

As unprecedented school year comes to a close, questions remain about what's next



Shown is NSTU president Paul Wozney being filmed for a message for graduating students.

June 30th will officially mark the end of an unprecedented year for our public education system due to COVID-19. But as teachers continue to finalize report cards and make appointments to clean up their classrooms the province has yet to release a much anticipated plan to reopen schools in the fall.

On March 13, Premier Stephen McNeil announced that in-person instruction would be halted and that the province would develop a remote learning plan to support students from home during the pandemic. After first consulting with the NSTU and PSAANS government released its learning plan in April. On May 8th, it was announced that the remainder of the instructional year would be conducted remotely, and that the assessment period would conclude on June 5. Limited access to schools was restored so parents and teachers could collect personal items and also socially distanced high school graduation ceremonies were allowed to proceed.

In a recent message to members, NSTU President Paul Wozney thanked teachers for their efforts during these uncertain times.

"The dedication and professionalism each of you demonstrated over the past months under unprecedented circumstances has been inspiring. On less than two weeks' notice and with few if any dedicated resources, you pivoted an entire system with compassion and dedication to support your students using a combination of high-tech, low-tech and no-tech mediums. Given the complexity of the task and next to no time to prepare, your performance has been remarkable."

He added, "We all know the situation has been far from perfect and emergency remote learning has been a struggle for some students, parents and teachers. But let's not lose sight of the fact that your efforts were crucial to ensure physical distancing that has helped flatten the curve."

Currently the Department of Education and Early Childhood Development is drafting a plan to reopen schools in the fall. The province continues to consult with the NSTU and PSAANS as part of this process. At the time of publication, no details have been released.

Wozney hopes families are provided with more information as early as possible

so they have time to "prepare and wrap their head around" what school could look like under the shadow of a dangerous virus.

He says while the plan needs to take into account a broad range of considerations and possibilities, ultimately the primary focus needs to be public health.

"I know people are anxious to get back to normal, and we are all concerned about the impact social distancing is having on our students' education and mental health. But there is a lot we don't know about this virus when it comes to children and Nova Scotia has the oldest population in Canada. So whatever approach is taken, it needs to be cautious and designed to prevent the spread of this disease," says Wozney.

2020 NSTU Summer Hours

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

*These hours will be in effect from Monday, June 29
through to and including Friday, August 28.*

Regular hours will resume on Monday, August 31.

*The NSTU office summer shutdown
will be July 20 to July 31 inclusive.*



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people

NSTU Locals provide much-needed support to Feed Nova Scotia and other charities

On April 2, 2020, the NSTU's provincial executive passed a motion to donate \$25,000 to Feed Nova Scotia to help those in need.

"Teachers have a deep sense of community and an understanding of the need to look after our fellow citizens in times of hardship, and a lot of Nova Scotians are hurting," says NSTU president Paul Wozney. "The poverty that existed in our province before the COVID-19 outbreak has only grown more pronounced as thousands of Nova Scotians have lost their jobs."

While the NSTU president knows the donation will in no way fix the economic inequalities that exist in our province that cause poverty, "We hope it will help ensure more families have access to basic household necessities they require over the coming months."



Feed Nova Scotia is very appreciative of NSTU's support. "I'm truly overwhelmed by this huge act of generosity, and so grateful and humbled by your vote of confidence in the work we're doing to support Nova Scotians," says Karen Theriault, Feed Nova Scotia's Director of Development and Communications.

Prior to COVID-19, Feed Nova Scotia was supporting 42,000 Nova Scotians. Now, many of its member agencies are meeting and supporting new families and individuals, some of whom used to support the food bank themselves. "Your financial support early in the pandemic helped us distribute 30 per cent more food from mid-March to end of April than during the same period last year to members in our network of 141 food banks, shelters, and meal programs."

In addition, the NSTU partnered with all NSTU Locals that financially supported a food bank or charity providing COVID-19 relief in their immediate community. The NSTU matched every dollar donated by its Locals to COVID-19 relief close to home, up to a maximum of \$500 per local.

To date, 18 of 22 NSTU Locals have donated to Feed Nova Scotia and its network of food banks, shelters and meal programs, other community-based food banks, and community charities. These include Phoenix Youth, Chrysalis House and Canadian Red Cross Stronger Together NS Fund.

The Halifax City Local ran a campaign among its members and other community members. "We donated just over \$11,500," says Halifax City Local president Ryan Lutes. "Our individual members donated \$6,500 and it was supplemented by the Local by \$5,000."



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Submission deadlines for 2019-2020:

ISSUE	DEADLINE
Nov/Dec	November 27
Jan/Feb	January 22
March	March 4
April	April 7
May	May 6
June	June 10

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Conference Day 2020 cancelled

Due to the need for social distancing and uncertainty with the upcoming school year, the decision has been made to temporarily suspend October Conference Day in 2020.

“This decision was made by your Provincial Executive in consultation with NSTU Professional Associations, the Professional Association Coordination Committee and the Department of Education and Early Childhood Development,” says NSTU president Paul Wozney. “There were concerns raised with EECD around the future of Conference Day, and EECD has expressed a commitment to resuming Conference Day in 2021.”

Wozney adds that this was a difficult decision to make, and continues to admire the commitment and dedication of the hundreds of teachers involved in NSTU’s 21 Professional Associations.

“I know many of you look forward to this valuable learning experience which connects teachers and specialists from around the province,” adds Wozney. “I can assure you that every attempt was made to hold sessions remotely, but due to a variety of circumstances including safety considerations it was eventually determined that cancelling this year’s Conference Day was the most appropriate course of action.”



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from the nstu president

A Season to Rest – and Work

As 2019-2020 winds down to its final days, temperatures are hitting record highs. Beaches and parks have re-opened with some restrictions. With “burst bubbles” now in effect, we’re reconnecting with people physical distancing requirements meant we couldn’t see for months.

Suddenly complex end of year tasks like report cards, moving classrooms and grad celebrations offer us a sense of closure as we complete them, all while draining our near-empty energy reserves after a year for the ages.

A time to catch our breath, to recharge and renew, is so close we can taste it.

I know how exhausted you are. I know how hard you have worked to make the best of the chaos COVID-19 created for you and your students, all while juggling the demands of your home lives.

For many of us, teaching isn’t merely a job: it’s inextricably woven into the fabric of our identity, the calling that gives our life purpose. While it’s a passion that keeps your fire burning and propels you forward on the most daunting, frustrating or hopeless days, it’s a heavy burden.

It’s hard to lay this calling down, even when you’re worn out and don’t know where to find the drive to carry on. I know so many of you are struggling in this very space at this moment.

For all of you that are there, I say this: it’s ok. You’re not alone. It’s time to rest.

Rest is not quitting, admitting defeat or laziness. It’s a necessary investment—in you, in your students. It’s an action that helps us counter weariness and discouragement, a practice that feeds our passion and sustains our calling.

You know best what rest looks like for you. It can look like reading in a lawn chair outside, exercising or playing a sport you love, or spending time in a special place. It can look like gardening, making art, music or writing, praying or meditating or staying up late to watch the stars.

Whatever it looks like, it matters that each of us makes it a priority this summer. We know next year will present yet another never-before-seen set of challenges to face. We can’t rise to meet them if we’re empty before we begin.

I have one other request as you head into summer.

You and I have watched as our society has been forced to reckon with the ugliness of injustice and systemic oppression. Black and Indigenous lives have been snuffed out by violent, racist brutality. Protests to demand justice and systemic change continue around the globe. An epidemic of murder targeting Trans lives continues. In mid-June, 2SLGBTQ rights that were won decades ago hung by a thread, and were upheld by a few votes in the US Supreme Court.

Une saison pour se reposer – et travailler

Tandis que l’année scolaire 2019-2020 touche à sa fin, les températures atteignent des niveaux records. Les plages et les parcs ont été rouverts avec certaines restrictions. Avec « l’éclatement des bulles » maintenant en vigueur, nous reprenons contact avec des personnes que les exigences de distanciation physique nous ont empêchés de voir pendant plusieurs mois.

L’accomplissement des tâches de fin d’année soudain complexes comme les bulletins scolaires, le déménagement des salles de classe et les célébrations de remise de diplôme nous donne un sentiment de clôture, tout en épuisant nos réserves d’énergie presque vides après une année qui restera longtemps dans les annales.

Le moment de reprendre notre souffle, de nous ressourcer et de nous revigorer, est si proche que nous pouvons presque le toucher.

Je sais à quel point vous êtes épuisés. Je sais que vous avez travaillé dur pour tirer le meilleur parti possible du chaos causé par la COVID-19 pour vous et vos élèves, tout en jonglant avec les exigences de votre vie familiale.

Pour beaucoup d’entre nous, l’enseignement n’est pas simplement un travail : il est inextricablement tissé dans la toile de notre identité, il est la vocation qui donne un sens à notre vie. Bien que ce soit la passion qui attise notre enthousiasme et nous propulse vers l’avant, lors des journées les plus décourageantes, les plus frustrantes ou les plus désespérantes, c’est aussi un lourd fardeau.

Il est difficile de laisser de côté cette vocation, même lorsque vous êtes épuisé et que vous ne savez pas où trouver l’énergie pour continuer. Je sais que vous êtes nombreux à lutter avec ces difficultés en ce moment.

Pour tous ceux d’entre vous qui sont dans cette situation, je vous le dis : c’est normal. Vous n’êtes pas seul. Il est temps de vous reposer.

Le repos ne signifie pas le renoncement ou la paresse, ce n’est pas un aveu de défaite. C’est un investissement nécessaire – en nous-mêmes, en nos élèves. C’est un geste qui nous aide à surmonter la lassitude et le découragement, une pratique qui nourrit notre passion et soutient notre vocation.

C’est vous qui savez le mieux ce qu’est pour vous le repos. Cela peut consister à faire de la lecture assis dans votre jardin, à faire de l’exercice ou à pratiquer un sport que vous aimez, ou à passer du temps dans votre lieu favori. Cela peut consister à faire du jardinage, de l’art, de la musique ou à écrire, à prier ou à méditer, ou encore à rester éveillé pour regarder les étoiles.

Peu importe en quoi cela consiste, il est important que chacun d’entre nous en fasse une priorité cet été. Nous savons que l’année prochaine va amener encore toute une série de défis jamais vus à relever. Nous ne serons pas en mesure de les relever si nous sommes épuisés avant de commencer.

Perhaps for the first time in our lifetimes, an understanding of systemic oppression is emerging. While we've always known racism or hatred can be individual, we who undeniably hold privilege now cannot escape that even good people who value justice can be complicit in structures that prop up prejudice, discrimination and harm.

As teachers, we are lead actors in our public education system. Our work—good or bad—creates profound impacts in so many other aspects of our society. Our classrooms are platforms that either perpetuate injustice or confront and dismantle it.

To make sure that each of us is a force for what is good and right, we must each take action. This means self-reflection. This means learning. This means work.

I am calling each of you to join me in this work this summer. The Provincial Executive and NSTU staff will be reading and working through “This Book Is Anti-Racist” by Tiffany Jewell. I will share the reading plan and reflective activities we will use with you all by email/social media.

Because Jewell's book is intended for adolescents, not only will it be accessible to us as leaders engaging with concepts that may be new and challenging, but it also offers us, as teachers, ideas and actions we can put into practice to support the children and youth we teach across all grade levels.

This summer is a momentous opportunity to BOTH fill our spirits AND grow/ready ourselves to make our classrooms and schools truly just places for Black, Indigenous, BIPOC and 2SLGBTQ siblings and learners. This is necessary change every last one of us must work to realize.

It's time for teachers to be vanguard leaders in dismantling systemic racism and injustice.

Let's make this a season of renewal for both our spirits and our calling to construct a just Nova Scotia everyone can thrive in. In doing so, we lay the groundwork for 2020-2021 to be the year where teachers take the lead, knowing fully we will continue to face never before seen challenges as a result of COVID-19, in making our province a place where justice truly lives.

In solidarity,
Paul

J'ai une autre demande à vous faire à l'approche de l'été.

Vous et moi avons pu observer comment notre société s'est vue forcée de prendre conscience de l'horreur de l'injustice et de l'oppression systémique. Des personnes noires et autochtones ont perdu la vie lors de brutalités violentes et racistes. Les manifestations pour demander justice et réclamer un changement systémique se poursuivent dans le monde entier. L'épidémie de meurtres ciblant des personnes transgenres continue. À la mi-juin, les droits des LGBTQ2 acquis il y a plusieurs décennies ne tenaient plus qu'à un fil et ont été confirmés à seulement quelques voix près par la Cour suprême des États-Unis.

Peut-être pour la première fois de notre vie, une meilleure compréhension de l'oppression systémique est en train d'émerger. Bien que nous ayons toujours su que le racisme ou la haine pouvaient exister à l'échelle individuelle, nous, qui sommes indéniablement privilégiés, ne pouvons plus aujourd'hui ignorer le fait que même les honnêtes gens qui veulent la justice peuvent être complices de structures qui soutiennent les préjugés, la discrimination et les préjugés.

En tant qu'enseignants, nous sommes les acteurs principaux de notre système d'éducation publique. Notre travail – qu'il soit bon ou mauvais – a un impact profond sur de nombreux autres aspects de notre société. Nos salles de classe sont une plate-forme qui soit perpétue l'injustice, soit la conteste et la démantèle.

Pour faire en sorte que chacun de nous soit une force agissant en faveur du bien et de la justice, nous devons agir. Cela signifie réfléchir sur soi-même. Cela signifie apprendre. Cela signifie travailler.

J'appelle chacun d'entre vous à vous joindre à moi dans ce travail cet été. Le Comité exécutif provincial et le personnel du NSTU vont lire et étudier l'ouvrage *This Book Is Anti-Racist* de Tiffany Jewell. Je partagerai avec vous le plan de lecture et les activités de réflexion prévues par courriel et sur les médias sociaux.

Dans la mesure où le livre de Jewell est destiné à des adolescents, non seulement il nous sera accessible en tant que leaders pour nous familiariser avec des concepts nouveaux et complexes, mais il nous proposera également, en tant qu'enseignants, des idées et des activités à mettre en pratique pour soutenir les enfants et les adolescents à qui nous enseignons à tous les niveaux.

Cet été offre une occasion exceptionnelle de nous nourrir l'esprit ET d'évoluer pour nous préparer à faire de nos salles de classe et de nos écoles des lieux vraiment justes pour nos collègues et nos élèves noirs, autochtones, PANDC et LGBTQ2. C'est un changement nécessaire que chacun d'entre nous doit s'efforcer d'apporter.

Il est temps pour les enseignants d'être des leaders d'avant-garde dans le démantèlement du racisme et de l'injustice systémiques.

Faisons de cet été une saison de renouveau pour notre esprit et notre vocation à construire une Nouvelle-Écosse juste dans laquelle chacun peut s'épanouir. En faisant cela, nous jetons les bases pour que 2020-2021 soit l'année où les enseignants prennent l'initiative, tout en sachant parfaitement que nous continuerons à faire face à des défis jamais vus auparavant à cause de la COVID-19, en vue de faire de notre province un lieu où règne vraiment la justice.

En toute solidarité,
Paul



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Developmental Language Disorder: A hidden yet common condition

by Katelyn Mansfield, Speech-Language Pathologist

Roughly one out of 15 students have a Development Language Disorder (DLD). DLD is a term used to describe difficulties understanding and using spoken language in children who are otherwise developing typically. It is five times more prevalent than Autism Spectrum Disorder yet it can go undetected.

Language is crucial for social-emotional wellbeing, social connectedness, and academic

DLD can vary from student to student, making it hard to detect. However, there are some shared commonalities that could indicate an underlying language problem. These may include:

- Difficulty following multistep spoken directions.
- Difficulty using proper grammar (e.g. 'I playing' for 'I am playing').
- Difficulty learning new words (vocabulary) or knowing fewer words than their peers.

and using language. If a language difficulty is identified, an SLP can work collaboratively to highlight areas of need and support. Through ongoing consultation with members of the student's educational team, instructional strategies and practices can be implemented to ensure consistency and access across a wide-range of educational supports.

Language is deeply entwined in all aspects of education. This can make



attainment. It permeates all aspects of education. For this reason, when a student experiences language difficulties, it can pose significant challenges. DLD is associated with increased risk for dyslexia and other learning disabilities. Estimates suggest that students with DLD are six times more likely to experience literacy difficulties, are four times more likely to experience math difficulties, and are at risk for behavioural and social-emotional challenges. Because DLD can be overlooked, difficulties may be attributed to factors such as poor behaviour, poor listening or inattention.

As school-based professionals, we know early identification is crucial to ensure students are adequately supported before they fall behind. The challenges experienced by those with

- Difficulty using language in social situations. Students may have difficulty sharing information or stories, staying on topic or taking turns during conversation.
- Difficulty with reading, writing or spelling.

If you are concerned about a student's progress, academically, socially, or behaviorally, it is important to consult with your school-based team, which includes a Speech-Language Pathologist (SLP). SLPs have specialized training in the prevention, assessment, diagnosis and treatment of language difficulties. If a language difficulty is suspected, an assessment will be recommended.

A comprehensive assessment is an important first step to identify whether a student's difficulties can be attributed to a problem understanding

it difficult for those who have an identified (or unidentified) difficulty understanding and using language. Collaboration among all school-based professionals can ensure that students with DLD are engaged and can meaningfully participate in their learning.

To learn more about Developmental Language Disorders and the role of SLPs, you can visit: <https://www.sac-oac.ca/public/>.

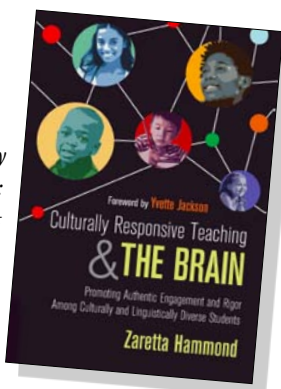
Katelyn Mansfield is a Speech-Language Pathologist who supports students and teachers in the Chignecto-Central Regional Centre for Education. She serves as communications chair on the executive of the Speech-Language Pathologists and Audiologists Association (SPAA), a professional association of the NSTU.

Email your name, home address, and the name of your school with **PD Giveaway** in the subject line to theteacher@nstu.ca by August 21, 2020 to be eligible for the draw.

Culturally Responsive Teaching and The Brain

by Zaretta Hammond

Published by Corwin, *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* draws on cutting-edge neuroscience research to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction. It includes: information on how culture programs the brain to process data and affects learning relationships, ten steps to prepare them to become independent learners, and prompts for action and valuable self-reflection.



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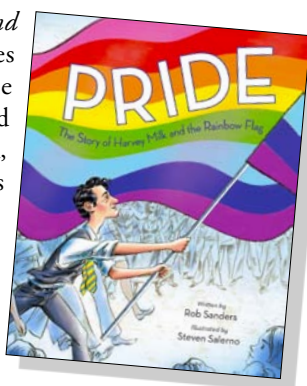
BOOK REVIEW

Email your name, home address, and the name of your school with **PRIDE** in the subject line to theteacher@nstu.ca by August 21, 2020 to be eligible for the draw.

The Story of Harvey Milk and the Rainbow Flag

written by Rob Sanders, illustrated by Steven Salerno

The Story of Harvey Milk and the Rainbow Flag, celebrates the 40th anniversary of the Rainbow Pride Flag. Published by Random House New York, this inspiring true story, traces the life of the Gay Pride Flag, from its beginnings in 1978 with social activist Harvey Milk and designer Gilbert Baker to its role in today's world. This is a story of love, hope, equality, and pride.

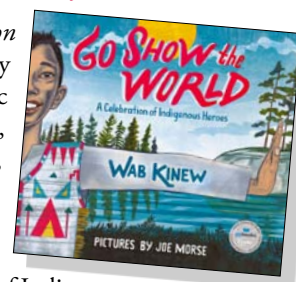


Email your name, home address, and the name of your school with **KINEW** in the subject line to theteacher@nstu.ca by August 21, 2020 to be eligible for the draw.

Go Show the World

written by Wab Kinew, illustrated by Joe Morse

Go Show the World, A Celebration of Indigenous Heroes published by Tundra Books is a celebrates historic and modern-day Indigenous heroes, including Tecumseh, Sacagawea, former NASA astronaut John Herrington, Net-no-Kwa, and Canadian NHL goalie Carey Price. It showcases a diverse group of Indigenous people in the US and Canada, some well-known and some not, who collectively empower readers with an important message: "We are people who matter, yes, it's true; now let's show the world what people who matter can do."



Taking care of your voice: Pro-active strategies to support your most powerful teaching tool

by Katelyn Mansfield, Speech-Language Pathologist

During an ordinary school day, teachers are accustomed to using their voice all day, often in classrooms with less than ideal acoustics and competing noise. In fact, speaking is such a large portion of the workday that teachers are considered professional voice users. The ability to use your voice is fundamental to what you do. For this reason, teachers have some of the highest voice demands and are at a greater risk for developing voice problems.

Recognizing a Voice Problem

At some point, you have likely experienced temporary voice difficulties such as hoarseness after a bad cold or cheering loudly at an event. With time and rest your voice is generally able to recover. However, when difficulties continue to persist or worsen, this could indicate a voice problem. It is important to recognize the early signs and symptoms to avoid long-term difficulties. Indicators of a potential voice problem may include:

- Unwanted or unexpected changes in how your voice sounds (e.g. hoarseness).
- Requiring more effort to speak.
- Running out of breath when speaking.
- Discomfort or tension in your throat.
- Experiencing the frequent need to cough or throat clear.

Protecting Your Voice

The good news is that there are habits that can be practiced to help keep your voice strong and well. Just like eating healthy or exercising, small daily habits can have positive impact over time. As an educator, what can you do to protect your voice?

Control factors that can lead to voice problems.

- Reduce background noise by closing the door to your classroom.
- Position yourself closer to your students when speaking.
- Find non-vocal ways to get your students attention (e.g. clapping).
- Take voice breaks when you can.
- Focus on good posture.
- Drink plenty of water throughout the day.

Reduce or eliminate behaviours that put strain on your voice. We all do things that are not always ideal for our voice, sometimes without realizing it. Here are some things to be mindful of:

- Reduce throat clearing. Try sipping on water.
- Avoid frequent and prolonged yelling, cheering and whispering.
- Don't force your voice. Using a voice amplification device can be helpful.
- Focus on taking a good breath before speaking.

Pay attention to changes in your voice.

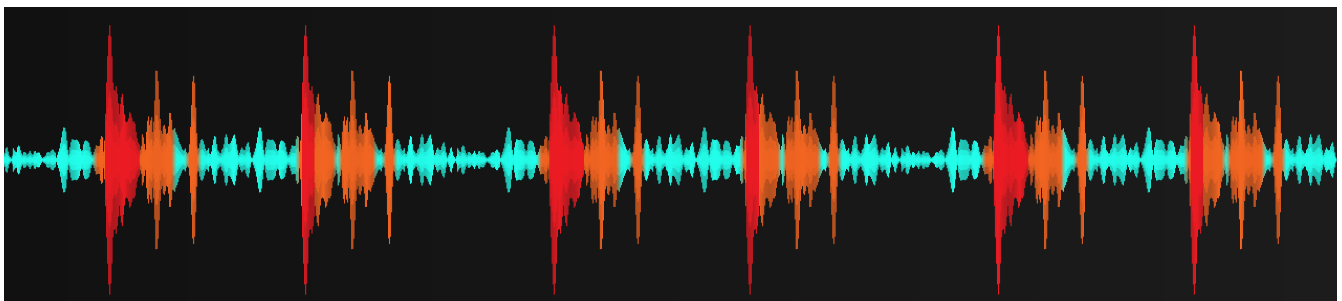
A change in the quality of your voice such as how it sounds or feels should be monitored, especially when it is in the absence of a cold.

Seek help from a professional if you are concerned about your voice. Talk with your doctor to determine if a referral to an ENT (Ear, Nose, and Throat) doctor is needed. An ENT can rule out underlying factors. Also arrange to see a Speech-Language Pathologist. They are trained in the assessment and treatment of voice problems.

Prevention is key to avoid long-term voice difficulties. Simply picking a few strategies to gradually implement over time can have a long lasting impact. The strategies that are practiced today can help your voice tomorrow. Even while teaching from home during these unprecedented times, as a teacher, your voice is vital. It is your most powerful teaching tool.

For more information on recognizing and treating voice difficulties, visit: <https://www.sac-oac.ca/sac-resource-page-voice>

Katelyn Mansfield is a Speech-Language Pathologist who supports students and teachers in the Chignecto-Central Regional Centre for Education. She serves as communications chair on the executive of the Speech-Language Pathologists and Audiologists Association (SPAA), a professional association of the NSTU.



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school teacher

Yoga in Schools Canadian Conference 2020

This summer's conference, themed Trauma-sensitive Mindfulness, will have workshops designed to provide leading-edge, cross-curricular mindfulness and yoga tools that target students' mental health, emotional regulation and social connectivity. This conference offers workshops for every level, from the curious beginner to the certified yoga instructor.

The workshops will have a theoretical component as well as movement practices designed to relieve stress and promote calmness in your students. Topics include:

- Trauma-sensitive Mindfulness Keynote with author and international presenter David A. Treleaven
- Trauma-informed Yoga
- Mindfulness for diverse learners
- Trauma practices for healing First Nations communities
- Stress relieving movement practices for self-regulation
- ACT (Acceptance Commitment Therapy) workshop

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 6-24th, 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: This conference is ideal for teachers and support staff.

When: July 20th-23rd, 2020

Where: Chocolate Lake Hotel, Halifax, NS

Fee: \$500.00 + hst
(check local PD for funding)



2020 REGIONAL ELECTION INFORMATION FOR LOCALS

All regional elections will be conducted by electronic vote.

Area	Vote Day
Annapolis-Hants West-Kings	Natalie MacIsaac acclaimed
Antigonish-Guysborough	Deena Jewers acclaimed
Cape Breton District	October 13
CSANE	Jacqueline LeVert acclaimed
Colchester-East-Hants	Shannon Roy acclaimed
Dartmouth	Mike Jamieson acclaimed
Digby-Shelburne-Yarmouth	October 13
Halifax City	October 13
Halifax County	Shaun Doyle acclaimed
Inverness-Richmond	Philip Samson acclaimed
Lunenburg County-Queens	October 13

as of June 22, 2020

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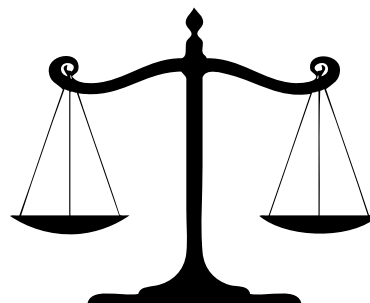
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First published in:

THE CONVERSATION

How to prevent teacher burnout during the coronavirus pandemic

by Laura Sokal, Jeff Babb & Lesley Eblie Trudel

The term “unprecedented times” has become a hallmark for describing the context in which leaders must respond to changing needs during the COVID-19 pandemic. Effective responses in education are dependent upon teachers as the front-line workers in classrooms, so it’s essential that administrators take care of teachers. When they do so, they also take care of students.

When teachers don’t have the resources they need, and especially when sustained job demands are high, teachers experience chronic stress — and eventually burnout.

Teachers who are burned out are less effective as teachers, have less supportive relationships with students and, in turn, the students they teach have lower academic and social outcomes.

National teacher survey

We conducted a survey to learn how best to support teachers with coping during the pandemic. In May, we surveyed 1,330 teachers from across Canada, including every province and one territory. The survey included 92 questions related to burnout, efficacy, techno-stress, attitudes toward change, resources, demands and coping.

We hope our early findings can help shape how parents and administrators consider supporting teachers during this pandemic and potentially other waves of it. As we continue our research we will be interested to see how teachers show resiliency during the pandemic. Research shows that teachers under sustained stress lose resiliency in three phases as they burnout, but a balance of job demands and resources can reverse this trend.

Our survey questions used a scale to capture teacher views, and there were some opportunities for open-ended comments. We used purposeful sampling to select a subsample of teachers who represented the larger sample, and we interviewed them about their experiences teaching during COVID-19. Our results suggest five important themes.

What we learned

1. Teachers’ concern for vulnerable students is one of the most stressful aspects of their jobs right now.

First, we saw clearly that teachers have a caring role in the lives of students outside students’ academic work, and that teachers’ concern for their students is top of mind for them right now.

When we asked teachers to name the three most stressful aspects of their jobs in current conditions, and also when we interviewed teachers, the first concern expressed by many teachers was how they are using daily contact with students to reinforce established relationships and ensure students have adequate food, support and safety.

Not being able to observe every child and youth each day intensifies teachers’ worries, as they aren’t confident that all their students are OK.

Of particular concern to teachers are children who have not been heard from and whose families have not responded to their teachers since schools shut down. Some teachers have gone so far as to go to students’ homes to check on them.

One teacher said:

“Now, there’s just more worry about how kids are coping and how their families are coping. ... I’m not even really worried about what we’re teaching — that’s the last of my worries.”

2. Teachers are seeing magnified inequities.

Second, teachers are seeing that inequities in access to learning are magnified, and that these extend far beyond the digital divide.

These trends were demonstrated in the open-ended responses as well as provided in detail in the interviews.

One teacher said:

“Students might not have a meal that day, so we’re reaching out to them and delivering food, and our division

is working hard on getting technology to those kids and getting them hooked up to the internet.”

Even students with internet access and devices are not all equally supported.

Some children need more academic supports because they have special educational needs or parents who do not speak the language of instruction, and teachers reported that not all children had equal access to that support when not in school. Some have no one to help them because their parents are working, busy with child care or are unavailable.

Teachers recognize that they have a role to play in addressing the inequities and are providing learning materials in multiple ways in addition to online supports. In some cases, teachers were driving to students' houses and teaching out of their vans, and in some divisions school bus drivers were redirected to drop off and pick up student work at their homes.

3. When giving teachers initial resources, less is more.

Our survey findings showed that the most successful approach for offering teachers resources are those that initially focus on only a few familiar teaching mechanisms and then gradually provide more complex options. Teachers who were flooded with websites, learning platforms and other resources often viewed them not as resources, but as demands, leading to more teacher burnout.

It may seem counterintuitive that offering many resources to bolster learning isn't helpful during a stressful time, but this message was statistically significant within the survey results and borne out in interview data.

Teachers demonstrated the highest levels of coping when initially given reduced demands and the opportunity to focus on familiar strategies and expectations with students. Once they had settled into the new reality of their teaching roles, they were able to add more resources and view them as supports.

Modelling predicts, and our findings concur, that during the initial stages of workers' exhaustion, it is more effective to decrease demands than it is to provide resources.

4. Perceived support matters to teachers' resiliency.

Survey data demonstrated that teachers who perceived high parental support or high administrator support coped better, and interviews verified these trends.

Many teachers described an initial period of uncertainty and exhaustion, where their efficacy and confidence dipped.

Teachers who sense scrutiny from parents and administrators during this time when their struggles are observed have more difficulty coping. Teachers who perceive collegial support, who set limits on their time and who practice self-understanding are more successful in recovering efficacy and coping.

5. Teachers are concerned about effectively engaging students through remote learning, and professional collaboration can help.

Teachers expressed in interviews that they are concerned about finding ways to engage students through remote learning during the pandemic. Student engagement was highlighted as a significant concern in the open-ended survey responses as well.

Teachers noted that without classroom-based, consistent observation and monitoring, it is even more important that tasks and learning activities motivate the students to sustain their attention and focus. Some said that the collaboration of colleagues was important. When teachers worked together to develop theme-based, cross-curricular inquiry in their lesson planning, this resulted in more engaged students and also bolstered existing professional learning communities.

In order to ensure that our children get the best education possible both during distance learning and when returning to classrooms, supporting teachers and listening to their voices will be important to ensuring these essential members of the educational team remain resilient.

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Lesley Eblie Trudel is Assistant Professor, Faculty of Education, University of Winnipeg.

Disclosure statement

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Empowering Changes teaches students how to recognize White privilege

Early career teacher Megan Neaves has been educating her students about systemic racism, since she entered her junior high classroom three years ago. Through her *Empowering Changes Through Conversations* unit, Neaves gives her students at Astral Drive Junior High an opportunity to learn about and research systemic racism, listen to those who have experienced it, and create their own action plan to fight racism.

“In order to stop systemic racism, we need to recognize what systemic racism looks like,” says the Grades 8 to 9 English Language Arts teacher. “Empowering Changes” aims to teach students how to recognize White privilege and how to use their privilege to create change. I want students to know how they may not know they are being racist because of their privilege.”

Neaves, who is from Lower Sackville, is aware of being raised with White privilege. “I want to model for my students that you don’t have to be person of colour to take a stand. I went to a school that looks a lot like what Astral Drive looks like—predominately White.”

The first part of the unit is about recognition, in which students learn about the contribution of anti-racist activists. “We acknowledge the contributions of various anti-racism activists from past to present and we learn about the inequalities they

faced during their time.”

The second part of the unit is about justice says Neaves. “Students analyze various newspaper articles about racism in Canada to understand the main ideas and collect evidence and statistics. We learn to critically think about these articles and know that there is always more than one side of the story to consider.”

The highlight of this part of the unit is an experiential learning component which brings leaders from racialized communities into the school to share with students their experiences with racism. Fortunately, the event this year took place on March 10, before schools were closed because of the COVID-19 pandemic.

“Students became action-researchers and developed interview questions for 11 different leaders from Black and Indigenous communities about their experiences with systemic racism, she adds. “At our *Empowering Changes through Conversations* event, we listened to so many different stories from the individuals who experience racism first-hand. They wrote a reflection about what they learned, how it impacted and empowered them.”

“When I moved to the North End of Dartmouth I began to recognize how my whiteness protected me. I attended community events in predominantly black

communities, and learned listening to the first-hand stories and experiences. It’s what sticks with me the most, and it’s what sticks with my students too.”

Neaves, who recently completed her Masters of Education in Supporting Diverse learners with Needs and Exceptionalities is returning to Mount Saint Vincent University in the fall to begin a Masters in Educational Foundations specializing in Anti-Racist Education. “I have compiled an array of research in regards to educating people about White privilege and systemic racism as my chosen Master’s project,” she says. She plans to further this work and complete a Ph.D. with a focus on examining the literacy levels of inmates and the school-to-prison pipeline. Anti-racism is a life-long learning process.

The third part of the unit is a final project, in which students develop their own Action Plan to Fight Racism. “Students take the things they’ve learned about the problems activists are fighting against today, and create their own action plan in whatever format they choose,” explains Neaves.

All students are required to create an Action Plan to Fight Racism as the final project of the unit, but only those who wish to enter the Action Plan to Fight Racism Challenge have to present their idea to a

Continued on page 20



Shown are students and guest speakers at the *Empowering Changes Through Conversation* event on March 10.



Above are the judges for the Action Plan to Fight Racism challenge. Clockwise from the bottom: Trevor Silver, Ashley Hill, Trevor Sanipass, Megan Neaves, Tyler Simmonds and DeRico Symonds.

continued from page 12

panel of judges from the Black and Indigenous Communities. She had to adapt this part of the unit because of the COVID-19 shutdown. Of her 138 students in Grade 8 and 9 English, over 60 projects were entered in the challenge. “On May 1, I presented the student’s projects via Zoom to five judges from the Black and Indigenous communities around Nova Scotia, and they chose six winners from Grades 8 and 9,” she adds.



Megan Neaves is shown with guest speaker Tyler Simmonds and some of her students at the March 10 *Empowering Changes Through Conversation* session at Astral Drive Junior High School.

“We were blown away by the projects, they were amazing.” Neaves and her judges spent over five hours reviewing the projects. She does admit that while the Zoom platform enabled students to upload their projects it wasn’t the same as previous years in which students presented their projects in person. “When they presented their projects to the panel of judges in person, it was so much more powerful—hearing from 13 and 14-year-old voices. It’s much more passionate.”

She has received funding from HRCE’s Inspiring Relationships grant to help provide prizes for the challenge. All the prizes are from black-owned local businesses, like tRev Clothing, and Courtside Sneakers. This year’s prizes and honorariums came from tRev Clothing. Lunch for guests and judges has been provided by RnB Kitchen.

Megan Neaves is also the first President of the Nova Scotia Association of Teachers for Equity in Education. She is the Executive Director of Impoverished Community Engagement & Consulting, an organization that aims to empower people to break the cycles of systemic racism in Nova Scotia. She partners with DeRico Symonds, whom she met in university in presenting workshops, and is involved in Empowering Changes as a participant and judge. “I believe that in order to create change we need to start from the bottom up. Therefore, we need to amplify marginalized voices and represent them in conversations with the people who govern our society.” Neaves has worked with Canada Services Border Agency and is also doing work with the Elizabeth Fry Society.

In the aftermath of the killing of George Floyd and the resulting massive anti-black racism protests across the US, in Canada and around the world, Neaves has been in high demand. “There has been a lot of White people reaching out to me for resources on how to become a better ally,” she comments. “This is good because we need to stop asking people of colour to fix a problem they

TALKING ABOUT RACISM IN THE CLASSROOM



Professional Development Opportunity for Canadian educators

In these challenging times, high school students may have many questions about race and racial injustice in Canada and the US, and as teachers, students may turn to you for context and perspective. What will you say and how can you support them? Perhaps you have the same questions? Where do you start?

The Global Centre for Pluralism, in partnership with the Canadian Commission for UNESCO, is offering two-hour virtual professional development sessions for Canadian teachers on how to have conversations about race in the classroom. Facilitated by inclusion and anti-racism consultant, Destine Lord, this dialogue-based small group session will provide educators with the key definitions and racial concepts necessary to get these conversations started.

Together, participants will discuss how to create brave spaces, which invite student engagement. Participants will walk away with techniques that help them listen with intent, validate emotion, model empathy and challenge students to question their own bias and assumptions. Leaning into discomfort, with openness and humility, is one of the most important things that a teacher can model for their students. The goal is not to make participants experts in race relations but to provide the tools to facilitate challenging conversations that hold space for emotions. Additional resources will be provided at the end of the session.

There are limited spots available, with a maximum of 12 participants per session. These sessions will be available at the beginning of July and end of August. To register for a 2-hour session, please contact: education@pluralism.ca.

A poster for the "Talking About Racism in the Classroom" session. The word "RACISM" is written in large, white, chalk-like letters on a dark, textured background. Below it, the title "Talking About Racism in the Classroom" is written in a bold, white, sans-serif font. At the bottom, there is a white box containing text about the professional development opportunity, the facilitator (Destine Lord), and a link to learn more: pluralism.ca/talking-racism. Logos for the Global Centre for Pluralism, the Canadian Commission for UNESCO, and the Canadian Teachers' Federation are also present.

did not create. We need to start telling the truth about history so we stop repeating it. Our education systems have been taught through a Eurocentric lens. Therefore, we are taught about the underground railroad and slaves arriving in Canada to be free, but we are not taught about the slaves auctioned off in Halifax. We are conditioned to believe that White people do not play a role in oppressing Black communities because we have not been taught how our ancestors never allowed people of colour to have an equal playing field. It is crucial that we teach our students how to have conversations about anti-racism because our silence has been proven to be deadly.”

For inquiries regarding Megan and DeRico’s White privilege workshop, email meganneaves@impoverished.ca.



NSTU MEMBER ASSISTANCE PROGRAM

Continued Support through Challenges and Changes

To say the least, the past three months have been very challenging for all Nova Scotians. The COVID-19 pandemic not only confined us to our homes and separated us from friends and family through quarantine and social distancing measures, but it also forced the closure of schools. As teachers, we have had to adapt quickly and educate students from our homes in an unprecedented way.

In addition to COVID-19, we have had to deal with one of the largest tragedies in Canadian history which even claimed the loss of one of our own teachers, Lisa McCully. We will continue to be Nova Scotia Strong, but we know how extremely difficult coping with these changes and losses can be for everyone. Your Nova Scotia Group Insurance Trustees want to ensure you know that there are support benefits to help you, so that you do not have the deal with these stresses alone.

Through Resilience® (Employee and Family Assistance Program), there are numerous programs that can offer support. Here are three programs, in particular, that we want to bring to your attention:

1. Depression Care:

Even prior to COVID-19, approximately 11% of men and 16% of women in Canada experience major depression in the course of their lives. It is also estimated that 1 in 10 Canadians is affected by an anxiety disorder. Depression Care offers fast access to personalized clinical treatment to help individuals achieve sustained recovery from depression, anxiety, and stress.

Expert Clinical Care – This program offers innovative mid to long-term treatment for individuals

with moderate to severe anxiety and/or depressive symptoms. An unparalleled clinical team offers specialized treatment focused on reducing the symptoms of depression and anxiety while building resiliency to assist with getting back to life.

Specialty Treatment – The unique program model uses industry best practices including Cognitive Behavioural Therapy, resiliency training, and a wide range of mindfulness tools. Treatment services are designed for individuals who are struggling with acute, or long-term, depression and/or anxiety symptoms.

Easy Access – No Referral and No Waiting. Call Homewood Health's Client Services Centre to request Depression Care services. Expert clinicians are specially trained in evidence-based psychotherapy, anxiety, stress, depression and mood disorders, and they will conduct a screening during your call to ensure an appropriate fit for the program.

2. Grief and Loss Coaching:

Grieving can be an overwhelming and complex process. Every individual reacts differently and experiences grief and loss in unique ways. This Grief and Loss Coaching Program helps you understand the grieving process by providing you with coaching support and resources to help you manage through the range of emotions and difficulties one experiences when faced with a significant loss. This program is helpful to those who have lost a loved one or who are experiencing other forms of loss in their life, including a job loss, a divorce, or the end of a relationship.

- Have you recently lost someone?

Grief specialists can provide emotional support and resources to help you get through your difficult time.

- Are you looking for support in guiding your children through grief? Grief specialists will help you understand how grief may impact children and how to support them to overcome it.
- Do you have questions about your emotional wellbeing due to a recent loss? This program can provide resources and strategies to help you in your journey of recovery.

One call is all it takes to get started. Life Smart Coaching focuses on strategies to help you through your grief and loss. We make it simple to get started and we guide you step-by-step. When you call the Client Services Centre, here's what you can expect:

1. They ask a few questions to make sure you receive the customized service that will be most helpful.
2. They arrange for one of our grief specialists to call and walk you through the types of support and resources that you could benefit from, such as written materials, internet resources, and printed materials that are personalized for you. They'll be in touch with you while you're using the materials, and help you build the self-care and self-compassion you need to overcome your grief.

Life Smart Coaching services are offered over the telephone. If you ever feel uncertain or overwhelmed, about any issue, they can also arrange counselling. Counselling services can be offered over the phone, through video, or online.

Frequently Asked Questions:



Q: It's summertime! Do you have any tips on how to stay physically and mentally active during the summer months?

A: As part of the Resilience® program, there is the Self-Care Starter Kit which helps design a plan specifically for you by taking you through the following four steps:

1. Evaluating Your Coping Skills
2. Identifying Your Self-Care Needs
3. Barriers And Areas For Improvement
4. Creating Your Self-Care Plan

When it comes to self-care plans, there is no one-size-fits-all option. We each have different needs, strengths, and limitations. The above four-step process will help you to build a plan that's just right for you. The Self-Care Starter Kit does not just focus on mental health either. Being physically active and taking advantage of the great outdoors in the summer is one of the best ways to ensure you are taking care of you and your family. The Self-Care Starter Kit can be found on the NSTU Group Insurance website at www.nstuinsurance.ca/members/active/resilience/ under the Resources header. Now that school is out, take the time to review the Self-Care Starter Kit and kick summer off on the right foot with the right plan to bring out the best you.

Stay Strong and Stay Safe! The NSTU Group Insurance Trustees wish you all a great summer! It's time to rejuvenate!

3. Trauma Care

We would all agree that the events in the past three months have been traumatic. The Trauma Care program provides specialized treatment for individuals who are struggling with acute or long term trauma symptoms. Through Homewood Health, Trauma Care provides access to an unparalleled clinician team offering treatment and resiliency training for PTSD, mood, and anxiety disorders via their national network of highly qualified clinicians and their inpatient programs.

This unique program model uses industry best practices including Cognitive Behavioural Therapy (CBT), Dialectical Behavioural Therapy (DBT), resiliency training, and innovations like Mindfulness and Metta Trauma Therapy.

To access these three programs and gain more information on what other programs Resilience® has to support you, please contact Resilience® 24/7 by calling 1-877-955-NSTU (6788).

We know that people manage and cope with challenges and change differently, but we never want you to feel that you have to go through anything on your own.

For more information on all benefits and support programs available to you, visit the Nova Scotia Group Insurance Trustee website at www.nstuinsurance.ca.

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We have small class sizes with EA support

Core Competencies:

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Interest in learning the Mi'kmaq Language and culture.

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or kolliver@sipeknekatik.ca(principal) for position details
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(902)236-3041
www.lskschool.ca or www.sipeknekatik.ca



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In order to book this special limited rate please call 902-425-6700 or 1 833-357-8155 and quote "Education Employees" rate or use the link below;

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

Online videos can be accessed from your gnspes landing page. Just click on the link for Learn360 and you're good to go. You also visit our website directly at <http://medialibrary.ednet.ns.ca> to access these and other digital classroom resources!

eLearning Support for Teachers

The new Curriculum webpage can be found here: <https://curriculum.novascotia.ca/> with course outlines and curriculum documents as well as additional online resources.

Links to the At Home Student Learning packages can be found here: <https://curriculum.novascotia.ca/parentfamily-information>

Once you've logged into your gnspes account, you can access the following resources:

How-To Tutorials <https://sites.google.com/gnspes.ca/elearning/how-to-tutorials>

E-Learning Tips: <https://sites.google.com/gnspes.ca/elearning/elearning-tips>

Student Services resources: <https://sites.google.com/gnspes.ca/elearning/student-services>

E-Resources: <https://sites.google.com/gnspes.ca/elearning/eresources>

Information for Assessment and Instruction: <https://sites.google.com/gnspes.ca/elearning/assessment-instruction>

Online learning resources and examples can be accessed from the Nova Scotia Virtual School launchpad page: <https://nsvs.ednet.ns.ca/> Click on the large icon for Provincial eLearning at the bottom. You may need to re-log into Google Apps for Education to access this page. Here you will find examples of lessons and excerpts from online courses offered through NSVS that you can use with your students.

As always, online curriculum videos are available to use with your students from Learn360 and are accessible from the GAFE landing page under Learning Resources.

NSTU's 2020 Annual Council to be held virtually on October 3

Due to the coronavirus outbreak and subsequent restrictions placed on large gatherings to protect public safety, NSTU's Annual Council originally scheduled for May was postponed, and on June 11, the NSTU's provincial executive approved a motion to hold a virtual (on-line) Annual Council on October 3. Participation at this virtual Annual Council will be limited to voting delegates.

"Initially, we had hoped that by the Fall of 2020 it would be safe to hold a regular in-person Council meeting, but as of now, this seems unlikely," says NSTU president Paul Wozney. "After careful review and consideration the NSTU Provincial Executive adopted a motion to hold a virtual Council meeting on the morning of Saturday, October 3rd, using the Zoom platform."

This will allow the NSTU to conduct essential business such as the adoption of the budget, a review of financial statements, and the filing of reports and elections, while at the same time protecting the safety of delegates and their families.

To help facilitate the budget debate, the NSTU will hold a telephone town hall for delegates sometime in September. This will provide members a chance to learn more about the details of the budget and prepare amendments.

"Unfortunately, it's not feasible to properly debate resolutions in an on-line forum, especially given that many delegates have limited internet access which could negatively impact their participation," adds Wozney. "In the interest of fairness the debate on, and the adoption of, resolutions will be postponed until 2021. That being said, there will be debate on the budget and delegates can introduce amendments."

More information on this and other details will be released in September.

"To ensure decisions are made in the best interests of members, democratic oversight is essential. It's for this reason that we decided to hold a virtual conference in 2020, instead of cancelling the event outright," continues Wozney. "I know this comes a disappointment for some, but we believe this temporary format will provide for a high level of remote engagement within a reasonable amount of time."

The NSTU plans to return to its standard Annual Council format in 2021, which will be the 100th anniversary of Annual Council, if it is deemed safe to do so by public health officials.



Celebrate Pride
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NSTU SUPPORTS 2SLGBTQ+



executive highlights

May 11, 2020

- Filed the Table Officers Report;
- Approved a recommendation that the President request in writing to the CLC that the 3 year waiver for fees be extended.

June 5, 2020

- Filed the Table Officers Report;
- Approved Out-Of-Province Grants in the amount of \$475 each;
- Approved Full Time Study Grants in the amount of \$2,000 each;
- Approved a recommendation that the terms expiring on the Professional Committee, Discipline Committee, and Resolutions Committee be extended until the next Annual Council;
- Approved a recommendation that the 2020-2021 Budget be approved to be ratified by the next Annual Council;
- Approved a recommendation that Conference Day 2020 be cancelled;
- Elected 2nd Vice-President: *Shaun Doyle*

Elected Secretary-Treasurer: *Wade Van Snick*

Governance & Policy Committee: *Mary Currie, John White, Doug Read, Mike Jamieson, Ian Kent, Phil Samson, Russell Comeau, Jo-Leigh MacPhee and Ian LeBlanc*

Nominating Committee: *Russell Comeau, Kathy Evans, Natalie MacIsaac, Duncan Cameron & Deena Jewers*

Personnel Committee: *Shaun Doyle, Doug Read, Jaqueline LeVert and Russell Comeau*

- Approved amendments to Operational Procedure Appendix A – Local Model Constitution Article IV Local Executive;
- Approved a recommendation that Locals hold a General Meeting prior to the end of October 2020 to conduct the mandatory business of their Spring AGM (filing of Financial Statements, adoption of a Budget, and the election of Officers);
- Approved a process that Locals be directed to use with regards to the adoption of their 2020-2021 Budget, the election of the Local President by Universal Suffrage and the election of Local Officers;
- Approved a process that RRCs be directed to use with regards to the adoption of their 2020-2021 Budget, and the election/appointment of Officers;
- Approved Signing Officers for 2020-2021;
- Approved a motion that Leadership 2020 be cancelled;
- Referred a motion regarding Leadership 2021 to staff;
- Approved a recommendation that the NSTU participate in the Canadian Teachers Responding to Coronavirus (Covid-19) – Pandemic Research Study of the Canadian Teachers' Federation.

June 11, 2020

- Approved the Virtual Annual Council proposal;
- Appointed all Standing Committees for 2020-2021;
- Appointed Provincial Executive Liaisons to the Political Action and Public Relations Committees.

June 23, 2020

- Filed the Table Officers' Report;
- Approved a recommendation that notwithstanding the current prohibition on NSTU in-person meetings, locals are permitted to hold summer planning retreats during 2020 in compliance with current public health directives;
- Approved a recommendation that the Executive Director search process be resumed effective immediately in compliance with public health directives.

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

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(science 10 and biology). Contact jennlow80@gmail.com. Lowtherjl@ccrce.ca 902-301-3480

Permanent secondary teacher in CBVRC interested in exchange with permanent teacher in HRCE for 2020-2021. Permanent exchange desired. If interested contact chiassp@gnsps.ca



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