

NSTU holds asking package meetings

NSTU members from across the province gathered to get their first look into current contract negotiations at asking package meetings hosted by Locals, held around the province on May 28 and 29.

Each meeting opened with an hour-long presentation by an NSTU member services staff officer outlining what both sides have placed on the table, followed by a question and answer session. While the asking packages list everything Government and the NSTU aspire to secure in negotiations, members were cautioned to expect the tentative collective agreement to look much differently.



Assistant Executive Director Simon Wilkin hosts an Asking Package meeting for the Kings Local.

Contract negotiations opened on May 9 with the exchange of asking packages, additional talks were held on June 4th and 5th. Future talks have been set for September 16th and 17th. The contract imposed on public school teachers in Bill 75 officially expires July 31, 2019.

NSTU President Paul Wozney says the union's goal is to negotiate a fair deal for teachers that also includes tangible improvements to classroom conditions. In spite of a turbulent relationship with the current government he hopes the collective bargaining process will be respected this time around.

"For over 120 years the NSTU and government were able to reach contracts at the table without job action or punitive legislation, and our hope is that what happened in 2017 was the exception and not the



Executive Staff Officer Tim MacLeod hosts an Asking Package meeting for the Lunenburg County Local.

norm," says Wozney. "The Premier has stated that he understands what teachers want in their contract and we are going to give him the chance to prove that."

He adds, "At the same time members can rest assured, we are not going to sit on our hands if this government again tries to take liberties with our collective rights."

In the creation of its asking package the NSTU undertook an unprecedented consultation with membership and received over 400 submissions.

"I want to thank members for their participation with the Provincial Economic Welfare Committee in the development our package," says Wozney. "The level of engagement provides our negotiating team with greater confidence as we embark on what could be a lengthy and challenging process."



NSTU's lead negotiator Wally Fiander discusses the asking packages from the NSTU and Government at the Dartmouth Local meeting.

Provincial Executive planning session

On June 1 the provincial executive held its annual planning session, in which it ended the year in partnership with internationally renowned Restorative Practices leaders Dr. Jennifer Llewellyn and Richard Derible. This day-long session helped to inform the NSTU how upcoming consultations with members around NSTU governance and structure can happen restoratively and help to reshape our union. Shown: executive director Janine Kerr, Dr. Llewellyn, Richard Derible and president Paul Wozney.



NSTU relaunches Act For Education website

Through the work of NSTU's Political Action committee, the Act For Education website, which was originally created and developed in the fall of 2016, has been revamped and relaunched.

"Issues like overcrowded classrooms, teacher shortages, and not enough help for kids with special needs, persist," says NSTU president Paul Wozney. "It continues to be difficult to give students the individual support they deserve, and students are depending on parents, teachers and the government to work together to find solutions."

At actforeducation.ca you will find sharable information about the current state of our public education system along with the opportunity to interact directly with your MLA and the Premier to demand better for students.

"Parents and teachers are doing our best to support our young people, now we need to government to step up and do its part. It's time to fix the problems in our schools. Let's invest in our kids' futures, by investing in them," adds Wozney.



2018 NSTU Summer Hours

NSTU Summer Hours will be
Monday to Thursday 8:00 a.m. to 4:00 p.m.
and Fridays 8:00 a.m. to 12:00 p.m.

These hours will be in effect from
**Tuesday, July 2 through to and including
 Friday, August 30.**

Regular hours will resume on
Tuesday, September 4.

The NSTU office summer shutdown
 will be July 15 to July 26 inclusive.

people

NSSAF Celebration of Sport

For the seventh consecutive year, the NSTU has supported the Nova Scotia School Athletic Foundation's (NSSAF) Celebration of School Sport through a table sponsorship. This year's event took place at the Halifax Convention Centre on May 3. NSTU president Paul Wozney attended the event and is shown with student athlete award winners, and coaches. Clockwise from the bottom: Wozney; Glace Bay High School social studies teacher and outstanding service award recipient Ryan DeGiobbi (soccer); GBHS athlete award recipient Colin Rosta (hockey); GBHS parent and coach Kathy Donovan (basketball and softball); GBHS student athlete award winner Kassie MacKinnon (basketball, soccer, volleyball, softball, hockey and track); Oxford Regional Education Centre student athlete award winners Emma Galbraith (soccer, basketball and softball) and Andrew Rideout (soccer, badminton and track); Oxford Regional physical education teacher and coach Deane Smith (basketball, badminton and track); and Oxford Regional principal Duane Starratt



Council to Improve Classroom Conditions

The May meeting of the Council to Improve Classroom Conditions took place at the NSTU building on May 21 and 22. Chignecto-Central Regional Centre for Education representative Jennifer Bruce completed her two-year term at the meeting. She is shown (centre) with the Council's facilitator, retired NSTU executive staff officer Jim King, and Doreen Redmond, the Department of Education and Early Childhood Development's executive lead to the Council and EECD's Executive Director, French Program Services. The NSTU thanks Bruce for her service to the Council and NSTU members.



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Final John Huntley Internship

The 2018-19 John Huntley Memorial Internship Program wrapped up on May 23 and 24. Huntley interns learn about the NSTU staff role in delivering member programs and services over a two-day session at NSTU's Central Office in Halifax. NSTU staff from member services, professional development, public relations, the Member Assistance program and NSTU administration host meetings with NSTU members selected to participate in the program. Four new inductees into the John Huntley Memorial Internship are shown. Seated (left to right): Kyla Savary (Digby), a Grade 5 teacher at Digby Elementary School, also serves as her Local's vice president of public affairs/public relations; Kelly Bower (Colchester-East Hants), is a resource teacher at Cobequid Education Centre in Truro; interim professional development staff officer Gérard Cormier; and incoming professional development executive staff officer Miguëlle Légère. Standing: Lesley Taylor (Lunenburg County), a junior high math interventionist for the South Shore Regional Centre for Education, who serves as the NSTU rep for non-school based NSTU members with SSRCE; and Emily Corkum (Colchester-East Hants), who is a Grades 6 to 8 math, science and visual arts teacher at Riverside Education Centre in Milford.



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from the nstu president

Reflecting on a year of change and growth

Dear NSTU Siblings,

It always seems impossible that June is here, yet it never fails to arrive with a sense of surprise. Along with the hustle that comes with finishing up the year, June naturally leads to reflection on how we got here and how we can approach the year to come.

We opened 2018-2019 navigating the exit of our former Community College siblings and the forced removal of principals, vice principals and other teachers with administrative duties. Beyond the fiscal implications, there were relational and functional ones too. Budget, constitution and member services all faced significant question marks. The Provincial Executive began almost four months behind with business. The Auditor General once again sounded the alarm over the Teachers' Pension Plan, and we prepared (with uncertainty) for the first round of bargaining after our last contract was imposed by legislation. The challenges were many.

But we didn't fade.

We established a positive relationship with the new leadership of the Public School Administrators Association of Nova Scotia. While they opted to provide their own services, we continue to have the ability to work collaboratively.

Not only did the Provincial Executive deal with a mountain of overdue business, we worked hard to realize efficiencies that would minimize the impact of lost revenue. We worked together, completed the work of our agenda at seven of our eight meetings and we did it while consistently improving transparency and communication. Members heard from leadership more often, and more clearly on key decisions and actions.

On pension, we took the lead. We demonstrated our willingness to be a full partner in improving the health of our plan through media interviews and by appearing at public accounts for the first time in decades. We approached the government with a plan to bring in external experts to provide a range of ideas both sides could use to realize improvements. We highlighted the stability and collaborative function of our plan's structure and worked within it to realize solutions that Nova Scotians and plan members can partner on.

We took an updated approach to gathering member input to prepare for collective bargaining. We put out a video explaining how to submit ideas, highlighted a dedicated email account and simplified criteria around submissions. Your response was incredible. Member input included over 400 submissions, triple the amount received prior to the last round. You showed up in force to presentations outlining what we heard from you and presented to the government, and what the government wants to negotiate. You left no doubt that YOU are the NSTU and that our package definitively represents your priorities at the bargaining table.

At Council 2019, we listened to member feedback and made adjustments that restored collegiality, respect and professionalism. We debated and made decisions on over 70 resolutions, and members from across the province contributed to a momentous budget and approved an updated constitution that addresses needed change forced upon us by Bill 72. We heard an interim report on the structural review underway and upcoming steps to engage with members about how we can grow and shift as an organization.

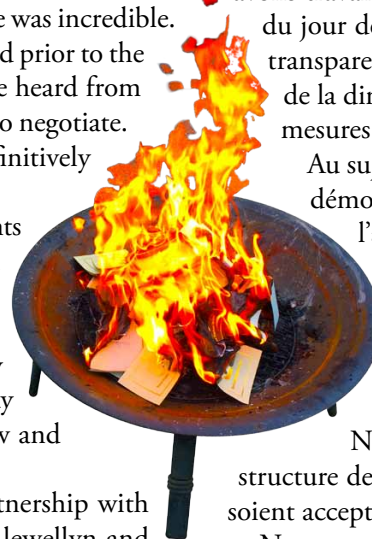
Provincial Executive and many NSTU staff ended the year in partnership with internationally renowned Restorative Practices leaders Dr. Jennifer Llewellyn and Richard Derible determining how upcoming consultations with members can happen restoratively and reshape our union. Whereas this year began swirling in chaos, we ended it recognizing uncertainty as a gift, a once in a generation opportunity to reset, adapt and write a new chapter with our members. Out of the ashes of the past few years, members and leaders are positioned in 2019-2020 to determine what we need and the change necessary to thrive as a union.

I want to honour our Executive Director and NSTU staff for their invaluable guidance and tremendous work in trying times. Local Presidents, Local Executives, Regional Representative Councils, Professional Associations and NSTU Committees have all made invaluable contributions to moving us forward. The Provincial Executive made up its mind to work as a team and move our union forward. I am humbled to share this work with them, and believe we are well positioned for further growth in the year to come.

Finally, I thank you. Members have taken steps of faith in every corner of this province as new or returning reps. So many elected positions at the local and provincial level are being filled by fresh faces. Your engagement with local MLAs, partners like Parents for Public Education, via social media, political action and with your NSTU leadership has helped us reclaim our credibility as the unquestioned voice of public education in Nova Scotia.

A year of progress doesn't happen by mistake, and a unified voice only rings true when members stand together. I salute each of you for the solidarity you continue to show in unprecedented times and look forward to continuing the work of revitalizing our union and public education in 2019-2020. As this year comes to a close, I say well done! May the summer soon to come renew your spirit and body, full of memories with those you value most.

All my best,



Réflexions sur une année de changement et de croissance

Chers frères et sœurs du NSTU,

Il semble presque impensable que le mois de juin soit déjà là, et son arrivée ne cesse jamais de nous surprendre. En plus du tourbillon d'activité qui accompagne la fin de l'année, le mois de juin nous amène naturellement à réfléchir à la manière dont nous en sommes arrivés là et à la manière dont nous pouvons aborder l'année à venir.

Nous sommes entrés dans l'année 2018-2019 en devant gérer l'exode de nos anciens frères et sœurs du Collège communautaire et le départ imposé des directeurs d'école, des directeurs adjoints et autres enseignants exerçant des fonctions administratives. Au-delà des conséquences financières, il y avait également des conséquences relationnelles et opérationnelles. Des points d'interrogation importants ont surgi en ce qui concernait le budget, les statuts et les services aux membres. Le Comité exécutif provincial a commencé ses travaux avec un retard accumulé de près de quatre mois. Le vérificateur général a de nouveau sonné l'alarme au sujet du régime de retraite des enseignants et nous nous sommes préparés (dans l'incertitude) pour la première ronde de négociations après que notre dernière convention collective ait été imposée par la loi. Les défis à relever étaient nombreux.

Mais nous n'avons pas disparu.

Nous avons établi une relation constructive avec les nouveaux dirigeants de l'Association des administratrices et administrateurs des écoles publiques de la Nouvelle-Écosse. Bien qu'ils aient choisi de fournir leurs propres services, nous conservons la capacité de travailler en collaboration.

Non seulement le Comité exécutif provincial a traité une multitude d'affaires en retard, mais nous avons également travaillé assidûment pour réaliser des gains d'efficacité en vue de minimiser l'impact de la perte de revenus. Nous avons travaillé ensemble et sommes parvenus à achever les travaux à l'ordre du jour de sept de nos huit réunions, tout en améliorant constamment la transparence et la communication. Les membres ont reçu des nouvelles de la direction plus fréquentes et plus claires au sujet des décisions et des mesures essentielles.

Au sujet du régime de retraite, nous avons pris les devants. Nous avons démontré notre volonté d'être un partenaire à part entière en vue de l'amélioration de la santé de notre régime par le biais d'entretiens avec les médias et en témoignant devant le Comité des comptes publics pour la première fois depuis des décennies. Nous avons présenté au gouvernement un plan visant à faire appel à des experts externes capables de proposer un certain nombre d'idées pouvant être utilisées par les deux parties pour apporter des améliorations. Nous avons souligné la stabilité et la fonction collaborative de la structure de notre régime et y avons travaillé pour trouver des solutions qui soient acceptables pour les Néo-Écossais et les participants au régime.

Nous avons adopté une nouvelle approche pour réunir les suggestions des membres en préparation des négociations collectives. Nous avons produit une vidéo expliquant comment soumettre des idées, nous avons établi un compte courriel exclusivement destiné à cela et simplifié les critères de soumission. Votre réponse a été formidable. Les membres ont présenté plus de 400 soumissions, soit le triple du nombre reçu avant la dernière ronde de négociations. Vous avez assisté en masse à des présentations décrivant les suggestions que nous avons reçues de vous et présentées au gouvernement, ainsi que ce que le gouvernement était prêt à négocier. Vous n'avez laissé aucun doute sur le fait que le NSTU, c'est VOUS et que notre cahier de revendications représente manifestement vos priorités à la table de négociation.

Lors de l'AGA du Conseil 2019, nous avons écouté les réactions des membres et apporté des ajustements qui ont permis de restaurer la collégialité, le respect et le professionnalisme. Nous avons eu des débats et pris des décisions portant sur plus de 70 résolutions et des membres de toute la province ont contribué à l'élaboration d'un budget d'une importance capitale et ont approuvé une constitution remaniée qui tient compte des changements nécessaires qui nous ont été imposés par le projet de loi 72. Nous avons écouté un rapport provisoire sur l'examen structurel en cours et les prochaines étapes pour mobiliser les membres afin de trouver des moyens de grandir et d'évoluer en tant qu'organisation.

Le Comité exécutif provincial et de nombreux membres du personnel du NSTU ont clôturé l'année en partenariat avec des leaders de renommée internationale au sujet des pratiques réparatrices, Jennifer Llewellyn (Ph. D.) et Richard Derible, en vue de déterminer comment les prochaines consultations avec les membres pourront se dérouler de manière réparatrice et façonner notre syndicat. Alors que cette année a démarré en plein chaos, nous l'avons conclu en reconnaissant l'incertitude comme une chance, une occasion unique pour

suite à la page 17

Disposition of Annual Council Resolutions 2019

Governance

2019-1 ADOPTED

BE IT RESOLVED THAT the NSTU By-Laws be amended by substitution.

Provincial Executive

2019-2 ADOPTED

BE IT RESOLVED THAT the NSTU Standing Orders be amended by substitution.

Provincial Executive

2019-3 ADOPTED

BE IT RESOLVED THAT the following policies be rescinded:

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

Provincial Executive

2019-4 ADOPTED

BE IT RESOLVED THAT Policy 16 School/Educational Site Administrators be amended by substitution.

NEW Policy 16. COLLEGIAL RELATIONSHIP AMONGST EDUCATIONAL SITE STAFF

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

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

Provincial Executive

2019-5 WITHDRAWN

BE IT RESOLVED THAT NSTU By-Law Article III – The Council, Section 1, be amended to include a new subsection (g) The elected Local President of each Local Union shall be one of the representatives to Annual Council from each Local Union.

Hants West, Kings

2019-6 WITHDRAWN

BE IT RESOLVED THAT NSTU By-Law Article III, 1(b) be amended to add “selected or” before the word “elected”.

Halifax City

2019-7 WITHDRAWN

BE IT RESOLVED THAT NSTU By-Law Article III 1b of the NSTU constitution be revised to change the word “elected” to “selected”.

Dartmouth

2019-8 ADOPTED

BE IT RESOLVED THAT the NSTU amend Policy 10: Merchandise – Fair Trade Purchasing to include: The NSTU make reasonable efforts to reduce the purchasing and consumption of single-use plastic items (including: water bottles, cutlery, bags, etc.) at NSTU meetings and events.

Colchester-East Hants, Cumberland, Dartmouth

2019-9 WITHDRAWN

BE IT RESOLVED THAT the NSTU Guidebook, Section III, Standing Orders, Article 5 Subsection (e) (i) and Subsection (e) (ii) be deleted.

Cape Breton District

2019-10 ADOPTED AS AMENDED

BE IT RESOLVED THAT NSTU Governance Standing Order 10 (b) be amended to read, “The number of full-time Executive or similar positions shall be increased only with the prior consent of Annual Council”.

Dartmouth

2019-11 ADOPTED

BE IT RESOLVED THAT NSTU By-Law Article I, 9(c) be amended to read the last Monday in March instead of the first Monday in March.

Halifax City

2019-12 ADOPTED

BE IT RESOLVED THAT NSTU Standing Order 4 (c) iii (f) be amended to add “, and include suggestions on how to improve it so it could be submitted to Annual Council the following year”.

Halifax City

2019-13 ADOPTED AS AMENDED

BE IT RESOLVED THAT the Annual Membership Fee for Active Members of the Nova Scotia Teachers Union be increased by \$100 to \$850 effective August 1, 2019.

Provincial Executive

2019-14 ADOPTED AS AMENDED

BE IT RESOLVED THAT the per diem membership fee for substitute teachers be increased by \$0.40 to \$2.80 effective August 1, 2019.

Provincial Executive

Costed

2018-10 ADOPTED

BE IT RESOLVED THAT the NSTU hire an Executive Staff Officer in Member Services, effective August 1, 2019.

Kings

2019-15 ADOPTED

BE IT RESOLVED THAT an amount of \$350,000 from the Reserve Fund be used to balance the 2019-2020 Budget.

Provincial Executive

2019-16 WITHDRAWN

BE IT RESOLVED THAT NSTU By-Law Article III – The Council, Section 1, subsection (d) be amended by striking out the words “if they do not hold Local Office” and replace with the words “at Annual Council”.

Hants West

2019-17 ADOPTED

BE IT RESOLVED THAT NSTU Standing Order 14: Canadian Teachers’ Federation, be amended by adding a new paragraph, as follows: During a presidential election year, the NSTU President-elect will be included in the delegation to CTF as an observer at the AGM. The costs incurred will be covered by the NSTU as per CTF guidelines.

Kings

2019-18 DEFEATED AS AMENDED

BE IT RESOLVED THAT NSTU By-Law, Article 1(9)(b) be amended by substitution to read, “The NSTU shall pay to Local Unions a rebate equal to 17% of the total union dues collected from all members”.

Dartmouth

2019-19 REFERRED AS AMENDED TO PROFESSIONAL ASSOCIATIONS COORDINATION COMMITTEE

BE IT RESOLVED THAT the NSTU work with the NSTU Professional Associations to develop the ability of Professional Associations to deliver some or all of the Professional Association Conference Day In-Servicing via satellite conferences, video conferencing or other suitable technologies, to NSTU members who are unable to travel to the Conference site in person.

Cape Breton District

2019-20 ADOPTED

BE IT RESOLVED THAT NSTU By-Law Article III – The Provincial Executive, Section 1. Composition be amended to strike out 20 and insert 21 before Regional Members in (a) and strike out 1 and insert 2 after CSANE in (b) (vi).

CSANE

2019-21 WITHDRAWN

BE IT RESOLVED THAT a change be made to NSTU Standing Order 10 that the number of members to be elected be changed from 1 member to 2 members for CSANE.

CSANE

2019-22 ADOPTED AS AMENDED

BE IT RESOLVED THAT the NSTU establish an *ad hoc* committee to investigate issues that directly and particularly impact rural members and schools.

Digby, Richmond

2019-23 ADOPTED

BE IT RESOLVED THAT the NSTU maintain an active, internally generated publicity campaign that encourages membership participation between contract negotiations.

Digby

2019-24 ADOPTED

BE IT RESOLVED THAT Council takes resolution 2018-6 from the table.

Yarmouth

2018-6 Postponed to Council 2020

BE IT RESOLVED THAT the NSTU withdraw from the Nova Scotia Federation of Labour (NSFL) and all its subsequent requirements at its earliest convenience.

Yarmouth

2019-25 ADOPTED

BE IT RESOLVED THAT the NSTU initiate formal research, through 3rd party collaboration to understand priority areas such as identifying the frequency, severity and types of violence teachers are experiencing in the workplace each day. The results of the evidence-based research should be presented to the Provincial Executive by March 2021 for action based on the findings

Kings

Economic Welfare & Working Conditions

2019-26 ADOPTED UNANIMOUSLY

BE IT RESOLVED THAT Policy 42 Abuse and Bullying be amended by substitution.

Policy 42 would then read:

42. ABUSE, BULLYING, INTIMIDATION, AND HARASSMENT

Optimal learning and teaching occurs in safe environments; therefore, the NSTU believes:

- Employers are responsible for protecting members and ensuring a safe workplace, free from abuse/harassment. Abuse and harassment include, but are not limited to:
 - physical, verbal, emotional, and mental abuse;
 - sexual harassment;
 - bullying, including cyberbullying; and,
 - intimidation.

- (b) The employer shall recognize that members may experience abuse/harassment by students, parents/guardians, or staff.
- (c) Members subjected to abuse/harassment shall receive full support from the employer and the NSTU.
- (d) The employer, in accordance with the *Nova Scotia Human Rights Act* and in consultation with the NSTU, shall establish policies and procedures to ensure incidents of abuse/harassment are mitigated (as much as possible), reported, documented, and dealt with efficiently and effectively.

Provincial Executive

2019-27 ADOPTED

BE IT RESOLVED THAT Policy 44 – Collective Bargaining be amended by deleting Section (d).
Provincial Executive

2019-28 ADOPTED

BE IT RESOLVED THAT a New Policy – Mental Health in the Workplace be adopted.
MENTAL HEALTH IN THE WORKPLACE

The NSTU believes:

- (a) Alleviating psychological hazards in the workplace is an extension of the Employer's responsibility to ensure teachers have a safe place to work.
- (b) The Employer, in accordance with the *Occupational Health and Safety Act* and in consultation with the NSTU, shall establish policies, procedures, and practices which:
 - (i) demonstrates the Employer's willingness to champion mental wellness;
 - (ii) allows teachers access to internal health and wellness programs and resources;
 - (iii) creates a culture of respect and trust;
 - (iv) alleviates the stigmatism regarding mental illness; and,
 - (v) mitigates psychological harm.
- (c) The factors which must be addressed to improve mental health in the workplace include, but are not limited to:
 - (i) work overload;
 - (ii) challenges with work-life balance;
 - (iii) lack of trust and transparency; and,
 - (iv) access to tools and resources regarding health.

Provincial Executive

2019-29 ADOPTED

BE IT RESOLVED THAT Policy 90 – Occupational Health & Safety be amended by substitution.

Policy 90 would then read:

90. OCCUPATIONAL HEALTH AND SAFETY

Optimal learning and teaching occurs in safe environments; therefore, the NSTU believes:

- (a) Health and safety in the workplace is a shared responsibility.
- (b) Employers are responsible for protecting members and ensuring a safe workplace, free from occupational health and safety hazards.
- (c) Members are responsible to work safely and to report hazardous conditions to their supervisor.
- (d) Occupational hazards include, but are not limited to:
 - (i) situations which may cause an immediate illness or injury;
 - (ii) situations where prolonged exposure may cause illness or injury; and
 - (iii) environments which may aggravate existing ailments.
- (e) A Member who becomes ill or is injured due to occupational hazards in the workplace shall receive full support from the employer and the NSTU.
- (f) The employer, in accordance with the *Occupational Health and Safety Act* and in consultation with the NSTU, shall establish policies and procedures to ensure incidents of workplace injury and illness are mitigated (as much as possible), reported, documented, and dealt with efficiently and effectively.

Provincial Executive

2019-30 REFERRED TO THE PROVINCIAL ECONOMIC WELFARE COMMITTEE

BE IT RESOLVED THAT in the next round of negotiations, the NSTU seeks to achieve a minimum of three paid personal days per member, per school year.

Annapolis

2019-31 DEFEATED

BE IT RESOLVED THAT the NSTU explore options surrounding the availability of extended health benefits when two NSTU members are married.

Cape Breton District

2019-32 ADOPTED

BE IT RESOLVED THAT in the next round of negotiations the NSTU seek to have qualified NSTU members hired to provide daily access to mental health services and support for students at every school.

Colchester-East Hants

2019-33 REFERRED TO THE PROVINCIAL ECONOMIC WELFARE COMMITTEE

BE IT RESOLVED THAT in the next round of negotiations the NSTU seek to achieve access to the benefits of Employment Insurance Extended Parental Benefits of 18 months of leave.
CSANE

2019-34 ADOPTED

BE IT RESOLVED THAT NSTU seek to achieve contract language that ensures professional development and/or training that is required in order for a member to do their job, shall be scheduled during the instructional day.

Dartmouth

2019-35 WITHDRAWN

BE IT RESOLVED THAT in the next round of negotiations the NSTU seek to achieve that a substitute teacher who has worked for a Regional Centre for Education or the Conseil scolaire acadien provincial for more than two years should be paid at a preferential rate for their ongoing substitute service for the same Employer.

Pictou

2019-36 WITHDRAWN

BE IT RESOLVED THAT in the next round of negotiations the NSTU seek to achieve that teachers who give up preparation time to fill in during teacher shortage have the option to be replaced after giving up the equivalent of one full teaching day or be paid substitute pay.
CSANE

2019-37 REFERRED TO THE PROVINCIAL ECONOMIC WELFARE COMMITTEE

BE IT RESOLVED THAT in the next round of negotiations the NSTU negotiate with the Department of Education and Early Childhood Development to ensure substitute teachers get paid for school closure days for which they were previously booked.

Colchester-East Hants

2019-38 WITHDRAWN

BE IT RESOLVED THAT in the next round of negotiations the NSTU seek to achieve that teachers who teach classes with more than one grade level should receive a minimum of 45 minutes per day (or 225 minutes per week) for planning time.

Pictou

2019-39 DEFEATED

BE IT RESOLVED THAT in the next round of negotiations the NSTU seeks to ensure that Learning Centre teachers who are in a 100% position and have at least 4 EPAs (TAs) who they are responsible for, receive the same benefits as a Department Head.

Dartmouth

Government

2019-40 ADOPTED

BE IT RESOLVED THAT Policy 58 Education Policy – Teacher/Faculty Input be amended by substitution:

Policy 58 as amended would then read:

EDUCATION POLICY — TEACHER/FACULTY INPUT

The NSTU believes that teachers' professional voice is an essential component in the formation of meaningful educational policy created by Regional Centres for Education/Boards, governmental departments, and government.

Provincial Executive

2019-41 ADOPTED

BE IT RESOLVED THAT a new Policy on Funding of Public Education be adopted.

FUNDING OF PUBLIC EDUCATION

It is the position of the NSTU that fully funded public education is a fundamental right of every Nova Scotian; moreover, funding should be program-based, founded on quality educational principles and universal accessibility. To this end, the NSTU believes that our public school system should be fully funded by the Nova Scotia Government to:

- (a) supply necessary resources, materials, infrastructure, and equipment (including technology) equitably throughout the province; and,
- (b) allow for appropriate and timely in-servicing during the implementation of new programs, assessment tools, reporting practices, or curricula.

Further, the NSTU believes that no public funds or tax incentives should be used to help finance charter or private schools, or in student-voucher schemes.

Provincial Executive

2019-42 ADOPTED

BE IT RESOLVED THAT Policy 23 Counsellors be amended by substitution:

Policy 23 as amended would then read:

23. School Counsellors

It is the position of the NSTU that school counsellors are essential to the Public School System and the delivery of the Comprehensive Guidance Program in Nova Scotia. Specifically, the NSTU believes:

- (a) school counsellors are teachers first, and that the duties of a school counsellor must be delivered by an NSTU member;
- (b) there should be a minimum of one full-time school Counsellor in every public school in Nova Scotia;
- (c) the responsibilities for a school counsellor should not exceed a ratio of one (1) counsellor to two hundred fifty (250) students;
- (d) counselling programs should be delivered by qualified teachers who have graduated from a minimum one-year university level program in counselling; and,
- (e) in order to successfully do their job, school counsellors require an onsite private office with resources including, but not limited to: a telephone, locking filing cabinets, and a secure computer.

Provincial Executive

2019-43 ADOPTED

BE IT RESOLVED THAT Policy 60 Guidance Counsellors be rescinded:

Provincial Executive

2019-44 ADOPTED

BE IT RESOLVED THAT Policy 61 Public Private Partnerships be amended by substitution:

Policy 61 as amended would then read:

61. PUBLIC PRIVATE PARTNERSHIPS (P3)

The NSTU believes that P3 schools must:

- (a) remain subject to the policies of Regional Centres of Education/School Board, the Department of Education and Early Childhood Development, and all applicable legislation;
- (b) have educational services delivered by certified teachers as defined by the *Education Act*;
- (c) respect all collective agreements and the legislation on which they are founded;
- (d) ensure the use of school facilities is under the sole jurisdiction of the school's administration;
- (e) respect the collegial atmosphere of the school; and,
- (f) limit the interests of the private partner to construction and/or maintenance functions. Further, the NSTU believes a fair and transparent process exists only if public disclosure includes, but is not limited to:
 - (g) justification that the P3 model is preferred in a particular instance;
 - (h) clear roles and responsibilities of all partners;
 - (i) clear definition and assignment of risk including guarantees such as performance bonds;
 - (j) public involvement on the site selection committee;
 - (k) transparency in choosing a private partner or consortium; and,
 - (l) signing leases before construction begins.

Provincial Executive

2019-45 ADOPTED

BE IT RESOLVED THAT the NSTU adopt the following policy on Commercialism in Schools:

The new policy would then read:

Commercialism in Schools:

The NSTU believes that, in all but the most limited cases, Public Schools should be free of commercial enterprises, including but not limited to advertising, franchising, and for-profit businesses. As such, the NSTU believes:

- (a) access to students must only occur with proof of sound educational objectives;
- (b) commercial advertising aimed at children should be banned on Public School properties and school buses;
- (c) commercial enterprise must not exploit students as a captive audience;
- (d) sponsorship agreements must be consistent with sound educational values;
- (e) sponsorship acknowledgement should only be made in appropriate ways; and,
- (f) commercially sponsored classroom and curricular materials should be clearly marked as such.

Provincial Executive

2019-46 ADOPTED

BE IT RESOLVED THAT Policy 62 School/Educational Site Construction or Major Renovations be replaced by substitution.

Policy 62 as amended would then read:

62. School/Educational Site Construction or Major Renovations

It is the position of the NSTU that when Regional Centres for Education/Boards are constructing new schools or implementing major renovations of existing schools, NSTU members must be involved in the development and design of such projects.

Provincial Executive

2019-47 ADOPTED

BE IT RESOLVED THAT Policy 64 Student Attendance be amended by substitution

Policy 64 as amended would then read:

64. Student Attendance

School attendance is critically important for student success, as such the NSTU believes:

- (a) Regional Centres for Education/Boards shall have student attendance policies which:
 - (i) delineate procedures for data entry, identification, intervention and follow-up;
 - (ii) consider a spectrum of educational programs to serve as interventions;
 - (iii) deals with chronic absenteeism by specialized regional personnel; and,
 - (iv) consider the use of community-based teams (e.g. academic, social service, medical, legal, ethnic) to address student attendance issues.
- (b) Individual schools shall have practices which provide for:
 - (i) consistent and accurate monitoring of student attendance;
 - (ii) the immediate attention by site-based administrators where a pattern of absenteeism is noticed; and,
 - (iii) ongoing discussions among school staff, parent groups, and community agencies which allow for cooperative approaches for addressing student attendance problems.

Provincial Executive

2019-48 DEFEATED AS AMENDED

BE IT RESOLVED THAT the NSTU invite the Department of Education and Early Childhood Development to collaborate in creating a plan of action to encourage more interest in teaching as a life-long profession. This should include an equity lens.

Colchester-East Hants

2019-49 ADOPTED AS AMENDED

BE IT RESOLVED THAT the NSTU invite the Department of Education and Early Childhood Development to share their short and long term plans for bargaining unit recruitment and retention.

Colchester-East Hants

2019-50 ADOPTED

BE IT RESOLVED THAT the NSTU request the Department of Education and Early Childhood Development address the inequities created for students when a substitute teacher cannot be found for a day and Resource, ELS, Reading Recovery, Learning Disability Specialist, Guidance teachers are requested to cancel student programming and cover for the absent teacher.

Colchester-East Hants

2019-51 ADOPTED

BE IT RESOLVED THAT the Department of Education and Early Childhood Development be urged to create and maintain for every course in the PSP an easily accessible online database, which includes for each course the most current outcomes, lists of all supporting materials and resources assigned to each course, and suggestions and materials to support diverse learners.

Digby

2019-52 ADOPTED

BE IT RESOLVED THAT the Department of Education and Early Childhood Development be urged to separate the elementary and secondary school calendars to better reflect the differing marking and grading requirements at each level.

Digby

2019-53 ADOPTED

BE IT RESOLVED THAT the Department of Education and Early Childhood Development be urged to ensure that all resources allocated for piloted courses or official rollouts be available by the beginning of the contractual year in which they are expected to be implemented.

Digby

2019-54 ADOPTED

BE IT RESOLVED THAT the Department of Education and Early Childhood Development be urged to provide clear, consistent, and timely direction, in writing and through adequate PD, for all new initiatives.

Digby

2019-55 ADOPTED

BE IT RESOLVED THAT the NSTU urge the Department of Education and Early Childhood Development to provide full-day PD at least one month prior to anticipated implementation for technology initiatives; this PD is to be within the instructional day exclusive of marking and preparation time.

Halifax County

2019-56 ADOPTED

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to develop a province-wide policy to provide immediate and ongoing support to members when they experience a serious loss at their site such as the death of a colleague or student.

Halifax County

2019-57 ADOPTED

BE IT RESOLVED THAT the NSTU invite the Department of Education and Early Childhood Development to work with the NSTU to investigate and clarify the roles and responsibilities of School Counsellors across Nova Scotia and to share these findings with educational shareholders.

Provincial Executive (Nova Scotia School Counsellors Association)

2019-58 ADOPTED AS AMENDED

BE IT RESOLVED THAT the NSTU invites the Department of Education and Early Childhood Development to work with the NSTU to support School Counsellors and School Administrators to ensure adequate School Counselling support is allocated to schools reflecting both the student population and the need for service in schools.

Provincial Executive (Nova Scotia School Counsellors Association)

General

2019-59 ADOPTED

BE IT RESOLVED THAT Policy 19 – Anti-Homophobia, Anti-Transphobia and Anti-Heterosexism be amended by substitution with a Policy on Gender Identity, Gender Expression, and Sexual Orientation Discrimination.

Policy 19 as amended would then read:

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

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

- (a) be treated with respect and acceptance, free from discrimination and hegemony;
- (b) freely and collectively express their gender identity and sexual orientation;
- (c) be provided safe, welcoming, and inclusive learning content, spaces, and facilities;
- (d) have diversity and inclusion in the NSTU, in schools, and within system priorities and programs; and
- (e) affirm and deliver sexual orientation, gender identity, and gender expression education.

Provincial Executive

2019-60 ADOPTED

BE IT RESOLVED THAT Annual Council 2019 rescind resolution 2017-58.

Colchester-East Hants

2019-61 ADOPTED

BE IT RESOLVED THAT Policy 96 – Safe Workplace and Member Conduct be amended by substitution.

Policy 96 would then read:

96. INTERNAL TO THE NSTU OCCUPATIONAL HEALTH AND SAFETY

- (a) Health and safety in the workplace is a shared responsibility.
- (b) The NSTU, as an employer, is responsible for protecting its employees by ensuring a safe workplace, free from occupational health and safety hazards.
- (c) Employees are responsible to work safely and to report hazardous conditions to their supervisor.
- (d) Occupational hazards include, but are not limited to:
 - (i) situations which may cause an immediate acute illness or injury;
 - (ii) situations where prolonged exposure may cause a progressive illness or injury; and
 - (iii) environments which may aggravate existing ailments.
- (e) Employees who become ill or are injured due to occupational hazards in the workplace shall receive the full support of the NSTU.
- (f) The NSTU, shall establish and maintain procedures in keeping with the *Occupational Health and Safety Act* to ensure incidents of workplace injury and illness are mitigated (as much as possible), reported, documented, and dealt with efficiently and effectively.

Provincial Executive

2019-62 ADOPTED

BE IT RESOLVED THAT Policy 98 Sexual Harassment be amended by substitution:

Policy 98 as amended would then read:

POLICY 98 – INTERNAL TO THE NSTU – RESPECTFUL WORKPLACE

- (a) The NSTU, as an employer as well as a Member organization, has a responsibility to ensure a safe work environment free from abuse/harassment. Abuse and harassment include, but are not limited to:
 - i. physical, verbal, emotional, and mental abuse;
 - ii. sexual harassment;
 - iii. bullying, including cyberbullying; and,
 - iv. intimidation.
- (b) The NSTU shall recognize that employees and/or members may experience abuse/harassment by fellow staff and/or members.
- (c) NSTU employees or Members subjected to abuse/harassment shall receive the full support of the NSTU.
- (d) The NSTU, in accordance with the Nova Scotia Human Rights Act, shall establish and maintain procedures to ensure incidents of abuse/harassment are mitigated (as much as possible), reported, documented, and dealt with efficiently and effectively.

Provincial Executive

2019-63 DEFEATED

BE IT RESOLVED THAT the NSTU conduct a survey of all schools with Pre-Primary programs to make an inventory of spaces, resources, etc... lost on site and share results with the public by November 1, 2019.

Colchester-East Hants

2019-64 ADOPTED

BE IT RESOLVED THAT the NSTU research the impact of shared classes in high school on teacher workload and present the findings at Annual Council 2020.

Colchester-East Hants

2019-65 ADOPTED AS AMENDED

BE IT RESOLVED THAT the NSTU write a position paper that addresses the inequities in the current funding model for public education in Nova Scotia.

Colchester-East Hants

2019-66 ADOPTED

BE IT RESOLVED THAT the NSTU raise public awareness to the inequities of Internet and technology access.

Colchester-East Hants

2019-67 ADOPTED

BE IT RESOLVED THAT the NSTU explore a progressive dues structure based on salary for its members and report to Annual Council 2020.

Cumberland

2019-68 ADOPTED

BE IT RESOLVED THAT NSTU formally endorse the "Fight for 15" campaign.

Dartmouth

2019-69 ADOPTED

BE IT RESOLVED THAT the NSTU President examine the frequency and scheduling of the Presidents'/RRCs' Conference and report the findings and discuss recommendations with the Local Presidents and RRC Chairs at their first Conference in 2019.

Dartmouth

2019-70 WITHDRAWN

BE IT RESOLVED THAT the NSTU Out of Province Conference Grants be made available to members every two years instead of every three.

Dartmouth

2019-71 ADOPTED

BE IT RESOLVED THAT the NSTU encourage its professional associations to investigate the possibilities of rotating locations, outside of metro Halifax, for future provincial conference days to ensure more equitable access for all members.

Digby

2019-72 ADOPTED

BE IT RESOLVED THAT the NSTU investigate through research, the term of office and number of consecutive terms permitted for the President of other prominent Labour and teacher organizations and report back to the Provincial Executive by October 2019.

Halifax City

2019-73 ADOPTED

BE IT RESOLVED THAT the NSTU prepare a report outlining the benefits and associated costs of membership in the Nova Scotia Federation of Labour as of April 30th, 2019, and report to the Provincial Executive by November 2019.

Halifax City

2019-74 ADOPTED

BE IT RESOLVED THAT the NSTU conduct a member satisfaction survey in an effort to determine members' satisfaction within our organization, identify areas of concern or reasons to celebrate, and to take action where necessary.

Kings

2019-NB1 ADOPTED

BE IT RESOLVED THAT the Provincial Executive investigate and report back to locals through their PE members, before December 2020, changes to the structure of Annual Council including, but not limited to, a reduction of the number of attendees and a move to a biennial meeting.

Halifax County

Suite donnée aux résolutions de l'AGA du Conseil 2019

Gouvernance

2019-1 ADOPTÉE

IL EST RÉSOLU QUE le règlement intérieur du NSTU soit modifié par substitution.

Comité exécutif provincial

2019-2 ADOPTÉE

IL EST RÉSOLU QUE les ordres permanents du NSTU soient modifiés par substitution.

Comité exécutif provincial

2019-3 ADOPTÉE

IL EST RÉSOLU QUE les politiques suivantes soient abrogées :

- Politique 1 – Exigences en matière de budget
- Politique 2 – Actions en justice – Protection légale
- Politique 4 – Conflit d'intérêts
- Politique 7 – Qualifications du directeur exécutif et des cadres de direction
- Politique 8 – Augmentation du nombre des cadres de direction
- Politique 11 – Protection des renseignements personnels des membres
- Politique 12 – Associations professionnelles
- Politique 13 – Comités de l'exécutif provincial
- Politique 14 – Directives du Comité exécutif provincial
- Politique 15 – Réunions du Comité exécutif provincial

Comité exécutif provincial

2019-4 ADOPTÉE

IL EST RÉSOLU QUE la politique 16, Administrateurs d'école et d'établissement d'enseignement, soit modifiée par substitution.

NOUVELLE POLITIQUE 16. RELATIONS COLLÉGIALES ENTRE LES MEMBRES DU PERSONNEL DES ÉTABLISSEMENTS D'ENSEIGNEMENT

Le NSTU reconnaît le rôle clé des administrateurs des écoles publiques en tant que leaders en éducation. Il croit en la valeur des relations collégiales entre les administrateurs et les enseignants. L'approche collégiale élimine les obstacles auxquels se heurtent les enseignants qui aspirent à devenir des leaders pédagogiques en exerçant des rôles administratifs. Le NSTU est convaincu que la classification des administrateurs comme gestionnaires change fondamentalement la nature de la relation administrateur-enseignant et constitue un obstacle à la relation collégiale. De plus, le NSTU est convaincu que la relation collégiale est renforcée par la présence d'administrateurs ayant les caractéristiques suivantes :

- (a) sont des membres actifs à part entière du NSTU;
- (b) sont en mesure d'avoir accès au perfectionnement professionnel (PP) du NSTU;
- (c) agissent comme des modèles pour l'apprentissage continu;
- (d) sont des enseignants exemplaires et bienveillants qui ont une compréhension approfondie de la pratique pédagogique;
- (e) mettent l'accent sur leur rôle principal d'enseignant principal plutôt que sur celui de gestionnaire.

Comité exécutif provincial

2019-5 RETIRÉE

IL EST RÉSOLU QUE le règlement intérieur du NSTU, article III – Conseil – partie 1, soit modifié pour inclure un nouveau paragraphe (g) : Le président élu de la section locale doit être l'un des délégués de la section locale à l'AGA du Conseil

Hants West, Kings

2019-6 RETIRÉE

IL EST RÉSOLU QUE le règlement intérieur du NSTU, article III, 1 (b) soit modifié en ajoutant le mot « choisis ou » devant le mot « élus ».

Halifax City

2019-7 RETIRÉE

IL EST RÉSOLU QUE le règlement intérieur du NSTU, article III 1 (b) des statuts du NSTU soit révisé en remplaçant le mot « élus » par le mot « choisis ».

Dartmouth

2019-8 ADOPTÉE

IL EST RÉSOLU QUE le NSTU modifie la politique 10, Achats de fournitures – Commerce équitable, en y ajoutant : Le NSTU déploie des efforts raisonnables pour réduire les achats et la consommation d'articles en plastique à usage unique (y compris : bouteilles d'eau, couverts, sacs, etc.) lors de ses réunions et activités.

Colchester-East Hants, Cumberland, Dartmouth

2019-9 RETIRÉE

IL EST RÉSOLU QUE, dans le Guide du NSTU, Section III, Ordres permanents, article 5, les paragraphes (e) (i) et (e) (ii) soient supprimés.

Cape Breton District

2019-10 ADOPTÉE TELLE QU'AMENDÉE

IL EST RÉSOLU QUE l'ordre permanent 10 (b) de gouvernance du NSTU soit modifié comme suit : « Le nombre de postes de direction à temps plein ou de postes analogues ne peut être augmenté qu'avec l'accord préalable de l'AGA du Conseil ».

Dartmouth

2019-11 ADOPTÉE

IL EST RÉSOLU QUE le règlement intérieur du NSTU, article I, 9 (c), soit modifié pour indiquer le dernier lundi de mars au lieu du premier lundi de mars.

Halifax City

2019-12 ADOPTÉE

IL EST RÉSOLU QUE l'ordre permanent 4 (c) iii (f) soit modifié pour ajouter « et inclure des suggestions sur la manière de l'améliorer afin qu'elle puisse être soumise à l'AGA du Conseil l'année suivante ».

Halifax City

2019-13 ADOPTÉE TELLE QU'AMENDÉE

IL EST RÉSOLU QUE la cotisation annuelle des membres actifs du Nova Scotia Teachers Union soit augmentée et passe de 100 \$ à 850 \$ à compter du 1^{er} août 2019.

Comité exécutif provincial

2019-14 ADOPTÉE TELLE QU'AMENDÉE

IL EST RÉSOLU QUE les frais d'adhésion journaliers des enseignants suppléants soient augmentés et passent de 0,40 \$ à 2,80 \$ à compter du 1^{er} août 2019.

Comité exécutif provincial

Résolutions chiffrées

2018-10 ADOPTÉE

IL EST RÉSOLU QUE le NSTU embauche un autre cadre de direction des Services aux membres à compter du 1^{er} août 2019.

Kings

2019-15 ADOPTÉE

IL EST RÉSOLU QU'UN montant de 350 000 \$ issu du fonds de réserve soit utilisé pour équilibrer le budget 2019-2020.

Comité exécutif provincial

2019-16 RETIRÉE

IL EST RÉSOLU QUE le règlement intérieur du NSTU, article III, Conseil, section 1, paragraphe (d) – soit amendé en remplaçant les mots « s'ils n'exercent pas de fonctions dans la section locale » par les mots « à l'AGA du Conseil ».

Hants West

2019-17 ADOPTÉE

IL EST RÉSOLU QUE l'ordre permanent du NSTU n° 18 : Fédération canadienne des enseignantes et des enseignants, soit modifié par l'ajout du nouveau paragraphe suivant : Lors d'une année d'élection présidentielle, le président élu du NSTU sera inclus dans la délégation à la FCE en tant qu'observateur à l'AGA. Les coûts encourus seront couverts par le NSTU conformément aux directives de la FCE.

Kings

2019-18 REJETÉE TELLE QU'AMENDÉE

IL EST RÉSOLU QUE le règlement intérieur du NSTU, article I (9) (b) soit modifié par substitution et se lise comme suit : « Le NSTU versera aux sections locales un remboursement égal à 17 % du total des cotisations syndicales reçues de tous les membres ».

Dartmouth

2019-19 RENVOYÉE TELLE QU'AMENDÉE AU COMITÉ DE COORDINATION DES ASSOCIATIONS PROFESSIONNELLES

IL EST RÉSOLU QUE le NSTU travaille avec les associations professionnelles du NSTU pour développer leur capacité d'offrir une partie ou la totalité des sessions de formation interne de la journée de conférence par vidéoconférence, ou autres technologies appropriées, aux membres du NSTU qui ne peuvent se rendre sur le lieu de la conférence.

Cape Breton District

2019-20 ADOPTÉE

IL EST RÉSOLU QUE l'article III du règlement intérieur du NSTU – Comité exécutif provincial, partie 1 – Composition, soit modifié en remplaçant le chiffre 20 par le chiffre 21 devant « membres élus sur une base régionale » au paragraphe (a) et en remplaçant le chiffre 1 par le chiffre 2 après « CSANE » au paragraphe (b) vi).

CSANE

2019-21 RETIRÉE

IL EST RÉSOLU QUE l'ordre permanent 10 du NSTU soit modifié pour changer le nombre de membres à élire de 1 membre à 2 membres pour le CSANE.

CSANE

2019-22 ADOPTÉE TELLE QU'AMENDÉE

IL EST RÉSOLU QUE le NSTU mette sur pied un comité spécial chargé d'étudier les questions qui touchent directement et particulièrement les membres et les écoles en milieu rural.

Digby, Richmond

2019-23 ADOPTÉE

IL EST RÉSOLU QUE le NSTU maintienne une campagne de publicité interne active qui encourage la participation des membres entre les négociations contractuelles

Digby

2019-24 ADOPTÉE

IL EST RÉSOLU QUE le Conseil retire la résolution 2018-6 des délibérations.

Yarmouth

2018-6 Reportée à l'AGA du Conseil 2020

IL EST RÉSOLU QUE le NSTU se retire de la Fédération du travail de la Nouvelle-Écosse et de toutes ses exigences ultérieures dans les meilleurs délais.

Yarmouth

2019-25 ADOPTÉE

IL EST RÉSOLU QUE le NSTU entreprenne des recherches officielles, par le biais d'une collaboration avec une tierce partie, pour comprendre les domaines prioritaires et déterminer la fréquence, la gravité et les types de violence que les enseignants subissent chaque jour au travail. Les résultats de ces recherches fondées sur des données probantes devraient être présentés au Comité exécutif provincial d'ici mars 2021 afin que des mesures soient prises en fonction de ces résultats.

Kings

Bien-être économique et conditions de travail

2019-26 ADOPTÉE À L'UNANIMITÉ

IL EST RÉSOLU QUE la politique 42, Violence et intimidation, soit modifiée par substitution.

La politique 42 se lirait alors comme suit :

42. VIOLENCE, INTIMIDATION ET HARCÈLEMENT

L'apprentissage et l'enseignement se font de manière optimale dans un environnement sécuritaire; par conséquent, le NSTU croit que :

- L'employeur est responsable de protéger les membres et d'assurer un milieu de travail sécuritaire, exempt de violence et de harcèlement. La violence et le harcèlement comprennent, sans toutefois s'y limiter :
 - la violence physique, verbale et psychologique;
 - le harcèlement sexuel;
 - l'intimidation, y compris la cyberintimidation.
- L'employeur doit reconnaître que les membres peuvent être victimes de violence ou de harcèlement de la part des élèves, des parents, des tuteurs ou du personnel.
- Les membres victimes de violence ou de harcèlement recevront le plein appui de l'employeur et du NSTU.
- L'employeur, conformément à la *Nova Scotia Human Rights Act (loi sur les droits de la personne de la Nouvelle-Écosse)* et en consultation avec le NSTU, doit établir des politiques et des procédures pour s'assurer que les incidents de violence ou de harcèlement sont atténués (le plus possible), signalés, documentés et traités de manière efficace.

Comité exécutif provincial

2019-27 ADOPTÉE

IL EST RÉSOLU QUE la politique 44, Négociations collectives, soit modifiée en supprimant le paragraphe (d).

Comité exécutif provincial

2019-28 ADOPTÉE

IL EST RÉSOLU QUE la nouvelle politique – Santé mentale en milieu de travail soit adoptée.

SANTÉ MENTALE EN MILIEU DE TRAVAIL

Le NSTU croit que :

- L'atténuation des risques psychologiques en milieu de travail est une prolongation de la responsabilité de l'employeur de s'assurer que les enseignants ont un lieu de travail sûr.
- L'employeur, conformément à la *Loi sur la santé et la sécurité au travail* et en consultation avec le NSTU, établit des politiques, des procédures et des pratiques qui :
 - démontrent la volonté de l'employeur de promouvoir le bien-être mental;
 - permettent aux enseignants d'avoir accès à des programmes et à des ressources internes en matière de santé et de mieux-être;
 - créent une culture de respect et de confiance;
 - atténuent la stigmatisation à l'égard de la maladie mentale;
 - diminuent le préjudice psychologique.
- Les facteurs qui doivent être pris en compte pour améliorer la santé mentale en milieu de travail comprennent, sans toutefois s'y limiter :
 - la surcharge de travail;
 - les défis liés à l'équilibre entre la vie professionnelle et la vie personnelle;
 - le manque de confiance et de transparence;
 - l'accès à des outils et à des ressources en matière de santé

Comité exécutif provincial

2019-29 ADOPTÉE

IL EST RÉSOLU QUE la politique 90 – Santé et sécurité au travail soit modifiée par substitution.

La politique 90 se lirait alors comme suit :

90. SANTÉ ET SÉCURITÉ AU TRAVAIL

L'apprentissage et l'enseignement se font de manière optimale dans un environnement sécuritaire; par conséquent, le NSTU croit que :

- La santé et la sécurité en milieu de travail sont une responsabilité partagée.
- L'employeur est responsable de protéger les membres et d'assurer un milieu de travail sécuritaire, exempt de risques pour la santé et la sécurité.
- Les membres sont responsables de travailler de manière sécuritaire et de signaler les conditions dangereuses à leur superviseur.
- Les risques professionnels comprennent, sans toutefois s'y limiter :
 - les situations qui peuvent causer des maladies ou des blessures immédiates;
 - les situations où une exposition prolongée peut causer des maladies ou des blessures;
 - les environnements susceptibles d'aggraver des maladies existantes.
- Les membres qui tombent malades ou se blessent en raison de risques professionnels en milieu de travail recevront le plein appui de l'employeur et du NSTU.
- L'employeur, conformément à la *Loi sur la santé et la sécurité au travail* et en consultation avec le NSTU, établira des politiques et des procédures pour s'assurer que les accidents de travail et les maladies professionnelles sont réduits (le plus possible), signalés, documentés et traités de manière efficace.

Comité exécutif provincial

2019-30 RENVOYÉE AU COMITÉ PROVINCIAL DU BIEN-ÊTRE ÉCONOMIQUE

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations, le NSTU cherche à obtenir au moins trois jours de congé personnel payés par membre, par année scolaire.

Annapolis

2019-31 REJETÉE

IL EST RÉSOLU QUE le NSTU explore des options entourant la disponibilité de prestations d'assurance-maladie complémentaire lorsque deux membres du NSTU sont mariés.

Cape Breton District

2019-32 ADOPTÉE

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations, le NSTU cherche à embaucher des membres qualifiés du NSTU pour fournir un accès quotidien aux services et au soutien en santé mentale aux élèves de chaque école.

Colchester-East Hants

2019-33 RENVOYÉE AU COMITÉ PROVINCIAL DU BIEN-ÊTRE ÉCONOMIQUE

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations, le NSTU cherche à obtenir les prestations parentales complémentaires de l'assurance-emploi donnant droit à 18 mois de congé.

CSANE

2019-34 ADOPTÉE

IL EST RÉSOLU QUE le NSTU s'efforce d'obtenir un libellé contractuel qui garantit que le perfectionnement professionnel ou la formation nécessaires pour permettre à un membre de faire son travail seront prévus pendant la journée d'enseignement.

Dartmouth

2019-35 RETIRÉE

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations, le NSTU cherche à faire en sorte que les enseignants suppléants qui travaillent pour un centre régional pour l'éducation ou le Conseil scolaire acadien provincial depuis plus de deux ans soient rémunérés à un taux préférentiel pour leur service de suppléance continu auprès du même employeur.

Pictou

2019-36 RETIRÉE

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations, le NSTU cherche à faire en sorte que les enseignants qui renoncent à leur temps de préparation pour remplacer des collègues en cas de pénurie d'enseignants aient la possibilité d'être remplacés après avoir renoncé à l'équivalent d'une journée complète d'enseignement ou de recevoir une rémunération de suppléance.

CSANE

2019-37 RENVOYÉE AU COMITÉ PROVINCIAL DU BIEN-ÊTRE ÉCONOMIQUE

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations, le NSTU négocie avec le ministère de l'Éducation et du Développement de la petite enfance pour s'assurer que les enseignants suppléants sont payés pour les jours de fermeture d'école pour lesquels ils étaient déjà engagés.

Colchester-East Hants

2019-38 RETIRÉE

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations, le NSTU s'efforce de faire en sorte que les enseignants qui enseignent à plus d'un niveau scolaire bénéficient d'au moins 45 minutes par jour (ou de 225 minutes par semaine) de planification.

Pictou

2019-39 REJETÉE

IL EST RÉSOLU QUE, lors de la prochaine ronde de négociations, le NSTU cherche à s'assurer que les enseignants des centres d'apprentissage qui occupent un poste à 100 % et qui sont responsables d'au moins quatre assistants pédagogiques (aides-enseignants) bénéficient des mêmes avantages qu'un chef de département.

Dartmouth

Gouvernement

2019-40 ADOPTÉE

IL EST RÉSOLU QUE la politique 58, Politique en matière d'éducation — participation des enseignants/des membres de la faculté, soit modifiée par substitution.

La politique 58 telle que modifiée se lirait alors comme suit :

POLITIQUE EN MATIÈRE D'ÉDUCATION – PARTICIPATION DES ENSEIGNANTS

Le NSTU estime que l'opinion professionnelle des enseignants est un élément essentiel de l'élaboration d'une politique en matière d'éducation valable créée par les centres régionaux pour l'éducation/conseils scolaires, les ministères et les gouvernements.

Comité exécutif provincial

2019-41 ADOPTÉE

IL EST RÉSOLU QU'une nouvelle politique sur le financement de l'éducation publique soit adoptée.

Financement de l'éducation publique

Le NSTU est d'avis que l'éducation publique entièrement financée est un droit fondamental de chaque Néo-Écossais; de plus, le financement devrait être fondé sur des programmes, sur des principes éducatifs de qualité et sur l'accessibilité universelle. À cette fin, le NSTU croit que notre système scolaire public devrait être entièrement financé par le gouvernement de la Nouvelle-Écosse pour :

- fournir les ressources, le matériel, les infrastructures et l'équipement (y compris la technologie) nécessaires de façon équitable dans l'ensemble de la province;
- assurer des services internes appropriés et opportuns pendant la mise en œuvre de nouveaux programmes, outils d'évaluation, programmes d'étude ou de nouvelles pratiques en matière de production de rapports.

De plus, le NSTU estime qu'aucun fonds public ou incitatif fiscal ne devrait être utilisé pour aider à financer des écoles privées ou à charte, ou des programmes de bons d'études.

Comité exécutif provincial

2019-42 ADOPTÉE

IL EST RÉSOLU QUE la politique 23, Conseillers scolaires, soit modifiée par substitution.

La politique 23 telle que modifiée se lirait alors comme suit :

23. Conseillers scolaires

Le NSTU est d'avis que les conseillers scolaires sont essentiels au système scolaire public et à la prestation du programme intégral d'orientation en Nouvelle-Écosse. Plus précisément, le NSTU croit que :

- les conseillers scolaires sont d'abord des enseignants et que les fonctions d'un conseiller scolaire doivent être exercées par un membre du NSTU;
- il devrait y avoir au moins un conseiller scolaire à temps plein dans chaque école publique de la Nouvelle-Écosse;
- les responsabilités d'un conseiller scolaire ne devraient pas dépasser le ratio d'un (1) conseiller pour deux cent cinquante (250) élèves;
- les programmes d'orientation devraient être fournis par des enseignants qualifiés qui ont obtenu un diplôme en counselling à l'issue d'un programme de niveau universitaire d'au moins un an;
- pour bien faire leur travail, les conseillers scolaires ont besoin d'un bureau privé sur place doté des ressources suivantes, sans toutefois s'y limiter : un téléphone, des classeurs verrouillables et un ordinateur sécurisé.

Comité exécutif provincial

2019-43 ADOPTÉE

IL EST RÉSOLU QUE la politique 60, Conseillers d'orientation, soit abrogée.

Comité exécutif provincial

2019-44 ADOPTÉE

IL EST RÉSOLU QUE la politique 61, Partenariats secteur public/secteur privé, soit modifiée par substitution

La politique 61 telle que modifiée se lirait alors comme suit :

61. PARTENARIATS SECTEUR PUBLIC/SECTEUR PRIVÉ (P3)

Le NSTU croit que les écoles P3 doivent :

- rester assujetties aux politiques des centres régionaux pour l'éducation/du conseil scolaire, du ministère de l'Éducation et du Développement de la petite enfance et à toutes les lois applicables;
- faire en sorte que les services éducatifs soient offerts par des enseignants certifiés au sens de la *Loi sur l'éducation*;
- respecter toutes les conventions collectives et la législation sur laquelle elles sont fondées;
- s'assurer que l'utilisation des installations scolaires relève de la seule compétence de l'administration de l'école;
- respecter l'atmosphère collégiale de l'école;
- limiter les intérêts des partenaires du secteur privé aux fonctions de construction ou d'entretien.

De plus, le NSTU croit qu'un processus équitable et transparent n'existe que si la divulgation publique comprend, sans toutefois s'y limiter :

- la justification que le modèle P3 est préférable dans un cas particulier;
- les rôles et responsabilités clairement définis de tous les partenaires;
- la définition et la répartition formelles du risque, y compris des garanties telles que des cautionnements d'exécution;
- la participation du public au comité de sélection du site;
- la transparence dans le choix d'un partenaire privé ou d'un consortium;
- la signature de baux avant le début des travaux de construction.

Comité exécutif provincial

2019-45 ADOPTÉE

IL EST RÉSOLU QUE la politique suivante sur le mercantilisme dans les écoles soit ADOPTÉE.

La nouvelle politique se lirait comme suit :

MERCANTILISME DANS LES ÉCOLES

Dans tous les cas sauf les plus limités, le NSTU croit que les écoles publiques devraient être exemptes d'entreprises commerciales, y compris, mais sans s'y limiter, la publicité, les franchises et les entreprises à but lucratif. À ce titre, le NSTU croit que :

- l'accès aux élèves ne doit se faire qu'avec la preuve d'objectifs éducatifs valables;
- la publicité commerciale destinée aux enfants devrait être interdite sur les terrains des écoles publiques et dans les autobus scolaires;
- l'entreprise commerciale ne doit pas exploiter les élèves comme un public captif;
- les ententes de commandite doivent être conformes à des valeurs éducatives saines;
- la reconnaissance des commanditaires ne devrait être faite que par des moyens appropriés;
- le matériel scolaire et pédagogique commandité par des entreprises devrait être clairement identifié comme tel.

Comité exécutif provincial

2019-46 ADOPTÉE

IL EST RÉSOLU QUE la politique 62, Construction ou importantes rénovations d'établissements scolaires, soit modifiée par substitution.

La politique 62 telle que modifiée se lirait alors comme suit :

62. Construction ou importantes rénovations d'établissements scolaires

Le NSTU est d'avis que lorsque les centres régionaux pour l'éducation ou les conseils scolaires entreprennent la construction de nouvelles écoles ou d'importantes rénovations dans des écoles existantes, les membres du NSTU doivent participer à la conception et au développement de ces projets.

Comité exécutif provincial

2019-47 ADOPTÉE

IL EST RÉSOLU QUE la politique 64, Assiduité scolaire, soit modifiée par substitution

La politique 64 telle que modifiée se lirait alors comme suit :

64. Assiduité scolaire

L'assiduité scolaire est d'une importance cruciale pour la réussite des élèves, et c'est pourquoi le NSTU croit que :

- Les centres régionaux pour l'éducation et les conseils scolaires doivent avoir des politiques d'assiduité des élèves qui :
 - définissent les procédures de saisie des données, d'identification, d'intervention et de suivi;
 - envisagent un éventail de programmes éducatifs qui pourraient servir d'interventions;
 - traitent l'absentéisme chronique à l'aide de personnel spécialisé en région;
 - envisagent le recours à des équipes communautaires (p. ex., scolaires, médicales, juridiques, ethniques, services sociaux) pour régler les problèmes d'assiduité scolaire.
- Chaque école doit avoir des pratiques qui prévoient :
 - un suivi cohérent et précis de l'assiduité des élèves;
 - une attention immédiate des administrateurs lorsqu'une tendance à l'absentéisme est constatée;
 - des discussions continues entre le personnel de l'école, les groupes de parents et les organismes communautaires qui permettent d'adopter des approches coopératives pour régler les problèmes d'assiduité scolaire.

Comité exécutif provincial

2019-48 REJETÉE TELLE QU'AMENDÉE

IL EST RÉSOLU QUE le NSTU invite le ministère de l'Éducation et du Développement de la petite enfance à collaborer à l'élaboration d'un plan d'action visant à susciter un intérêt accru à l'égard de l'enseignement comme profession à vie. Cela devrait comporter une optique d'équité.

Colchester-East Hants

2019-49 ADOPTÉE TELLE QU'AMENDÉE

IL EST RÉSOLU QUE le NSTU invite le ministère de l'Éducation et du Développement de la petite enfance à lui faire part de ses plans à court et à long terme pour le recrutement des enseignants.

Colchester-East Hants

2019-50 ADOPTÉE

IL EST RÉSOLU QUE le NSTU demande au ministère de l'Éducation et du Développement de la petite enfance de corriger les iniquités créées pour les élèves lorsqu'il est impossible de trouver un enseignant suppléant pour une journée et que des enseignants ressource, des spécialistes du soutien à la littératie précoce, du rattrapage en lecture, des troubles d'apprentissage ou de l'orientation doivent annuler les programmes des élèves pour couvrir l'enseignant absent.

Colchester-East Hants

2019-51 ADOPTÉE

IL EST RÉSOLU QUE le ministère de l'Éducation et du Développement de la petite enfance soit incité à créer et de maintenir pour chaque cours du programme des écoles publiques, une base de données en ligne facilement accessible, qui comprend les résultats d'apprentissage les plus récents, la liste de tous les documents et de toutes les ressources à l'appui ainsi que des suggestions et des documents pour appuyer différents élèves.

Digby

2019-52 ADOPTÉE

IL EST RÉSOLU QUE le ministère de l'Éducation et du Développement de la petite enfance soit incité à séparer les calendriers scolaires du primaire et du secondaire afin de mieux refléter les exigences différentes en matière de correction et de notation à chaque niveau.

Digby

2019-53 ADOPTÉE

IL EST RÉSOLU QUE le ministère de l'Éducation et du Développement de la petite enfance soit incité à veiller à ce que toutes les ressources affectées aux cours pilotes ou aux déploiements officiels soient disponibles au début de l'année contractuelle au cours de laquelle ils devraient être mis en œuvre.

Digby

2019-54 ADOPTÉE

IL EST RÉSOLU QUE le ministère de l'Éducation et du Développement de la petite enfance soit incité à fournir des instructions claires, cohérentes et en temps voulu, par écrit et au moyen d'un PP adéquat, pour toute nouvelle initiative.

Digby

2019-55 ADOPTÉE

IL EST RÉSOLU QUE le NSTU incite le ministère de l'Éducation et du Développement de la petite enfance à offrir une journée complète de PP au moins un mois avant la mise en œuvre prévue des initiatives technologiques; ce PP doit avoir lieu pendant la journée d'enseignement, en dehors du temps de correction et de préparation.

Halifax County

2019-56 ADOPTÉE

IL EST RÉSOLU QUE le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance pour qu'il élabore une politique provinciale visant à offrir un soutien immédiat et continu aux membres lorsqu'ils subissent une perte grave dans leur établissement, comme le décès d'un collègue ou d'un élève.

Halifax County

2019-57 ADOPTÉE

IL EST RÉSOLU QUE le NSTU invite le ministère de l'Éducation et du Développement de la petite enfance à collaborer avec le NSTU pour étudier et clarifier les rôles et les responsabilités des conseillers scolaires de la Nouvelle-Écosse et pour communiquer ses conclusions aux intervenants du secteur de l'éducation.

Comité exécutif provincial (Nova Scotia School Counsellors Association)

2019-58 ADOPTÉE TELLE QU'AMENDÉE

IL EST RÉSOLU QUE le NSTU invite le ministère de l'Éducation et du Développement de la petite enfance à travailler avec le NSTU pour aider les conseillers et les administrateurs scolaires à veiller à ce qu'un soutien adéquat en matière de counselling scolaire soit apporté aux écoles en tenant compte à la fois de la population étudiante et du besoin de services dans les écoles.

Comité exécutif provincial (Nova Scotia School Counsellors Association)

Généralités

2019-59 ADOPTÉE

IL EST RÉSOLU QUE la politique 19 – Lutte contre l'homophobie, la transphobie et l'hétérosexisme soit modifiée en la substituant par une politique sur la discrimination fondée sur l'identité de genre, l'expression de genre et l'orientation sexuelle.

La politique 19 telle qu'amendée se lirait alors comme suit :

19. DISCRIMINATION FONDÉE SUR L'IDENTITÉ DE GENRE, L'EXPRESSION DE GENRE ET L'ORIENTATION SEXUELLE

Nous nous efforçons de mettre en place un système d'éducation sûr, accueillant et inclusif qui tient compte des réalités des minorités sexuelles et de genre. À ce titre, le NSTU favorisera, appuiera et protégera les droits des élèves, des familles et des membres à :

- être traités avec respect et être acceptés, sans discrimination ni hégémonie;
- exprimer librement et collectivement leur identité de genre et leur orientation sexuelle;
- bénéficier de matériel pédagogique, d'espaces et d'installations sécuritaires, invitants et inclusifs;
- bénéficier de diversité et d'inclusion dans le NSTU, les écoles, ainsi que les priorités et les programmes du système;
- affirmer et fournir une éducation sur l'orientation sexuelle, l'identité sexuelle et l'expression de genre.

Comité exécutif provincial

2019-60 ADOPTÉE

IL EST RÉSOLU QUE l'AGA du Conseil 2019 abroge la résolution 2017-58.

Colchester-East Hants

2019-61 ADOPTÉE

IL EST RÉSOLU QUE la politique 96, Lieu de travail sécuritaire et conduite des membres, soit modifiée par substitution.

La politique 96 se lirait alors comme suit :

96. POLITIQUE INTERNE SUR LA SANTÉ ET LA SÉCURITÉ AU TRAVAIL DU NSTU

- La santé et la sécurité en milieu de travail sont une responsabilité partagée.
- À titre d'employeur, le NSTU est responsable de protéger ses employés en leur assurant un milieu de travail sécuritaire, exempt de risques pour la santé et la sécurité.
- Les employés sont responsables de travailler de manière sécuritaire et de signaler les conditions dangereuses à leur superviseur.
- Les risques professionnels comprennent, mais sans s'y limiter :
 - les situations qui peuvent causer des maladies ou des blessures aiguës immédiates;
 - les situations où une exposition prolongée peut causer progressivement des maladies ou des blessures;
 - les environnements susceptibles d'aggraver des maladies existantes.
- Les employés qui tombent malades ou se blessent en raison de risques professionnels en milieu de travail recevront le plein appui du NSTU.
- Le NSTU doit établir et maintenir des procédures conformes à la *Loi sur la santé et la sécurité au travail* pour s'assurer que les blessures et les maladies professionnelles sont réduites (le plus possible), signalées, documentées et traitées de manière efficace.

Comité exécutif provincial

2019-62 ADOPTÉE

IL EST RÉSOLU QUE la politique 98, Harcèlement sexuel, soit modifiée par substitution.

La politique 98 telle que modifiée se lirait alors comme suit :

98. POLITIQUE INTERNE SUR UN MILIEU DE TRAVAIL RESPECTUEUX DU NSTU

- Le NSTU, à titre d'employeur et d'organisation membre, a la responsabilité d'assurer un milieu de travail sûr et exempt de violence ou de harcèlement. La violence et le harcèlement comprennent, sans toutefois s'y limiter :
 - la violence physique, verbale, psychologique et morale;
 - le harcèlement sexuel;
 - l'intimidation, y compris la cyberintimidation.
- Le NSTU doit reconnaître que les employés ou les membres peuvent être victimes de violence ou de harcèlement de la part d'autres employés ou membres.
- Les employés ou les membres du NSTU victimes de violence ou de harcèlement recevront le plein appui du NSTU.
- Le NSTU, conformément à la *Nova Scotia Human Rights Act (loi sur les droits de la personne de la Nouvelle-Écosse)* doit établir et maintenir des procédures pour s'assurer que les incidents de violence ou de harcèlement sont atténués (le plus possible), signalés, documentés et traités de manière efficace.

Comité exécutif provincial

2019-63 REJETÉE

IL EST RÉSOLU QUE le NSTU effectue un sondage auprès de toutes les écoles ayant des programmes de prématernelle afin de faire l'inventaire des locaux, des ressources, etc. qui sont perdus sur place et en communique les résultats avec le public d'ici le 1^{er} novembre 2019.

Colchester-East Hants

2019-64 ADOPTÉE

IL EST RÉSOLU QUE le NSTU étudie l'impact des classes partagées dans les écoles secondaires sur la charge de travail des enseignants et présente ses conclusions à l'AGA du Conseil 2020.

Colchester-East Hants

2019-65 ADOPTÉE TELLE QU'AMENDÉE

IL EST RÉSOLU QUE le NSTU rédige un énoncé de principe qui traite des inégalités dans le modèle de financement actuel de l'éducation publique en Nouvelle-Écosse.

Colchester-East Hants

2019-66 ADOPTÉE

IL EST RÉSOLU QUE le NSTU sensibilise le public aux inégalités en matière d'accès à Internet et à la technologie.

Colchester-East Hants

2019-67 ADOPTÉE

IL EST RÉSOLU QUE le NSTU explore un barème de cotisations proportionnelles basé sur le salaire de ses membres et fasse un rapport à l'AGA du Conseil 2020.

Cumberland

2019-68 ADOPTÉE

IL EST RÉSOLU QUE le NSTU appuie officiellement la campagne « Fight for 15 ».

Dartmouth

2019-69 ADOPTÉE

IL EST RÉSOLU QUE le président du NSTU examine la fréquence et le calendrier des réunions des présidents des sections locales et des CRR, qu'il fasse rapport de ses conclusions et qu'il discute de ses recommandations avec les présidents des sections locales et des CRR lors de leur première réunion en 2019.

Dartmouth

2019-70 RETIRÉE

IL EST RÉSOLU QUE les subventions du NSTU pour les conférences à l'extérieur de la province soient offertes aux membres tous les deux ans au lieu de tous les trois ans.

Dartmouth

2019-71 ADOPTÉE

IL EST RÉSOLU QUE le NSTU encourage ses associations professionnelles à étudier la possibilité de tenir les prochaines journées de conférence provinciale dans des régions différentes, en dehors de la région métropolitaine d'Halifax, afin d'assurer un accès plus équitable pour tous les membres.

Digby

2019-72 ADOPTÉE

IL EST RÉSOLU QUE le NSTU effectue une recherche pour examiner la durée du mandat et le nombre de mandats consécutifs autorisés pour le président d'autres organisations syndicales et d'enseignants de premier plan et fasse un rapport au Comité exécutif provincial d'ici octobre 2019.

Halifax City

2019-73 ADOPTÉE

IL EST RÉSOLU QUE le NSTU prépare un rapport décrivant les avantages de l'adhésion à la Fédération du travail de la Nouvelle-Écosse et les coûts qui y sont associés en date du 30 avril 2019 et le présente au Comité exécutif provincial d'ici novembre 2019.

Halifax City

2019-74 ADOPTÉE

IL EST RÉSOLU QUE le NSTU effectue un sondage auprès de ses membres dans le but de déterminer leur satisfaction au sein de notre organisation, de cerner les sujets de préoccupation ou les raisons de se réjouir et de prendre des mesures au besoin.

Kings

2019-NB1 ADOPTÉE

IL EST RÉSOLU QUE le Comité exécutif provincial examine les modifications apportées à la structure de l'AGA du Conseil annuel, notamment la réduction du nombre des participants et le passage à une réunion biennale et qu'il fasse un rapport aux sections locales par le biais de ses membres, avant décembre 2020.

Halifax County



from the nstu executive director

Executive Director's Remarks to Annual Council 2019

(below is an excerpt of Janine Kerr's remarks to Annual Council 2019)

I'm honoured to address you for the first time as your Executive Director.

I'm going to talk a bit about the past, the future and conclude with the present.

The Past.

Objectively, our last few years have been awful. The big three that stick out for me are:

- 1) the failed collective bargaining process that resulted in a legislated contract
- 2) the choice of the Community College Local to leave the NSTU and
- 3) the most recent legislation, Bill 72 that, most significantly stripped administrators from their union, our union.

All three were negative outcomes for the NSTU.

In my view, what is essential is that we learn from these things. Like most or all of you, I have lost sleep and obsessed about how we tentatively agreed but failed to ratify three collective agreements and about the Glaze reforms. Government did us wrong, unequivocally. Before, during, and after bargaining. And maybe they will continue to do us wrong.

We can only truly learn and do better if we honestly, without ego, reflect on what we would do differently if we could go back in time. I assure you that reflection has happened and will continue to happen. It must.

Let's talk about the future.

This organization has the opportunity, and I would even suggest the imperative, to redefine itself. We are smaller now but that could make us more nimble and more focused. We represent public school teachers—which includes specialists—and APSEA teachers only. How will this change our culture and where are the opportunities?

While preserving the collegial model and keeping the table set for an eventual return of administrators, it is essential to get back to basics of member wants and needs.

What do members want and need?

I'm confident that overall you want excellent service. This means excellent service to individuals who require support and representation, and also excellent service to the collective in the form interventions for example by staff at EECD in matters of curriculum, policy, safety, and workload. It means communications, public and media relations. It also means pension and benefits, professional learning, bargaining and other advocacy. It means investing in and building these relationships.

Excellent service to members is not exactly revolutionary. What does that really mean?

Last year Council adopted Resolution 2018-7, which called for an external audit of NSTU's governing structure.

This work has begun and Provincial Executive has received an interim report from Grant Thornton.

The current state of the NSTU was analyzed: governance and structure, priorities, and funding and services to members.

Essentially, there were three main conclusions:

- 1) While we have conducted member engagement and satisfaction surveys, our information is not current and we must directly engage with members to determine current member priorities.
- 2) NSTU has an enormous number of required committees (minimum of 178) and a large governance structure. The structure of our organization must be driven by current member priorities and members should understand the role each part of our governance structure plays to meet those needs.
- 3) Finances—to serve members properly, we need to operate in a financially sustainable way. This is especially critical to maintain a strong bargaining position. If our financial house is not in order, we can't credibly threaten job action. The stronger and more stable our financial health, the better positioned we are for contract negotiations.

What's the plan? There are three parts.

- 1) Member-needs consultation: This will include regional focus groups and small group interviews. NSTU Leaders will likely be asked to participate as "key stakeholders" who have the deepest knowledge and engagement. There will also be deliberate efforts to hear the voice of our rank and file members who aren't or haven't been engaged.
- 2) Once we know members' needs it's essential to prioritize those needs. What do our members want us to spend most of our time and resources on? Without the prioritizing, you only have a list of things people want. This stage will be an online survey for all members. We need to refine what is most important and target most of our resources to the things that are most important.
- 3) After needs are identified in priority, modifications will be suggested to our governance structure flowing directly from member priorities.

We expect that recommendations to improve our governance structure to better align with member priorities will be ready in early winter next year, with a view to develop resolutions for Annual Council 2020.

That will be our future.

Let's get back to the present.

Pension: Unfunded liability was has been in the news. At the end of December 2018 we were funded at 75 per cent. That means the fund is short by \$1.4 billion. The beneficiaries of the plan (us) are responsible for half of the deficit and the government is responsible for the other half. This year will see the Teachers' Pension Board receive independent recommendations about what should be done. These will be challenging, complicated conversations, and we are ready.

Collective bargaining: In the fall, government began saying publicly that the unfunded liability of the pension plan would be handled at the bargaining table. We don't bargain pension and we never have.

A lot of water under this bridge makes it tricky to be even cautiously optimistic—but I am. Your team is strong, and prepared. We want to negotiate and ratify a collective agreement, if possible. Job action is also possible and we are ready.

I'd like to acknowledge my colleagues—your NSTU staff. I'm inspired and proud to work with and for these folks. They are smart and hardworking and committed to you and your colleagues and public education.

Thank you.

Discours de la directrice exécutive à l'AGA du Conseil 2019

(ceci est un extrait du discours de Janine Kerr à l'AGA du Conseil 2019)

C'est un honneur pour moi de m'adresser à vous pour la première fois en tant que directrice exécutive.

Je vais parler un peu du passé, de l'avenir et conclure par le présent.

Le passé.

Objectivement, les dernières années ont été terribles. Les trois grands événements qui ressortent le plus nettement pour moi sont les suivants :

- 1) L'échec du processus de négociation collective qui a abouti à un contrat imposé par la loi.
- 2) La décision de la section locale du Collège communautaire de se retirer du NSTU.
- 3) La toute récente législation, le projet de loi 72, qui a, pour l'essentiel, forcé les administrateurs scolaires à quitter leur syndicat, notre syndicat.

Ces trois événements étaient des résultats négatifs pour le NSTU.

À mon avis, ce qui est essentiel est que nous tirions les leçons de ces événements. Comme la plupart d'entre vous, j'ai perdu le sommeil et j'ai été hantée par le fait que nous avions provisoirement accepté trois conventions collectives sans parvenir à les ratifier et par les réformes du rapport Glaze. Le gouvernement nous a fait du tort, cela ne fait aucun doute. Avant, pendant et après les négociations. Et peut-être continuera-t-il à nous faire du tort.

Nous ne pouvons vraiment apprendre et faire mieux que si nous réfléchissons honnêtement, en mettant notre ego de côté, à ce que nous ferions différemment si nous pouvions revenir en arrière. Je vous assure que cette réflexion a eu lieu et se poursuivra. Elle est nécessaire.

Parlons de l'avenir.

Cette organisation a la possibilité, et je dirais même le besoin impératif, de se redéfinir. Notre syndicat est plus petit maintenant, mais cela pourrait nous rendre plus agiles et mieux ciblés. Nous représentons uniquement les enseignants des écoles publiques (y compris les spécialistes) et les enseignants de la CESP. Comment cela va-t-il changer notre culture et quelles sont les nouvelles possibilités?

Tout en préservant le modèle collégial et en restant prêts pour un éventuel retour des administrateurs scolaires, il est indispensable de revenir à l'essentiel en ce qui concerne les souhaits et les besoins des membres.

Que veulent les membres et de quoi ont-ils besoin?

Je suis convaincue que dans l'ensemble, vous voulez un excellent service. Cela signifie un excellent service aux personnes qui ont besoin d'appui et de représentation, ainsi qu'un excellent service à notre collectivité, sous la forme par exemple d'interventions par le personnel du MEDPE en matière de curriculum, de politique, de sécurité et de charge de travail. Cela signifie des communications, des relations avec le public et les médias. Cela signifie également des pensions et des avantages, une formation professionnelle, des négociations et autres formes de défense des intérêts. Cela consiste à investir dans ces relations et à les renforcer.

Un excellent service aux membres n'est pas un concept révolutionnaire. Qu'est-ce que cela signifie vraiment?

L'année dernière, le Conseil a adopté la résolution 2018-7, qui préconisait une vérification externe de la structure de gouvernance du NSTU.

Ce travail a commencé et le Comité exécutif provincial a reçu un rapport provisoire de Grant Thornton.

La situation actuelle du NSTU a été analysée : gouvernance et structure, priorités, financement et services aux membres. Les trois conclusions principales étaient essentiellement les suivantes :

- 1) Bien que nous ayons effectué des sondages sur l'engagement et la satisfaction des membres, nos informations ne sont pas courantes et nous devons nous adresser directement aux membres pour déterminer leurs priorités actuelles.

suite à la page 15

2019 NSTU Professional Associations Conferences

FRIDAY, OCTOBER 25



Online Registration Opens

NSTU Members – Monday, September 16
Non-NSTU Members – Monday September 23
Closes – October 11
(no refunds after October 11)

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

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

Art Teachers Association (ATA)

Theme **Take Aways**
 Location Rocky Lake Junior High & Cape Breton Centre for Craft and Design
 Fees \$90.00; Students/Substitutes/Retirees: \$45.00
 Contacts Meaghan LeMoine: ataconference@nstu.ca

Association des enseignantes et enseignants acadiens (AEA)

Theme **Enseignons efficacement!**
 Location Lieu principal: Carrefour du Grand-Havre (Marie-France Maisonneuve - la suite à Intervenir efficacement auprès des élèves TDAH)
 Keynote: Marie-France Maisonneuve au Carrefour du Grand-Havre
 Fees 95\$ pour enseignants temps plein; 50\$ pour suppléants, retraité, étudiants
 Contacts Melanie Belliveau: aea@nstu.ca

Association of Science Teachers (AST)

Theme **Making Time for Science**
 Location **Halifax West High School**
 Fees Regular: \$100.00; Students/Substitutes/Retirees: \$40.00 (Additional \$35.00 fee for any participants registering for Emergency First Aid)
 Contacts James Parsons: astconference@nstu.ca

Association of Teachers of English of Nova Scotia (ATENS)

Theme **Insert Creativity Here**
 Location Auburn Drive High School
 Fees Regular: \$95.00; Students/Substitutes/Retirees: \$85.00
 Contacts Tina Buott and Sandy Keddy: atensconference@nstu.ca

Association of Teachers of Exceptional Children (ATEC)

Theme **Living the Future: Voices of Diversity and Inclusion**
 Location Cineplex Theatres, Dartmouth Crossing
 Fees Regular: \$100.00; Students/Substitutes/Retirees: \$75.00
 Contacts Amy Barron and Lisa Macnosh: ateconference@nstu.ca

Association of Teachers of Young Adolescents (ATYA)

Theme **This is Us**
 Location Riverside Educational Centre
 Keynote: Tim Daly
 Fees Conference: \$90.00; Retired/Substitute: \$80.00
 Contacts Dawn Chapman: adchapman@nstu.ca

Business Education Teachers Association (BETA)

Theme **Church Point: Spotlight on Local Buiness – Baie Sainte Marie**
Halifax: Nova Scotia Experiences – The Business of Tourism
 Location Université Ste. Anne and Murphy's on the Water
 Keynote: Church Point: Louanne Doucet
 Halifax: Joann Fitzgerald, Chief Marketing Office, Tourism Nova Scotia
 Fees Regular: \$100.00; Students/Substitutes/Retirees: \$75.00
 Contacts Danielle LeBlanc: danleblanc@nstu.ca

Education Drama Association of Nova Scotia (EDANS)

Theme **Mental Health through the Arts**
 Location Dartmouth High School
 Fees Conference fee: \$90.00; Retired/Substitutes/Students – \$65.00
 Contacts David Zinck: dnzinck@nstu.ca

Family Studies Teachers Association (FSTA)

Theme **Mindful Connections**
 Location St. Matthew's United Church
 Keynote: Melanie Cousins – Mindfulness Practices in the Classroom
 Fees Teacher – \$85.00, Retired/Substitute/Student – \$55.00
 Contacts Denise Forgeron: fstaconference@nstu.ca

Mathematics Teachers Association (MTA)

Theme **MTA MMXIX**
 Location Charles P. Allen High School
 Keynote: Tracy Zager
 Fees Membership Conference Fee – \$80.00; Substitute and Retirees – \$40.00; Students (register after September 30th) – \$20.00
 Contacts Erick Lee and Zeno MacDonald: mtaconference@nstu.ca

Nova Scotia Music Educators' Association (NSMEA)

Theme **Music: School Would Be Without It**
 Location **Dartmouth South Academy**
 Keynote: Scott Jones
 Fees Regular: \$100.00; Substitute/Retired: \$50.00; Students: \$40.00
 Lunch may be added during online registration for \$15.00
 Contacts Keli Brewer: nsmeaconference@nstu.ca

Nova Scotia School Counsellors Association (NSSCA)

Theme **KALEIDOSCOPE**
 Location Citadel High School
 Fees Regular: \$95.00; Student/Retired Teacher: \$55.00
 Contacts Amanda Marchand and Andrew Gosney: nsscaconference@nstu.ca

NSLTA

Theme **Parles-en/ Let's Talk/ Hablamos**
 Location NSTU Building
 Fees Conference Fee \$75.00; Substitute/Retiree Fee \$40.00
 Contacts Sara Adams: smmacinnes@nstu.ca

Nova Scotia Teachers Association for Literacy and Language (NSTALL)

Theme **Cooperative Learning: Learning With and From Each Other**
If you want to go fast, go alone. If you want to go far, go together. African Proverb
 Location Cobequid Education Centre, Truro
 Fees Regular – \$85.00, Substitutes/Retired – \$65.00 and students – \$45.00
 Contacts Sonya Purdy: nstall@nstu.ca

Nova Scotia Technology Education Association (NSTEA)

Theme **Skills and Careers**
 Location Sir John A. Macdonald High School
 Keynote: Kayleen McCabe
 Fees Regular: \$90.00; Substitutes/Retirees: \$20.00 (Education Students: Free)
 Contacts Andrew Seymour and Craig Thornton: agseymour@nstu.ca and cpthornton@nstu.ca

Primary Elementary Teachers Association (PETA)

Theme **Inspiring Young Writers with Barbara Reid and Marie Louise Gay**
 Location Scotiabank Cineplex Bayer's Lake
 Keynote: Barbara Reid and Marie Louise Gay
 Fees Regular – \$90.00; Substitute/Retired – \$60.00
 Contacts Katrina Murphy: petaconference@nstu.ca

Psychologists in Schools Association (PISA)

Theme **Understanding and Supporting Gender Diverse Students**
 Location Mount Saint Vincent University
 Keynote: Todd Savage
 Fees Conference Fee: \$100.00; Substitutes/Retirees/Students: \$80.00
 Contacts Natasha Yorke-Phillip (registrar); Pam Blotnicky (conference chair); Tracy Whittaker-Taggart (President): pisaconference@nstu.ca

Social Studies Teachers Association (SSTA)

Theme **Cultural Connections**
 Location Saint Mary's University
 Keynote: Weldon Boudreau; Acadian singer-songwriter/performer
 Fees Regular: \$100.00; Students/Substitutes/Retirees: \$50.00
 Contacts Wendy Driscoll and Stephen Hare: ssaconference@nstu.ca

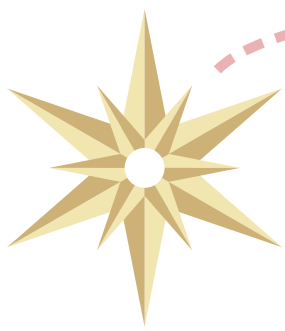
Speech-Language Pathologists and Audiologists Association (SPAA)

Theme **Exploring Vocabulary and Morphology Intervention and Activities**
 Location Best Western Plus Dartmouth Hotel and Suites
 Keynote: Cathy Alexander, MA, CCC-SLP
 Fees Conference Fee: \$100.00; Student/Parent/Substitute/Retiree – \$75.00
 (Registration includes SPAA membership)
 Contacts Denise Boulton: spaaconference@nstu.ca

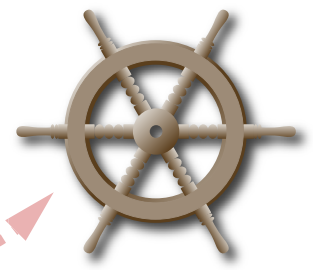
Teachers Association for Physical and Health Education (TAPHE)

Theme **Give a Little – Get a Lot**
 Location Yarmouth Consolidated Memorial High School
 Fees Regular: \$90.00; Students/Substitutes/Retirees/ Presenters: \$35.00
 Contacts Amanda Brewer: tapheconference@nstu.ca

NO ON-SITE REGISTRATION
Register Early!



Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Moving beyond the tap on the shoulder: new online resource aims to empower women for teacher organization leadership

by Francine Filion

Back in high school when I ran for a seat on the students' council, a group of young women showed up at my doorstep one evening to help me with crafting catchy slogans and jazzy campaign posters. I remember thinking "Wow!" because I had not even asked for their help! Their unexpected support boosted my morale as I witnessed first-hand the power of women working together for a common goal. Funny enough, I can't recall winning the election, but I fondly remember the fun we had working together that evening in the fall.

Fast forward 30 years, to my time working as Director of Communications at the Canadian Teachers' Federation (CTF-FCE), from January 2000 to October 2018. I was fortunate to have had the privilege of working alongside wonderful women within the CTF, its member organizations, Education International and the broader labour movement. Here again, I witnessed the simple principle of collaboration between women as I did back that evening for my high school students' council election campaign.

I recently saw an article posted in *Forbes* magazine "Power of the Pack: Women who support women are more successful", which made reference to recent Harvard University research suggesting that a way for women to overcome some of the cultural and systemic hurdles is "to form close connections with other women, who can share experiences from women who have been there, done that—from how to ask for what you're worth to bringing your unique talents to leadership."

Throughout my 18+ years, I have viewed the CTF as a catalyst for change and for connecting women teacher members and leaders nationally. Here's why.

When I first arrived at the CTF, the Status of Women Advisory Committee had been dissolved for years. It wasn't until 2006 when it was re-established by delegates at the organization's Annual General Meeting. One of the Committee's goals: "advise the Executive Committee on long-term directions, strategies, policies and regulations that relate to the status of women in education."

It only made sense to resurrect this committee since women make up nearly 72% of the K-12 teaching profession in Canada. Plus, women were (and still are) underrepresented at board of directors meetings and annual general meetings.

It is through its Advisory Committee on the Status of Women, the Women's Symposia and Women's Caucuses that the CTF brings member organizations together to facilitate the exchange of ideas, strategies and policy development.

After some internal reorganization in 2009, I was assigned administrative liaison for the Advisory Committee, a role I proudly held until my retirement. Although I enjoyed my role in communications, the work supporting the Status of Women Committee was the highlight of my career at the Federation, not only because of the depth and breadth of knowledge I acquired but because of the wonderful women I met along this journey.

I witnessed the building of strong circles of trust and cooperation between teacher leaders, teacher members, member organizations and CTF staff. Yes, there were challenges and hurdles along the way, as we are all human beings. But at the end of the day, everyone had their

hearts set on advancing and promoting the rights of women and girls.

Here are some examples in which member organizations were exceptionally supportive and involved:

- Annual CTF Women's Symposia cover a wide spectrum of themes such as social justice, human rights, racism, violence against women and girls, human trafficking, the realities of post-modern families, and, of course, women in union leadership;
- Development of policy and resolutions through a gender lens (simply search the term "gender" in the *CTF Handbook*);
- CTF-FCE International and Social Justice Program;
- Equal Voice's historic 2017 Daughters of the Vote; and
- Participation in the trade union delegation at the sessions of the Commission on the Status of Women of the United Nations.

And now, a new addition to this roster of collaboration and support:



Introducing Fem•Lead•Fém, a comprehensive web-based women's leadership resource recently launched at the CTF-FCE Women Symposium "Women Deliver Public Education" on June 3 in Vancouver.

It was last year at the 2018 Symposium where the idea for this resource first saw the light of day. The event gathered over 80 women teacher members and leaders in Charlottetown, to exchange ideas and strategies focused on election campaigns, ways to seek work/life balance, effective collective bargaining strategies and to learn more about mentorship initiatives to attract younger women to the fold.

The new CTF-FCE resource picks up on the Equal Voice slogan "Be Her. Support Her. Celebrate Her." Not only does it provide a pragmatic approach for running effective election campaign strategies, it offers inspirational advice in video testimonials from women teacher leaders who have "been there, done that and

bought the t-shirt." Over time, the bilingual resource is going to grow and expand as a reliable bank of ideas and strategies customized for women in teacher organizations.

By inspiring more women to run for office within their teacher organizations, we hope to increase the representation of women at the political helm of CTF and member organizations. Tapping women on the shoulder is certainly one way to encourage women to run. But we need to support them with the tools and strategies to be more effective.

As for me, I plan to continue to support women who are running for office in my community. During last fall's municipal election campaign, I supported candidate Emilie Coyle, by knocking on doors and delivering flyers. Once again, the circle of collaboration and support between the women on her campaign team was inspirational. I have met some brilliant young women who are picking up the mantle from my generation.

Although Emilie didn't get elected, she did give the incumbent some serious cause for concern by significantly closing the vote results gap from the previous municipal election.

Not long after I started writing this article, Emilie's political campaign organizer reached out to me and asked to work on a campaign of another phenomenal woman in my riding in the run-up to the next federal election. And so, I will work again with the same team of determined women in support of Angella MacEwen, senior economist with the Canadian Union of Public Employees.

So a big thank you to those young women who supported me back in 1973 – Bonnie, Louise and Moira. Thank you to the many women leaders who have made such an impact on my life.

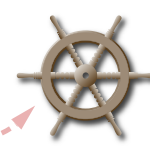
Francine Filion is a former Director of Communications for the Canadian Teachers' Federation.

This article is re-printed with permission. It was originally published in CTF's #31 June 2019 issue of Perspectives. The full issue is found here: <http://perspectives-ctf-fce.ca/>

The NSTU has its own Status of Women Standing Committee, which came into effect during the 2015-16 school year. Its next conference will take place during the 2019-20 school year.



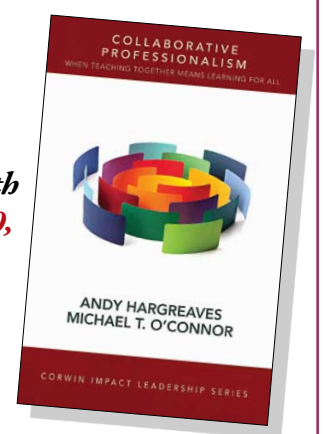
Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Email your name, home address, and the name of your school with **PD Giveaway** in the subject line to theteacher@nstu.ca by **June 30, 2019** to be eligible for the draw.

Collaborative Professionalism: When Teaching Together Means Learning for all
by Andy Hargreaves and Michael T. O'Connor

This Corwin Impact Leadership Series resource explores collaborative professionalism as a next big step in the movement for educational improvement. According to Hargreaves, "professional learning and development is most effective when it takes place within a culture of collaborative professionalism where teachers work and plan together, take shared responsibility for all students' learning in each other's classes and schools, and undertake inquiry in teams to solve problems in their schools." This is a book for teachers, and leaders who want to be collaborative professionals.



- 2) Le NSTU compte un très grand nombre de comités obligatoires (minimum de 178) et une structure de gouvernance volumineuse. La structure de notre organisation doit être guidée par les priorités actuelles des membres et ceux-ci doivent comprendre le rôle que joue chaque élément de notre structure de gouvernance pour répondre à leurs besoins.
- 3) Finances – Pour bien servir les membres, nous devons fonctionner de manière financièrement viable. Ceci est particulièrement critique pour maintenir une position de négociation solide. Si nos finances ne sont pas en ordre, nous ne pouvons pas menacer de manière crédible de recourir à des moyens de pression. Plus notre santé financière est solide et stable, plus notre position est solide lors de la négociation des conventions.

Quel est notre plan? Il comporte trois parties.

- 1) Consultation sur les besoins des membres : cela comportera des groupes de discussion régionaux et des entretiens en petits groupes. Les dirigeants du NSTU seront probablement invités à participer en tant qu'« intervenants clés » possédant les connaissances approfondies et l'engagement nécessaires. Des efforts délibérés seront également déployés pour connaître l'avis de nos membres syndiqués de la base qui ne sont pas ou n'ont pas été mobilisés.
- 2) Une fois que nous connaissons les besoins des membres, il est essentiel de hiérarchiser ces besoins. À quoi nos membres veulent-ils que nous consacrons l'essentiel de notre temps et de nos ressources? Si les priorités ne sont pas établies, vous avez seulement une liste de choses que veulent les gens. Cette étape comportera un sondage en ligne de tous les membres. Nous devons définir ce qui est le plus important et cibler l'essentiel de nos ressources sur les aspects les plus importants.
- 3) Une fois que les besoins prioritaires auront été cernés, des modifications à notre structure de gouvernance, découlant directement des priorités des membres, seront proposées.

Nous prévoyons que les recommandations visant à améliorer notre structure de gouvernance afin de mieux l'aligner sur les priorités des membres seront prêtes au début de l'hiver prochain, en vue de préparer des résolutions pour l'AGA du Conseil 2020.

Cela sera notre avenir.

Revenons maintenant au présent.

Régime de retraite: Le passif non capitalisé de notre régime a fait la une des médias. À la fin décembre 2018, nous étions financés à 75 %. Cela signifie que notre fonds de retraite a un déficit de 1,4 milliard de dollars. Les bénéficiaires du régime (nous) sont responsables de la moitié du déficit et le gouvernement de l'autre moitié. Cette année, la Commission des services de pension des enseignants recevra des recommandations indépendantes sur ce qui devrait être fait. Cela donnera lieu à des conversations difficiles et complexes, et nous sommes prêts.

Négociation collective: À l'automne, le gouvernement a commencé à déclarer publiquement que le passif non capitalisé du régime de retraite serait traité à la table des négociations. Nous ne négocions pas les pensions et nous ne l'avons jamais fait.

Beaucoup d'eau a déjà coulé sous ce pont, et il est donc difficile d'être optimiste, même prudemment, mais je le suis. Votre équipe est solide et bien préparée. Nous voulons négocier et ratifier une convention collective, si possible. Des moyens de pression au travail sont également envisageables et nous sommes prêts.

Je tiens à remercier mes collègues, le personnel du NSTU. Je suis enthousiaste et fier de travailler avec ces personnes et pour elles. Elles sont intelligentes, consciencieuses et profondément engagées envers vous, vos collègues et l'enseignement public.

Je vous remercie.

CONGRATULATIONS TO OUR MAY BOOK WINNERS!

FRESH — Trisha Munroe — HRCE
EQUITY — Sheila Hawley — SRCE



Putting new members in the KNOW!

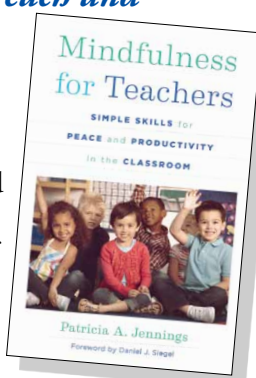
Email your name, home address, and the name of your school with **FRESH** in the subject line to theteacher@nstu.ca by June 30, 2019 to be eligible for the draw.

Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom

by Patricia A. Jennings

Forward by Daniel J. Siegel

Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom published by WW Norton and Co. draws on basic and applied research in the field of neuroscience, psychology, and education and the author's experience as a mindfulness practitioner. It provides exercise in mindfulness, emotional awareness, movement, listening and much more. Jennings' research focuses on mindfulness-based approaches to improving the social and emotional classroom context and student learning.



executive highlights

May 31, 2019

- Approved a recommendation that the Technology Committee be disbanded by July 2020;
- Approved amendments to the following Operational Procedures:
 - Operational Procedure 3 – Committees;
 - Operational Procedure 4 – NSTU Committees;
 - Operational Procedure 5 – Council & Other Committees;
 - Operational Procedure 6;
- Filed the Table Officers Report;
- Selected members to attend the Nova Scotia Federation of Labour Biennial Convention;
- Appointed all Standing Committees for 2019-2020;
- Approved a recommendation that an advertisement be placed to fill two positions on the Comité de programmation acadienne, one coming from the Central Region;
- Approved terms for members of the Distributed Learning Committee;
- Approved a Travel Fellowship in the amount of \$475.00;
- Elected 2nd Vice-President: *Shaun Doyle*
Elected Secretary-Treasurer: *Wade Van Snick*
Governance & Policy Committee: *Mary Currie, Peter Day, Doug Read, Angela Gillis, Ian Kent, Angela Deagle, Susanna Haley, Jo-Leigh MacPhee and Ian LeBlanc*
Nominating Committee: *Mike Jamieson, Russell Comeau, Kathy Evans, Natalie MacIsaac, and Kareen Knox*
Personnel Committee: *Shaun Doyle, Doug Read, Angela Deagle, Jaqueline LeVert*
- Approved a resolution be forwarded to Annual Council 2020 regarding Policy 2 – Discrimination;
- Approved amendments to Operational Procedure 14 – Provincial Executive, F. Meetings of the Provincial Executive, I. Unceded Territory Recognition;
- Approved Signing Officers for 2019-2020;
- Approved a resolution be forwarded to Annual Council 2020 regarding Standing Order 7 – Campaign Guidelines;
- Approved the agreement regarding Permits to Teach for Substitutes with the Tri-County Regional Centre for Education and Department of Education and Early Childhood Development for the 2019-2020 school year;
- Approved the agreement regarding Permits to Teach for Substitutes with the CSAP and Department of Education and Early Childhood Development for the 2019-2020 school year;
- Approved a recommendation that the Professional Development Committee allocate the funds for Study and Research Grants;
- Approved the disposition of Annual Council Resolutions 2019 be filed;
- Approved a recommendation that arrangement be made so that at Annual Council 2020 Standing Committees have some way to highlight their mandate and activities to delegates;
- Referred a motion to staff from the Status of Women Committee regarding a Twitter account;
- Approved a recommendation that a letter of introduction from the Status of Women Committee be sent to the following organizations: CAPTTO Associates, NSFL, CUPE, NSGEU, NSNU and Unifor.
- Approved a recommendation that the NSTU staff explore implementation of a social media/media school for locals;
- Approved amendments to the Model Constitution, Operational Procedures Appendix A;
- Approved amendments to Operational Procedure 1 – Annual Council;
- Approved a recommendation that Operational Procedure 9 B. I. a. vi. be deleted;
- Approved a recommendation that Operational Procedure 34 B. be deleted;
- Approved a recommendation that Operational Procedure 12 B. be deleted and the remainder to re-lettered;
- Amended Operational Procedure 14 – Provincial Executive, H. Provincial Executive Honorarium;
- Amended Operational Procedure 26 – Professional Development Support Services, A. I. Local Support Programs;
- Amended Operational Procedure 14 M. – Removal of a Provincial Executive Member.
- Approved amendments to the NSTU Employees Pension Plan.

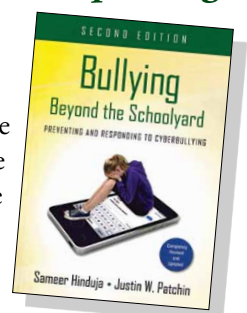
EQUITY COMMITTEE BOOK REVIEW

Email your name, home address, and the name of your school with **EQUITY** in the subject line to theteacher@nstu.ca by June 30, 2019 to be eligible for the draw.

Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying (2nd Edition)

By Sameer Hinduja and Justin W. Patchin

This second edition published by Corwin is an excellent resource that provides doable strategies to help schools prevent the problem of cyberbullying that empowers all members of the school community to work together. This accessible resource provides tools to help prevent and respond to cyberbullying in your school community.



Teacher's Mental Health – A Shared Responsibility

by Louis Robitaille, Executive Staff Officer, Research, Policy and Governance

Stressed, heightened anxiety, emotionally drained, harassed, burned out, these terms are far too common amongst teachers across the country. This is not a new reality nor is it limited to the education sector; teacher organizations as well as mental health professionals and their associations have been studying mental health wellness within the workplace for decades. It is becoming widely accepted that psychological health and safety falls under the greater umbrella of occupational health and safety, which clearly addresses the shared responsibility of employers and employees to create and maintain a psychologically safe place to work.

Employment and Social Development Canada (ESDC) acknowledges that workplaces affect an individual's mental health, both positively and negatively. Both employees and employers benefit from a psychologically healthy workplace. ESDC notes the benefits as: improving employee engagement, morale, satisfaction, retention, recruitment, and productivity; reducing absenteeism, grievances, health costs, and workplace injuries; as well as reducing the number and duration of medical and disability leaves. Further, ESDC recognizes the link between psychological health and occupational health and safety.

The Canadian Mental Health Association (CMHA) in February of 2016 published a report entitled Workplace Mental Health in Canada – Findings from a Pan-Canadian Survey. The survey was multi-disciplined but the third largest single group, approximately one eighth of respondents, was from the education sector. The conclusions from the report specifically detail the steps employers should take to ensure a psychologically safe workplace and the factors that must be addressed to improve mental health in the workplace. These details are the foundation for the NSTU's new policy on Mental Health in the Workplace, which was adopted at Annual Council 2019 this past May.

Policy Section III – Economic Welfare and Working Conditions

10. MENTAL HEALTH IN THE WORKPLACE

The NSTU believes:

- A. Alleviating psychological hazards in the workplace is an extension of the Employer's responsibility to ensure teachers have a safe place to work.

- B. The Employer, in accordance with the *Occupational Health and Safety Act* and in consultation with the NSTU, shall establish policies, procedures, and practices which:
 - I. demonstrates the Employer's willingness to champion mental wellness;
 - II. allows teachers access to internal health and wellness programs and resources;
 - III. creates a culture of respect and trust;
 - IV. alleviates the stigmatism regarding mental illness; and,
 - V. mitigates psychological harm.
- C. The factors which must be addressed to improve mental health in the workplace include, but are not limited to:
 - I. work overload;
 - II. challenges with work-life balance;
 - III. lack of trust and transparency; and,
 - IV. access to tools and resources regarding health.

Reference: 2019-28

The Canadian Teachers' Federation (CTF) has made this issue a priority. In November of 2018 CTF struck a Task Force on Teacher Mental Health, which is a multilateral, multi-stakeholder, and peer-reviewed research project. The aim of the project is to produce findings that will be used to influence policy, collective bargaining, inservice training, and teacher and union practice across the country. The NSTU is participating in this project and anticipates surveying members during the 2019-2020 school year.

There are tools and resources to help both individuals as well as organizations address the issue of workplace mental health. The Canadian Centre for Occupational Health and Safety has developed Healthy Minds @ Work, which offers supports for employers and organized labour in their efforts to address psychological health and safety in the workplace. The Mental Health Commission of Canada has developed Mental Health First Aid, which is directed at individuals wishing to increase their mental health literacy and develop skills to better manage potential or emerging mental health problems in themselves or in a family member, friend, or colleague.

The Member Assistance Program of the NSTU provides one-on-one counselling for NSTU members and their families. For more information contact nurse@nstu.ca or phone 1-800-565-6788 and ask to speak with the nurse.

The Resilience® (Employee and Family Assistance Program) provides counselling in-person, by phone, or through a secure online service. For more information call 1-877-955-6788 or for online service go to www.myresilience.com and quote contract #39146.

References:

- S. Gundu and J. Kaisla project leads, *Workplace mental Health in Canada – Findings from a Pan-Canadian Survey*, Canadian Mental Health Association, https://cmha.ca/wp-content/uploads/2016/02/Workplace-Mental-Health-in-Canada_CMHA_Feb2016-1.pdf
- Healthy Minds @ Work*, The Canadian Centre for Occupational Health and Safety, <https://www.ccohs.ca/healthyminds/>
- Mental Health First Aid*, The Mental Health Commission of Canada, <https://www.mhfa.ca/en/big-picture>

More info: YogainSchools.ca

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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.

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NSLTA / AELNE

The NSLTA is pleased to announce that it will be hosting a fall conference on October 25th. Workshops will be offered for French second language teachers, Immersion teachers, EAL teachers and teachers of other languages. Look for the conference listing in early September on the NSTU website.

La AELNE est heureuse d'annoncer qu'elle offrira une conférence d'automne le 25 octobre. Des ateliers seront offerts pour les enseignants de français de base, immersion, anglais comme langue supplémentaire, et d'autres langues. Veuillez consulter le site web du NSTU au début septembre pour plus de détails.

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Spotlight On... Elementary Learning and Development!

In addition to our lending and duplication collections, the Media Library also has videos that can be downloaded or streamed. You can access these videos in many ways... if you are at school, you can simply click the links below. If you are at home, simply log into either your EduPortal or your Google Apps for Education account, click on the link for Learn360, and then use the links below to access these video series and many more.

Happy 50th Anniversary, Sesame Street!

<https://bit.ly/2WqmLz6>

Grounded in research and best practices in early childhood education, Learn360's 150+ short Sesame Street videos cover critical skills in social emotional development, math, science, and language & literacy. Join Big Bird, Rosita, Cookie Monster, and all your Sesame friends for joyful shared learning on the Street.

The Electric Company

<https://bit.ly/2VR1VvN>

Brought to you by the educators at Sesame Workshop, The Electric Company is a series of research-proven, high-energy video clips from the award-winning program. With a focus on phonemic awareness, letter/sound correspondence, content-area vocabulary, and word-learning strategies, these engaging short videos will spark your students' imaginations and engage them in active learning.

Alphabet Stories

<https://bit.ly/2VjIDAT>

Produced by Victory Arts for TVO, this creative series of mixed media videos for preschool kids showcases a variety of words that start with a letter from the alphabet, and tells a fun story that encompasses all of the words into one wild, wacky and imaginative tale. (2014)

Little Smart Planet Series

<https://bit.ly/2H0vYHW>

Learning is fun with this series that covers: Mathematics, Science, Social Studies, and English and Language for children.

Super Geek Heroes Series

<https://bit.ly/2J5FdtJ>

Super Geek Heroes focuses on curricular areas such as health, literacy, numeracy and social-emotional development. Narrated by children, it encourages viewers to interact with the content as they watch.

Reading Rainbow Series

<https://bit.ly/2V1mhhY>

Hosted by LeVar Burton for more than 20 years, Reading Rainbow teaches reading skills, habits, and attitudes. The magazine-style format takes kids on real-life journeys with celebrity guest readers and "Kid on the Street" book recommendations.

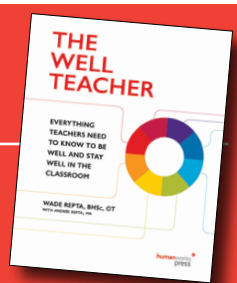
Auto-B-Good Series

<https://bit.ly/2Vjpn5q>

Welcome to the City of Auto where you will meet 9 animated vehicles, each with his or her own unique personality, along with a supporting cast of over 50 other vehicles that populate this richly diverse community of cars. This series of videos will captivate, entertain and educate students in all areas of character development from respect and courtesy to sharing and generosity and everything in between.

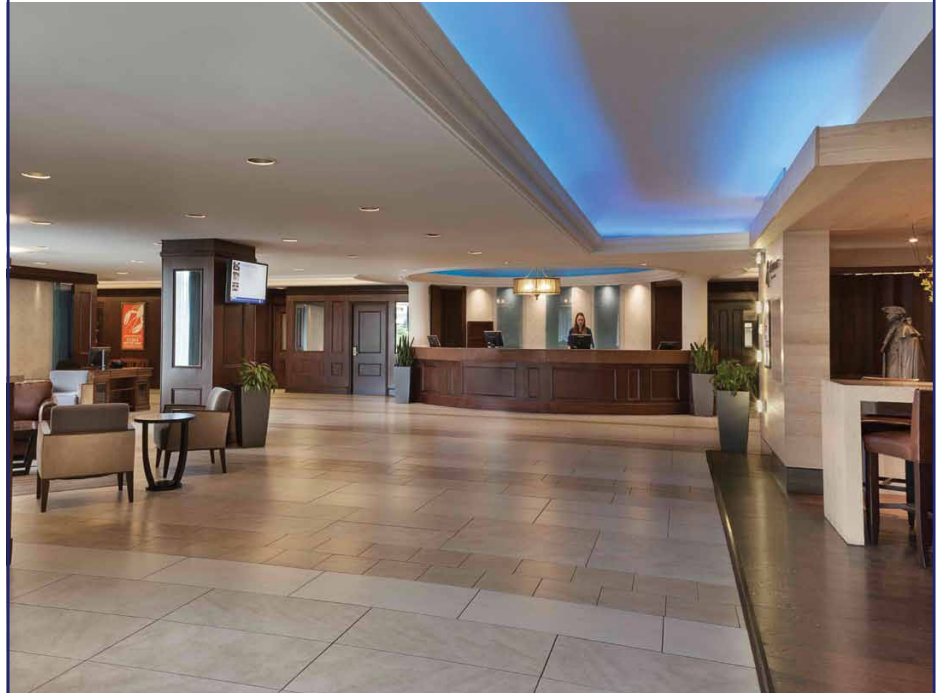
Congratulations to our May Book Winners!
The Well Teacher — Adam Boyd — AVRCE

The Well Teacher is on sale for \$35.00 (reg. \$39.95) until June 12. Free shipping is provided for delivery to the NSTU Central Office. For further information email theteacher@nstu.ca.



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THE BARRINGTON HOTEL

suite de la page 4

notre génération de redémarrer, de nous adapter et d'écrire un nouveau chapitre avec nos membres. Finalement libérés des événements dévastateurs de ces dernières années, les membres et les dirigeants sont bien positionnés en 2019-2020 pour déterminer ce dont nous avons besoin et les changements nécessaires pour prospérer en tant que syndicat.

Je tiens à rendre hommage à notre directrice exécutive et au personnel du NSTU pour leurs conseils précieux et leur travail formidable en ces temps difficiles. Les présidents et les dirigeants de sections locales, les conseils des représentants régionaux, les associations professionnelles et les comités du NSTU ont tous apporté une contribution inestimable à notre marche en avant. Les membres de notre Comité exécutif provincial se sont décidés à travailler en équipe pour faire avancer notre syndicat. C'est un honneur pour moi de collaborer avec eux dans ce travail et je suis convaincu que nous sommes bien placés pour poursuivre notre croissance durant l'année à venir.

Enfin, je vous remercie. Des membres ont manifesté leur confiance dans tous les coins de la province en acceptant de prendre ou de reprendre la fonction de représentants d'école. De nombreux postes élus aux niveaux local et provincial sont occupés par de nouveaux visages. Votre engagement aux côtés des députés locaux, aux côtés des partenaires tels que Parents for Public Education (parents en faveur de l'enseignement public), par le biais des médias sociaux et de l'action politique, et aux côtés des dirigeants du NSTU, nous a permis de retrouver notre crédibilité en tant que porte-parole incontesté de l'enseignement public en Nouvelle-Écosse.

Une année de progrès ne surgit pas par hasard et une parole unifiée sonne juste uniquement lorsque les membres sont solidaires. Je salue chacun d'entre vous pour la solidarité dont vous continuez à faire preuve à une époque sans précédent et je me réjouis à la perspective de poursuivre le travail de revitalisation de notre syndicat et de l'enseignement public en 2019-2020. À l'approche de cette fin d'année, je vous dis bravo! Je souhaite que l'été qui est à nos portes vous permette de vous rafraîchir l'esprit et de vous revigorer le corps, en créant de beaux souvenirs avec vos êtres chers.

Cordialement,

Paul



The NSTU Member Assistance Program – How Can We Help?

Frequently Asked Questions

It has been another stressful year for teachers! Although we are approaching the end of the school year, the impacts of the stressful year do not end just because the school year is coming to a close. The NSTU Group Insurance Trustees want to remind you about the programs in place to support members over the summer months. Below are answers to frequently asked questions on the unique services offered by the NSTU:

Q: *What programs and services are available to NSTU members and their families who are having difficulties and are in need?*

A. Resilience® Employee and Family Assistance Program

The Resilience® Employee and Family Assistance Program provides a number of services to members, their partners, and dependent children. Counselling services are provided to assist with coping with alcohol and drug abuse, anger management, marital/family/separation/divorce/custody issues, addictions, and many other issues members and their eligible dependents could be facing. The counselling is designed to provide support and understanding, and to help build coping skills and teach ways to effectively manage issues and problems.

Resilience® also provides Plan Smart and Career Smart Services that are designed to allow you to take a pro-active approach to every challenge and life transition and assist you in obtaining the information and support you need. These services include: childcare and parenting caregiver support services, elder and family care services, legal advisory services, financial advisory services and many others.

Direct access is provided 24 hours per day, seven days a week at 1-877-955-NSTU (6788) and services can be provided in a way that is most convenient and comfortable for you, whether that be in-person, by phone, or through a secure online service. You can also access these services through the NSTU by dialing 1-800-565-6788, press 4.

NSTU Counselling Services

The NSTU has two internal counsellors that provide confidential short-term counselling services to members, their partners, and dependents. This service is designed to provide help and intervention at an early stage of difficulty. If there becomes a need for long-term counselling after assessment, members are referred to an appropriate community based professional. The NSTU counsellors also provide intervention for schools in conflict and crises. You can contact the NSTU Counselling Services at 1-800-565-6788, press 4.

Early Intervention Program

The NSTU also have on staff two Early Intervention Case Coordinators to provide assistance to members working or absent from work experiencing injury or illness and struggling to remain at work or return to work. The Early Intervention Program Case Coordinators are occupational therapists who focus on maintaining or improving a person's independence. The goal of the Early Intervention Program is to help decrease the incidence and duration of disability. Participation in this program is voluntary and confidential and EIP staff will travel to your community to provide services. You can contact the Early Intervention Program at 1-800-565-6788, press 4.

Q: *It is estimated that 1 out of every 5 Canadians today is dealing with a mental health issue. What services are available to members who may be dealing with or may have a family member dealing with a mental health issue?*

A: Resilience® provides counselling services to help cope with stress and psychological disorders. Depression Care Services are also available through Resilience® and is designed to provide assistance for individuals suffering from certain types of depression.

Direct access is provided 24 hours per day, seven days a week at 1-877-955-NSTU (6788) and services can be provided in a way that is most convenient and comfortable for you, whether that be in-person, by phone, or through a secure online service. You can also access these services through the NSTU by dialing 1-800-565-6788, press 4.

Independent Psychological Assessment

Through the NSTU MAP, active members can access a Halifax based clinical psychologist that will perform a psychological assessment for members in need. The purpose of this program is to assist NSTU members to access timely assessment which will lead to quicker treatment. Reports are provided to the Member Assistance Program at the NSTU for discussion with the member with regard to treatment options and further direction. This program can be accessed through the NSTU by dialing 1-800-565-6788, press 4.

Q: *Are there any other services, or MAP features, members should be aware of when they are in need?*

A: One of the very unique features of the NSTU MAP is access to a nurse who is an NSTU staff member. The nurse is available to assist members and provide direction on how best the NSTU MAP can address individual needs. The NSTU nurse can be accessed at 1-800-565-6788, press 4. In addition, you can e-mail the NSTU nurse at the NSTU at nurse@nstu.ca.

CAREpath

Cancer Assistance Program

The **Cancer Assistance Program** is provided to NSTU members, partners, and eligible dependent children. If you, your partner, or dependent children suspect having cancer, are diagnosed with cancer, or are living with cancer, the Cancer Assistance Program through CAREpath is ready and able to provide you with support. This service connects the member with a personal oncology nurse with the support of leading oncologists who are there to guide the individual through every step of the cancer experience or diagnosis through to the end of active treatment. The program covers all types and stages of cancer and CAREpath nurses have the knowledge and experience to be able to advocate for the member and their family. **The CAREpath Cancer Assistance Program can be accessed directly by dialing 1-844-453-6788 or through the NSTU at 1-800-565-6788, press 4.**

Seniors' Care Assistance Program

The **Seniors' Care Assistance Program** is the only service in Canada that connects members, immediate family, and parents to a registered nurse who specializes in senior care assistance. The program helps members understand their senior care choices and ensure they get the right care every time.

The program is based on three main principles: **Connect, Access and Care**. The Seniors Care Assistance Program will **Connect** you to publically funded senior care resources. Bayshore HealthCare nurses will assess all funding options and financial queries and help you and your family understand and access alternative ways to pay. Bayshore HealthCare nurses will also help you and your family manage **Access** to senior care and support services by finding and accessing services that are right for your family member. Bayshore also takes Care to ensure that recommended services such as nursing care, personal care, companionship, house cleaning, home retrofit and mail deliveries are fully assessed and approved by Bayshore HealthCare and are provided by organizations you can trust. **The Seniors' Care Assistance Program can be accessed directly at 1-844-453-6788 or through the NSTU at 1-800-565-6788, press 4.**

HealthCareAssist Program

The **HealthCareAssist** program is a comprehensive navigation service that provides NSTU members, spouses and dependent children with answers, guidance and support before, during and after treatment, in the event of an illness or health crisis.

HealthCareAssist provides individual case management of **all types of medical conditions**. These conditions include cardiovascular conditions, stroke, diabetes, kidney conditions, and multiple sclerosis, just to name a few. A Nurse Case Manager provides a single point of contact, creates continuity of care and ensures patients receive the right treatment, at the right time, in the right place.

HealthCareAssist combines CAREpath's team of highly trained and caring nurses with Cleveland Clinic Canada's global network of physicians and specialists.

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- Dramatically improves the overall quality of care, recovery and outcomes.
- Provides in-depth assessment of treatment plans to ensure they are consistent with medical best practice.
- Explains options for tests and treatments specific for the individual.
- Facilitates access to diagnostic tests, treatments and clinical trials.
- Through Cleveland Clinic Canada, provides virtual doctor-to-doctor consults with the patient's local treating physicians after completing medical second opinions.
- Guides patients to alternate treatment locations in and outside Canada, when requested or required.
- Delivers telephonically, making the service timely and efficient.

The HealthCareAssist Program can be accessed directly at 1-844-453-6788 or through the NSTU at 1-800-565-6788, press 4.

Distributed Learning teacher uses science fairs as a teaching tool

Virtual school science teacher Eliza Abbass has combined her love of teaching science and long-time involvement in science fairs into an opportunity for her virtual high school students.

“This semester students from my first term Advanced Chemistry Grade 11 class participated in the science fair program,” says Abbass.

Based out of North Nova Education Centre, Abbass, who has been teaching for 15 years—two of which have been in the virtual school environment—enabled her students to get involved in science fair as part of an independent project for her Advanced Chemistry 11 class.

“Two students from Dr. John Hugh Gillis Regional High and eight from East Antigonish Education Centre participated in the Strait Regional Science Fair,” she continues. That fair took place April 1 to 3 at the

Port Hawkesbury Civic Centre.

To help her budding science fair students Abbass held a class fair at East Antigonish Education Centre. “I had retired teacher Parker Wong, and virtual lead teacher Colette Rennie judge the projects,” says Abbass. She was also pleased that Sarah Hainsworth, Coordinator, Distributed Learning at EECDC was able to provide funding for prizes and treat bags for the students as they prepared to enter the Strait Regional Science Fair.

Abbass has been involved in science fairs at the local, regional, provincial and national level for a decade. Abbass sees the science fair experience as one that is particularly rewarding for distributed learning students. “Science fairs really help students learn more about the field of science,” comments Abbass. “For my virtual school

students especially, it’s a great way for them to meet their peers, enhance their skills and have fun with their friends.”

Abbass was pleased with her students’ participation in Nova Scotia’s science fair program. “One of my advanced Chemistry students who completed a science Fair project for my virtual class won a spot to go to the National Science Fair,” she says. “The National Science Fair as a whole went great,” she continues. “I am actually looking into extending science fair projects to other classes offered at the virtual high school.”

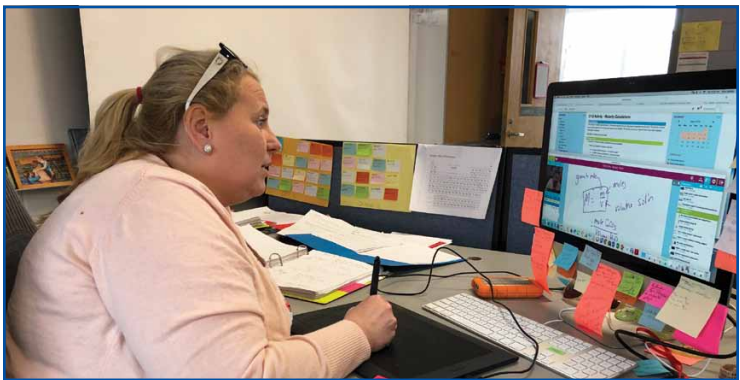
Abbass will continue to

teach in the virtual school environment. This semester she has Chemistry 12 and Advanced 12 in one virtual classroom and Oceans 11 students in another virtual classroom, and even though she’s “sort of always on-call” during her workday for her students, she loves teaching in the virtual school environment. “I get to have more one-on-one time with my students,” she says.

She sees the value in students from across the province having access to courses they would not be able to take at their home schools, for many reasons. “There are still barriers though,” she adds. Barriers include the

state of and lack of high-speed Internet access in many parts of the province and the fact that some students are not permitted to be in their home school and teaching them virtually can be challenging.

To that end, the active Pictou Local member, who will be serving as the treasurer during the 2019-20 school year, is excited about another opportunity. “I’m excited to be a member of the province’s Distributed Learning Committee,” she says. “I hope I can contribute to making Nova Scotia’s virtual school better for all student participants.”



Eliza Abbass is shown doing some guided trouble-shooting with one of her virtual school Chemistry students.



Virtual School Advanced Chem 11 students are shown at the class science fair organized by Abbass at East Antigonish Education Centre.

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Seeing Stars Kit by Lindamood-Bell for sale. Contains all teaching materials and instruction book to implement one-to-one, small-group, or classroom-based interventions for orthographic and phonemic awareness, word attack and recognition, spelling, and reading fluency. Brand new. Contact kmchadwick@nstu.ca

Condo Rental – Fully furnished 2 bedroom by Sullivan's Pond, Dartmouth. July 1st–August 31st. September–April. Responsible mature persons. Call retired teacher Julia [902-719-4826](tel:902-719-4826) or juliamad@gmail.com

HRCE French/Social Studies teacher looking for permanent exchange with someone in the CBVRCE for the 2019–2020 school year. Please email melissam@gnsps.ca

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.

“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](tel:902-237-1423), [902-462-5889](tel:902-462-5889).

HRCE permanent French Immersion teacher seeking job share partner for 2019–2020 school year. Job share would be 20% French Immersion. Must have be French proficiency certificate. Please contact mlandrigan@hrce.ca.

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. Please contact Laura Bowman atlaurabowmanule@gmail.com if interested.

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](tel:902-471-7300) or evafarma@yahoo.ca.

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

Life Coaching: Teacher in the HRCE now offering life coaching via phone/Zoom. Seeking 7 people to pilot a 3-session program for \$99. Call [902-237-4706](tel:902-237-4706) or visit [Facebook.com/triciathelifecoach](https://www.facebook.com/triciathelifecoach).

Phys Ed is Not Just Gym Tour

NSTU president Paul Wozney accompanied TAPHE president Justin Oliver on some school visits to celebrate excellence in physical education on Tuesday, May 21. Wozney stopped in at Bayview Community School and Charles P. Allen High School as part of the tour.

“Phys Ed is not just gym,” says Wozney. “It’s leadership development through fitness and community like martial arts and yoga and dance. It’s learning that connects students to health, to knowing their own bodies and passions as athletes and contributors to sport, recreation, performing arts and community building. It means supporting students to apply a coachable mindset to other classes and areas of study and to learn from a place of physical and mental health in community with others. Our physical and health education colleagues show students how to engage all parts of themselves in living a full and healthy life.”

He is shown with Selena Davidson-Eno of Bayview Community School, who is a recipient of the 2015 Lieutenant Governor’s Teaching Award, and in May of this year was awarded the 2019 National Award for Teaching Excellence in Physical Education from Physical and Health Education Canada. This award honours Canadian teachers who provide outstanding teaching performance with an exceptional ability to motivate students to participate in a lifetime of physical activity and further Physical Education in Canada. Wozney (centre) visited his school as part of the tour and is shown with Colleen Harris, a personal development and yoga teacher and personal development and phys ed teacher Jody Bucci.



Presidential Tours 2018–2019



Richmond Local

NSTU president attended the Richmond Local’s Evening of Honour for retirees of the Local as part of his ongoing presidential tour of NSTU Locals. Shown with him (left to right): Richmond Local president Paula Landry; Inverness-Richmond provincial executive member Angela Deagle; retirees Jane Dorey, Marcia Samson, Donna Lameman and Helen Whalen; and RTO Richmond Branch rep Marlene Boyd.

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