



NSTU eager to work with new Premier and Minister on key issues

NSTU President Paul Wozney is eager to collaborate with new Premier Iain Rankin and new Minister of Education and Early Childhood Development, Derek Mombourquette, on major issues affecting the province's public education system.

"I want to congratulate the new Premier and his cabinet and I look forward to working with them to address the challenges facing our schools," says Wozney. "While we won't always agree, I believe we all want what's best for students and their teachers. With a renewed sense of cooperation and transparency, needed progress can be achieved."

Wozney says keeping schools safe from COVID-19 needs to remain a top focus but urgent action is also needed to improve the Inclusive Education model and reduce child poverty levels across Nova Scotia.

"Given the recent surge of COVID-19 in Newfoundland, it's clear that we can't become complacent. Much more still needs to be done to keep schools safe," said Wozney. "That said, there are other chronic problems that have

only grown worse during the pandemic that require attention."

Wozney is encouraged the new Premier has identified reducing income inequality as a priority. He is also optimistic Government will renew its commitment to implementing the recommendations from the Commission on Inclusive Education and looks forward to discussing this with Minister Mombourquette.



"The inclusive education plan is way behind schedule and as a result the needs of far too many students are still not being met. This work needs to get back on track and the NSTU is 100 per cent willing to partner with Government to implement needed reforms."

Wozney had an introductory meeting with the new EECD Minister and hopes to have an opportunity to hold regular meetings with him. Minister Derek Mombourquette was first elected as the MLA for Sydney Whitney Pier in 2015 and was previously Minister of Municipal Affairs, Minister of Energy and Mines and Minister of Lands and Forestry.

According to his official biography on the Nova Scotia Legislature website, prior entering provincial politics Mombourquette, "served on the Cape Breton Regional Municipality Council. As a Councillor he was Chair of the CBRM Police Commission and served on the NS Association of Police Boards. In addition, he was the VP of the Canadian Association of Police Governance. He has also held the role of Chair for the CBRM Heritage Advisory Committee."

Outside of politics he was also coordinator of entrepreneurship support initiatives for Cape Breton University and the Nova Scotia Community College.

NSTU's 100th Annual Council to be held virtually April 30 to May 2

Due to the public health restrictions placed on large gatherings to protect public safety, NSTU's 100th Annual Council, scheduled for April 30 to May 2 will be held in a virtual (on-line) format. The NSTU's provincial executive approved a motion at its February 25/26 meeting to hold another virtual Council.

"We had hoped that by the spring of 2021 it would be safe to hold a regular in-person Council meeting, but restrictions for large gatherings are still in place," says NSTU president Paul Wozney. "Unlike last fall's Virtual Council, this session will include the debating of resolutions from 2020 and 2021."



Continued on page 11



<https://www.facebook.com/nsteachersunion>



<http://twitter.com/NSTeachersUnion>



[NSTeachersUnion](https://www.instagram.com/NSTeachersUnion)



<http://www.youtube.com/nstuwebcast>

people

Political Action & Public Relations Committees hold joint meeting

Members of NSTU's Political Action and Public Relations committees held a joint virtual meeting on February 22, their first meeting of the 2020-21 year. The political action committee, formed during the 2018-19 school year, maintains contact with all major provincial political parties, and monitors their policies and practices to identify issues impacting on education and NSTU Members. During provincial elections, the Committee monitors political parties' public education platforms and policies and informs the NSTU President and Provincial Executive of any concerns. Part of its mandate is to identify corporate social responsibility and social justice issues for consideration by the Provincial Executive for political action. It develops strategies for encouraging NSTU member involvement in the political process including exercising their democratic right to vote. The public relations committee reviews and plan strategies for provincial public relations programs and supports the work of the Political Action Committee as necessary. Committee members also met to discuss the Communications Conference which will be held virtually and is scheduled for May 8.



Shown, top row: Political Action committee staff liaison Mark Laventure, Public Relations committee staff liaison Angela Murray and chair of the Political Action committee Joseph MacIsaac. Second row: public relations committee chair Tanya Chislett, Sean McLennon (PA, Cape Breton District), and Jaylene Chase (PR, Lunenburg County). Third row: Stephanie Deagle (PR, Pictou), Halifax City Local president Ryan Lutes (PR), and NSTU president Paul Wozney. Bottom row: PA provincial executive liaison Deena Jewers (Guysborough County) and Queens Local president Sarah Tutty (PA). Missing: Kate Sircom (PA, Hants West), PA provincial executive liaison Ian LeBlanc, and PA & PR provincial executive liaison Wade Van Snick.

Finance & Property Committee

The NSTU's Finance & Property Committee is shown at its February 19th meeting. Among other things, this committee prepares an annual budget; costs all resolutions to Annual Council; and exercises control over the finances of the NSTU including monitoring all expenditures of the NSTU. It also ensures checks and balances, receiving regular reports on income, expenditures, investments and loans, and ensuring audits are conducted on a yearly basis. The committee also examines the internally reviewed reports of Locals, RRCs and Professional Associations and makes recommendations to Provincial Executive on the provision of financial and management services.



Clockwise from the left: Peter Day (Cape Breton District); Sunita Pinet (Halifax City); executive director Steve Brooks; secretary-treasurer Wade Van Snick; financial officer Melanie Waye; assistant executive director Janine Kerr; and Shelley MacKenzie (Antigonish). Standing: NSTU president Paul Wozney and provincial executive liaison Richard MacLean (Halifax City).



Managing Editor: Angela Murray
Assistant Editor: Mark Laventure
Advertising & Circulation: Nancy Day



Published eight times a year
 (September-June)
 by the **Nova Scotia Teachers Union**
3106 Joseph Howe Drive,
Halifax, N.S. B3L 4L7
 Phone: 902-477-5621
 Fax: 902-477-3517
 Toll free: 1-800-565-6788
 Email: theteacher@nstu.ca
 Website: www.nstu.ca

Submission deadlines for 2020-2021:

ISSUE	DEADLINE
April	April 7
May	May 5
June	June 9

The opinions expressed in stories or articles do not necessarily reflect opinions or policy of the Nova Scotia Teachers Union, its staff or elected provincial representatives. We assume no responsibility for loss or damage to unsolicited articles or photographs. We welcome your comments and suggestions: 1-800-565-6788 or email theteacher@nstu.ca.

© Nova Scotia Teachers Union 2021

Dartmouth teacher nominated for MusiCounts Teacher of the Year

Congratulations to Nicholas Pettipas of Bicentennial School in Dartmouth who was recently nominated for the 2021 MusiCounts Teacher of the Year Award, presented by the Canadian Scholarship Trust Foundation. This award recognizes an inspirational and passionate Canadian music educator's impact not only on students, but on their community and the music education field.

"It feels good," says Pettipas of his nomination. "It makes me thankful for my school community and I really appreciate how much support they have showed me. Without them I would not be able to become the music teacher I am now or be able to learn, grow and adapt into being who my students need for their music education."

Pettipas is one of five teachers from across the country nominated for the award.

The winner of the award will be announced live at the 50th JUNO Awards on May 16th. The winner receives a JUNO statuette, a cash prize of \$10,000, and a generous donation to their school's music

program. Each of the nominees will receive a \$1,000 cash prize.

He's a huge fan of the MusiCounts program. "They have already supported my program with a grant that lifted my program to a whole new level," he says. "If awarded the donation, I could pursue some of the special activities at my school such as expanding the school musical, and a monthly interview with a local musician, which is being done via Zoom currently. It would also breathe life back into the recording studio that we won from the CBC Music Class Challenge in 2016."

"We are so delighted to be able to celebrate the nominees for MusiCounts Teacher of the Year," said Kristy Fletcher, Executive Director of MusiCounts. "The past 12 months have demonstrated how essential music education is, and we've seen music teachers are going above and beyond to deliver this critical component of a child's education. This exceptional group of educators exemplify dedication, passion, and innovation. It is truly an honour to recognize their efforts."

The MusiCounts Teacher of the Year

Award was established in 2005 to recognize and honour an exceptional Canadian music teacher. To date, the award has celebrated the accomplishments of 15 music educators across Canada who have strived to preserve the vitality of music education in their school and community.



What is your Financial Fitness plan?

We have a Financial Fitness plan for you! Meet with an advisor and start to see results! Special rates apply for new deposits.

1-800-565-3103
teachersplus.ca





from the nstu president

Hope springs eternal

Could it be that no March Break in history is as anticipated as March Break 2021? What a year it has been since we left school at the beginning of March Break 2020, the last few fleeting moments of what I now affectionately refer to as “the before times.”

This has arguably been the most taxing 12 months any of us have ever experienced in public education. From a sudden pivot to remote learning last spring through a pins and needles summer of scant details followed by a return to school plan that fell well short of the public health protections in place for every other institution, and in-person teaching where we all felt fundamentally handcuffed for the past several months, there has been precious little time to rest or recharge.

I hope that your break is a moment to put aside the once in a century pressures all of us are feeling and enjoy time with those whose help charge your batteries and do things that revitalize your spirit. There's no question you deserve it.

Still, despite the heavy burden of the last year, there are signs that seasons may be turning for us as a union.

At this time last year, we were all confronted with the unquestionable realities of systemic racism as the names Breonna Taylor, George Floyd and Ahmaud Arbery rang out. The global protests that rose up to remember their names and dismantle the structures that made their murders possible also challenged us and the NSTU to learn and take action as co-collaborators in justice.

Since then, we launched and completed the first anti-racist participation process for the Provincial Executive and our membership. The NSTU has applied for federal funding to create a pilot program to launch a full year, full-time internship for term, probationary or permanent teachers who identify as African Nova Scotian, Black or Indigenous, Inuit and Métis to gain experience as mentees in both member services and professional learning.

Further, in May, the NSTU will vote to determine whether the membership will support the creation of a new, first of its kind, executive staff officer position dedicated to BIPOC (Black, Indigenous and People of Colour) member advocacy and engagement. The role description for this new position was created through shared leadership with African Nova Scotian, Black and Indigenous members in direct consultation with African Nova Scotian, Black and Indigenous members. The NSTU has learned valuable lessons about how to move forward on equity and justice issues within our organization—by partnering with equity seeking members and co-determining change that helps us move forward constructively and accountably.

Nova Scotia has recently transitioned to leadership under a new Premier. Along with a new Premier, a cabinet shuffle has established a new Minister of Education and Early Childhood Development. I am happy to share that I have been able to connect with Minister

L'espoir est éternel

Est-ce possible qu'aucun congé de printemps n'ait jamais été aussi attendu que ce congé du mois de mars 2021? Quelle année nous avons connu depuis que nous avons quitté l'école au début du congé de mars 2020! C'étaient les derniers moments fugaces de ce que j'appelle aujourd'hui affectueusement « le temps d'avant ».

Ces douze mois ont sans doute été les plus éprouvants que chacun d'entre nous ait jamais connus dans l'enseignement public. D'un brusque virage vers l'apprentissage à distance au printemps dernier, en passant par un été plein d'anxiété qui n'a révélé que de maigres détails, suivi d'un plan de retour à l'école qui était bien loin de respecter les protections de santé publique en place dans toutes les autres institutions, et puis d'un enseignement en personne où nous nous sommes tous sentis fondamentalement menottés au cours des derniers mois, nous avons eu très peu de temps pour nous reposer ou nous ressourcer.

J'espère que ce congé sera l'occasion de mettre de côté les pressions uniques en ce siècle que nous ressentons tous et de passer du temps avec les personnes qui vous aident à recharger vos batteries et de faire des activités qui vous revitalisent le moral. Il ne fait aucun doute que vous le méritez.

Pourtant, malgré le lourd tribut payé durant l'année écoulée, certains signes semblent indiquer que les choses sont peut-être en train de changer pour notre syndicat.

À cette même époque l'année dernière, nous avons tous dû faire face aux réalités incontestables du racisme systémique lorsqu'ont retenti les noms de Breonna Taylor, George Floyd et Ahmaud Arbery. Les manifestations mondiales qui ont surgi pour ne jamais oublier leurs noms et démanteler les structures qui ont rendu leur meurtre possible nous ont également mis au défi, nous et le NSTU, de nous informer et de passer à l'action en tant que collaborateurs en faveur de la justice.

Depuis lors, nous avons lancé et mené à bien le premier processus de participation antiraciste pour le Comité exécutif provincial et pour nos membres. Le NSTU a déposé une demande de financement fédéral pour créer un programme pilote en vue d'offrir un stage à plein temps d'une année complète aux enseignants sous contrat à durée déterminée, sous contrat probatoire ou sous contrat permanent, qui s'identifient comme Afro-Néo-Écossais, Noirs, Autochtones, Inuits ou Métis. Cela leur permettrait d'acquérir une expérience en tant que mentorés dans les domaines des services aux membres et de l'apprentissage professionnel.

De plus, en mai, le NSTU va voter pour déterminer si les membres appuient la création d'un nouveau poste de cadre de direction, le premier du genre, consacré à la défense et à l'engagement des membres PANDC (personnes autochtones, noires et de couleur). La description des fonctions de ce nouveau

Mombourquette and am discussing how we can establish consistent communication with a view to building a partnership based on mutual respect and shared leadership. Premier Rankin has already demonstrated a willingness to meet with Labour leaders, and I hope to soon be able to report back about the first meeting between the NSTU's leadership and the Premier in over four years.

At a time when the days grow longer and the sun warmer, we remain committed to building bridges and relationships that help us all realize needed changes in our classrooms to ensure supports, resources are in place for our students and one another. For the first time in a long time, that work feels much different than a few months ago, offering hope and possibility we have all longed for.

The strength we have found together to see each other through a pandemic, through major challenges we faced and resolved during the pandemic, will serve us well as we take these steps. I thank you for your resolve through these times. I remain humbled to represent you and am grateful for your solidarity that has laid the foundation of hard-earned recent progress and earned us a fresh horizon to look forward to.

Wishing you and your loved ones a superb March. All my best,
Paul

poste a été créée grâce à un leadership partagé avec les membres afro-néo-écossais, noirs et autochtones, et en consultation directe avec eux. Le NSTU a tiré des leçons précieuses sur la façon d'aller de l'avant en matière d'équité et de justice au sein de notre organisation – en nous associant à des membres soucieux d'équité et en déterminant ensemble les changements qui nous aident à progresser de manière constructive et responsable.

La Nouvelle-Écosse est récemment passée sous la direction d'un nouveau premier ministre. En plus du nouveau premier ministre, un remaniement ministériel a mis en place un nouveau ministre de l'Éducation et du Développement de la petite enfance. J'ai le plaisir de vous dire que j'ai pu prendre contact avec le ministre Mombourquette et que nous discutons de la façon dont nous pouvons établir une communication constante en vue de créer un partenariat fondé sur le respect mutuel et le partage du leadership. Le Premier ministre Rankin a déjà manifesté sa volonté de rencontrer les dirigeants syndicaux, et j'espère être bientôt en mesure de faire un rapport sur la première rencontre entre les dirigeants du NSTU et le Premier ministre en plus de quatre ans.

À une période où les jours rallongent et où le soleil brille plus fort, nous restons déterminés à établir des liens et à tisser des relations qui nous aident tous à réaliser les changements nécessaires dans nos salles de classe afin de garantir que les soutiens et les ressources sont en place pour nos élèves et pour nous-mêmes. Pour la première fois depuis longtemps, ce travail semble bien différent de ce qu'il était il y a quelques mois, offrant les espoirs et les chances auxquels nous aspirons tous.

La force que nous avons trouvée ensemble pour nous aider à traverser cette pandémie, à relever les défis majeurs auxquels nous avons fait face au cours de la pandémie et à les surmonter, nous sera d'un grand secours au moment de franchir ces étapes. Je vous remercie pour votre détermination en ces temps difficiles. C'est un grand honneur pour moi de vous représenter et je vous suis reconnaissant de votre solidarité, qui a jeté les bases des progrès récents et durement acquis et nous a valu un nouvel horizon dont nous pouvons nous réjouir.

Je vous souhaite, ainsi qu'à vos proches, un superbe mois de mars. Tous mes vœux de succès.

Paul

NSTU supports new poetry award honouring Maxine Tynes

The Writers' Federation of Nova Scotia (WFNS) is naming its new literary award in honour of the late writer Maxine Tynes.

The Maxine Tynes Nova Scotia Poetry Award will be awarded every other year for the best book of poetry written by a Nova Scotian writer. The inaugural award will be presented this year during the Atlantic Book Awards virtual gala on May 13.

Fundraising for the new award started in 2020, with \$1,800 received by an anonymous donor. More than 75 individual WFNS members also contributed to the endowment fund for the award. When Dr. Afua Cooper won the Portia White Prize in November, she named the WFNS her protégé, boosting the fund by \$7,000. Additional donations were received from the Delmore "Buddy" Daye Learning Institute and the Nova Scotia Teachers Union.

"I am thrilled to be part of the initiative

established to recognize Maxine Tynes," says Dr. Cooper. "This pioneering Nova Scotian poet, over several decades, delighted



Photo credit: Albert Lee.

us with stories of thunder, rain, formidable women, moonshine, windswept shores, Black Africans arriving from the sea, and making life on rocky land and swampy soil, and of sweet love in the afternoon. Maxine Tynes is our own people's poet, and we celebrate her."

Tynes was a celebrated poet, teacher, and lifelong resident of Dartmouth. A descendant of Black Loyalists, she drew on their rich and enduring heritage in her writing. Her poems explored her Blackness, feminism, and physical disability. Contracting polio as a child, complications brought on by the disease led to her death in 2011 at the age of 62.

She wrote four books of poetry, all published by Pottersfield Press. Her first, *Borrowed Beauty* (1987), announced her as a major new talent and received the Milton Acorn People's Poetry Award, recognizing

Continued on page 10

Examining Women in Educational Leadership in the Teaching Profession

by Elissa Corsi, PhD, Executive Staff Officer, The Alberta Teachers' Association, Government, Adjunct Professor, University of Alberta, Educational Leadership & Lisa Everitt, EdD, Executive Staff Officer, The Alberta Teachers' Association, Government

The mandate of the Alberta Teachers' Association (ATA) Women in Leadership Subcommittee includes research, public awareness and advocacy concerning the high-lights and low-lights of women in educational leadership. This article highlights the results of a needs assessment survey on systemic barriers that impact the entrance and progression of women in educational leadership roles.

To consider the question of underrepresentation of women in educational leadership and the associated status of women within the Alberta teaching profession, the Diversity, Equity, and Human Rights (DEHR) Committee of the ATA created a Women in Leadership (WIL) subcommittee, during the 2018-2019 school year.

The mandate of the subcommittee included the development of a research plan to investigate the experiences and obstacles affecting women in educational leadership in both the Association and public-school jurisdictions. A needs assessment survey was conducted and three major themes were identified: normative gatekeeping, gender stereotyping and work/family balance.

Normative Gatekeeping

Normative gatekeeping refers to the acceptance of a normalized model of leadership and the processes put in place to ensure that the accepted standard for leadership is maintained and replicated (Newton, 2006; Sperandio, 2015; Tallero, 2000). Bierema (2016) explained that "leadership literature has long been dominated by representation of the ideal leader as an individual who operates within a culture – and value-free space, possesses masculine traits, and is, ideally, male" (p 121). Normative gatekeeping and the reliance on an ideal leader model are evident in the data for this study. Participants identified three ways they experienced normative gatekeeping practices: overrepresentation of men in leadership positions, preferential hiring practices and lack of both formal and informal mentorship opportunities.

For many of the respondents, discrimination based on gender was evident because of the imbalance of the numbers of men and women in positions of leadership in relation to the overall population of teachers. This is evident in the low percentage: approximately 13 percent of women are school superintendents in Alberta. The Association's senior levels of leadership are similar. The 2019 Provincial Executive council was composed of 19 elected representatives and the Executive Secretary. Of these 19 representatives, 65% were men and 35% were female. Moreover, over the course of its history, the Association has had eight out of 55 or 15% provincial presidents who were female.

Blackmore, Thomson and Barty (2006) conducted a study in which they examined the perception of merit-based hiring processes and procedures for principal selection in Australia; they wrote that "it is evident that something has gone wrong with merit selection to produce such widespread disenchantment with the system" (p 298). The disillusionment referenced was due, in part, to their own finding that there was a clear preference on the part of hiring committees to select candidates who possessed known qualities despite stated goals to increase diversity within the principal leadership group. Blackmore, Thomson and Barty suggest that "the vexed technologies of selection tend to become a 'reproduction' model, in which those who do not fit a 'normalized principal identity' are excluded. That which is known or familiar can be called homosociability" (p 309). A more recent study from the University of British Columbia (2021) found that women who complete high school with A grades have relatively the same leadership opportunities than men with failing grades.

Even with hard work and proven capabilities women were not able to overcome the systemic barriers in place, such as normative gatekeeping. The qualitative comments of the participants revealed a perception that unfair practices were implemented in hiring for leadership positions in both school jurisdictions and the Association and that the 'old boys club' was still impenetrable.

Finally, respondents identified mentoring as a barrier to leadership positions for women. Mentoring is "a highly recognized and accepted strategy for attracting, developing, and sustaining leaders across the education sector and beyond" (Robinson, Horan, and Nanavati, 2009, p. 35). The qualitative data from this survey revealed that respondents identified differential opportunities for mentorship in their own career paths primarily on the basis of gender. Participants responded that women had fewer occasions to access mentorship opportunities. Particularly on an informal basis where they were often excluded, such as sports activities and informal get togethers.

Gender Stereotyping

The Office of the United Nations High Commissioner on Human Rights (2014) explained that "a gender stereotype is a generalised

view or preconception about attributes or characteristics that are or ought to be possessed by women and men or the roles that are or should be performed by men and women” (para 1). The Gender Equality Commission of the Council of Europe, in its Gender Equality Glossary (2016), explained how “stereotypes about women both result from, and are the cause of, deeply engrained attitudes, values, norms and prejudices against women. They are used to justify and maintain the historical relations of power of men over women as well as sexist attitudes that hold back the advancement of women.” Participants in this study identified that gender stereotypes are present and operating in Alberta school jurisdictions and the Association.

Participants stated that within their contexts, there was a division of labour based on gender, and pointed out that gender stereotyping started with the locations where teachers work. One participant noted, “I think there is an underlying gender bias when looking at the grade level male and females teach at. This bias is that female teachers are elementary teachers, and male teachers are middle school/ high school teachers.” In other words, female teachers tended to work with younger students whereas male teachers work with older students. Drudy (2008) asked students and pre-service teachers why males did not enter primary school teaching and found “the perception that primary teaching is a women’s job, or that it relates to a mother’s role, was the most frequently offered explanation by both school students and school teachers for the low proportion of male entrants to primary teaching” (p 311–12).

Work/Family Balance

“Women with children are expected to work like we don’t have kids and raise children like we don’t work. Look at the statistics. How many teachers are female—how many are in leadership positions?” (survey respondent quote)

The tension between work life, career progression and family is one that is well established in the educational literature and beyond (Bascia and Young 2001; Eagly and Carli 2007; Grogan and Shakeshaft 2011; Oplatka and Tamir 2009). As women continue to take on more responsibility outside the home, the amount of responsibility in the home for women has not decreased (Loder and Spillane, 2006; Oplatka and Tamir, 2009). Participants raised several interesting aspects with respect to childbearing, family obligations and career progression in relation to discriminatory treatment. While scholars point to work/family balance as internal barriers to a woman’s career advancement, given that many women still take on primary responsibility for domestic work at home (Bascia and Young, 2011; Oplatka and Tamir, 2009), participants also pointed out that there were aspects to their experiences that were external in nature. For example, one participant shared the view that “Women are often not put in roles of leadership if in child-bearing years. Commitment is questioned,” and another wrote “I believe that women are consistently passed over for leadership roles when they are in their ‘child-bearing’ years and also when they have young children at home.” Finally, another participant speculated that “young female teachers may be passed over for a position (contract) on the basis that

they may become pregnant and request a leave.”

These comments illustrate how a masculine version of the ideal worker may be inhibiting the career advancement of women in schools and in the Association. While it may not be explicit in nature within school jurisdictions or the Association, the perception that women in their childbearing years are not potential candidates for leadership positions may have a caustic effect on female teachers who aspire to educational leadership.

Conclusion

The results from the needs assessment survey have confirmed that further research is needed into the systemic barriers that impact the entrance and progression of women in educational leadership roles. All these elements have been further emphasised by the current COVID-19 pandemic. In this era, the role of women is rapidly changing, responsibilities increasing and inequalities becoming more pronounced. This current lived reality has further reinforced the inequality already prevalent in today’s society. The economic downturn has been dubbed a she-cession (Lewis, 2020; LeanIn, 2020; Powers, 2020) and the impact on the working lives of women and teachers is beginning to be documented (Chung, 2020; Promundo, 2019; United Nations, 2020; Wenham, Smith and Morgan, 2020). The WIL committee continues to study various factors such as: family life, caretaking, socio-cultural roles and perceptions, and economics within the reality of the pandemic.

This article was reprinted with permission from The Alberta Teachers’ Association.



Contract Employment Opportunity
with the Educational Leadership Consortium of Nova Scotia
Coordination of ELC Programming

Position Title:	 <p>THE LEADERSHIP ACADEMY Program Coordinator for the Nova Scotia Instructional Leadership Academy (ILA Coordinator)</p>
Position Overview Description of and Responsibilities associated with Position:	In collaboration with the Educational Leadership Consortium of Nova Scotia and the Nova Scotia Department of Education and Early Childhood Development, the program coordinator manages and facilitates all aspects of the planning, implementation, and evaluation of the Nova Scotia Instructional Leadership Academy to ensure the systematic and effective delivery of the program.
Reporting to:	Executive Director of ELCNS
For additional information and/or full details about the position:	<p>The Full Position Description, which includes: Duties & Responsibilities, Skills & Responsibilities; Knowledge, Skills & Abilities; Education & Related Experience; and Terms of Service can be viewed via this link: http://bit.ly/3bYZeyv</p> <p>Please contact Stephanie Isenor-Ryan, Executive Director of ELCNS at sisenorryan@elcns.ca or 902-890-4367 if you have any questions or require additional information.</p>
How to Apply/Express Interest:	Complete the attached Expression of Interest form and send it to Karen Turner, Assistant to the Executive Director at kturner@elcns.ca
Remuneration:	Details included in the Full Position Description , which can be viewed via link above.
Start Date:	Monday, July 5, 2021
Deadline to Express Interest:	Friday, April 2, 2021

February 26, 2021

Email your name, home address, and the name of your school with **PL Giveaway** in the subject line to theteacher@nstu.ca by **April 12, 2021** to be eligible for the draw.

I'm Finding My Talk

written by Rebecca, Artwork by Pauline Young

Written by award-winning Mi'kmaw poet Rebecca Thomas, *I'm Finding My Talk*, published by Nimbus Publishing is a companion picture book to Rita Joe's *I Lost My Talk*. A second-generation residential school survivor, Thomas writes about rediscovering community and finding culture through an honest and open response poem, reflecting on the process of working through the destructive effects of colonialism. *I'm Finding My Talk* features stunning, vibrant illustrations by Mi'kmaw artist Pauline Young.



Email your name, home address, and the name of your school with **EQUITY** in the subject line to theteacher@nstu.ca by **April 12, 2021** to be eligible for the draw.

I Lost My Talk

written by Rita Joe, Artwork by Pauline Young

I Lost My Talk by acclaimed poet Rita Joe of Whycocomagh First Nation references her time at the Shubenacadie Residential School. Known as the Poet Laureate of the Mi'kmaq, Joe's poem has inspired Indigenous youth across the country and is an often quoted piece in this era of truth and reconciliation. Her powerful words explore and celebrate the survival of Mi'kmaw culture and language despite its attempted eradication. Published by Nimbus this book features stunning, vibrant illustrations by Mi'kmaw artist Pauline Young.



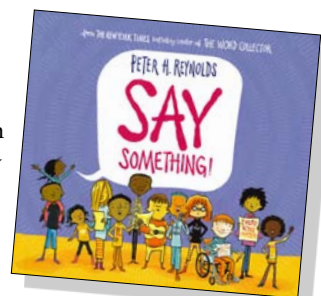
fresh

Putting new members in the KNOW!

Email your name, home address, and the name of your school with **FRESH** in the subject line to theteacher@nstu.ca by **April 12, 2021** to be eligible for the draw.

Say Something by Peter H. Reynolds

Published by Orchard Books, an imprint of Scholastic Inc., New York Times bestselling author of *The Word Collector* tells an empowering story about finding your voice, and using it to make the world a better place. Reynolds explores the many ways that a single voice can make a difference if we all have the chance to say something with our actions, our words, and our voices.



HAVE A GOOD IDEA
FOR SUPPORTING
PEACEFUL SCHOOLS
AND COMMUNITIES?

We can help you turn
your idea into a useful
practical program!

If you, your class, or your colleagues have ideas to share with other teachers and classrooms in Nova Scotia, get a Sheonorail Project Application Form from sheonorail.nstu.ca.

Our Mandate

is simple. The Sheonorail Foundation will extend financial resources to any active or retired member of the Nova Scotia Teachers Union, to any group of active or retired NSTU members, or to any group of public school students working in cooperation with a teacher advisor(s).

Our purpose

is to support research, inquiry, reflection, writing, distribution of information and interventions which focus on all forms of peaceful schools initiatives.

Our Pledge

is to award funding grants for peaceful school programs that have a direct and immediate impact on public school classrooms, students, administration and community.



PROJECT APPLICATION MAILING ADDRESS

Sheonorail Foundation
Project Review Committee
3106 Joseph Howe Drive,
Halifax, NS B3L 4L7

DEADLINE
April 9, 2021

SHEONORAIL
FOUNDATION

CONGRATULATIONS TO OUR JANUARY/FEBRUARY BOOK WINNERS!

EQUITY — Rhonda McLean — CCRCE

FRESH — Paige Littlefair — CSAP

PL GIVEAWAY — Nancy Bradley — APSEA

Good For You! Dietitians help you find your healthy.

Nutrition Month 2021

Adapted from Dietitians of Canada

March is Nutrition Month and this year dietitians across Canada are coming together to help you find your healthy. The campaign from Dietitians of Canada focuses on the message that healthy eating looks different for everyone, recognizing the role that culture and food traditions, personal circumstances and nutritional needs play in determining what is “Good For You.”

“As dietitians, our role has less to do with instructing, and more to do with listening. Rather than telling our clients what they need to do in order to achieve the “ideal” health standard, we help them find their healthy,” explains Julia

Liber, dietitian and Nutrition Month spokesperson.

“There’s this misconception that there is only one way of eating well,” adds Sharmini Balakrishnan, dietitian and Nutrition Month spokesperson, “but how can that be true when there are so many systemic, structural, and cultural factors that determine one’s health and thus, how they eat? As a dietitian, it is important to work together with communities while we all advocate for racial equity, income security, affordable housing, and many other key system changes, which will ultimately support health for all.”

Throughout March, dietitians in

communities and workplaces across the country will be sharing how they can help you find your healthy, taking into consideration your culture and food traditions and nutritional needs as well as your personal circumstances. Are you ready to find your healthy? There are many ways to [find a dietitian near you](#).

To help you celebrate Nutrition Month, Dietitians of Canada has prepared an Activity and Ideas guide, free [Recipe e-Book](#) and other resources available at [NutritionMonth2021.ca](#).

Dietitians Day, on March 17, featured a webcast *Addressing cultural competency and cultural safety in nutrition practice*, with Piraveena Piremathasan Pdt, CDE, CBE. She is a dietitian, Certified Diabetes Educator and Certified Bariatric Educator practicing in Montreal, Quebec. For more information: <https://www.dietitians.ca/Events/2020/Dietitians-Day-Addressing-cultural-competency-and>

About Nutrition Month

Dietitians of Canada has led the annual Nutrition Month campaign in Canada for over 35 years. The public awareness campaign reaches millions of Canadians, with activations across the country, led by Dietitians of Canada, individual dietitians, students as well as other stakeholders.

Dietitians of Canada is grateful to the Nutrition Month Official Communications Ambassadors who help share Nutrition Month messages with Canadians including the Heart and Stroke Foundation of Canada, the Canadian Digestive Health Foundation, the Canadian Public Health Association, Nutrition Connections, the Canadian Nutrition Society, and the Ontario Optometrist Association.

Thank you to Nutrition Month Official Sponsor Dairy Farmers of Canada and Benefactor [CanolaEatWell.ca](#) who help bring Nutrition Month 2021 to Canadians.



resources

New Indigenous Music Resource

MusiCounts, Canada's leading music education charity, announced a new learning resource, *Kanata: Contemporary Indigenous Artists and Their Music*, that supports teachers in bringing Indigenous voices, perspectives and music into classrooms. This new resource is a product of collaboration between several Indigenous educators, advisors, and artists. Grade 7 to 12 music or social studies educators can explore and celebrate contemporary Indigenous music in the classroom in a way that is authentic, respectful, and culturally appropriate.

"I am truly honoured to have been invited to be the writer and creator of the newest MusiCounts Learn teacher resource guide, *Kanata*," says educator and musician Sherryl Sewepagaham, who led the development of the resource. "The uniquely Indigenous approach to this resource will allow teachers and students to explore the life and music of three dynamic, contemporary Indigenous artists with in-depth lesson plans, artist interview videos, and supplementary

teaching material. This resource aims to help educate both teachers and students about Indigenous voices and histories, colonial and environmental impacts, social injustices, and language revitalization efforts that each of these artists explore through their music."

The teacher resource guide explores the music of Jeremy Dutcher, Silla and Rise, and the Snotty Nose Rez Kids. The three artists contributed videos in which students can learn about this music directly from them. With a blend of genres including rap, classical, and electronic dance music, this resource will act as a pathway through which students will understand that Indigenous music is an evolving and diverse practice spanning many genres and sounds.

Kanata is the latest resource to be produced under MusiCounts Learn, MusiCounts' newest program which supports music education in Canada through creating new, innovative teaching resources for educators. The *Kanata* resource is free to use for all educators across Canada and can be accessed at musiccounts.ca. Schools and students who use this resource will be invited to submit a capstone project by May 24, 2021 for a chance to receive one of ten \$1,000 MusiCounts grants to support music education at their school.

"I hope this resource will be a conduit for schools and educators to work towards addressing and building positive relationships between Indigenous and non-Indigenous Canadians through the Truth and Reconciliation Commission's *94 Calls to Action* in education," continues Sewepagaham.

Additional information about the *Kanata* teachers resource guide and MusiCounts can be found at <https://www.musiccounts.ca/programs-overview/kanata/>

Financial Literacy 101

The Canadian Foundation for Economic Education and National Bank will be collaborating with provinces all across Canada to develop a new online self-instruction course for high school students. This program will also be available to teachers, parents, and the general public to use independently as a tool to improve their financial knowledge and capability, and also improve their confidence in helping students and their children with their financial education development. Please feel free to check it out at <https://cfee.org/program/finlit-101/>. To view all of CFEE's programs go to <https://cfee.org/>. For further info please contact provincial program coordinator: Patricia (Pat) Hillier at phillier@cfee.org, 902 664-8189.



2021 REGIONAL PROVINCIAL EXECUTIVE ELECTIONS UPDATE

All regional elections will be conducted by electronic vote.

Region	Acclaimed Member
Annapolis/Hants West/Kings	Jo-Leigh MacPhee
Atlantic Provinces Special Education Authority (APSEA)	Mary Currie
Cape Breton Industrial	Peter Day
Cumberland	Sharon Midwinter
Conseil syndical acadien de la Nouvelle-Écosse (CSANE)	Georgette Samson
Digby/Shelburne/Yarmouth	Russell Comeau
Halifax City	Angela Gillis
Halifax County	Duncan Cameron
Northside Victoria	Kathy Evans
Pictou	Myla Borden

as of March 17, 2021

continued from page 5

her as a People's Poet of Canada. Her later books include *Woman Talking Woman* (1990) and *The Door of My Heart* (1993), as well as a collection of poetry for children, *Save the World For Me* (1991).

She championed the search for Black Nova Scotian identity and community. "We are constantly looking for who we are," she wrote in *Borrowed Beauty*. "So many signals have been lost historically and culturally along the way." She was also known as a beloved English teacher at Cole Harbour High and Auburn Drive High schools, where she worked for a combined 31 years. For excellence in teaching, she received a Canada Medal from the Governor General in 1993.

The new Maxine Tynes Nova Scotia Poetry Award joins four other WFNS administered literary awards, including the \$25,000 Thomas Raddall Atlantic Fiction Award, the J.M. Abraham Atlantic Poetry Award, the Evelyn Richardson Non-Fiction Award, and the Ann Connor Brimer Award for Atlantic Canadian Children's Literature.

To facilitate the debate of some 113 resolutions, delegates will participate in an electronic pre-Council vote. Any constitutional (by-law or Standing Order amendments) and costed resolutions (those with an impact on the budget) will automatically be debated at the Virtual Annual Council in May. Delegates will have access to vote on the other resolutions online between April 14 and 28. They will be able to vote either to: accept, reject, or debate at Council on the voting ballot.

"This helps to streamline the length of our Annual Council and gives every delegate a say on every resolution," continues Wozney. A majority of registered Voting Delegates must take part in the Pre-Council voting for this process to be valid. "This doesn't mean a majority must vote on each Resolution, rather a majority must have participated in the Pre-Council voting process," he adds. Delegates may abstain from voting on any given Resolution.

This year's Council participants will include Voting Delegates (Provincial Executive, Local Voting Delegates, Regional Voting Delegates, and Professional Association Voting Delegates), Non-Voting Delegates (Local Alternate Delegates), Local Observers (must never have attend a previous Council), Independent Chair Mary-Lou Donnelly, Council Parliamentarian Hope Lemoine, and NSTU staff.

Voting delegates will receive a copy of the Annual Council Workbook containing all the resolutions and other essential information in early April. Elections for Annual Council committees and the election of the first vice-president will take place during Council. Like last year's Virtual Annual Council, held on October 3, a pre-Council Q & A telephone Town Hall to help facilitate debate and discussion on the NSTU annual budget will take place on April 21 at 7 p.m. "This will provide members a chance to learn

more about the details of the budget and prepare amendments in advance," says Wozney.

The deadline for registration is April 16. Detailed information about this year's Annual Council has been forwarded to delegates and a virtual orientation session has already taken place.

"While conducting our Annual Council virtually is not the same as face-to-face, we are still providing democratic oversight, and a forum for members to have their voices heard," concludes Wozney. "We are compelled as an organization to conduct Council 2021 in carrying out the essential business of our union while respecting public health guidelines to help prevent the spread of COVID-19, and we believe we're presenting a balanced approach to this reality."

The NSTU plans to return to its standard Annual Council format in 2022, if deemed safe to do so by public health officials.



RTO Legacy Foundation

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

The application deadline is **March 31, 2021**.

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

Candidate 1st Vice President

Thérèse Forsythe



*Working together for a stronger union /
Travailler ensemble pour un syndicat plus fort*

Professional Experience

High School Math and science teacher
Instructor for math and education programs
at Acadia
Lead numerous math and science professional
development sessions/in-services for the
AVRCE and EECB
Masters of Education – Curriculum (Acadia)
Masters of Education – Technology (Acadia)
Masters of Education – Leadership (Acadia)

Provincial NSTU Experience

Secretary Treasurer
Table Officer
Provincial Executive member
Member of Pension committee
Chair – Finance and Property
Member and then Chair – Insurance Trustees
Steering Committee – Annual Council
John Huntley Intern
Ad Hoc Committee for SSP (Resolution 2018-9)
Member Services Chair
Negotiating Team Member
Board Member For CTF/FCE
1st Vice President

Regional NSTU Experience

AVRRC
Treasurer – AVRRC
Grievance Committee
REWC

Kings Local Experience

Treasurer – Kings Local
Rep Planning
Chair – Finance Committee
PD Committee
Communications Committee

Dear NSTU siblings,

Two years ago I asked for your support so I could support you as First Vice President as we faced uncertainty and further opposition from a relentless government. You put your faith in me then to help reclaim our voice, reestablish our solidarity and reposition our union as a trusted public education leader.

Since that time, I have devoted myself to that work and to you. I come to you once more to ask for your continued support as First Vice President so I can carry on the good, strong work we have begun together.

As First Vice President, I have proudly served over 9300 public school teachers, school counsellors and school-based specialists who teach in every corner of our province as well as students with visual and auditory impairments across Atlantic Canada. Je suis également fier de nos 650 membres qui ont le mandat unique de promouvoir et de préserver la langue et la culture acadiennes, le riche patrimoine des plus anciens francophones du Canada.

Throughout COVID-19, the space I have supported for your Provincial Executive has helped ensure our voices have been the strongest, the loudest and most trusted when it comes to the absence of protections in our schools and need for improvements to support our students, ourselves and staff siblings and communities.

I served as your voice on the board of the Canadian Teachers' Federation during 2019-2020 as the pandemic unfolded, where I shared your concerns and priorities and brought back critical information from other teacher unions that have helped the NSTU advocate effectively for you here at home.

I served on your negotiating team which achieved a fairly negotiated contract for us all. That agreement honoured your priority to improve working conditions and recognize the fundamental changes in our jobs that we wrestle with daily. I look forward to further efforts to realize improvements that address systemic needs like full implementation of the inclusive education report, addressing nationally worst child poverty and the crisis in mental health students and staff alike are facing in schools.

Your support two years ago made it clear you expected the First Vice President to work collegially with the president and Provincial Executive. Since then I have forged a strong, positive partnership with our president and with those at the PE table. Together we have created a space that values differing opinions as a key part of what it takes to put members first in all we do.

I ask for your vote and continued support as your First Vice President. Thank you! Merci!

NSTU holds BIPOC Staff Officer Consultations

To combat systemic racism and meet the unique and complex needs of members who are Black, Indigenous and People of Colour (BIPOC) the NSTU is looking to establish a new executive staff position.

“The provincial executive has put forth a resolution to go to Annual Council to create this position,” says NSTU president Paul Wozney.



Above are participants/facilitators from the February 10 session. Top row: facilitator Malik Adams (Halifax City), Myla Borden (Pictou Local) and Les Mullings (Colchester-East Hants). Middle row: David Philip (Yarmouth), facilitator Joanna Alphonso (Lunenburg County), and executive director Steve Brooks. Bottom row: Paul Wozney, Venessa Brooks (Halifax City) and Angela Colley (Halifax County).

To facilitate this, the NSTU held four BIPOC staff officer consultations during the month of February. “It was critical that this process be driven by the first-person perspectives of BIPOC teachers and specialists within the NSTU,” he continues.

The proposed job description/scope of practice was co-developed with BIPOC NSTU members through these consultations, which were facilitated by BIPOC members. “Their lived experience is crucial to creating a more equitable union where BIPOC members feel represented and supported on an ongoing basis.”

Two sessions were held for African Nova Scotian and Black members, and two were held for Indigenous members.

The BIPOC NSTU members engaged as facilitators who participated in the consultations were: Malik Adams, Joanna Alphonso, Joey Desmond, Kim Lickers, Andrea Marsman, and Phillip Prosper.

“The role description for this new position was created through shared leadership with African Nova Scotian, Black and Indigenous members in direct consultation with African Nova Scotian, Black and Indigenous members,” adds Wozney.

Through the consultations, participants were asked to think about issues currently facing BIPOC members, supports needed and potential roles.

One participant commented that, “I’ve never had a desire to get involved with the NSTU. I don’t have a sense of ownership, and I don’t see myself connected.”

Another said “I don’t want this to be a token position.”

Some of the themes that emerged from the consultations included a lack of safe spaces, and representation to address the systemic racism and its resulting challenges for BIPOC members; the need for an easily accessible point of connection for relationship, resources and advice when dealing with racist issues in the workplace; and the need for supports, including meaningful and relevant professional learning for BIPOC members.

“Addressing these issues through the establishment of a staff officer position will help to build a sense of belonging to the NSTU,” adds Wozney.

Some of the objectives of this new role evidenced through the consultation process include: increasing access to supports for BIPOC members to help deal with the trauma of negative-lived experiences related to racism; and ensuring BIPOC members have a person dedicated to addressing issues of racism and discrimination that is dedicated to supporting ongoing relationships with African Nova Scotian, Indigenous and other BIPOC communities across the province. Another important objective is developing clear protocols and reporting mechanisms to address issues of racism affecting teachers.

Another participant said: “It’s important to reach out to the (BIPOC) communities as well— have the NSTU be more involved in the community. This is something a staff officer could facilitate.”

“What was clear from these consultations, is that analyzing the barriers to engagement and involvement of BIPOC members and developing programs to encourage those members to participate in leadership roles within the NSTU is a crucial component of the staff position.”

One participant who was reluctant to participate in the consultation process said they were glad they did, and now feel more of a connection with the NSTU.

“The consultations were well received by participating BIPOC members,” concludes Wozney. “They were pleased the NSTU engaged them in this process and look forward to the NSTU’s ongoing work in addressing systemic racism.”



Indigenous facilitators Kim Lickers (Halifax City) and Phillip Prosper (Inverness) are shown with the NSTU president and executive director during the February 18 session.



NSTU CAMPAIGN GUIDELINES

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

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.

* Due to the Virtual nature of Annual Council 2021 some special rules exist.

Annual Council Elections

Annual Council Elections for First Vice-President, CTF Delegate, and Committees (Discipline, Professional, and Resolutions) will be conducted using email voting, polls to be open Saturday, May 1st, 2021 from 6:00 a.m. to 4:30 p.m. It is very important that Central Office has accurate email addresses for all Voting Delegates.

First Vice-President Election

Candidates for First Vice-President have the opportunity to pre-record a seven-minute address to Council to be supplied to NSTU Central Office by noon on Thursday, April 29th, 2021. Pre-recorded addresses will be posted to the NSTU Website by noon Friday, April 30th, 2021. A question and answer session with candidates will be conducted during the Friday evening session of Council weekend.

CTF Delegate and Committees Elections

Nominations are currently open and will close Friday, April 30th, 2021 as the last item of business in Council's Opening Session.

Nominations

The Nomination form and campaign guidelines can be found at <https://nstu.ca/the-nstu/structure/annual-council/elections-campaign-guidelines> and must be emailed to council@nstu.ca by the appropriate deadline.

resources

media LIBRARY @LRTS

Digital Resources for Teachers

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

Social Media, Digital Citizenship, and Fake News

This month, we are highlighting videos that you can stream and download from Learn360. You can access Learn360 from either the EduPortal or Google Apps for Education without an additional login. Once you have accessed Learn360, simply click on the links below to access these videos and many more.

Depression and Social Media (grades 9-12)

<https://learn360.infobase.com/PortalPlaylists.aspx?wID=114538&xtid=205751>

Many teens enjoy social media. Many also face issues with depression or know friends and family members who do. Researchers have established a link between social media use and depression possibly because social media often creates false impressions, exposes teens to bullying and insults, or leaves teens feeling left out. There are many positive aspects to social media, but teens must think carefully about how they use it, what they choose to allow in their feeds, and who they choose to connect with online. (6 min.; 2020)

Should I Share It? (grades 6-12)

<https://learn360.infobase.com/PortalPlaylists.aspx?wID=114538&xtid=209890>

From the BBC series My World, this video investigates the questions students could ask before sharing news on social media.

They read and discuss an article called “Should I Share It?” and are introduced to the issues by the BBC My World video, “What About Social Media?” The video explores the role of social media in spreading accurate news and inaccurate news and rumors. Students explore the roles of different types of news available through social media and use a decision flowchart to help evaluate whether a news story is “shareworthy.” (7 min.; 2020)

Where Do You Find Your News? (grades 6-12)

<https://learn360.infobase.com/PortalPlaylists.aspx?wID=114538&xtid=209889>

From the BBC Series My World, this video explores the different ways people get news in today’s world. Students learn to distinguish more impartial news, which can be verified and is free from bias, from news that may lack independence or accountability. Students learn to curate news and build their own “news neighborhoods.” They also explore how to navigate news with a “content filter” in order to obtain news that they find credible, meaningful, challenging, and relevant to their lives. (3 min.; 2020)

Online Safety and Responsibility (grades 6-12)

<https://learn360.infobase.com/PortalPlaylists.aspx?wID=114538&xtid=141324>

From the series Public and Permanent, this multi-award winning program looks at utilizing technology as a tool to thrive online while also promoting responsible use of technology and preventing digital abuse. (7 min; 2017)

Status Updates (grades 6-12)

<https://learn360.infobase.com/PortalPlaylists.aspx?wID=114538&xtid=141327>

From the series Public and Permanent, this video looks at how oversharing information such as location & future plans have led to unfortunate challenges for many digital citizens. Status Updates when used responsibly can be wonderful vehicles of expression, but they need to be used responsibly. Watch this and learn how to post safe and effective status updates. (5 min; 2017)

Digital Permanence (grades 6-12)

<https://learn360.infobase.com/PortalPlaylists.aspx?wID=114538&xtid=141330>

From the series Public and Permanent, this video looks at the permanence of digital tools and how that can be a wonderful asset if you want to save an important email—or a video of a beautiful moment in your life. But abusing digital tools thinking that deleting embarrassing or exploitable digital content makes it disappear has created many challenges for digital citizens because delete does not mean it is gone. Learn more about the permanence of technology and why it is so important to remember before we create something we may not want sticking around forever. (9 min; 2017)

Fake News. Part 1

(grades 6-12)

<https://learn360.infobase.com/PortalPlaylists.aspx?wID=114538&xtid=145229>

Fake news is more than a social media menace—it's threatening critical thinking skills needed to develop information literacy. Combined with the impulse to share exciting, shocking and alarming stories, fake news is shaping—and distorting—perceptions, especially in younger demographics. In this video, viewers learn what drives fake news, how to spot it and how to de-bunk it. They'll see how to distinguish between bias and accuracy, and opinion from fact. Vignettes that mimic online feeds and searches show how to detect completely false stories, slanted information, pure propaganda and misused data. (23 min.; 2018)

Fake News. Part 2

(grades 6-12)

<https://learn360.infobase.com/PortalPlaylists.aspx?wID=114538&xtid=145230>

Fake news is prevalent because it seems so real. But passing it along via social media is more than sharing. It lends credibility to untrustworthy sources. By explaining click baits, bias and information bubbles, this video helps viewers discern what's real and what's not. Startling examples of altered photos reveal the skills employed by fake newsmongers. Cross-referencing to determine objective news sources and sites is explained along with reverse image search and expert confirmation. This video will assist viewers in getting past the hype of fake news to discover the real story. (24 min.; 2018)

In addition to our lending and duplication collections, the Media Library also has videos that can be downloaded or streamed. Please log into the EduPortal and click on the link for "Online Video Library/Learn360" to access these digital titles.

The John Huntley Memorial Internship Program

The deadlines for application for the John Huntley Memorial Internship Program are

October 1, 2021.

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.

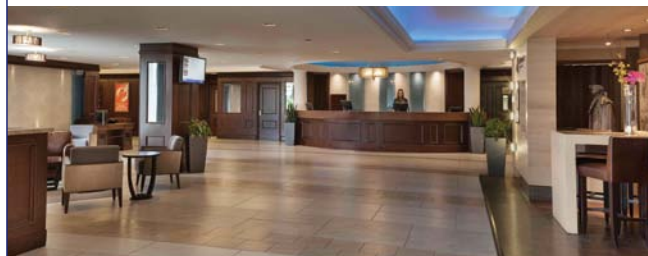
The internship provides members with an opportunity to learn more about the NSTU.

Nova Scotia Teachers Union

The March John Huntley session will take place in May, 2021. New delegates chosen will be for the session following the October 1, 2021 deadline.

HOTEL HALIFAX

www.hotelhalifax.ca • 833.357.8155



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

NSTU Preferred Pricing

30% OFF

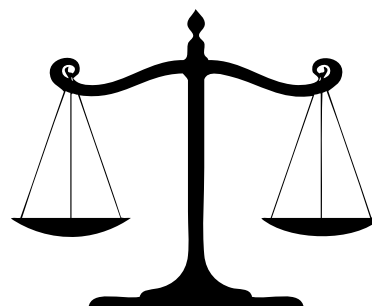
YOUR Will and
Enduring Power of Attorney



ANDERSON SINCLAIR NS DIVISION

Law Offices: 1-877-343-9894

Email: bbalcom@andsinc.com



coming events

APRIL 21

Talk With Our Kids About Money Day

Talk With Our Kids About Money Day (TWOKAM) on April 21, 2021 is a day when educators and parents/guardians can begin, or continue, talking with their kids about money. To make it easy, fun, and engaging for all, the TWOKAM website provides easy to use resources. Teachers, check out the school program resources which provide complete lesson plans linked to provincial curriculum – easily used and adapted for Grades 4-8. Participate on any day, at any time. Let's get talking! It can have a big impact on the futures of our children. And when you do talk, we would love to hear about your experiences – and share good ideas with others. **Prize money to be won.** Go to <https://cfee.org/program/talk-with-our-kids-about-money-twokam/> for more details and check out these videos: <https://youtu.be/TLeSeAmwwew> (E) <https://youtu.be/9iIMnc4xgCo> (F) For further info please contact provincial program coordinator: Patricia (Pat) Hillier at phillier@cfee.org, 902 664-8189.

notices

My Money My Future

The Canadian Foundation for Economic Education (CFEE) partners with CIBC to challenge youth across Canada to create new tools and resources to help young Canadians improve their financial knowledge, skills and capability. We are reaching out to high school students aged 14-18, in all subject areas, to apply their creativity, skills, and passion to develop a new learning resource to help us teach important financial knowledge and skills to youth. This innovative peer-to-peer learning program aims to promote and apply a sense of fun and creativity to an important life skill—financial literacy. Prize money to be won. Check out these videos: <https://youtu.be/5eO4gY77Qqk> (E) <https://youtu.be/gGmm5gFbD04> (F). For further info please contact provincial program coordinator: Patricia (Pat) Hillier at phillier@cfee.org, 902 664-8189 or visit <https://cfee.org/program/my-money-my-future/>.



A program of
CFEE CANADIAN FOUNDATION FOR ECONOMIC EDUCATION
FONDATION CANADIENNE D'ÉDUCATION ÉCONOMIQUE

Student well-being

=

success

Education Week 2021

May 9-15

We want to recognize educators, school support staff and education partners for their outstanding work in helping students learn and adopt healthy lifestyles that support their physical and mental growth and development.

Proudly sponsored by:

Partners:

executive highlights

February 2, 2021

- Approved a recommendation that nominations for the by-election of the Halifax County Regional Provincial Executive Member open immediately and close on Monday, February 22nd, 2021 at 4:00 p.m. and that the voting day be set for Thursday, April 1st, 2021.

February 25 & 26, 2021

- Approved the Table Officers' Report;
- Approved members for the John Huntley Memorial Internship Program for a 2-day session;
- Approved members as alternates for the John Huntley Memorial Internship Program;
- Selected a member to serve on the Comité de programmation acadienne with a term to end July 31, 2021;
- Selected a member to serve on the Pension Committee with a term to end July 31 2021;
- Selected Paul Murphy, Halifax County, to serve as chair of the Pension Committee;
- Approved a recommendation that Paul Boudreau be offered a permanent Executive Staff Officer contract in Member Services effective August 1, 2021;
- Approved a recommendation that Mary-Lou Donnelly serve as Independent Chairperson for Annual Council 2021;
- Approved the granting of two Local Service Awards;
- Elected a 2nd Vice-President: Russell Comeau
Nominating Committee: Byron Butt
Personnel Committee: Natalie MacIsaac
- Approved a recommendation that the Audited Financial Statements as of July 31, 2020 be filed and forwarded to Annual Council 2021;
- Approved a recommendation that the proposed Draft Budget for August 1, 2021 to July 31, 2022 be forwarded to Annual Council 2021;
- Approved a recommendation that the mortgage be paid off at the Teachers Plus Credit Union;
- Approved a recommendation that Facility Project Option 3 in the Friday January 22, 2021 Black & McDonald report be approved;
- Approved a recommendation that the Finance & Property Committee investigate the replacement cost of the NSTU Building elevator;
- Approved amendments NSTU Operational Procedure 4 – Committees – Standing Committees of the Provincial Executive by inserting a new f – Health and Safety

Committee as outlined and the remainder of the procedure be re-lettered effective August 1, 2021;

- Approved a recommendation that the Provincial Executive form an Ad hoc Committee on Inclusion of Equity Seeking Members;
- Approved a resolution be forwarded to Annual Council 2021 regarding Policy Section VI – General, 12 – Merchandise – Fair Trade Purchasing;
- Approved Provincial Executive meeting dates through 2021-2024;
- Approved a recommendation that Annual Council 2021 be conducted using a virtual format;
- Approved a recommendation that the business to be conducted at Annual Council 2021 be as outlined;
- Approved a recommendation that attendance at Annual Council 2021 be as outlined;
- Approved a recommendation that Resolutions to Annual Council 2021 be conducted as outlined;
- Approved a recommendation that Elections at Annual Council 2021 be conducted as outlined;
- Approved a recommendation that Locals, adhering to public health guidelines, be encouraged to gather together in order to participate as a group via virtual platform as approved for Annual Council to facilitate delegate learning and engagement, the expenses to be covered by provincial Annual Council Budget;
- Approved a recommendation that Shawn Hanifen, Local President Halifax County Local, acts as the Regional Electoral Officer for both the election and by-election currently underway in the Halifax County Region;
- Approved a recommendation that the NSTU provide \$8,800 to the CTF/FCE's to be allocated to their Teachers' Action for Teaching account, funds to be taken from the Projects International budget line;
- Approved a recommendation that the NSTU participate in the CTF Urgent Action Appeal re: Jordan;
- Approved a recommendation that the NSTU participate in the CTF Urgent Action Appeal re: Myanmar;
- Approved a recommendation that the Provincial Executive allocate up to \$5000 from the Special Projects budget line to promote a substitute teacher contact information drive;
- Approved a resolution to Annual Council 2021 regarding NSTU By-Law I – Membership, sub-article 7 – Other Members.



Self-Care Tips and Strategies

For many members March Break is often a time to travel, whether it be a family vacation to Walt Disney World or an all-inclusive vacation to a sunny destination to escape the cold Canadian winter.

Although this March Break was quite different this year as a result of the global COVID-19 pandemic, the NSTU Group Insurance Trustees hope you all were able to practice some form of self-care. It's important for that self-care to continue to help you get through the rest of this challenging school year.

Having a good self-care regimen means that you perform deliberate actions to help you feel your best. It means that you are in tune with the physical, emotional, social, personal, spiritual, security, financial and work aspects of your life. You work to find balance in each of these areas because you recognize it as part of your responsibility to live your best life.

Practicing self-care will mean different things to different people, however, a good self-care practice consists of the four simple things:

- **Getting enough sleep** – Aim for between 7-8 hours at night. Rest is essential to reset our brains and going to sleep is like a deep cleaning. Physiologically and mentally, it can work wonders.
- **Eating well** – Get inspired to add more healthy foods to your diet and reduce consumption of things that do not nourish your body. Having a special meal or favorite food is great, in moderation.
- **Making time to lead an active lifestyle** – The least expensive way to exercise is to go for a walk. You don't need any costly equipment or memberships. You can head out the door, get some fresh air, take the dog around the block and enjoy the beauty of nature. Plan for at least 30 minutes of exercise each day as part of a good self-care practice.
- **Being present and enjoying the silence** – We're often convinced that if we aren't doing something, we're wasting time. In fact, being present in the moment with stillness and silence is something we all need. Plan for at least 15 minutes a day to meditate, bird watch, or even just sit and listen to your breath.

Ultimately you need to apply the self-care strategies that will work best for you, whether that is a spa day, star gazing, cooking, listening to or playing music, massage therapy, painting, reading, or watching your favorite TV show. You are practicing self-care as long as the choices you make help to recharge your sense of self and wellbeing.

Your NSTU Group Insurance Trustees hope that you find this information helpful and that you make self-care a priority. Take care and stay safe!



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

*"This program is one of
the top two things I've
done in my life."*

- April Wallace
school teacher



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



BreathingSpace
YOGA STUDIO

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.

1.855.616.6708

[Johnson.ca/educator](https://johnson.ca/educator)

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

CALL FOR A QUOTE
& BE ENTERED
FOR A CHANCE TO

WIN

**A \$20,000
CASH PRIZE!†**

JOHNSON 
INSURANCE
HOME • CAR

Johnson Insurance is a tradename of Johnson Inc. ("JI"), a licensed insurance intermediary. Home and car policies primarily underwritten, and claims handled, by Unifund Assurance Company ("UAC"). Described coverage and benefits applicable only to policies underwritten by UAC in NL/NS/NB/PEI. JI and UAC share common ownership. Eligibility requirements, limitations, exclusions, additional costs and/or restrictions may apply, and/or vary by province/territory. *As of December 1, 2020, \$465 savings available on car insurance if the following discounts are applicable: NB/NL: conviction free, multi-line, multi-vehicle, winter tire, long-term and qualifying group membership; NS: conviction free, multi-line, multi-vehicle, winter tire, long-term and select; PEI: long term, conviction free, select and qualifying group membership. Dollar savings may vary otherwise. †NO PURCHASE NECESSARY. Open May 1, 2020 – April 30, 2021 to legal residents of Canada (excluding NU) who have reached the age of majority in their jurisdiction of residence and are a member of a recognized group of JI (excluding members of any group in the health care sector) with whom JI has an insurance agreement. One (1) available prize consisting of CAD \$20,000. Conditions and/or restrictions may be imposed. Odds of winning depend on the number of eligible entries received. Math skill test required. Rules: johnson.ca/cash2020



Master of Education Programs

- Administration & Policy
- Curriculum & Instruction

PROGRAM OPTIONS

- Course, Project- or Thesis-based
- Specialized Cohort Learning
See cohort opportunities:
<https://www2.mystfx.ca/masters-of-education/med-cohorts>
- Online Education
- Part-time Study
- Full-time study available
- One month of study, normally held on campus in July

INFORMATION

1-877-867-3906

med@stfx.ca

<https://www2.mystfx.ca/masters-of-education/>

Refer to website for application deadlines

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



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

CONGRATULATIONS

to our
Status of Women Committee Book Winners!

Good Night Stories (English/French)

Katherine Terauds – AVRCE

Kristen Amiro – HRCE

Invisible Women (English/French)

Kelly Bower – CCRCE

Nadine Palmizi – CBVRCE



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

