



NSTU WANTS MINISTER TO CLEAR THE AIR ABOUT SCHOOL VENTILATION SYSTEMS

The NSTU wants all school ventilation system inspection and air quality reports available to the public.

The issue of inadequate ventilation has been a constant between the NSTU and the Province since Education Minister Zach Churchill presented the back-to-school plan last July.

At the time, the Minister raised eyebrows by claiming proper ventilation in schools would be maintained by keeping windows open, even during frigid winter months.

"You can open them up a little bit, you can open them up a lot. I'm sure that level of opening will be adjusted depending on what was coming into those windows depending on the weather outside," said Churchill on August 14.

Subsequently, Churchill announced that "all schools would have their ventilation systems inspected and repaired or upgraded if needed before students returned to the classroom."

However, details about inspections or required repairs or upgrades have never been made public, in spite of repeated requests by the NSTU and parents. Meanwhile many teachers have raised concerns about stagnant air quality in classrooms.

"There's no information available to us, to teachers at site level, and to parents about whether or not ventilation systems have been inspected. There's no information about whether or not the systems are working at full capacity—whether there's problems, what repairs were needed and if those repairs were done," said NSTU Paul Wozney in an interview with Global News in September 2020.

With new more virulent stains of COVID-19 now being discovered, earlier this month a group of 500 doctors and scientists signed an open letter to Canadian governments calling on them to prevent the aerosol transmission by improving ventilation systems in schools and long-term care facilities.

Parents are also concerned and recently Stacey Rudderham of the Group Nova Scotia Parents for Public Education told Global news: "It is concerning, especially

because this is the time of year where they expect more spread, and more people to be impacted by being in closed quarters like this. One of my daughters is in a portable, so I'm not sure what the ventilation system is other than opening the window."

To encourage Government to publish site specific data on school ventilation systems, the NSTU has created an on-line template that allows community members to send an email directly to Minister Churchill. As of publication date approximately 150 people have written the Minister demanding greater transparency on school air quality.

"While Nova Scotians have worked extremely hard to flatten the curve (and keep it flat), the threat of COVID-19 is ever present. You deserve the peace of mind that comes with being able to review inspection reports for yourself, and if necessary, ask questions and raise concerns through your school Joint Occupational Health and Safety Committee," said Wozney in an email that was sent to all NSTU members on January 22, 2021.



NSTU president Paul Wozney is shown being interviewed by Global's Elizabeth McSheffrey on January 18.



people

New executive director now on the job

NSTU's new executive director, Steve Brooks, is officially on the job as of January 14, 2021. Brooks, who hails from Newfoundland and Labrador most recently served as the executive director of the Newfoundland and Labrador Teachers' Association (NLTA). Brooks began his career at the NLTA as Administrative Officer in Programs and Services before being appointed Assistant Executive Director, and then Executive Director in 2016.

A former district leader, school administrator and teacher, Brooks holds a Masters of Education in Curriculum and Instruction from Memorial University as well as a Bachelor of Education (High School Social Studies and Religious Studies), and a Bachelor of Arts (Political Science). He also has a Certificate in Industrial Relations from Queens University and has completed numerous training programs including Labour Relations Foundations, Negotiation Skills, and Dispute Resolution.

"I'm grateful for the warm welcome I've received from NSTU staff and leaders, and am looking forward to serving Nova Scotia's public school teachers and contributing positively to Nova Scotia's public education system," says Brooks.



Teachers' Provincial Agreement signed

The Tentative Agreement for public school members reached on October 23, 2020 between the Nova Scotia Teachers Union and the Minister of Education and Early Childhood Development, and ratified by teachers of Nova Scotia on November 18, 2020 was officially signed. Due to COVID-19 public health protocols the official signing was done without a ceremony. The agreement is now in full effect. The NSTU has been advised by the employer that salary increases and retroactive payments of salary should be completed in time for teachers to see increases and receive payments by the regularly scheduled pay on January 28, 2021.



NSTU president is shown signing the agreement on January 8, 2021.

The John Huntley Memorial Internship Program

The deadlines for application for the John Huntley Memorial Internship Program for the rest of the 2020-2021 school year are

February 1 and April 1.

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

Nova Scotia Teachers Union



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Advertising & Circulation: Nancy Day



Published eight times a year
(September-June)
by the **Nova Scotia Teachers Union**
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Halifax, N.S. B3L 4L7
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Submission deadlines for 2020-2021:

ISSUE	DEADLINE
March	March 3
April	April 7
May	May 5
June	June 9

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Panel members selected to provide recommendations on Teachers' Pension Plan

The Nova Scotia Teachers Union and the Province of Nova Scotia have selected a three-person panel to undertake a comprehensive review of the Teachers' Pension Plan (TPP) and provide recommendations for addressing its unfunded liability in a prudent and sustainable manner.

Both parties initially agreed to create the three-person panel in late October of 2020 with a commitment to select members by January 8, 2021.

The members of the panel are Elizabeth Brown, Conrad Ferguson and Gale Rubenstein.

Elizabeth Brown is a lawyer and founding partner of Brown Mills Klinck Prezioso LLP, a law firm specializing in all aspects of pensions and employee benefits. She is widely recognized for her deep expertise in the pension field including the design and administration of jointly sponsored pension plans and other large defined benefit plans in both the public and private sectors.

Conrad Ferguson is an actuary and recently retired partner in the Fredericton office of Morneau Shepell. He has over 40 years of experience in the pension industry in Canada. Ferguson has provided advice to large, public and a private sector pension plans in Atlantic Canada. He is a fellow of the Canadian Institute of Actuaries and the Society of Actuaries.

Gale Rubenstein serves as Counsel at Goodmans LLP, specializing in corporate restructuring, pensions and regulatory matters and crisis and change management and has been recognized repeatedly as one of the top lawyers in Canada. She is the Inaugural Chair of the University Pension Plan Ontario Board of Trustees and member of the Board of Scarborough Health Network.

"After years of training and hard work, teachers deserve a safe and secure pension when they retire," says NSTU President Paul Wozney. "Having an arms-length group of experts develop a strategy to improve both the short- and long-term

health of the TPP is the appropriate approach. Restoring the plan's stability in a manner that is manageable for both its members and the province is imperative to the success of this effort. We look forward to engaging with the panel in the months ahead."

The panel is expected to deliver its final report to the parties by December 31, 2021. The original deadline was intended to be August 31, 2021 but was extended based on feedback from the panel members.

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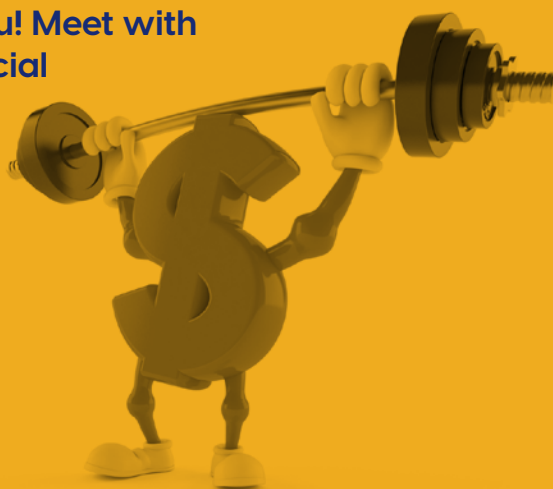
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from the nstu president

Taking our cue for 2021

I write this just having watched Kamala Harris take an oath and become the Vice President of the United States of America and am sitting with the gravity of what I have witnessed.

While today feels something like a delayed start to a new and better 2021 after a 2020 and January none of us will ever forget, it offers everyone watching a profound sense of possibility and what, together, can be made of it through shared commitment, effort and partnership.

The bright new day dawning to the south didn't happen by mistake. A new President and the first ever woman, Black and South Asian Vice President are leading because rank and file citizens mobilized, organized, and pushed unrelentingly, for a better day to come.

At the outset of 2021, I am resolved to follow the lead of Stacey Abrams. A long-serving member of the House of Representatives in the state of Georgia, Abrams became the first Black woman nominated for state governor by a major political party in American history. She was defeated in an election that served as a posterchild for structural, racist suppression of Black voter registration and voter turnout.

While Abrams refused to acknowledge what she viewed as an illegitimate loss, she fought back by founding Fair Fight Action, an organization credited with singlehandedly mobilizing the Black vote and boosting voter turnout in support of the Biden-Harris ticket in Georgia, a historically hardline Republican state. This effort resulted in Georgia flipping to the Democrats, one of the critical keys that turned the Presidential election in Biden and Harris' favour and made their inauguration possible.

Rather than abandon core values despite stiff opposition and deep disappointment, Abram and a sea of engaged citizens redoubled their commitment and won the day. That's a cue I believe NSTU members can begin 2021 with too.

After seven long years of constant struggle with government under Premier McNeil, in a few short weeks Nova Scotia will have a new Premier. We have an opportunity to put what we've learned about how the NSTU and Government can work together into practice with a new leader and build towards a new, better dynamic to support students and staff in our public education system.

We now have experienced leadership in place with Steve Brooks, our new Executive Director, a Provincial Executive focused on moving our union forward for members, and my second term in which I will continue working with all of you to achieve change that you value.

Good things are already happening. The NSTU completed the first phase of anti-Racist work, with the Provincial Executive and 40 members from across the province completing a shared process connected to Tiffany Jewell's book *This Book is Anti-Racist*. We're already working to develop our next steps to share with you all.

Prenons position pour 2021

J'écris ceci juste après avoir vu Kamala Harris prêter serment et devenir vice-présidente des États-Unis d'Amérique et je songe à la gravité de ce dont j'ai été témoin.

Bien que la journée d'aujourd'hui ressemble à un démarrage tardif vers une nouvelle et meilleure année 2021, après une année 2020 et un mois de janvier qu'aucun de nous n'oubliera jamais, il offre à tous ceux qui regardent un sentiment profond de nouvelles chances et de ce que, ensemble, nous pouvons en faire grâce à un engagement, des efforts communs et un partenariat.

L'aube d'un nouveau jour radieux au sud de notre pays n'a pas surgi par erreur. Un nouveau président, et la toute première vice-présidente noire et sud-asiatique, sont aux commandes du pays parce que les citoyens de la base se sont mobilisés, organisés, ont fait inlassablement pression, pour donner naissance à des jours meilleurs.

Alors que débute l'année 2021, je suis résolu à suivre l'exemple de Stacey Abrams. Membre de longue date de la Chambre des représentants de l'état de Géorgie, Stacey Abrams a été la première femme noire nommée au poste de gouverneure d'état par un grand parti politique dans l'histoire des États-Unis. Elle a été battue lors d'une élection qui a servi d'exemple marquant de la suppression structurelle et raciste de l'inscription des Noirs sur les listes électorales et de la faible participation aux élections.

Tout en refusant de reconnaître ce qu'elle considérait comme une défaite illégitime, Abrams a résisté en fondant Fair Fight Action, une organisation reconnue pour avoir mobilisé à elle seule le vote des Noirs et augmenter la participation électorale en faveur des candidats Biden-Harris en Géorgie, un état républicain traditionnellement pur et dur. Cet effort a permis à la Géorgie de passer aux démocrates, l'un des éléments essentiels qui ont fait basculer l'élection présidentielle en faveur de Biden et Harris et qui ont rendu leur inauguration possible.

Plutôt que d'abandonner leurs valeurs fondamentales en dépit d'une opposition farouche et d'une profonde déception, Abrams et une foule de citoyens engagés ont redoublé leurs efforts et ont remporté la victoire. C'est un signal qui montre à mon avis aux membres du NSTU comment ils peuvent aussi entamer l'année 2021.

Après sept longues années de lutte constante avec le gouvernement du Premier ministre McNeil, dans tout juste quelques semaines, la Nouvelle-Écosse aura un nouveau Premier ministre. Nous avons la chance de mettre en pratique ce que nous avons appris sur la manière dont le NSTU et le gouvernement peuvent travailler ensemble avec un nouveau leader en vue de progresser vers une nouvelle dynamique, plus efficace, pour soutenir les élèves et le personnel de notre système d'enseignement public.

Nous avons maintenant un leadership expérimenté en place grâce à Steve Brooks, notre nouveau directeur général, un comité exécutif provincial qui s'attache à faire progresser notre syndicat au nom

While 2020 has been hard, it has not been without its success. Addressing the long-term health of our pension has long been an issue, but we have agreed with Government on a process to study, educate and report on steps that could be taken to achieve a healthy, sustainable, fully-funded plan in the long run. Three experts have been selected, and the work is set to begin soon. With shared control over this process, we have a way forward that safeguards shared decision-making and ensures plan members will understand clearly and have opportunity to offer input.

We have a new provincial collective agreement that has achieved progress on long-standing financial compensation and workload priorities. These gains position us well into future as we further grow our collective agreements by enhancing members' rights while preventing the extension of management rights. I am convinced our successes in collective bargaining and the pension plan are a direct result of our unity as a membership.

Pandemic teaching remains deeply challenging, yet feedback about having a full-week of time to collaborate and prepare for blended and remote learning is positive. Members have reported to me they are grateful to see government recognize that pandemic teaching is a challenge for which support and training is needed, and to ensure we have time to prepare for any possibility of a COVID-19 surge that could mean shifting away from in-person learning.

Last year provided us with urgent moments where solidarity was key to realizing important outcomes. The wins we experienced didn't come without a price tag. As we come to the closing days of January and conclude our first strides in this new year, let's remember that lesson.

Sometimes it feels like we're pushing against the mountain and find it hard to believe it could ever move. But, let's not grow weary in doing what is right. Let's keep fighting for schools that are safe and sustainable during the pandemic. Let's continue advocating for inclusive education that is fully funded and provides all students and staff with the supports needed to excel. Let our voices continue to ring out and call on decision-makers to end crippling child poverty keeping our students from reaching their full potential. Let our hearts and hands persist in the work of justice, dismantling racism and systemic barriers in our own practice while insisting our system changes once and for all.

After the long night of 2020, we continue to struggle with how the pandemic has changed our work. There's no question that we face fatigue and exhaustion. Still, I urge us all to grab hold of the hope before us early in 2021. With a vaccine on the horizon, we have an incredible opportunity to stand united in putting our system back together, better, for our students and staff siblings.

I wish you all continued safety and health and thank you for your dedication and solidarity. Let's make 2021 a year we're all proud of.

de ses membres, et mon deuxième mandat au cours duquel je continuerai à travailler avec vous tous en vue de réaliser les réformes qui vous tiennent à cœur.

Il se passe déjà de grandes choses. Le NSTU a achevé la première phase de ses travaux contre le racisme, avec le Comité exécutif provincial et 40 membres de toute la province qui ont mené à bien un processus commun lié au livre de Tiffany Jewell, *This Book is Anti-Racist*. Nous travaillons déjà à l'élaboration des prochaines étapes afin de les partager avec vous tous.

Bien que l'année 2020 ait été rude, elle n'a pas été sans quelques succès. La question de la santé à long terme de notre régime de pension se pose depuis longtemps, mais nous avons convenu avec le gouvernement d'un processus d'étude, d'éducation et de rapport sur les mesures qui pourraient être prises pour parvenir à un régime de pensions solide, viable et pleinement capitalisé à long terme. Trois experts ont été sélectionnés, et le travail devrait commencer bientôt. Grâce au contrôle partagé de ce processus, nous disposons d'un moyen de progresser qui garantit des prises de décisions communes et permet aux membres du régime de bien le comprendre et d'y apporter leur contribution.

Nous avons conclu une convention collective provinciale qui a permis de réaliser des progrès sur des priorités de longue date en matière de rémunération salariale et de charge de travail. Ces acquis nous placent en position favorable pour l'avenir en vue d'améliorer davantage nos conventions collectives en renforçant les droits des membres tout en empêchant l'élargissement des droits de la direction. Je suis convaincu que nos succès en matière de négociation collective et de régime de retraite sont le résultat direct de la solidarité de nos membres.

L'enseignement en temps de pandémie reste extrêmement exigeant, mais nous avons eu des réactions positives au fait de disposer d'une semaine complète pour collaborer et se préparer à l'apprentissage mixte et à distance. Les membres m'ont fait savoir qu'ils étaient reconnaissants de voir le gouvernement reconnaître que l'enseignement en temps de pandémie est un défi qui nécessite un soutien et une formation, et veiller à ce que nous ayons le temps de nous préparer au risque d'une flambée de COVID-19 qui pourrait signifier l'abandon de l'apprentissage présentiel.

L'année dernière, nous avons connu des moments d'urgence où la solidarité a été la clé pour parvenir aux résultats nécessaires. Le prix à payer pour les victoires que nous avons remportées a été lourd. Alors que nous arrivons aux derniers jours de janvier et que nous terminons nos premiers pas dans cette nouvelle année, rappelons-nous bien cette leçon.

Parfois, nous avons l'impression de pousser une montagne et avons du mal à croire qu'elle puisse jamais bouger. Mais nous ne devons pas nous lasser de faire ce qui est juste. Continuons à nous battre pour que l'enseignement soit sécuritaire et viable durant la pandémie. Continuons à plaider en faveur d'une éducation inclusive, pleinement financée, qui offre à tous les élèves et à tout le personnel le soutien nécessaire pour exceller. Continuons à faire entendre notre voix et à appeler les décideurs à en finir avec la pauvreté infantile dévastatrice qui empêche nos élèves de réaliser pleinement leur potentiel. Que nos cœurs et nos bras continuent leur œuvre de justice, en démantelant le racisme et les barrières systémiques dans notre propre pratique tout en insistant pour que notre système soit réformé une fois pour toutes.

Après la longue nuit obscure de 2020, nous restons confrontés à la manière dont la pandémie a modifié notre travail. Il ne fait aucun doute que nous faisons face à la fatigue et à l'épuisement. Néanmoins, je vous incite tous à nous accrocher à l'espoir qui se présente à nous en ce début d'année 2021. Un vaccin se profile à l'horizon et nous avons une occasion exceptionnelle de faire front commun pour reconstruire notre système, en mieux, pour nos élèves et nos frères et sœurs du personnel.

Je vous souhaite à tous de rester en sécurité et en bonne santé et vous remercie de votre dévouement et de votre solidarité. Faisons de 2021 une année dont nous pouvons tous être fiers.

Creative Thinking: Everyone does it, the OECD wants us to [im]prove it.

by Paul Syme, *Kings Local*

As teachers and principals shepherd learners to be a version of all they can be, difficult decisions must be made when it comes to balancing the priorities of teaching and administering and the imaginative freedom of learners. And, as millions of educators rise to voices like the late Sir Ken Robinson (2006), who advocated for universal creative development, or the Organisation for Economic Co-operation and Development (OECD, 2020) that will add Creative Thinking to their 2022 PISA exams alongside Mathematics, Reading, and Science—teachers and administrators will be tasked to foster creative thinking broadly among all learners.

The good news is everyone can think creatively—though some are more effective and confident at it than others. Through creativity humans navigate change. The OECD challenges all teachers to harness and build it within themselves as well as those they lead. Simultaneously, education systems and leaders will need to set the course for how schools adapt to the freedoms that encourage creative thinking.

A New Dawn for Creative Thinking in Public Education

Hargreaves (2020) advises educators to “Measure what you value; don’t value what you can easily measure.” The OECD (2019, April) accepts this challenge noting that creativity is “a tangible competence, grounded in knowledge and practice, that supports individuals in achieving better outcomes, oftentimes in constrained and challenging environments [and] every individual, to a greater or smaller degree, has the potential to think creatively” (p. 5). The OECD (2020) also believes that the “PISA 2021 [deferred to 2022] creative thinking assessment will provide policymakers with valid, reliable, and actionable measurement tools that will help



them to make evidence-based decisions. The results will also encourage a wider societal debate on both the importance and methods of supporting this crucial competence through education,” (p. 5). Systems and educators that adopt the above mentioned framework will also need to appreciate that,

[creative] thinking is a necessary competence for today’s young people to develop [and t]he importance of nurturing creative thinking in school also extends beyond the labour market. Schools play a crucial role in helping young people to discover, develop and define their talents – including their creative talents; increase students’ motivation and interest at school, new forms of learning that engage with the creative energies and recognise the creative potential of all students need to be developed. ... Teachers need to understand how creative thinking can be recognised, the circumstances that encourage it, and how they can effectively guide students to become more creative in their thinking. (p. 6)

Were teachers and administrators to adopt these beliefs, their understanding of creativity will still have been constructed over a lifetime of engagements with the arts, work, and media as well as the influence of peers, students, and mentors. Teachers will need to reflect upon attitudes and approaches that contribute to creaticide in learners, such as:

- (1) perpetuating the idea that there is only one correct way to do a task and only one correct answer to a question;
- (2) cultivating attitudes of submission and fear of authority;
- (3) adhering to lesson plans at all costs;
- (4) promoting the belief that originality is a rare quality;
- (5) promoting beliefs in the compartmentalisation of knowledge;
- (6) discouraging

curiosity and inquisitiveness; (7) and above all, never permitting learning and problem solving to be fun. (Nickerson, 2010 as cited in OECD, 2019, p. 16)

As a remedy, the OECD (2019) encourages educators to allow for the spaces and time to encourage “students’ idea diversity, risk taking, and working with peers in order to accomplish difficult tasks,” (p. 16).

Creative Thinking and the Nova Scotia Curriculum

The 13 jurisdictions of the Council of Ministers of Education Canada (CMEC) have committed to the OECD’s Global Competencies where Nova Scotia has already remodelled its curriculum foundations and has aligned all P-8 curricula behind it (Lane & Christensen, 2016; Nova Scotia, 2020). As this partnership continues, Canadian educational leaders will be challenged to line up creative thinking within their sites (CMEC, 2021). Policies or perceptions that place faith in creative thinkers to resolve novel problems or to uniquely express thoughts and feelings would still be subject to the array of attitudes and learning arenas posed by teachers and administrators. While Nova Scotia teachers support principles of inclusion, social justice, and sustainability, a creative pedagogy would hasten the OECD objective for student learning to be in service of the greater good – salvation over destruction and compassion over capitalism. An OECD defined creative pedagogy, therefore, would lead learners “to rely even more on their uniquely (so far) human capacity for creativity, responsibility and the ability to ‘learn to learn’ throughout their life” (OECD, 2019, p. 2). To affect teacher and learner values, attitudes, and capacities along these lines would impact the selection and allocation of teachers, time, spaces,

and resources.

Efland (1995) observes, “what people believe about art and its value is likely to affect whether it is taught or not,” (p. 25). An educator’s history with and disposition towards the arts, for example, can colour their orientation towards creativity. As creative experiences are anticipated within the arts, in their conflation, teachers and principals will likely cast a similar light on creative personalities, pedagogies, and practices (Dewey, 1938/1959; Eisner, 1994). And, when these experiences go unchallenged or are reinforced in a principal or teacher, a lasting and unwavering predisposition may crystalize (Gardner, 1993). To counter ossified values that obstruct fruitful approaches to creative development, educators may benefit from conversations that explore attitudes towards the arts, creativity, and creative education. Proponents of a creative pedagogy might hope that such a process bolsters an educator’s tolerance for dissension versus control and conformity, how they receive strange ideas, or to reconsider the places where teacher and student activities and imaginations are permitted.

Moving Forward:

Other than the OECD’s plan to elevate and evaluate Creative Thinking alongside Mathematics, Science, and Reading as well as Nova Scotia’s ongoing commitments to the CCME and the OECD, the EECD has yet to offer a plan for schools, teachers, and learners. Since educators tend to take their lead from where policies, available data, and their experiences intersect, teachers and administrators are encouraged to reflect on their spaces, schedules, and practices questioning how to cultivate creative thinking throughout their learning community.

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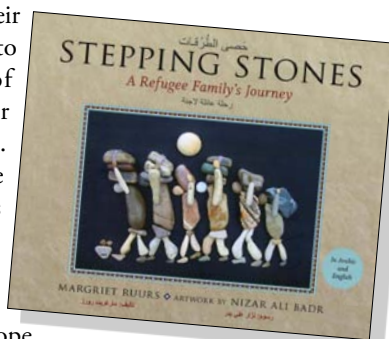
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Email your name, home address, and the name of your school with **PL Giveaway** in the subject line to theteacher@nstu.ca by **March 8, 2021** to be eligible for the draw.

Stepping Stones

written by Margriet Ruurs,
Artwork by Nizazr Ali Badr

Stepping Stones, A Refugee Family's Journey a dual-language (English and Arabic) picture book published by Orca Book Publishers, was inspired by the stone artwork of Syrian artist Nizar Ali Badr discovered by chance by Canadian children's writer Margriet Ruurs. Using many of Badr's already-created pieces, the author has created a story about the Syrian refugee crisis. *Stepping Stones* tells the story of Rama and her family who are forced to flee their once-peaceful village to escape the ravages of the civil war raging ever closer to their home. Featuring Badr's stone images this story follows Rama, and her mother, father, grandfather and brother, Sami, as they walk to freedom in Europe.



CONGRATULATIONS TO OUR PL COLUMN BOOK WINNERS!

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Jean Buchanan — HRCE
Kelsie Boyd — HRCE
Jonathan Grant — CCRCE



CONGRATULATIONS TO OUR NOVEMBER/DECEMBER BOOK WINNERS!

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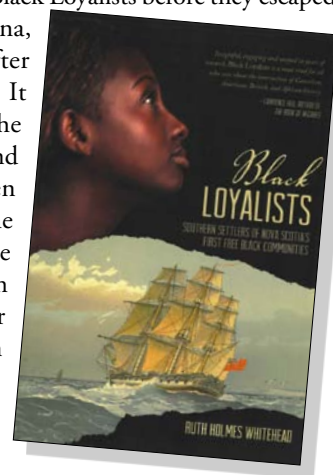
EQUITY COMMITTEE BOOK REVIEW

Email your name, home address, and the name of your school with **EQUITY** in the subject line to theteacher@nstu.ca by **March 8, 2021** to be eligible for the draw.

Black Loyalists

by Ruth Holmes Whitehead

Black Loyalists, Southern Settlers of Nova Scotia's First Free Black Communities published by Nimbus, endeavours to present hard data about the lives of Nova Scotia Black Loyalists. Written by renowned Nova Scotian historian and ethnologist Ruth Holmes Whitehead, this book follows Black Loyalists before they escaped slavery in early South Carolina, Georgia, and Florida, and after they settled in Nova Scotia. It brings back into awareness the context for some very brave and enterprising men and women who survived the chaos of the American Revolution, "people who found a way to pass through the heart, ironically, of a War for Liberty, to liberty and human dignity," (Nimbus, back cover). It includes 20 historical images and documents.



fresh

Putting new members in the KNOW!

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Little Dreamers

by Vashti Harrison

Featuring the true stories of 35 women creators, ranging from writers to inventors, artists to scientists, *Little Dreamers: Visionary Women Around the World* is published by Little, Brown and Company a division of Hachette Book Group. Trailblazing women like Mary Blair, an American modernist painter, actor/inventor Hedy Lamarr, environmental activist Wangari Maathai, architect Zaha Hadid, and physicist Chien-Shiung Wu are some of the women featured. All of the women featured had a lasting effect on their chosen fields. The book shows the accessibility of the "Dreamers" so readers can aspire to also grow to do something amazing.



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

submitted by NSTU Insurance Trustees

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

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

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

- **Appetite changes, including increased cravings for sugary or starchy foods;**
- **Avoidance of people or activities previously enjoyed;**
- **Difficulty in concentrating;**

- **Daytime fatigue;**
- **Feeling tense or stressed;**
- **Irritability;**
- **Sense of hopelessness;**
- **Weight gain.**

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

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

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

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

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

Some other everyday tips to ease winter SAD symptoms include: avoiding alcohol and being aware of your caffeine intake, finding some time to get outside during the day, keeping a journal to help you deal with any negative feelings, resisting the urge to eat unhealthy, sugary or high carbohydrate foods, and taking vitamin D supplements or eating foods high in vitamin D. We all experience the “winter blues” from time to time, but if you are struggling, please know you are not alone and there is help available to you!

For more information on SAD and benefits available to assist you with the “Winter Blues”, please visit our website at nstuinsurance.ca.

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Canadian School Counselling Week — February 1 to 5, 2021

The 7th annual Canadian School Counselling Week will be held February 1 to 5, 2021. Canadian School Counselling Week is a week to recognize the contributions of the school counselling profession to the personal, social, educational and career development, and the mental health and well-being, of all students in Canada. This special recognition week is organized by the School Counsellors Chapter of the Canadian Counselling and Psychotherapy Association (CCPA) and is supported by regional school counselling professional associations across Canada.

Canadian School Counselling Week is part of a North American focus on the school counselling profession. The goal is to increase the public's awareness of the scope of programs and services that characterize the school counselling profession in Canada within the 21st century and beyond. This special week highlights the role school counsellors play in supporting student success and builds a sense of national identity within the school counselling profession.

The COVID-19 pandemic has posed added challenges for students and the school counsellors who support them. School counsellors provide students with the support, consistency and predictability that are essential to help students navigate these times of stress and uncertainty. "The scope of practice has always been extensive for school counsellors in Canada, but it is especially vital during these uncertain times amidst a global pandemic," says Dr. Janice Graham-Migel, President of the CCPA School Counsellors Chapter and School Counsellor at Ridgecliff Middle School in the Halifax Regional Centre for Education. "Through multi-tiered systems of support, school counsellors assist in the provision of coordinated supports for

students' educational, behavioral, social-emotional, and mental-health needs. With the implementation of remote learning and tele-counselling in many school communities, school counsellors are key in the transition to this rapidly changing learning and counselling environment."

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

students. In so doing, it's important that we also remember ourselves. Taking care of our own minds, bodies and spirits, as we know, is so very important and it allows us to lead by example for the students we support. During this week as we recognize our unique role in supporting the needs of our students and school communities, and every week, let us support one another as well by sharing and checking in with ourselves and our colleagues as we keep working towards healing hearts and growing minds."

"It's important to recognize the critical contribution of school counsellors," says

Celebrate Canadian School Counselling Week
Célébrez la Semaine canadienne du counseling scolaire
February 1-5, 2021 / du 1 au 5 février 2021

Supporting the Personal Social Educational Career Development Mental Health and Well Being of Students
Supportant le développement de carrière la santé mentale et le bien-être personnel social et académique des étudiants

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

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

The Nova Scotia School Counsellors Association (NSSCA), a professional association of the NSTU, promotes the week in Nova Scotia. "During this week, let us reflect on this past year and all it has brought to us," says Amanda Marchand, NSSCA President. "There was a significant learning curve as we adapted to this new world. We have each faced this challenge in the best way we could and we continue to adapt to meet the wellness goals of our

NSTU President Paul Wozney. "Their role in providing support for students' academic, social, emotional and personal development have become increasingly important as we all navigate teaching and learning during a pandemic."

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

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

NSTU holds inaugural Senator Series Session



On January 7, 2021, the NSTU held its first Senator Series session. Organized by professional learning executive staff officer Miguella L  g  re, the NSTU Senator Series of Professional Learning invites NSTU members to join a free, online workshop and discussion focusing on social issues impacting teaching and learning.

The first in the series featured The Honourable Wanda Thomas Bernard, PhD, C.M., O.N.S. Senator Bernard is the first African Nova Scotian woman to be appointed to the Senate of Canada. She

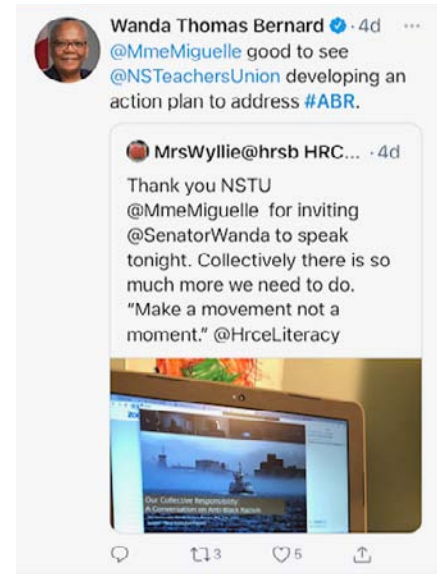
represents Nova Scotia and her hometown of East Preston. She champions issues impacting African Canadians and people living with disabilities, and advocates for reparations for the historic and continued anti-Black racism impacting the lives of African Canadians in her work.

Her presentation, *Our Collective Responsibility: A Conversation on Anti-Black Racism* discussed the history of anti-Black racism in Nova Scotia, the school to prison pipeline and structural oppression in the classroom among other topics. Senator Bernard also asked educators to contemplate whose voice is represented in the content they teach. This contemplation is the first step in what she describes as the "Triple A Paradigm" which is awareness, analysis, and action.

Senator Bernard left participants with some important take-home reflections. "How will you use your privilege to lead change in your classrooms and communities?" she said. "How will you support your students to lead change, and how will you ensure the Black Lives Matter Moment becomes a Movement for Change?"

A second session in the series is in the planning stage and is scheduled for March 6 at 6:30 p.m. It will feature another Nova Scotia Senator, Dr. Stan Kutcher. Senator Kutcher is a leading psychiatrist and professor who has helped young people successfully manage major mental illnesses. As a senator, he continues his advocacy of young people with mental illness.

Registration details for this session will soon be available.



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Refer to website for application deadlines



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The 2021 African Nova Scotian History Challenges

Entries accepted from October 21, 2020 to February 12, 2021
Awards include bursaries totalling \$3,000.00, prizes and gifts.





NOTICE OF REGIONAL PROVINCIAL EXECUTIVE ELECTIONS

Spring 2021

A. Background:

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

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

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

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

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

Composition

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

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

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

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

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

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

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

B. Regional Elections to be Held Spring 2021:

Regions Holding Elections	Number of Members to be Elected
Annapolis/Hants West/Kings	1 Member
Atlantic Provinces Special Education Authority (APSEA)	1 Member
Cape Breton Industrial	1 Member
Cumberland	1 Member
Conseil syndical acadien de la Nouvelle-Écosse (CSANE)	1 Member
Digby/Shelburne/Yarmouth	1 Member
Halifax City	1 Member
Halifax County	1 Member
Northside Victoria	1 Member
Pictou	1 Member

C. Procedure and Timeline of Election Process:

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

I. Notice of Pending Election

- a. Notice of all pending Regional Provincial Executive elections shall be posted on the NSTU website and advertised in an issue of *The Teacher* at least thirty (30) days prior to the closing of nominations. **(for Spring 2021 this means Monday, January 25, 2021)**
- b. Notice of a pending Regional Provincial Executive election shall be sent to NSTU leaders (Local President(s), RRC Chair (if applicable), and Provincial Executive Member(s)) from within the boundaries of the region as defined in NSTU By-Laws Article III – The Provincial Executive at least thirty (30) days prior to the closing of nominations. **(for Spring 2021 this means Monday, January 25, 2021)**
- c. Notice shall include the process for nominations.

II. Nominations

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

no later than 4:00 p.m. on the last Friday of February **(the closing of nominations)**. **(for Spring 2021 this means Friday, February 26, 2020)**

- e. In the event that no nominations are received in a given region, the close of nominations shall be extended by two (2) weeks, and notice shall be sent to NSTU leaders from within the boundaries of the region. **(for Spring 2021 this means Friday, March 12, 2021)**

III. Voting Day

- a. The voting day shall be the third Wednesday in April. **(for Spring 2021 this means Wednesday, April 21, 2021)**

D. Nominations:

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

E. Contact Person:

For further information regarding the 2021 Regional Provincial Executive Elections, contact Louis Robitaille Executive Staff Officer Research, Governance, and Policy at lrobitaille@staff.nstu.ca or 1-800-565-6788 (local 902-477-5621).

2020 Presidential Campaign Expenses

Paul Wozney

Travel	\$794.90
Meals	\$308.00
Accommodation	\$296.71
Other Promotional Costs.....	\$172.50
TOTAL	\$1,572.11

2020 Presidential Campaign Expenses

Colleen Scott

Travel	\$1,933.36
Meals	\$284.00
Accommodation	\$127.86
Postage.....	\$154.06
Stationery.....	\$392.68
Printing.....	\$295.07
Other Promotional Costs.....	\$733.90
TOTAL	\$3,920.93



We're Going Virtual!

May 2-4 , 2021

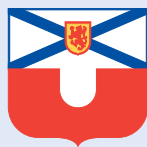
Rivers of Change: Trans Canada
Trends in Education Conference

CAPSLE is the leading provider of education law professional development in the country. The 2021 CAPSLE Conference will feature experts and practitioners in education, law, justice, social work, cultural competence, and mental health, and will address such timely topics as the impact and implications of the pandemic on Canadian education systems. The conference will virtually bring together educators, lawyers, school board staff, unions, trustees, and academics to learn about the most recent and relevant developments and best practices in the field of education law.

www.capsle.ca



NSTU CAMPAIGN GUIDELINES



The 2021 deadline for candidates' information is **March 3rd** for the **March 10th** issue or **April 7th** for the **April 14th** issue. This information should be given or sent directly to The Teacher office at theteacher@nstu.ca

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

OPERATIONAL PROCEDURE 8 – ELECTION PROCEDURES

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

I. Eligibility to Vote

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

II. Electronic Ballot

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

III. Financial

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

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

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

IV. Candidates' Publicity

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

V. Election of First Vice-President

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

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

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

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

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

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

STANDING ORDER 7 – CAMPAIGN GUIDELINES

- (a) These guidelines apply to any election campaign within the NSTU.
- (b) Active campaigning within Council Chambers is prohibited except for the normal address to Delegates by Presidential and First Vice-Presidential Candidates. Passive campaigning within Council Chambers is permitted.
- (c) Active or passive campaigning for elections or activities not related to the structure or operations of the NSTU are prohibited within Council Chambers.
- (d) Active campaigning shall be considered any display or action that involves the presentation of partisan information in a manner that is difficult for a group of Delegates to avoid. Examples of such

active campaigning include, but is not limited to, the display of campaign posters, the shouting of campaign slogans, shouting out in support of a candidate other than during the normal address to delegates, distributing materials throughout Council Chambers including the placing of campaign materials anywhere within Council Chambers prior to, during, or following a Council session, and demonstrations in support of a given candidate.

- (e) Passive campaigning shall be considered any display or action that is observable only by people in the immediate vicinity of the campaign material and involves no explicit action to promote or advance those materials at the time at which the material is seen or heard. Examples of such passive campaigning include the use of written materials containing references to a candidate, the wearing of campaign clothing, buttons, or ornaments, and the presence of a single copy of a candidate's campaign literature at delegates' seats and table spots.
- (f) A candidate or representative of the candidate is permitted to place up to one (1) item per delegate per session at the tables in Council Chambers prior to the start of the session. This would replace campaign material distribution at other times. A candidate would still be permitted to greet delegates as they enter Council Chambers.
- (g) Paid advertisements in any medium (press, radio, TV, The Teacher) are prohibited.
- (h) Upon request, each candidate shall be given a list of the room numbers at the main facility used by NSTU Delegates, Alternate Delegates, official Observers, and guests once Delegates have been accommodated. Distribution of campaign materials to rooms shall be limited to those rooms so identified. Such identification shall not allow the name of the occupant of the room to be determined.
- (i) The number of campaign posters/banners on display in the hotel(s) at Annual Council may be controlled by the hotel(s). If the hotel(s) do limit the number of posters/banners candidates will be informed of such limitations the week prior to the start of Council. A campaign poster shall include any poster, banner or sign posted by or for a Member running for an elected position that makes a reference to the candidate and/or the position being sought.

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

resources

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for
Teachers**

DID YOU KNOW? We now have a YouTube channel! We are “EECD NS” and you’ll find lots of professional development videos by clicking here <https://goo.gl/cePvXV> or search for us under our channel name. Subscribe and don’t forget to hit the notification bell so you’ll be notified when we upload new videos!

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

Everything is accessible from your gnspes landing page or visit our website directly at <http://medialibrary.ednet.ns.ca> to access these and other digital classroom resources!

Videos you can stream and download for African Heritage Month!

The Media Library has videos that can be borrowed, purchased, downloaded or streamed. Here is a selection of videos that are available for streaming and downloading.

Black Halifax: Four Centuries, One Community Series

<https://bit.ly/2RdEb1T>

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

Uniacke Square Blues: Shades of Blue

<https://bit.ly/30EgKBM>

This documentary looks at the community of Africville and how being forced out affected the people who lived there. Forty years after the residents of Africville were forced out of their Halifax neighbourhood, their descendants are still seeking a resolution. Appropriate for grades 10-12 however teacher preview is recommended. Some content in this video may be not be appropriate for all classes. (46 min.; 2009)

Long Road to Justice – The Viola Desmond Story

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

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

Portia White: Think On Me

<https://bit.ly/398WKML>

This program uncovers the unique life of Canadian born contralto Portia White who achieved unparalleled international success during the tumultuous 1940s. This lyrical documentary blends rare archival footage and haunting performance recordings of Portia White, interviews with family members, former colleagues and students who after years remain inspired by her. This program is the first major work about the life and career of this extraordinary Canadian singer, produced by Sylvia Hamilton. Appropriate for grades P-5. (50 min.; 2000)

African & African-American Folktales

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

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

Sing Out Freedom Train

<https://bit.ly/37fV66>

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

The Skin We’re In

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

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

Continued on page 17

continued from page 16

“Good Hair” and Other Dubious Distinctions

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

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

“It’s The Little Things”: When Prejudice Is Unintentional

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

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

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THE BARRINGTON HOTEL

www.thebarringtonhotel.ca • 833.357.8155

SPECIAL NSTU LEISURE RATE

Hotel Halifax and The Barrington Hotel are pleased to extend a special leisure rate to Nova Scotia Teachers Union until April 30, 2021. This package includes a Standard Guest Room with Complimentary Parking for a special rate starting at \$85/night plus 2% levy and 15% tax (based on availability).

In order to book this special limited rate please call 902-425-6700 (Hotel Halifax), 902-429-7410 (The Barrington Hotel) or 1 833-357-8155 and quote “NSTU Leisure Rate” rate or use the link below;

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

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

notices



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CFEE

CANADIAN FOUNDATION FOR ECONOMIC EDUCATION
FONDATION CANADIENNE D'ÉDUCATION ÉCONOMIQUE

My Money My Future

The Canadian Foundation for Economic Education (CFEE) is partnering with CIBC to give high school-aged youth (14-18) the opportunity to win \$10,000 through the *My Money, My Future Challenge* in which Canada's youth apply their creativity and skills to create new tools and resources to help other young Canadians improve their financial literacy.

- The National Winner will receive \$10,000 towards future education or training – either to the winning individual or shared equally among team members
- 2nd place \$5,000
- 3rd place \$2,500

Winning submissions will be showcased on a new financial learning youth centre website for use by teachers, parents, and youth to learn about money, develop financial skills, and be better able to build a happy, healthy, financial future.

The program supports a variety of curriculum outcomes for Grades 9 to 12 in both French and English, for in school and at home learning. For further info please contact provincial program coordinator: Patricia (Pat) Hillier at phillier@cfee.org, 902 664-8189.

Interested teachers and parents can find details for registering at mymoneymyfuturechallenge.ca

Virtual Money Fair

Submission deadline: April 1, 2021

CFEE is running a virtual Money Fair, and it's a great way to engage your students in financial literacy.

A Virtual Money Fair involves students, either learning at home or in the classroom, selecting a money topic that is of interest to them, undertaking research to explore and learn about that topic, and then preparing a creative and engaging video presentation that showcases the outcome of their research and what they learned.

Those eligible to participate in the Virtual Money Fair are: ages 9-14 and/or Grades 4-8 (only eligible to submit to one CFEE contest within the year). Please submit videos no longer than three minutes. The final date for submission is midnight EST on April 1, 2021. Prizes: \$2,000 for first prize, \$1,000 for second prize, \$500 for third prize.

For more info contact CFEE provincial representative Patricia (Pat) Hillier at phillier@cfee.org, 902 664-8189.

coming events

FEBRUARY 1 TO 5

Canadian School Counselling Week

Canadian School Counselling Week recognizes the contributions of the School Counselling Profession to the personal, social, educational and career development, and mental health and wellbeing, of all students in Canada.

School Counsellors are invited to join in the celebration of the Canadian School Counselling Week, February 1 to 5, 2021. This special recognition week has been organized by the School Counsellors Chapter of the Canadian Counselling and Psychotherapy Association.

This special week highlights the role school counsellors play in supporting student success. The national School Counselling Committee of the CCPA School Counsellors Chapter has promotional materials available on the Chapter's page on the CCPA website: www.ccpa-accp.ca. Resources may be downloaded by school counsellors to advertise and organize plans for Canadian School Counselling Week.

FEBRUARY

African Heritage Month

The 2021 African Heritage Month theme, *Black History Matters: Listen, Learn, Share and Act*, recognizes the important legacy of people of African descent and the long-standing history in the development of Canada. The theme brings focus and increased awareness of racialized issues of a community that has overcome great adversity for inclusion. It further calls on us to listen, learn, share and act to make society a better place.

Nova Scotia has over 50 historic African Nova Scotian communities with a long, deep, and complex history dating back over 400 years. African Heritage Month provides us with another opportunity to celebrate our culture, legacy, achievements, and contributions of people of African Descent past and present. In Nova Scotia, 2.4 per cent of Nova Scotians identify as African Nova Scotian and 71.8 per cent of African Nova Scotians have roots in the province going back three generations or more.

The African Heritage Month Information Network, made up of over 10 African Nova Scotian organizations selects the African Heritage Month theme, produces the poster and facilitates municipal proclamations across the province. Various events (virtual and in-person) will take place across the province during the month of February. Some of those events are found here: <https://ansa.novascotia.ca/calendar>

To order African Heritage Month posters: <http://www.bccnsweb.com/web/order-african-heritage-month-poster-2020/>.

AFRICAN HERITAGE MONTH 2021

BLACK HISTORY MATTERS

1605 *CE* Mathieu deCoste in Nova Scotia with French explorers deMonts & Champlain (first record of a Black man in the region now called Canada).

1783 3500 free Black Loyalists arrive in Nova Scotia, the first major group of Black settlers in the province of Nova Scotia.

1784 Canada's first race riot in Shelburne, Nova Scotia.

1792 About 1200 Black Loyalists leave Nova Scotia for Sierra Leone, Africa, in response to unfair treatment and hardships. They founded Freetown.

1796 Around 500 Menons from Jamaica arrive in Halifax.

1800 Many Menons were removed from Nova Scotia and sent to Sierra Leone in Africa.

1813-1815 Approximately 2000 Black Chesapeake Bay refugees from the War of 1812 arrive in Nova Scotia.

1821 93 Chesapeake Bay migrants relocate to Trinidad & settle there to live.

1833 Britain officially abolishes African Chattel Slavery in entire British Colonial Empire.

1854 African United Baptist Association, officially organized, many churches were established around the province that exist today.

1857 William Hall of Horton's Bluff awarded Order of Victoria Cross, first Canadian sailor and first Black person to achieve this honour.

1916-1918 No. 2 Construction Battalion was formed during WWI. Canada's first and only all-Black military regiment.

1918 Glace Bay UNIA (United Negro Improvement Association) Hall was built, founded by Marcus Garvey and is the only one still in existence in Canada.

1928 Hundreds of Caribbean migrant workers venture to Nova Scotia to work in coal mines.

1945 The N.S. Association for the Advancement of Coloured People (NSAACP) founded.

1954 Legal segregation of schools ended in N.S.

1969 The Black United Front of Nova Scotia, a provincial organization, begins operation.

1983 Black Cultural Centre for Nova Scotia opens in Cherry Brook, N.S.

1984 Chureme Lewis is voted in as Mayor of Annapolis, the first Black female mayor in Canada.

1998 Donald H. Oliver becomes African N.S. Senator in Canada.

1993 Wayne Adams, elected first Black N.S. provincial politician.

1997 Gordon Earle becomes first Black N.S. elected as a member of Parliament in Canada.

2006 Mayron E. Francis of Whitby, Ont., Cape Breton is appointed Lt. Governor of Nova Scotia, the first Black woman in history.

2018 Bank of Canada Releases - Bank note in recognition of Civil Rights Leader and entrepreneur Viola Desmond.

LISTEN • LEARN • SHARE • ACT

BCCNS ANSA VANISA

For More Information Visit ahm.bccnsweb.com

FEBRUARY 8 TO 12

Teacher / Staff Appreciation Week

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



FEBRUARY 11

Moose Hide Campaign Day – Standing Up Against Violence Against Women

You are invited to join schools from coast to coast to coast in the first ever virtual Moose Hide Campaign Day on February 11th, 2021 – a unique and powerful opportunity to unite Canadians from all ages and sectors to stand up against violence towards women and children.

Your students can watch this special free livestream event and engage in youth workshops. This is a tangible Reconciliation in Action opportunity for schools in every corner of Canada.

The Moose Hide Campaign is a grassroots movement of Indigenous and non-Indigenous men, boys and allies who are standing up against violence towards women and children. Wearing a **moose hide pin** signifies your commitment to honour, respect, and protect the women and children in your life and to work together to end violence against them.

For more info and to register: <https://moosehidecampaign.ca/events/moose-hide-campaign-day-2021>



YOGA in schools

For more information or to register for programs, call (902) 444-9642 or email: info@BreathingSpaceYogaStudio.ca
YogainSchools.ca



Mindfulness for Mental Health Conference and Yoga Teacher Training - online or in-person

This summer's conference

In the face of the difficulties 2020 has brought Canadians, these two training opportunities are the perfect solution for repairing mental health and fostering emotional stability and stress management. Whether you attend the full 3-week training or the four-day conference, both of these experiences will help you to heal and best serve your students' mental and emotional wellbeing.

The workshops are suitable for all levels of ability and include both theoretical and movement-based practices, designed to relieve stress and promote calmness in yourself and students.

- Body-based approaches for mental health
- Trauma-informed mindfulness
- Mindfulness for addiction
- Mindful practices for anxiety and depression
- Addiction treatment using First Nations Teachings

Full 200hr Yoga in Schools and Studio Certification, with manuals and training in Yoga Grade 11, Yoga for Autism, Yoga for Specials Needs and level 1 mindfulness. Certification training runs from July 5-24th, with the 4 day conference included.

Conference hosts: Jenny Kierstead and Blair Abbass, authors of the NEW Mindfulness in Schools Manual and founders of Yoga in Schools.

Who can attend: Ideal for teachers, support staff and therapists

When: July 19th-22nd, 2021

Where: Chocolate Lake Hotel, Halifax, NS

Fee: \$550.00 + hst

NOTE: The full YTT is certified by Yoga Alliance, online or in-person



PDAF Profile – Sule'katike'l Sound Garden enhances Riverside School's Knowledge Path

Through the Program Development Assistance Fund (PDAF) Riverside School's students, teachers, staff and community now have a musical centre, a Sule'katike'l (Mi'kmaq for Out on the Mira) Sound Garden, which incorporates music in the outdoors, and provides another opportunity to practice mindfulness. The Sound Garden is part of a two-kilometre interactive path behind the Riverside School in Albert Bridge, Cape Breton.

circles as part of our path, and it reflects the Mi'kmaq educational focus on the four aspects of humanness—mind, heart, spirit and body." As you explore the path mindful meditation signs, like *Be Present in Your Moment* and *Be Open, Be Honest, Be Kind* greet you, along with peaceful seating areas and places for sharing circles.

PDAF funding was approved in February 2020 a short month before everything shut down because of the

Parker was thrilled to incorporate musical instruments into the path. "With the funding provided from PDAF we were able to purchase two musical instruments for our Sound Garden space, a set of Thunder Drums and an outdoor hanging wooden xylophone called a Hanging Amadinda," she says. "All instruments are made from sustainable materials, and the space provides a place for all ages to create and explore with music and sound." As you



A Hanging Amadinda (wooden xylophone) is a key feature of the Sound Garden.



"Riverside's Knowledge Path allows students of all ages and levels to increase engagement in the outdoors, while providing a space for our community to enjoy," says Riverside's music teacher and outdoor educator Donna Lee Parker. "It enhances community engagement with the school community."

Riverside's School Counsellor and project team member Bernadette Romeo says the inclusion of Mi'kmaq Culture along the path is very important. "We have Mi'kmaq signage and outdoor sharing

COVID-19 pandemic. Ironically, the COVID shutdown provided the project team with valuable time to connect with others on how to move forward with making the Riverside Knowledge Path a reality. The school received ReconciliACTION and Network Schools grants to help build the Path as well.

The Mi'kmaq blessing of the land and construction of the path started on June 9, 2020.

enter the Sound Garden, you are met with the sign *The Earth has Music for those who Listen*, and a box of a variety of mallets near the instruments are available for path explorers to use.

"When I take my students on a mindful walk on the path the first place they ask to go to is the Sound Garden," says Geraldine Vallis-Beaver, Grade 1 teacher and member of the project team. "They love to drop stones into our wishing well and describe

what the sound it makes means to them—like a river trickling over stones. They also love tapping on the drums and getting others to guess the song they are playing."

The wishing well is dedicated to a recently retired staff member who ran Riverside's



PDAF project team members Geraldine Vallis-Beaver, Janine Graham and Bernadette Roemo.

after-school program for 18 years. “He [Ken] would bring them out to the woods as part of after school care for storytelling,” adds Vallis-Beaver. The path will have a place that signifies the positive impact he had on many students.

Grade 2 teacher Janine Graham, another member of the project team feels “lucky as an educator to have this beautiful path literally in our backyard.” She says getting the students outside on the path, in the

fresh perspective on education and the possibilities are endless,” says Parker. The school’s Phys Ed teacher has developed multiple fitness circuits for the students to complete. Romeo uses the path to connect with students while going for a walk on the path. Sharing Circles are used by classroom teachers for connecting with students. Tree stumps and trees along the path embedded in rocks with exposed roots offer teachable moments. “That’s a science lesson right there,” adds Vallis-Beaver. “Students can count the rings on the stumps, examine a half-eaten tree, identify roots and root hair.”

“Overall, the Path provides so many opportunities for outdoor education for

gatherings. On weekends, it’s used by families as a space to explore and play. It’s a perfect place for snowshoeing during the winter months, and in December an outdoor play was performed by the Grade 6 class for the student body.

Staff also use the space at lunchtime for physical fitness and mental health breaks.

Graham comments on the impact the Path has had on staff. “Not only has the Path become an escape for the children of our school but also for our staff,” she says. “I feel that relationships among staff has improved because we are taking the opportunity to use the path as a way to de-stress. I have been going during lunch



Thunder Drums are a favourite aspect of the Sound Garden.



Music teacher Donna Lee Parker in the Sound Garden with her students.

fresh air interacting with each other has had a positive impact. “Some of our children have issues with anxiety and attention so being able to escape from the regular classroom learning environment and be outside in nature has been very beneficial.” She comments on how The Sound Garden provides opportunities for self-expression. “It’s fun for the kids, and it is usually the first place that they want to go when we head out to the path. They can be loud and silly and just be free.”

Another key focal point of the path is the Mawita’nej Outdoor Classroom. “Mawita’nej is Mi’kmaw for let’s gather,” says Romeo.

“While under construction, the Grade 8s were here and just happened to be learning about the Pythagorean theorem, and the workers explained how they put it in practice while they were building the roof. Students could actually see it in action.”

There are lots of opportunities for curriculum connections. “It creates a

pre-primary to Grade 8,” adds Parker. “As a music teacher, my students and I have used the Path for singing, listening, movement, and the Sound Garden for exploration and collaboration and even a mini improvised performance for a special guest or two.”

“During Covid-19 it has been so great to get outside with my class and read a story or do a science lesson or art project,” adds Vallis-Beaver. “The students love being outside and are very relaxed and happy. Even some of my shy students become very inquisitive when outside wanting to explore things and asking more questions.”

She also comments on how it’s strengthened the classroom to community connection. “It’s great to see the students talking about the path and bringing their families here on the weekend and after school to show them things they have helped with on the path or share things they have created.”

The Path was used over the holidays by local families who weren’t able to gather indoors due public health restrictions on

breaks with another co-worker to exercise and just chat—it gives us a break from our regular work day.”

“The students have taken ownership of the Path,” says Parker. In the Fall, with their teachers, students helped groom spaces, plant flower beds and arrange seating.

“Students take great pride in the space,” adds Vallis-Beaver. “The first day of school, students saw garbage that had blown in the Path during the summer. They came right out and cleaned it up. They want to protect their environment.”

Every class wants to find their own spot, whether it be a small seating area, a conversation place, a rock shaped like a heart, or a small garden they have created.

“The best part is seeing the kids out enhancing our Path,” adds Romeo. She talks about one student in particular who benefits greatly from being outside. “Being in a classroom all day is not his thing, but you can tell he loves being outside and has found his place.”

Continued on page 22

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Graham sees a positive impact on her own practice as well. “When I consider my own practice, I find I am looking for more opportunities for outdoor education. I am looking at ways to reach my outcomes by connecting nature and the outdoors. It could be as simple as a read-aloud or independent reading on one of the seating areas of the path.”

Parker encourages others to take advantage of PDAF. “We appreciate the opportunity to be able to apply for these funds to help support such an important project to our school community,” she comments. “The grant application process was smooth, and we received our funds in a timely manner. It allows teachers to develop and implement ideas that are not part of school funding.”

The PDAF program encourages innovative program development in Nova Scotia’s public schools. Co-sponsored by the NSTU and the Department of Education and Early Childhood Development with an annual sum of \$200,000, it provides financial support for projects directly related to the Public School Program. Application deadlines



coming up this school year are February 1, April 1 and June 1 by 4:00 p.m. For more information visit the Professional Development section of the NSTU website at www.nstu.ca or contact the NSTU at 1-800-565-6788 or 902-477-5621 or pda@nstu.ca.

For more information on Riverside's Knowledge Path visit the school's website at: <https://sites.google.com/a/gnspes.ca/riverside-elementary-school/>. A dedicated website, <https://riversideknowledgepath.ca/> will be launching soon.



Have a great idea for your classroom or school?

Need funding to make it happen?

Next deadlines: February 1, April 1 & June 1.

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

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

COVID has changed the way we teach



Then apply for a PDAF grant!



executive highlights

January 14 & 15, 2021

- Approved the Table Officers' Report;
- Appointed members to serve as Chair of the Comité de programmation acadienne and Pension Committee for 2020-2021;
- Approved 1 year sabbatical leave for Jack MacLeod effective August 1, 2021 to July 31, 2022;
- Received the Audited Financial Statements of the NSTU Group Insurance Trust Fund;
- Approved a recommendation that the Regional Electoral Officers for the Regional Provincial Elections to be held April 21, 2021, be appointed as recommended;
- Ratified the 2020 Queens County Local Constitution;
- Referred two resolutions regarding Special Interest Lobbies to the Governance & Policy Committee and report back to the February 2021 Provincial Executive meeting;
- Approved amendments to the CSANE Local Constitution;
- Approved a recommendation that the NSTU conduct a literature review of the efficacy of online learning, particularly on impoverished populations, for the purpose of presenting the findings to the Provincial Executive to inform further research, current and future policy positions, potential motions to Council, and future Asking Packages;
- Processed the 2021 Policy Review (General) for Council 2021: reaffirmed 8 policies; rescinded 8 policies; amended 7 policies; referred 1 policy;
- Referred a motion to the Governance & Policy Committee regarding Policy Section VI – General, 12 – Merchandise – Fair Trade Purchasing and report back to the February 2021 Provincial Executive meeting;
- Approved amendments to Operational Procedure 20 – Grievance, Arbitration, and Legal Protection;
- Approved amendments to Operational Procedure 19 – Dispute Resolution;
- Approved amendments to Operational Procedures to form a new Operational Procedure 23 – Strike by Non-NSTU Educational Workers – Guidelines for NSTU Members;
- Selected Provincial Executive members to the Awards Selection Committee:
Thérèse Forsythe, Jo-Leigh MacPhee and Shaun Doyle.
Alternate: Byron Butt
- Approved a recommendation that the NSTU publish a Discussion Paper examining best practices on reading acquisition;
- Approved a recommendation that the NSTU's research include consultation with the Speech-Language Pathologists and Audiologists Association and the Psychologists in Schools Association;
- Approved Out-of-Province Conference Grants in the amount of \$475.00 each;
- Approved an Educational Research Grant in the amount of \$475.00.

LE DÉFI HIVERNAL DU MIEUX ÊTRE

Intellectuel Physique
Nutritif Psychologique
Social / Communautaire

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

Prix
Des tirages au sort pour :

- les membres qui s'inscrivent au plus tard le 31 janvier 2021
- 5 Fitbit Charge 4 ou 200\$
- un cadeau spécial pour les participants actifs qui complètent au moins la moitié du défi

Défi de 5 semaines du 1 février au 7 mars 2021

- Individu ou équipe
- Inscription- du 15 au 31 janvier 2021
- Le représentant d'école fournira le Guide de démarrage
- Ouvert aux membres actifs (termes, probatoires & permanents) du NSTU et du PSAANS

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EDUWellness Grants – For Members, By Members Frequently Asked Questions

To say that the 2020-2021 school year has been difficult would be an understatement. Our members have and continue to face many daily challenges as we navigate the COVID-19 pandemic.

Your NSTU Group Insurance Trustees understand these challenges and, in an effort to recognize the tremendous work and efforts you put in every day, they have established the **EDUWellness Grants – For Members, By Members**.

Q: What is the purpose of the EDUWellness Grants?

A: The NSTU Group Insurance Trustees will fund innovative initiatives / projects that promote and support the mental health and well-being of plan members across Nova Scotia. For more information, visit the NSTU Group Insurance Trust website at <https://nstuinsurance.ca/grants/the-eduwellness-grant/>.

Q: Who was eligible for the grants awarded by the Trustees on January 22, 2021?

A: To be eligible, the individual had to have a permanent, probationary, or term contract and be a member of the NSTU or PSAANS at the time of application.

Q: What was the selection process for the EDUWellness Grants?

A: The NSTU Group Insurance Trustees awarded 10 grants valued

at up to \$1,500. A minimum of one grant was set to be awarded per educational entity with the remaining grants being awarded to those with the highest scores. If there were no eligible grants submitted in one of the regions, that allocated grant was added to the pool of highest scored grants. The criteria included the project description, innovation, creativity, impacts on plan members, materials, budget and overall impression.

Q: What was the deadline to submit applications for the EDUWellness Grants?

A: The deadline to submit EDUWellness Grant applications for the 2020- 2021 school year was **January 17, 2021**. Although this year's deadline has passed, it is not too early to start thinking about innovative ways to support the mental health and wellness of your fellow members as we approach the 2021-2022 school year!

Q: Who were this year's successful grant applicants?

A: Congratulations to Thérèse Forsythe, Kelsie Boyd, Marilyn MacDougall, Andrea Fader, Karen Berezowski, Iisha Parsons, Charmaine Wilkie, Kristi Chisholm, Natasha Yorke and Lamar Eason. Thank you for helping promote wellness amongst your colleagues.

2021 Winter Wellness Challenge — Frequently Asked Questions

With the new year now in full swing, it is important to recognize that this can be a challenging time for some with the pressure of keeping self-imposed New Years' resolutions and returning to our busy schedules. During the COVID-19 pandemic, there may not be a more important time to ensure that you are practicing some form of self-care and not taking on more than you can handle.

With this in mind, the NSTU Group Insurance Trustees would like to remind you of the upcoming **Winter Wellness Challenge** which runs from **Monday, February 1 to Sunday, March 7, 2021**.

Practicing wellness means different things to different people and the purpose here is to challenge yourself with activities that promote the different areas of wellness: intellectual, physical, nutritional, psychological and social / community. The Winter Wellness Challenge can help you identify your areas of strength and those that could use improvement to help you reduce stress and develop healthy lifestyle habits.

Q: How does the challenge work?

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

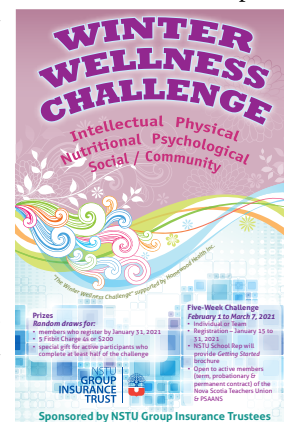
Q: If the registration deadline has passed, can I still participate?


A: Unfortunately, in order to participate in this challenge, you need to register yourself or your team by the **January 31, 2021** deadline.

Q: Why should I participate in the challenge?

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

The Trustees encourage all plan members to register for the Winter Wellness Challenge by January 31st. Get ready to make 2021 your healthiest year yet!



A black dog, possibly a Labrador Retriever, is shown in profile, looking up at a chalkboard. The chalkboard has a wooden frame and contains the text "Educators, thank you for all you do." written in white chalk. The background is a solid purple color.

Educators,
thank you
for all you do.

Enjoy saving up to \$465 on car insurance.*

As we all adapt to the changes necessary due to COVID-19, car and home insurance should be the last thing you have to worry about.

That's why NSTU members can depend on Johnson to help make things easier with great savings and benefits, plus caring and compassionate service.

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Johnson.ca/educator

Mention group code **62** for your preferred rates.

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& BE ENTERED
FOR A CHANCE TO

WIN

**A \$20,000
CASH PRIZE!†**

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Teaching and administrative opportunities in the Nova Scotia International Programs

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

Nova Scotia international programs in the People's Republic of China (grades 10-12), the United Arab Emirates (grades P-12) and Bangladesh (grades 9-12) offer competitive pay, annual return flights, apartment or living allowance, and paid holidays.



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

classifieds

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

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

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

Permanent HRCE Physical Education teacher

looking to do an exchange with a teacher in the CBVRCE for 2020-2021. Permanent exchange possible. Please contact: hrcepe14@outlook.com

Permanent Grade 6 Teacher in CCRCE

looking to do a permanent exchange with a teacher in the SRCE for 2020-2021. Please contact Angela: angela_macd3@hotmail.com OR 902.209.9807

Permanent secondary teacher (math) in HRCE

interested in exchange with permanent teacher in CBVRCE for 2021-2022. Permanent exchange desired. If interested contact capebigoi@gmail.com

JOB SHARE – Hey Physical Education Peeps! Want a 3-4 day work week next year? Experienced Physical Educator is seeking 20-30% PE job share with a permanent teacher at the elementary level within HRCE. Contact achilles@eastlink.ca



2020 – 2021 Pre-Retirement Seminars SCHEDULE



DATES:	LOCATION:
February 9 & 10 (Tuesday & Wednesday)	CCRCE – Online
February 17 & 18 (Wednesday & Thursday)	HRCE – Online
February 22 & 23 (Monday & Tuesday)	HRCE – Online
March 9 & 10 (Tuesday & Wednesday)	HRCE – Online

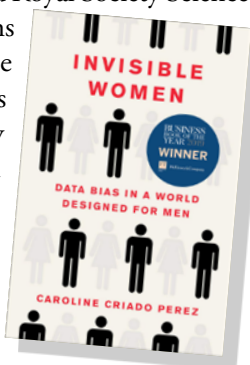
Status of Women Committee Book Giveaway

Email your name, home address, and the name of your school with *Invisible Women* and/or *Good Night Stories for Rebel Girls* in the subject line to theteacher@nstu.ca by March 8, 2021 to be eligible for the draw.



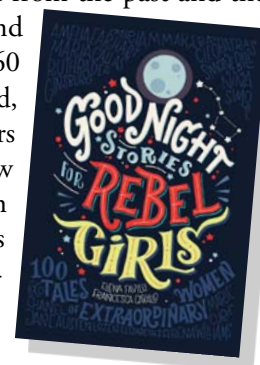
Invisible Women: Data Bias in a World Designed for Men by Caroline Criado Perez

This prize-winning, international bestseller examines how a gender gap in data perpetuates bias and disadvantages women. Winner of the 2019 Financial Times and McKinsey Business Book of the Year Award and Royal Society Science Book Prize and published by Abrams Press, celebrated feminist advocate Caroline Criado Perez investigates the root cause of gender inequality unearthing a dangerous pattern in data and its consequences on women's lives, at home, in the workplace, and in communities. This very readable exposé comes from hundreds of studies from around the world.



Good Night Stories for Rebel Girls: 100 Tales of Extraordinary Women (Volume 1) by Elena Favilli

The New York Times bestselling *Good Night Stories for Rebel Girls: 100 Tales of Extraordinary Women (Volume 1)* is a children's book packed with 100 bedtime stories about the lives of extraordinary women from the past and the present, including Elizabeth I and Malala Yousafzai. Illustrated by 60 female artists from all over the world, its unique narrative style fills readers with an intense curiosity to know more about each of the women featured. Each woman's story is accompanied by a full-page, full-color portrait.



The NSTU's Status of Women Committee has one English and one French versions of these books for giveaway.