

Return to in-person learning during Omicron wave filled with uncertainty

Most students began the holiday break abruptly in 2021, and had a delayed return to class in 2022 because of the rapid transmission of the Omicron variant of COVID-19 across Nova Scotia.

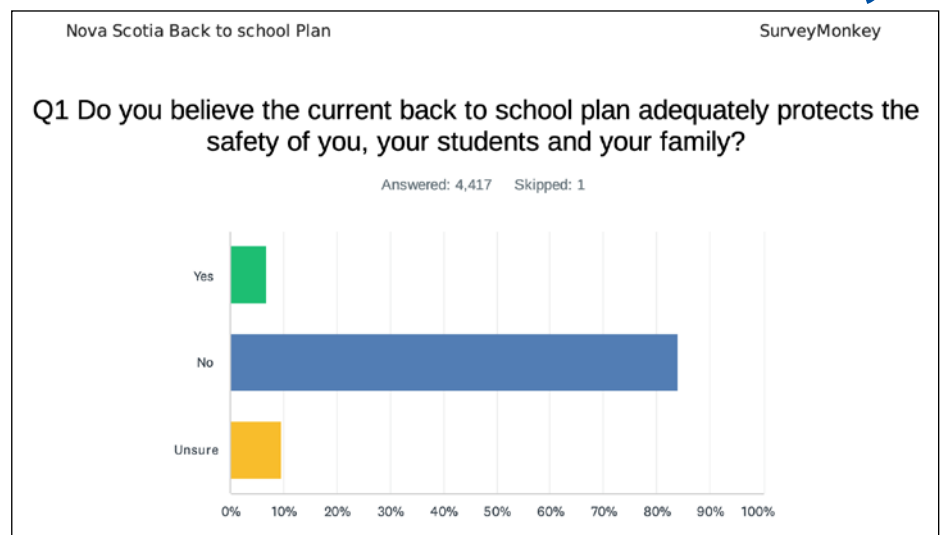
Teachers meanwhile have repeatedly called for additional safety measures to help prevent the spread in schools and ensure the virus is not brought home to vulnerable families.

With the exception of Learning Centres, students were excused on December 17th, for a holiday break that was initially supposed to begin on December 22nd. Previously, the holiday break had been extended from January 4 to January 6th to allow more time to evaluate the COVID-19 situation. While schools were closed for students, all teachers were required to be in classrooms for professional planning and development.

The primary reason the holiday break began early according to Education and Early Childhood Development Minister Becky Druhan was due to staffing pressures caused by Omicron.

"Our schools are safe. This is not a matter of COVID being in our schools or spreading throughout schools. This decision is really as a result of the challenges associated with the number of people who are following public health's direction to self-isolate if they've been a close contact," Druhan told CBC News on December 15, 2021.

As the date to return to in-person learning approached in early January, daily cases counts were mounting, often exceeding more than 1,000 per day, even though access to testing



was limited for most Nova Scotians. This prompted the NSTU to call for the school year to resume remotely to protect the safety of students, teachers and their families. The NSTU was also concerned that staffing shortages and high absenteeism would make in-person learning unviable.

As Paul Wozney told Global News on January 3, 2022: "Schools are where our communities come together. If our schools are vulnerable to COVID spread, by extension, so are our families, friends and the broader community. Our teachers and other educational workers have been on the front line of the pandemic working with the most vulnerable unvaccinated population in crowded classrooms, with questionable ventilation, no physical distancing and poor masking compliance."

He added in a release sent on the same day: "While I hope that I am wrong, the teacher shortage was making it difficult to maintain school operations prior to holiday break, and we expect it is only going to get worse until the current wave recedes."

In early January the NSTU also surveyed members about in-person learning during the Omicron wave. According to 4,418 teachers and school specialists that responded to an on-line questionnaire, 84 per cent (83.90 per cent) believed in-person learning was not safe for students and their families. Only about seven per cent (6.79 per cent) were confident that schools would be safe when classes resumed, while about 10 per cent (9.51 per cent) were unsure. The survey also found that 85 per cent of teachers believed that contact

Continued on page 21

people

NSTU holds Local Service Awards recognition

At a special evening recognition event, 39 NSTU members were honoured with Local Service Awards. These Local leaders have a wealth of experience of service to education, their students and colleagues. Whether serving as NSTU representatives at their worksites, as members of their Local Executives, on provincial and national committees or internationally, these members have left their mark on education in Nova Scotia.

During pre-pandemic times, these members would have been honoured during NSTU's Annual Council. Since Annual Council 2020 was held virtually and Council 2021 had limited opportunities for gathering due to public health guidelines, NSTU's provincial executive made the decision to honour recipients over the last two years at the same event. NSTU president Paul Wozney presented the awards along with NSTU's executive director Steve Brooks. The event included a dinner and limited social gathering following the presentation. Executive staff officer Preman Edwards, who was an active member of the Halifax County Local before joining NSTU staff, was given his award posthumously with a special tribute from friend, and colleague, and Halifax County provincial executive member Duncan Cameron.

Shown in the photo seated (left to right): Hants West recipient Tami Cox Jardine (2021); and CSANE recipients Sam Samson (2021), Renée Samson (2020) and Tara McCormick (2020). Shown kneeling: Kim Drysdale (Cumberland – 2020); Halifax County recipients Crystal Isert (2020), Tina Broderick (2021), Shelley Rigby (2021), and Drew Fournier (2021); Lunenburg County recipients Ray Aucoin (2021) and David Kokocki (2020); and Cape Breton District recipient John White (2021). Shown standing (first row) are: Angela Blenkhorn (Cumberland – 2020); Karla Britney (Annapolis – 2021); Judy Rogers (Yarmouth – 2020); CSANE recipients Eric Morneau (2021) and Louanne Comeau (2020); Angela Deagle (Inverness – 2020); Theresa George (Colchester-East Hants – 2020); Colleen Scott (Shelburne County – 2021); Phil Doucette (Antigonish – 2021); Thérèse Forsythe (Kings – 2020); Halifax County recipients Wendy Hargreaves (2021) and Mona MacNeil (2021); and Cape Breton District recipients Dayne Enguehard (2020) and Stewart Marsh (2021). Standing back row: Rob Wigle (Dartmouth – 2021); NSTU president Paul Wozney; Robert Lelievre (Inverness – 2020); and Bernard LeBlanc (Richmond – 2020).



Continued on page 24



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Submission deadlines for 2021-2022:

ISSUE	DEADLINE
March.....	March 4
April.....	April 8
May.....	May 6
June.....	June 8

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Teachers' Pension Plan Review Update

The Expert Review Panel (the Panel) of the Teachers' Pension Plan (TPP), appointed by the NSTU and the Province of Nova Scotia, which are the sponsors of the Plan, was expected to provide its recommendations by December 31, 2021.

The NSTU and the Province have agreed to a request from the Panel to extend their deadline for recommendations to June 30, 2022. This extension was agreed to so that the Panel could complete its mandate, as previously communicated:

- Develop options/recommendation to make the Teachers' Pension Plan fully funded in a reasonable period of time within the framework of the TPP;
- Consult broadly regarding options for resolution;
- Conduct education sessions with stakeholders, including the extent of the deficit and options for resolution;
- Develop a broad communications plan regarding the challenges and options to resolve the pension deficit.

The Panel has been busy learning about the Plan and its history, meeting with identified groups of leaders (NSTU Provincial Executive, PSAANS leadership, NSCCAU leadership, RTO leadership), preparing the education sessions that are part of the mandate.

Between now and March 2022, the Panel intends to provide the initial education sessions to members of the TPP, including pensioners. Further information about the timing and the format of the initial education sessions will be forthcoming from the Panel. The Panel intends to use a variety of means to communicate with TPP members to make them aware of the initial education sessions. This may include direct communication from the Panel and/or communication from the Panel through email and social media from the NSTU, PSAANS, NSCCAU, and RTO.

The NSTU and Province requested an updated work plan from the Panel to reflect the revised deadline. The work plan engages parallel workstreams that overlap and intersect. The broad work plan is shown in the table.

TPP members who have questions related to this review can send questions to pensionreview@nstu.ca.

Pension Review Panel Revised Work Plan

Stage 1: Learning	
February 2021 – December 2021	<ul style="list-style-type: none">• Understanding the Plan, its History, and the Funding Issues• Securing Administration/Project Management Supports• Building the Communication/Consultation Framework• Initial Broad-Based Communications
Stage 2: 1st Education/Consultation and Analysis	
October 2021 – January 2022	<ul style="list-style-type: none">• Preparing for Education – Consultation Session Part 1• Reviewing the Funding: Develop/Undertake Actuarial/Financial Analysis to Inform Options/Solutions
November 2021 – March 2022	<ul style="list-style-type: none">• Holding Education Sessions
Stage 3: 2nd Consultation and Finding Solutions	
February 2022 – April 2022	<ul style="list-style-type: none">• Refine Options/Solutions• Preparing for Consultation Part 2• Refine Options/Solutions
April 2022	<ul style="list-style-type: none">• Holding Consultation Sessions Part 2
Stage 4: The Recommendations and the Report to be Finalized for July 31, 2022	

Save the date for our ANNUAL GENERAL MEETING

March 26, 2022

2 Board of Director seats will be open: 1 HRM, 1 Eastern Nova Scotia





from the nstu president

Breaking New Ground

It's tough to write right now. The exhaustion and demoralization of the pandemic hangs thick in the air like the soupy fog on a mild day after a big snow. We're all trudging forward. It's hard to find the joy in the work. No matter how hard we hope and wish for reprieve from the crushing pressures Omicron continues to impose, relief feels ever like the so-close-yet-so-far carrot dangling cruelly from the end of stick. In this climate, it would be understandable if we let ourselves slip into a state of learned helplessness.

Still, even in the throes of Winter's long, cold, dark days, even after seven years under a brick wall government, there are signs that mobilizing in solidarity can help realize the answers we know are needed.

In December, I urged us all to lean into the opportunity to re-forge our relationship with our MLAs as a constructive use of our frustration and struggle. A big part of that was acknowledging that how we initially connect would serve to engender an ongoing willingness in our elected representatives to dialogue about what matters in our classrooms and worksites—come in hot and risk scorching the earth—or approach our MLA as a person whose role we value, demonstrated by frank yet respectful discussion, and build a bridge that lasts.

I want you to know that wasn't merely homework from me to you. That counsel remains front of mind for me in the work I do with Minister Druhan. Our conversations are rarely light and the stakes are always high. Nonetheless, demonstrating my esteem for the role she holds and addressing concerns in a forthright but respectful manner has begun to yield positive impacts for members.

While Public Health remains hellbent on abandoning school notifications and refusing to prioritize school staff for boosters or accelerate rates of juvenile and adolescent vaccination through school-based clinics, Government has taken some steps in response to our advocacy.

After two years of highlighting ventilation and air quality issues, HEPA filtration units landed in classrooms at 71 sites without any active ventilation system, with a commitment to identify classrooms in schools with mechanical systems that are not providing six full air changes per hour and install additional HEPA units where warranted. Three-ply masks and basic surgical masks were provided.

I know these changes don't satisfy all of our legitimate concerns about the protections needed to support safe and sustainable in-person learning, but we should take note that for the first time in two years Government is taking our input seriously and acting on it. That's an indicator that the approach I've urged us all to take is delivering results, and serves as reason to sustain these efforts.

We are beginning to see early indications that members exercising their OHS rights is having an impact. We are seeing

Un nouveau départ

Il est difficile d'écrire en ce moment. L'épuisement et la démoralisation découlant de la pandémie flottent dans l'air comme le brouillard d'une journée douce après une tempête de neige. Nous avançons tous péniblement. Il est difficile de prendre plaisir à travailler. Nous avons beau espérer et souhaiter un répit aux pressions écrasantes qu'Omicron continue d'imposer, celui-ci ressemble toujours à la carotte si proche et pourtant si lointaine qui pend cruellement au bout du bâton. Dans ce climat, il serait compréhensible que nous nous laissions glisser dans un état d'impuissance acquise.

Pourtant, même dans les affres des longs jours froids et sombres de l'hiver et après les sept ans d'existence d'un gouvernement fermé comme une huître, il y a des signes que la mobilisation solidaire permet d'obtenir les réponses que nous savons nécessaires.

En décembre, j'ai exhorté chacun d'entre nous à profiter de l'occasion qui nous était offerte de renouer nos relations avec nos députés pour faire un usage constructif de notre frustration et de notre lutte. Il s'agissait en grande partie de reconnaître que la façon dont nous entrons initialement en contact permettrait d'engendrer une volonté permanente chez nos représentants élus de discuter de ce qui est important dans nos salles de classe et sur nos lieux de travail – se présenter de manière échauffée et risquer de se brûler ou aborder notre député comme une personne dont nous apprécions le rôle, ce qui se manifeste par une discussion franche, mais respectueuse, et l'établissement de liens durables.

Je veux que vous sachiez que ce n'était pas simplement un devoir que je vous assignais. Ce conseil me reste à l'esprit dans le travail que je fais avec la ministre Druhan. Nos conversations sont rarement légères et les enjeux sont toujours élevés. Néanmoins, le fait de démontrer mon estime pour le rôle qu'elle occupe et d'aborder des préoccupations de manière franche, mais respectueuse a commencé à avoir des effets positifs pour les membres.

Alors que la Santé publique reste déterminée à abandonner les avis aux écoles et à refuser de donner la priorité au personnel scolaire pour la dose de rappel ou d'accélérer les taux de vaccination des enfants et des adolescents par le biais des cliniques scolaires, le gouvernement a pris certaines mesures en réponse à nos revendications.

Après deux ans à mettre en évidence des problèmes de ventilation et de qualité de l'air, des unités de filtration HEPA sont arrivées dans les salles de classe de 71 établissements dépourvus de tout système de ventilation actif, avec l'engagement de cibler les salles de classe des écoles dont les systèmes mécaniques n'assurent pas six changements d'air complets par heure et d'installer des unités HEPA supplémentaires là où cela est justifié. Des masques à trois épaisseurs et des masques chirurgicaux de base ont été fournis.

Je sais que ces changements ne répondent pas à toutes nos

OHS steps by members being taken seriously enough that complainants are being required to report to an alternate site while their classroom safety concerns are investigated. These are not disciplinary removals or treated as leave in any respect. Members work from a remote site with full pay and benefits while their file is addressed.

Some of the outcomes of these refusals are not what members want or hope. Some of them yield tangible improvements. Nonetheless, there is a powerful instinct for any employer to take steps, even under pressure, to avoid the scrutiny of the Department of Labour, an independent third party with authority to order changes.

The action of these few members are creating a pressure that has not often been seen before around safe in-person learning conditions. For members wondering whether unsafe work refusals have value, I humbly submit that they do—not only for the submitting member, but for so many others that walk in their shoes.

Like you, I am weary in the work. These last two years have been unimaginably difficult. I am tired in ways I didn't know existed, and I know you are too. That said, when it seems like empty is finally and permanently here, the strength and purpose to continue arises out of our connection and solidarity.

Yes, there remain needs for us to address and advocate for. And, we will persist for prioritized vaccination, N95s, notification of school based positive cases and exposures, for HEPA units in settings where ventilation is inadequate, and other measures, too.

But even as we struggle, recognize and take courage that together we are breaking new ground, and doing so in the coldest winter when the ground is hardest. In this, let us find hope and the fuel to persist in the good work needed to realize safe, sustainable classrooms during the pandemic and beyond.

Thank you for your care, devotion and continued professionalism in these trying times. I remain humbled to serve you all and proud to stand and act together with you.

All my best,



Paul

The deadline for the March issue of The Teacher is March 4

Contact Nancy at 902-477-5621
or theteacher@nstu.ca

préoccupations légitimes concernant les dispositifs de protection nécessaires pour permettre un apprentissage en personne sûr et durable, mais nous devrions reconnaître que pour la première fois en deux ans, le gouvernement prend nos commentaires au sérieux et y donne suite. Cela indique que l'approche que je nous ai tous exhortés à adopter donne des résultats, et c'est une raison de poursuivre ces efforts.

Nous commençons à voir de premières indications que l'exercice par les membres de leurs droits en matière de santé et de sécurité au travail (SST) a un impact. Nous constatons que les démarches entreprises par les membres en matière de SST sont prises suffisamment au sérieux pour que les plaignants soient tenus de se présenter dans un autre établissement pendant que leurs préoccupations concernant la sécurité de leur classe sont examinées. Il ne s'agit pas d'un renvoi disciplinaire ni d'un congé à quelque titre que ce soit. Les membres travaillent à partir d'un autre établissement avec un salaire et des avantages complets pendant que leur dossier est traité.

Certains des résultats de ces refus ne sont pas ce que les membres souhaitent ou espèrent. D'autres apportent des améliorations tangibles. Néanmoins, tout employeur est instinctivement incité à prendre des mesures, même sous pression, pour éviter l'examen du ministère du Travail, une tierce partie indépendante qui a le pouvoir d'ordonner des changements.

Les actions de ces quelques membres créent une pression qui n'a pas souvent été observée auparavant par rapport aux conditions d'apprentissage sécuritaires en personne. Pour les membres qui se demandent si les refus de travailler en raison de conditions dangereuses ont une valeur, j'affirme humblement qu'ils en ont une, non seulement pour le membre qui se prévaut de ce droit, mais aussi pour de nombreuses autres personnes qui marchent dans leurs souliers.

Comme vous, je suis fatigué. Ces deux dernières années ont été d'une difficulté inimaginable. Je suis fatigué d'une manière que je ne croyais pas possible, et je sais que vous l'êtes aussi. Cela dit, lorsqu'il semble qu'un sentiment de vide soit définitivement présent, la force et la volonté de continuer naissent de notre connexion et de notre solidarité.

Oui, il reste des besoins auxquels nous devons répondre et que nous devons défendre. Nous persisterons à demander une vaccination prioritaire, des masques N95, la notification des cas positifs et des expositions dans les écoles, des unités HEPA dans les environnements où la ventilation est inadéquate, ainsi que d'autres mesures.

Cependant, même si nous connaissons des difficultés, nous devons prendre notre courage à deux mains et reconnaître qu'ensemble, nous innovons, et ce, pendant le froid hiver, alors que c'est plus difficile de le faire. Ainsi, trouvons l'espoir et le carburant pour persister à effectuer le bon travail nécessaire pour obtenir des salles de classe sûres et durables pendant la pandémie et après celle-ci.

Je vous remercie de votre attention, de votre dévouement et de votre professionnalisme continu en ces temps difficiles. Je vous sers humblement et suis fier de me tenir debout et d'agir à vos côtés.

Cordialement vôtre,



Paul

Reaching out

By Amanda O'Regan-Marchand and Pam Langille, NSTU Executive Staff Officers, Professional Learning

Hello, colleagues:

Happiest New Year to you all! Although 2022 may have entered with its challenges, I hope the holiday season allowed each of you some time for rest and relaxation in preparing to return to your learning spaces as ready as possible to meet what lay ahead.

This month, we are sharing an important collaboration shared with your Professional Associations' leaders at their conference in late November, 2021. The Nova Scotia Teachers Union and the Department of Education and Early Childhood Development (EECD) are collaborating, along with our Curriculum Committee, to invite teachers to offer input at the provincial level.

What does this look like? Well, your NSTU Professional Learning team will compile a list of interested "subject area/specialist enthusiasts" who would be available to collaborate with the NSTU and the EECD on upcoming opportunities for first-voice around programs, services, curriculum and other projects going forward. Your Professional Associations' leaders had the opportunity to share ideas and provide input to EECD Deputy Minister Cathy Montreuil regarding the importance of including teacher and specialist voice in decision-making that affects our learning spaces and students' learning environments. From this collaboration, the Deputy shared that it is the goal of the Department to gather the names of NSTU members who are interested in offering input going forward on decisions that will impact students' learning conditions. If you are interested in being a part of this "*team of subject area enthusiasts and specialists*", please forward your name, email and a brief summary of your experience in teaching and any collaborative and/or leadership opportunities to team@nstu.ca. The ultimate goal is to have a list of teachers and specialists available to share with EECD who are ready, willing and able to collaborate going forward.

Connected to this invitation for input, we are sharing an exciting opportunity for teachers across the province

to offer input on the Physically Active Framework from the team of Mary Veinotte and Steve Machat at EECD which aims at supporting classroom and specialist teachers in implement movement into their learning spaces to accompany curriculum outcomes. The goal is to have a team-based approach for all levels—from teachers to school administrators to regional staff—to help the implementation of this framework to be as successful as possible.

As we are all in the season of setting goals for this year, it is common to consider "becoming more physically active". This framework allows for incorporation of opportunities for physical movement with existing resources and in areas that may not have been considered before. The short resources contained within, "Spark", for example, include cross-curricular ideas to supplement course outcomes with physical activity. In sharing these with students, we can also participate and model setting and working towards our own physical activity goals, while expanding opportunities for our hands-on learners to engage with their learning in a different way.

If you are interested and available to offer input for Mary's team for the Physical Activity Framework within the different subject areas, grade levels, etc., please email team@nstu.ca and indicate "PAFramework" in the subject line. We will be sure to forward your name and information along to Mary and her team!

If you have any questions on either of these upcoming collaboration opportunities, please don't hesitate to reach out to your Professional Learning team.

Yours in Education,
Amanda and Pam



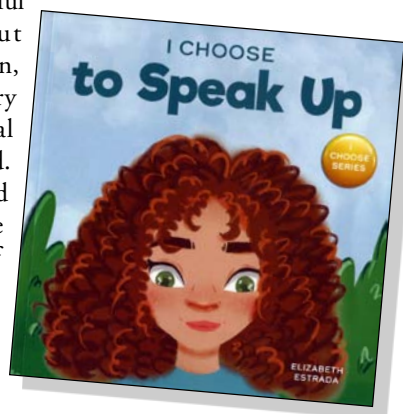
EQUITY COMMITTEE BOOK REVIEW

Email your name, home address, and the name of your school with **EQUITY** in the subject line to theteacher@nstu.ca by March 7, 2022 to be eligible for the draw.

I Choose to Speak Up

Written and Illustrated by Elizabeth Estrada

This self-published colorful Picture Book about bullying, discrimination, or harassment is a story with social emotional learning (SEL) in mind. Praised by teachers and therapists worldwide this book is part of an empowering series curated to empower young children to become aware of big emotions.

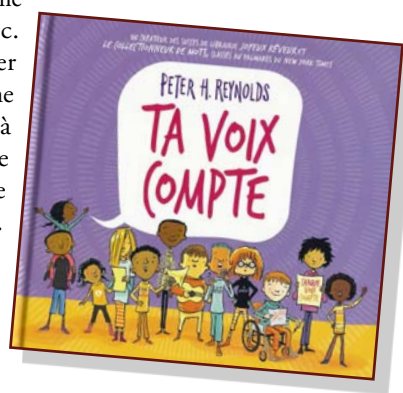


Envoyez votre nom, votre adresse personnelle et le nom de votre école par courriel à theteacher@nstu.ca d'ici le 7 mars 2022 pour être admissible au tirage au sort. N'oubliez pas d'inclure les mots « **EQUITY French** » dans la ligne d'objet.

«Ta voix compte»

Auteur: Peter H. Reynolds

«Ta voix compte» est publié par Éditions Scholastic. L'auteur renommé Peter H. Reynolds met en scène une histoire inspirante à propos de l'importance de prendre la parole pour changer le monde. Il explore les multiples façons dont chacun d'entre nous peut se servir de sa voix pour inspirer.



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fresh

Putting new members in the KNOW!

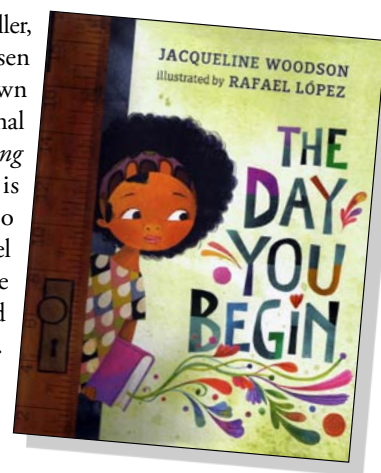
Email your name, home address, and the name of your school with **FRESH** in the subject line to theteacher@nstu.ca by March 7, 2022 to be eligible for the draw.

The Day you Begin

Written by Jacqueline Woodson

Illustrated by Rafael López

This New York Times bestseller, published by Nancy Paulsen Books is featured in its own episode in the Netflix original show *Bookmarks: Celebrating Black Voices!* This book is about finding courage to connect, even when we feel scared and alone and the bravery it takes to go forward when we feel like outsiders.



CONGRATULATIONS

TO OUR NOVEMBER/DECEMBER BOOK WINNERS!

PATHWAYS — Helen Blaikie — CCRCE

EQUITY — Cheryl LeBlanc — CBVRCE

FRESH — Sarah Roberts — HRCE

Education Week

April 24 – 30, 2022

Cultural Responsiveness

– Meeting Students Where They Are

Semaine de l'éducation

24 au 30 avril 2022

La sensibilité culturelle

– S'adapter à la situation des élèves

Strategies to support your mental health

By Amanda O'Regan-Marchand,
NSTU Executive Staff Officer, Professional Learning

In this time of immense challenge, time to take care can be more difficult to carve out. As teachers, we put the needs of our students and others first and so we are left to try to scramble to use whatever little energy and motivation are left for our own needs. You cannot pour from an empty cup!

I know it is not an easy process to carve out time for ourselves, especially with increasing demands and the feelings we internalize that come with those demands.

As we engage with our students around practicing social-emotional learning strategies and/or activities meant to increase understanding around what it means to have good mental health, what if we tried the strategies ourselves? Whether there is a colleague visiting your class to share these ideas with students, or you are facilitating the activities yourselves, what if you practiced too? Your to-do list will be there when the activity is finished, the draft email will also be there. But the difference might be that if you were able to be present to practice one strategy, your mind might feel clearer; your body might feel less tense and your heart might feel more at ease.

So, here are some “practical” ideas you could try throughout your day to help support your mental well-being:

- **Begin your day with gratitude:** Try to flip the script on the “have to’s” and try to replace the “have” with “get to.” Let’s try it, “Today, I get to...”
- **Name it to tame it:** many of our social-emotional learning programs emphasize the importance of naming our feelings. Whether they are comfortable or uncomfortable (not “good” or “bad”), it’s important to work towards releasing judgement but allowing ourselves and those feelings some space. Naming our feeling(s) can help us to move through them with more ease and understanding, and compassion towards ourselves.
- **Transition to work:** Have a transition activity to help you become as present as possible to your work space. This could be deep breathing while setting up your classroom for the morning, listening to some music while you do so and perhaps choosing a calming strategy as part of your morning routine with your students. Practice makes possible!
- **Time during the day for you:** This may seem next to impossible. What if you practiced some deep breathing while at the photocopier—we all know this could be useful in so many ways. Or, when we “get” to be outside for supervision and getting some fresh air, try to seek out opportunities to practice these strategies when you’re not modeling them for your students.



- **Transition from work:** This can be taking a short walk, parking farther from the door when running errands, cranking the tunes in the car on the way home. Creating space between work and home is so very important to ensure we feel as balanced as possible.
- **Bookend your day with “I got to”:** A positive statement about something—anything that you “got to” do during the day that made you feel a sense of accomplishment. These can be tough to find in our busy lives but once you start, you might notice that they are more easily found the more we look for them.

The asks in this article are not easy, but they are important. Whichever idea(s) you decide to try, that decision to try is also self-care! As you keep listening to yourself (your body and mind) and others and keep talking about how you’re feeling and what you need, you will normalize this aspect of supporting your own well-being for yourself and for those around you.

Wishing you all positive well-being,

Your PL and MAP staff team

The Teacher has two books for giveaway for The Well Teacher. Please email with either Well Teacher English or Well Teacher French in the subject line by March 7 to be entered in the giveaway.



Teaching about Parliament?

- Games
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- Professional development

learn.parl.ca

Parliament of Canada



resources

media
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**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. Subscribe and don’t forget to hit the notification bell so you’ll be notified when we upload new videos!

Don’t Forget to check out the eLearning Support Site and the Educator Resources web page! Both available from your GAFE landing page.

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.

Videos you can stream and download for African Heritage Month!

The video resources listed below are available from Learn360 and are accessible from the Google Apps for Education landing page under Learning Resources. Simply log into your GAFE account, click on the link for Learn360, and then use the links below to access these videos and many more.

Black Halifax: Four Centuries, One Community Series <https://bit.ly/2RdEb1T>

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 <https://bit.ly/3rfBEVz>

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. 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)

Long Road to Justice – The Viola Desmond Story

<https://bit.ly/3nlixW3>

On Nov. 8 1946, Viola Desmond, an African Nova Scotian, stood up against a racially segregated movie theatre in New Glasgow, Nova Scotia, by sitting in the white peoples’ section. Her courageous stand was a seminal event in Canada’s civil rights movement. This documentary features both interviews and period re-enactments to tell the story of Viola Desmond’s life and the journey to being pardoned for her crime. It also discusses the broader context of the struggle for civil rights in Nova Scotia. Appropriate for grades 9-12. (95 min.; 2012)

African & African – American Folktales

<https://bit.ly/3auiiTn>

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

<https://bit.ly/37fVe6>

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)

The Skin We’re In

<https://bit.ly/3GxLN6w>

Activist journalist Desmond Cole puts racism in Canada front and center in the new CBC documentary *The Skin We’re In*. Cole visits the sister of Andrew Loku, the 45-year-old South Sudanese man slain by Toronto police, and the Michael Brown memorial in Ferguson, Missouri, while tracing the legacy of anti-Black racism past and present. The program offers a glimpse, too, into the world of Cole the activist and his at times wearying fight for social justice. Appropriate for grades 9-12 (44 min.; 2019)

“Good Hair” and Other Dubious Distinctions

<https://bit.ly/35ezN9t>

This video is a 2011 documentary film directed, written and edited by sociologist Camille S. DeBose that explores the ideas of value, privilege and identity found in the language and cultural practices around hair, facial features, skin color, and other factors that can lead to class distinctions, pressure, and conformity within a cultural group. Cultural practices which value some features but not others are issues common to every family and every community but the film focuses on how this can negatively impact the development of a healthy sense of self and the importance of valuing and finding beauty in every human being. Appropriate for grades 9-12 (33 min.; 2012)

Continued on page 13

NSTU Treasurers' Meeting

On December 10, the NSTU held a special meeting with NSTU treasurers and Local presidents at the Hotel Halifax. This meeting, called by NSTU president Paul Wozney, provided treasurers with a forum to share information and ideas about Local finances. Members of NSTU's Finance and Property Committee also attended the meeting.

Shown in the photo: Nick Wilson (Digby), Finance and Property Committee member; NSTU's secretary-treasurer Peter Day (Cape Breton District); Tabatha Durling, Treasurer Kings Local; NSTU president Paul Wozney; Collène Cyr, Treasurer CSANE Local; NSTU's financial officer Melanie Waye; and Dave White, Treasurer Queens Local.



Calling All Teachers in French Immersion and Francophone Schools!

Do you have experience with families who are thinking about withdrawing or who have already withdrawn their child(ren) from the school/program?

If yes, we want to hear from you!

The University of Alberta is partnering with Canadian Parents for French to conduct a study to better understand why Francophone schools and French Immersion schools/programs are not always successful at retaining students.

In an online questionnaire, you will be asked to answer questions about your experience as a teacher and about some of the pedagogical practices you find most effective when it comes to supporting all students. Your participation in this study will help us to understand how to improve French language learning in Canada.

If you are interested in participating or learning more about our study, please follow the QR code or visit <https://sites.google.com/ualberta.ca/recif-srifs/home>



If you have trouble accessing the surveys or have any further questions, please contact: cpfab@ab.cpf.ca or csjresearchstudy@ualberta.ca

notices

African Nova Scotian History Challenges

The Delmore Buddy Daye Learning Institute is excited to share that the African Nova Scotian History Challenges are back for 2021-2022. This year, we're introducing some brand new challenges and an electronic component for added accessibility. This year's Challenges will close on February 18, 2022.

Interested in participating? Great! You can find more information about the challenges on our website at www.dbdli.ca

If you have any questions, please don't hesitate to contact historychallenges@dbdli.ca. We can't wait to see what the students create to celebrate African Nova Scotian History.

The Delmore "Buddy"
Daye Learning Institute
Presents

**THE AFRICAN
NOVA SCOTIAN
HISTORY
CHALLENGES**

2021-
2022

SUBMISSIONS OPEN
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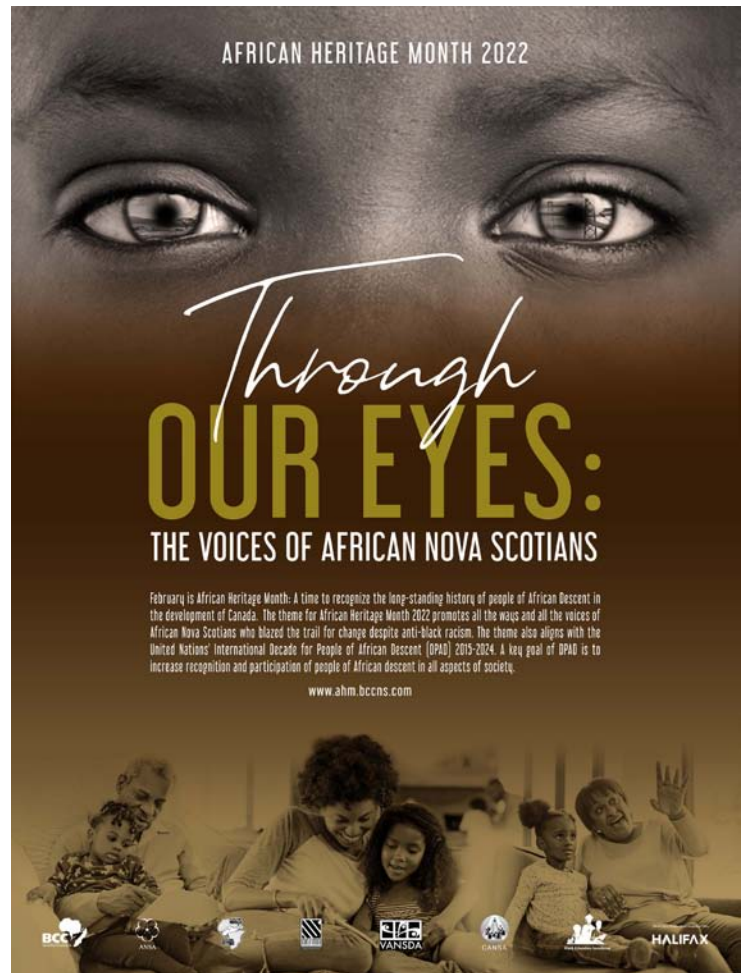
For more information visit
our website at
www.dbdli.ca

African Heritage Month 2022

This year's African Heritage Month provincial theme, *Through Our Eyes: The Voices of African Nova Scotians*, recognizes the long-standing history of people of African Descent in the development of Canada. This theme explores and examines the affects of anti-black racism and the voice of African Nova Scotians who blazed the trail for change. The theme also aligns with the United Nations' International Decade for People of African Descent (DPAD) 2015-2024. The goal of DPAD is to strengthen global cooperation in support of people of African descent, increase awareness and the passage towards presence in all aspects of society.

Nova Scotia has over 50 historic African Nova Scotian communities with a long, deep, and complex history dating back over 200 years. African Heritage Month provides us with another opportunity to celebrate our culture, legacy, achievements, and contributions of our people – past and present.

The African Heritage Month Information Network, made up of over 10 African Nova Scotian organizations selects the African Heritage Month theme, produces the poster and facilitates municipal proclamations across the province. Various events (virtual and in-person) will take place across the province during the month of February. For further information visit: <https://ansa.novascotia.ca/african-heritage-month> and/or <http://www.ahm.bccnsweb.com/wp/home/>



continued from page 10

Little Things : When Prejudice Is Unintentional

<https://bit.ly/3to1JEJ>

This 20 year old video is still a great classroom conversation starter that explores the kinds of incidents and behavior that prompted *The New York Times* reporter Lena Williams to write an article entitled, "The Everyday Interactions that Get under the Skin of Blacks and Whites." Focus groups polled and interviewed on the subject reveal how statements, gestures, and even body language can be interpreted—rightly or wrongly—as racial prejudice. Appropriate for grades 9-12 (11 min.; 2001)



Share the magic of theatre with your students

For the 2021-22 school year Neptune Theatre is pleased to be offering its annual school tour digitally. The school tour has been expanded and is now including the following shows:

Beneath Springhill: The Maurice Ruddick Story – available February 2022

Beneath Springhill is the incredible story of Maurice Ruddick, "the singing miner," an African-Nova Scotian who survived nine days underground during the historic Springhill mining disaster of 1958. This multi-award-winning chamber musical recalls the events during the disaster, the effect it had on Ruddick's family, and the racial tensions in the town of Springhill. The play is a celebration of hope, courage and community.



Seeds of Change – available Spring 2022

Inspired by myth, fairy tale and Shakespeare's The Tempest, Seeds of Change fosters environmental literacy through the story of an ornerly young girl who leaves the isolated Isle of Oro where she grew up and embarks on a journey of discovery about the world and herself. With original songs and puppets, SEEDS OF CHANGE explores topics in environmental science, including climate change, deforestation, ocean plastic and habitat loss through a story of wonder and empowerment appropriate for K-6th grade students. The play's poetic language and references to the English literary canon promote literacy in a fun and delightful way.



Neptune's School Tour productions bring theatre to your classroom with professional design, local artists, and expert direction accompanied by study guides and a Q&A with the cast makes this a unique opportunity to bring theatre to all ages all over the province. The Nova Scotia Teachers Union has been a long-time sponsor of Neptune's School Tour.

For more information visit: <https://www.neptunetheatre.com/theatre-school/overview/tour-co-active>

All shows are available digitally. Can be purchased individually or save with a bundle. Contact Neptune Theatre School at school@neptunetheatre.com to get pricing and pre-book for the upcoming school year.

HOTEL HALIFAX

www.hotelhalifax.ca • 833.357.8155



THE BARRINGTON HOTEL

www.thebarringtonhotel.ca • 833.357.8155

NSTU LEISURE RATE

SPECIAL Month of September – Rate starting at \$99 + tax (Sunday to Wednesday) & \$149 + tax (Thursday to Saturday), including parking for leisure parking.

SPECIAL October 1st-December 30th – Rates starting at \$99 + tax, including parking for leisure parking.

This offer also comes with an additional 150 Aeroplan points per night.

*Please note rates quoted are net non-commissionable and don't include 2% HRM Marketing Levy nor 15% HST.

To book this leisure rate call 902-425-6700 (Hotel Halifax), 902-429-7410 (The Barrington Hotel) or 1 833-357-8155 and quote "NSTU Leisure Rate" rate or use the link below;

NSTU Halifax direct link: <https://reservations.travelclick.com/108084?RatePlanId=3532963> – no access code required

NSTU Barrington direct link: <https://reservations.travelclick.com/108025?RatePlanId=3546305> – no access code required

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30% OFF

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Canadian School Counselling Week — February 7 – 11, 2022

The 8th annual Canadian School Counselling Week will be held February 7 to 11, 2022. Canadian School Counselling Week is a week to recognize the contributions of the School Counselling profession to the personal, social, educational and career development, and the mental health and well-being, of all students in Canada. This special recognition week is organized by the School Counsellors Chapter of the Canadian Counselling and Psychotherapy Association (CCPA) and is supported by regional School Counselling professional associations across Canada.

Canadian School Counselling Week is part of a North American focus on the School Counselling profession. The goal 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. This special week highlights the role School Counsellors play in supporting student success and builds a sense of national identity within the School Counselling profession.

The COVID-19 pandemic continues to pose added challenges for students and the School Counsellors who support them. School Counsellors provide students with the support, consistency and predictability that are essential to help students navigate these times of stress and uncertainty.

"The scope of practice has always been extensive for School Counsellors in Canada, but it is especially vital during these uncertain times amidst a global pandemic," says Dr. Janice Graham-Migel, President of the CCPA School Counsellors Chapter and School Counsellor at Ridgedcliff Middle School in Beechville. "Through multi-tiered systems of support, school counsellors assist in the provision of coordinated supports for students' educational, behavioral, social-emotional, and mental-health needs. With the implementation of remote learning and tele-counselling in many school communities, School Counsellors are key in the transition to this rapidly changing learning and counselling environment."

Educational planning and career development are important when supporting students with life-planning, goal-planning, and transitioning to new labour and employment realities in Canada. "Career development is an essential component of a school's Comprehensive School Counselling Program and Practice," continues

Graham-Migel. "Assisting students with their long-range goals and preparation for post-secondary education and careers continues to be significant in a School Counsellor's scope of practice."

The Nova Scotia School Counsellors Association (NSSCA), a professional association of the NSTU, promotes the week in Nova Scotia. "School Counsellors are an essential part of any school's team supporting students," says Andrew Gosney, President of the Nova Scotia School Counsellors association. "School Counsellors are uniquely situated within the spectrum of mental health supports available to students and families both in schools and in the community at hospitals and private agencies. They have a unique perspective on the microcosm of schools having been teachers themselves, but are trained in a Masters level program in counselling allowing them not only to work in schools supporting mental health and career goals, but in clinical/agency settings as well. Because of this training and experience, School Counsellors are well suited to support students presenting mental health concerns and connecting them, and/or their, families to resources in the community, or within the school system in collaboration with School Administration, Schools Plus service providers, School Psychologists, and School-Based Social Workers. It is a highly varied role and our School Counsellors work very hard in support of our students."

"This week is called Canadian School Counselling Week," continues Gosney. "Historically the title of our role has evolved in many ways into the model we have today. The title of Guidance Counsellor no longer applies to our role as it connects us to a decade's old title: Guidance Teacher. Our role today no longer reflects the original meaning of the "Guidance" role. We are School Counsellors."

"The important role School Counsellors play deserves to be recognized and celebrated," says NSTU President Paul Wozney. "Their contribution in supporting student needs and development is critical as we continue to navigate teaching and learning during a pandemic."

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

Links to the resources are also provided on the NSSCA website: <http://nssca.nstu.ca/>. For further information, please contact Janice Graham-Migel at jgraham@nstu.ca or Andrew Gosney at wagosney@nstu.ca

Celebrate Canadian School Counselling Week
Célébrez la Semaine canadienne du counseling scolaire
February 7-11, 2022 / Du 7 au 11 février 2022



Supporting the
Personal
Social
Educational
Career Development
Mental Health
and
Well Being
of Students

Supportant le
développement de carrière
la santé mentale
et le
bien-être
personnel
social
et académique
des étudiants



CANADIAN COUNSELLING AND
PSYCHOTHERAPY ASSOCIATION
L'ASSOCIATION CANADIENNE DE
COUNSELLING ET DE PSYCHOTÉRAPIE



NOTICE OF REGIONAL PROVINCIAL EXECUTIVE ELECTIONS

Spring 2022

A. Background:

NSTU By-Law Article I – Membership sub-article 2 defines eligibility to hold office:

The rights of Active Membership shall include, but not necessarily be limited to the right to vote and hold office at the local and provincial level.

NSTU By-Law Article II – The Council sub-article 1 defines the Provincial Executive as:

The Executive of the Council as described in the Teaching Profession Act shall be the Provincial Executive.

NSTU By-Law Article III – The Provincial Executive sub-article 1 outlines the composition of the Provincial Executive as:

Composition

- (a) *The composition of the Provincial Executive shall be: the President, the First Vice-President, the Immediate Past-President, and twenty-one (21) Regional Members.*
- (b) *The number of Regional Members and the regions from which they shall be elected are as follows:*

(i) Annapolis/Hants West/Kings	2 Members
(ii) Antigonish/Guysborough	1 Member
(iii) Atlantic Provinces Special Education Authority (APSEA)	1 Member
(iv) Cape Breton Industrial	2 Members
(v) Colchester/East Hants	1 Member
(vi) Conseil syndical acadien de la Nouvelle-Écosse (CSANE)	2 Members
(vii) Cumberland	1 Member
(viii) Dartmouth	1 Member
(ix) Digby/Shelburne/Yarmouth	2 Members
(x) Halifax City	2 Members
(xi) Halifax County	2 Members
(xii) Inverness/Richmond	1 Member
(xiii) Lunenburg County/Queens	1 Member
(xiv) Northside Victoria	1 Member
(xv) Pictou	1 Member

- (c) *A Provincial Executive Member must be an Active Member of the NSTU.*

- (d) *A Provincial Executive Member shall not concurrently hold office at the Local, Regional, or Professional Association Level.*

NSTU By-Law Article III – The Provincial Executive sub-article 8 outlines the duties of the Provincial Executive as:

The Provincial Executive functions in the name of Council between sessions; it shall perform its duties in a manner that is consistent with the will of Council as expressed through resolutions passed by Council. In addition, the Provincial Executive shall carry out duties imposed specifically by the Teaching Profession Act, these By-Laws, Standing Orders, and Operational Procedures. The Provincial Executive will have, but not necessarily be limited to, carrying out the following duties:

- (i) *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;*
- (ii) *provide suitable offices and equipment for carrying on the work of the NSTU;*
- (iii) *direct and supervise the business, property, and affairs of the NSTU between Council meetings, and all decisions that are deemed policy by the Provincial Executive shall be forwarded to the upcoming Council as resolutions;*
- (iv) *determine the place and date and make arrangements for workshops and special Council meetings;*
- (v) *issue a post-Council press release;*
- (vi) *provide assistance with organizing Locals, Regional Representative Councils, and Professional Associations;*
- (vii) *shall ratify constitutions of Locals, Regional Representative Councils, and Professional Associations by following regulations outlined in the NSTU Operational Procedures;*
- (viii) *determine the boundaries of the Locals;*
- (ix) *publish a magazine or other official publications;*
- (x) *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;*
- (xi) *have the power to convene an emergency meeting of a Local or a meeting of the NSTU Members in a given area; and,*
- (xii) *is empowered to exercise on behalf of the Union, as the Provincial 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.*

B. Regional Elections to be Held Spring 2022:

Regions Holding Elections	Number of Members to be Elected
Annapolis/Hants West/Kings	1 Member
Antigonish/Guysborough	1 Member
Cape Breton Industrial	1 Member
Colchester/East Hants	1 Member
Conseil syndical acadien de la Nouvelle-Écosse (CSANE)	1 Member
Dartmouth	1 Member
Digby/Shelburne/Yarmouth	1 Member
Halifax City	1 Member
Halifax County	1 Member
Inverness/Richmond	1 Member
Lunenburg County/Queens	1 Member

C. Procedure and Timeline of Election Process:

NSTU Operational Procedure 8 – Election Procedures sub-section B outlines the voting procedures for Regional Provincial Executive Members as:

I. Notice of Pending Election

- a. Notice of all pending Regional Provincial Executive elections shall be posted on the NSTU website and advertised in an issue of *The Teacher* at least thirty (30) days prior to the closing of nominations. **(for Spring 2022 this means Monday, January 24, 2022)**
- b. Notice of a pending Regional Provincial Executive election shall be sent to NSTU leaders (Local President(s), RRC Chair (if applicable), and Provincial Executive Member(s)) from within the boundaries of the region as defined in NSTU By-Laws Article III – The Provincial Executive at least thirty (30) days prior to the closing of nominations. **(for Spring 2022 this means Monday, January 24, 2022)**
- c. Notice shall include the process for nominations.

II. Nominations

- a. Nominations for the office of Regional Provincial Executive shall be submitted on the official Nomination Form.
- b. The official Nomination Form may be found on the NSTU website.
- c. Individuals may nominate themselves.
- d. A candidate's Nomination Form must be completed and returned to the Executive Director or designate

no later than 4:00 p.m. on the last Friday of February **(the closing of nominations)**. **(for Spring 2022 this means Friday, February 25, 2022)**

- e. In the event that no nominations are received in a given region, the close of nominations shall be extended by two (2) weeks, and notice shall be sent to NSTU leaders from within the boundaries of the region. **(for Spring 2022 this means Friday, March 11, 2022)**

III. Voting Day


- a. The voting day shall be the third Wednesday in April. **(for Spring 2022 this means Wednesday, April 20, 2022)**


D. Nominations:

The official Nomination Form is submitted online at: <https://nstu.ca/the-nstu/communications/online-forms/provincial-executive-nomination-form>. Confirmation of receipt of the Nomination Form will be emailed to the Candidate upon submission. Candidates will be contacted soon after the close of nominations regarding election procedures.

E. Contact Person:

For further information regarding the Regional Provincial Executive Elections, contact Louis Robitaille Executive Staff Officer Research, Governance, and Policy at lrobitaille@staff.nstu.ca or 1-800-565-6788 (local 902-477-5621).

 REGIONAL ELECTION SCHEDULE 2022	
Region	# Members to To Be Elected
Annapolis/Hants West/Kings (2)	1 Member
Antigonish/Guysborough (1)	1 Member
Atlantic Provinces-Special Education Authority (APSEA) (1)	No Election
Cape Breton Industrial (2)	1 Member
Colchester/East Hants (1)	1 Member
Cumberland (1)	No Election
Conseil syndical acadien de la Nouvelle-Écosse (CSANE) (2)	1 Member
Dartmouth (1)	1 Member
Digby/Shelburne/Yarmouth (2)	1 Member
Halifax City (2)	1 Member
Halifax County (2)	1 Member
Inverness/Richmond (1)	1 Member
Lunenburg County/Queens (1)	1 Member
Northside-Victoria (1)	No Election
Pictou (1)	No Election
Election date: April 20, 2022 as of January 27, 2022	



APSEA Connect

Online Programs Designed to Empower, Enrich, and Educate

APSEA Connect is an online resource for families, educational and school-based teams, and community partners. We offer robust programs and resources that are culturally and linguistically responsive, inclusive, equitable, and accessible. Learn about the supports available to your child or student, including professional services and community agencies. For more information, contact us at connect@apsea.ca.

Check out our website for upcoming programs:
<https://apsea.ca/families-students/apsea-connect/>
<https://apsea.ca/professionals/apsea-connect.html>

NSTU CAMPAIGN GUIDELINES



The 2022 deadline for candidates' information is **March 4rd** for the **March 14th** issue or **April 8th** for the **April 13th** issue. This information should be given or sent directly to The Teacher office at theteacher@nstu.ca

Election guidelines for Annual Council Elections are found in NSTU Operational Procedures 8 – Election Procedures, D – Elections Conducted at Annual Council – First Vice-President, Discipline Committee, Professional Committee, Resolutions Committee, and CTF Delegate.

OPERATIONAL PROCEDURE 8 – ELECTION PROCEDURES

D. Elections Conducted at Annual Council – First Vice-President, Discipline Committee, Professional Committee, Resolutions Committee, and CTF Delegate

I. Eligibility to Vote

- a. Only Voting Delegates (including Local Alternate Delegates replacing Local Voting Delegates) are eligible to vote.

II. Electronic Ballot

- a. The electronic ballot shall have candidates listed in alphabetical order on the screen at the front of Council Chambers. Unless otherwise instructed by a candidate, the full legal name of the candidate shall be posted on the ballot.
- b. Voting will be conducted by electronic key pad.
- c. Notwithstanding a. and b. above, if the electronic key pad system is not working, paper ballots will be used and scrutineers will count the ballots.

III. Financial

- a. Campaign spending by or on behalf of each First Vice-Presidential Candidate may not exceed one thousand five hundred dollars (\$1,500).
- b. Campaign spending by or on behalf of each committee or CTF delegate candidate may not exceed one hundred dollars (\$100).
- c. Candidates are solely responsible for all campaign spending.
- d. All promotional items, including prizes sponsored by the candidate, shall be included in the determination of campaign expenditures and shall be supported by receipt or assessed at fair market value.
- e. All candidates shall submit an official

financial statement report form to the Annual Council Elections Committee within sixty (60) days from the conclusion of Annual Council. This report is to include an itemized list of expenditures.

- f. The Annual Council Elections Committee shall forward candidates' financial statement reports to the Provincial Executive for review.
- g. First Vice-Presidential Candidates' financial statement reports shall be published in The Teacher.

IV. Candidates' Publicity

- a. Each Candidate shall be permitted to have an insert in an issue of The Teacher prior to council. The insert to include:
 - i. one (1) head and shoulder photograph;
 - ii. a one hundred and fifty (150) word biography of personal, educational, and career achievements; and,
 - iii. a platform of objectives, not to exceed six hundred (600) words for First Vice-Presidential Candidates and not to exceed three hundred (300) words for all other Candidates.
- b. The Candidate's material for the insert must be forwarded to The Teacher at least fifteen (15) business days prior to publication.
- c. Inserts will appear in The Teacher in alphabetical order by office.
- d. First Vice-Presidential Candidates shall have two (2) opportunities to have inserts in The Teacher in subsequent issues.

V. Election of First Vice-President

- a. A candidate must obtain a majority of the votes cast to be elected as the First Vice-President of the Nova Scotia Teachers Union.
- b. In the event that a candidate does not obtain a majority of votes on the first

ballot, there shall be a second ballot. The second ballot shall contain only the names of the two (2) candidates obtaining the highest number of votes cast on the first ballot.

- c. In the event of an equality of votes, the choosing of candidates for the second ballot or for the election of First Vice-President, the decision shall be by lottery. (i.e. placing the names of the candidates on equal size pieces of paper placed in a box and one (1) name being drawn by the Independent Chair of Council)

VI. Attendance at Annual Council and Provincial All Candidates' Forum

- a. If not otherwise eligible to attend Council, First Vice-Presidential Candidates may attend Annual Council at the expense of the Union.
- b. A Provincial All Candidates' Forum shall be held during the Opening Session of Annual Council.
- c. The Forum shall consist of seven-minute presentations by each Candidate followed by a question and answer period of up to twenty (20) minutes.
- d. The order of the Candidates' presentations shall be chosen by lots.
- e. The forum will be moderated by the Independent Chair of Annual Council. Extension to the question and answer period will be at the discretion of the Independent Chair with consideration being given to the overall agenda of the business meeting.

General campaign guidelines for all NSTU elections are found in NSTU Standing Orders 7 – Campaign Guidelines.

STANDING ORDER 7 – Campaign Guidelines

- (a) These guidelines apply to any election campaign within the NSTU.
- (b) Active campaigning within Council Chambers is prohibited except for the normal address to Delegates by Presidential and First Vice-Presidential Candidates. Passive campaigning within Council Chambers is permitted.
- (c) Active or passive campaigning for elections or activities not related to the structure or operations of the NSTU are prohibited within Council Chambers.
- (d) 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, but is not limited to, 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.

- (e) 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 written 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 delegates' seats and table spots.
- (f) 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.
- (g) Paid advertisements in any medium (press, radio, TV, *The Teacher*) are prohibited.
- (h) The use of employer email is prohibited for campaigning purposes.
- (i) The use of the Membership Registry is prohibited for campaigning purposes by individual candidates.
- (j) The number of campaign posters/banners on display in the hotel(s) at Annual Council may be controlled by the hotel(s). If the hotel(s) do limit the number of posters/banners candidates will be informed of such limitations the week prior to the start of Council. 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.

Subject to change due to COVID-19 public health restrictions.

executive highlights

January 20 & 21, 2022

- Filed the Table Officers Report;
- Approved a recommendation that the NSTU contribute \$1,000 to the EI Afghanistan Solidarity Fund through CTF/FCE;
- Approved the recommended candidate be offered a probationary contract for the position of Executive Staff Officer BIPOC member engagement and advocacy to commence as soon as possible;
- Approved Conference Grants in the amount of \$600 each;
- Approved a recommendation that Operational Procedure 14, Provincial Executive, Section M be referred to the Governance and Policy Committee for review;
- Processed the 2022 Policy Review (NSTU Governance) for Council 2022: reaffirmed 2 policies; rescinded 3 policies; and amended 4 policies;
- Adopted a new Operational Procedure entitled The Use of Inclusive Language;
- Amended Operational Procedure 10 – NSTU Locals, B. Roles and Responsibilities, I Roles and Responsibilities;
- Approved a resolution be forwarded to Annual Council 2022 regarding NSTU By-Law Article III – The Provincial Executive, 6 – Temporary Absence;
- Approved a resolution be forwarded to Annual Council 2022 regarding NSTU By-Law Article III – The Provincial Executive, 7 – Vacancy;
- Approved a resolution be forwarded to Annual Council 2022 regarding NSTU Policy Section II – Curriculum, Policy 17 – Quality Education;
- Selected Provincial Executive members to serve on the Awards Selection Committee:
Colleen Scott, Peter Day and Byron Butt. Alternate: Yolanda Aubrecht
- Postponed a motion regarding the Ad hoc Committee on Inclusion of Equity-Seeking Members to the February 2022 Provincial Executive meeting.



**LE DÉFI
HIVERNAL
DU BIEN-ÊTRE**

« Le défi hivernal du mieux-être » est appuyé par Homewood Health Inc.

Prix
Des tirages au sort pour :

- les membres qui s'inscrivent au plus tard le 30 janvier 2022
- 5 grands prix de 250 \$ chacun
- un cadeau spécial pour les participants actifs qui complètent au moins la moitié du défi

Défi de 5 semaines du 31 janvier au 6 mars 2022

- Individu ou équipe
- Inscription- du 14 au 30 janvier 2022
- Ouvert aux membres actifs (termes, probatoires & permanents) du NSTU et du PSAANS

NSTU GROUP INSURANCE TRUST

Parrainé par les fiduciaires d'assurance du NSTU



Garden
SOUTH PARK
Inn

Winter Rates as low as \$99.95*

*Offer includes a double bed, free parking, wifi, continental breakfast for single or double occupancy at \$99.95/night + tax. Valid until March 31, 2022 and must be booked directly through the Garden South Park Inn by calling 902-492-8577. Proof of NSTU membership required. Rate cannot be combined with any other offer. Upgrades available at an additional cost.

Ask us about our special rates for hospital stays and 2022 spring and summer stays!

Visit [gardensouthparkinn.com/nstu](https://www.gardensouthparkinn.com/nstu) or call 902-492-8577 to learn more.

www.gardensouthparkinn.com/nstu

ROYAL NOVA SCOTIA INTERNATIONAL
tattoo

June 24, 2022 at 10am
nstatattoo.ca

We stir the heart
& call you home

Student Matinee

Canada NOVA SCOTIA HALIFAX

The Royal Nova Scotia International Tattoo wants your class to attend our special 2022 Student Matinee!

Experience Nova Scotia's premier summer spectacle! Pipes and drums, brass bands, dancers, choirs, acrobats, singers, athletics, display teams and more celebrating the end of the school year with an exclusive student performance.

NEW! Confirmed performing groups include Heeresmusikkorps (Army Music Corps) Neubrandenburg (DE), the German Bicycle Team (DE), The Flying Grandpas (DE), The IMPS Motorcycle Display Team (UK), the Russian Bar Trio (CA) and The Vancouver Police Pipe Band (CA). Many more cast members will be announced in the coming weeks.

WHEN: June 24, 2022, at 10:00 AM

WHERE: Scotiabank Centre

COST: \$13.00/student (\$12.00 + \$1.00 service fee)

CHAPERONES ARE FREE. See our website for more details. Each confirmed booking will include a complimentary stream of the [2021 Spirit of Nova Scotia Virtual Show](#) for your school and/or classroom.

TO BOOK:

Fill out the [booking form here](#). Book now, pay by June 1st!

Contact Allison Pedvis, Marketing and Partnerships Coordinator, for more information. 902-420-4622 apedvis@nstatattoo.ca

The Royal Nova Scotia International Tattoo will follow all health and safety guidelines in place at show time. If Public Health requires that the show is cancelled, your school/class will receive a full refund.

continued from page 1

tracing was the most important factor to keeping schools safe followed by access to rapid tests and N95 masks.

In a release Wozney said: "Public Health has decided to suspend contact tracing in schools in the midst of the Omicron wave and has not prioritized school staff for boosters; as a result teachers and families are feeling extremely vulnerable heading back to in-person learning. We've had two years to strengthen safety measures inside schools so in-person learning could be sustained during outbreaks. Unfortunately, much has been said about the protections we all know contribute to safe and sustainable in-person learning, but precious little has actually been done. It's time to use the financial resources available, to provide teachers and students with the safe learning and working environment they deserve."

On January 5, the province announced in-person learning would be delayed an additional week. Students would have access to a week of on-line learning and in-person learning would resume on January 17th. Government also announced that it would provide HEPA filtration units to classrooms in 71 schools that lacked mechanical ventilation systems, 25,000 rapid tests would be distributed to schools and that all students and staff would be provided with 3-ply masks.

In a release Minister Druhan stated: "We have heard concerns from families and staff about a return to in-person learning. By moving to at-home learning for one week, we can take the steps

necessary to build confidence by purchasing HEPA filtration systems for schools and classrooms with passive ventilation systems, and by ensuring a good supply of 3-ply masks for all children and staff, including medical masks for staff. Our goal is to provide more comfort and confidence to staff and students as we continue to live with COVID."

As of the time of publication, schools have now been reopened to in-person learning for two weeks. According to official reports, student absenteeism is double the normal rate (currently 17.1 per cent) and is above 50 per cent at some schools. The percentage of teachers off sick is currently 11 per cent. In a January 27 Canadian Press story, Wozney is quoted as saying: "What I'm hearing from the ground level is that things are not fine. There are a lot of staff missing and it's very difficult for people to cover off. Teacher prep time is being soaked up like a sponge. It's hard to say whether it's 11 per cent or higher. Because of the dearth of people, we're pulling more blood from the same stone, and that's a worrying symptom because it's only going to compound staff absences over time."



NSTU Group Insurance Trustees

The “Winter Blues” — Seasonal Affective Disorder (SAD)

With the hype and excitement of the holiday season behind us and the prospect of a long winter ahead, this can be a difficult time for some people. Seasonal Affective Disorder (SAD), often referred to as the “winter blues” is a type of depression related to the change in the seasons.

In Canada, SAD affects around 3% of Canadians each year, with approximately 15% experiencing milder forms of SAD. This disorder often impacts children and teenagers, with women having a higher risk to experience SAD over men. Additionally, with a history of depression comes a higher risk of experiencing SAD. Factor in the continued isolation and uncertainty related to the COVID-19 pandemic, and one could expect that these statistics will be on the rise.

Those who experience Seasonal Affective Disorder often deal with the following symptoms:

- **Appetite changes, including increased cravings for sugary or starchy foods**
- **Avoidance of people or activities previously enjoyed**
- **Difficulty in concentrating**
- **Daytime fatigue**
- **Feeling tense or stressed**
- **Irritability**
- **Sense of hopelessness**
- **Weight gain**

For people who deal with the “winter blues”, all is not lost. There are many ways to minimize the effects of SAD, including some of the following treatment and preventative methods to support yourself or family and friends dealing with Seasonal Affective Disorder symptoms.

Meet with a Healthcare Practitioner – SAD is a treatable disorder, so discussing medical treatment or support from a qualified healthcare practitioner can be a useful first step in identifying the ideal treatment option(s).

Light Therapy – Using light therapy has provided relief for 60% to 80% of people who suffer from SAD. Sitting for 30 minutes in front of a special fluorescent light that simulates natural outdoor light can help improve mood and energy levels.

Cognitive Behavioral Therapy – This therapy works to replace negative thoughts with positive thoughts. It can be used in conjunction with light therapy.

Self-help – Some self-help strategies include regular exercise, good sleeping habits, and healthy diet. It is also important to stay connected with family and friends to improve mood.

Some other everyday tips to ease winter SAD symptoms include: avoiding alcohol and being aware of your caffeine intake, finding some time to get outside during the day, keeping a journal to help you deal with any negative feelings, resisting the urge to eat unhealthy, sugary or high carbohydrate foods, and taking vitamin D supplements or eating foods high in vitamin D.

We all experience the “winter blues” from time to time, but if you are struggling, please know you are not alone and there is help available to you!!

WINTER WELLNESS CHALLENGE

The Winter Wellness Challenge supported by Homewood Health Inc.

Prizes
Random draws for:
• members who register by January 30, 2022
• 5 Grand Prizes of \$250 each
• special gift for active participants who complete at least half of the challenge

Five-Week Challenge January 31 to March 6, 2022
• Individual or Team
• Registration – January 14 to 30, 2022
• Open to active members (term, probationary & permanent contract) of the Nova Scotia Teachers Union & PSAANS

NSTU GROUP INSURANCE TRUST

Sponsored by NSTU Group Insurance Trustees

Exclusive Rates for NSTU Members

Start with savings of up to \$800 when you bundle your home and car insurance.*



Educators have trusted Johnson for over 50 years. NSTU members get access to extra perks, like:

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Johnson Insurance is a tradename of Johnson Inc. ("Johnson" or "JI"), a licensed insurance intermediary. Home and car policies underwritten exclusively, and claims handled, by Unifund Assurance Company ("UAC"). Described coverage and benefits applicable only to policies underwritten by UAC in NL/NS/NB/PEI. JI and UAC share common ownership. Eligibility requirements, limitations, exclusions, additional costs and/or restrictions may apply and/or vary based on province/territory. *As of March 1, 2021, \$800 combined savings available on home and car insurance if the following discounts are applicable: conviction free, multi-line (home and auto), multi-vehicle, long term, member (home and auto) select in NL, NS, PE, and winter tire in NB, NL, NS. Dollar savings may vary otherwise. †NO PURCHASE NECESSARY. Open May 1, 2021 to April 30, 2022 to legal residents of Canada (excluding Quebec and Nunavut) who at the time of entry: (1) have reached the age of majority in their jurisdiction of residence and (2) are a member of a group in the educator sector with whom Johnson Inc. has an insurance agreement. Three (3) prizes available consisting of \$5,000 CAD. Odds of winning depend on the number of eligible entries received. Math skill test required. Rules: <https://www.johnson.ca/homeoffice>

Inspire students to imagine a clean energy future and compete for cash prizes

By the time a Grade 6 student today is 20 years old, they could be living in a Nova Scotia that is 80 per cent powered by renewable energy sources. By the time they are 40, they could be living in a net-zero carbon country.

These are hopeful figures, but we won't achieve these ambitious goals without the bright minds of the future that are preparing to live in a world of energy challenges and transitions. Canada is undergoing a renewable energy transition across the country, and Nova Scotia is no exception.

Young learners today are facing a changing educational landscape. Where the acquisition of key skills and competencies such as creativity, innovation, critical thinking, and technological fluency are essential to meet the needs of our changing society.

As educators, we need to provide opportunities for youth to develop the skills needed to become problem solvers and innovators in solving real-world environmental challenges through relevant and authentic engagement.

The Clean Energy Revolution is a student-led educational competition for Grade 6 to 12 students to do just that.

This unique project is truly cross-curricular, requiring integration and application of topics across the curriculum, and provides an opportunity to carry out research, to analyze problems using scientific concepts and mathematics skills. It allows students to create and solve problems using technology and outlines how to communicate their work to a broader audience.

Finalists will present their projects in May to a panel of energy experts and industry judges, at either an in-person or virtual showcase. The winning team members will each receive \$200, and the winning school will receive \$1,000. Second and third place teams will also receive cash prizes.

To learn more about the Clean Energy Revolution and register your class for a **free** program kick-off Clean Energy webinar in February or March, visit: www.cleanfoundation.ca/clean-energy-revolution

continued from page 2

Missing: Karen Bowers (Yarmouth – 2020); Nancy Comeau (Halifax County – 2020); Stefanie Conway (Kings – 2021) awarded posthumously; Anne d'Entremont (CSANE – 2021); Preman Edwards (Halifax County – 2021) awarded posthumously; Beth Hannem (Yarmouth – 2020); Sandy Mitchell (Lunenburg County – 2021); Andrée Morin (CSANE – 2020); Bill Murphy (Antigonish – 2020); and Wade Van Snick (Cumberland – 2020).

JOIN THE CLEAN ENERGY REVOLUTION TODAY!

Help your students innovate clean energy ideas and compete for the chance to win \$1000 for their schools.

Register today and receive:

- a virtual kick-off session on clean energy
- resources and guides for teachers and students
- time with clean energy experts for students to pitch their ideas

Proposals due by April 1. Learn more at cleanfoundation.ca/clean-energy-revolution



TEACHING CLIMATE CHANGE

Clean Foundation is offering **FREE** Professional Learning Workshops for Grade 7 & 8 educators!

- Funds available upon request to cover partial substitute fees.
- Receive a classroom kit valued at over \$300!

Register today for a workshop in your area: cleanfoundation.ca/clean-schools/

The project was developed with the financial support of the Government of Nova Scotia and the Department of Environment and Climate Change Canada.



Environnement et
Changement climatique Canada



Foundation
Clean

notices

IPP Equity Assessment

The Office of Equity and Anti-Racism Initiatives (OEA), in partnership with the Department of Education and Early Childhood Development (EECD), is conducting an equity assessment of Individual Program Plans (IPPs) to identify and remove systemic barriers in education for students of African and Indigenous descent.

As part of that assessment, a series of online discussions will be held with teachers and support services staff who have experience with IPPs.

These sessions will be held at 3:30 during the weeks of January 31st and February 7th and will bring together teachers and support staff in a facilitated group discussion. Input will help to ensure barriers are removed to provide an equitable experience for all students.

If you have input to share on IPPs, particularly in relation to experiences with students of African and Indigenous descent, please click on the following link to confirm your interest. We will follow up to confirm exact dates / times for the sessions once interest levels have been determined.

To express interest in participating:

<https://www.narrativeresearchsurveys.ca/S2/s>

coming events

FEBRUARY 7 TO 11, 2022

Teacher / Staff Appreciation Week

Teacher / Staff Appreciation Week (TSAW) was initiated by the Canadian Home and School Federation in 1988. This week encourages parents and the wider community to recognize the personal and professional contributions that our teachers and school staff make to children and their education. TSAW lets teachers and school staff know they are appreciated and that parents want to work with them on the same team! For more info:

<http://www.canadianhomeandschoolfederation.ca/>



IPP Equity Assessment

Addressing systemic inequities and racial disparities within Individual Program Plans (IPPs)

NOVA SCOTIA

The Canadian Home and School Federation  La Fédération Canadienne des Associations Foyer-École

Teacher and Staff Appreciation Week 2022 Feb 7th – 11th



Come Celebrate With Us

Venez célébrer avec nous

canadianhomeandschoolfederation.ca

classifieds

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

Non-members pay \$6.00 for the first 15 words and 25¢ per additional word.

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

Permanent HRCE Elementary Teacher looking for one year job exchange (potentially longer) with teacher in CBVRCE. French qualified. Possible housing swap. Contact: hrcetocbce@gmail.com

Permanent HRCE Secondary Teacher looking to do a permanent exchange with a teacher in SSRCE. Please contact: mackenziemichaeld@gmail.com.
Permanent CBVRCE Elementary Teacher looking to do one year job exchange (potentially for longer, if agreeable for both teachers) with a teacher in SRCE. Contact: nkkolanko@gmail.com



2021 – 2022 Pre-Retirement Seminars SCHEDULE



DATES:

February 9 & 10 (Wednesday & Thursday)
15 & 16 (Tuesday & Wednesday)

LOCATION:

HRCE – Online
HRCE – Online



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), the United Arab Emirates (grades P-12) and Bangladesh (grades 9-12) offer competitive pay, annual return flights, apartment or living allowance, and paid holidays.



For a list of opportunities see:

www.internationalprograms.ednet.ns.ca



Have a great idea for
your classroom or school?

Need funding
to make it happen?

Annual deadlines: October 1, December 1, February 1, April 1, June 1 & August 1.

Receive up to \$5,000 for innovative and unique program development.

More details at <https://nstu.ca/nstu-members/professional-development/grants-opportunities/program-development-assistance-fund-pdaf>

COVID has changed the way we teach



Then apply for a PDAF grant!



Nova Scotia
Teachers Union

