



NSTU to hold first election for designated African Nova Scotian and Indigenous seats

Beginning August 1, the composition of the NSTU Provincial Executive will expand to include two new designated seats: one for an African Nova Scotian member and one for an Indigenous member. The change follows an amendment to the NSTU Constitution approved at the 2025 Annual Council, updating By-Law Section II, Article III to include these positions.

“NSTU joins other teacher organizations in Canada that have designated executive roles for equity-seeking members, including Black and Indigenous members,” says NSTU President Peter Day. “This is one way we are actively advancing equity within our organization.”

Nominations, closed on February 13 and were open for members who self-identify as African Nova Scotian and for members who self-identify as Mi’kmaw, Wolastoqew, First Nations, Indigenous, Inuit, or Métis.

Candidates

African Nova Scotian seat:

- Malik Adams (Halifax City Local)
- Ainsley Bravo Calderin (Yarmouth Local)
- Amanda Patterson (Halifax City)

Indigenous seat:

- Francine Fleming (Halifax City)
- Tania Gould (Inverness)

For these elections, the Regional Electoral Officer for both elections is NSTU’s First Vice-President Jo-Leigh MacPhee. Voting will take place **Wednesday, April 15, 2026**.

Voting eligibility

Active and Reserve members, as well as substitute teachers working on voting day, who self-identify as African Nova Scotian or Indigenous are eligible to vote. Members must complete an online self-identification form to register to vote and provide a valid non-employer email address. Winners will be determined by a plurality vote of eligible members who self-identify in each group. The online form is found [here](#). The deadline to register to vote is Monday, April 13 by noon.

All Candidates’ Forum

Virtual forums will be held March 31 at 6:30 p.m. for Indigenous candidates and April 1 at 6:30 p.m. for African Nova Scotian candidates. Participation details will be shared in advance.

For more information, contact Louis Robitaille, Executive Staff Officer Research, Governance and Policy at lrobitaille@staff.nstu.ca.



Malik Adams
(Halifax City)



Ainsley Bravo Calderin
(Yarmouth Local)



Amanda Patterson
(Halifax City)



Francine Fleming
(Halifax City)



Tania Gould
(Inverness)

people

African Heritage Month Gala 2026

The NSTU was once again a bronze sponsor of this year’s African Heritage Month Gala, held February 28, at the Halifax Convention Centre. The event was organized under the theme *Strength in Unity – Moving Forward with Purpose, Prosperity, Power and Progress*.

Hosted by the Black Cultural Centre for Nova Scotia this annual gala is a vibrant celebration of African Heritage Month and a showcase of Black arts & culture in Nova Scotia. The evening featured live performances by the award-winning Nova Scotia Mass Choir, aRenyé, AfroRiddim, DJ R\$mooth, and the African Heritage Month House Band: Owen Lee, Esther Medley-Smith, Josh Williams, Suzy Hansen and Shawn Downey. The event was hosted by Amber Brown and Rielle Williams and included a specially prepared African-inspired menu.

During the evening, Premier Tim Houston addressed attendees prompting a strong reaction to many in the audience. Many attendees booed and stood with fists raised in response



Pictured left to right: Kim Cain a fine arts specialist and technology teacher at Woodlawn High School; Malik Adams, a school counsellor at Citadel High; social worker Marsha Hudson-Ash, Auburn Drive High School; Angelle Anama, a school psychologist with Conseil scolaire acadien provincial; NSTU executive director Bethany MacLeod; NSTU’s BIPOC Advocacy and Engagement executive staff officer Wendie Wilson; and NSTU president Peter Day.



to a \$1.2-billion deficit budget tabled on February 23, which includes \$130 million in funding cuts to programs, educational, and health supports that serve Black and African Nova Scotian communities an organizations, as well as the loss of more than 1,000 public-sector jobs.

NDP MLA Suzy Hansen said the community felt “blindsided” by the announcement and criticized the Province for not consulting those most affected by the reductions. The reaction underscored ongoing concerns about provincial funding for marginalized communities, even as the event celebrated African Heritage Month and the contributions of Black Nova Scotians.



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ISSUE	DEADLINE
September	September 3
October	October 10
December	December 5
Jan/Feb	January 23
March	March 6
April	April 10
May	May 15
June	June 19

The opinions expressed in stories or articles do not necessarily reflect opinions or policy of the Nova Scotia Teachers Union, its staff or elected provincial representatives. We welcome your comments and suggestions: [1-800-565-6788](tel:1-800-565-6788) or email theteacher@nstu.ca.

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NSTU concerned about impact of grant cuts on school communities

The Nova Scotia Teachers Union says while it's encouraged that public education funding has kept pace with enrolment in the current provincial budget, it is concerned about the impact that grant cuts will have on school communities along with the lack of additional funding to prevent school violence and promote teacher retention.

The budget includes an additional \$8.6 million to address rising enrolment, a \$19 million increase for school food programs, and \$110 million allocated to build and renovate schools—investments the NSTU has long advocated for.

However, the NSTU expressed concern that the budget does not include new funding to improve teacher retention, reduce class sizes, expand student supports, or develop a comprehensive strategy to address school violence.

“This budget avoids the deep austerity measures faced by other sectors, but it does not meaningfully address the pressures teachers, specialists and students experience every day,” says NSTU President Peter Day. “Teachers’ working conditions are

also students’ learning conditions. If we are going to create the safe and healthy learning environments our children deserve, we must invest in reducing class sizes, expanding mental health supports, reducing workloads for teachers and developing a province-wide strategy to alleviate school violence.”

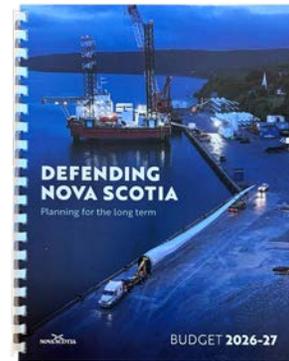
The NSTU is also concerned about the elimination of \$6 million dollars in grants administered by the Department of Education and Early Childhood Development (EECD).

“Many of these grants help promote the arts in our school, support school sports and provide and promote additional learning opportunities to equity deserving students, so they can reach their full potential,” says Day. “Minister Maguire committed to working with communities to ensure their learning needs were met, and we hope that’s the case. We are monitoring things closely and will not hesitate to speak up for students in need, when required.”

The NSTU also expressed its solidarity with the hundreds of workers in other

sectors affected by the cuts to the provincial budget.

“Strong communities are built on stable jobs and accessible public services,” said Mr. Day. “While governments must make difficult fiscal choices, eliminating services and jobs that people depend on will not create lasting prosperity for Nova Scotia. When jobs are lost and services are cut, families and local economies feel the effects immediately.”



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Check In. Give Back



From the NSTU President



Justice, Resilience, and Celebrating the Strength of Our Profession

On February 27, 2026, the Nova Scotia Supreme Court declared the province's Bill 148 (Public Services Sustainability Act) unconstitutional, ruling that it violated Charter rights to collective bargaining. For many members of the Nova Scotia Teachers Union and other public sector workers, the decision marked an important moment, one that reflects years of persistence and a steadfast belief that the legislation was wrong.

This ruling now stands alongside the earlier decision regarding Bill 75, which imposed a contract on teachers during the McNeil government. Both pieces of legislation have now been deemed illegal and unconstitutional by the courts. For over a decade, NSTU members have known how damaging these laws were, not only to public education, but to the collective bargaining rights of public sector workers across the province.

While there is still work ahead before a final remedy is determined, this decision is something that should be acknowledged and celebrated. It affirms the importance of protecting the fundamental rights of workers and reinforces the role of unions in advocating for fairness, respect, and the ability of workers to have a meaningful voice in the conditions of their employment.

It is also important to recognize the broader context in which these laws were enacted. The professions most heavily affected by Bill 148 were overwhelmingly made up of women. In Nova Scotia's public schools, the vast majority of teachers are women. When legislation undermines the bargaining rights of workers in professions that are predominantly women, it raises serious questions about fairness and equity.

That is why the timing of this ruling, arriving just days before International Women's Day on March 8, carries particular significance. Teaching has long been a profession built on dedication, care, empathy, and resilience, qualities that are demonstrated every day by the incredible women who make up the majority of our membership.

International Women's Day is an opportunity to pause and celebrate the women in our lives and communities. In our schools, women continue to play a central role in shaping the experiences of students, building strong and supportive learning environments,

and strengthening the communities they serve. Their leadership, compassion, and commitment help make our schools places where students can learn, grow, and thrive.

The court ruling on Bill 148 reminds us that progress often takes time, persistence, and collective effort. It is a testament to the strength of workers who stand together in the pursuit of fairness. At the same time, International Women's Day reminds us of the many contributions women make every day to our classrooms, our schools, and our families.

Together, these moments serve as a powerful reminder of what can be achieved when people continue to advocate for what is right.

Jan/Feb Book Winners!



Laura Waterfield — HRCE

Beginnings

Putting new members in the KNOW!

Lindsay Johnstone — CCRCE



Kristen Walker — CBVRCE



Sal Sawler — HRCE

Park N'Fly contest winners



Gillian Marks
Stellarton, NS



The NSTU and APSEA sign new collective agreement

On February 5, 2026, NSTU president Peter Day and Atlantic Provinces Special Education Authority (APSEA) superintendent Melina Kennedy signed a new collective agreement. In an online vote December 10, 2025, the approximately 70 members of the APSEA Local ratified the tentative agreement. The NSTU represents teachers who work for the Atlantic Provinces Special Education Authority in Nova Scotia, New Brunswick and Prince Edward Island. They work with students who are deaf, hard of hearing (DHH) and/or blind or low vision (BLV).

Seventy-two per cent of NSTU members working for APSEA voted 92 percent in favour of the agreement. The term of this agreement runs from February 5, 2026, to July 31, 2028.

The APSEA NSTU negotiating team was established in the fall of 2024 and an ask for submissions was sent to all members of the Local. The team met in the winter of 2025 to start creating an asking package. A request to commence bargaining was sent to the APSEA in May of 2025 and the two sides exchanged asking

packages on June 16, 2025. Bargaining occurred on October 15, 16, 22, and 23, 2025 in Halifax. A tentative agreement was reached on October 23, 2025. NSTU Executive Staff Officer Tim MacLeod worked with the Local during the 2024-25 school year in developing its Asking Package.

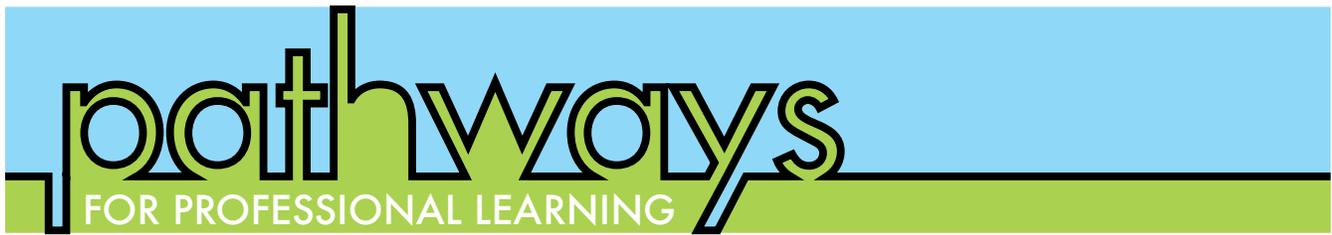
“I want to commend all those involved in reaching this new collective agreement,” says NSTU president Peter Day. “I’m pleased we could achieve some positive outcomes for our APSEA teachers.”

In this new agreement general language has been updated and refined to reflect current practices. Other key highlights include improvements to language and provisions related to absences, special leave, and travel expenses. Additionally, a Letter of Understanding establishes a committee to explore best practices for creating balanced workloads.

The NSTU and APSEA extend their gratitude to the negotiating teams, for dedicate work in achieving this new agreement.



Seated left to right: APSEA Superintendent Melina Kennedy, and NSTU president Peter Day. Standing: APSEA Local president Rachel Smith (DHH), Executive Staff Officer and staff negotiator Pamela Langille, and APSEA Director of Human Resources Renée Pothier. Negotiating team members missing from the photo: APSEA Local First Vice President Beth Button (BLV)), APSEA Local provincial executive member Andrew McCara (DHH), Regional Education Officer Sherman England (EECD), APSEA HR Generalist Julia Paslucci, and APSEA BLV program director Nellie Van Klei.



Teacher Certification: The Foundation of Our Professional Status

By Pamela Langille, NSTU Executive Staff Officer, Professional Learning

Teaching is often described as a calling—but it is also a profession. This distinction did not happen overnight or by accident. It was built, intentionally, through decades of advocacy, higher standards, and collective action.

Teacher certification is at the centre of that story.

There was a time when teachers, mostly men, entered the classroom as a temporary steppingstone on their way to their “real jobs.” In the late 19th century and early 20th century, school systems expanded rapidly as schooling became more of an expectation of all children and the public school system started to take more shape across the country. Governments needed many more teachers at low cost. They recruited women because they believed women were more likely to commit to teaching long-term, work for significantly less pay, and had nurturing qualities very suited for working with children. This is known as the feminization of the teaching profession.

As more women entered the field, teaching increasingly came to be viewed as an extension of women’s caregiving roles rather than a highly skilled profession. Over the last century, teachers and their unions pushed for higher standards to obtain professional status. Over the 50 years, things changed more rapidly. Parallel to other professions, entry into the teaching profession moved into universities requiring extensive postsecondary education. An undergraduate degree became a prerequisite. A Bachelor of Education followed, grounded in research, pedagogy, and supervised practicum experience. Teaching became governed by provincial regulation, professional standards, and a code of ethics.

These changes were not arbitrary. The creation of the teacher certification structure and the regulating of the profession were deliberate efforts—supported and advanced by teachers and their union in collaboration with Government.

The certification structure was designed to not only recognize entry into the profession but also recognize teachers as lifelong learners. The Continuing Service Education framework within the teacher certification structure established pathways to higher classification levels, recognizing growth and sustainment of a highly qualified teaching force. These efforts established teaching as a profession requiring both subject-matter expertise and specialized pedagogical knowledge, and reflect a belief that students deserve teachers who are deeply prepared—intellectually, professionally, and ethically.

The certification structure is sometimes misunderstood as

bureaucratic or procedural. In reality, it protects three things: students, teachers, and the profession itself.

First, it protects students by ensuring their teachers have both content knowledge and training in how students learn. Endorsement requirements recognize that teachers should be prepared in the subject areas they teach. This is not about restriction; it is about preparation and support.

Second, certification protects teachers. Salary classifications are tied directly to certification levels. Continuing Service Education pathways — whether through approved degree programs, certificate programs, integrated programs, or the Nova Scotia Instructional Leadership Program — recognize the importance of lifelong learning and reward professional growth.

Third, certification protects professional autonomy. When entry standards are rigorous and transparent, teachers are recognized as experts and co-creators of the education system. Higher standards strengthen our collective ability to advocate for curriculum integrity, appropriate assignments, and educational decision-making grounded in pedagogy rather than expediency.

One of the guiding principles of Nova Scotia’s certification framework is that changes must be based on educational concerns — not teacher supply or labour mobility. That principle is foundational. It affirms that professional standards are not bargaining chips; they are safeguards.

Across Canada, education systems are experiencing staffing pressures. Nova Scotia is no exception. Labour mobility agreements recognize certifications from other Canadian jurisdictions. Conditional certificates may be issued in certain circumstances. Article 17 of the Teachers’ Provincial Agreement allows for temporary permits to teach when no certified teacher can be secured for a position.

These measures exist to address immediate needs. They are, by design, temporary solutions.

History reminds us why this distinction matters. The professionalization of teaching was achieved by raising standards, not lowering them. While flexibility may be necessary in moments of shortage, long-term solutions must continue to be rooted in educational integrity. Students deserve fully prepared teachers. Teachers deserve the professional recognition that comes with clearly defined and consistently applied standards.

Nova Scotia’s teacher certification system was not imposed upon

Continued on page 7

the profession; it was co-authored with the profession. Through the Teachers' Provincial Agreement, regulatory frameworks, advisory councils, and ongoing consultation, teachers have had a voice in shaping the standards that define their work.

Certification is more than a set of requirements. It represents our commitment to preparation, ethical practice, subject expertise, and continuous improvement. It signals to the public that teaching is complex, knowledge-based work deserving of respect and professional trust.

At a time when education systems face pressure to respond quickly to immediate challenges, it is worth remembering what it took to build the profession as we know it today. Certification is not red tape. It is professional protection. It exists because teachers insisted that their work required preparation, accountability, and recognition.

If we begin to view certification as optional or inconvenient, we risk eroding the very foundation that gives our work legitimacy and influence. That foundation remains essential — for our students, for our colleagues, and for the future of public education in Nova Scotia.

Beginnings

Putting new members in the KNOW!

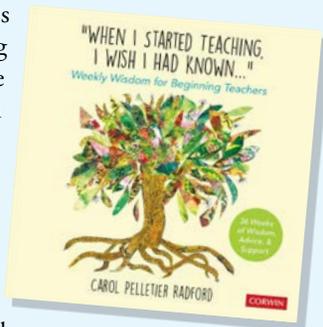
Email your name, home address, and the name of your school with **BEGININGS** in the subject line to theteacher@nstu.ca by April 10, 2026, to be eligible for the draw.

When I Started Teaching I Wish I Had Known

by Carole Pelletier Radford

Published by Corwin

Every teacher experiences moments when the learning curve feels steep and the workload overwhelming. In “When I Started Teaching, I Wish I Had Known...” *Weekly Wisdom for Beginning Teachers*, mentoring expert Carol Pelletier Radford gathers advice from experienced educators across the country to support those new to the profession. The book offers practical insights from classroom management and building routines to fostering student engagement and practicing self-care. Organized into weekly reflections for the school year, it provides thoughtful guidance on lessons, relationships, feedback, and balance. Above all, the book reassures new teachers that their curiosity, compassion, and commitment are among their greatest strengths.



pathways

FOR PROFESSIONAL LEARNING

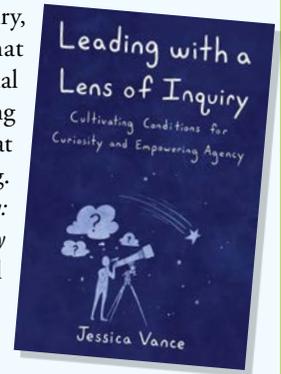
Email your name, home address, and the name of your school with **PATHWAYS** in the subject line to theteacher@nstu.ca by April 10, 2026, to be eligible for the draw.

Leading with a Lens of Inquiry

by Jessica Vance

Elevate Books EDU

When teachers learn through inquiry, they are more likely to teach that way as well. Traditional professional development often relies on telling rather than exploring, a model that can limit both teaching and learning. In *Leading with a Lens of Inquiry: Cultivating Conditions for Curiosity and Empowering Agency* educational coordinator and instructional coach Jessica Vance shows how curiosity, agency, and inquiry can transform professional learning and classrooms. Drawing on her experience, she outlines six key dispositions of inquiry-based educators and offers practical strategies to foster reflection, amplify learner voice, and create more engaging learning environments.



EQUITY COMMITTEE

Email your name, home address, and the name of your school with **EQUITY** in the subject line to theteacher@nstu.ca by April 10, 2026, to be eligible for the draw.

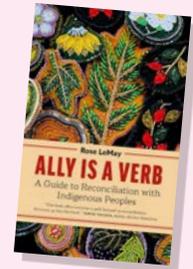
Ally Is A Verb

by Rose LeMay

Self-Published

Ally Is A Verb A Guide to Reconciliation with Indigenous Peoples encourages readers to take practical steps toward reconciliation by becoming better allies to Indigenous colleagues, friends, and communities.

Through listening to Indigenous histories and lived experiences, readers can better understand ongoing inequities and their role in addressing them. The book explores the history of Indigenous–government relations, why reconciliation largely rests with non-Indigenous people, how to respond to racism, and ways to manage the emotions that can arise in allyship work. It offers clear principles for building stronger practices of equity, inclusion, and meaningful change.



From the Classroom to Community: Supporting Students, and Ourselves, Through Understanding Intimate Partner and Domestic Violence

By Krystal Lowe, Education & Prevention Lead,
Transition House Association of Nova Scotia

Disclaimer:

This month's Well Teacher article explores how intimate partner and gender-based violence affects individuals, families, and communities. We recognize this topic may be difficult for some readers. Please engage with the material in a way that feels safe and supportive for you. The article aims to share information and highlight resources that may be helpful for teachers, specialists and school communities. If this topic raises concerns or you would like support, resources are available. NSTU members can contact the Member Assistance Program at nurse@nstu.ca. You do not have to face these experiences alone.

I've spent my career thus far teaching people about intimate partner violence (IPV) and working to prevent gender-based violence (GBV) in our communities. As someone with lived experience of IPV, and as a person who believes in the power of meaningful education to create change, I know firsthand that awareness, empathy, and connection can save lives. Every conversation, every lesson, and every moment spent supporting a survivor or equipping someone with the knowledge contributes to a culture where violence is no longer tolerated and everyone, from students to colleagues to community members, can feel safer.

One of the things this work has taught me is that violence does not exist in isolation. It exists within our families, our workplaces, and our communities, even when we do not see it or talk about it openly.

In 2023, the final report of the Mass Casualty Commission (MCC), *Turning the Tide Together*, called for a "whole-of-society" approach to preventing mass violence by addressing root causes such as GBV. Gender-based violence refers to violence rooted in gender inequality and power imbalances, and includes forms of harm such as IPV, sexual violence, and coercive control. One of the key lessons from the Commission's work is that tragedies do not occur in isolation, and preventing violence requires action from governments, institutions, communities, and individuals.

At the [Transition House Association of Nova Scotia \(THANS\)](#), we believe that collective action and community care are essential to a whole-of-society approach to ending GBV, and that educators are an important part of this work.

Nova Scotia declared IPV an epidemic in 2024, and the province consistently reports some of the highest rates of IPV in the country, including the highest rate of self-reported IPV among Canadian provinces. In many rural communities, the impacts of IPV are intensified by geographic isolation, limited resources, and fewer specialized supports. Research suggests that approximately 30 per cent of people in Nova Scotia have experienced IPV at some point in their lives, though the true prevalence is likely higher due to persistent barriers to disclosure. Women represent approximately 79 per cent of victims and survivors, while men account for about 21 per cent. Members of 2SLGBTQIA+ communities also experience higher rates of violence, reminding us that IPV can affect people of all genders, identities, and backgrounds.

Because of this reality, conversations about prevention and

support are increasingly taking place in spaces where young people spend a great deal of their time: our schools.

In response to the Commission's Recommendation C.17, the provincial government has begun implementing a new provincial P-12 GBV and bystander intervention curriculum focused on topics such as consent, healthy relationships, and challenging harmful stereotypes.

But what does this mean for teachers, who may also be experiencing GBV themselves, or supporting colleagues, friends, or family members who are?

Teachers play a vital role in the lives of children and youth and are often among the first adults outside the family to notice when something is wrong. At the same time, it is important to recognize that educators themselves are not immune to the realities of IPV. Like any workplace or community, schools include individuals who may be experiencing violence in their own relationships or supporting someone who is.

Understanding how to recognize and respond to IPV, and what supports are available, can help create safer and more supportive environments for everyone as we work towards a whole-of-society response together.

The 3 R's of IPV Prevention & Response

A helpful way to think about responding to IPV is through the "3 R's": Recognize, Respond, and Refer.

Recognize: To recognize IPV, we first need to understand the many forms it can take. IPV is not limited to physical violence; it can include emotional or psychological abuse, coercive control, financial abuse, technology-facilitated violence, criminal harassment, and threats or intimidation. Sometimes the warning signs are subtle. A person may appear increasingly isolated, anxious about their partner's reactions, frequently monitored through texts or calls, or suddenly unable to make decisions about their own time, finances, or relationships.

Recognizing IPV means paying attention to changes in behaviour, patterns of control, and the ways someone's autonomy may be restricted.

Respond: Once we recognize that someone may be experiencing IPV, the next step is to respond from a place of care, one that does not unintentionally increase risk. For example, confronting an abuser directly or pressuring someone to leave the relationship

can sometimes escalate violence, even when those responses are well-intentioned.

Instead, the goal is to reduce isolation and open the door to support while respecting the survivor's safety and autonomy. One simple framework for starting these conversations is the "SNCit" model:

- **See It:** see visible warning signs and risk factors.
- **Name It:** name your concern (e.g., "I noticed you are a bit more distant recently, and that your partner has been showing up a lot. I'm feeling concerned about you.")
- **Check It:** This step is about creating space for the person to respond on their own terms. It involves gently checking in to see how they're doing, asking if they need support, and letting them know you're there for them. It also means checking in with yourself, recognizing that supporting someone experiencing IPV can be emotionally heavy, and making sure you seek support when you need it too.

The first two steps move the conversation forward, while checking in allows space for the person to respond. People experiencing IPV may not be ready to disclose what is happening, may not identify their experience as abuse, or may be navigating complex safety considerations. It is also important to check in with yourself, as supporting someone experiencing IPV can be emotionally heavy, and seeking support for yourself matters too.

Refer: If someone discloses abuse or expresses concern about their safety, connecting them with specialized supports can make a significant difference. Across Nova Scotia, transition houses, women's centres, outreach programs, crisis lines, and culturally specific services provide safety planning, emotional support, legal information, and assistance accessing housing or other resources.

The Transition House Association of Nova Scotia and its Members

The Transition House Association of Nova Scotia is an umbrella organization representing 14 member agencies across the province that provide life-saving services to women and children experiencing intimate partner and domestic violence. ***Services are free and confidential, and individuals do not need to be staying in a shelter to receive support.***

THANS also offers [in person training](#), such as the *Neighbours, Friends, and Families* training program, a nationally recognized public education initiative originally developed at Western University. The program helps people recognize warning signs of IPV, respond supportively, and connect individuals with local resources. It is grounded in research from domestic violence death reviews, which consistently show that those closest to victims often notice warning signs but may not know how to respond—so, as a society, we should teach everyone to recognize, respond, and refer.

For additional support in Nova Scotia, individuals can contact the provincial *Neighbours, Friends, and Families* line at 1-855-225-0220 or connect with local services through 211 Nova Scotia, a free and confidential resource available 24-hours a day that helps people navigate community, social, health, and government supports. Our friends at 211 are incredible allies in helping navigate safety and support for those experiencing or at risk of experiencing IPV.

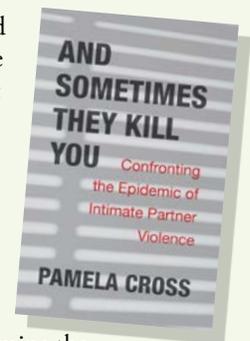


Email your name, home address, and the name of your school with **WELL TEACHER** in the subject line to theteacher@nstu.ca by April 10, 2026, to be eligible for the draw.

And Sometimes They Kill You by Pamela Cross

Published by: Penguin Random House

Despite decades of activism, women and their children in Canada continue to be killed by current or former partners at alarming rates, prompting the federal government to describe intimate partner violence as an epidemic. In *And Sometimes They Kill You, Confronting the Epidemic of Intimate Partner Violence* lawyer Pamela Cross draws on more than 30 years of work with survivors and frontline workers to examine the realities of intimate partner violence in Canada. The book explores what IPV is, why it persists, and what can be done to address it and offers practical ideas and a call to action for building safer, healthier communities for everyone.



THANS Education Toolkits

- [Consent](#)
- [Healthy Relationships](#)
- [Recognizing Relationship Violence](#)

THANS Member Organizations

Our members have been supporting survivors since 1978, often as the primary organization in their area providing specialized service to survivors. Some of these services include:

- Safety Planning
- Outreach
- Emergency Shelter
- Programming, including for children and youth
- Second Stage Housing
- Court Accompaniment
- Education & Awareness
- Supportive Counselling
- Crisis Information & Support Lines
- Referrals & Advocacy
- Support with basic needs, such as food, personal care products, household items, etc.
- Support with Peace Bonds & Emergency Protection Orders

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See below for a list of THANS member organizations and their catchment area within each of the Nova Scotia Health Authority zones:



Central Zone

[Alice House](#)

[Bryony House](#)

[Weli-ankweyasimk Women's Shelter](#)

Eastern Zone

[Leaside Society](#) (Richmond, Inverness, & Port Hawkesbury)

[Naomi Society](#) (Antigonish & Guysborough)

[We'koqma'q Mi'kmaq Family Healing Centre](#) (Cape Breton Island)

[Willow House](#) (Sydney)

Northern Zone

[Autumn House](#) (Amherst & Cumberland)

[Millbrook Mi'kmaq Family Healing Centre](#) (Mainland NS)

[Tearmann Society for Abused Women](#) (New Glasgow, Pictou, Antigonish, & Guysborough)

[Third Place](#) (Colchester, East Hants, & Truro)

Western Zone

[Chrysalis House](#) (West Hants, Kings, Annapolis)

[Harbour House](#) (Bridgewater, Lunenburg, & Queens)

[Juniper House](#) (Yarmouth, Digby, & Shelburne)

Ending GBV requires informed communities that are willing to support one another, because GBV is a community issue that impacts us all. Educators are uniquely positioned to foster these values in the classroom while also recognizing when students, colleagues, or community members may need help. By learning to recognize the signs of IPV, responding with care, and referring individuals to the supports available across Nova Scotia, teachers can play an important role in creating safer schools and stronger communities.

For those interested in learning more about supporting students and families experiencing IPV, we recommend checking out the following resources:

- [The Learning Network: Supporting Children Exposed to IPV](#)
- [The VEGA Project: Best Practices for Responding to Children Exposed to IPV](#)

Krystal Lowe is the Education and Prevention Lead at the Transition House Association of Nova Scotia (THANS), where she designs and delivers evidence-based, trauma-informed training for frontline practitioners responding to intimate partner and domestic violence, as well as public education initiatives. She holds a BA in Psychology and a Master's in Forensic Psychology. Prior to THANS, Krystal served as the Sexual Violence Prevention Education Coordinator at Saint Mary's University and worked as a Research Analyst with the Corrections Research Unit at Public Safety Canada.

Do you identify as an **African Nova Scotian** or **Indigenous** NSTU member?

You are eligible to vote in the African Nova Scotian/Indigenous Provincial Executive elections on April 15.

How do I vote? Fill out the online form found [here](#) to self-identify and receive an electronic ballot.

The deadline to register to vote is Monday, April 13 by noon.





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Provincial Economic Welfare Committee Finalizes Teachers' Asking Package

The NSTU Provincial Economic Welfare Committee (PEWC), pictured at its December 2025 meeting, has completed its work in preparing the Asking Package for the next round of bargaining under the Teachers' Provincial Agreement.

Over eight meeting days—October 29 & 30, December 15 & 16, 2025, and January 8 & 9 and February 9 & 10, 2026—the committee carefully reviewed and discussed approximately 900 submissions, representing more than 1,300 individual items from public school members across the province. This extensive consultation informed the development of the new Asking Package.

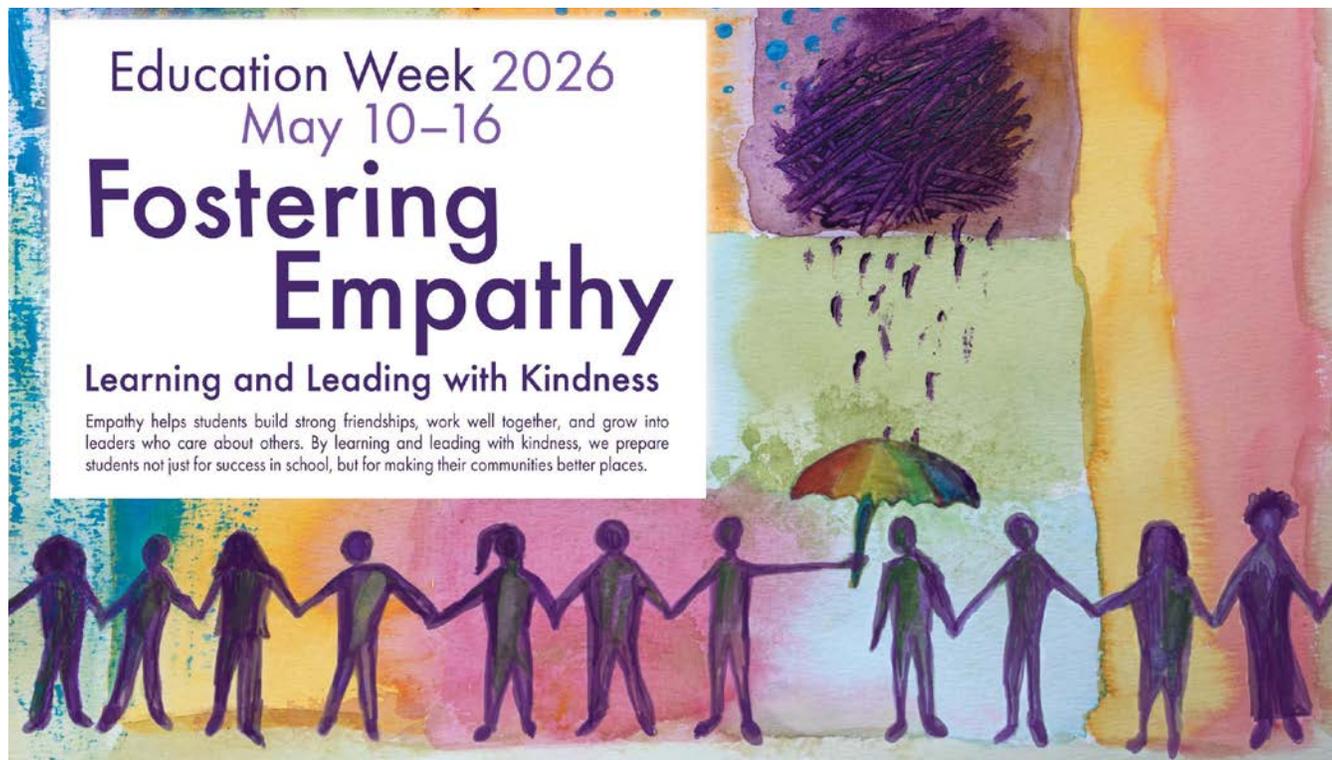
The Asking Package was presented to the Provincial Executive at its February 26–27 meeting, where it was approved as recommended.

Although its primary task is now complete, the PEWC will remain in place in an advisory capacity to support the Provincial Negotiating Team.

The Provincial Negotiating Team, also selected at the February Provincial Executive meeting, is responsible for negotiating with the Department of Education and Early Childhood Development. The team includes NSTU President Peter Day, First Vice-President Jo-Leigh MacPhee, Executive Director Bethany MacLeod, and NSTU members Nadine Arnold (Chignecto-Central Region) and Duncan Cameron (Halifax Region).



Committee Members (December 2025 Meeting Photo)
Seated: Heather Campbell (Inverness), Duncan Cameron (Halifax County), Carol Ann MacMaster (Cape Breton District), First Vice-President Jo-Leigh MacPhee, Joanne Richardson Landry (Kings), and Provincial Executive Member Mark Savoury (Dartmouth).
Standing: Executive Staff Officer Simon Wilkin, Krista Moore (Digby), Sarah Hillier (Lunenburg County), Georgette Samson (CSANE), NSTU President Peter Day, Provincial Executive Member Line Murphy (CSANE), Nadine Arnold (Colchester-East Hants), Executive Director Bethany MacLeod, and Executive Staff Officer Wally Fiander.





CONTACT 2026

The Intentional Educator Conference:
Cultivating Wellness, Balance, and Purpose in Our Practice

August 4th to 7th, Old Orchard Inn

contact your Local/Professional Association President
for information on how to express interest



Status of Women Committee Book Giveaway



Email your name, home address, and the name of your school with **STATUS OF WOMEN** in the subject line to theteacher@nstu.ca by April 10, 2026, to be eligible for the draw.

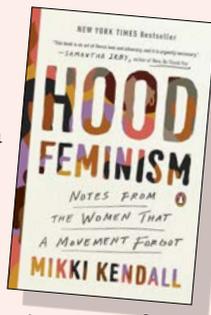
Hood Feminism

By Mikki Kendall

Published by Penguin Books

In *Hood Feminism*, Mikki Kendall, a fresh new voice in Black feminism, offers a powerful critique of mainstream feminism, arguing that the movement often overlooks the everyday realities many women face.

Issues such as food insecurity, access to education, safe housing, healthcare, and a living wage, she contends, are fundamental feminist concerns. Through a series of essays drawing on personal experience and social commentary, Kendall highlights how race, class, sexuality, and ability intersect with gender. She challenges the movement to broaden its focus and address the needs of all women, calling for a more inclusive and equitable vision of feminism.



International Women's Day Spotlight Charu Kapoor

"Every child deserves a teacher who believes in them before they believe in themselves." This belief has guided Charu Kapoor throughout her 23-year journey as an educator across India, the UAE, Oman, and Canada. For Charu, teaching is about more than lessons and curriculum. It is about understanding children, building trust, and helping them discover their own potential.

Charu finds the greatest joy in the moment a student's face lights up with understanding, the "aha" moment when learning finally clicks. She works intentionally to understand what each child needs to succeed and supports their growth with patience and care.

A strong advocate for visual and experiential learning, Charu creates engaging lessons that make concepts accessible for diverse learners. Her classrooms emphasize respect, curiosity, and confidence.

Beyond school, Charu is deeply involved in community service and believes education is most powerful when it nurtures both minds and hearts.

Charu Kapoor is currently a substitute teacher with the Halifax Regional Centre for Education.



NSFL's International Women's Day Breakfast

NSTU president Peter Day attended the 10th Annual International Women's Day Breakfast on Friday, March 6 at the NSGEU building in Dartmouth. Organized by the Nova Scotia Federation of Labour's Women's Committee this event featured guest speakers that addressed topics related to gender-based violence. Day is shown with NSTU's First Vice-President Jo-Leigh MacPhee, who also serves on the NSFL executive as a General Vice-President and Jennifer Handspiker (Annapolis Local) who serves on NSFL's Women's Committee. She is an Early Literacy and Reading Recovery Teacher at Bridgetown High School.



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NSTU and Strait Regional Centre for Education sign new regional agreement

On February 4, 2026, NSTU president Peter Day and Strait Regional Centre for Education Regional Executive Director Paul Landry signed a new regional collective agreement. In an online vote December 10, 2025, the approximately 525 members of the Antigonish, Guysborough County, Inverness and Richmond Locals ratified the tentative agreement.

Seventy-seven per cent of NSTU members working for the SRCE voted 95.5 per cent in favour of the agreement. The term of this agreement is August 1, 2025 to July 31, 2030. The bargaining process began on June 23, 2025 with the exchange of asking packages and the agreement was reached over two days of bargaining, October 7 and 8, 2025. This is the third regional agreement negotiated with SRCE, since English school boards were dissolved in 2018.

“I commend both sides for working collaboratively to reach this agreement in a timely manner,” says NSTU president Peter Day. “It reflects strong and healthy working relationship and I’m pleased to celebrate this shared success.”

In this new agreement general language has been updated and refined to reflect current practices. Other highlights include updated language regarding the consultation process for Notice of Assignment, the ability to defer the use of certain bereavement leave to align with the timing of a memorial service or interment, and new language allowing teachers with an aggregate of 195 days of service to be granted rehire status.

Both the NSTU and SRCE thank all parties—especially the negotiating teams, for their hard work in reaching this new regional agreement.



Some members of both negotiation teams are pictured, along with NSTU Local leadership. Left to right seated: Inverness Local president & Strait RRC Chair Shelia Hawley, NSTU president Peter Day, SRCE Regional Director of Education Paul Landry, and SRCE Director of HR Darrell LeBlanc.

Standing: NSTU Executive Staff Officer Jeff Morse, Richmond Local president Tommy Samson, Antigonish Local president Jerry Delorey, Guysborough County Local president Lacey Phinney, SRCE Acting Coordinator of HR Wendy MacDonald, and SRCE Manager of HR and employee data Jerry Mckenna.

Missing from the photo: NSTU negotiating team members Dean Marchand (Antigonish Local 1st Vice-President and REWC Chair), Pauline Seymour (Richmond Local 1st Vice-President), Alicia Mills (Guysborough County Local 1st Vice-President) and Heather Campbell (Inverness Local 1st Vice-President), and SRCE negotiating team members, Darryl Breen – Coordinator, Family of Schools and Tanya Sampson, Vice Principal Strait Area Education & Recreation Centre.

Parachute.

AT-A-GLANCE

FALL 2025

PARTICIPATION

- 6,851 completed responses
- K-12 principals, vice-principals, teachers, and education workers
- Survey period: October 15, 2025 – November 12, 2025



Class Size Isn't the Whole Story

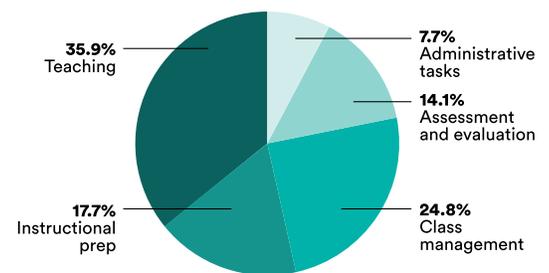
- Average Canadian class sizes are already too high (22–26).
- Some Canadian K-6 classes exceed 40–60 students.
- Teachers in classes of 26 or more students are less likely to have access to adequate education assistants or specialized support personnel.
- Nearly 50% of teachers with classes over 30 students say they are unable to give struggling students the attention they need on a regular basis.



Teaching Time Is Being Eaten Alive

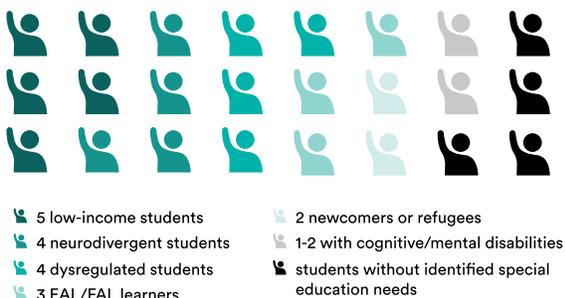
- Direct teaching accounts for only ~36% of classroom time across all grades.

Average Class Time-Use Breakdown (National)



Complexity Is the True Story

- Classroom complexity compounds class size, intensifies workload, and erodes instructional time.
- The average, K-6, 22-student classroom might break down as illustrated:



- 1 in every 4 minutes (27%) in K-6 is lost to behaviour management.
- 50%–70% of educators find insufficient staffing ratios for high needs students contribute to the complexity of their role to a large extent.

Class Size Isn't the Whole Story: Classroom Complexity Is Driving Teachers to the Breaking Point

The Canadian Teachers' Federation (CTF/FCE) released the first findings of the **Fall 2025 edition of Parachute**, its pan-Canadian educator survey series, examining the realities driving Canada's teacher retention and recruitment crisis. With **almost 7,000 completed responses** from teachers, principals, vice-principals, and education workers across the country, this edition turns its focus to the dual forces now defining public education: **class size and classroom complexity**.

What the data shows is stark: **Class sizes are rising; complexity is escalating; and the time teachers have to teach is shrinking**. Together, these conditions are reshaping the learning environment for millions of students—and pushing educators to the brink.

Class Size isn't the whole story

Average class sizes in Canada already sit high at **22–26 students**, with some P–6 teachers reporting classes that exceed **40, 50, and even 60 students**. Teachers in classes of **26 or more students** are less likely to report having access to adequate education assistants or specialized support personnel. In other words, 26+ often marks the moment where the classroom stops behaving like a “teaching unit” and starts behaving like a triage unit. But educators are clear: **the issue is not size alone**. Even small classes are becoming unmanageable as complexity intensifies.

Complexity Is the True Breaking Point

Inside a typical K–6 classroom of 22 students, teachers now navigate a multi-layered mix of behavioural, learning, emotional, linguistic, and socioeconomic needs—often without the supports designed to meet them. **Eighty per cent of educators** say they lack adequate access to specialized supports like educational assistants, resource teachers, psychologists, and behaviour interventionists. And **25–30 per cent of educators report they are rarely or never able to provide the supports outlined in their students' Individualized Education Plans**.

The result is predictable: teachers

are spending less time teaching, more time trying to plug widening gaps, and students' learning potential suffers. Across all grades, direct instruction accounts for just 34 per cent of classroom time. In P–6, **one in four minutes** is lost to behaviour management.

“If you look across at any jurisdiction, province or territory, you're going to see similar issues...troubles with retention and recruitment fueled by class sizes, class complexity, class composition, increasing violence in schools,” said **Clint Johnston, President of the CTF/FCE in a recent SOURCE podcast conversation with ATA President Jason Schilling**. “But I often think there's a root cause that's not being talked about and that is the funding piece. It just seems like provincial and territorial governments aren't willing to take the steps they know are needed.”

What Educators Say Must Change

Educators across the country identified three urgent priorities:

- Enforceable class composition provisions;
- Legal standards for student–teacher ratios;
- Increased funding for specialized supports.

The findings from the Fall 2025 Parachute survey reinforce a growing national reality: **students who need help aren't getting it, and teachers cannot continue filling every gap alone**. Class size and complexity are inextricable realities. Addressing them requires long-term, incremental systemic shifts to safeguard a profession on the edge of collapse—and essential to ensuring Canadian public schools remain a sustainable and equitable learning environment for all.



Specialized Supports at a Critical Low

80% of educators indicate that they do not have access to adequate education assistants, resource teachers, or dedicated specialized support personnel.

- 25% of teachers say IEP supports rarely or never meet the needs they are meant to provide.
- 1 in 10 educators across all grades indicate that almost all their students (91–100%) would benefit from additional supports, but do not currently have them.



SOLUTIONS TEACHERS ARE ASKING FOR

1. Enforceable Class Composition Provisions

- Class caps that decrease as complexity increases.
- Teachers emphasize that class size alone is not the challenge: composition is.
- A class of 30 students at grade level ≠ a severely complex class of 20 students.

2. Legal Standards for Student/Teacher Ratios

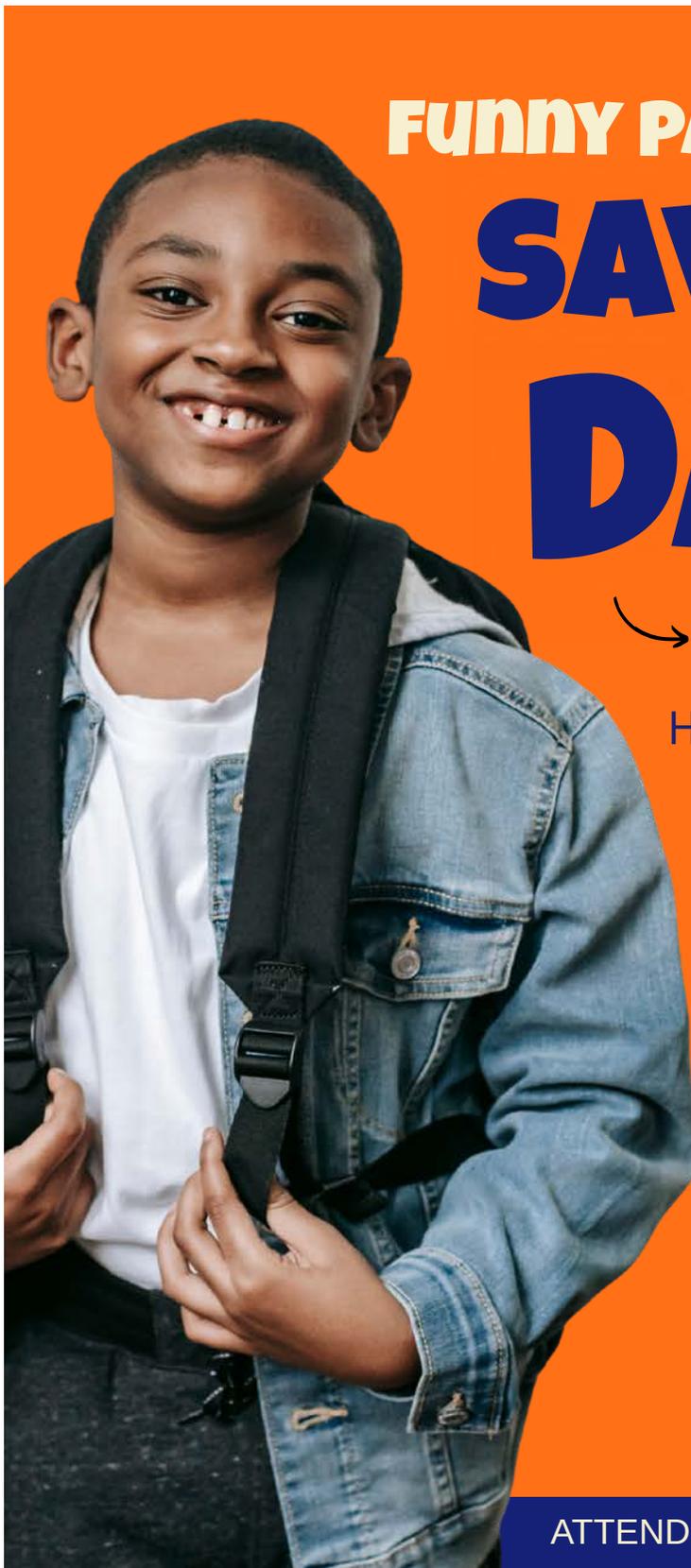
- Teachers are asking for legislated caps, not guidelines.
- Voluntary caps are routinely exceeded.

3. Increased Funding for Specialized Supports

- The average class is now a layered group of behavioural, linguistic, developmental, and socioeconomic needs—with one teacher responsible for all of it.
- Specialized supports (including: educational assistants, psychologists, occupational therapists, speech-language pathologists, behaviour interventionists, mental-health professionals) are a critical requirement for classrooms and necessitate funding at the school and/or board level.

“Really, my main problem is complex class composition and the draining effect it is to teach day to day in a classroom where there are such emotional, social and learning needs and just me in the room to try to meet all those needs! Exhausting. Emotionally draining. My work expects me to be a social worker, counsellor, special education teacher, and EAL specialist but my paid job is being a classroom teacher—so that always gets a back seat.”

— High school teacher, Atlantic Province



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MARCH 20

Francophonie Month and Day

March is Francophonie Month, celebrating the French language and diverse Francophone cultures through cultural activities held worldwide. This is an opportunity to highlight the richness and vibrancy of the French language, as well as the contributions of Francophones to our cultural heritage and collective identity.

March 20 has been observed worldwide as International Francophonie Day since 1988. The date commemorates the establishment of the Agence de Coopération Culturelle et Technique, the precursor to the [International Organization of La Francophonie](#), the organization representing countries and regions where French is the first or customary language. Today, with 321 million speakers worldwide, French is the fifth most spoken language in the world; La Francophonie has 93 member states and governments.

The theme of 2026 is “[active ta francophonie](#)” (activate your francophonie). [More info.](#)

MARCH 31

Transgender Day of Visibility

Observed annually on March 31, the International Transgender Day of Visibility celebrates transgender people and raises awareness of the discrimination they face worldwide. The day highlights the contributions and lives of trans people while drawing attention to ongoing challenges such as poverty, violence, and inequality.

Created in 2010 by trans advocate Rachel Crandall, the day

MARCH 21

International Day for the Elimination of Racial Discrimination

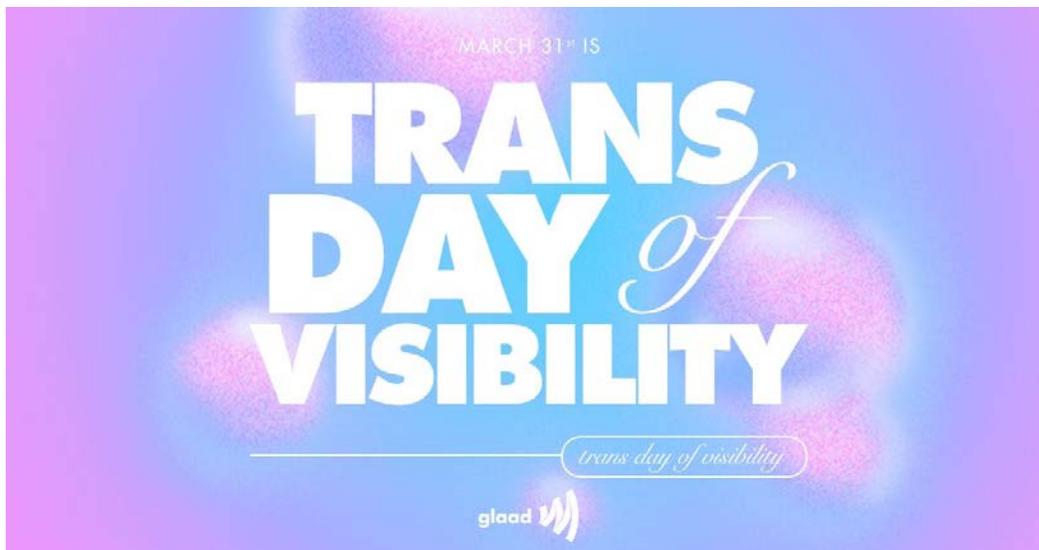
Guided by the International Convention on the Elimination of All Forms of Racial Discrimination, the International Day for the Elimination of Racial Discrimination acknowledges that racism and injustice persist worldwide. Observed each year on March 21, it commemorates the 1960 Sharpeville massacre in South Africa, when police killed 69 people during a peaceful protest against apartheid “pass laws.”

The day calls on individuals, organizations, and governments to take action to eliminate racial discrimination, systemic racism, and hate, and supports the United Nations’ ongoing efforts to promote equality and understanding.

Since its establishment, the Day been an integral part of the UN’s wider efforts to promote racial equality and foster global harmony. [More info.](#)

was intended to shift the focus from stories of violence toward celebrating transgender lives and identities, while recognizing that not all trans people can or choose to be visible due to discrimination.

Amid growing anti-trans sentiment and legislation, transgender and non-binary people continue to face higher risks of discrimination, homelessness, and self-harm, making visibility, support, and advocacy more important than ever. [More info.](#)



March is... [National Nutrition Month](#); [Epilepsy Awareness Month](#); [Liver Disease Awareness Month](#); [Red Cross Month](#); [Kidney Health Month](#); [Engineering Month](#).

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notices

2026–2027 CTF/FCE Advisory Committees – Call for Nominations

The NSTU has been invited to submit nominations to the following committees for 2026-2027:

- Advisory Committee on Diversity and Human Rights
- Advisory Committee on French as a First Language
- Advisory Committee on Indigenous Education
- Advisory Committee on the Status of Women
- Advisory Committee on the Teaching Profession

Please note that a curriculum vitae and a rationale (up to 500 words & preferably in both official languages) as to why you would merit this position on the committee must accompany this nomination.

Further information can be found here: [CTF Advisory Committees](#)

Please return no later than Friday, May 29, 2026 to: Shelly Landry by email at: shlandry@staff.nstu.ca

Call for applications for the Teachers Institute on Canadian Parliamentary Democracy

The Library of Parliament is now accepting applications for the 27th edition of the Teachers Institute on Canadian Parliamentary Democracy, set to take place from **1 to 6 November 2026**.

Hosted by the Speaker of the Senate and the Speaker of the House of Commons, and organized by the Library, the Teachers Institute brings 85 educators from across Canada to the capital each year to learn about Parliament, governance and citizenship.

The Teachers Institute has established a reputation among Canadian educators as a rewarding professional development opportunity that offers them an in-depth view of Parliament.

The application deadline is **May 3, 2026**. For more information, please visit the [Teachers Institute website](#).

Please help us spread the word about this exciting opportunity by amplifying our messages on social media:

Questions about the Teachers Institute? Contact the Library at 613-995-1166 or by email at library@parl.gc.ca.



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In a major victory for workers, judge rules Bill 148 unconstitutional

The following statement was released by the Nova Scotia Federation Labour, its affiliates, including the NSTU and other unions representing workers in Nova Scotia.

On February 27, The Honourable Justice Ann E. Smith of the Nova Scotia Supreme Court ruled that Bill 148, the Public Services Sustainability Act, is unconstitutional. Workers are demanding that Tim Houston follow through on his election promise and publicly commit there will be no government appeal to this ruling.

Justice Smith found:

“[...] in removing wages from the items up for negotiation, the Act materially undermined the ability of the Applicant Unions to effectively bargain for their members.”

“It is clear to this Court that the removal of the long service awards, along with the wage restraint caps imposed by the Act, had a hugely negative impact on the bargaining power of the Applicant Unions, and thereby their ability to meaningfully negotiate on behalf of their members.”

“Bill 148 substantially interfered with the ability of the Applicant Unions to exert meaningful influence over important working conditions through a process of good faith collective bargaining.”

“Bill 148 removed the Applicant Unions’ leverage on monetary items and thereby upset the balance of power between the parties and negated the ability of the Unions to engage in meaningful bargaining.”

“The evidence shows, and I find that Bill 148 did not respect the principle of the duty to consult and negotiate in good faith.”

Thank you to everyone who persevered over the last 10-years in fighting this bill. This ruling is because of you.

By infringing on the Charter rights of workers to full, free and fair collective bargaining, workers lost out on wages and benefits that should rightfully be theirs.

This started with Stephen McNeil and it needs to end with Tim Houston. The government’s sole focus should now be to make amends for how they treated these workers.

This should not be politically difficult for the government. In 2021, when campaigning for workers’ votes, Tim Houston agreed that this law needed to be made null and void. With the Legislature sitting, he can commit there will be no appeal and do it from the floor of the House. There must be no question that this stain on the history of workers’ rights in Nova Scotia is behind us, and that the workers harmed by Bill 148 will get the justice they deserve.

Melissa Marsman, President, Nova Scotia Federation of Labour

Sandra Mullen, President, Nova Scotia General Employees Union

Alan Linkletter, President, CUPE Nova Scotia

Peter Day, President, Nova Scotia Teachers Union

Janet Hazelton, President, Nova Scotia Nurses Union

Jennifer Murray, Unifor Atlantic Regional Director, Unifor

Kevin MacMullin, Business Agent, IOUE Local 727

Tina Oh, Vice President Eastern Canada, SEIU Local 2

Toni MacAfee, National Director, CUPW, Atlantic Region

Insurance Trustees

Above are members of the NSTU Group Insurance Trustees at their monthly meeting held on March 6. This group is responsible for managing and overseeing the operation of the NSTU Group Insurance Plans. Each Trustee serves a five-year term and is required to maintain strict confidentiality regarding all matters brought before them. The Trustees’ role is to ensure the plans are operated in the best interest of members.

These plans include Life Insurance, Total Care Medical and Dental, Long-Term Disability, the Employee and Family Assistance Program, and all Carepath programs. The Trustees also administer the Member Assistance Program, which includes the Early Intervention Program and NSTU’s Counselling Services.



Seated: Krissy Brewer (Halifax Region), Shari MacGillivray (Strait Region) and Paula Landry (Executive Member).

Standing: Sherman England (EECD), Bruce Spares (NSCC), Joel Chiasson, Chair (CSANE), Joanne Richardson Landry (Annapolis Valley Region), and Wade Van Snick (Chignecto-Central Region).

Missing: Andrew Coates (EECD) and Executive Staff Officer liaisons Kyle Marryatt and Wally Fiander.

NSTU CAMPAIGN GUIDELINES

Presidential Election



The 2026 deadline for candidates' information is **April 8th** for the April 2026 issue or **May 6th** for the May 2026 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 10 - Election Procedures, A. Election of the NSTU President.

OPERATIONAL PROCEDURE 10. – ELECTION PROCEDURES

A. Election of the NSTU President

I. Notice of Pending Election

- a. Notice of a pending NSTU Presidential elections shall be posted on the NSTU website and advertised in an issue of The Teacher at least thirty (30) days prior to the closing of nominations.
- b. Notice of a pending NSTU Presidential election shall be sent to NSTU leadership (Local Presidents, RRC Chairs, and Provincial Executive Members) at least thirty (30) days prior to the closing of nominations.
- c. Notice shall include the process for nominations.

II. Nominations

- a. Nominations for the office of NSTU President shall be submitted on the official Nomination Form.
- b. Nomination Forms may be obtained from the Executive Director or designate.
- c. A candidate's Nomination Form must be completed in full, including the signatures of twenty-five (25) Active or Reserve Members, and returned to the Executive Director or designate no later than 4:00 p.m. on the last Friday in February (the closing of nominations).

III. Promotion of the Vote

- a. Posters shall be created and mailed to NSTU Representatives to display at worksites that remind Members of the election dates and times and encourage voting.
- b. The NSTU website shall be used to post messages reminding Members to vote; Locals are encouraged to use their

websites as well to promote the vote.

- c. NSTU Representatives, Local Presidents, RRC Chairs, and Provincial Executive Members will be reminded to encourage their Members to vote on voting day.
- d. On voting day, Members who have supplied non-employer email contact information in the Member Registry will be notified to remind them to vote, with instructions on how to vote.
- e. Locals are encouraged to include training for NSTU Representatives at Local Rep Retreats on the procedures to follow for electronic voting.

IV. Election of President

- a. A candidate must obtain a majority of the votes cast to be elected as the 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 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 Chief Electoral Officer).

V. Voting Day

- a. The first ballot for the NSTU Presidential election shall be held the second (2nd) Wednesday following Annual Council.
- b. If required, a second ballot shall be conducted the fourth (4th) Wednesday following Annual Council.

VI. Financial

- a. Candidates are eligible for reimbursement of election expenses incurred up to three thousand dollars (\$3,000.). In addition, candidates on a second ballot may claim an additional one thousand dollars (\$1,000.) to a total of four thousand dollars (\$4,000.) for election expenses incurred. In addition, the NSTU will cover up to fifteen (15) release days for each candidate on the first ballot. In addition, the NSTU will cover up to three (3) additional days for each candidate on a second ballot.
- b. To be eligible for 100% reimbursement as outlined in VI. a. above the candidate must receive at least 10 percent (10%) of the total votes cast in the first round of voting. Candidates receiving below 10 percent (10%) of the total votes cast in the first round of voting will receive reimbursement based on a prorated amount of their percentage of votes divided by 10 (for clarity, as an example, an individual receiving five point six percent (5.6%) of the total votes cast on the first ballot shall receive reimbursement based on 5.6/10 times three thousand dollars (\$3,000) or one thousand six hundred and eighty dollars (\$1,680)). Percentage vote shall be rounded to the nearest tenth (1/10th) of a percent.
- c. The claim for expenses must be submitted on an Election Claim Form available from the Executive Director or designate. Allowable reimbursable expenses include travel, accommodations, meals, postage, stationery, telephone costs, printing, and other promotional costs. All expenses must be substantiated by receipts and approved by the Executive Director or designate. Release days requiring a substitute teacher must be noted on the Election Claim Form.
- d. Total campaign spending, excluding release days (to a maximum as outlined in VI. a. above), by or on behalf of each candidate may not exceed five thousand dollars (\$5,000.).
- e. Total campaign spending for candidates on a second ballot may include an additional two thousand dollars (\$2,000.) for a total of seven thousand dollars (\$7,000.).

- f. A financial statement report must be submitted on the prescribed form to the Executive Director or designate within sixty (60) days of the election. Such reports to be published in The Teacher.

VII. Candidates' Publicity

- a. In an NSTU Presidential election year, the NSTU shall publish two (2) special election issues of The Teacher. Each candidate for office will be entitled to two (2) pages per issue, content to be determined by the candidate. The first issue will also contain an explanation of the method of voting. Candidate material shall appear in alphabetical order. Once nominated all candidates' input to The Teacher shall be limited to the special election issues. The incumbent President may continue to include the "From the NSTU President" column in The Teacher.
- b. Following the close of nominations, candidates for NSTU President shall be provided a static webpage on the NSTU website, which will host the candidate information that is published in The Teacher and the candidate's election poster. Links to the candidate webpages shall be highlighted on the NSTU homepage during the active campaigning timeframe.
- c. Candidates' statements carried in The Teacher will also be carried on the NSTU website during the campaign.
- d. The NSTU will produce an election poster containing a photograph and brief statement from each candidate. Posters shall be 11" X 17" in size and be a maximum of two (2) colours including background. Colours may be of the candidate's choice. Posters will be mailed to NSTU worksites not later than the second (2nd) Wednesday in April and shall be provided on the basis of one (1) poster per NSTU worksite.
- e. The NSTU shall provide each candidate with two (2) complete school/worksites sets of mailing labels, upon request.

VIII. Campaigning

- a. Campaign guidelines are as set out in NSTU Standing Orders and these Operational Procedures.
- b. The NSTU shall conduct the Provincial All Candidates' Forum at Annual Council and post the Forum to the NSTU website within one (1) week following Council.

Continued on page 28

continued from page 27

- c. Active campaigning for the office of NSTU President may begin no sooner than the Monday following March Break.
- d. No invitation to prospective candidates shall be given by Locals or RRC's prior to the close of nominations.
- e. Locals and Regional Representative Councils are expected to treat candidates equitably in terms of access to their Members. If a Local or RRC allows a candidate to attend a meeting or event, then an invitation must be extended to all candidates. If a Local or RRC allows a candidate access to Members through social media, then the same access must be extended to all candidates.
- f. Candidates must adhere to the school/ worksite visitation protocol as outlined at the all candidates' orientation.
- g. Suspected violations to these campaign guidelines shall be resolved in the following manner:
 - i. suspected violations shall be reported to the Executive Director or designate, in a timely manner, for resolution;
 - ii. the Executive Director or designate will attempt to resolve the issue informally;
 - iii. if the Executive Director or designate is able to resolve the issue informally no further action is required;
 - iv. if the Executive Director or designate is unable to resolve the issue informally the Executive Director or designate shall direct the issue to the Annual Council Elections Committee to make a ruling;
 - v. The Annual Council Election Committee will meet in a timely fashion to make a ruling and will inform all candidates regarding this ruling, the ruling shall be final; and, 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,
 - 4. a financial penalty, or
 - 5. removal from ballot.

IX. Administrative

- a. All candidates shall be offered the same NSTU services.

- b. The Executive Director or designate, shall arrange an all candidates' orientation to occur before the March Break.
- c. The candidate information kit shall be sent prior to the orientation meeting and shall include a list of the dates of known Local meetings.
- d. Following the election, the Executive Director or designate and the Regional Electoral Officers, with the assistance of NSTU Central Office, shall conduct an evaluation of the election procedures, by surveying the candidates. A report shall be made to the Provincial Executive at its last regular meeting prior to December break. The evaluation forms and report shall be kept on file to facilitate periodic overall reviews.

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

- a. If not otherwise eligible to attend Council, Candidates may attend Annual Council at the expense of the Union.
- b. A Provincial All Candidates' Forum shall be held Saturday at Annual Council.
- c. The Forum shall consist of seven-minute presentations by each Candidate followed by a question and answer period of up to thirty (30) minutes.
- d. The order of the Candidates' presentations shall be chosen by lots.
- e. The forum will be moderated by the Independent Chair of Annual Council. Extension to the question and answer period will be at the discretion of the Independent Chair with consideration being given to the overall agenda of the business meeting.

General campaign guidelines for all NSTU elections are found in NSTU Standing Orders 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.

NSTU Research Repository

The NSTU is in the process of establishing a repository of academic research in education, comprising the accomplished thesis work of our members.

Have you completed a thesis in educational research? Willing to share your results to inform members' practice and understanding of public education in Nova Scotia? We would like to celebrate and promote your good work through our repository of academic research in education by NSTU members.



Members should contact
our Professional Learning
department via

appl@nstu.ca



Frequently Asked Questions about the Canada Student Loan Forgiveness Program for Educators

As of December 31, 2025, teachers and early childhood educators (ECE) **in rural and remote areas** are officially included in the Canada Student Loan Forgiveness program. Learn more about the eligibility requirements and application process.



Who is eligible?

In addition to being a teacher or an ECE working in an eligible community, to qualify you need to:

- Complete **10 consecutive months** of employment;
- Provide a **minimum of 400 hours** of in-person services;
- Have a **federal** student loan in good standing (must be up to date on your payments) and;
- Be **certified** or registered in your profession.

How much of my loan could be forgiven?

Eligible teachers could receive **up to \$30,000** and **ECEs** could receive **up to \$15,000**, over five years.

The annual loan forgiveness amount for eligible teachers will be \$4,000 in year 1, \$5,000 in year 2, \$6,000 in year 3, \$7,000 in year 4, and \$8,000 in year 5.

Loan forgiveness can only be applied to the outstanding part of your **federal** student loan.

What is considered a rural or remote community?

For the purposes of loan forgiveness, the definition of an eligible community is a **rural area** or a **population centre with no more than 30,000 people living in it** (according to census figures).

To find out if a community may be eligible, use the [postal code lookup tool](#) on the Government of Canada's website.

I have an outstanding Canada Student Loan. When can I start applying for loan forgiveness?

You can apply for Canada Student Loan Forgiveness while you are in repayment, which includes your 6-month non-repayment period. You can also apply while you are pursuing further studies.

Teachers who have **worked 10 consecutive months as of December 31, 2025*** (or later) and meet all other eligibility criteria can apply by mail using the following form: [Application for Canada Student Loan Forgiveness](#). Paper applications will be processed after March 16, 2026. It is expected that by mid-March 2026, educators will be able to apply online.

Once you have worked in an eligible occupation for 10 consecutive months, you have 90 days to apply for the benefit.

*Currently, due to the requirement for 10 months of prior consecutive work, educators may not be eligible to apply **until June 2026**. Despite this regulatory challenge, we recommend that members apply for loan forgiveness at their earliest convenience. Please note that applications may be rejected given the current work period regulations. Members who receive rejections are encouraged to email the CTF/FCE at cslf-erpec@ctf-fce.ca so that we may track this issue and continue to advocate for regulatory improvements.

Why is loan forgiveness being implemented in rural and remote areas?

Loan forgiveness has long served as an incentive for eligible occupations, such as doctors and nurses, to relocate to areas of the country that are typically underserved. At a time when rural and remote communities in Canada need more resources and economic development, this program aims to attract and retain qualified educators in rural areas.

LEARN MORE



executive highlights

February 26 & 27, 2026

- 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 Education Research Grants in the amount of \$500 each;
- Approved the granting of two Local Service Awards;
- Approved the Actuarial Assumptions for the 2025 Actuarial Valuation as recommended;
- Approve changes to the Joint Trust Agreement between the NSTU, the Province of NS, and the NS Teachers' Pension Plan Trustee Inc. as recommended by the Teachers' Pension Board and authorized the President to sign the revised Joint Trust Agreement;
- Approved a recommendation that the Audited Financial Statements from Doane Grant Thornton as of July 31, 2025 be filed and forwarded to Annual Council 2026;
- Approved Provincial Executive meeting dates through 2026-2029;
- Ratified the 2026 Kings Local Constitution;
- Ratified the 2026 Halifax County Local Constitution amendment;
- Ratified the 2026 Annapolis Valley Regional Representative Council (AVRRC) Constitution;
- Approved a motion that the NSTU implement a strategy to educate members on the process of filing grievances as well as complaints under Article 63 (Class climate) and Article 70 (Working conditions) of the TPA;
- Rescinded the Provincial Executive motion regarding Policy Section V – Professional Development, Policy 4 – Professional Development and Collective Bargaining, adopted at their January 15-16, 2026 meeting;
- Reaffirmed NSTU Policy Section V – Professional Development, Policy 4 – Professional Development and Collective Bargaining;
- Approved a resolution be forwarded to Annual Council 2025 regarding adopting a new Policy Statement entitled Teaching Mi'kmaw History, Culture, and Knowledge to be placed in Policy Section V – Professional Development;
- Approved an amendment to Operational Procedure 36 – Services to Francophone Members;
- Approved the adoption of a New Operational Procedure entitled NSTU Official Communications, to be placed in Section VI – General;
- Rescinded the Provincial Executive motion from February 2023 regarding vehicle damage;
- Referred a motion to the Governance and Policy Committee regarding the establishment of a new standing committee to be called the BIPOC Standing Committee;
- Appointed members to the NSTU Provincial Negotiating Team;
- Accepted the Asking Package as recommended by the Provincial Economic Welfare Committee;
- Approved a recommendation that the proposed draft Budget for August 1, 2026 to July 31, 2027 be forwarded to Annual Council 2026;
- Approved a motion that the NSTU shall enter into a Memorandum of Agreement with the Nova Scotia-Education and Early Childhood Development regarding Conditional Teaching Certificates for B. Ed students, expiring July 31, 2027.



PROVINCIAL EXECUTIVE ELECTION SCHEDULE 2026

Provincial Executive Seat(s)	# Members to To Be Elected
African Nova Scotian (1)	1 Member
Annapolis/Hants West/Kings (2)	1 Member
Antigonish/Guysborough (1)	1 Member
Atlantic Provinces-Special Education Authority (APSEA) (1)	No Election
Cape Breton District (2)	1 Member
Colchester/East Hants (1)	1 Member
Cumberland (1)	No Election
Conseil syndical acadien de la Nouvelle-Écosse (CSANE) (2)	1 Member
Dartmouth (1)	1 Member
Digby/Shelburne/Yarmouth (2)	1 Member
Halifax City (2)	1 Member
Halifax County (2)	1 Member
Indigenous (1)	1 Member
Inverness/Richmond (1)	1 Member
Lunenburg County/Queens (1)	1 Member
Northside-Victoria (1)	No Election
Pictou (1)	No Election

Election date: April 15, 2026

as of January 29, 2026



Pregnancy, Parental, and Adoption Leave

Welcoming a new child is an exciting (and busy) time. Whether through pregnancy, birth, or adoption, taking a leave from work, comes with a lot of moving pieces – especially when it comes to your benefits. The NSTU Group Insurance Trustees want to help you prepare for this exciting life transition by providing important information to help you plan ahead.

If you are a member of the NSTU group insurance plan and are on approved leave of absence due to pregnancy, parental, or adoption leave, you may continue your benefits on a pay-direct basis by contacting your Plan Administrator, belairdirect.

Paying for benefit coverage during a pregnancy, parental, or adoption leave can be a difficult decision as it can cause financial constraints. We also know an illness or injury can happen at any time, for that reason we strongly encourage plan members to continue paying premiums, including LTD premiums, throughout their leave. A gap in premium payments can mean a gap in important protection!

Here's a look at two different leave scenarios that show how LTD benefits work if you continue to pay premiums or if premiums stop.

Scenario 1

You continue to pay premiums while on leave.

You will continue to receive LTD coverage and if you become disabled while on approved leave, you can make a claim.

Scenario 2

You stop paying premiums while on leave.

Should you stop paying premiums during your approved leave, you will not have LTD coverage and will not be able to make a claim should you become disabled during such leave. LTD coverage can only be reinstated once you actively return to work and start paying premiums again.

Did You Know?

- Teachers may receive income from both Employment Insurance (EI) and contractually negotiated Allowance ("top-up") during portions of their pregnancy, parental, and adoption leave.
- You should apply for EI as soon as your leave begins to avoid delays in payments.
- You may continue your benefits on a pay-direct basis by contacting your Plan Administrator, belairdirect. If you don't confirm benefit continuation before your leave starts, you could experience an unexpected gap in coverage.
- The birth or adoption of a child is considered a life-changing event. This means that you can add dependents and/or make changes to your existing benefit coverage within 31 days of experiencing the life-changing event. Please contact your Plan Administrator, belairdirect for more information at 1-800-453-9543.
- Breast feeding pumps are covered under your Total Care Medical plan when prescribed by a medical doctor or nurse practitioner.

Planning ahead can help ensure your pay and benefits continue smoothly while you focus on your growing family.

For additional help and support, the following programs and services offered through the NSTU Member Assistance Program (MAP) are available:

NSTU Member Assistance Program	Contact Information
NSTU Counselling Services	(902) 477-5621 1-800-565-6788
Employee and Family Assistance Program	1-877-955-6788 www.homeweb.ca

The Employee and Family Assistance Program is confidential, remains available during your leave and can help with parenting and mental health support, financial planning, and more!

How to contact your Plan Administrator, belairdirect

Local number: 902-453-9543	Email address: GroupBenefitsNS@belairdirect.com
Toll free number: 1-800-453-9543	

We trust the information outlined above is helpful. Please don't forget to visit our website at www.nstuinsurance.ca, to review the many benefits and programs available to you through the NSTU Group Insurance Plan.

Say hello to exclusive savings on home insurance.

Get your preferred rate.



Scan the QR code or call
1 833 583.3301 to get your price.

belairdirect.
home insurance



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. **(Central Region)**
- 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:** assists in planning the biennial Equity Conference; 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:** assists in planning the biennial Political Action and Public Relations Conference; 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:** assists in planning the annual Professional Associations Leaders Conference; 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:** assists in planning the biennial Professional Development Conference for Local Leaders; 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.
- PROGRAM DEVELOPMENT ASSISTANCE COMMITTEE (PDAF):** reviews applications for financial assistance to support innovative curriculum projects and awards grants to successful applicants.
- STATUS OF WOMEN COMMITTEE:** assists in planning the biennial Status of Women Conference; 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 27, 2026**

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.

classifieds

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

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

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

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

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

The deadline for the April issue of The Teacher is April 10

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

FEEL LIKE A CHANGE?



Secondments at the Nova Scotia Teachers Union

The Nova Scotia Teachers Union is updating its resource file of active members interested in short-term secondment to NSTU staff.

Seconded staff supplement the work of permanent Union staff, and increase staff available when the demand exceeds the capacity of the organization.

Individuals may be seconded to provide a service or program over a period of weeks, to serve as a resource person or liaison with a Union committee or group or to initiate and/or implement a specific program, project or task.

Secondments may be in member services, professional services, public relations, public affairs or organizational support.

Active members interested in being listed in the resource file are requested to print and fill out an application form available on-line by:

- ENTERING THE NSTU WEBSITE
- SELECT "STAFF"
- SELECTING "SECONDMENTS" FROM THE MENU ON THE LEFT-HAND SIDE

Information forms will be retained in the resource file for a period of one year.

September 2025

Deals & Discounts

for NSTU members
(including retired members),
please visit the website at
www.nstu.ca



Retired Teachers Organization

<https://rtonstu.ca>

- (f) The term of office for the Immediate Past-President shall be for one (1) year starting August 1st and ending July 31st of the year immediately following the presidency.
- (g) The term of office of the Second Vice-President as Second Vice-President shall be for one (1) year starting August 1st and ending July 31st. A Second Vice-President may have consecutive one (1) year terms as long as they are serving as a Regional Member.
- (h) The term of office of the Secretary-Treasurer as Secretary-Treasurer shall be for one (1) year starting August 1st and ending July 31st. A Secretary-Treasurer may have consecutive one (1) year terms as long as they are serving as a Regional Member.
- (i) Service by a Provincial Executive Member as a result of a by-election shall not be applied to the term of office when that same Member is elected through a regular election.
- (j) A Provincial Executive Member may resign; such resignation shall be effective once provided in a written letter to the President.

Lunenburg County Local

Brief:

The role of the NSTU President is incredibly nuanced, complex, and comes with a very steep learning curve. A major part of the role revolves around building and maintaining trusting relationships within our Union, but also with members of Government and the media. Such relationships evolve through ongoing communication, collaboration, and a clear understanding of shared objectives. This by-law change would give the President the opportunity to serve an additional term, if re-elected by the general membership, and allow for continuity and stability of leadership within the NSTU.

2026-23 *Constitutional Amend NSTU Governance*

BE IT RESOLVED THAT NSTU Standing Order 3 – Resolutions to Council, (e) be amended by inserting “ruled out of order and” after the phrase “shall be”.

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

3. Resolutions to Council

- (e) Submitted resolutions categorized as Economic Welfare and Working Conditions which relate to Provincial Negotiations shall be **ruled out of order and** automatically referred to staff for consideration by the Provincial Economic Welfare Committee.

Dartmouth Local

Brief:

Publicly disclosing asking package items that we are really enthused about potentially years ahead of contract negotiations is not helpful for the negotiating team. A resolution passed at Council does not garner any more weight with the negotiating team than one submitted otherwise. Moreover, if a Local sponsors a resolution that does not pass at Council, they are within their rights to submit it to PEWC later anyway. Additionally, these resolutions can take up a lot of Council’s time.

Recommendation:

The Member Economic Welfare, Health and Safety, and Working Conditions Committee recommends that this Resolution be debated at Council.