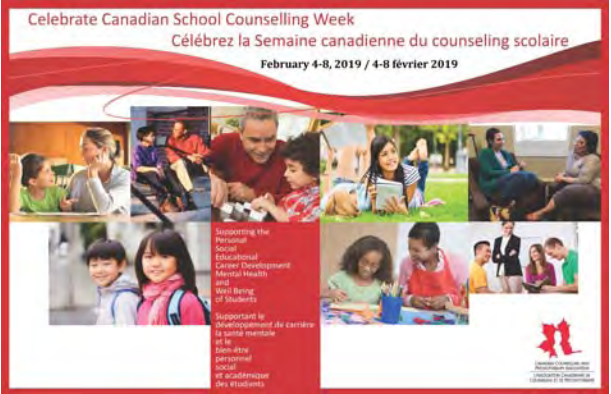


Resolution Committee

Canadian School Counselling Week — February 4 to 8

Canadian School Counselling Week will be celebrated February 4 to 8, 2019. Organized through the School Counsellors Chapter of the Canadian Counselling and Psychotherapy Association (CCPA) and supported by regional school counselling professional associations across Canada, this Week is part of a North American focus on the school counselling profession.

“This week highlights the amazing work of school counsellors,” says NSTU President Paul Wozney. “They help create an environment for student success and encourage students’ academic, social, emotional and



personal development. Providing individual support around students’ mental health issues is an ever-increasing focus for today’s school counsellors.”

The Nova Scotia School Counsellors Association (NSSCA), a professional association of the NSTU, promotes the week in Nova Scotia. Last year, the NSSCA provided two bilingual posters for every public school in Nova Scotia (the national poster, “Celebrate Canadian School Counselling Week” and the provincial poster, “School Counsellors Supporting Students”). The Nova Scotia Department of Education and Early Childhood Development distributed the posters to all schools in Nova Scotia.

“These posters highlight many of the important roles and responsibilities of school counsellors. Mine is on display in the window of my counselling centre during School Counselling week and all year long and I encourage our members to consider doing the same, if possible,” says Amanda Marchand, NSSCA President. “Happy School Counselling week to all of our School Counsellors and thank you for all that you do.”

“The goal of Canadian School Counselling Week

is to increase the public’s awareness of the scope of programs and services that characterize the school counselling profession in Canada within the 21st century and beyond,” says Janice Graham-Migel, Chair of the National School Counselling Committee with the CCPA School Counsellors Chapter. “This special week not only highlights the role school counsellors play in supporting student success, but also builds a sense of national identity within the school counselling profession.”

Various templates of promotional materials are available from the CCPA School Counsellors Chapter’s website: <https://www.ccpa-accp.ca/chapters/school-counsellors/>

Resources may be downloaded by school counsellors to advertise and organize plans for Canadian School Counselling Week. Resources include a press release and proclamation, sample posters, certificates and suggested activities. Links to the resources are also provided on the NSSCA Moodle and website: <http://nssca.nstu.ca/>.

For further information, please contact Amanda Marchand at ammarchand@nstu.ca or Janice Graham-Migel at jgraham@nstu.ca.

Teacher Certification Regulations change eliminate Bridging Teacher’s Certificates

The Department of Education and Early Childhood Development and the Nova Scotia Teachers Union have agreed to amend the Teacher Certification Regulations to no longer issue Bridging Teacher’s Certificates.

This change came into effect on January 1, 2019 and will support retention efforts for current Nova Scotia teachers who were certified in other Canadian jurisdictions, as well as support recruitment efforts of teachers from other Canadian jurisdictions who are considering working in Nova Scotia. These regulatory changes to teacher certification are complementary to the Canadian Free Trade Agreement and the provisions under Labour Mobility.

Because of the regulatory change:

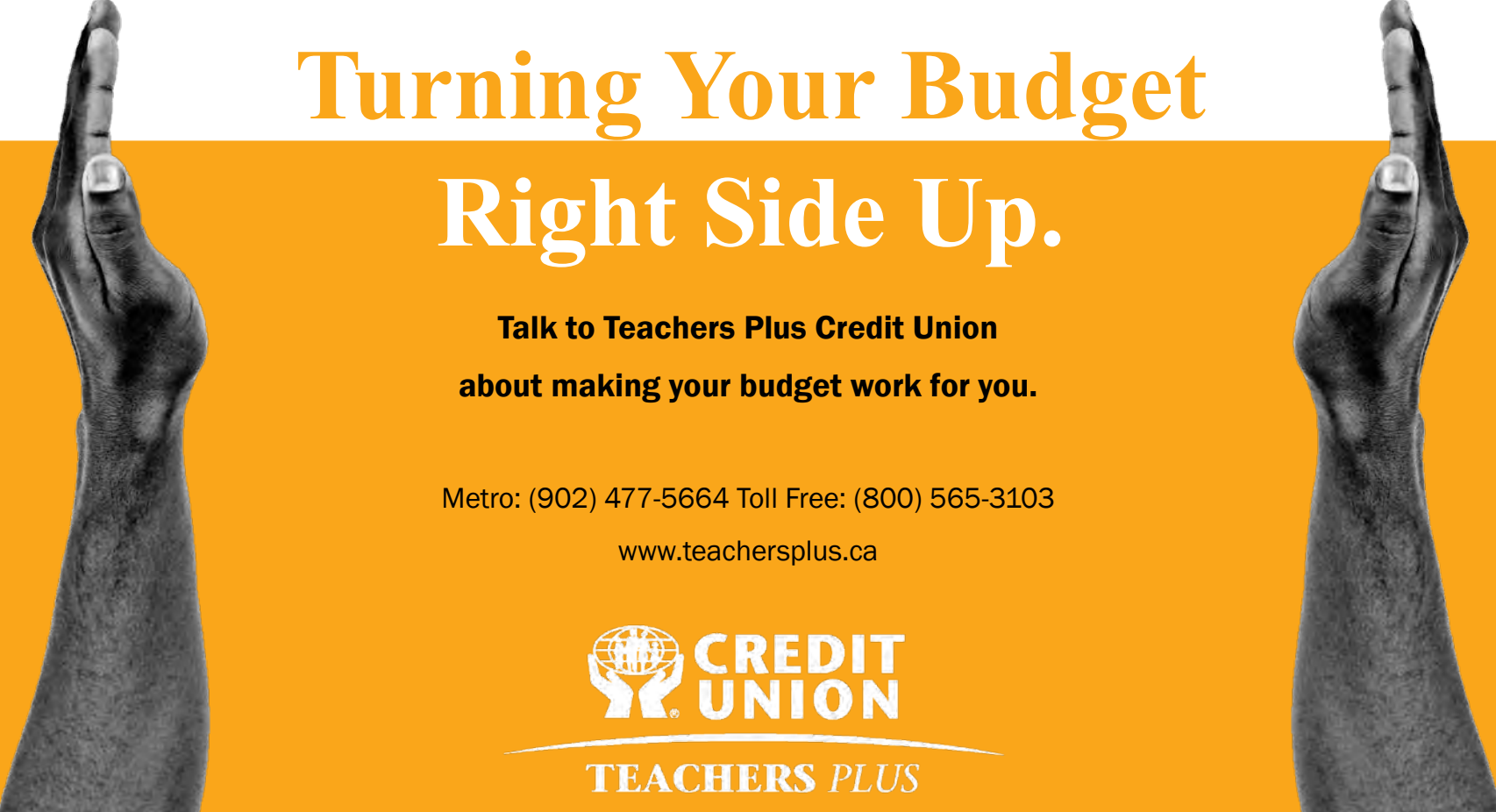
- The Registrar / Director of Certification will now recognize qualifications that led to initial certification in other Canadian jurisdictions as equivalent to those in Nova Scotia.
- Current holders of a Bridging Teacher’s are eligible to receive a higher level of classification.

If you currently hold a Bridging Teacher’s Certificate, you are encourage to apply for an increase in certification and receive (at a minimum) an Initial Teacher’s Certificate (ITC), as per the January 1, 2019, Teacher Certification Regulations.

Bridging Teacher Certificate holders will be contacted by mail using the address on file at the Office of Teacher Certification with details on how to apply for a change in classification to receive a higher level of certification.

For further information about your particular situation please contact the: Registrar, Office of Teacher Certification, Education and Early Childhood Development
2021 Brunswick Street, PO Box 578, Halifax, Nova Scotia B3J 2S9; phone 902.424.6620; fax 902.424.3814; <https://certification.ednet.ns.ca/> or via email at Jeremy.Brown@novascotia.ca







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from the nstu president

Strengthening hope through shared action

January naturally evokes reflection on the year just lived and the year to come, on learning from our recent past and envisioning how to face the challenges on the horizon. It is also a time to learn from those whose lives model ways to grow and thrive that can transform not only our daily steps, but the people we become over time.

Our American siblings recently celebrated Martin Luther King Day in the midst of the landmark strike by 60,000 public and charter school teachers in Los Angeles. Their action calls to mind Dr. King's principle that solidarity is the most potent counter to the powers invested in structures that privilege the few yet impoverish the many in countless ways. The vast support they have gathered is due to their conviction: that quality public education is a common good that can and should lift the fortunes of every student we know, value and teach.

The same solidarity is needed here at home 25 years after the seminal report of the Black Learners Advisory Committee (BLAC Report). A vanguard effort boasting cutting edge methodology and comprehensive consultation, the BLAC Report's findings have been ignored by every government to hold office since publication. African Nova Scotian students still experience systemic obstacles to success at school and communities at large. Teachers of colour in public education continue to be grossly underrepresented and disproportionately scrutinized and disciplined.

Since August, the NSTU has humbly renewed its commitment to this struggle in partnership with local leaders who have toiled, largely out of sight, for generations. A courageous group of community members in Digby and the executive of the Black Educators Association (BEA) have graciously welcomed us back to the fight to improve public education for learners, educators and parents of colour. As we enter African Heritage month in Nova Scotia, I hope every NSTU member engages to dismantle barriers that keep learners of colour from reaching their full, brilliant potential.

The NSTU has much to learn about solidarity from these leaders. They have remained steadfast through generations of political transition and inaction, faithfully holding the course in pursuit of justice. In standing together, they have won important victories that require the Department of Education and Early Childhood Development, Regional Centres for Education and the Nova Scotia Teachers Union to work collectively for the good of learners of colour. Despite being few, they have held the powerful to account for their failure and dithering.

We must take this lesson to heart. I know how disheartening the last two years have been. I know how exhausted you are in holding back the pressures that threaten to overwhelm your students. You provide safe, vibrant places to learn while navigating forced changes that complicate your ability to be that shield. I know how angry you are having spoken your vulnerable, courageous truth only to hear our Premier and the Minister continue to mew the rhetoric of division and false progress.

Even so, we can strengthen hope through shared action. Your recent response to the Premier's false claims about Bill 72's benefits cut through the fog and served notice that YOU are the NSTU. Your tremendous response to the call for asking package submissions means that the NSTU is well positioned to fight for what matters to its members. You have shown that we remain unified and strong.

I urge each of you to further demonstrate that strength by re-engaging with your local MLA, especially if that MLA is a member of the Liberal caucus. Your Local's VP of PA/PR has received background on the fallout of Bill 72 and recommendations on how to approach dialogue. NSTU's newly formed Political Action committee will also begin its work this month. These tools aim to empower you to influence decision makers through meaningful relationship. Solidarity in our legislators' offices will remove any doubt about what is happening in our schools and is necessary to improve learning and teaching conditions.

Thank each and every one of you for rising to the challenges we face together. It is humbling to serve you. I look forward to cultivating the habit of solidarity together that holds the power to realize the change we know can transform our schools and our system for the good of students, teachers and all school staff.

All my best,

Paul

Renforcer l'espoir grâce à l'action commune

Le mois de janvier évoque naturellement une réflexion sur l'année qui vient de s'écouler et sur l'année à venir, sur les leçons à tirer de notre passé récent et sur les moyens à envisager pour relever les défis qui se pointent à l'horizon. C'est aussi le moment d'apprendre de ceux dont la vie illustre comment nous pouvons nous épanouir et prospérer, en transformant non seulement ce que nous faisons chaque jour, mais aussi les personnes que nous voulons devenir au fil du temps.

Nos frères et sœurs américains ont récemment célébré la Journée Martin Luther King marquée par la grève historique de 60 000 enseignants des écoles publiques et des écoles à charte à Los Angeles. Leur action nous rappelle le principe du Dr King selon lequel la solidarité est le moyen le plus puissant de contrer les pouvoirs investis dans des structures qui privilégient quelques-uns, mais qui appauvrissent le plus grand nombre d'innombrables manières. Le vaste soutien dont ils ont bénéficié tient à leur conviction : l'enseignement public de qualité est un bien commun qui peut et doit améliorer le sort de chacun des élèves que nous rencontrons, que nous valorisons et auxquels nous enseignons.

La même solidarité est nécessaire ici chez nous, 25 ans après le rapport décisif du Black Learners Advisory Committee on Education (comité consultatif des apprenants noirs sur l'éducation), le rapport BLAC. Malgré un effort d'avant-garde s'appuyant sur une méthodologie de pointe et une vaste consultation, les conclusions du rapport BLAC ont été ignorées par tous les gouvernements qui ont été au pouvoir depuis sa publication. Les élèves afro-néo-écossais rencontrent toujours des obstacles systémiques à la réussite à l'école et dans les communautés. Les enseignants de couleur continuent d'être extrêmement sous-représentés dans l'enseignement public et sont contrôlés et disciplinés de façon disproportionnée.

Depuis août, le NSTU a humblement renouvelé son engagement à l'égard de ce combat, en association avec des dirigeants locaux qui œuvrent vaillamment, souvent à l'abri des regards, depuis des générations. Un groupe courageux de membres de la communauté de Digby et du bureau de direction de la Black Educators Association (BEA) nous ont gracieusement accueillis au sein de ce combat visant à améliorer l'enseignement public pour les apprenants, les éducateurs et les parents de couleur. Alors que nous entrons dans le Mois du patrimoine africain en Nouvelle-Écosse, j'espère que chaque membre du NSTU s'engagera à démanteler les obstacles qui empêchent les apprenants de couleur d'atteindre leur potentiel exceptionnel.


Le NSTU a beaucoup à apprendre de ces dirigeants sur la solidarité. Ils ont maintenu une conviction inébranlable durant plusieurs générations de transition et d'inaction politiques, gardant fidèlement le cap en quête de la justice. En restant unis, ils ont remporté d'importantes victoires qui obligent le ministère de l'Éducation et du Développement de la petite enfance, les centres régionaux pour l'éducation et le Nova Scotia Teachers Union à travailler ensemble au profit des apprenants de couleur. Bien qu'ils soient peu nombreux, ils ont su tenir les puissants responsables de leurs échecs et de leurs tâtonnements.

Nous devons prendre cette leçon à cœur. Je sais à quel point les deux dernières années ont été décourageantes. Je sais à quel point vous êtes fatigués de faire face aux pressions qui menacent d'écraser vos élèves. Vous leur fournissez des lieux sûrs et dynamiques pour apprendre tout en naviguant des réformes imposées qui limitent votre capacité à jouer ce rôle de bouclier. Je sais à quel point vous êtes en colère de voir, ayant exprimé votre vérité avec courage et vulnérabilité, que notre premier ministre et notre ministre de l'Éducation se contentent de remâcher leur rhétorique de division et de faux progrès.

En dépit de tout cela, nous pouvons renforcer l'espoir grâce à l'action commune. Votre récente réponse aux fausses prétentions



BEA President Karen Hudson and VP Andrea Noylander-Marsman with NSTU President Paul Wozney at BEA's AGM.




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Black History Africa, The Caribbean And The Americas

Revised and reviewed in 2018, this resource is developed and designed to meet the curriculum outcomes of the Nova Scotia Department of Education. It has been rigorously examined for bias evaluation and is used as the textbook for African Canadian Studies 11 (ACS11).

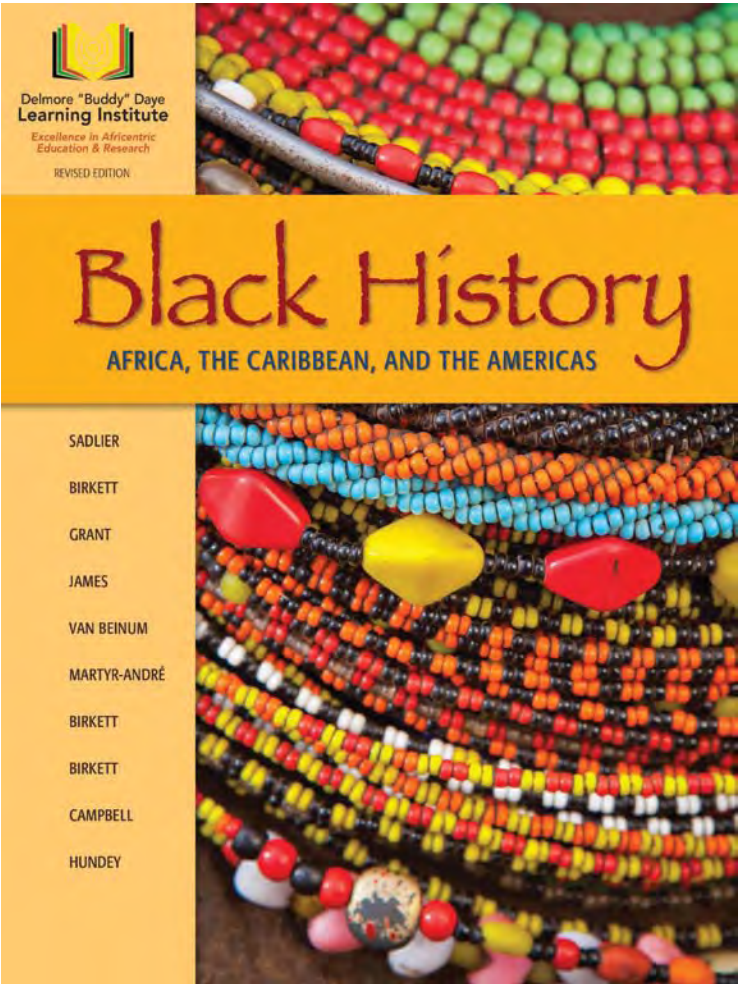
This important, peer-reviewed resource opens the window onto significant events, movements, and people in the history of the African diaspora. The textbook explores early African history, including Africa as the birthplace of humanity and the early African civilizations. You will examine the devastating connections between Africa and Europe during the age of imperialism and the fight for African independence.

The resource scrutinizes the oppression and resistance of Blacks in Canada, the United States, the Caribbean and Latin America on their march to freedom. Particular attention is given to the history of African Canadians since the Second World War and a newly added section of the resources is given over to the history of African Nova Scotians. The textbook concludes by examining Africa today.

Each unit of this resource features the Historian's Craft which focuses on the nature of historical thinking and the work of the historian. In these features, you will read how historians approach their work, undertake research, interpret evidence, use historical imagination, refine their thinking and present their conclusions.

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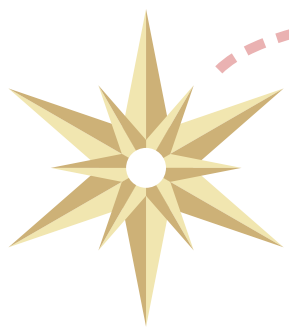
du premier ministre concernant les avantages du projet de loi 72 a percé le brouillard et lui a signifié que le NSTU, c'est VOUS. Votre réponse formidable à l'appel de soumissions pour le cahier de revendications signifie que le NSTU est bien placé pour défendre ce qui compte pour ses membres. Vous avez montré que nous restons unis et forts.

J'incite chacun d'entre vous à démontrer encore davantage votre pouvoir en reprenant contact avec votre député provincial, en particulier si ce député est membre du caucus libéral. Le vice-président des AP/RP de votre section locale a reçu des points à discuter sur les retombées du projet de loi 72 et des recommandations sur la manière d'aborder le dialogue. Le tout nouveau Comité d'action politique du NSTU commencera bientôt ses travaux. Ces outils visent à vous donner le pouvoir d'influencer les décideurs par le biais d'une relation authentique. La solidarité dans les bureaux de nos législateurs dissipera tout doute au sujet de ce qui se passe dans nos écoles et de ce qui est nécessaire pour améliorer les conditions d'apprentissage et d'enseignement.

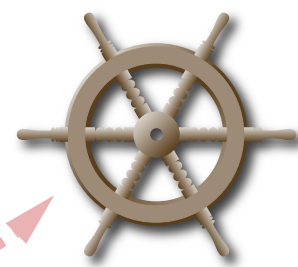
Merci à chacun d'entre vous d'avoir relevé les défis auxquels nous sommes confrontés ensemble. C'est une belle leçon d'humilité d'être à votre service. Je me réjouis à la perspective de cultiver ensemble l'habitude de la solidarité qui détient le pouvoir de réaliser les changements qui peuvent, nous le savons, transformer nos écoles et notre système dans l'intérêt des élèves, des enseignants et de tout le personnel scolaire.

Cordialement,

Paul



Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Do You Know Your School Psychologist?

By Natasha Yorke-Phillip, Co-Vice-President, PISA

Over the past two years, it has become apparent that the role of “education specialists” within the Nova Scotia government, and the NSTU, itself, has been widely misunderstood or unknown. Collectively our activism within our union as well as our self-advocacy as a profession has been quiet, and we now understand the need to change the narrative. The Psychologists in Schools Association (PISA) was founded in 2005 with 33 initial members. Currently, PISA has approximately 250 registered members. As our very membership within the NSTU is in jeopardy (having lost membership this current academic year, and new graduates having been refused membership), more than ever, we need fellow NSTU members to know who we are and what we do to ensure our role is understood, valued and that our place at the proverbial table of the Nova Scotia education system is maintained.

Getting a place at the table is both a journey and a commitment to education. Becoming a school psychologist begins with a Bachelor degree in Psychology, with a required honors thesis program, followed by graduate work. In Atlantic Canada, that means completing the Master of Arts in School Psychology (MASP) program at Mount Saint Vincent University. This program is highly competitive, with only about six students being accepted each year. Over the last two years, over 50% of the program's graduates left the province.

Within the MASP program, courses focus on child and adolescent neurodevelopment, learning, behavioural supports, resiliency and risk factors, assessment and intervention, ethical practice, and consultation and collaboration with other professionals. There are also supervised practicum and internship components totalling over 1,000 hours.

Once these requirements are complete, the school psychology graduate must register as a candidate with the provincial licensing body — the Nova Scotia Board of Examiners in Psychology (NSBEP). It requires that candidates for registration complete a period of supervision under a registered psychologist for a period of four years (6,000 hours of practice), pass the North American standardized exam — the Examination of Professional Practice in Psychology — and finally, complete an oral exam conducted by at least three members of NSBEP. Once these requirements are met, one becomes a registered psychologist within the province of Nova Scotia. Professional fees are required to maintain this licence, totalling, on average, \$1280.25 annually. As well, we are required by law to deliver competent, ethical and professional services as outlined by the Psychologists Act (2000). Within the Department of Education and Early Childhood Development (DEECD), school psychologists hold the Advanced Teacher's Certificate 1. This is the equivalent certification of a Master's of Education. Currently, there is no recognition for the additional years of training required to become a registered psychologist.

Understanding who we are is important but what we do and how we contribute to the provincial education system is paramount. Recently, our role has been viewed as somehow “other” or outside the realm of the classroom. We are members of educational teams within our schools. Our practice does not exist as an add-on or a service that occurs in a vacuum. All of our services require a collaborative approach with all school staff, along with the family. Psycho-educational assessments are a component of what we do, but to define our services as such is restrictive, too narrowly focussed, and a severe under representation of our contribution to students.

We provide support, insight, and advocacy for our students from the time they enter our schools until the moment they transition out into our communities. We are valued members of the program planning teams within our schools. We provide professional development on a variety of topics within the field of development, neuropsychology, behaviour, trauma, and mental health for students, educational assistants, school support staff, and fellow educators. We are part of the teams that respond when tragedies occur in our communities. We provide consultation and supports for behaviours that have overwhelmed teachers' usual classroom management strategies. We help students, parents/guardians, and educators understand why learning in a particular way is challenging and how to use strengths to support learning. We research new approaches that are evidence-based and can improve the quality of education for our students. We advocate for safe and inclusive schools that offer culturally responsive learning. We advocate for the mental health supports needed in our schools by adding our voices to committees and policy development both within the education system and our communities at large. Our role is multi-faceted because we are educational specialists who provide much more than the implementation of standardized assessment tools. Therefore, our role should not be quantified by how many names appear on a wait-list for a service that should only occur when all other supports and interventions have been exhausted.

As the future of School Psychologists within the DEECD is unclear, our focus will be on providing clarity around who we are, what we do, and our role as members of the valuable educational teams supporting the struggling and diverse learners of Nova Scotia. “Specialists” within the field of education will be impacted by decisions made within the government, which ultimately, will impact the vulnerable population of students we serve. It is essential for school psychologists to continue to work collaboratively with our colleagues in education, to deliver competent, ethical, and professional mental health services.

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THEY PROVIDE

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- Evaluation, assessment, and data analysis
- Consultation with teachers and families
- Culturally responsive services
- Crisis prevention and response



THEY SUPPORT

- Struggling and diverse learners
- Student achievement and well-being
- Safe and supportive learning environments
- School-family-community partnerships
- School-wide data-based decision making



THEY SERVE

in schools and
other educational
and clinical settings.



RECOMMENDED RATIO

1 school psychologist per **500-700** students

**Lowering barriers to learning is critical to
children's success in school.**

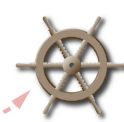
Contact your school psychologist to find out
how they can help.

School Psychologists:
Helping Children Thrive • In School • At Home • In Life
www.nasponline.org

NASP
NATIONAL ASSOCIATION OF
School Psychologists



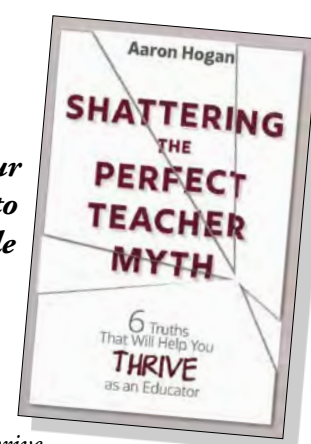
Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Email your name, home address, and the name of your school or campus with PD Giveaway in the subject line to theteacher@nstu.ca by February 25, 2019 to be eligible for the draw.

Shattering the Perfect Teacher Myth
by Aaron Hogan

Shattering the Perfect Teacher Myth—6 Truths That will Help You Thrive as an Educator by author and educator Aaron Hogan helps to shatter the myth of the perfect teacher in this book published by Dave Burgess Consulting, Inc. It contains strategies to help teachers thrive and learn how to shift out of survival mode.



Have you heard about SPAA?

By Denise Boulton, President of the Speech Language Pathologists and Audiologists Association

The Speech Language Pathologists and Audiologists Association (SPAA) could be considered a relative baby when compared to some professional associations within the NSTU. Established in 1981, SPAA has been consistently providing school-based Speech-Language Pathologists and Audiologists relevant and research-based professional development opportunities. SPAA has traditionally been comprised predominantly of speech-language pathologists, though other professionals within the NSTU are also members. SLPs, as they are more commonly known, are often thought of as ‘those professionals that work on helping students say their sounds’. Though improving students’ articulation skills is an important part of our work in schools, this vastly under-represents the support services this group of professionals are able to offer. SLPs can be found completing assessments or leading therapy sessions with students (individually or classroom-based) in areas including articulation, receptive and expressive language, social communication, phonological awareness and literacy, augmentative and alternative communication, assistive technology, fluency, and voice difficulties. SLPs typically work within a circuit of schools that can change in number from year to year. SPAA works hard, then, to provide professionally relevant professional development (often bringing in international speakers) to help these professionals keep their practice relevant.

Though a small group, the SPAA executive and conference organizing committees are committed to the purpose of being able to provide members with the opportunity for access to quality professional development. For many years of its existence, and as the financial situation permits, SPAA has been able to offer a limited number of PD grants to its members. These grants are awarded on a first-come, first served basis. This has been a well-received initiative by SPAA members, especially since SLPs are required to have at least 40 hours every three years to keep up their certification with Speech-Language and Audiology Canada (SAC).

SPAA’s October conferences typically consist of one well-known speaker for the full day providing PD in an area of their expertise. Recent examples of such speakers include Dr. Scott Yaruss, Dr. Diane German and Dr. Wayne Secord. Dr. Yaruss, a highly respected leader in the area of treatment for stuttering, presented at the October 2016 Conference. Dr. Diane German, author of the “Test of Word Finding” and expert in this area, presented in 2017. We have also had the dynamic Dr. Wayne Secord, co-author of the “Clinical Evaluation of Language Fundamentals”, present at our conference in 2009 on the topic of Leading Best Practice in Communication Sciences and Disorders. Attendees at the SPAA Conference typically number between 100 to 170 each year. As an extra option for professional development for its members, SPAA has also provided specific training at other points in the year when there has been an interest. Some examples of specialized training that has been offered include ‘Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT)’, the ‘Picture Exchange Communication System (PECS)’, and ‘Pragmatic Organization Dynamic Display (PODD)’ communication books.

Serving on the SPAA Executive provides a great opportunity to network with like-minded colleagues from across the province as well as be a part of decision making that will impact our professional practice. The executive meets at a minimum of three times per year in order to organize supports that include, but are not limited to: professional development opportunities at the annual provincial conference; newsletters/social media supports and updates; the website; review of PD grant applications as applicable; and networking with other professional associations such



Above are participants at the 2018 SPAA conference

as the Speech and Hearing Association of Nova Scotia (SHANS), as appropriate. The past year has seen some significant changes for many of SPAA’s membership as the Department of Education and Early Childhood Development has made changes to Teacher Certification that directly impacts student support specialists (which includes school SLPs and Audiologists) working in public schools. Like all professional associations, SPAA’s primary role has traditionally been to aid in planning professional development for our members. However, in times and situations such as these SPAA executive members also act as advocates for the speech-language pathologists and audiologists who work in the public schools within our province. As a professional association within the NSTU, we will continue to work with the NSTU to ensure our membership feels supported and represented within their schools. The SPAA is an active, productive, successful professional association of the NSTU and hopes to continue this status into the distant future!

The NSTU is actively working with student support specialists to address government imposed changes to their working conditions since June 2018. If you are a school psychologist, speech language pathologist, school based social worker or autism and behaviour specialist please go to the following link <https://www.surveymonkey.com/r/BL3XHFY> (French version: <https://www.surveymonkey.com/r/WKX5FWG>) to help us keep you better informed.



CONGRATULATIONS TO OUR NOVEMBER/DECEMBER BOOK WINNERS!

FRESH — Julie MacNeil — CCRCE
EQUITY — Kathleen Sampson — AVRCE
PD — Danielle AuCoin — CBVRCE

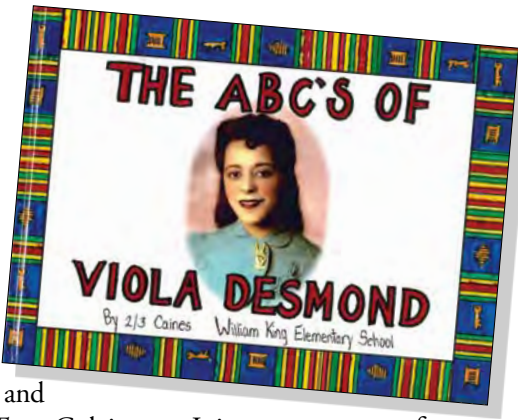
EQUITY COMMITTEE BOOK REVIEW

Email your name, home address, and the name of your school or campus with **EQUITY** in the subject line to theteacher@nstu.ca by **February 25, 2019** to be eligible for the draw.

In honour of African Heritage Month The Teacher has six copies of this book to give away.

The ABC’s of Viola Desmond
by 2/3 Caines William King Elementary School

Published by the Delmore “Buddy” Day Learning Institute, *The ABC’s of Viola Desmond* was written and illustrated by the 2017 Grade 2/3 students at William King Elementary School with their teachers Pam Caines and Beatrice MacDonald. It is edited by Tony Colaiacovo. It is a great resource for the elementary level and is used by all Grade 3 classes in Nova Scotia. It relates the history of Viola Desmond, a Canadian African Nova Scotian businesswoman and civil rights advocate who challenged racial segregation at a cinema in New Glasgow, Nova Scotia, in 1946.



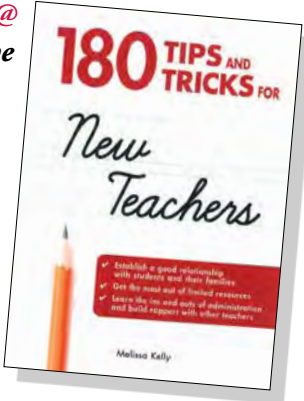
fresh

Putting new members in the KNOW!

Email your name, home address, and the name of your school or campus with **FRESH** in the subject line to theteacher@nstu.ca by **February 25, 2019** to be eligible for the draw.

180 Tips and Tricks for New Teachers
by Melissa Kelly

Published by Adams Media, *180 Tips and Tricks for New Teachers* provides tools needed to excel as a teacher. This go-to guide provides practical advice and towards successful classroom management. It includes 180 pointers—one for each day of the school year.



NSTU CAMPAIGN GUIDELINES



The 2019 deadline for candidates' information is **February 18th** for the **March 7th** issue or **March 25th** for the **April 11th** issue. This information should be given or sent directly to *The Teacher* office at theteacher@nstu.ca

The following guidelines are for NSTU members running for the following positions/committees during Annual Council 2019: First Vice-President, CTF Delegate, Discipline Committee, Professional Committee and Resolutions Committee.

7. Vice-Presidential Campaign Guidelines

In respect of Vice-Presidential campaigns, the following guidelines shall apply:

- (a) Active campaigning within the Council Chambers other than the normal address to delegates is prohibited. Passive campaign activity within Council Chambers is permitted.
- (b) Locals are prohibited from directly making any monetary or non-monetary contribution to any candidate's campaign. Such contributions do not include expenditure of funds designated for the Local (e.g. Local meeting room at Annual Council). (2013-4)
- (c) Campaign spending, excluding travel, by or on behalf of each candidate may not exceed \$1,500.00. Such expenses are the sole responsibility of the candidate. All promotional items including prizes sponsored by the candidate shall be included in the determination of the amount spent and shall be supported by receipts or assessed at fair market value. (2011-8)
- (d) All candidates must submit an approved financial statement report form to the Annual Council Elections Committee within sixty (60) days from the conclusion of Annual Council. This statement is to include a list of all contributions with non-monetary items being assessed at dollar value, and an itemized list of expenditures;
- (e) The Annual Council Elections Committee shall refer the financial statements of candidates to the Provincial Executive for review. These financial statements will be published in *The Teacher*.
- (f) Publicity:
Each candidate is permitted to insert in an issue of *The Teacher* prior to Council:
 - (i) one head and shoulder photograph of himself/herself;
 - (ii) biography of personal, educational, and career achievements, of no more than 150 words;
 - (iii) a personally prepared platform of objectives, no more than 600 words in length.
- (g) Items in (f) must be sent to *The Teacher* fifteen (15) working days before publication and these will appear in alphabetical order.
 - (i) Each candidate will be given a second opportunity to publish a statement subject to the provisions of paragraph (f), which statement shall not be more than 750 words in length.
 - (ii) Paid advertisements in any medium (press, radio, TV, *The Teacher*) are prohibited.
 - (iii) The number of campaign posters and/or banners on display in the hotel at Annual Council may not exceed a total of twenty-five (25) for each candidate. When Annual Council is held at a facility where Local delegates are divided between two facilities, the number of posters will be increased to thirty-five (35). A campaign poster shall include any poster, banner or sign posted by or for a member running for an elected position that makes a reference to the candidate and/or the position being sought.
- (h) Upon request, each candidate shall be given a list of the room numbers at the main facility used by NSTU delegates, alternates, official observers and guests once delegates have been accommodated. Distribution of campaign materials to rooms shall be limited to those rooms so identified. Such identification shall not allow the name of the occupant of the room to be determined.

8. Committee Campaign Guidelines

The above guidelines apply with the following exceptions:

- (c) Campaign spending by or on behalf of each candidate may not exceed \$100. Such expenses are the sole responsibility of the candidate.
- (g) Items must be sent to *The Teacher* fifteen (15) working days before publication and these will appear in alphabetical order.
- (h) Paid advertisements in any medium (press, radio, TV, *The Teacher*) are prohibited.
- (i) The number of campaign posters and/or banners on display in the hotel at Annual Council may not exceed a total of twenty-five (25) for each candidate. When Annual Council is held at a facility where Local delegates are divided between two facilities, the number of posters will be increased to thirty-five (35). A campaign poster shall include any poster, banner or sign posted by or for a member running for an elected position that makes a reference to the candidate and/or the position being sought. (2011-9)
- (j) Upon request, each candidate shall be given a list of the room numbers at the main facility used by NSTU delegates, alternates, official observers and guests once delegates have been accommodated. Distribution of campaign materials to rooms shall be limited to those rooms so identified. Such identification shall not allow the name of the occupant of the room to be determined.

9. General Campaign Guidelines - Active and Passive Campaigning

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

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

2018 Presidential Campaign Expenses

Grant Frost

Travel	\$2547.60
Substitute Teachers	\$720
Refreshments/Snacks	\$499.33
Supplies	\$16.09
Promotional Materials	\$2706.60

TOTAL.....\$6489.62

2018 Presidential Campaign Expenses

Shawn Hanifen

Travel	\$2472.80
Meals	\$337.00
Accommodation	106.62
Printing.....	\$472.12
Promotional Materials	\$604.78

TOTAL.....\$3993.32

2018 Presidential Campaign Expenses

Paul Wozney

Travel	\$2621.94
Accommodation	\$226.00
Promotional Materials	\$1904.04

TOTAL.....\$4751.98



NOTICE OF ELECTIONS — Spring 2019

Election of NSTU Provincial Executive Members

I. Background:

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

• Definition

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

• Duties

The Executive functions in the name of the Council between sessions. It shall perform its duties in a manner that is consistent with the will of the Council as expressed through resolutions passed by the Council. In addition, the Executive shall carry out duties imposed specifically by the *Teaching Profession Act* and:

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

• Representation

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

10. Composition of the Provincial Executive

- Members of the NSTU in the following regions shall elect twenty-two members to the Executive subject to the following conditions: (2015-9)
 - elections shall be held fifteen (15) days or more prior to the first meeting of the Council;
 - the regions and the numbers to be elected from each region shall be as follows:

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

(2014-14) (2015-17)

II. Election Locations:

Region	To be Elected
Annapolis-Hants West-Kings (2)	1 member
APSEA (1)	1 member
Cape Breton District (2)	1 member
Cumberland (1)	1 member
CSANE (1)	1 member
Digby-Shelburne-Yarmouth (2)	1 member
Halifax City (2)	1 member
Halifax County (2)	1 member
Northside-Victoria (1)	1 member
Pictou (1)	1 member

III. Eligibility

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

IV. Time Line:

- A regional election must be conducted at least 15 days prior to Annual Council (May 3-5, 2019).
- Nominations close 30 days prior to Election Day in a region.
- The Regional Nominating Committee sets the exact dates for the election and the close of nominations in a region.
- Contact your Local President to obtain the dates for the Close of Nominations and Election Day.

V. Contact Person:

For further information regarding the 2019 Regional Elections, contact Lise Meunier at lmeunier@staff.nstu.ca or 1-800-565-6788.

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NSTU MEMBERS SAVE 10%
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Halifax: February 12-13

AUTISM—Strategies for Self-Regulation, Learning, and Challenging Behaviours
Halifax: February 26-27

MINDFULNESS COUNSELLING STRATEGIES—Activating Compassion and Regulation
Halifax: March 12-13

BORDERLINE PERSONALITY DISORDER—Understanding and Supporting
Halifax: March 28

ATTACHMENT AND FAMILIES—Strategies for Engaging and Helping
Halifax: April 10-11

CRISIS RESPONSE PLANNING
Halifax: April 25

DE-ESCALATING POTENTIALLY VIOLENT SITUATIONS™
Halifax: April 26

MENTAL HEALTH CONCERNS IN CHILDREN AND YOUTH
Halifax: May 9

EATING DISORDERS—From Image to Illness
Halifax: May 27

TRAUMA-INFORMED CARE—Building a Culture of Strength
Halifax: June 11

BRIEF FOCUSED COUNSELLING SKILLS—Strategies from Leading Frameworks
Halifax: July 16-17



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-for Counsellors, Therapists & Caregivers Canmore: July 29-31

Mental Health Counselling Skills
Certificate Program Winnipeg: August 12-23

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45th NSTU ANNUAL BOWLING TOURNAMENT 2019

NEW TEAMS ARE INVITED TO PARTICIPATE
(Team = Min. 5 – Max. 8)

DATES: APRIL 27th & 28th, 2019

LOCATION: WOODSIDE BOWLARAMA (DARTMOUTH)

HOSTED THIS YEAR BY: HALIFAX COUNTY TEACHERS

REGISTRATION DEADLINE: MARCH 31, 2019

FOR INFORMATION CONTACT TOURNAMENT CHAIR

Cost \$260.00 per team

Individual teachers can contact Peter Balcom to be placed on a team.

Tournament Chair

Peter Balcom Telephone: (902) 462-5952 c. 292-2230

E-Mail: pgbalcom@gmail.com



RTO Legacy Foundation

NSTU members are eligible for grants available through the Retired Teachers Organization of the Nova Scotia Teachers Union Legacy Foundation. Grants are for programming that benefits children/youth under the age of 21. Societies or organizations founded for an educational, medical, social or similar purpose are eligible to apply.

The application deadline is **March 31, 2019**.

For further information and to get an application form go to the RTO website at: <http://rto.nstu.ca/Legacy.html>

Presidential Tours 2018–2019



NSTU president Paul Wozney began tours with Locals in the fall based on feedback provided at the first Local Presidents Conference in September. This series of town hall style meetings are intended to provide members with opportunities to meet the new NSTU president and share issues of concern. Each event is organized by the Local and the format is driven by Local executives. “This is the best way to provide an experience that reflects Locals’ needs and priorities,” says NSTU president Paul Wozney. “This is one way we are reconnecting and re-engaging with leaders and NSTU members.”

To date these events have taken many forms including a roundtable question and answer session, meet and greets, and presentation at Local General Meetings. Since Wozney began his presidency he has done these sessions with the APSEA, CSANE, Cumberland, Digby, Shelburne and Yarmouth Locals.



Cumberland Tour

The Cumberland Local held a meet and greet with the president on December 11. This event included NSTU Reps and Local executive members. Some of the topics of discussion include the substitute shortage, prep time, school climate and class caps. Shown with Paul Wozney are NSTU reps (left to right): Stephen Bradford, a math teacher at EB Chandler; Virginia King-Tower, a visual arts, music and science teacher at Pugwash District High School; and Ryan Oulton, who teaches a variety of subjects at Springhill High School including Science, physics, Communication Tech and Film; provincial executive member Wade Van Snick and Cumberland Local President Lindsay Wheaton.



Digby Tour

All members of the Digby Local were invited to a social event with NSTU president Paul Wozney on December 20. Shown with him (left to right): Joy Henshaw, Digby Regional High School Rep; Christina Giles-Thibodeau, St Mary’s Bay Academy Rep; Debbie Walker, Digby Local Secretary; Josée Desjardins, Digby Local President; and Kyla Savary, VP of PA/PR for the Local.



Shelburne County Tour

The Shelburne County Local hosted NSTU president Paul Wozney at its Local meeting on January 8. Members of the Local were given an opportunity to ask the president questions about anything they wanted.

Back Row (Left to Right): Cindy d’Eon (BMHS Rep); Katrina Mood-Ross, Vice-President – Communications; Elizabeth Currans (ERMES Rep); Amanda Digout (BMHS Rep); Leah Weare (HIA Rep); Gerald Reber, Provincial Executive Member; Seth Renaud (LES Rep); Preman Edwards, Executive Staff Officer; David Lyons (LRHS-Rep).

Front Row (Left to Right): Amber Hiltz, 1st Vice President; Michelle Goreham, Local President; Paul Wozney; Louann Bower, Secretary; Maureen Nickerson (CHES Rep).

executive highlights

January 17 & 18, 2019

- Filed the Table Officers Report;
- Approved a recommendation that Tim MacLeod's term contract be extended to December 31, 2020;
- Approved a recommendation that Simon Wilkin's role as Acting Assistant Executive Director be extended until February 28, 2019;
- Approved a recommendation that a 1 year sabbatical leave for Kyle Marryatt effective August 1, 2019 to July 31, 2020 be approved;
- Approved 24 out-of-province conference grants in the amount of \$475.00 each;
Natasha McLellan, Halifax City Local; Martha Mae Mather, Dartmouth Local; Laureen MacDonald, Halifax County Local; Dana Holmes, Halifax City Local; Frank McMahon, Halifax County Local; Maureen Beliveau, Halifax County Local; Jessica Swain, Halifax City Local; Kayleigh Horsman, Halifax County Local; Christene Caudle, Colchester-East Hants Local; Marilyn McDougall, Northside-Victoria Local; Michael Carrigan, Cape Breton District Local; Mary-Claire McMillan, Halifax City Local; Laura Leslie, Dartmouth Local; Michelle Muise, Halifax County Local; Susan Kauffman, Cape Breton District Local; Tracy Power, Halifax County Local; Leslie MacDonald, Cape Breton District local; Steve Caudle, Colchester-East Hants Local; Leanna Carrigan, Cape Breton District Local; Kelsie MacNeil-Boyd, Halifax City Local; Lisa Jones McKenna, Dartmouth Local; Kevin Wheatley, Halifax County Local; Anita McLeod, Dartmouth Local; Sarah Lindal, Dartmouth Local
- Approved two Educational Research Grants in the amount of \$475.00 each;
Laura Fryday, Queens Local; Vikki MacLaughlin, Colchdester-East Hants.
- Amended Operational Procedures 20 – Dispute Resolution – Province Wide Strike Procedures;
- Amended Operational Procedures 21 – Grievance, Arbitration, and Legal Protection;
- Approved a resolution be forwarded to Annual Council 2019 regarding Policy 44 – Collective Bargaining;
- Approved a recommendation that the NSTU contribute \$1,000 to Developing Successful Schools (DSS) from the Leadership Development and Outreach Line (5.13);
- Approved a recommendation that Therese Forsythe serve as convenor for the Annapolis-Hants West-Kings by-election;
- Approved a recommendation that the by-election for Annapolis-West Hants-Kings be held on Tuesday, March 12, 2019;
- Processed the 2019 Policy Review on Government for Council 2019: reaffirmed 1 policy; amended 3 policies; rewrite 2 policies and redraft 1 policy;
- Approved a recommendation for Locals to explore ways to increase diversity within the current governance structure;
- Approved a recommendation that the Provincial Executive refer the notice of motion regarding Media Protocol to the Public Relations Committee to draft Operational Procedures;
- Approved resolutions be forwarded to Annual Council regarding:
 - Policy 42 – Abuse and Bullying;
 - Policy 90 – Occupational Health & Safety;
 - Policy 96 – Safe Workplace and Member Conduct;
 - Policy 16 – School/Educational Site Administrators;
 - New Policy - Mental Health in the Workplace;
- Approved a resolution be forwarded to Annual Council 2019 amending By-Laws by substitution;
- Approved a resolution be forwarded to Annual Council 2019 amending Standing Orders by substitution;
- Approved a resolution be forwarded to Annual Council 2019 rescinding the following policies:
 - Policy 1 – Budget Requirements
 - Policy 2 – Civil Action – Legal Protection
 - Policy 4 – Conflict of Interest
 - Policy 7 – Executive Director and Executive Staff Qualifications
 - Policy 8 – Executive Staff Additions
 - Policy 11 – Privacy – Member Data
 - Policy 12 – Professional Associations
 - Policy 13 – Provincial Executive Committees
 - Policy 14 – Provincial Executive Directives
 - Policy 15 – Provincial Executive Meetings
- Approved amendments to Operational Procedures 1 – Annual Council Procedures;
- Approved amendments to Operational Procedures 23 – Member Evaluation;
- Approved a resolution be forwarded to Annual Council regarding Policy 19 - Anti-Homophobia, Anti-Transphobia and Anti-Heterosexism;
- Approved amendments to Operational Procedures 4 – NSTU Committees (iv) Equity Committee;
- Selected Provincial Executive members to the Awards Selection Committee:
Darlene Bereta, Wade Van Snick and Therese Forsythe. Alternate: Liette Doucet

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We have produced over a million personalized nutrition plans, and have helped countless Canadians reach and maintain their goal weight, and achieve their best health. We do this by using our state-of-the-art meal planning system to create a customized meal plan just for you, that meets all of your needs. We have expert nutrition consultants on staff that will meet with you weekly to coach you along your nutrition and weight loss journey. **We provide you with tools to help you sustain a healthy lifestyle - for life!**

OPEN to EVERYONE! Our Natural Market, stocked with healthy food, nutritious meals-to-go, and quality supplements, we are your one-stop shop for all of your nutrition needs. Do not need to be a Simply For Life member to shop at our Natural Market.

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53 James Street
- Bedford:** 902.832.0460
1475 Bedford Highway
- Bridgewater:** 902.543.5808
270 Logan Road
- Dartmouth:** 902.434.2955
35 Baker Drive
- Enfield:** 902.259.2720
8 Old Enfield Road
- Halifax:** 902.445.8446
Rockingham Ridge Plaza
- Kentville:** 902.365.8446
41 Aberdeen St, Unit 4
- New Glasgow:** 902.928.8309
260A Westville Rd.
- Sydney:** 902.270.4333
1028 Kings Road
- Truro:** 902.893.1518
100 Esplanade Street
- Yarmouth:** 902.881.8346
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Program Offering

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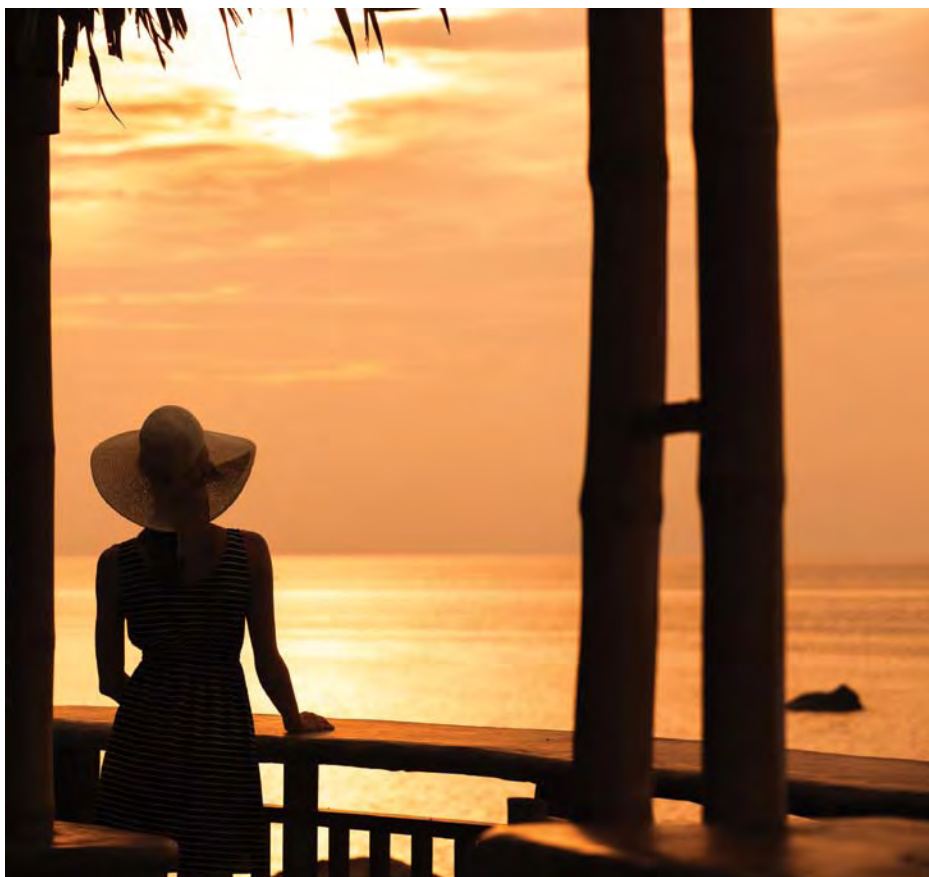
- \$75/month. Renews automatically each month. NO COMMITMENT REQUIRED.
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- 15 day free-trial for members and employees who register.
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- Offer available to members, employees and their partners!

*For those of you who receive the benefit of health & wellness dollars from your employer, please keep in mind the option is available to use these for a partial reimbursement.

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Attn: Don MacGillivray | info@shantihotyoga.ca | 902.880.6718
shantihotyoga.ca

A Renewed Sense of Freedom Reflections from a retired teacher

by Claudette Bouman



Retirement... what a marvellous prospect! It offers me a chance to get cracking on all those superb projects I've stored up in my head and heart for what feels like forever. Trouble is...I need help remembering what they are.

But seriously, both Barbados and Canada have been generous to me, providing a long, gratifying career in teaching where I faced the challenges of occupying young, curious minds. I was one of the lucky ones, never suffering unemployment or *underemployment*. I pursued a meaningful career with a promise of a pension at the end, if I owned enough staying power. When I finally said goodbye to teaching in Nova Scotia in June 2018, many of my friends who I'd left behind in my old island homeland, had either already left their profession behind or were just about to do so. That realization gave me the heartfelt conviction that my time had come.

To arrive at my decision, I answered two pertinent questions satisfactorily. Can I afford it? And am I ready? Let's just say I was ready long before I thought I could afford it, but that's a minor detail. Whether I can *actually* afford it remains for the future to answer. I longed to give myself more uninterrupted free time to devote to my own creative pursuits. Suffice it to say, I jumped when I felt thoroughly ready to retire.

I've heard of two interesting ways of defining emotional or psychological readiness to retire. By the time you're ready to retire: you're either too *full* or you're *empty*. I felt full and ready to set aside the buffet plate as I had feasted enough. The trappings of my inner and outer life needed a different direction. But what *was* the deciding factor? In my last two years a group of events, political and personal, conspired to urge me on towards the end point. Teachers, under the leadership of the NSTU, and the Nova Scotia Liberal government entered a long, nasty dispute that even today leaves a bad taste. After being legislated back to work from work-to-rule job action, the next year many teachers seemed to land right back at square one with unfinished bitter business. Then in 2018 came the Glaze Report and a rush to implementation promises without true regard for long-term teacher concerns. From this a looming illegal strike threatened like a blue demon on the horizon.

Teaching was not without its daily challenges. I asked my daughter recently if she'd ever reconsider her decision *not* to become a teacher. Her answer was *no*. Her reason was again captured in one word, *disrespect*. When practicing teachers speak of disrespect for their work or position, they often mean societal attitudes, various actions of Governments of the day, school administration and bureaucracy. But my daughter's reference to disrespect had to do with students' behaviour in the classroom and lack of consequences for students' disrespect and ill-discipline. Some of the major education issues are clearly system-wide. Clearly more needs to be done to close the achievement gap for African Nova Scotia students.

Even though provincial enrolment numbers are dropping, teachers routinely still face too large classes. I had direct knowledge of this as a parent and as an employee. My son's Grade 6 class had 30 students. By Grade 7, junior high French Immersion meant a classroom of 37. The numbers had to reach 40 before they could be divided into two classes. Just imagine what this meant. Those kids were seriously short-changed.

Despite common, obstinate education problems and frustrations, bright spots always appeared. I created an optimistic work-life balance with the steady support of family, friends and colleagues, staying the career course. My work-life balance meant setting aside time at the end of the day and week for myself, family and friends. School holidays allowed for travel, fun, and social activities. But one very important advantage of being a teacher in Nova Scotia offered me huge health and educational

rewards that I cannot easily overlook or deny. That benefit, gained through the collective bargaining of a robust and effective teachers' union, was the deferred leave.

In 2006-2007, after teaching for seven years with the Halifax Regional School Board, I took a year's deferred leave. Essentially, I gave up one year of salary to win a year of time from my day job. It was brilliant. The health benefits and sense of renewal were priceless. I did it again in 2013-2014 and instead of staying at home in Nova Scotia, I joined my husband and daughter to live abroad. We lived in West Germany, allowing my daughter to complete her Grade 10 year in Saarguemines, France. I observed, experienced and learned such different ways of life, made possible entirely with the deferred leave option.

The benefits were not simply my own but also those of my replacement teacher, who gained a full-term contract while I was living elsewhere just as I had benefitted from a teacher on deferred when I first started in Nova Scotia. At the end of those deferred leaves, my battery was recharged and I felt like I could pull up trees ready to face classrooms full of eager-eyed, high school students once again. I felt lucky and fortunate. My advice for anyone thinking of taking a deferred leave, are in the words of Eleanor Marx: *Go ahead!*

Finally, the best thing about retirement is it feels a lot like an extended deferred leave.

Claudette Bouman retired from the Halifax Regional School Board (now Regional Centre for Education) in June, 2018. She was an English and IB teacher at Cole Harbour District High School. She has been an active member of the Black Educators Association since 1998.

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Why Join HUBS Qatar?

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- Transportation allowance of CAD 4000 /year or use of school buses.
- Fully subsidized furnished air-conditioned housing prepared before you arrive. Utilities included.
- Round trip tickets.
- Private medical insurance, excess baggage reimbursement, visa and residency arranged for you and fees born by the school, reimbursement of teacher license renewal fee.
- Paid summer break.
- Family benefits based on years of experience including tickets, medical insurance, child tuition discount, visa issuance and expenses.
- Save up to CAD31,000 a year!

Support in Relocating and Settling in
Detailed information provided prior to arrival, help with travel arrangement and at the airport. Canadian Social Coordinator will assist you with the nuances of settling in.

Upscale Country, International Hub, Endless Travel Opportunities
Qatar is a wealthy, peaceful, stable and expatriate-friendly country constantly buzzing with exciting international sport and cultural events. Its central location and Qatar Airways ever expanding flight network and ongoing promotions create unique travel opportunities to destinations in Europe, Africa, Asia and the Middle East.

Canadian Work Environment
You will be interviewed by experienced Canadian educators and will work with many Canadian teachers, Principal and BC Program Heads in a friendly, collaborative and professional environment.

resources

media
LIBRARY

@LRTS

Digital
Resources
for
Teachers

DID YOU KNOW? We now have a YouTube channel! We are “EECD NS” and you’ll find lots of professional development videos by clicking here <https://goo.gl/cePvXV> or search for us under our channel name. We upload videos once a week (Wednesday) so be sure to subscribe!

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!

Videos you can stream and download for African Heritage Month!

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, click on the link for “Online Video Library/Learn360” and then use the links below to access these videos and many more.

Black Halifax: Four Centuries, One Community Series

<https://learn360.infobase.com/PortalPlaylists.aspx?seriesID=2629&c=1&wID=114538>

This video series celebrates Halifax’s vibrant Black community that has flourished since the 1700s and the rich cultural life of the community. The stories are about personalities, sites, and events of historic significance to the African Nova Scotian community and are presented by local performance poets and professional actors that combine storytelling with archival photographs and film.

Uniacke Square Blues: Shades of Blue

<http://learn360.infobase.com/PortalPlaylists.aspx?wID=114538&xtid=82710>

This documentary looks at the community of Africville and how being forced out affected the people who lived there. Forty years after the residents of Africville were forced out of their Halifax neighbourhood, their descendants are still seeking a resolution. This focuses on three men: Eddie, Irvine and Nelson Carvery who deal with the loss of their community in different ways. Eddie continues his almost half-century protest at Seaview Park where Africville once stood. His brother Irvine is working to have the community’s church rebuilt. Their cousin Nelson is focused on keeping people hopeful and moving forward. Appropriate for grades 10-12 however teacher preview is recommended. Some content in this video may be not be appropriate for all classes. (46 min.; 2009)

Eliza Parker: Fighting for Freedom

<http://learn360.infobase.com/PortalPlaylists.aspx?wID=114538&xtid=82695>

Sixteen year old Toni Parker tells the story of her great-great grandmother Eliza Parker. After escaping slavery in Maryland, Eliza settled in the free state of Christiana, Pennsylvania where she met her husband William. On September 11th, 1851, the young couple was harbouring two runaway slaves when a slave-owner, accompanied by an armed posse, came to claim the men back. Eliza and her husband refused, and called for help from members of their self-defense organization. After fighting off the attack, Eliza and William made their way to Canada and set up home in the Free Black community, The Elgin Settlement, which today, is today located in North Buxton, Ontario, the town where Toni Parker and other descendants still live. From the series Mother Tongue. Appropriate for grades 9-12. (23 min.; 2006)

Mufaro’s Beautiful Daughters

<http://learn360.infobase.com/PortalPlaylists.aspx?wID=114538&xtid=66370>

Reading Rainbow: Join LeVar Burton as he reads an African tale of Mufaro’s two beautiful daughters – one bad tempered, one kind and sweet. In addition, we meet an African drum maker as he demonstrates his craft and another man who collects and plays traditional African instruments including the twanga, huhu, conch shell, gome and asasa. We also watch as LeVar joins in some festival fun with an African dance troupe, Forces of Nature. Appropriate for grades P-5. (28 min.; 2004)

African & African-American Folktales

<http://learn360.infobase.com/PortalPlaylists.aspx?wID=114538&xtid=74752>

Three captivating tales provide insight into African and African-American culture.



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WOMEN'S SYMPOSIUM SUR LES QUESTIONS FÉMININES

Women Deliver Public Education

JUNE 3, 2019
VANCOUVER
BRITISH COLUMBIA

Canadian Teachers' Federation
Fédération canadienne des enseignantes et des enseignants

www.ctf-fce.ca

The trilogy contains an explanatory tale, a whimsical and humorous West African story, and a selection from the “Brer Rabbit” tales. Narrated by renowned storyteller Donna Washington, the video includes commentary about each tale’s historical, social, and literary significance. Appropriate for grades P-5. (20 min.; 1993)

Sing Out Freedom Train

<http://learn360.infobase.com/PortalPlaylists.aspx?wID=114538&xtid=77189>

Climb aboard the Underground Railroad in this musical drama. You’ll hear the songs and stories of a small group of slaves as they follow Harriet Tubman north to Canada. Witness the strength they draw from spirituality. Please preview this video. Appropriate for grades 6-12. (50 min.; 1993)



update

NSTU Group Insurance Trustees Winter Wellness Challenge!!

With the new year now in full swing, it is important to recognize that this can be a difficult time for some with the pressure of keeping self-imposed New Years' resolutions, and returning to our regular routines and busy schedules. There may not be a more important time to ensure that you are practicing some form of self-care and not taking on more than you can handle.

With this in mind, the NSTU Group Insurance Trustees would like to remind you of the upcoming **Winter Wellness Challenge** which runs from **Friday, February 1 to Friday March 8, 2019**.

Practicing wellness means different things to different people and the purpose here is to challenge yourself with activities that promote the different areas of wellness, including but not limited to intellectual, physical, nutritional, psychological and social / community wellness. It is hoped that this will help identify your areas of strengths and areas for improvement to help you reduce stress and develop healthy lifestyle habits.

How does the challenge work?

You collect points for the activities you participate in and your total wellness score is calculated based on your daily activities, weekly bonus activities, as well as your participation on the challenge website. For more information, visit www.healthycommunity.ca/lifestyles/NSTUCHallenge for wellness activities and to collect your points.



If the registration deadline has passed, can I still participate?

Unfortunately, in order to participate in this challenge, you needed to register yourself or your team by the January 31, 2019, deadline.

Why should I participate in the challenge?

Participating in wellness activities has shown to improve productivity both at work and at home, with participants reporting feeling happier and better able to adapt to changes in their everyday lives. Other benefits include weight loss, improved physical and mental fitness and a sense of accomplishment knowing that you have taken steps to improve your health.

Winter Wellness Challenge

Intellectual Physical Nutritional
psychological Social/Community

Open to active members
(term, probationary & permanent contract)
of the
Nova Scotia Teachers Union
& PSAANS

Prizes
Random draws for:

- members who register before Feb 1, 2019
- 5 Fitbit Charge 3's or \$200
- special gift for active participants who complete at least half of the challenge

Five-Week Challenge
Friday February 1 to Friday March 8, 2019

- Individual or Team
- Registration - January 15 to 31, 2019
- NSTU School Rep will provide getting started brochure
- Open to active members (term, probationary & permanent contract) of the Nova Scotia Teachers Union & PSAANS

NSTU Insurance Trustees

"The Health and Wellness Challenge" supported by Homewood Health Inc.

Sponsored by NSTU Group Insurance Trustees

If you are not sure what to expect, consider the following testimonials from past challenge participants:

"This challenge gave me an opportunity to change some things about myself to make me a better person, and it was long enough that it established a routine for me to continue my good habits."

"I always thought a healthy lifestyle meant diet and exercise. I love that this encourages other areas in my life as well, such as intellectual, community, etc."

Congratulations if you have registered for the Winter Wellness Challenge and get ready to skate into better health!

More info: YogainSchools.ca

**Four days that will
transform your life
and those you teach.**



Inspire growth,
inner peace and
connection in your
students.

YOGA
in schools

CANADIAN
CONFERENCE

Yoga in Schools Canadian Conference 2019

This summer's Canadian Conference, themed Power of the Feminine will have all-levels workshops designed to support and empower all female-identifying students. The workshops will have a theoretical component along with movement practices to inspire confidence and resilience.

Topics Include:

- Strategies for thriving as a female-identifying person
- First Nations practices for healing trauma in women
- Workshops for boosting self-esteem in girls with learning differences
- Inspiring live performances from local artists
- Girl on Fire curriculum that is empowering young women across Canada

Conference Hosts: Jenny Kierstead and Blair Abbass and their team of leaders in women's issues and wellbeing

Who can attend: This program is suitable for male and female counsellors / teachers / Therapist / anyone working with young women.

Date(s) & Time: July 16th-19th, 2019

Location: Chocolate Lake Hotel

Fee: early bird \$500.00+hst until June 1st.

BreathingSpace
YOGA STUDIO

NEW Certification!

Full 200hr Yoga in Schools & studio intensive Yoga Teacher Training, July 2-21st - with this 4 day conference included.

Register early to catch the early bird fee by calling 902-444-9642 or info@BreathingSpaceYogaStudio.ca

**The deadline
for the
March issue
of The Teacher
is February 22**

Contact Nancy Day
at 902-479-4722 or
theteacher@nstu.ca

resources

TANS Education Program

The Trappers Association of Nova Scotia's (TANS) education program on Wildlife and Habitats in Nova Scotia introduces students to the fur-bearing species of Nova Scotia through trappers coming into the classroom with various hands-on materials. These may include tanned pelts, plastic skulls, and silicone tracks. Instructors discuss various aspects of the animal such as diet, habitat, reproduction (litter sizes), and natural predators. Discussions also include impacts of loss of habitat due to human activities. The first stage of programming, geared toward Grades 4 to 6 will have no mention of trapping depending on the curriculum. The second stage of the program is being developed toward Grades 9 to 11. This stage will discuss habitat carrying capacity, sustainable wildlife use through responsible trapping, as well as issues related to an over abundance of species. For further information and interest in this program please contact Mark Wood, President of the Trappers Association of Nova Scotia at info@trappersassociationofnovascotia.ca or 902-689-2528.



The Council to Improve Classrooms Conditions held its first meeting of the new year at the NSTU building on January 22 and 23. NSTU president Paul Wozney is shown with outgoing member Michael Cosgrove. Cosgrove has been a member of the Council since its inception in 2017. He is an English teacher at Dartmouth High School.

Proactive Strategies for Children with Challenging Behaviour

This Save Your Sanity full-day Workshop will take place on April 24 at the Holiday Inn Express in Enfield. Presenter Colleen DeVeyrac will explore with participants strategies to solve some of the difficult behaviour issues in the classroom and talk about how to implement strategies in the classroom so learning outcomes are increased and your stress is decreased. This workshop will include the effect of technology on behaviour, the importance of personal classroom philosophies, ideas for engaging community support, and strategies to engage children with difficulties to reach their potential

For more information please contact: CRD Consulting, at: enquiries@saveyoursanity.ca, 250-572-4144, or visit www.saveyoursanity.ca

Status of Women Committee Book Giveaway

*Email your name, home address, and the name of your school or campus with **BEAUTIFUL** in the subject line to theteacher@nstu.ca by **February 25, 2019** to be eligible for the draw.*

***Beautiful**
by Stacy McAnulty*

In honour of International Women's Day, NSTU's Status of Women committee is giving away two English and two French versions of Beautiful by Stacy McAnulty, with illustrations by Joanne Lew-Vriethoff. Published by Running Press Kids, Beautiful breaks barriers, encourages girls to embrace who they are, realize their endless potential, and know that true beauty comes with being empowered, smart and strong.



The NSTU's Status of Women Committee has two English and two French versions of this book for giveaway.

Savings you'd stick your head out the window for.



"Who doesn't love wind in their fur?"



Get a quote & you'll be entered for a chance to

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

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To book, call Nancy Day at 1-800-565-6788 or email theteacher@nstu.ca

"Frantastic" Wedding Officiant – Recently appointed as Administrative Justice of the Peace, I'm excited to officiate weddings in Nova Scotia. Customized services that reflect the partners are my interest. After decades as a couple therapist, I still believe that marriage is a great decision. Contact Fran Reddy Chisholm: mfranrc1@gmail.com, 902-237-1423, 902-462-5889.

House Rental – Fully furnished home in Dartmouth near NSCC waterfront. April 15–June 15 and Sept 15th–Nov 1. Responsible mature couple or single person. Call retired teacher Eva 902 471-7300 or evafarma@yahoo.ca.

CCRSB music teacher seeking job share partner for 2019-2020 school year. Job share would be 50% music (40% Rawdon District School, 10% Enfield District School). Please contact Gillian Sproul at sproulgillian@gmail.com if interested.

CBVRCE Permanent French/French Immersion/Resource teacher looking to do an exchange with a teacher in either the AVRCE or l'École Rose-des-Vents for the 2019-2020 school year. Permanent exchange possible. Contact: bbugden@nstu.ca.

TEACHERITIS: Neck tension, back pain, restless legs, chronic dry cough, hands falling asleep or burning, stress and jaw tension. A cure – Massage Therapy. Bertina Evers, RMT serving NSTU members from Windsor to Kentville. 902 670 3068 medicinehands.ca Online billing available.

Permanent HRCE Physical Education teacher looking to do an exchange with a teacher in the CBVRCE for 2019-2020. Permanent exchange possible. Please contact: hrcepe14@outlook.com.

Permanent secondary teacher with the CBVRCE looking for an exchange with a permanent teacher in the HRCE. Permanent exchange desired. Please contact sfowler@gnspe.ca if interested.

CCRCE music teacher seeking job share partner for 2019-2020 school year. Job share would be 20% music at Cobequid District Elementary School in Noel, and could possibly be combined with the job share at Enfield and Rawdon to make a larger percentage position. Please contact Laura Bowman at laurabowmanule@gmail.com if interested.

Deals & Discounts

for NSTU members
(including retired members),
please visit the website at www.nstu.ca

Education Week 2019

April 14 to 20

Inclusive Education – helping our students
and children succeed



Teaching and administrative opportunities in the Nova Scotia International Programs

Experience a new culture while teaching the Nova Scotia curriculum, or bring your school leadership expertise to an exciting new learning environment.

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, and paid holidays.



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



2018 – 2019 Pre-Retirement Seminars SCHEDULE



DATES:

February 5 & 6 (Tuesday & Wednesday)
12 & 13 (Tuesday & Wednesday)
20 & 21 (Wednesday & Thursday)

LOCATIONS:

CCRCE (Stellarton) – Pictou Co. Wellness Ctr.
TCRCE – Rodd Grand Yarmouth
HRCE – Comfort Hotel Bayers Lake

The John Huntley Memorial Internship Program

*The deadlines for application for the
John Huntley Memorial Internship Program
for the 2018-2019 school year are*

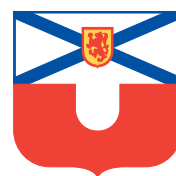
November 1, February 1 and April 1.

*Applications for active NSTU members are available through your
NSTU rep, on the NSTU website at www.nstu.ca or
at Central Office 477-5621 or 1-800-565-6788.*

*The internship provides members with an opportunity
to learn more about the NSTU.*

Nova Scotia Teachers Union

FEEL LIKE A CHANGE?



Secondments at the Nova Scotia Teachers Union

The Nova Scotia Teachers Union is updating its resource file of active members interested in short-term secondment to NSTU staff.

Seconded staff supplement the work of permanent Union staff, and increase staff available when the demand exceeds the capacity of the organization.

Individuals may be seconded to provide a service or program over a period of weeks, to serve as a resource person or liaison with a Union committee or group or to initiate and/or implement a specific program, project or task.

Secondments may be in member services, professional services, public relations, public affairs or organizational support.

Active members interested in being listed in the resource file are requested to print and fill out an application form available on-line by:

- ENTERING THE NSTU WEBSITE
- SELECT "STAFF"
- SELECTING "SECONDMENTS" FROM THE MENU ON THE LEFT-HAND SIDE

Information forms will be retained in the resource file for a period of one year.