

Eighty-four percent of teachers have considered quitting according to survey

A survey of NSTU members indicates that 84 per cent of Nova Scotia's teachers have considered leaving the profession in the last five years due to burnout, a lack of resources, and several other factors.

The survey was distributed to teachers and specialists across the province from February 15 to 23. More than 3,500 members completed the survey. Eighty-four per cent answered yes to the question: "In the past five years, have you considered leaving the teaching profession, or moving to another province or country to teach?" Only 14 per cent answered no to the question and an additional two per cent said they were unsure.

The top six reasons teachers indicated they had considered quitting were as follows: 76 per cent burnout, 66 per cent high workload, 66 per cent lack of resources available to support students, 54 per cent lack of support from employer, 54 per cent lack of respect or mistreatment from the employer and/or Government, and 42 per cent because of rising levels of school violence.

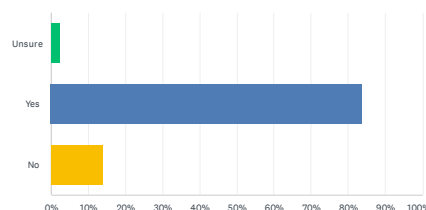
"Studies suggest that when teachers are burnt out and stressed, so are their students, and these results highlight the need to improve learning and working conditions in our schools," says NSTU President Ryan Lutes. "If Government doesn't take action to create healthier and safer schools, I'm extremely concerned more teachers are going to be forced out of the profession and the current shortage is only going to grow worse."

Lutes adds: "It is time for Government to realize the status quo in our schools is unsustainable and to take action. I challenge Government to conduct their own province-wide survey of teachers and educational specialists, similar to what was recently done by the province of Newfoundland and Labrador. Our teachers need to feel they are supported by this government and currently that is not the case."

The NSTU has been calling for a comprehensive teacher retention and recruitment strategy that addresses the immediate shortage of teachers and the systemic problems of the education system. It has also called on Government to increase pay for Nova Scotia's substitute teachers who are currently among the lowest paid in Canada.

Q2 In the past five years, have you considered leaving the teaching profession, or moving to another province or country to teach?

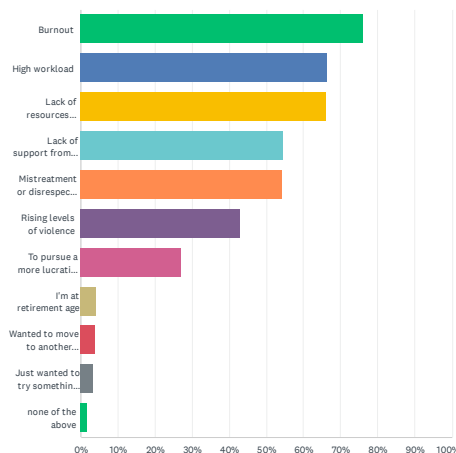
Answered: 3,517 Skipped: 2



ANSWER CHOICES	RESPONSES
Unsure	2.45% 86
Yes	83.71% 2,944
No	13.85% 487
TOTAL	3,517

Q3 If yes to question number 2, which of the following reasons best represents why you were considering leaving the profession?

Answered: 3,036 Skipped: 483



people

African Heritage Month Gala 2024

The NSTU was a proud supporter of this year's African Heritage Month Gala, which took place on February 24, at the Halifax Convention Centre. This celebration of African Heritage Month was a vibrant showcase of Black arts & culture featuring Gary Beals and a host of African Canadian talent. The Black Cultural Centre for Nova Scotia hosts the Gala event presented by RBC which honours the Black Presence in Arts & Culture in Nova Scotia and Canada.

African Heritage Month traces back to 1926 when Harvard-educated Black historian, Carter G. Woodson, founded Negro

History Week to recognize the achievements made by African Americans. Woodson purposefully chose February because of the birthdays of Frederick Douglass and Abraham Lincoln who were both key figures in the emancipation of enslaved Blacks. In the 1950s the Week was celebrated in Canada, and in 1976 was expanded to Black History Month. Nova Scotia has set a path for Canada's recognition of African Heritage Month and has been a leader in the promotion and recognition of African heritage to the country. Proceeds from this event support the Black Cultural Centre's capital expansion plan.



Shown left to right: NSTU's first vice-president Jo Leigh MacPhee, provincial executive member (Halifax City) Nancie de la Chevetière, NSTU's BIPOC Advocacy and Engagement executive staff officer Wendie Wilson, HRCE social workers Marsha Hudson-Ash and Fatie Borden, Kim Cain a fine arts specialist and technology teacher at Woodlawn High School and retired HRCE teacher Cassandra Chisholm.

Discipline Committee

NSTU's Discipline Committee held its annual meeting on February 26 at the NSTU building. This committee is borne out of the Teaching Profession Act and is a statutory committee of the Union. Its role is to adjudicate conduct of Nova Scotia Teachers Union members which is inimical to the interests of the Union. Members of this committee are elected at Annual Council. *Shown seated (left to right): Tara Arsenau (Dartmouth) and Vivianne Abdallah (Dartmouth). Standing Michelle Goreham (Shelburne County), Ben Drew (Yarmouth), and Jiselle LeBlanc (Antigonish). Missing: NSTU Executive Staff liaison Louis Robitaille.*



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September	September 1
October	October 6
Nov/Dec	November 23
Jan/Feb	January 19
March	March 1
April	April 5
May	May 10
June	June 14

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Budget fails to address teacher shortage, school violence

NSTU President Ryan Lutes says the provincial budget, announced on February 28, demonstrates a lack of resolve on the part of Government to improve learning conditions for students or address the deepening teacher shortage.

"This is a status quo budget at a time when there is nothing status quo about the challenges students and their teachers are facing in our schools," says Lutes. "Our most vulnerable students aren't getting the support they need because of a lack of teachers and specialists. There has been an alarming rise in violent incidents that are becoming increasingly severe, and 84 per cent of teachers are considering leaving the profession due to burnout and a lack of recourses to support their students."

"The NSTU was hoping this budget would signal a genuine desire on the part of Government to create healthier, safer and more sustainable learning environments for students and their teachers. Instead, what was delivered was the same old enrollment-based funding formula that's existed for the last decade. This government isn't doing anything 'faster or sooner' when it comes to supporting our children at school," says Lutes.

Lutes says enrollment is predicted to increase by 3.3 per cent over the coming year and the additional funding in this year's budget for P-12 education does not keep pace. Some of the needed changes to public education that Government failed to deliver in this budget include: increased pay for substitute teachers who remain among the lowest paid in Canada, funding to develop a comprehensive teacher retention and recruitment plan to address

the shortage, and additional resources to combat school violence.

The NSTU is supportive of the investment being made to create a universal school lunch program.

"Kids struggle to learn when they are hungry, so this is positive news. However, we would like to see the universal school lunch program implemented sooner than what is currently being promised."

Negotiations Update

The NSTU and the Department of Education and Early Childhood Development negotiating teams met with a Conciliation Officer on March 5, 6 and 7, 2024. Future conciliation sessions are scheduled for April 15 and 16.



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from the nstu president



Collectively mobilizing highlights classroom concerns

I want to take a moment to thank all members who have participated in a variety of activities in recent weeks to help raise awareness of the issues impacting our classrooms.

The past few months have been challenging and many of you are feeling discouraged and burnt out. The current situation in our schools in terms of the teacher shortage and rising levels of violence is unprecedented and it is taking a toll on everyone—teachers, speech language pathologists, school psychologists, other specialists, students, support staff and administrators.

However, unless we are willing to collectively mobilize and shine a light on the problems we are experiencing in the workplace, we won't achieve the reforms needed to make things better.

It's for this reason I was encouraged to see so many of our members take a few brief seconds to send a letter to their MLA last month, and pleased with the large number of people who completed our teacher retention survey.

That said, while the results of the survey weren't a surprise to me, they nonetheless broke my heart.

Eighty-four per cent of you answered yes to the question: "In the past five years, have you considered leaving the teaching profession, or moving to another province or country to teach?"

The top six reasons you indicated that you had considered quitting were as follows: 76 per cent burnout, 66 per cent high workload, 66 per cent lack of resources available to support students, 54 per cent lack of support from employer, 54 per cent lack of respect or mistreatment from the employer and/or Government, and 42 per cent because of rising levels of school violence.

Studies suggest that when teachers are burnt out and stressed, so are your students, and these results highlight the need to improve learning and working conditions in our schools. You deserve so much better. If Government doesn't take action to create healthier and safer schools, I'm extremely concerned that many of our colleagues are going to be compelled to leave the profession and the current shortage is only going to intensify.

It is time for the Province to realize the status quo is unsustainable and to take action. As such I recently challenged Government to conduct its own province-wide survey of teachers and educational specialists, similar to what was recently done by the province of Newfoundland and Labrador. Our teachers need to feel they are supported by this government and currently that is not the case.

We have also have been screaming from the rooftops calling for a comprehensive teacher retention and recruitment strategy

La mobilisation collective met en évidence les préoccupations dans les classes

J'aimerais prendre un moment pour remercier tous les membres qui ont participé à une multitude d'activités au cours des dernières semaines afin d'accroître la sensibilisation aux problèmes qui affectent nos classes.

Les derniers mois ont été difficiles et plusieurs d'entre vous se sentent découragés et épuisés. La situation actuelle dans nos écoles en ce qui concerne la pénurie d'enseignants et l'augmentation de la violence est sans précédent et elle entraîne des répercussions néfastes pour tout le monde : les enseignants, les orthophonistes, les psychologues scolaires, les autres spécialistes, les élèves, le personnel de soutien et les administrateurs.

Cependant, si nous ne sommes pas disposés à nous mobiliser collectivement et à braquer les projecteurs sur les problèmes que nous connaissons en milieu de travail, nous ne parviendrons pas aux réformes nécessaires pour améliorer les choses.

C'est la raison pour laquelle j'ai été encouragé de voir bon nombre de nos membres prendre quelques secondes pour envoyer une lettre à leur député-e le mois dernier et j'ai été heureux du grand nombre de personnes qui ont répondu à notre sondage sur la fidélisation des enseignants.

Ceci étant dit, bien que les résultats du sondage ne m'aient pas surpris, ils m'ont néanmoins brisé le cœur.

À la question suivante, 84 % d'entre vous ont répondu oui : « Au cours des cinq dernières années, avez-vous envisagé de quitter la profession enseignante ou de déménager dans une autre province ou un autre pays pour enseigner? »

Voici les six principales raisons que vous avez mentionnées pour justifier y avoir songé : l'épuisement (76 %); la lourde charge de travail (66 %); le manque de ressources disponibles pour aider les élèves (66 %); le manque de soutien de l'employeur (54 %); le manque de respect ou les mauvais traitements de la part de l'employeur ou du gouvernement (54 %); et l'augmentation de la violence dans les écoles (42 %).

Des études montrent que l'épuisement et le stress chez les enseignants sont également présents chez leurs élèves et ces résultats mettent en évidence la nécessité d'améliorer les conditions d'apprentissage et de travail dans nos écoles. Vous méritez bien mieux. Si le gouvernement n'intervient pas pour créer des milieux scolaires plus sains et plus sûrs, je crains vraiment que plusieurs de nos collègues se trouvent contraints à quitter la profession et la pénurie actuelle n'en sera qu'aggravée.

now for over a year, while Government continues to sit on its hands. Meanwhile, our classrooms continue to grow increasingly chaotic and unsafe.

The only way we can force the Department of Education and Early Childhood Development to take things seriously, is to continue to collectively campaign for improved teaching and learning conditions in our schools. Given the response to recent engagement activities, I take some comfort in knowing that you and your colleagues—our members—are willing and able to mobilize and advocate when called upon.

Please keep up the great work. We still have more work to do, but we are making progress.

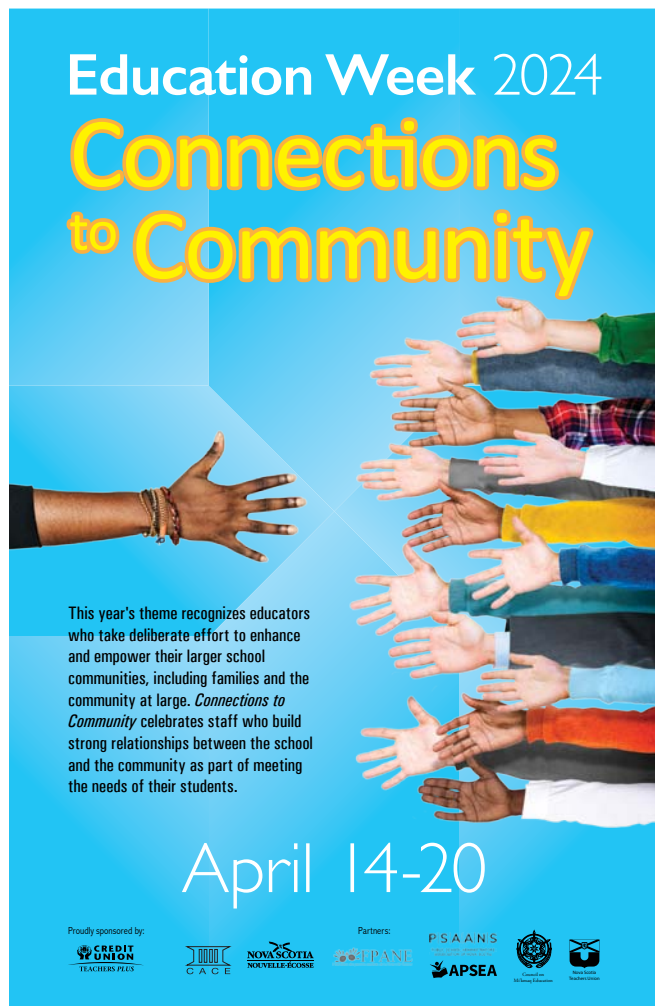


Il est temps pour le gouvernement provincial de reconnaître que la situation actuelle est insoutenable et qu'il doit intervenir. Ainsi, j'ai récemment mis le gouvernement au défi d'effectuer son propre sondage provincial auprès des enseignants et des spécialistes de l'éducation, comme celui effectué récemment par la Province de Terre-Neuve-et-Labrador. Nos enseignants ont besoin de se sentir soutenus par ce gouvernement et ce n'est pas le cas actuellement.

Nous demandons également haut et fort une stratégie globale en matière de recrutement et de rétention des enseignants depuis maintenant plus d'un an, alors que le gouvernement continue de faire la sourde oreille en gardant ses bras croisés. Pendant ce temps, la situation dans nos classes devient de plus en plus chaotique et dangereuse.

La seule façon dont nous pouvons obliger le ministère de l'Éducation et du Développement de la petite enfance à prendre les choses au sérieux, c'est en poursuivant notre campagne collective pour de meilleures conditions d'enseignement et d'apprentissage dans nos écoles. Étant donné la réponse aux récentes activités de mobilisation, je puise un certain réconfort dans le fait que vous et vos collègues, nos membres, êtes disposés et aptes à vous mobiliser dans une démarche de défense des intérêts lorsque vous y êtes invités.








Continuez votre excellent travail. Nous avons encore du travail à faire, mais nous faisons des progrès.



Education Week 2024
Connections to Community

This year's theme recognizes educators who take deliberate effort to enhance and empower their larger school communities, including families and the community at large. *Connections to Community* celebrates staff who build strong relationships between the school and the community as part of meeting the needs of their students.

April 14-20

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Semaine de l'éducation 2024
Liens avec la communauté

Le thème de la Semaine de l'éducation 2024, c'est « Liens avec la communauté ». Le thème de cette année reconnaît les membres du personnel éducatif qui font des efforts délibérés pour enrichir et habiliter leurs communautés scolaires plus larges, dont les familles et la communauté élargie. Le thème des *Liens avec la communauté* reconnaît le personnel qui tisse des relations solides entre l'école et la communauté dans le cadre de son travail pour répondre aux besoins de ses élèves.

14-20 avril

est fier de commanditer la Semaine de l'éducation:


The Impact of the “Shoulder Tap”

by Meg Ferguson, Executive Staff Officer, Professional Learning

If it weren't for Rob Doiron encouraging me (more than once) to be the NSTU representative during the Each One Reach One Campaign, I wouldn't have gone to the rep meeting, nor to the NSTU's New Member Conference. Little did I know that the decision to attend each would bring incredible people and opportunities into my life.

The time of year where calls for nominations and applications will take place is nearing. Who will you encourage to put their name forward?

There is great power in the personal invitation. “Invitations hold an underestimated potential in contributing to transitions into shared leadership” (Slade). They signal to a person that you respect and value their skills and contributions. Slade states that this form of “shoulder tap” is underestimated and underutilized in their inclusive potential, and I agree wholeheartedly.

The beauty of our organization is that it is steered by our members who have important decision-making roles. There are hundreds, if not thousands, of opportunities to participate in NSTU matters, and it is getting tougher in some areas to fill all of those spots. Let's look at a few reasons why, as well as how to mitigate them.

Although our profession is growing in complexity and demands on time, members who volunteer for the NSTU find great satisfaction in working on behalf of members. This can include creating wellness opportunities, advocating for members' needs, organizing professional learning for their Local or professional association, and oh-so much more! If members feel able, that their time is valued, and that they have the proper supports, they are more likely to take part.

Running for Local roles is a chance for personal growth, stepping out of comfort zones, learning new skills, and making

a difference in the lives of union siblings. Let's urge colleagues to seize this opportunity, shape the organization's future, and explore new horizons.

The importance of the “shoulder tap” or one-to-one invitation can not be overemphasized. When you suggest to someone that you think they would be a good fit for a role regardless of the outcome you are having a positive impact on that person.

Who has leadership potential? Where would their interests and skills be best suited? Do not give up after your first attempt. Oftentimes, the seed must be planted and nurtured, to grow through the weeds of doubt.

Let's look at some interesting statistics in order to leverage the information:

- Approximately 78 per cent of NSTU members are women.
- Widely reported research by Hewlett-Packard that women must feel 100 per cent qualified to apply for a position, while men are more comfortable doing so at around 60 per cent.
- On top of that, “If you want a woman to run, ask repeatedly.” This could be even more important with unique voices not often found in leadership roles.

Regardless of gender or non-binary identity, opportunities

should be afforded to develop skills, knowledge, and confidence in the members who do not look like those currently in leadership roles. Until we have more diversity at our tables, it will take conscious effort and repeated personal invitations.

Generating ideas to build capacity:

- What can we do to ensure more diverse voices will be brought to the table to deepen the scope and evolution of the organization?
- Who are you thinking of right now who would make a great Local President? Treasurer? VP of PD? Contact them and let them know that, and list why.



The NSTU salutes its women leaders for their hard work, dedication, and leadership. Sixty-one per cent of our provincial executive (shown in the photo), 63 per cent of our Local Presidents and 57 per cent of our RRC chairs are women. Check out @InformedOpinions @BalancePowerNow campaign to learn about increasing representation of women in our elected bodies. <http://tinyurl.com/5denkabb>

- How can we increase the number of members who understand how the union works as well as the many benefits and opportunities in our Local or Region?
- How can more people be a part of planning processes without having too many cooks in the kitchen?
- What strengths, skills, or knowledge base within your group that can be enjoyed by your Local in a talk or workshop?
- For rep training or member conferences, what skills or experience could Local leaders share? (PL can help with this!)
- How can we come up with leadership-type activities within the general membership / reps in order to develop skills and comfort-level needed to take on official positions?

All of this will strengthen NSTU democracy as it empowers members to have a voice in decision-making processes, as well as addressing underrepresentation. Consistently identifying new leaders (by title or by talent) builds trust, engagement, empowerment, solidarity, ownership – because people feel seen and valued. The sense that a person is contributing to something special, something “bigger than themselves” has benefits beyond the work itself.

What is the impact on your Local? It can avoid stagnancy and volunteer fatigue, provide fresh ideas, inspire a steady influx of new leaders, and improve accountability.

Who do you think would make a great committee member or Local/Regional/Provincial leader?

Tell them.

And tell them why.

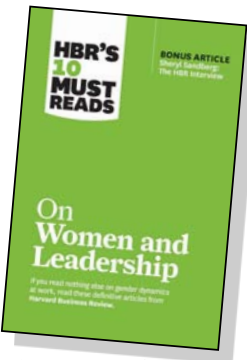
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FOR PROFESSIONAL LEARNING

Email your name, home address, and the name of your school with *PL* in the subject line to theteacher@nstu.ca by April 12, 2024 to be eligible for the draw.

On Women and Leadership
Harvard Business Review

These 10 articles by experts in the field published by the Harvard Business School's Publishing Corporation Review helps you understand where gender equality is today—and how far we still have to go. Among other things, this book will help you better understand the path women must take to leadership, learn about the root causes of the barriers that exist for women in the workplace, check your own gender biases and recognize what women face when speaking up about bias or harassment. This collection of articles includes *Women and the Labyrinth of Leadership*, by Alice H. Eagly and Linda L. Carli; *Women Rising: The Unseen Barriers*, by Herminia Ibarra, Robin Ely, and Deborah Kolb; and *The Power of Talk: Who Gets Heard and Why*, by Deborah Tannen.



Resources:

Cain Miller, Claire. “The Problem for Women Is Not Winning. It’s Deciding to Run.” *The New York Times*, 25 Oct 2016. <https://www.nytimes.com/2016/10/25/upshot/the-problem-for-women-is-not-winning-its-Deciding-to-run.html>.

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Keith, Tamara. “Best Way to Get a Woman to Run, Ask Repeatedly.” *Jefferson Public Radio*, 6 May 2014, <https://www.iipr.org/2014-05-06/best-way-to-get-women-to-run-for-office-ask-repeatedly>.

Slade, Samantha. “A Little Secret About Participatory Leadership: The Art of the Invitation.” *Enlivening Edge*, 25 Mar 2021, <https://enliveningedge.org/tools-practices/little-secret-participatory-leadership-art-invitation/>.

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Putting new members in the KNOW!

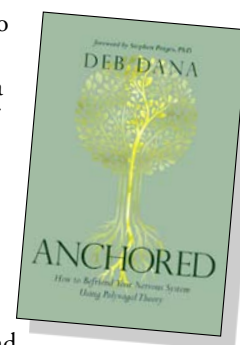
Email your name, home address, and the name of your school with *FRESH ENGLISH* in the subject line to theteacher@nstu.ca by April 12, 2024 to be eligible for the draw.

Anchored by Deb Dana

Discover your body's neural pathways to calmness, safety, and connection.

In *Anchored*, expert teacher Deb Dana provides a practical presentation of Polyvagal Theory—the biology and function of your vagus nerve. Bringing science to life Dana shares everyday ways to transform your relationship with your body. She helps you master the skills to become more aware of your nervous system moment to moment and

therefore changing the way you respond life challenges. Published by Sounds True Inc. *Anchored* offers a practical user's manual for moving from a place of fear and panic into a grounded space of balance and confidence. “Once we know how our nervous system works, we can work with it,” teaches Deb Dana. “We can learn to access an embodied, biological resource that is always present, available, and there to guide us toward well-being.”



First Endometriosis Awareness Month in Nova Scotia

This March is the first Endometriosis Awareness Month in Nova Scotia following the passage of Bill 119 (Endometriosis Awareness Month Act) in the Fall 2023 sitting of the legislature.

Endometriosis and chronic pelvic pain (E&CPP) is a common, often under-recognized issue, affecting one in 10 women and an unknown number of gender diverse people. There is a tremendous cost to quality of life and mental health and often relationships, employment, and mobility are compromised by the pain. It can have a devastating effect on quality of life due to symptoms of pain and infertility. Endometriosis Awareness Month hopes to raise awareness of the symptoms of endometriosis with the goal being more women receiving diagnosis and treatment earlier. "Be your own advocate you know your body best. Ask your family doctor for a referral to a gynecologist if you feel your symptoms are not being managed adequately," says Dr. Elizabeth Randle, IWK OBGYN.

The IWK E&CPP clinic interdisciplinary team sees patients with endometriosis and chronic pelvic pain who have been assessed by a gynecologist in the past five years and who have not adequately responded to initial treatments. These patients tend to have more complex care needs and would likely benefit from a biopsychosocial approach.

An interdisciplinary approach to treatment is considered the gold standard of care and demand for the clinic is high. The IWK E&CPP offers assessment, management, patient education and is actively involved in research to better understand the cause of endometriosis and optimize treatment options.

The annual economic impact of endometriosis is \$1.8 billion in Canada. Additional costs are associated with emergency visits, hospitalizations for pain, and unnecessary investigations and treatments while awaiting a specialist. Though it affects 1 in 10 women and people with uteruses, Nova Scotians with endometriosis spend years in debilitating pain, with poor understanding of the disease and long wait times for treatment. Once referred to the IWK's E&CPP Clinic, those suffering can wait 18 months or more to be seen.

The Endometriosis Network Canada is dedicated to enhancing the lives of individuals living with endometriosis across Canada. As a registered charity in Canada founded in 2012, its impact includes providing support and education to thousands of Canadians, developing dedicated programs for underserved communities, raising awareness, and impacting policy across Canada. For more information and resources visit: <https://endometriosisnetwork.com/>



Email your name, home address, and the name of your school with **WELL TEACHER** in the subject line to theteacher@nstu.ca by April 12, 2024 to be eligible for the draw.

Held by The Land by Leigh Joseph

Author Leigh Joseph, an ethnobotanist and a member of the Squamish Nation, provides a beautifully illustrated essential introduction to Indigenous plant knowledge through this Wellfleet Press published book *Held by the Land: A Guide to Indigenous Plants for Wellness*. A great source of healing



and nourishment, plants, and the practice of growing and harvesting them is a powerful way to become more connected to the land. *Held by the Land* honors and shares some of long traditions of Indigenous peoples using native plants as medicine and for food. This full-color guide to Indigenous plants will give you new insights into the power of everyday plants.

CONGRATULATIONS To Our February Book Winners!

EQUITY — Jiselle LeBlanc — SRCE

FRESH ENGLISH — Rachel Gertridge — AVRCE

FRESH FRENCH — Denise Beaulieu — HRCE

PATHWAYS 4 PL — Cindy Ng-Ivanoff — HRCE

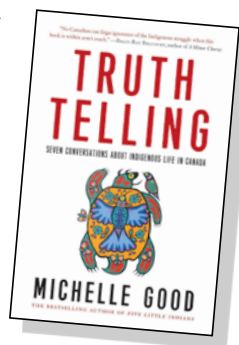
WELL TEACHER — Melody Stoddard — TRCE

EQUITY COMMITTEE BOOK REVIEW

Email your name, home address, and the name of your school with **EQUITY** in the subject line to theteacher@nstu.ca by April 12, 2024 to be eligible for the draw.

Truth Telling by Michelle Good

This #1 National Bestseller and finalist for the Writers' Trust Balsillie Prize for Public Policy is a thought provoking collection of essays exploring the historical and contemporary Indigenous experience in Canada. Published by Harper Collins, *Truth Telling: Seven Conversations About Indigenous Life in Canada* examines a wide range of Indigenous issues framed by Michelle Good's personal experience and knowledge. This collection reveals distressing and illuminating facts about Indigenous life in Canada while demonstrating the myths underlying Canadian history and the human cost of colonialism. Good affirms that meaningful reconciliation centres on Indigenous self-determination, the return of lands, and a just redistribution of the wealth that has been taken from Indigenous peoples.



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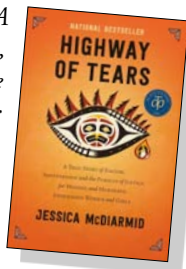
Status of Women Committee Book Giveaway



Email your name, home address, and the name of your school with **GOOD NIGHT REBEL GIRLS ENGLISH** or **FRENCH** and/or **HIGHWAY OF TEARS** and/or **THE INTERNATIONAL DAY OF THE GIRL** in subject line to theteacher@nstu.ca by April 12, 2024 to be eligible for the draw

Highway of Tears by Jessica McDiarmid published by Anchor

In *Highway of Tears: A True Story of Racism, Indifference, and the Pursuit of Justice for Missing and Murdered Indigenous Women and Girls*, Journalist Jessica McDiarmid meticulously investigates the devastating effect these tragedies have had on the families of the victims and their communities, and how systemic racism and indifference have created a climate in which Indigenous women and girls are overpoliced yet underprotected.



The International Day of the Girl by Jessica Dee Humphreys and Rona Ambrose, illustrated by Simone Shin published by Kids Can Press

The International Day of the Girl: Celebrating Girls Around the World is an introduction to the International Day of the Girl and its worldwide significance encourages children to recognize their own potential to make change, providing both a perfect lesson in social justice and a celebration of girl power.



Good Night Stories for Rebel Girls by Jess Harriton, Maithy Vu, and Bindi Irwin published by Penguin Random House Canada

The fifth volume of the best-selling Good Night Stories for Rebel Girls series, *Good Night Stories for Rebel Girls: 100 Inspiring Young Changemakers* shines a spotlight on extraordinary young women who are making their mark on the world today.



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

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Resource 10% Job share (19.5 days) at Leslie Thomas Junior. Must be resource
qualified. Contact Cheryl: chartnett@hrce.ca

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

Permanent HRCE Immersion/Core French Teacher looking for one year job
exchange (potentially longer) with teacher in TCRCE. (Digby, Weymouth or
Yarmouth County) Contact: poncemartinez@hotmail.com.

The deadline for the April issue of *The Teacher* is April 5

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



NSTU biennial **Status of Women Conference** **Hotel Halifax**

April 12th and 13th, 2024.

This conference provides space for women's voices
to be heard through networking and professional
development.

Keynote speakers: Dr. Kesa Munroe Anderson and
Claudia Chender

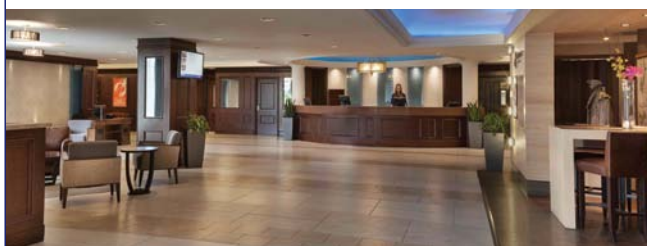
Each Local is entitled to send one member **who
identifies as a woman** at no charge to the Local
and may send **up to 2 additional delegates who
identify as female** at the sole expense of the Local.

Registration will be open until
Friday, March 29th, 2024.

Further information: Wendie Wilson
(wwilson@staff.nstu.ca).

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\$114.00* Leisure rate (Room with 1 Queen bed or 2 Double beds, excludes Harbourview)
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to include a \$15.00 discounted self-parking rate between May-June.

\$169.00* Leisure rate (Room with 1 Queen bed or 2 Double beds, excludes Harbourview)
to include a \$15.00 discounted self-parking rate between July-September.

\$119.00* Leisure rate (Room with 1 Queen bed or 2 Double beds, excludes Harbourview)
to include a \$15.00 discounted self-parking rate between October-December.

*The rates quoted above are net non-commissionable and do not include the current
3% Halifax Regional Municipality Marketing Levy nor 15% HST. In high occupancy
periods, a multiple night booking may be required.

*Please note that only one room per NSTU member can be booked per night which
includes one NSTU parking pass.

Hotel Halifax <https://reservations.travelclick.com/108084?RatePlanId=6674807>

The Barrington Hotel <https://reservations.travelclick.com/108025?RatePlanId=3546305>

"NSTU23" – Rate code under 'Rate Access/Corporate Code'

DBDLI and Acadia University address Under-Representation with Innovative Africentric BEd program

The [Delmore “Buddy” Daye Learning Institute](#) (DBDLI) and Acadia University have announced a collaborative partnership to establish an Africentric Bachelor of Education (B.Ed.) program. This will be the first focused Africentric B.Ed. cohort with an alternative offering in Atlantic Canada.

With funding support from Nova Scotia’s Department of Education and Early Childhood Development, this partnership is aimed at addressing the under-representation of African Nova Scotian educators in the public school system. This initiative will be focused on individuals presently working as African Nova Scotian Student Support Workers throughout Nova Scotia schools, providing them with financial support to transition into a teaching career within the public school system.

The program offers an immersive Africentric curriculum with alternative delivery methods that resonate with Africentric philosophy and practices. “Africentric education centers the knowledge, history, culture, values, lived experiences and worldviews of African Peoples, allowing us to offer students a transformative learning experience that can positively influence



From Left to Right: Sylvia Parris-Drummond, DBDLI Chief Executive Officer; Loice Busingye, serving as DBDLI’s Cohort Project Liaison; Dr. Késa Munroe-Anderson, Associate Professor in Acadia’s School of Education.

their communities and the teaching profession,” notes Dr. Késa Munroe-Anderson, Associate Professor in Acadia’s School of Education. Working closely with Dr. Munroe-Anderson will be Loice Busingye, serving as DBDLI’s Cohort Project Liaison.

This partnership builds on previous successful initiatives DBDLI has implemented with universities across the province, particularly the Africentric Master of Education in Counselling Cohort, which was delivered in collaboration with Acadia University.

“Acadia’s partnership with DBDLI provides not just an opportunity to further foster positive relationships and meaningful connections with the African Nova Scotian communities but also serves as a platform for our broader Acadia community to engage with Africentricity, recognizing its potential to enhance university-wide anti-racism and decolonization efforts. It’s an opportunity for our campus to continue to learn, respect, and embrace Africentricity,” says Dr. Jeff Hennessy, President and Vice-Chancellor of Acadia.

Randy Headley, DBDLI’s board chair stated, “We are excited about this partnership with Acadia University and look forward to the positive impact the Africentric B.Ed. program will have on the representation of African Nova Scotian educators in the public school system. The future of African Nova Scotian learners will be positively impacted by intervention programs such as this and the suite of opportunities that will emerge.”

“Every child in Nova Scotia deserves to get an education in a place where they feel they belong. Part of this is seeing themselves reflected throughout their school and learning from teachers with diverse backgrounds,” said Becky Druhan, Minister of Education and Early Childhood Development. “The team at the DBDLI, along with faculty and staff from Acadia University, are delivering on a new and innovative approach to graduate more African Nova Scotian teachers. We are excited to support the DBDLI and Acadia and look forward to welcoming these new teachers to our classrooms.”

The program is scheduled to begin in September 2024.

This article is re-printed with permission from Acadia University.

CHART YOUR COURSE

Bring Nova Scotia Education to the world!

Teaching and administration 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)
- United Arab Emirates (grade P-12)
- Bangladesh (grades 9-12)
- Tashkent, Uzbekistan (grade P-11)

These programs offer competitive pay, annual return flights, apartment living allowances and paid holidays.



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

Halifax County Local focuses on new members

On February 10 and 11 the Halifax County Local presented a conference targeted toward new members. Some 40 members of the Halifax County Local attended the two-day event which was organized by Halifax County Local's VP of Communications Suzanne Rohland along with her organizing committee.

The conference began with a Member Engagement Focus Group, facilitated by NSTU's public relations coordinator Angela Murray. This session offered conference participants an opportunity to share ideas and attitudes about their level of engagement in, and the value the NSTU brings to them.

Member Services Executive Staff Officer Wally Fiander presented an *Occupational Health & Safety and Violence in the Workplace* workshop on day one and closed the conference with the popular *NSTU 101* which provides participants with everything they need to know about the Teachers' Provincial Contract and respective regional agreements. Former NSTU County Local of president and provincial executive member Meg Ferguson, who is currently serving a one-year term as a Professional Learning Executive Staff Officer, presented her *Women In Leadership* session.

New members—some new to teaching and some to the Local along with seasoned members and Halifax County executive members were also able to network through trivia and a social on the Saturday evening.

Conference evaluations were positive; 82 per cent of the conference delegates rated the conference as excellent and comments included: "I loved everything about this conference. There was so much info packed into the presentations," and "I really appreciated the opportunity to get together."

One participant loved the interactive aspect of some of the presentations. "Being able to speak up and have a voice and the opportunity to network was very valuable."



Shown are members of the New Member conference organizing committee along with executive members of the Halifax County Local. Back row (left to right): member-at-large Jonathon Sproul, Andrew Ardley, Rob Williams, Trevor Smith, provincial executive member Grant Frost, and Halifax County Local president Shawn Hanifen.

Front row: Suzanne Brna, VP Communications Suzanne Rohland, provincial executive member Duncan Cameron, Tanya Smith, and Carla Elliott.



The John Huntley Memorial Internship Program

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

**October 1, February 1
& April 1.**

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



Nova Scotia Teachers Union

Digby Local Wellness session

The Digby Local held a Wellness Workshop for its members on February 28 at Digby Regional High School. The session was facilitated by Executive Staff Officer Amanda O'Regan-Marchand who works in Professional Learning and Occupational Therapist Hilary Brousseau who works for NSTU's Early Intervention Program, a component of NSTU's Member Assistance Program.

Marchand's presentation, *The Well Teacher* helps teachers better understand and address their wellness needs by equipping them with practical tools related to wellness, and mental and physical health. This workshop is adapted from the work of Occupational Therapist Wade Repta, who has dedicated his work to helping teachers in the classroom. Marchand's presentation also focused on other helpful resources/books for participants to check out for their wellness journey. Brousseau highlighted the work of the Early Intervention Program and all the services and resources available to NSTU members who are working or on sick leave and are experiencing illness or injury. She explored all the ways the program helps teachers including facilitating return to health and work plans and early application to disability benefits.

For more information on this session contact Amanda O'Regan-Marchand at amarchand@staff.nstu.ca. More information on the Early Intervention Program is found here: <https://nstu.ca/nstu-members/member-services/member-assistance-program>.



Shown in the photo are: Front row (left to right): Jen Bradley, Digby Local's VP of PA/PR; Yvelle Neil, April Mullen, Sacha Millar, Debbie Walker, Arielle Doucet, and Christy Kelly. Back row: (l-r) Hilary Brousseau, Scott Millar, Erin Mullen Digby Local's Secretary; Sarah Price Digby Local's VP of PDI/Social; Digby Local president Danielle Quinlan; Digby Local's treasurer Tammy Farrell-Walker; and Amanda O'Regan Marchand.



Teachers' Knowledge and Self-Efficacy for Teaching Foundational Reading Skills

We invite you to take part in a study that will explore changes in teacher knowledge and self-efficacy concerning foundational word reading skills.

As a participant in this study, you would be asked to complete an online survey two times (Time 1: Winter 2023/24; Time 2: Winter 2024/25). *Your data will be recorded under a unique ID and your school/regional centre will not be aware of your participation.*

In terms of time commitment, your participation would thus involve two online surveys, each of which is approximately 25-35 minutes.

To participate in this study, please follow this link to access the survey.

<https://questionnaire.simplesurvey.com/f/teachersurvey>

Upon completion of the survey, you will be entered into a draw for a \$75.00 Chapters gift card as a thank you for your participation. Thank you! Dr. Andrea Fraser & Dr. Jamie Metsala

This study has been approved by the Mount Saint Vincent University Research Ethics Board

DSS

Developing Successful Schools

Evidence-Driven Instructional Leadership—A Theory of Action

**Mount Allison University
Sackville, NB**

July 9-11, 2024

An Instructional Leadership Institute

Registration Deadline: Friday, May 10, 2024

More info: Amanda O'Regan-Marchand, NSTU Executive Staff Officer, Professional Learning

Phone: (902) 477-5621 If calling within NS (Toll Free): 1-800-565-6788 or amarchand@staff.nstu.ca



Facilitator:

Justin Baeder, PhD is Director of The Principal Center, and former principal in Seattle Public Schools. He is creator of the Instructional Leadership Challenge, which has helped more than 10,000 school leaders around the world and author of *Now We're Talking! 21 Days to High-Performance Instructional Leadership*.

Sponsored by:

New Brunswick Department of Education and Early Childhood Development

New Brunswick Teachers' Association

Prince Edward Island Teachers' Federation

Nova Scotia Teachers Union

Public School Administration Association of Nova Scotia

Newfoundland and Labrador Teachers' Association

coming events

20 MARS • MARCH 20

Journée internationale de la Francophonie 2024 (International Francophonie Day)

La Journée internationale de la Francophonie, célébrée chaque année, met en lumière la diversité et la vitalité de la Francophonie à travers le monde. En 2024, le Sommet de la Francophonie de Villers-Cotterêts (France) aura pour thématique « Créer, innover, entreprendre en français ». Cette orientation souligne les multiples opportunités et le dynamisme de l'espace francophone, encourageant ainsi la créativité, l'innovation et l'entrepreneuriat comme leviers de création d'emplois pour la jeunesse. Le 20 mars 2024 sera l'occasion de lancer cette thématique riche qui recouvre plusieurs champs qui seront déclinés dans les communications de toute l'année.

Les différents acteurs de la Francophonie (représentations diplomatiques, centres culturels, universités et établissements scolaires, associations) sont encouragés à inscrire leurs événements organisés dans le cadre du 20 mars au lien suivant: <https://openagenda.com/fr/20mars2024>

Tous les événements dans le monde seront ensuite affichés sur la plateforme dédiée: <https://20mars.francophonie.org>

MARCH 21

International Day for the Elimination of Racial Discrimination

Racial discrimination continues to be a pressing issue in today's global society, with far-reaching consequences that hinder social cohesion and impede the realisation of the United Nations' Sustainable Development Goals (SDGs). The International Day for the Elimination of Racial Discrimination, observed annually on March 21, serves as a vital reminder of our collective responsibility to combat racism, promote tolerance, and strive for a more equitable world.

The day was established in 1966 by the United Nations General Assembly, in response to the tragic events of March 21, 1960 in which a peaceful protest against apartheid-era pass laws in Sharpeville, South Africa, ended in bloodshed, with police opening fire on the crowd, killing 69 and injuring over 180. The massacre drew international attention to the brutality of apartheid and the urgent need for global action against racial discrimination.

Since its establishment, the International Day for the Elimination of Racial Discrimination has been an integral part of the UN's wider efforts to promote racial equality and foster global harmony.

For more info: <https://www.canada.ca/en/canadian-heritage/campaigns/federal-anti-racism-secretariat/international-day-elimination-racial-discrimination.html>

MARCH 22

World Water Day

This year's theme for World Water Day is *Water for Peace*, which focuses on the critical role water plays in the stability and prosperity of the world. When water is scarce or polluted, or when people have unequal or no access, tensions can rise between communities and countries.

More than 3 billion people worldwide depend on water that crosses national borders. Yet, out of 153 countries that share rivers, lakes and aquifers with their neighbours, only 24 countries report having cooperation agreements for all their shared water.

As climate change impacts increase, and the global population grows, we must unite around protecting and conserving our most precious resource.

By working together to balance everyone's human rights and needs, water can be a stabilizing force and a catalyst for sustainable development. World Water Day is a United Nations (UN) observance coordinated by UN-Water. Every year, it raises awareness of a major water-related issue and inspires action to tackle the water and sanitation crisis.

Learn more, share content and take action [here](#).

MARCH 31

Transgender Day of Visibility

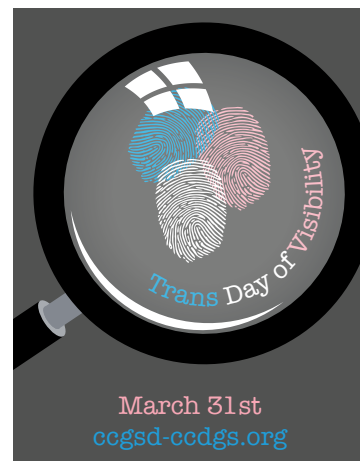
The International Transgender Day of Visibility is an annual event occurring on March 31 dedicated to celebrating trans people and raising awareness of discrimination faced by transgender people worldwide. Each year the world observes TDOV to celebrate the lives and contributions of trans people, while also drawing attention to the poverty, discrimination, and violence the community faces.

International TDOV was created in 2010 by trans advocate Rachel Crandall in response to the overwhelming majority of media stories about transgender people being focused on violence. She hoped to create a day where people could re-focus on celebrating the lives of transgender people, empowering them to live authentically, while still acknowledging that due to discrimination, not every trans person can or wants to be visible.

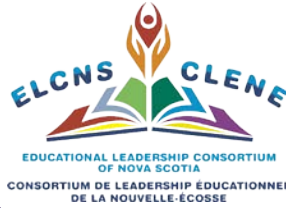
There has been a growing backlash from anti-LGBTQ activists who are targeting trans people, especially children. Now more than ever, trans and non-binary people need support. They are more likely to attempt suicide, to self-harm and to experience homelessness compared to their cisgender counterparts. And now, with the rise of anti-trans sentiment in Canada and the introduction of anti-trans legislation, the threat of violence is even greater.

The governments of Alberta, New Brunswick and Saskatchewan have put in place policies that target and endanger trans and non-binary children.

For more information visit The Canadian Centre for Gender and Sexual Diversity <https://ccgsd-ccdgs.org/trans-visibility/> and <https://glad.org/t dov/>



SUMMER LEADERSHIP CONFERENCE



GETTING TO PURPOSE THROUGH REFLECTIVE LEADERSHIP

SAVE THE DATE!

AUG.

12

HALF DAY EVENING SESSION

AUG.

13

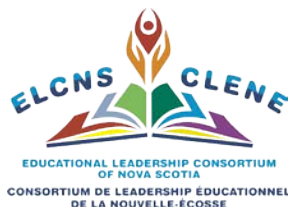
FULL DAY SESSION



LOCATION: Delta Hotel By Marriott in Dartmouth

FEATURING: Keynote Speakers: Peter DeWitt, Author of *Collaborative Leadership*; Dr. Michael Unger, World Renowned Resilience Expert; and back by popular demand: Zaretta Hammond, Author of *Culturally Responsive Teaching and the Brain*.

CONFÉRENCE D'ÉTÉ SUR LE LEADERSHIP



DÉFINIR NOS OBJECTIFS PAR LA RÉFLEXION DANS LE LEADERSHIP À INSCRIRE À VOTRE AGENDA !

AOÛT

12

DEMI-JOURNÉE - SÉANCE EN SOIRÉE

AOÛT

13

SÉANCE D'UNE JOURNÉE



LIEU : Delta Hotel par Marriott à Dartmouth

CONFÉRENCIERS EN VEDETTE : Peter DeWitt, auteur de « Collaborative Leadership », Michael Ungar, spécialiste de renommée internationale en résilience et, de retour à la demande générale, Zaretta Hammond, auteure de « Culturally Responsive Teaching and the Brain »

executive highlights

February 29 – March 1, 2024

- Filed the Table Officers Report.
- Selected members for the John Huntley Memorial Internship Program for a 2-day session:
- Appointed members to the Annual Council Elections Committee:
- Appointed members to the Council Steering Committee:
- Approved a recommendation that Bill Redden serve as Independent Chair for Annual Council 2024.
- Approved a recommendation that the Audited Financial Statements from Grant Thornton as of July 31, 2023 be filed and forwarded to Annual Council 2024.
- Approved the actuarial assumptions for the 2023 actuarial valuation as recommended.
- Approved the granting of one Local Service Award.
- Approved Conference Grants in the amount of up to \$600 each:
- Approved Education Research Grants in the amount of \$500 each:
- Approved a motion that, notwithstanding Operational Procedure 15 (C)(I), individual Provincial Executive Members be allowed to freely debate the Council Resolution regarding NSTU's membership in the National Association of Teachers (NAT) sponsored by the Provincial Executive.
- Approved Provincial Executive meeting dates through 2024-2027.
- Received the Final Report of the Ad Hoc Committee on NSTU Governance.
- Approved a motion to have a ranked vote process on Provincial Executive Alternative Models at Annual Council 2024.
- Approved five (5) resolutions to be forwarded to Annual Council 2024 regarding the Alternative Models to the structure of the Provincial Executive.
- Approved a motion to postpone consideration of Section 6.00 – Local/Regional Structure Models from the Ad Hoc Committee on NSTU Governance Report until the Fall of 2024 following consultation with Local and Regional Leadership.
- Approved a motion to postpone consideration of Section 7.00 – Mandated Local Committees from the Ad Hoc Committee on NSTU Governance Report until the Fall of 2024 following consultation with Local and Regional Leadership.
- Approved the release of the Final Report of the Ad Hoc Committee on NSTU Governance.
- Approved a resolution be forwarded to Annual Council 2024 regarding NSTU By-Law Article I – Membership.
- Approved a recommendation that the NSTU, as per Strategic Plan recommendation VI-25, create an Information Technology Strategic Fund with the purpose of operationalizing the recommendation from the Information Technology Report. The fund to be initially funded with \$250,000 of assets from the General Fund.
- Approved a recommendation that the proposed draft Budget for August 1, 2024 to July 31, 2025 be forwarded to Annual Council 2024.
- Approved a resolution be forwarded to Annual Council 2024 regarding the transfer of \$150,000 from the Reserve Fund in order to balance the Budget year ending July 31, 2025.
- Approved a recommendation that an alternate draft balanced Budget without a transfer from the Reserve Fund for August 1, 2024 to July 31, 2025 be forwarded to Annual Council 2024.
- Approved a recommendation that the Regional Electoral Officers for NSTU Presidential Election be approved.
- Referred a motion to the Governance & Policy Committee regarding Operational Procedure 15 – Provincial Executive, F – Meeting of the Provincial Executive.
- Referred a motion to the Governance & Policy Committee regarding Operational Procedure 15 – Provincial Executive, D - Responsibilities.
- Approved amendments to Operational Procedure 3 – Committees of the NSTU, J – Meeting Protocols for Committees.
- Approved several amendments to Operational Procedure 4 – Committees – Standing Committees of the Provincial Executive to become effective August 1, 2024.
- Approved amendments to Operational Procedure 26 – Professional Learning Support, B – NSTU Biennial Conferences.
- Approved amendments to Operational Procedure 26 – Professional Learning Support, F – NSTU Leadership Skills Development Institute.

Clean WATER SCHOOL

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- Lab and field skills, scientific observation methods and the concept of two-eyed seeing.



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(access to equipment is provided).



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resources

Empowering Our Children to Change the World Starts With Their Teachers

By Jennifer Stevens and Samantha Gawron, Learning for a Sustainable Future

With more wild storms, fires, floods and searing heat, Canadians are increasingly concerned about climate change. But learning how best to respond to Canada's climate emergency remains a challenge. How do we create a climate-literate society that has the knowledge and motivation to act to mitigate and adapt to a changing climate? In the face of these escalating environmental and social crises, education remains a crucial tool to enhance awareness, understanding, and action. Traditional teaching methods must evolve to address these complex issues and the eco-anxiety that young people are currently facing.

According to [Learning for a Sustainable Future's \(LSF\)](#) recent national climate change education survey, "[Canadians' Perspectives on Climate Change & Education](#)," 81 % of Canadians agree that climate change is happening, but only 55% understand that greenhouse gas emissions are the primary cause. Only a very small portion of the population (17%) think that the Canadian government is doing a good job addressing climate change. Half of Canadians believe that climate change is either causing mental health issues or making them worse. Students are more likely than any other respondent group to report feeling anxious (41%) or frightened (31%).

There is wide agreement (64%) that the education system should be doing "a lot more" to educate young people about climate change. However, only a third (34%) of educators feel they have the knowledge and skills needed to effectively teach climate change; they are calling out for more support in the form of more classroom resources, materials and professional development.

The need for better climate change education is clear. In order to prepare our young people for a climate-altered future, our school system needs to do more. Canadians overwhelmingly say it is time for education ministries across Canada to incorporate climate change into virtually all subjects and across all grades K-12. This extends past science class, including geography, health, math, art, business, and others as well. Climate change connects to everything we learn in school.

In order for youth to feel capable of addressing complex global challenges, we must first equip educators. Educators need practical professional development that provides tools and strategies to foster critical thinking, engage global citizenship, and reduce

eco-anxiety among their students. This needs to be supported with curriculum-connected resources focused on climate change, sustainability and Indigenous knowledge. In order to address eco-anxiety, students need more opportunities to learn about and take action on climate change.

LSF's [Resources for Rethinking \(R4R\)](#) database supports educators with more than 1,800 free or low-cost, peer reviewed, curriculum matched lesson plans, videos, books, and other materials, from over 250 publishers. The search tool connects teachers to resources that highlight climate change, the UN Sustainable Development Goals, Indigenous Ways of Knowing, and more. "R4R is one of the few databases in the world that offer teacher-reviewed and curriculum-tailored content from



Canadian perspectives," says Charles Hopkins, the UNESCO Chair at York University. "The R4R database helps educators with teaching content and pedagogy to address these complex sustainability challenges in age-appropriate ways, make them relevant for their students, and move from teaching about to teaching FOR sustainability."

By embracing a multidimensional approach to education that encompasses climate change, sustainability, and Indigenous perspectives, educators empower students to become agents of positive change in their communities and beyond. It is empowerment to act that will build a foundation of hope!

Bio Note:

Jennifer Stevens is the Director of Learning, Research and Communication at Learning for a Sustainable Future. At LSF she works to implement programming, conduct research, and integrate the ideals for a sustainable future into the Canadian school system by working with youth directly and supporting parents and teachers. Jennifer holds a Masters of Child Study and Education from the Jackman Institute of Child Studies at the University of Toronto and a Bachelor of Arts (Honours) in Psychology from Queen's University. She is passionate about all things outdoors and is always looking for new ways to integrate sustainable ideals into her life and work.

Sam Gawron, Director of Programs, Engagement and Development at Learning for a Sustainable Future (LSF), is a graduate of the Environment, Sustainability & Society and International Development programs at Dalhousie University and the University of King's College. She's been at LSF since 2015, where she leads programs to engage Canadian youth and educators in sustainability and climate change learning and action. Sam's past experience includes work with the Riverdale Immigrant Women's Centre on their social enterprise cafe, a position on the Toronto Youth Food Policy Council, and participation in various multidisciplinary environmental education programs such as the Upper Grand District's "Headwaters" program.



Do your students love to laugh?

Then sign your class up for Funny Pages -- Canada's only festival celebrating books that crack kids up!

Kids in Grades 3 through 6 will enjoy hilarious presentations by some of the country's best-loved authors, including Helaine Becker, Kevin Sylvester, Ambreen Butt-Hussain and many more!

Tickets are free but seating is limited.

For more info, go to www.funnypages.ca

Lunenburg County -- Thursday, April 18

Halifax Central Library -- Friday, April 19



Helaine Becker



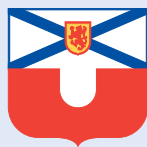
Kevin Sylvester



Ambreen Butt-Hussain

FUNNY PAGES

NSTU CAMPAIGN GUIDELINES



The 2023 deadline for candidates' information is **March 1st** for the **March 2024** issue or **April 5th** for the **April 2024** 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 9 - Election Procedures, D - Elections Conducted at Annual Council - First Vice-President, Discipline Committee, Professional Committee, Resolutions Committee, and CTF Delegate.

OPERATIONAL PROCEDURE 9 - ELECTION PROCEDURES

D. ELECTIONS CONDUCTED AT ANNUAL COUNCIL – FIRST VICE-PRESIDENT, DISCIPLINE COMMITTEE, PROFESSIONAL COMMITTEE, RESOLUTIONS COMMITTEE, AND CTF DELEGATES

I. Nominations

- a. Elections at Annual Council shall be held for the following positions:
 - i. office of First Vice-President,
 - ii. NSTU delegates sent to the Annual General Meeting of the Canadian Teachers' Federation,
 - iii. members serving on the Discipline Committee,
 - iv. members serving on the Professional Committee, and
 - v. members serving on the Resolutions Committee.
- b. Nominations for elections held at Annual Council shall open on the last Friday in February.
- c. Nominations for elections held at Annual Council shall be submitted on the official Nomination Form found on the NSTU website. Individuals may nominate themselves.
- d. A candidate's Nomination Form must be completed and received by the Executive Director or designate no later than noon on the Friday of Annual Council.
- e. Notwithstanding c and d. above, candidates may be nominated from the floor of Council by any Voting Delegate of Annual Council, without the need to complete a Nomination Form.
- f. Nominations for the office of First Vice-President shall close, with the Independent Chair's call for further nominations from the floor, during the Friday evening Session of Annual Council.

- g. Nominations for Committee members and CTF Delegate shall close, with the Independent Chair's call for further nominations from the floor, during the Saturday afternoon Session of Annual Council.

II. Campaigning

- a. Campaign guidelines are as set out in NSTU Standing Orders and these Operational Procedures.
- b. Active campaigning for elections held at Annual Council may begin no sooner than the open of nominations.
- c. If a Local invites candidates to attend a Local meeting or event, the invitation must be extended to all known candidates contending for that specific office/delegation/committee.
- d. Suspected violations to these campaign guidelines shall be resolved in the following manner:
 - i. prior to Annual Council, suspected violations shall be reported to the Executive Director or designate, in a timely manner, for resolution;
 - ii. during Annual Council, suspected violations shall be reported to the Chair of the Annual Council Elections Committee;
 - iii. the Executive Director and/or Chair of the Annual Council Elections Committee will attempt to resolve the issue informally;
 - iv. if an informal resolution can be found no further action is required;
 - v. if no informal resolution is possible, the Executive Director or designate will make a ruling, the ruling shall be final, and the ruling may be announced to Annual Council; and,
 - vi. rulings may include but are not necessarily limited to:

1. a written warning,
 2. a notice of censure to other candidates,
 3. a public notice of censure to the membership, or
 4. removal from ballot.
- III. Eligibility to Vote**
- a. Only Voting Delegates (including Local Alternate Delegates replacing Local Voting Delegates) are eligible to vote.
- IV. 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.
- V. 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*.
- VI. 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.

VII. 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)

VIII. 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.

Continued on page 24

continued from page 23

- 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 8 – Campaign Guidelines.

STANDING ORDER 8 – 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.



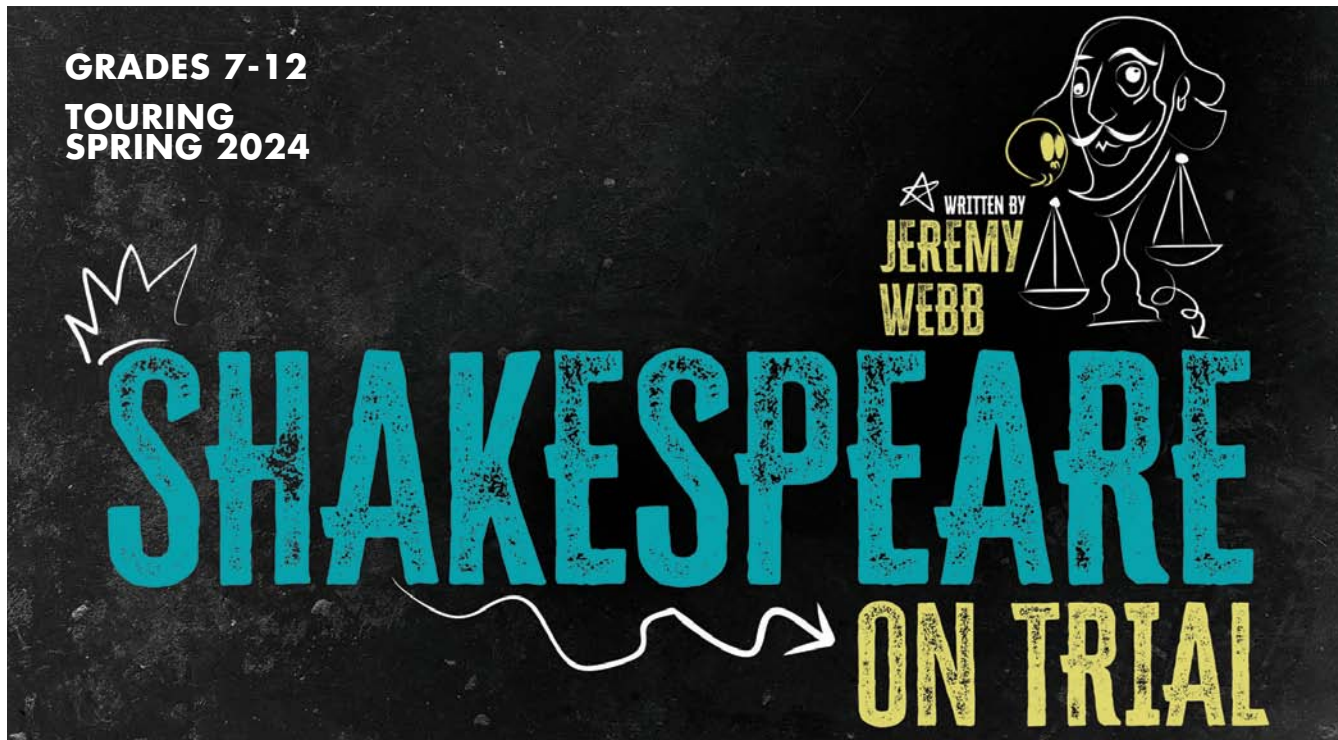
2024 REGIONAL PROVINCIAL EXECUTIVE ELECTIONS UPDATE

Voting Day, if required, is set for Wednesday, April 17, 2024

Electoral Region	Election Pending or Member Acclaimed
Annapolis/Hants West/Kings	Jemita Buchanan – Acclaimed
Antigonish/Guysborough	Janet O'Brien – Acclaimed
Cape Breton District	Election Pending Dawn Rachelle MacIsaac Crystal Sampson
Colchester/East Hants	Taunya Pynn Crowe – Acclaimed
Conseil syndical acadien de la Nouvelle-Écosse (CSANE)	Line Murphy – Acclaimed
Dartmouth	Election Pending Tara Arseneau Mark Savoury
Digby/Shelburne/Yarmouth	John MacKinnon – Acclaimed
Halifax City	Ben Sichel – Acclaimed
Halifax County	Grant Frost – Acclaimed
Inverness/Richmond	Paula Landry – Acclaimed
Lunenburg County/Queens	Sarah Tutty – Acclaimed

as of February 26, 2024

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What Happens to My Benefits When I Retire?

It's that time of year when many teachers will begin to consider or have already decided to retire from the teaching profession at the end of this school year. The NSTU Group Insurance Trustees want to ensure that you are aware of exactly what occurs at retirement with respect to your NSTU Group Insurance Program coverages.

Listed below is a summary of the coverages that are available to plan members under the age of 65. We have also provided a list of important points to note as you consider the coverage you will have at retirement.

Summary of Plan Coverage – Retiring Under the Age of 65

Total Care Medical

Total Care Medical is a comprehensive supplementary health care program. It provides prescription drug coverage for members/spouse under age 65, a semi-private hospital room, vision care, paramedical services, including physiotherapy and massage therapy, and many other benefits

- Coverage may be continued.
- Premiums are 100% paid by the Province of Nova Scotia for members in receipt of a monthly NS Teachers' Pension.
- You must remember to enroll within 60 days of your first pension payment (a form is included in the package from NS Pension).
- Prescription drug coverage ceases the end of the month prior to turning age 65.
- Coverage under the Nova Scotia Seniors' Pharmacare program commences the first of the month that you become age 65. **Please note, you need to enroll in the program to ensure there will be no lapse in prescription drug coverage.**

Total Care Dental

Total Care Dental provides comprehensive dental care coverage which includes basic preventative services, major restorative services, prosthodontic and orthodontic services.

- Coverage may be continued if enrolled at the date of retirement, there is no termination age.
- You pay 100% of the premium which is deducted monthly from your monthly NS Teachers' Pension.
- Members who have deferred their pension and have not continued their NSTU Group Insurance coverage have 60 days from receipt of their first monthly NS Teachers' Pension to enroll in the Total Care Medical and Dental Plans.

Insurance Trustees

Shown are members of the NSTU Group Insurance Trustees at their monthly meeting, which took place March 7 and 8. This group manages and oversees the operation of the NSTU Group Insurance Plans. Each Trustee is appointed for a term of five years, and is required to maintain strict confidentiality in relation to all matters referred to the Trustees. The Insurance Trustees have the responsibility to operate the plans in the best interest of the members. These plans include Life insurance plans, Total Care Medical and Dental, Long Term Disability, Employee and Family Assistance Program, and all Carepath programs.



Shown (l – r): Joël Chiasson (Cape Breton Region), Krissy Brewer (Halifax Region), Byron Butt (Tri-County/South Shore Region), Karen Nottage (Annapolis Region), Wade Van Snick (Chignecto Region), and Janie Lumsden (Strait Region). Missing: NSTU staff liaison officers Kyle Marryatt and Paul Boudreau.

Provincial Master Life & Accidental Death & Dismemberment (AD&D)

Provincial Master Life:	\$50,000	• Coverage may be continued.
Provincial Master AD&D:	\$50,000	• You pay 100% of the premium which is deducted from your monthly NS Teachers' Pension.
Critical Illness – Member:	\$2,000	• Coverage reduces to \$10,000 at age 65; however, coverage can be converted to an individual insurance policy.
Dependent Life – Spouse:	\$3,000	
Dependent Life – Children:	\$1,500	

Optional Life Insurance / Spousal Life Insurance

Member Optional Life

\$100,000 (initial amount for active members not subject to medical evidence of insurability).

Spousal Optional Life

\$50,000 (initial amount for spouse of active members not subject to medical evidence of insurability).

Additional Amounts

Available in units of \$5,000 up to a maximum of \$300,000.

A 24-month pre-existing condition clause applies. All amounts above the non-evidence maximum up to \$300,000 will require medical evidence of good health.

- Coverage may be continued.
- You pay 100% of the premium which is deducted from your monthly NS Teachers' Pension.
- Retirees under the age of 65, and their eligible spouse under 65, may apply for Optional Life / Spousal Life Insurance by submitting medical evidence of insurability.
- At age 70, the benefit will reduce to a maximum of \$50,000. Anyone who has less than \$50,000 of coverage will continue with the lesser amount.
- Coverage cancels at the end of the month of your 85th birthday.

Voluntary Accidental Death & Dismemberment

Provides coverage for any accident resulting in death, dismemberment, paralysis, loss of use of limbs, loss of sight, speech, or hearing anywhere in the world – 24 hours a day – on or off the job.

Coverage available in units of \$5,000 up to \$300,000.

- Coverage in effect prior to retirement may be continued.
- You pay 100% of the premium which is deducted from your monthly NS Teachers' Pension.
- Members who wish to enroll or increase coverage before retirement must start the process before the end of May (must be actively at work on the effective date).
- Coverage decreases at age 70 to \$100,000 and there is no Permanent Total Disability, Home-Maker Weekly Indemnity or Hospital Indemnity coverage.
- Coverage ceases at age 75.

Voluntary Critical Illness

Available to all members under age 75 up to \$300,000 of coverage. Coverage is also available for your spouse and eligible dependent children.

- Coverage may be continued.
- You pay 100% of the premium which is based on age.
- You may apply at any time. Pre-existing conditions apply.

NSTU NSED Travel Insurance

Base Plan provides unlimited trips up to 35 calendar days per trip during the policy year.

Supplementary Plan provides coverage for trips that are more than 35 calendar days and up to 210 days per trip. Includes Base Plan.

Trip Cancellation provides up to \$5,000 per insured person per annual coverage period.

Trip Interruption provides up to a maximum of \$5,000 per insured person for each covered trip.

- Coverage may be continued.
- Premium is based on age and is deducted from your monthly NS Teachers' Pension.
- Pre-existing conditions apply.

Employee/Family Assistance Program (EFAP)

This program provides counselling services, lifestyle and specialty coaching services, depression and trauma care services, key person advice line, crisis management services, and more.

- **This program is not available to retired members.**

Carepath – Chronic Disease Program

This program provides aid and support to active and retired members, spouses, and dependent children who are living with a chronic disease or dealing with a diagnosis of cancer.

- Coverage continues after retirement with no termination age.
- Sponsored by the NSTU Group Insurance Trust Fund.

Carepath – Elder Care Program

This program provides seniors and their families with a nurse case manager to address evolving elder care needs.

- Coverage continues after retirement with no termination age.
- Sponsored by the NSTU Group Insurance Trust Fund.

Carepath – Mental Health Program

This program offers multiple levels of mental health support to provide the right guidance at the right time for anyone experiencing mild to severe mental health concerns.

- Coverage continues after retirement with no termination age.
- Sponsored by the NSTU Group Insurance Trust Fund.

MHCSI Supplemental Prescription Drug Benefit

This program provides a benefit of \$2 per prescription filled at an eligible Lawtons / Sobseys pharmacy.

Members also receive a Lawtons Discount Card.

- Coverage continues for retired members enrolled in the Total Care Medical Plan.
- For active members and retirees under age 65, the \$5.00 co-pay per prescription is reduced to \$3.00 per prescription.

Home & Car Insurance

Home and auto insurance policies are available to NSTU members through belairdirect.

- Coverage continues for retired members.
- You pay 100% of the premium with flexible payment options available.

Nova Scotia Teachers Plus Credit Union

All members, active and retired, can participate in a "Savings" program by completing the applicable payroll deduction form.

- The requested amount will be deducted from your monthly NS Teachers' Pension.

There are many factors to consider as you move toward retirement. As well, there are many benefits available to you to continue through retirement to make your life a bit easier. The Trustees encourage members to consider their insurance needs prior to retirement to avoid any surprises after having finished their teaching career.

If you have any questions with respect to your NSTU Group Insurance coverage at retirement, please do not hesitate to contact the Administrator, Johnson Inc. at (902) 453-9543 or 1-800-453-9543 (toll-free).



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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 of Acadian public schools (those schools under the authority of the Conseil scolaire acadien provincial) and reports its findings to the Provincial Executive.
- ☐ **CURRICULUM COMMITTEE:** studies the curriculum of public schools and reports its findings to the Provincial Executive.
- ☐ **DISTRIBUTED LEARNING COMMITTEE:** 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 (RCEs).
- ☐ **EQUITY COMMITTEE:** studies matters pertaining to the current practices, attitudes, and research regarding diversity, equity, and social justice and reports its findings to the Provincial Executive.
- ☐ **FINANCE AND PROPERTY COMMITTEE:** is concerned with the overall financial plans of the Union; presents regular financial statements to the Provincial Executive; costs resolutions to Council and prepares an annual budget for presentation to Council; makes appropriate recommendations regarding costed resolutions to Council; is responsible for the general oversight of properties held or leased by the Union; and considers requests respecting major purchases.
- ☐ **MEMBER ECONOMIC WELFARE, HEALTH AND SAFETY, AND WORKING CONDITIONS COMMITTEE:** coordinates the Member Services and Health and Safety biennial Conferences; reviews programs aimed at educating leaders regarding working conditions and welfare; identifies and prepares background information on bargainable items; identifies trends and developments in teacher bargaining across Canada; reviews economic forecasts; considers Council resolutions; and reviews results of most recent Provincial and Regional contract bargaining.
- ☐ **POLITICAL ACTION AND PUBLIC RELATIONS COMMITTEE:** recommends to the Provincial Executive opportunities for involvement in political action for NSTU members (and others) regarding government positions pertaining to public education and reviews NSTU public relations and communications programs and makes recommendations to the Provincial Executive regarding same. **Members appointed to the Committee shall represent each of the RRC's and the CSANE Local).**
- ☐ **PROFESSIONAL ASSOCIATIONS COORDINATION COMMITTEE:** reviews resolutions put forward by professional associations, advises the Provincial Executive on matters pertaining to professional associations, assists associations in carrying out their mandates, monitors the activities of associations and provides a communication channel between the Provincial Executive and Professional Associations. **Members appointed to the Committee shall be Members of a Professional Association Executive.**
- ☐ **PROFESSIONAL DEVELOPMENT COMMITTEE:** makes recommendations to the Provincial Executive regarding recipients of Educational Research Awards, Travel Fellowship, Out-of-Province Conference Grants and Full Time Study Grants; and reviews and develops programs intended to improve the effectiveness of teachers as professionals.
- ☐ **PDAF (FROM THE TPA):** reviews applications for financial assistance to support innovative curriculum projects and awards grants to successful applicants.
- ☐ **SHEONORIL BOARD OF DIRECTORS:** is an arms-length charitable agency created to fund school-based projects and research directed at reducing violence in schools; as the governing body of the Foundation, the Board develops policy, mandate initiatives, and approves project funding. **Three (3) vacancies, one (1) of which must be a Retired Member.**
- ☐ **STATUS OF WOMEN COMMITTEE:** studies matters pertaining to the current practices, attitudes, and research regarding the status of women in the teaching profession and in society in general and reports its findings to the Provincial Executive.
- ☐ **SUBSTITUTE TEACHER COMMITTEE:** 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 22, 2024**

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.

As per the *Teaching Profession Act*, the NSTU is obligated to give at least 30 days notice to its members prior to any proposed amendments to NSTU by laws. The following Resolutions, being forwarded to Annual Council 2024 could potentially result in changes to the NSTU's Constitution.

ANNUAL COUNCIL RESOLUTIONS 2024

COSTED

2024-04 *Constitutional* *Amend* *Costed* *\$8,400/Causus* *2/3s*
BE IT RESOLVED THAT NSTU By-Laws be amended by inserting a new Article entitled
“Union Caucus Governance”.

The New Article to read:

ARTICLE (New) — UNION CAUCUS GOVERNANCE

1. UNION CAUCUS

- (a) Active Members and reserve members may, following the procedure laid out in Operational Procedures and with the consent of the Provincial Executive, form a Union Caucus.
- (b) The mandate of Union Caucus shall be to encourage and assist Members of specific identifying groups to advocate for their unique needs.
- (c) The objectives of Union Caucuses are to:
 - (i) improve member engagement;
 - (ii) represent groups that lack representation in the traditional union governance structure;
 - (iii) advocate interests of Union Caucuses, consistent with NSTU Policy and practice; and,
 - (iv) advise the Provincial Executive and NSTU Committees on matters special to the Union Caucus.
- (d) Membership in a Union Caucus is open to Active and Reserve Members of the NSTU, is voluntary, and is conditional on paying a Caucus Fee as set by the individual Caucuses at their Annual General Meetings.
- (e) The NSTU shall give financial assistance where necessary, in order to provide for meetings.

2. OFFICERS

- (a) A Union Caucus shall elect a Chair, and such other officers as the Caucus may determine.
- (b) The elected Executive of the Caucus shall be the governing body thereof.

3. GOVERNANCE

- (a) A Union Caucus shall be a committee of the NSTU, and shall be under the control of the Council and its Executive, subject to the Teaching Profession Act, these By-Laws, and NSTU Standing Orders.
- (b) A Union Caucus shall not deal directly in matters of policy with the Provincial Government, government departments, or other provincial organizations.
- (c) A Union Caucus shall determine the dates of its meetings and shall designate one (1) meeting each school year as its Annual General Meeting.
- (d) A majority of Officers will constitute a quorum of the Union Caucus Executive.
- (e) A Union Caucus shall have the right to submit resolutions to Council following the Resolutions Procedures outlined in the Standing Orders.

4. FINANCES

- (a) A Union Caucus shall submit to Central Office, by December 1st of each year, a budget for the current school year.
- (b) A Union Caucus shall submit to Central Office, by December 1st of each year, the information required for its internal review, which will be conducted out of Central Office.
- (c) A Union Caucus may not permit the use of any part of its funds for the purpose of conducting a campaign in respect to any election whether within the Union or outside of the Union.

Dartmouth

Brief:

This proposed by-law would introduce a new structure called a Union Caucus. The purpose of a caucus is to encourage and assist Members of specific identifying groups to advocate for their unique needs. Caucuses will improve member engagement, represent groups that lack representation in the traditional union governance structure, and advise on matters specific to their interests. The structure presented is modelled on that currently used by professional associations.

Cost:

\$8,400 per Caucus (based on 3 meetings for 8 executive members per year x committee rate of \$350)

Recommendation:

The Finance and Property Committee offers no recommendation regarding this resolution; however, they would like to advise that adopting this resolution would increase expenditures and require an amendment to the budget.

Recommendation:

The Governance and Policy Committee recommends that this resolution be defeated or withdrawn. The Governance and Policy Committee agrees with the intent of this resolution regarding the need to help engage members from particular under represented groups. The Governance and Policy Committee recognizes the valid concerns of equity-deserving members and the pressing need to engage equity-deserving members into the union structure. Currently there are several processes being proposed in order to give authentic voice to equity-deserving and marginalized members that better serve these members and the NSTU as a whole. The concept of Union Caucus is not limited to equity-deserving members; these “caucuses” could be open to other special interest groups, and is far too open ended to effectively create change in the structure of the organization. There is also danger in segregating our membership into defined groups with specific interests. Union’s should be live to the risk of government

(or others) attempting to remove distinct groups from their bargaining units. The Union is committed to implementing authentic changes in order to have equity-deserving members integrated into Union governance but should do so while keeping Union solidarity strong. This Resolution risks carving up the Union into special interest groups, and is not necessary to meet the goal of making the Union more diverse and equity-friendly.

2024-05 *Constitutional* *Amend* *Costed* *\$800/Caucus* *2/3s*

BE IT RESOLVED THAT NSTU By-Law Article II — The Council sub-Article 2 – Council Delegates and Observers be amended by substitution with the following:

The sub-Article of the By-Law, as amended, would then read:

2. COUNCIL DELEGATES AND OBSERVERS

- (a) Voting Delegates of Council shall be:
 - (i) the Provincial Executive;
 - (ii) Local Presidents as one (1) of the Locals' allotment of Voting Delegates;
 - (iii) Local Voting Delegates as determined by individual Local constitutions;
 - (iv) Chairs of Regional Representative Councils;
 - (v) Chairs of Regional Economic Welfare Committees; and,
 - (vi) Professional Association Voting Delegates from individual Professional Associations.
 - (vii) **Union Caucus Voting Delegates from recognized caucuses of the Nova Scotia Teachers Union**
- (b) Pursuant to 2. (a) (ii) and (iii), each Local is entitled to one (1) Voting Delegate for every fifty (50) Members or major fraction thereof.
- (c) Notwithstanding 2. (b), each Local is entitled to a minimum of three (3) Voting Delegates.
- (d) Pursuant to 2. (a) (vi), each Professional Association is entitled to one (1) Voting Delegate.
- (e) **Pursuant to 2. (a) (vii), each Caucus is entitled to one (1) Voting Delegate.**
- (f) Non-Voting Delegates of Council shall be:
 - i. Local Alternate Delegates as determined by individual Local constitutions;
 - ii. Chairs or designates of NSTU Standing Committees; and,
 - iii. an invited Retired Teachers Organization representative as selected by the RTO.
- (g) Pursuant to 2. (e) (i), each Local is entitled to determine Alternate Delegates on the basis of a sliding scale where Locals entitled to:
 - (i) 3 to 10 Voting Delegates are entitled to 1 Alternate Delegate;
 - (ii) 11 to 21 Voting Delegates are entitled to 2 Alternate Delegates;
 - (iii) 22 to 31 Voting Delegates are entitled to 3 Alternate Delegates;
 - (iv) 32 to 41 Voting Delegates are entitled to 4 Alternate Delegates; and,
 - (v) 42 + Voting Delegates are entitled to 5 Alternate Delegates.
- (h) Non-Voting Delegates may address Council with the permission of the Chair, permission shall not be unreasonably withheld.
- (i) Non-Voting Delegates may not move, second, or vote on any resolutions or motions.
- (j) In the unavoidable absence of a Local Voting Delegate, Council may permit a Local Alternate Delegate to act as a replacement. The Local Alternate Delegate, when replacing the Local Voting Delegate, has all the rights and responsibilities of a Local Voting Delegate.
- (k) Observers of Council may be:
 - (i) Local Observers as selected by individual Locals; and,
 - (ii) Members.
- (l) Pursuant to 2. (j) (i), each Local is entitled to select one (1) Local Observer.

(m) Local Alternate Delegates and Local Observers attend Council at the Local's expense or at the individual's expense.

Dartmouth

Brief:

This resolution works in conjunction with the previous resolution that established Union Caucuses. The changes outlined allow for caucus representation as voting delegates at Council.

Please Note: the Resolutions Committee has ruled that if 2024-04 is defeated or withdrawn, then resolution 2024-05 is Out-Of-Order and should not be considered by Council.

Cost:

\$800 per Caucus (based on attendance at Annual Council)

Recommendation:

The Finance and Property Committee offers no recommendation regarding this resolution; however, they would like to advise that adopting this resolution would increase expenditures and require an amendment to the budget.

Recommendation:

The Governance and Policy Committee recommends that this resolution be defeated or withdrawn. The Governance and Policy Committee agrees with the intent of this resolution regarding the need to help engage members from particular under represented groups. The Governance and Policy Committee recognizes the valid concerns of equity-deserving members and the pressing need to engage equity-deserving members into the union structure. Currently there are several processes being proposed in order to give authentic voice to equity-deserving and marginalized members that better serve these members and the NSTU as a whole. The concept of Union Caucus is not limited to equity-deserving members; these "caucuses" could be open to other special interest groups, and is far too open ended to effectively create change in the structure of the organization. There is also danger in segregating our membership into defined groups with specific interests. Union's should be live to the risk of government (or others) attempting to remove distinct groups from their bargaining units. The Union is committed to implementing authentic changes in order to have equity-deserving members integrated into Union governance but should do so while keeping Union solidarity strong. This Resolution risks carving up the Union into special interest groups, and is not necessary to meet the goal of making the Union more diverse and equity-friendly.

2024-06	<i>Constitutional</i>	<i>Amend</i>	<i>Costed</i>	<i>\$7,200</i>	<i>2/3s</i>
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BE IT RESOLVED THAT the NSTU amend Section II of the by-laws, Article II, sub-Article 2 (a) as follows:

The sub-Article of the By-Law, as amended, would then read:

2. COUNCIL DELEGATES AND OBSERVERS

- (a) Voting Delegates of Council shall be:
 - (i) the Provincial Executive;
 - (ii) Local Presidents as one (1) of the Locals' allotment of Voting Delegates;
 - (iii) Local Voting Delegates as determined by individual Local constitutions;
 - (iv) Chairs of Regional Representative Councils; (v) Chairs of Regional Economic Welfare Committees; and,

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- (vi) Professional Association Voting Delegates from individual Professional Associations.
 - (vii) an equity caucus comprised of up to nine (9) equity seeking members, one (1) from each region; as determined by lottery of applicants to the caucus.**
 - (b) Pursuant to 2. (a) (ii) and (iii), each Local is entitled to one (1) Voting Delegate for every fifty (50) Members or major fraction thereof.
 - (c) Notwithstanding 2. (b), each Local is entitled to a minimum of three (3) Voting Delegates.
 - (d) Pursuant to 2. (a) (vi), each Professional Association is entitled to one (1) Voting Delegate.
 - (e) Non-Voting Delegates of Council shall be:
 - (i) Local Alternate Delegates as determined by individual Local constitutions;
 - (ii) Chairs or designates of NSTU Standing Committees; and,
 - (iii) an invited Retired Teachers Organization representative as selected by the RTO.
 - (f) Pursuant to 2. (e) (i), each Local is entitled to determine Alternate Delegates on the basis of a sliding scale where Locals entitled to:
 - (i) 3 to 10 Voting Delegates are entitled to 1 Alternate Delegate;
 - (ii) 11 to 21 Voting Delegates are entitled to 2 Alternate Delegates;
 - (iii) 22 to 31 Voting Delegates are entitled to 3 Alternate Delegates;
 - (iv) 32 to 41 Voting Delegates are entitled to 4 Alternate Delegates; and,
 - (v) 42 + Voting Delegates are entitled to 5 Alternate Delegates.
 - (g) Non-Voting Delegates may address Council with the permission of the Chair, permission shall not be unreasonably withheld.
 - (h) Non-Voting Delegates may not move, second, or vote on any resolutions or motions.
 - (i) In the unavoidable absence of a Local Voting Delegate, Council may permit a Local Alternate Delegate to act as a replacement. The Local Alternate Delegate, when replacing the Local Voting Delegate, has all the rights and responsibilities of a Local Voting Delegate.
 - (j) Observers of Council may be:
 - (i) Local Observers as selected by individual Locals; and,
 - (ii) Members.
 - (k) Pursuant to 2. (i), each Local is entitled to select one (1) Local Observer.
 - (l) Local Alternate Delegates and Local Observers attend Council at the Local's expense or at the individual's expense.

Halifax City

Brief:

The NSTU serves to advocate equitably for the needs of all members. Currently, members from equity-seeking groups have no dedicated way to bring their concerns to council, unless they can attend with their local delegation. The inclusion of a caucus will allow for issues facing marginalized members to be presented before council in a timely and accurate manner. This will increase unity and cohesion among the Union as it will more efficiently address barriers to engagement with union governance, making annual Council more accessible for Black, Indigenous, Educators of Colour, Educators who are new to Canada, 2SLGBTQIA+ educators, and educators with disabilities.

Cost:

\$7,200

Recommendation:

The Finance and Property Committee offers no recommendation regarding this resolution; however, they would like to advise that adopting this resolution would increase expenditures and require an amendment to the budget.

Recommendation:

The Governance and Policy Committee recommends that, as written, this resolution be defeated. However, the Governance and Policy Committee does recommend an amendment to this resolution that, if amended, the Committee would recommend adoption of the resolution. The Governance and Policy Committee recommends that the resolution be amended by striking “(vii) an equity caucus comprised of up to nine (9) equity seeking members, one (1) from each region; as determined by lottery of applicants to the caucus.” and inserting in (b) a second sentence to read “Any Local Delegation with eight (8) or more Voting Delegates shall have at least one (1) of their Voting Delegate positions designated for an individual from an equity-deserving group, equity-deserving as defined in NSTU Operational Procedures.” The Resolution with the proposed amendment addresses the intent of the original Resolution – to increase diversity and equity at Council. The proposed amendment guarantees equity-deserving seats at council and has further advantages over the sponsoring Local’s proposed Resolution. These additional advantages include, but are not limited to:

- Guaranteeing seats at council for equity-deserving members, while not increasing the size of Council (as such this would no longer be a costed item).
- Beyond the cost implication there is also a concern regarding the location where Annual Council is held having capacity limits;
- Locals are in the best position for determining their own Delegation as opposed to selection by lottery;
- The equity-deserving voting delegates would be part of a Local Delegation with a real connection to their Local. They would be integrated into the local structure and not segregated into their own (assumed homogeneous) group; and
- Based on December 2023 Local numbers the proposed amended Resolution would still have at least nine (9) equity-deserving members attending Council.

The sub-Article of the By-Law, as amended, would then read:**2. COUNCIL DELEGATES AND OBSERVERS**

- (a) Voting Delegates of Council shall be:
 - (i) the Provincial Executive;
 - (ii) Local Presidents as one (1) of the Locals’ allotment of Voting Delegates;
 - (iii) Local Voting Delegates as determined by individual Local constitutions;
 - (iv) Chairs of Regional Representative Councils; (v) Chairs of Regional Economic Welfare Committees; and,
 - (vi) Professional Association Voting Delegates from individual Professional Associations.~~(vii) an equity caucus comprised of up to nine (9) equity seeking members, one (1) from each region; as determined by lottery of applicants to the caucus.~~
- (b) Pursuant to 2. (a) (ii) and (iii), each Local is entitled to one (1) Voting Delegate for every fifty (50) Members or major fraction thereof. **Any Local Delegation with eight (8) or more Voting Delegates shall have at least one (1) of their Voting Delegate positions designated for an individual from an equity-deserving group, equity-deserving as defined in NSTU Operational Procedures.**
- (c) Notwithstanding 2. (b), each Local is entitled to a minimum of three (3) Voting Delegates.
- (d) Pursuant to 2. (a) (vi), each Professional Association is entitled to one (1) Voting Delegate.

- (e) Non-Voting Delegates of Council shall be:
 - (i) Local Alternate Delegates as determined by individual Local constitutions;
 - (ii) Chairs or designates of NSTU Standing Committees; and,
 - (iii) an invited Retired Teachers Organization representative as selected by the RTO.
- (f) Pursuant to 2. (e) (i), each Local is entitled to determine Alternate Delegates on the basis of a sliding scale where Locals entitled to:
 - (i) 3 to 10 Voting Delegates are entitled to 1 Alternate Delegate;
 - (ii) 11 to 21 Voting Delegates are entitled to 2 Alternate Delegates;
 - (iii) 22 to 31 Voting Delegates are entitled to 3 Alternate Delegates;
 - (iv) 32 to 41 Voting Delegates are entitled to 4 Alternate Delegates; and,
 - (v) 42 + Voting Delegates are entitled to 5 Alternate Delegates.
- (g) Non-Voting Delegates may address Council with the permission of the Chair, permission shall not be unreasonably withheld.
- (h) Non-Voting Delegates may not move, second, or vote on any resolutions or motions.
- (i) In the unavoidable absence of a Local Voting Delegate, Council may permit a Local Alternate Delegate to act as a replacement. The Local Alternate Delegate, when replacing the Local Voting Delegate, has all the rights and responsibilities of a Local Voting Delegate.
- (j) Observers of Council may be:
 - (i) Local Observers as selected by individual Locals; and,
 - (ii) Members.
- (k) Pursuant to 2. (i), each Local is entitled to select one (1) Local Observer.
- (l) Local Alternate Delegates and Local Observers attend Council at the Local's expense or at the individual's expense.

2024-07 *Constitutional* *Amend* *Costed* *\$38,215*

BE IT RESOLVED THAT NSTU amend sub-Section 1 (d) of the Standing Order, by striking “eighty cents per teaching day (\$2.80/day)” and inserting in its place “sixty cents per teaching day (\$2.60/day)”.

The sub-Section of the Standing Order, as amended, would then read:

1. UNION MEMBERSHIP FEES

- (d) A per diem Union Membership Fee in the amount of two dollars and ~~eighty cents per teaching day (\$2.80/day)~~ sixty cents per teaching day (\$2.60/day) is applied to substitute teachers whether Reserve Members or not. This amount shall be deducted at source.

Halifax County

Brief:

Approximately four years ago the daily rate of union dues was increased for substitute teachers. Substitute teachers have faced significant costs since that time. This resolution will somewhat assist in reducing the economic impact for them.

Cost:

\$38,215 (loss in revenue based on 2024/2025 Proposed Budget)

Recommendation:

The Finance and Property Committee offers no recommendation regarding this resolution; however, they would like to advise that adopting this resolution would decrease revenues and require an amendment to the budget.

NSTU GOVERNANCE

2024-41 *Constitutional Amend NSTU Governance*

2/3s

BE IT RESOLVED THAT NSTU By-Law Article I – Membership be amended as follows:

- in 2. (b) (viii) insert “and,” at the end.
- in 2. (b) (ix) strike “; and,” and insert in its place “.”.
- in 2. (b) strike (x).
- in 3. (b) (viii) insert “and,” at the end.
- in 3. (b) (ix) strike “; and,” and insert in its place “.”.
- in 3. (b) strike (x).
- in 4. (e) (iii) insert “and,” at the end.
- in 4. (e) (iv) strike “; and,” and insert in its place “.”.
- in 4. (e) strike (v).
- in 6. (b) (i) insert “and,” at the end.
- in 6. (b) (ii) strike “; and,” and insert in its place “.”.
- in 6. (b) strike (iii).
- in 7. (c) (ii) insert “and,” at the end.
- in 7. (c) (iii) strike “; and,” and insert in its place “.”.
- in 7. (c) strike (iv)

The sub-articles of the By-Law, as amended, would then read:

2. ACTIVE MEMBER

- (b) The rights of Active Membership shall include, but not necessarily be limited to the right to:
- (i) benefits as provided through NSTU as bargaining agent;
 - (ii) request legal assistance in instances resulting from problems arising in the performance of duties;
 - (iii) professional counselling within education;
 - (iv) vote and hold office at the local and provincial level;
 - (v) attend Council as outlined in Article II of these By-Laws;
 - (vi) membership in Professional Associations, including the right to hold office;
 - (vii) membership in the NSTU Group Insurance Plan, in accordance with the provisions of the plan;
 - (viii) membership on NSTU committees, where elected or appointed; **and,**
 - (ix) access NSTU publications and materials, as assigned, on the NSTU website; ~~and,~~
 - ~~(x) an NSTU web-mail account.~~

3. RESERVE MEMBER

- (b) The rights of Reserve Membership shall include, but not necessarily be limited to the right to:
- (i) benefits as provided through NSTU as bargaining agent;
 - (ii) request legal assistance in instances resulting from problems arising in the performance of duties;
 - (iii) professional counselling within education;
 - (iv) vote at the local and provincial level;
 - (v) attend Council as outlined in Article II of these By-Laws;
 - (vi) membership in Professional Associations, except the right to hold office;
 - (vii) membership in the NSTU Group Insurance Plan, in accordance with the provisions of the plan;

- (viii) membership on NSTU committees, where elected or appointed; **and**,
- (ix) access NSTU publications and materials, as assigned, on the NSTU website ~~and~~,
- (x) ~~an NSTU web mail account.~~

4. RETIRED MEMBER

- (e) The rights of Retired Membership shall include, but not necessarily be limited to the right to:
 - (i) membership in the Retired Teachers Organization (RTO);
 - (ii) attend Council as outlined in Article II of these By-Laws;
 - (iii) membership in the NSTU Group Insurance Plan, in accordance with the provisions of the plan; **and**,
 - (iv) access NSTU publications and materials, as assigned, on the NSTU website; ~~and~~,
 - (v) ~~an NSTU web mail account.~~

6. HONOURARY MEMBER

- (b) The rights of Honourary Membership shall include, but not necessarily be limited to the right to:
 - (i) attend Council as outlined in Article II of these By-Laws; **and**,
 - (ii) access NSTU publications and materials, as assigned, on the NSTU website; ~~and~~,
 - (iii) ~~an NSTU web mail account.~~

7. SUBSTITUTE TEACHER MEMBER

- (c) A Substitute Teacher Member, who can prove employment by an education entity to the satisfaction of the NSTU, shall have rights of Membership that include, but not necessarily be limited to the right to:
 - (i) benefits as provided through NSTU as bargaining agent;
 - (ii) request legal assistance in instances resulting from problems arising in the performance of duties; **and**,
 - (iii) access NSTU publications and materials, as assigned, on the NSTU website; ~~and~~,
 - (iv) ~~an NSTU web mail account.~~

Provincial Executive

Brief:

NSTU Council Resolution 2022-89 and Strategic Plan Action VI-24 resulted in a comprehensive external review of NSTU Technology Infrastructure. The External review identified significant liabilities and risks associated with NSTU operating and maintaining an independent email service and recommended that the existing webmail system be retired over time and be replaced by members personal email accounts. In order to commence this work, the first step is to remove the existing NSTU webmail system as a right of membership. Currently the NSTU is responsible for over 20,000 email accounts and this number continues to grow. With the removal of webmail as a right of membership a transition plan will be implemented. The first phase will be to cease creating new accounts, followed by a twelve-month period allowing webmail users to transition to a personal email. The twelve-month period would not commence until instructions on how to create a personal email account is provided to members. Notification of the twelve-month period and instructions would be communicated through all existing NSTU formats. All existing account information will be saved for a period of three years in case needed. The NSTU would continue to provide Provincial Executive, Local and Regional Leaders, and Staff dedicated NSTU email accounts. The External advisors have indicated that to continue providing a NSTU webmail service that addresses the current risks and liabilities would cost a minimum of \$1.2 million annually.

BE IT RESOLVED THAT NSTU By-law ARTICLE I — Membership sub-Article 2 Active Member, (b) be amended by inserting a new (xi) “membership in Union Caucuses”:

The sub-Article of the By-Law, as amended, would then read:

2. ACTIVE MEMBER

- (b) The rights of Active Membership shall include, but not necessarily be limited to the right to:
 - (i) benefits as provided through NSTU as bargaining agent;
 - (ii) request legal assistance in instances resulting from problems arising in the performance of duties;
 - (iii) professional counselling within education;
 - (iv) vote and hold office at the local and provincial level;
 - (v) attend Council as outlined in Article II of these By-Laws;
 - (vi) membership in Professional Associations, including the right to hold office;
 - (vii) membership in the NSTU Group Insurance Plan, in accordance with the provisions of the plan;
 - (viii) membership on NSTU committees, where elected or appointed;
 - (ix) access NSTU publications and materials, as assigned, on the NSTU website; and,
 - (x) an NSTU web mail account.
 - (xi) membership in Union Caucuses**

Dartmouth

Brief:

If Union Caucuses are created in a previous resolution this addition would allow active members to join those caucuses.

Please Note: the Resolutions Committee has ruled that if 2024-04 is defeated or withdrawn, then resolution 2024-42 is Out-Of-Order and should not be considered by Council.

BE IT RESOLVED THAT NSTU By-law ARTICLE I — Membership sub-Article 3 Reserve Member, (b) be amended by inserting a new (xi) “membership in Union Caucuses”

The sub-Article of the By-Law, as amended, would then read:

2. RESERVE MEMBER

- (b) The rights of Reserve Membership shall include, but not necessarily be limited to the right to:
 - (i) benefits as provided through NSTU as bargaining agent;
 - (ii) request legal assistance in instances resulting from problems arising in the performance of duties;
 - (iii) professional counselling within education;
 - (iv) vote at the local and provincial level;
 - (v) attend Council as outlined in Article II of these By-Laws;
 - (vi) membership in Professional Associations, except the right to hold office;
 - (vii) membership in the NSTU Group Insurance Plan, in accordance with the provisions of the plan;
 - (viii) membership on NSTU committees, where elected or appointed;
 - (ix) access NSTU publications and materials, as assigned, on the NSTU website; and,

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- (x) an NSTU web mail account.
(xi) **membership in Union Caucuses**

Dartmouth

Brief:

If Union Caucuses are created in a previous resolution this addition would allow reserve members to join those caucuses.

Please Note: the Resolutions Committee has ruled that if 2024-04 is defeated or withdrawn, then resolution 2024-43 is Out-Of-Order and should not be considered by Council.

Please Note: Resolutions 2024-44, 2024-45, 2024-46, 2024-47, and 2024-48 flow from the Ad Hoc Committee on NSTU Governance Final Report which can be found in the Report Section of the Council Workbook. Pending the outcome of the ranked vote on the Models of the Provincial Executive Structure, it is possible that one (and only one) of these Resolutions be debated on Council floor. For greater detail regarding these five Resolutions please see Section 5 and Appendix A and B of the Final Report which can be found in the Reports Section of the Workbook.

Brief:

The following will act as the Brief for all 5 of the following Resolutions. Ultimately, changes to the structure, voting procedure, and duties of the Provincial Executive (Table Officers, Regional Members, and possible inclusion of Designated Members) would require changes to the NSTU By-Laws and Operational Procedures. The Ad Hoc Committee does not endorse any specific model and sees merit in each. The order in which the models are presented is not intended to indicate preference or priority in any manner.

2024-44 *Constitutional* *Amend* *NSTU Governance* *2/3s*

BE IT RESOLVED THAT NSTU By-Law Article III – The Provincial Executive be amended by substitution in order to implement the Alternative Provincial Executive Structure having three (3) Table Officers and nine (9) Regional Members, amendment to take effect August 1st, 2025.

Provincial Executive

The By-Law Article, as amended, to read as outlined in Appendix A Section 1 of the Ad Hoc Committee on NSTU Governance Final Report.

2024-45 *Constitutional* *Amend* *NSTU Governance* *2/3s*

BE IT RESOLVED THAT NSTU By-Law Article III – The Provincial Executive be amended by substitution in order to implement the Alternative Provincial Executive Structure having three (3) Table Officers and fourteen (14) Regional Members, amendment to take effect August 1st, 2025.

Provincial Executive

The By-Law Article, as amended, to read as outlined in Appendix A Section 2 of the Ad Hoc Committee on NSTU Governance Final Report.

2024-46 *Constitutional Amend NSTU Governance 2/3s*
BE IT RESOLVED THAT NSTU By-Law Article III – The Provincial Executive be amended by substitution in order to implement the Alternative Provincial Executive Structure having three (3) Table Officers, nine (9) Regional Members, and two (2) Designated Members, amendment to take effect August 1st, 2025.
Provincial Executive

The By-Law Article, as amended, to read as outlined in Appendix A Section 3 of the Ad Hoc Committee on NSTU Governance Final Report.

2024-47 *Constitutional Amend NSTU Governance 2/3s*
BE IT RESOLVED THAT NSTU By-Law Article III – The Provincial Executive be amended by substitution in order to implement the Alternative Provincial Executive Structure having three (3) Table Officers, nine (9) Regional Members, and three (3) Designated Members, amendment to take effect August 1st, 2025.
Provincial Executive

The By-Law Article, as amended, to read as outlined in Appendix A Section 4 of the Ad Hoc Committee on NSTU Governance Final Report.

2024-48 *Constitutional Amend NSTU Governance 2/3s*
BE IT RESOLVED THAT NSTU By-Law Article III – The Provincial Executive be amended by substitution in order to implement the Alternative Provincial Executive Structure having three (3) Table Officers and fourteen (14) Regional Members with five (5) of the Regional Members' positions being reserved for Equity-Deserving Members, amendment to take effect August 1st, 2025.
Provincial Executive

The By-Law Article, as amended, to read as outlined in Appendix A Section 5 of the Ad Hoc Committee on NSTU Governance Final Report.

2024-49 *Constitutional Amend NSTU Governance 2/3s*
BE IT RESOLVED THAT the NSTU amend Article III – The Provincial Executive, sub-Article 1 – Composition of the bylaws by substitution:

The Article of the By-Law, as amended, would then read:

ARTICLE III — THE PROVINCIAL EXECUTIVE

1) COMPOSITION

- (a) The composition of the Provincial Executive shall be: the President, the First Vice-President, the Immediate Past-President, and twenty-one (21) Regional Members.
- (b) The number of Regional Members and the regions from which they shall be elected are as follows:
 - (i) Annapolis/Hants West/Kings 2 Members
 - (ii) Antigonish/Guysborough County 1 Member
 - (iii) Atlantic Provinces Special Education Authority (APSEA) 1 Member
 - (iv) Cape Breton District 2 Members
 - (v) Colchester/East Hants 1 Member
 - (vi) Conseil syndical acadien de la Nouvelle-Écosse (CSANE) 2 Members

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|--------------------------------------|-----------|
| (vii) Cumberland | 1 Member |
| (viii) Dartmouth | 1 Member |
| (ix) Digby/Shelburne County/Yarmouth | 2 Members |
| (x) Halifax City | 2 Members |
| (xi) Halifax County | 2 Members |
| (xii) Inverness/Richmond | 1 Member |
| (xiii) Lunenburg County/Queens | 1 Member |
| (xiv) Northside Victoria | 1 Member |
| (xv) Pictou | 1 Member |
- (c) A Provincial Executive Member must be an Active Member of the NSTU.
- (d) A Provincial Executive Member shall not concurrently hold office at the Local, Regional, or Professional Association Level.
- (e) **Pursuant to 1 (b) where some Regions elect more than one (1) member these Regions will designate one (1) of the two (2) elected member positions for equity seeking members only; should candidate(s) offer for the position.**

Halifax City

Brief:

CTF documentation around provincial executive composition shows that several teacher associations across Canada have already begun designating executive roles for equity seeking members such as Black, Indigenous, Educators of Colour, Educators who are new to Canada, 2SLGBTQIA+ educators, and educators with disabilities, but also not limited to. If the NSTU wishes to actively engage in equity, then the designation of positions is a good first step.

Recommendation:

The Governance and Policy Committee recommends that this resolution be postponed until Annual Council 2025. Currently, the Ad Hoc Committee on NSTU Governance has proposed several alternative models for the structure of the Provincial Executive, three of which include the possibility of designated seats for equity-deserving members. These proposed alternative models go beyond what was contemplated by the sponsor of this resolution. Council should have the opportunity to fully debate the merits of the Ad Hoc Committee's work before consideration of this resolution.

Recommendation:

The Equity Committee recommends that this resolution be amended by, in e) striking "seeking" and inserting in its place "deserving". The Equity Committee recommends that this resolution be adopted, if amended as outlined. The use of the terminology "seeking" is not current.

2024-50 *Constitutional* *Amend* *NSTU Governance*

BE IT RESOLVED THAT that the NSTU amend Section III – Standing Orders, Article 2 to the following:

The Standing Order, as amended, would then read:

2. ORDERS OF COUNCIL

- (a) On an annual basis, the Provincial Executive shall appoint an Independent Chair for the Council.
 - (i) The individual appointed shall:
 - a. have a demonstrated knowledge of parliamentary procedure;
 - b. not currently be holding elected office in the NSTU;

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- c. not currently be seeking elected office in the NSTU;
 - d. have no conflict of interest according to NSTU Standing Orders; and,
 - e. adhere to the principles outlined in the NSTU Code of Ethics.
- (ii) In the event that the Independent Chair is unable to chair the meeting, the President will assume the chair.
- (b) The Executive Director shall be responsible for the recording of the minutes of the Council meetings.
- (c) The minutes of every meeting of the Council, when approved, shall be signed by the Secretary-Treasurer and by the President, and these shall be kept by the Executive Director as the official record of the Council proceedings.
- (d) All recommendations of the Provincial Executive of the NSTU and its committees which are to be presented to Annual Council for action, including resolutions to fix Union Membership Fees, shall be sent to the Locals at least thirty (30) days prior to the meeting of Council.
- (e) The Annual Council Workbook shall be available to all Council delegates at least fourteen (14) days prior to the Annual Meeting of Council.
- (f) The Treasurer's Report, including the proposed budget **and an estimated timeframe on future union dues increases**, shall be presented to the Council no later than the first business session of Council
- (g) All resolutions that are identified by the Finance and Property Committee to have an effect on the proposed operating budget shall be dealt with prior to the presentation of the budget.
- (h) Economic Welfare resolutions shall be debated at Annual Council in Closed Session.
- (i) In the final business session of Council the budget shall be presented in closed session for its adoption.
- (j) The reports presented by committees to Annual Council shall be received and reviewed at a session prior to the consideration of resolutions arising from them.

Halifax City

Brief:

The last time union dues increased it was by a \$100. With current costs of living and inflationary rates it would be nice to have an estimated timeframe as to when the union dues will need to increase again and by how much.

Recommendation:

The Finance and Property Committee recommends that this resolution be defeated or withdrawn.

The Finance and Property Committee believes that due to the unpredictable nature of resolutions to Council each year and the unexpected expenses that could occur that this request could result in requiring the Committee to propose a dues increases when one may not be necessary.