

More government action needed to address substitute shortage

On March 1st the province announced that BEd students (preservice teachers) who are in their final practicum placement will be offered early certification to try and help reduce the number of unfilled teacher absences exacerbated during the Omicron wave of COVID-19.

It will be the preservice teacher's choice whether they substitute or not. Should a preservice teacher decide to engage in substitute teaching during their practicum placement, discussions with their associate teacher, practicum supervisor and school administration are encouraged to ensure the substitute teaching does not cause significant disruption for the associate teacher and the students in the classroom.

The NSTU and Department of Education and Early Childhood Development mutually agreed to this temporary initiative as it needed a change to the requirements for certification.

In a message to members sent the following day, NSTU president Paul Wozney described the rationale behind the decision. "While we understand the important role preservice teachers play in many classrooms, and the strong sense of mentorship that associate teachers have towards preservice teachers, this will help ease some of the burden and negative impacts that the higher volume of unfilled teacher absences has created," said Wozney. "This could also potentially provide BEd students with a more diverse and intense experience which could prove beneficial as they prepare for a career in teaching."

However, Wozney believes this measure

does not do enough to address the ongoing substitute shortage across the province which is impacting student achievement. In a March 8th news release the NSTU president called on government to increase compensation for substitute teachers to help improve recruitment and retention.

"The Omicron wave has placed tremendous strain on our education system to the point where basic supervision has become the sole focus in many schools, and this has come at the expense of providing engaging and dynamic learning experiences for students," says Wozney. "Teachers are being pulled from one classroom to the next filling in for sick and isolating colleagues and, as a result, they haven't been allocated the prep time necessary to adequately plan and prepare to meet the individual needs of their students."

Recently, the NSTU distributed a tracking form to members to record lost preparation time. Under the current collective agreement, 12.5 per cent of a teacher's time is required to be designated for marking and preparation.

According to recent media reports, approximately 12 per cent of teachers have been off sick at any given time during the peak of the

Omicron wave—this represents nearly 1,000 teachers. As stated above, the NSTU and EECD reached an agreement in allowing education students completing their practicums to substitute as a temporary action. Government and the education entities have also modified guidelines, in recent years, to allow for unqualified individuals to work as substitute teachers. Even with these measures, shortages persist.

"This is not a new problem, the substitute shortage

Continued on page 5

Cultural Responsiveness
Meeting Students Where They Are

Education Week April 24 – 30, 2022

This year's theme recognizes educators, school support staff and education partners for their outstanding work in recognizing that culture is much bigger than skin colour and race. It is the unique 'ways of living' that every child carries with them when they arrive at school each day. Cultural Responsiveness stresses the positive pedagogy of building relationships with students, parents, guardians and community to get to know home cultures. This ensures safe, caring schools where every student sees themselves reflected throughout their learning journey.

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New executive staff officer on the job

The NSTU welcomed Wendie Wilson as NSTU's newest Executive Staff Officer on February 14, 2022. Wendie is NSTU's BIPOC Engagement and Advocacy staff officer working in NSTU's professional learning department and is the inaugural teacher in this role. She holds an MEd in Africentric Leadership and a BEd in Elementary Methods from Mount Saint Vincent University, and a BA in Sociology and History from Saint Mary's University. Wendie has been a teacher for 20 years, most recently a classroom teacher at Chebucto Heights Elementary School. She also taught at Joseph Howe Elementary, Duc d'Anville Elementary, Park West School, and Dartmouth South Academy. Wendie was also a curriculum consultant with the Department of Education and Early Childhood Development's African Canadian Studies Services Branch from 2008 to 2010.

As BIPOC Engagement and Advocacy

staff officer she will provide professional learning, advocacy and member services to Black, Indigenous and racialized NSTU members by providing voice and raising concerns within the Nova Scotia Teachers Union and public education system. She will also support the NSTU in identifying and confronting systemic racism. Among other things, her role will see the development of BIPOC professional learning initiatives, research, mentorship as well as providing contract interpretation and assisting with grievances for BIPOC members.

She is an artist, cultural writer and speaker and is known for creating the African Nova Scotian Flag. She was a co-founder of the African Nova Scotian Freedom School and Nova Scotia Black Women's Alliance and also serves as a board member with the Africentric Learning Institute.

Grounded in eight generations of African Nova Scotian culture, she's excited to use



her vast experience in developing culturally responsive resources and professional learning materials to further the voice and capacity of NSTU's BIPOC members.

NSTU supports AUFA

On February 25, NSTU's provincial executive passed a motion to support the Acadia University Faculty Association (AUFA) in a show of solidarity for their labour dispute. Acadia faculty were on strike from February 1 until March 1 when mediation failed and the dispute was sent to binding arbitration. Shown is NSTU president Paul Wozney presenting a \$2,000 cheque to AUFA president Andrew Biro. Dr. Biro holds a Canada Research Chair in Political Ecology and Environmental Political Theory, and is an Associate Professor in the Department of Political Science and Environmental and Sustainability Studies program and coordinator for the MA program in Social and Political Thought.



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NSTU and Strait Regional Centre for Education sign regional agreement

On March 1 NSTU president Paul Wozney and Strait Regional Centre for Education Regional Executive Director Paul Landry signed a new regional collective agreement. In an online vote from January 11 to 13, 2022, the approximately 500 members of the Antigonish, Guysborough County, Inverness and Richmond Locals ratified the tentative agreement.

Forty-eight per cent of NSTU members working for the SRCE voted 96.8 per cent in favour of the agreement. The term of this agreement runs from the official signing date of March 1, 2022 until July 31, 2025. The agreement was reached over four days of bargaining.

"This is the second time a regional agreement for the SRCE has been signed," says NSTU president Paul Wozney. "I want to commend both sides for collaboratively reaching agreements in timely ways. It speaks to a very healthy working relationship and it's a treat to do this in person and celebrate a shared win."

The parties gained agreement on clauses pertaining to bereavement/special leave and teacher transfers, along with a new clause on Shared Teaching assignments. Both the NSTU and SRCE thank all parties, especially the negotiating teams, for their hard work in achieving this new regional agreement.



Left to right seated: NSTU negotiating team member Strait RRC Chair Paula Landry; NSTU president Paul Wozney; SRCE Regional Executive Director Paul Landry; and SRCE's Director of Human Resources Janice Gough.

Standing: NSTU executive staff officer Paul Boudreau; Inverness Local president Vince Jessome; SRCE's Manager of Human Resources and Employee Data Wendy MacDonald; NSTU negotiating team member John Burt (Richmond Local First Vice-president); Antigonish Local president Lynnette Babin; NSTU negotiating team member Tracy MacIsaac (Inverness Local First Vice-President); SRCE's Coordinator of Human Resources Chuck Boudreau; and Richmond Local president Danielle O'Brien.

Missing: NSTU negotiating team member Janet O'Brien (Guysborough Local First Vice-President) and Guysborough County Local president Dana Jewers; and SRCE negotiating team members, Barbara Avery (Principal, Chedabucto Education Centre/Guysborough Academy), Darryl Breen (Coordinator, Family of Schools/Math/Assessment), and Mark Teter, SRCE Legal Council.

Annual Meeting

for Teachers *Plus* Credit Union will be held:

Date: Saturday, March 26, 2022

Time: 11:00 AM

Details: Email info@teacherplus.ca to register for the meeting.





from the nstu president

Staying united as we re-enter a system without pandemic restrictions

The old saying goes that the only constant in life is change, and it's hard to imagine a time in our lives when that has rung more true than now.

After nearly two years altered by the wild swings of COVID-19, vacillating between lockdowns and a return to something approaching normalcy every few months, Nova Scotia is set to lift the state of emergency on March 21 after school resumes following March break. The world in which masks and vaccines are mandatory will no longer exist, and together we will face this shift and the uncertainty of whether it has happened too quickly.

This uncertainty is fueled by the dissonance between the messaging and decision making of Public Health and education entities. At a time Dr. Strang remains strong in his message that masking, while no longer mandatory, remains vital and something that we should continue to do to help protect the vulnerable among us, education entities' messages to families and students instead emphasize that mandatory masking is over on March 21.

On top of the exhaustion of two years of pandemic teaching, this kind of uncertainty is also combustible fuel for conflict and argument. There is no question we live in deeply polarized times. Discussing strongly held positions seems less possible now than before the pandemic.

That said, we should all recognize that among our membership there is a diversity of opinions about whether masking should or shouldn't remain in place. On one hand, there remain many members with legitimate concerns that lifting masking now ignores elevated risks of serious harms posed by Omicron to themselves, loved ones or students due to pre-existing health conditions. On the other, many members are exhausted and weary of the strain on vocal chords that teaching through a mask creates, or the ongoing negative impact on language acquisition for early elementary or additional language learners. The reasons on either side abound.

None of these members are wrong in the sense that their concerns are connected to real people and real impacts of lifting, or not lifting, restrictions. However, the discussion about masking all too easily boils down to "keep them on!" versus "take them off!" and has grave potential to transform valued, caring colleagues into deeply entrenched opponents.

And therein lies my greatest concern as we begin the transition to dealing with COVID-19 without public health orders and mandated restrictions.

To anyone watching, the fact that our schools have provided

Restons unis alors que nous revenons à un système sans restrictions liées à la pandémie

Un vieux dicton dit que la seule constante dans la vie est le changement, et il est difficile d'imaginer un moment dans nos vies où cela s'est avéré plus exact que maintenant.

Après deux années altérées par les revirements abrupts entraînés par la COVID-19, vacillant entre des confinements et un retour à quelque chose se rapprochant de la normalité tous les quelques mois, la Nouvelle-Écosse s'apprête à lever l'état d'urgence le 21 mars, après la semaine de relâche scolaire. Le monde dans lequel les masques et les vaccins sont obligatoires n'existera plus, et ensemble, nous ferons face à ce changement et à l'incertitude entourant la suspension possiblement trop rapide de ces mesures.

Cette incertitude est alimentée par la dissonance entre les messages transmis par la santé publique et les entités d'enseignement et les décisions qu'elles prennent. Alors que le Dr Strang continue de marteler que le port du masque, bien qu'il ne soit plus obligatoire, demeure essentiel et un geste que nous devrions continuer de faire pour aider à protéger les plus vulnérables parmi nous, le message des entités d'enseignements aux familles et aux élèves met plutôt l'accent sur la fin de l'obligation de porter un masque dès le 21 mars.

En plus de l'épuisement découlant de deux années à enseigner durant une pandémie, ce type d'incertitude alimente également les conflits et les débats. Il ne fait aucun doute que nous vivons à une époque très polarisée. Discuter de positions fermes semble maintenant moins possible qu'avant la pandémie.

Cela étant dit, nous devrions tous reconnaître que nos membres ont des opinions divergentes concernant l'obligation de porter un masque et sa levée. D'un côté, beaucoup de membres craignent toujours légitimement que la levée de l'obligation du port du masque ne tienne pas actuellement compte des risques élevés de préjudices graves qu'Omicron présentent pour eux, pour leurs proches ou pour leurs élèves en raison de problèmes de santé préexistants. D'un autre côté, de nombreux membres sont fatigués de la tension sur les cordes vocales qu'impose le fait d'enseigner en portant un masque ou de l'incidence négative continue sur l'acquisition du langage pour les élèves des premières années du primaire et apprenant une autre langue. Les raisons justifiant les deux positions abondent.

Personne n'a tort dans le sens où leurs préoccupations sont liées à de vraies personnes et aux effets concrets de lever ou de ne pas lever les restrictions. Cependant, la discussion entourant le port du masque se résume trop facilement à « gardez-les! » ou à

superb supports to students and families throughout the most difficult time to teach in our lifetimes is a testament to the unity, heart and professionalism of NSTU members. Schools worked because, united, we made them work, bonded by the shared mission of seeing the students, families and communities we invest our lives in through these challenging times to the very best of our ability.

Now we face a different challenge at a time controversy, argument and conflict between those with deeply held and legitimately felt concerns about the best way forward towards life after the pandemic are all but guaranteed, we must find a way to explore how to make this transition without sacrificing the unity that has brought us this far.

And so, I urge you, regardless of where you fall on the spectrum of “the right time/way to end restrictions is...”, to first see the person behind the views that may not line up with your own when you find yourself in moments where disagreement or conflict rears their heads. Remember that we are united by a profession that has at its heart caring for others and helping people—even when they aren’t willing participants—to find a healthy way towards the present and future they value.

Earlier in the pandemic, I confess I did not always take this approach. It was easy to treat the disagreement as one over ideals or philosophy, but I did not always remember there was someone with immense value behind the ideas I did not agree with. That came with relational harms and costs I did not consider in the moment. It is sobering now to look back and understand that there was a better way.

I hope that all of us can find, even in our dismay and exhaustion, that good space in every teacher’s heart that gives us the strength to reach out across the gap, especially with the student or family or colleague that has been difficult to help, and apply it with care in the days to come. It serves us well in our classrooms. Let it serve us well as, together, we navigate the early days of life without pandemic restrictions and re-establish what I believe we all hope is a healthier, more sustainable world at work and home.

Hoping every one of you finds time to rest and renew over March Break.

All my best,



Paul

continued from page 1

was causing significant disruption prior to 2020 and the arrival of COVID, but Omicron has really pushed the system to its breaking point,” says Wozney. “Unless we are able to increase our pool of substitutes and ensure that teachers have adequate time to prepare for teaching students, the quality of education students receive will begin to erode.”

Qualified substitute teachers in Nova Scotia earn some of the lowest daily wages in Canada relative to their peers.

“As we enter the era of “living with COVID” we should anticipate that future waves could have a significant impact on public schools moving forward,” says Wozney. “Steps need to be taken now to increase recruitment to help fortify and protect the system against an uncertain future. This can’t be done unless we pay our substitute teachers fairly.”

« enlevez-les! » et risque de transformer de précieux collègues bienveillants en opposants aux positions fermes.

Voilà ce qui me préoccupe le plus, car nous commençons la transition vers une gestion de la COVID-19 sans ordonnances de la santé publique et restrictions obligatoires.

À tous ceux qui liront ce message, le fait que nos écoles aient offert des mesures de soutien exceptionnelles aux élèves et à leurs familles durant la période la plus difficile où enseigner de notre vie témoigne de l’unité, du cœur et du professionnalisme des membres du NSTU. Les écoles ont fonctionné, car ensemble, nous les avons fait fonctionner, liés par la mission commune de soutenir les élèves, les familles et les collectivités dans lesquelles nous investissons nos vies au cours de cette période difficile du mieux que nous le pouvons.

Nous faisons maintenant face à un autre défi : alors que des controverses, des débats et des conflits entre des personnes ayant des préoccupations profondes qui semblent légitimes par rapport à la meilleure façon de vivre après la pandémie sont pratiquement garantis, nous devons trouver une façon d’examiner comment faire cette transition sans sacrifier l’unité dont nous avons fait preuve jusqu’à maintenant.

Je vous exhorte donc, peu importe votre opinion par rapport « au bon moment ou à la bonne façon de mettre fin aux restrictions », à voir, dans un premier temps, la personne derrière les opinions qui peuvent ne pas correspondre aux vôtres lorsque des mésententes ou des conflits surgissent. N’oubliez pas que notre profession nous unit et qu’elle est fondée sur la bienveillance à l’égard d’autrui et sur l’altruisme, même lorsque ces personnes ne sont pas disposées à participer, en trouvant une direction saine vers le présent et l’avenir qu’elles apprécient.

J’avoue que je ne suivais pas toujours cette approche plus tôt au cours de la pandémie. Il était facile de traiter la mésentente comme étant relative à des idéaux ou à la philosophie, et je ne me rappelais pas toujours qu’il y avait une personne d’une valeur inestimable derrière les idées avec lesquelles je n’étais pas d’accord. Cela a entraîné des préjudices relationnels et des coûts dont je ne tenais pas compte à ce moment. Regarder derrière et comprendre qu’il y avait une meilleure façon de faire porte à réfléchir.

J’espère que chacun d’entre nous peut trouver, malgré notre désarroi et notre épuisement, cette petite force intérieure pour faire le pas, particulièrement avec l’élève, la famille ou le collègue qui a été difficile à aider, et le fait avec bienveillance. Cela nous sert bien dans nos classes. Faisons également en sorte que cela nous serve bien au cours des prochains jours alors que nous passerons, ensemble, au travers des premières journées de la vie sans restrictions liées à la pandémie et retrouverons ce que, selon moi, nous espérons tous être un monde plus durable et sain au travail et à la maison.

Je vous souhaite de prendre le temps de vous reposer et de reprendre des forces au cours de la semaine de relâche.

Cordialement vôtre,



Paul

Upcoming professional learning opportunities

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

Hello again, colleagues

How are you? We hope March Break is allowing you the opportunity to pause and spend time with family and friends and hopefully recharge from these very busy past few weeks. In this installment of the Pathways for Professional Learning, we would like to share some information about opportunities we will be bringing you in the coming months.

First is the 2022 Women's Symposium, co-hosted by the Canadian Teachers' Federation and the Nova Scotia Teachers Union. It will take place at the Westin Nova Scotian Hotel from May 15 to 17, 2022. The theme of this year's symposium is *We Rise Again: Toujours Plus Fortes*. The symposium will see many strong, inspirational women gathering to share their experiences and perspectives as leaders in their respective fields and the challenges they have faced and overcome in the face of adversity. Through a blend of discussion panels, workshops and social events, participants will have the opportunity to hear, share and create plans for action in how we can work to cultivate important change and further our impact in education and beyond. This conference is open to all individuals who identify as women. If you are interested in registering for this conference, you can apply through your Article 60 committee within your region. Please contact your Local President and/or Vice President of Professional Development for further details.

Our workshop offerings continue from your Professional Learning team. Sessions on topics such as *The Well Teacher*, *Welcoming Gender Diversity*, and *Dispelling the Myths and Misconceptions of 2SLGBTQ+ Youth*, are currently very much in demand. These workshops can be facilitated either virtually, or in person, respecting current

Public Health guidelines. We are also reviewing our offerings to ensure they are the most current and responsive in meeting the professional needs of members. Your feedback is always welcome so please connect with us to offer any insight you might have. Ces présentations sont aussi disponibles en Français. Our University Liaison program is also going strong through our Ethical Case Studies program and workshop offerings.

Our Team of Enthusiasts is also growing steadily! If you are interested in making yourself available to collaborate on possible projects, reviews of curriculum and/or other work with the Department of Education and Early Childhood Development, please email your name and a brief description of your subject area 'enthusiasm' and experience to team@nstu.ca and your name will be added to our list.

Finally, the annual Conference on New Techniques and Classroom Teaching—CONTACT—is returning to Nova Scotia and from our pandemic-related hiatus! This regional conference is organized by the Nova Scotia Teachers Union, the New Brunswick Teachers' Association, association des enseignantes et des enseignants francophones du Nouveau-Brunswick, Prince Edward Island Teachers' Federation and the Newfoundland and Labrador Teachers' Association. It provides teachers with the opportunity to remain current in their profession and make contact with colleagues from the Atlantic region and NSTU is host to the 2022 edition.

This year's conference theme is *Take 2: Teachers Reflecting for Learning and Growth*. Conference information and posters will arrive in your Locals in the coming weeks and online registration will open on May 9. The conference will take place at St.

Francis Xavier University from August 2 to 5 and include workshop facilitators from our four Atlantic provinces and possibly a panel of teachers from Nunavut to share their experience of teaching in Northern communities. The program will include a blend of workshops, wellness and social events organized to support your learning and provide balance to support your whole self in preparing for the upcoming school year.

If you are interested in applying to attend this conference, there are 22 spaces (one from each Local) as well as a waiting list of up to five seats province-wide to have the opportunity to attend this conference. Your inter-provincial/territorial and local CONTACT planning committees are working to organize a meaningful time for connection and learning. If you are interested in attending, please contact your Local President.

Thank you for all you do to support your students and their families each and every day. Please be sure to support yourselves as well in making time each day to check-in with yourselves and do something (even seemingly small) for yourselves.

Your PL Team



EQUITY COMMITTEE BOOK REVIEW

Email your name, home address, and the name of your school with **EQUITY** and/or **EQUITY French** in the subject line to theteacher@nstu.ca by April 8, 2022 to be eligible for the draw.

Hair Like Mine

Des Cheveux Comme Les Miens

Written by LaTashia M. Perry

Illustrated by Bea Jackson

This first book in the Kids Like Mine Series published by G Publishing LLC follows a little girl who doesn't like that her naturally curly hair looks different from the others. During her Hair Like Mine quest, she soon realizes we are all unique and special in our own way.



fresh

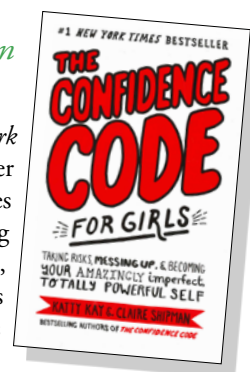
Putting new members in the KNOW!

Email your name, home address, and the name of your school with **FRESH** in the subject line to theteacher@nstu.ca by April 8, 2022 to be eligible for the draw.

The Confidence Code for Girls

Written by Katty Kay & Claire Shipman
Illustrated by Nan Lawson

This Imprint of HarperCollins Publishers and *New York Times*, *USA Today*, and *Wall Street Journal* bestseller is an empowering and entertaining guide that gives girls the essential yet mysterious code to becoming bold, brave, and fearless. Using graphic novel strips, illustrations, lists, quizzes, challenges and real stories of real girls, *The Confidence Code for Girls* teaches girls to embrace risk, deal with failure, and be their most authentic selves. Using science and research the authors set out to reach girls between the tween and teen years, when they need it most.



CONGRATULATIONS TO OUR January/February BOOK WINNERS!

EQUITY (English) – **Signe Finnbogason** – HRCE • EQUITY (French) – **ALLY Fraser** – HRCE
• FRESH – **SHELLEY MacLeod** – CCRCE

YOGA in schools

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

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

- April Wallace
school teacher



Trauma-informed Mindfulness Certification Level 1 And Yoga Teacher Training

- online or in-person

This summer's training

The last two years have brought Canadians enduring hardship and much distress, from the pandemic to a mass shooting to an unprovoked war in the Ukraine. These two trainings are designed to help repair students' mental health and foster emotional stability. Whether you attend the full 3 week yoga training or the three day trauma-informed certification, both of these experiences will help to heal your nervous system and restore your students mental and emotional wellbeing. These trainings are suitable for all levels of ability and include both theoretical and movement-based practices, designed to relieve stress and promote calm in your students' lives.

Full 200hr Yoga in Schools and Studio Certification, with manuals and training in 3 day Trauma-informed Mindfulness Training included. Certification training runs from July 4-22nd, with the 3 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: Trauma-informed Mindfulness Certification Level 1: July 20-22nd, \$600.00+hst

Full YTT Training: July 4-22nd, \$2995.00+hst

Where: in-person at Chocolate Lake Hotel, Halifax, NS and online.

For all the details on both programs visit YogainSchools.ca
This is a Yoga Alliance endorsed certification.


BreathingSpace
YOGA STUDIO

Nourishing our Whole-Selves

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

With March being *Nutrition Month*, this edition of the *Well Teacher* will discuss some ways we can seek to nourish the parts of ourselves that are in need of extra support and care, especially during challenging times.

For our *Physical Wellness*, there are a variety of resources available across a wide range of formats. From physical spaces to online videos and programs, access to equipment to support our physical health goals is abundant. However, the cost of nutritious food, can be a barrier in meeting this goal for ourselves. Practices such as meal planning, portion containers, and food prep groups at your workplace can help to mitigate challenges.

Emotional and Mental

Wellness: Yoga, mindfulness and self-compassion can be key components of supporting our emotional and mental well-being. There is an increasing number of resources available to support your goals in this area from podcasts, audiobooks, workbooks and literature, to yoga studios and many others, in an ever-growing field.

Social Wellness: Just as we often hear about how having a workout 'buddy' can support us to achieve our goals from an accountability perspective, why not apply this to our wellness? What if we adopted the idea of having *wellness buddies*? There are several ways we could accomplish this idea—wellness book clubs, walking clubs, clubs focused around a favourite activity and more. Social connectedness can help combat loneliness, and it is an important factor in wellness. Research tells us that connectedness and belonging is a need that is as important as food and shelter. Forming and nurturing connections is essential to

nourish our social selves. Supporting our own goals and those of our wellness buddies can be a step in the right direction of whole-self nutrition. In fact, offering our time and energy to supporting one another is a widely-used and promoted strategy for

moving through and overcoming mental health challenges.

Spiritual Wellness: Spiritual wellness can take many different forms and, like many pieces of the puzzle in nourishing the whole self, it is a very individual piece. Faith and belief in a higher power have been shown to be incredible tools in living with and recovering from physical illness. Gatherings that serve as a part of an individual's faith can also support the other aspects of wellness mentioned here.

Cultural and Traditional Wellness: As mentioned previously, a sense of belonging can be incredibly impactful in supporting our personal nourishment. Whether our traditions invite physical gatherings, food,

music, and/or customs for dress, regalia and/or other elements of celebration and recognition, our cultural wellness is a cornerstone of our identity and can shape how we see our wellness journey moving forward. Sharing these pieces of ourselves with others can also enhance our wellness goals. Learning about traditions that are new can enrich our ways of being, knowing and doing.

Whichever piece(s) of your wellness puzzle are currently in need of support, there can be a wide variety of resources to support your goals. Two further resources that you may find useful are:

[Action For Happiness](#) contains monthly-themed calendars with an action each day in numerous languages, [The Teacher Wellness Center](#) offers resources, exercises and community support in your journey to wellbeing.

CONGRATULATIONS TO OUR January/February BOOK WINNERS!

WELL TEACHER (French)
Kerry Doucette — CCRCE

WELL TEACHER (English)
Lesley Taylor — SSRCE



Teaching about Parliament?

- Games
- Videos
- Classroom activities
- Professional development

learn.parl.ca

Parliament of Canada



resources

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@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!

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

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

STEM Lessons and Science Videos you can use with your students!

Our Learn360 subscription includes access to thousands of Interactive STEM Lessons that let your students gets hands-on with difficult concepts in “virtual labs”. These and the video resources listed below are accessible from the Google Apps for Education landing page under Learning Resources. Simply log into your GAFE account, click on the link for Learn360, and then use the links below to access these videos and many more.

STEM Lessons

<https://learn360.infobase.com/search/stem-lessons/?q=&aid=114538>

Includes over 1000 interactive lessons for Biology, Chemistry, Physics and Mathematics for grades 3-12.

Evolution by Natural Selection

<https://learn360.infobase.com/titles/161107?aid=114538>

The theory of evolution by natural selection is one of the most significant scientific theories that explains the adaptations, diversity and variations found in organisms. With fascinating examples like Darwin’s finches, bacteria, and the Tasmanian devil, this program explores the connection between genes, adaptations, survival, natural selection, and evolution. Appropriate for grades 9-12. (14 min.; 2016)

Super Squirrels

<https://learn360.infobase.com/titles/187857?aid=114538>

The squirrel family is one of the most widespread on Earth. So what is the secret to its success? This film reveals the extraordinary abilities of these cheeky characters and sees their problem solving skills put to the test on a specially designed assault course. It reveals some groundbreaking discoveries from the fox squirrel, who can remember the location of 9,000 nuts, to the grey squirrel, whose tree-top leaps are the basis of new designs in robotics. Appropriate for grades 6-12. (53 min.; 2018)

Sticky Science

<https://learn360.infobase.com/titles/148820?aid=114538>

One of the first instances of bio-inspiration was Velcro influenced by the sticky burrs of the burdock plant. In this episode, host Danni Washington takes a fascinating and fun look at Velcro and other ways inventors have “stuck” with nature including robots that can scale walls or pick-up any object thanks to bugs and chameleons, suction cups inspired by one sucky fish, and an innovation based on the holy-grail of all adhesively-inclined animals... the gecko! Appropriate for grades 6-12. (23 min.; 2016)

Basics of Chemistry

<https://learn360.infobase.com/titles/204786?aid=114538>

In this program, the basics of chemistry are introduced in four segments: mixtures and solutions, evaporation, distillation and chromatography. Questions asked in this video include What is a mixture? What are the different types of mixtures? What is a solution? Appropriate for grades 3-5. (17 min.; 2018)

Applications of Scalar and Vector Quantities

<https://learn360.infobase.com/titles/167069?aid=114538>

Calculating scalar and vector quantities is vital to understanding collisions. Using tennis court action, this clip examines various quantities, including initial and final velocity, displacement, acceleration, and time. A number of clearly worked examples using a range of mathematical formulas are provided, which will assist senior-level physics students to understand the relationship between various scalar and vector quantities. Appropriate for grades 9-12. (8 min.; 2018)

Space Myths

<https://learn360.infobase.com/titles/239062?aid=114538>

From the series Xploration Outer Space, host Emily Calandrelli, MIT engineer and astronautics expert, speaks to experts who debunk many of the myths about outer space. Appropriate for grades 6-12. (23 min.; 2017)

Spectacular Space Views

<https://learn360.infobase.com/titles/239060?aid=114538>

From the series Xploration Outer Space, host Emily Calandrelli, MIT engineer and astronautics expert, looks at the incredible phenomena of our universe, and our own planet’s turbulent atmosphere. Appropriate for grades 6-12. (23 min.; 2017)

Status of Women Committee Book Giveaway



#BreakTheBias

Email your name, home address, and the name of your school with *Gifts of Imperfection* and/or *She Persisted* (English or French) in the subject line to theteacher@nstu.ca by April 8, 2021 to be eligible for the draw

The Gifts of Imperfection

by Brené Brown

The Gifts of Imperfection: Let Go of Who You Think You're Supposed to Be and Embrace Who You Are (La

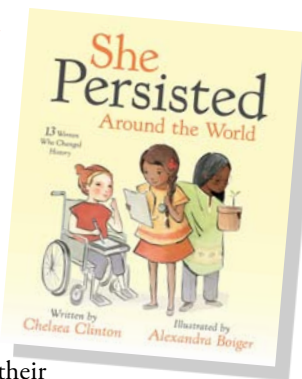
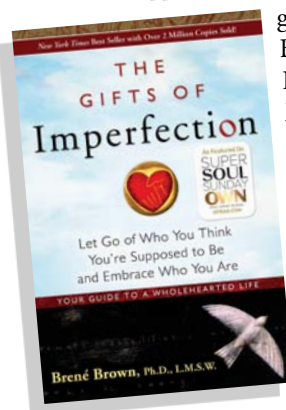
She Persisted Around the World (*Elle a persisté autour du monde*)

written by Chelsea Clinton

illustrated by Alexandra Boiger

This companion to Chelsea Clinton & Alexandra Boiger's #1 *New York Times* bestseller, *She Persisted* is a book for everyone who has ever aimed high and been told to step down. It's for those who have raised their

voice and been told to quiet down, or have ever felt small, unimportant or unworthy. Published by Philomel Books it introduces readers to a group of 13 incredible women who have shaped history all across the globe. This book features: Marie Curie, Sor Juana Ines de la Cruz, Viola Desmond, J.K. Rowling, Yuan Yuan Tan, Mary Verghese and Malala Yousafzai among others.



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WOMEN'S SYMPOSIUM DES FEMMES



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NSTU LEISURE RATE

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

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

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

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

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

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

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

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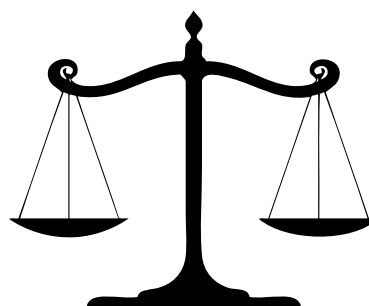
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Email: bbalcom@andsinc.com





NSTU STANDING & OTHER COMMITTEES

Would you like to serve the NSTU at the Provincial Level?

The NSTU needs input from the widest-possible cross section of its members to make the most effective contribution to education. Members serve on most provincial standing committees for a maximum of two years,* so we are constantly in search of skilled and interested persons to make our committee structure operate successfully. Committee membership is open to Active and Active Reserve Members.

**NSTU Operational Procedures state: Appointment to a committee will be for one defined term of two years. In extraordinary circumstances, an extension of one year is permissible.*

- ☐ **COMITÉ DE PROGRAMMATION ACADIENNE** – studies the curriculum and all proposed changes in it as it relates to Acadian schools under the direction of CSAP and reports its findings to the Provincial Executive.
- ☐ **CURRICULUM** – studies the curriculum of schools and proposed changes and reports the findings and recommendations to the Provincial Executive.
- ☐ **DISTRIBUTED LEARNING COMMITTEE (FROM THE TPA)** – addresses distance education issues and is comprised of representatives from the NSTU, the Department of Education and Early Childhood Development and Regional Centres of Education (RCE).
- ☐ **EQUITY** – is concerned with matters pertaining to equity, diversity and social justice.
- ☐ **FINANCE & PROPERTY** – prepares the annual budget for Council, keeps informed of the Union's financial position, supervises the payment of accounts, forwards financial statements to Executive meetings, determines the amount of travel expenses to Council and checks every NSTU expenditure on property.
- ☐ **HEALTH AND SAFETY COMMITTEE** – studies matters related to occupational health and safety as it pertains to teachers and educational sites and reports its findings to the Provincial Executive.
- ☐ **INSURANCE TRUSTEES** – oversee the operation of the NSTU Group Insurance Plan which offers Life, Optional Life, Accidental Death & Dismemberment, Total Care Medical/Total Care Dental, LTD, MEDOC® and Home & Auto. NSTU members and PSAANS members are eligible to be appointed to this Committee. **Two appointments will be made, one from the Chignecto Region and one from the South Shore/Tri-County Regions.**
- ☐ **MEMBER SERVICES** – identifies bargainable items; prepares background information related to merits of negotiable items; identifies trends and developments in teacher bargaining across Canada; reviews economic forecasts; considers Council resolutions; plans workshops for REWC negotiations; reviews results of the most recent contract bargaining.
- ☐ **PENSION** – studies pension resolutions and keeps the Executive informed of trends and changes affecting teachers' pensions. **One appointment will be made from the Halifax Region.**
- ☐ **POLITICAL ACTION** – Monitor the policies and practices of the major provincial political parties for the purpose of identifying issues with an impact on education.
- ☐ **PROFESSIONAL DEVELOPMENT** – reviews and develops policy programs and ideas intended to improve the effectiveness of teachers as professionals and to advance education through research in Nova Scotian classrooms.
- ☐ **PROVINCIAL ECONOMIC WELFARE COMMITTEE** – responsible for preparing the Asking Package for the Teachers' Provincial Agreement.
- ☐ **PUBLIC RELATIONS** – Review and plan strategies for provincial public relations programs for the organization.
- ☐ **SHEONOROIL BOARD OF DIRECTORS** – the Sheonorail Foundation is an arms-length charitable agency created to fund school and campus-based projects and research directed at reducing violence in schools and Community College campuses. The Board of Directors is the governing body of the Foundation; it develops Foundation policy, mandates Foundation initiatives and approves project funding.
- ☐ **STATUS OF WOMEN** – promotes ways of enhancing the status of women in the teaching profession and in society.
- ☐ **SUBSTITUTE TEACHER** – advises the Provincial Executive on issues affecting and of concern to substitute teachers.
- ☐ **I would be willing to serve on any committee.**

Applications must be received in Central Office by

Wednesday, May 25, 2022

You may download the NSTU Standing/Other Committees application form from the NSTU website or apply online by going to the following link (you do not require an NSTU webmail account to apply online):

<https://nstu.ca/the-nstu/structure/committees>

The NSTU reserves the right to re-advertise any position if a sufficient number of applications are not received by the deadline.

executive highlights

February 24 & 25, 2022

- Filed 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;
- Approved the NSTU nominee for a CTF/FCE Special Recognition Award;
- Approved a recommendation that Brian Forbes serve as Independent Chair for Annual Council 2022;
- Approved a Life Membership Award be awarded at Annual Council 2022;
- Received the Audited Financial Statements for the NSTU Group Insurance Trust Fund;
- Approved a recommendation that the Audited Financial Statements as of July 31, 2021 be filed and forwarded to Annual Council 2022;
- Approved a recommendation that the Ad Hoc Committee on Inclusion of Equity-Seeking Members be provided with a budget of \$22,000 to help incentivize participation for both online and in-person events at the Local level.
- Approved a recommendation that the 2022 Local Service Award Recipients be honored at an event separate from Annual Council 2022 at a time to be determined later;
- Approved a recommendation that Annual Council 2023 be held at the Halifax Convention Centre from April 28 – 30, 2023;
- Approved a recommendation that Annual Council 2024 be held at the Westin Nova Scotian from May 3-5, 2024;
- Approved the 2022-2025 Provincial Executive dates;
- Approved a recommendation that the proposed Draft Budget for August 1, 2022 to July 31, 2023 be forwarded to Annual Council 2022;
- Referred a motion regarding NSTU surveys to the Governance & Policy Committee;
- Approved the Memorandum of Agreement regarding Conditional Teachers Certificates for second year B.Ed. students;
- Approved the appointment of John Rogers as chair of the NS Teacher's Pension Plan Trustee Inc. for a two (2) year term from July 1, 2022 to June 30, 2024;
- Approved the actuarial assumptions for the 2021 actuarial valuation as recommended;

- Approved a donation in support of the Acadia University Faculty Association in the amount of \$2,000;
- Approved a resolution be forwarded to Annual Council 2022 regarding Standing Order 12 – Awards;
- Approved an amendment to Operational Procedure 27 – Awards, A – Honourary Membership Award;
- Approved a recommendation that Operational Procedure 27 – Awards, F – Retired Member Recognition Award be rescinded.

resources

Bank of Canada Museum Resources

What's your place in the economy? The Bank of Canada has launched an online quiz for Grades 7 to 12 students. Answer a few questions about employment status, fields of work, where you live and how you spend your money. At each step students will compare themselves with regional and national data and reveal their own economic profile

Link: https://www.bankofcanadamuseum.ca/2022/02/your-role-canadian-economy/?utm_source=newsletter&utm_medium=email&utm_campaign=NSTeacherNewsletter&utm_content=NationalApp

Explore the Bank of Canada's online data tool to explore Canada's connections to the global economy. Curious how Canada compares with other countries in the goods and services it produces, or what major goods we import and export? Explore these topics along with immigration and investment with comparative data and adjustable timelines.

Link: https://www.bankofcanadamuseum.ca/2022/02/canada-global-economy/?utm_source=newsletter&utm_medium=email&utm_campaign=NSTeacherNewsletter&utm_content=GlobalApp



CBC Kids News Russia-Ukraine Conflict Resource

This is an excellent classroom resource by CBC Kids News to inform students about the Russia-Ukraine conflict:

<https://www.cbc.ca/kidsnews/post/canadian-kids-ask-is-canada-safe-from-the-russia-ukraine-war>

CBC Kids News is an information service that shares timely stories for kids aged 9 to 13-years-old. The material covers a wide spectrum of daily headlines in news, culture, sports, science, technology, and the environment.

notices

Know It or Not? Classroom Resource

Increasing resiliency to health and science misinformation

The Know It or Not? Classroom Resource was created by MediaSmarts and Digital Public Square to help students become more resilient to misinformation and common misconceptions related to public health. The resource includes two original lessons plans (one for Grades 7 to 9, the other for Grades 9 to 12), professional development support and home-school connection material.

MediaSmarts' research during the Check First, Share After program found that COVID-19 has intensified concerns about misinformation, and that the constant evolution of scientific consensus can lead to loss of trust in institutions. To combat this, we have developed a resource that provides youth with the tools and information to understand how to stop the spread of misinformation related to health and science.

The two new lessons show students how to unpack conspiracy theories online, and how to properly read science news articles with the goal of decreasing vaccine hesitancy among youth.



EDUCATIONAL BENEFIT

The Know It or Not? Classroom Resource lessons and accompanying materials are part of the USE, UNDERSTAND & ENGAGE: A Digital Media Literacy Framework for Canadian Schools. More information about that resource is available [here](#).

Students who participate will:


- Ask critical questions about what is and is not included in a media work, whose voices are and are not included or given priority, and the implications of those choices
- Understand how false and misleading information can do harm
- Evaluate the expertise or authority of a source of information
- Understand the benefits and drawbacks of collectively authored information sources such as wikis and reviews
- Understand how issues are represented in news and popular discourse, and analyze how these representations may or may not be accurate

As well, the lessons meet curriculum expectations in the following grades and subjects in Nova Scotia:

- Citizenship 9
- Mathematics 9

If you wish to be provided with the full list of expectations, which includes the specific subsections for each subject please let us know and we can send that to you.

MediaSmarts is hoping to complete the testing and evaluation by the end of May 2022.

 2022 REGIONAL PROVINCIAL EXECUTIVE ELECTIONS UPDATE	
Voting Day, if required, is set for Wednesday, April 20, 2022	
Electoral Region	Election Pending or Member Acclaimed
Annapolis/Hants West/Kings	Election Pending Tavis Bragg Natalie MacIsaac
Antigonish/Guysborough	Deena Jewers – Acclaimed – 2nd term
Cape Breton Industrial	Crystal Sampson – Acclaimed – 1st term
Colchester/East Hants	Taunya Pynn Crowe – Acclaimed – 1st term
Conseil syndical acadien de la Nouvelle-Écosse (CSANE)	Line Murphy – Acclaimed – 1st term
Dartmouth	Election Pending Christine Emberley Jeff Morse
Digby/Shelburne/Yarmouth	Election Pending John MacKinnon Wanda Rodgerson Fuller Colleen Scott
Halifax City	Ryan Lutes – Acclaimed – 1st term
Halifax County	Election Pending Meg Ferguson Joseph MacIsaac
Inverness/Richmond	Phillip Samson – Acclaimed – 2nd term
Lunenburg County/Queens	Sarah Tutty – Acclaimed – 1st term
<i>as of March 15, 2022</i>	

NSTU CAMPAIGN GUIDELINES



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

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

OPERATIONAL PROCEDURE 8 – ELECTION PROCEDURES

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

I. Eligibility to Vote

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

II. Electronic Ballot

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

III. Financial

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

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

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

IV. Candidates' Publicity

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

V. Election of First Vice-President

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

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

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

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

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

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

STANDING ORDER 7 – Campaign Guidelines

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

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

- (e) Passive campaigning shall be considered any display or action that is observable only by people in the immediate vicinity of the campaign material and involves no explicit action to promote or advance those materials at the time at which the material is seen or heard. Examples of such passive campaigning include the use of written materials containing references to a candidate, the wearing of campaign clothing, buttons, or ornaments, and the presence of a single copy of a candidate's campaign literature at delegates' seats and table spots.
- (f) A candidate or representative of the candidate is permitted to place up to one (1) item per delegate per session at the tables in Council Chambers prior to the start of the session. This would replace campaign material distribution at other times. A candidate would still be permitted to greet delegates as they enter Council Chambers.
- (g) Paid advertisements in any medium (press, radio, TV, *The Teacher*) are prohibited.
- (h) The use of employer email is prohibited for campaigning purposes.
- (i) The use of the Membership Registry is prohibited for campaigning purposes by individual candidates.
- (j) The number of campaign posters/banners on display in the hotel(s) at Annual Council may be controlled by the hotel(s). If the hotel(s) do limit the number of posters/banners candidates will be informed of such limitations the week prior to the start of Council. A campaign poster shall include any poster, banner or sign posted by or for a Member running for an elected position that makes a reference to the candidate and/or the position being sought.

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



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.

With travel still difficult this March Break due to the COVID-19 pandemic, the NSTU Group Insurance Trustees hope you are all able to practice some form of self-care. It's important for that self-care to continue to help you get through what has been another 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!

Calling All Teachers in French Immersion and Francophone Schools!

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

If yes, we want to hear from you!

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

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

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



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





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notices

Environmental Services Association Maritimes Scholarship Program

A new \$500 scholarship is available from the **Environmental Services Association Maritimes** to three deserving high school graduates intending to pursue a post-secondary education in a science or environmental program. Three scholarships will be awarded, one in each Maritime province.

Founded in 1994, the Environmental Services Association Maritimes (ESAM) has been operating for 26 years as a not-for-profit business organization dedicated to the promotion of environmental products, services and organizations within the environmental industry.

Scholarship Criteria:

- Applicant must be a resident of the Maritimes.
- Applicant must be a graduating high school senior and be accepted to attend a post-secondary institution in the year of award.

Applicant must be furthering their education in a science or environmental field of study.

To be included with completed application form:

- Proof of acceptance to a Post-Secondary Institution
- Letter of recommendation from a teacher or community member
- A 250-500-word essay explaining why they have chosen to pursue an education in the science/environmental field.

Submissions must be emailed to contact@esamaritimes.ca, by May 20, 2022. The application form can be found on the ESAM website at: <https://esamaritimes.ca/2022/03/16/esam-scholarship-program/>



The deadline for the
April issue
of *The Teacher* is April 8

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

GRADE 6-12 TEACHERS! JOIN THE CLEAN ENERGY REVOLUTION TODAY!

A fun, curriculum-aligned competition (with cash prizes!) for grade 6 to 12 students to learn about and develop clean energy project ideas!

- free teacher resources and ready-to-use student guides
- join a virtual class session on clean energy
- cash prizes for students and their schools

Start with your class today!
PROJECT PROPOSALS DUE APRIL 1.

cleanfoundation.ca/clean-energy-revolution



FREE WORKSHOP: TEACHING CLIMATE CHANGE REGISTER NOW!

Clean Foundation is offering FREE workshops for Grade 7 & 8 educators of ALL subjects.

- Connect & collaborate with other teachers!
- Receive a classroom resources kit valued at over \$300!

Upcoming workshops in
Bridgewater (March 26 & 27) and
Wednesday evenings online (starting March 23).

Learn more and register today at:
cleanfoundation.ca/professional-learning

This program is funded by the Government of Nova Scotia and the Government of New Brunswick.



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High School teachers and your students
Now booking March Break 2023 (our 6th year)
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**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 8, 2022

**SHEONORAIL
FOUNDATION**

Member Services Committee

NSTU's member services committee met on March 4 at the Hotel Halifax. Among other things, this committee is responsible for identifying bargainable items, preparing background information related to the merits of negotiable items and identifying trends and developments in teacher bargaining across Canada with special emphasis on the Atlantic Provinces.



Clockwise from the bottom: Executive staff officer Wendie Wilson; Melanie Kennedy (Halifax County); Mike Carrigan (Cape Breton District); on-screen, committee Chair Thérèse Forsythe (NSTU first vice-president); NSTU staff liaison Tim MacLeod; Vera Ryan (Yarmouth); and Krista Lunn (Kings)
Missing: provincial executive liaison Mary Currie.

classifieds

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

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

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

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

House Rental – Fully furnished, completely renovated 3-bedroom in Inverness. 400 feet from Cabot Links. Available weekly, June 1st. Contact John, NSTU Member, johnwmk@ns.sympatico.ca

The John Huntley Memorial Internship Program

The deadlines for application for 2021-22 John Huntley Memorial Internship Program are

October 1, February 1 and April 1.

NEW: The April 1 deadline will be for the May 26 to 27, 2022 session. This session is reserved for equity-seeking members.

Please identify yourselves as such on the application form.

Nova Scotia Teachers Union

Applications for active NSTU members are available through your NSTU rep, on the NSTU website or through Central Office 477-5621 or 1-800-565-6788.

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



Teaching and administrative opportunities in the Nova Scotia International Programs

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

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



For a list of opportunities see:

www.internationalprograms.ednet.ns.ca



Have a great idea for your classroom or school?

Need funding to make it happen?

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

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

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

COVID has changed the way we teach



Then apply for a PDAF grant!



Nova Scotia Teachers Union

