



Brian Knockwood from Indian Brook First Nation, Sipekne'katik band, performed the Mi'kmaq Honour Song at the opening ceremony on April 28.

# NSTU's 102nd Annual Council highlights current teacher concerns

The 102nd Annual Council of the Nova Scotia Teachers Union, April 28 to 30, included three days of collaboration and debate about how to strengthen quality public education across the province.

NSTU President Ryan Lutes said he was impressed with the quality of debate and discussion over the weekend. He says it's clear that members are concerned about a lack of resources, the teacher shortage and rising levels of violence in schools.

"Although the impact is different, our schools are struggling with many of the same challenges we are seeing in our hospitals, and teachers are concerned about the long-term impact this will have on students," says Lutes. "A palpable sense of frustration was evident at Council and members want government to take a more urgent approach to addressing the teacher shortage, strengthening our inclusive education system and making schools safer."

*Continued on page 7*



Graham Creighton Junior High School teacher Cynthia Hellesoe performed the Black National Anthem, Lift Every Voice and Sing during the opening ceremony of Annual Council.



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# people

## Education Research Award presentation

NSTU president Ryan Lutes presented Kate Cole (Cumberland Local) with their NSTU Education Research Award certificate during Annual Council on April 29. They received their Education Research Award for their research entitled: *Experiences of Queer Educators in Nova Scotia: A Query?* (see *The Teacher*, October 2022 page 6 for more info on this research, or this link [https://nstu.blob.core.windows.net/nstuwebsite/data/theteacher/TT\\_Oct\\_2022\\_Pathways.pdf](https://nstu.blob.core.windows.net/nstuwebsite/data/theteacher/TT_Oct_2022_Pathways.pdf)) and was one of six teachers to receive awards during the 2022-2023 school year. Cole currently teaches at E. B. Chandler Jr. High School in Amherst and they are also a member-at-large on the Cumberland Local executive. Since 2003 the NSTU has recognized teachers for completed education research. An annual fund of \$3,500 encourages and assists education research, with no individual award exceeding \$500. The deadline for next year's applications is December 6, 2023 by 4:00 p.m. For more info: <https://nstu.ca/nstu-members/professional-development/grants-opportunities/study-and-research-grants>



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## Insurance Trustees

Below are members of the NSTU Group Insurance Trustees at one of their monthly meetings on April 14. This group oversees the operation for the NSTU Group Insurance Plan, which includes Optional Life Insurance, Total Care Medical and Dental, LTD, EFAP, CAREpath programs, the Early Intervention program and Counselling Services.



Sitting: Kyle Marryatt, NSTU secondary staff liaison; Karen Nottage (Annapolis Region); Joel Chiasson (Cape Breton-Victoria Region); and Wade VanSnick (Chignecto Region); standing: Andrew Coates and Sherman England (EECD); Bruce Spares (NSCC); Stacy Samson NSTU primary staff liaison; Jennifer Moriarty, Chair (Halifax Region); Janie Lumsden (Strait Region); and Byron Butt (South Shore/Tri-County Region).

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Submission deadlines for 2022-2023:  
**ISSUE ..... DEADLINE**  
June ..... June 14

We welcome your comments and suggestions:  
**1-800-565-6788 or email [theteacher@nstu.ca](mailto:theteacher@nstu.ca).**

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# Education Week Highlights Active Learning and Engagement

Education Week 2023, which took place April 16 to 22, is an important opportunity to recognize the work of teachers, public school administrators, early childhood educators and student support staff who help ensure the achievement and well-being of students.

Sixty-three award recipients from across Nova Scotia were honoured at a ceremony at Halifax West on April 17.

His Honour Arthur J. LeBlanc, Lieutenant-Governor of Nova Scotia presented awards to recipients along with EECD Minister Becky Druhan. “I am delighted to celebrate the achievements of

educators, staff, and education partners. Every day, they contribute to learning environments where all students see themselves reflected in the learning journey. Because of this work, young people are empowered to achieve their full potential,” he said.

“Our educators, administrators and staff understand that students thrive when they are active participants in their educational journey,” said Education Minister Becky Druhan. “And today we celebrate and recognize those who have found exceptional and creative ways to make students feel welcomed, encouraged and engaged.”

*Continued on page 16*



*Above are this year's recipients shown with Arthur J. LeBlanc, Lieutenant-Governor of Nova Scotia and Education and Early Childhood Development Minister Becky Druhan.*

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# from the nstu president



## Report to Annual Council 2023

(*excerpt from Ryan Lute's remarks to Council 2023*)

It is my pleasure to address Annual Council for the first time as President of the NSTU.

I want to thank each of you for your dedication and commitment to our union and for taking time out of your busy professional and personal lives to be here to help chart the course for our NSTU.

I would be remiss if I didn't thank and acknowledge NSTU past president Paul Wozney for his leadership and support, throughout my transition.

Paul was instrumental in strengthening the NSTU's reputation as the leading voice on all education matters in Nova Scotia, and he has left a profoundly positive mark on our organization.

The strength of any union is in its solidarity.

My friends, this is what solidarity looks like—a room full of passionate educators and unionists coming together, with different perspectives, but with the common goal of strengthening our Union.

Solidarity also looks like 150,000 PSAC workers on strike, fighting to ensure their salaries, and the salaries of all Canadians, keep up with the cost of living. With corporations making record profits, and with inflation at rates we have not seen in years, it's never been more important to fight to ensure that workers don't get left behind.

Solidarity also looks like our NSGEU and CUPE education workers who have fought against the idea that providing supports to students should mean living in poverty.

And solidarity to our colleagues in New Brunswick, who have been without a contract for two years, fighting back against the Higgs government.

We will never have an education system that supports all students, if we expect our teachers to take cut after cut after cut.

Our solidarity is just one of the many reasons I'm so proud to represent such an incredibly talented and dedicated group of teachers, school counsellors and specialists.

The past year has been a time of transition on many fronts.

We are preparing to enter into negotiations with a new government, and without Stephen McNeil lurking in the background, for the first time in a decade.

And we are very much living in a new uncertain world as we hopefully exit the pandemic.

We are also dealing with a teacher shortage of unprecedented scope and scale, which is putting tremendous strain on our public schools, and in the past number of years, we've sadly witnessed increasing levels of violence both in terms of frequency and severity.

## Rapport à l'assemblée générale annuelle du Conseil de 2023

(*Extrait de l'intervention de Ryan Lute à l'AGA du Conseil de 2023*)

J'ai le plaisir de m'adresser à l'assemblée générale annuelle du Conseil pour la première fois à titre de président du NSTU.

Je tiens à remercier chacun d'entre vous de votre dévouement et de votre engagement à l'égard de notre syndicat et d'avoir pris du temps dans vos vies personnelles et professionnelles occupées pour être ici et pour aider à tracer la voie de notre NSTU.

Je serais insouciant si je ne remerciais et ne reconnaissais pas l'ancien président Paul Wozney pour son leadership et son soutien tout au long de ma transition.

M. Wozney a joué un rôle essentiel dans l'amélioration de la réputation du NSTU à titre de voix principale par rapport à toutes les questions liées à l'éducation en Nouvelle-Écosse et a laissé une marque extrêmement positive sur notre organisation.

La force d'un syndicat repose sur sa solidarité.

Mes amis, voici ce à quoi ressemble la solidarité : une salle remplie d'éducateurs et de syndicalistes passionnés ayant différents points de vue, mais ayant l'objectif commun de renforcer notre syndicat.

La solidarité ressemble également à 150 000 travailleurs de l'AFPC en grève, luttant pour s'assurer que leurs salaires et ceux de tous les Canadiens correspondent au coût de la vie. Alors que des sociétés enregistrent des profits record et que les taux d'inflation atteignent des niveaux qui n'avaient pas été observés depuis de nombreuses années, il n'a jamais été plus important de lutter pour veiller à ce que les travailleurs ne soient pas laissés pour compte.

La solidarité ressemble également à nos travailleurs de l'éducation du NSGEU et du SCFP qui se sont battus contre l'idée selon laquelle apporter un soutien aux élèves devrait se traduire par la pauvreté.

Nous sommes aussi solidaires avec nos collègues au Nouveau-Brunswick qui sont sans contrat depuis deux ans, tenant tête au gouvernement Higgs.

Nous n'aurons jamais un système d'éducation qui soutient tous les élèves si nous nous attendons à ce que nos enseignants ne cessent de subir des réductions.

Notre solidarité n'est qu'une des nombreuses raisons pour lesquelles je suis fier de représenter un groupe d'enseignants, de conseillers scolaires et de spécialistes extrêmement dévoués et talentueux.

La dernière année a été une transition à différents niveaux.

Nous nous préparons à entamer des négociations avec un

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And let's not forget that the number of families living in poverty continues to grow and this only adds to the complexity of our classrooms.

Now more than ever, our members, their students and their families need the stable and sensible leadership the NSTU has always provided.

The pragmatic and passionate voice of teachers needs to be front and centre as we tackle the challenges facing both our schools and our communities during these uncertain times.

As we prepare to discuss the timely issues, I urge each of you to consider the valuable role you hold, not only in your Local and in our union, but also in your school and in your community.

The decisions we make here will not only impact the lives of our colleagues and co-workers both present and future, but can also have a positive impact on the places we each call home.

So please debate passionately, and as is always the case with NSTU members, please debate thoughtfully and with compassion.

Thank you.

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nouveau gouvernement et sans Stephen McNeil qui observe en silence en coulisse, une première depuis les dix dernières années.

Nous vivons vraiment dans un nouveau monde incertain alors que nous espérons en finir avec la pandémie.

Nous faisons également face à une pénurie d'enseignants d'une envergure et d'une portée sans précédent, ce qui exerce d'énormes pressions sur nos écoles publiques. De plus, au cours des dernières années, nous avons tristement été témoins de niveaux accrus de violence, tant par rapport à sa fréquence qu'à sa gravité.

N'oublions pas non plus que le nombre de familles vivant dans la pauvreté continue d'augmenter et cela ne fait qu'accroître la complexité de nos classes.

Maintenant plus que jamais, nos membres, leurs élèves et leurs familles ont besoin du leadership sensible et stable que le NSTU leur a toujours offert.

La voix passionnée et pragmatique des enseignants doit être à l'avant-plan alors que nous nous attaquons aux défis auxquels nos écoles et collectivités font face en ces temps incertains.

Alors que nous nous préparons à discuter des questions opportunes, j'incite chacun d'entre vous à réfléchir au rôle important que vous jouez, non seulement dans votre section locale, mais aussi dans votre école et votre collectivité.

Les décisions que nous prenons ici auront non seulement une incidence sur la vie de nos collègues actuels et futurs, mais peuvent également avoir des effets positifs dans nos foyers respectifs.

Veuillez donc débattre de manière passionnée, et comme c'est toujours le cas des membres du NSTU, faites-le de manière réfléchie et en faisant preuve de compassion.

Merci.

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# from the nstu executive director



## Council Remarks

(*Excerpt from Steve Brooks' Address to Council 2023.*)

It is my honour and privilege to bring forward these greeting as Executive Director of the Nova Scotia Teachers Union.

It has been a very busy year for the NSTU staff since our last Council and it is important to be mindful that NSTU advocacy and representation occurs at the individual member level as well as at the regional and provincial level. As you know, this time last year the NSTU staff were working out of temporary offices, while much needed and extensive refurbishing of the HVAC system at the Dr. Tom Parker building was being completed. Even though staff were unable to return to their regular offices until October, for most members the disruption was invisible, and services continued uninterrupted.

On the governance side, the NSTU conducted a province-wide election for President in which seven candidates put their names forward to lead our union. It was great to see such interest. It was also a pleasure to hear the positive responses to the organization and delivery of the first NSTU Leadership Skills Development Institute held in many years. I received many compliments on the great work done by staff. It was also a proud moment to participate in the first ever *Engage Encourage and Evolve Summit* designed specifically to engage our BIPOC members.

This past year also saw the completion of the first NSTU Strategic Plan, the goal of which is to ensure a responsible review of the NSTU governance structure and to improve the delivery of NSTU programs and services. I am pleased to report that since October, work has begun on implementing 34 of the 48 Strategic Plan recommendations approved by Provincial Executive. An important component of the Strategic Plan is the independent review of the NSTU technology platforms. I am pleased to share that following a lengthy and technical RFP process, the Provincial Executive approved Mara Consulting to complete this work, which is now underway.

Operationally, another significant accomplishment this past year has been completing the work of negotiating and updating all outdated staff collective agreements. Some of which had long since passed the agreed upon terms of the contracts. I want to take this moment to thank the Personnel Committee for their assistance in this process.

We also saw a successful interest arbitration result in a positive regional agreement for our CSANE members. Our APSEA members are currently waiting on an interest arbitration decision, and Cape Breton Victoria region currently has interest arbitration on-going. Chignecto region is in bargaining for its regional agreement and the HRCE is due to start bargaining theirs.

## Intervention lors de l'assemblée générale du Conseil

(*Extrait de l'allocution de Steve Brooks à l'assemblée générale du Conseil de 2023)*

J'ai l'honneur et le privilège de vous transmettre ces salutations à titre de directeur exécutif du Nova Scotia Teachers Union.

Cela a été une année très occupée pour le personnel du NSTU depuis notre dernière assemblée générale du Conseil, et il est important de se rappeler que le NSTU mène des revendications et des représentations tant auprès de chaque membre qu'aux niveaux régional et provincial. Comme vous le savez, à la même période l'année dernière, le personnel du NSTU travaillait dans des bureaux temporaires, pendant que le système de chauffage, de ventilation et de climatisation de l'édifice Dr Tom Parker subissait une remise à neuf complète et indispensable. Bien que le personnel n'ait pas pu retourner dans ses bureaux habituels avant octobre, ces perturbations sont passées inaperçues pour la plupart des membres et les services ont été maintenus de manière ininterrompue.

Sur le plan de la gouvernance, le NSTU a mené une élection provinciale pour la présidence de sept candidats se sont présentés pour diriger notre syndicat. Cela a été formidable de voir un tel intérêt. Il a également été agréable d'entendre la rétroaction positive par rapport à l'organisation et au déroulement de la première NSTU Leadership Skills Development Institute Conference depuis de nombreuses années. J'ai reçu de nombreux commentaires sur l'excellent travail effectué par le personnel. J'ai également été fier de participer au tout premier *Engage Encourage Evolve Summit* conçu spécialement pour faire participer les membres autochtones, noires et de couleur de notre syndicat.

Le premier Plan stratégique du NSTU a été terminé au cours de la dernière année. Il vise à effectuer un examen responsable de la structure de gouvernance du NSTU et à améliorer la prestation des programmes et des services du NSTU. Je suis heureux de signaler qu'on a commencé à mettre en œuvre 34 des 48 recommandations du Plan stratégique qui ont été approuvées par le Comité exécutif provincial. L'examen indépendant des plateformes technologiques du NSTU est un élément important du Plan stratégique. Je suis ravi d'annoncer qu'à la suite d'un long processus d'appel d'offres technique, le Comité exécutif provincial a approuvé la soumission de Mara Consulting pour effectuer ce travail, qui est en cours.

Sur le plan des activités, une autre réalisation importante de la dernière année a été la négociation et l'actualisation de toutes les conventions collectives désuètes. Certaines de ces conventions avaient depuis longtemps dépassé leur durée convenue. J'aimerais

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Provincial issues which have dominated NSTU advocacy efforts this past year include the ongoing work being done to address the unfunded liabilities of the Teachers' Pension Plan. I appreciate that the lack of information that has been able to be shared on that process has been a concern; however, the strategic approach the union has taken to these discussions is aimed at achieving an advantageous outcome for pension plan members without allowing outside groups and interests from interfering.

The NSTU has also worked diligently to bring forward concerns, both publicly and with various levels of government, including the Ministers of Education and Finance, regarding the growing teacher shortage, school violence, teacher workload, and the lack of remedy to the Bill 75 court decision, which the union has now appealed and will be waiting on a hearing scheduled in September. The NSTU has also joined with seven other public sector unions to challenge the constitutionality of Bill 148.

I also want to take a moment to compliment the work of the Provincial Economic Welfare Committee which has worked throughout the year building the NSTU asking package, and acknowledge the work of Provincial Executive in considering future NSTU mobilization efforts. While I am expecting that this will be a difficult round of collective bargaining, I believe that the NSTU has positioned itself very well.

In conclusion, I want to take this opportunity to thank the NSTU staff who have worked tirelessly throughout the year supporting members, and to the staff who have ensured that NSTU Annual Council 2023 provided delegates and observers the opportunity to discuss and debate the business of the union.

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*Annual Council*

On Saturday, April 29 Annapolis Valley teacher Jo-Leigh MacPhee was elected First Vice-President of the NSTU for a two-year term beginning on August 1, 2023. MacPhee is a biology teacher at Central Kings Rural High School in Cambridge.

During the opening night's proceedings, Education and Early Childhood Development Minister Becky Druhan addressed delegates. On Saturday, NSTU Past-President and a vice-president of CTF/FCE Paul Wozney delivered remarks on behalf of the Canadian Teachers' Federation and Siobhán Vipond provided a National perspective on Labour issues to delegates. Nova Scotia Federation of Labour president Danny Cavanaugh addressed delegates on Sunday morning.

Halifax County member Melanie Kennedy was elected as CTF-FCE delegate. NSTU members were also elected to NSTU's Discipline, Professional, and Resolutions Committees during the AGM. During the weekend almost 250 voting delegates debated some 70 resolutions.

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profiter du moment pour remercier le Comité du personnel de son aide durant ce processus.

Nous avons également obtenu gain de cause dans le cadre d'un arbitrage de différends par rapport à une entente régionale pour nos membres du CSANE. Nos membres de la CESPA attendent la décision d'un arbitrage de différends, et un tel arbitrage est en cours dans la région de Cap-Breton-Victoria. La région de Chignecto négocie son entente régionale, et le CRE d'Halifax devrait bientôt commencer aussi.

Les enjeux provinciaux qui ont dominé les initiatives de défense des intérêts du NSTU au cours de la dernière année comprennent le travail en cours pour trouver des solutions au déficit actuariel du Teachers' Pension Plan. Je sais que le peu d'information sur ce processus qui a pu être transmis aux membres en inquiète plusieurs; cependant, l'approche stratégique que le syndicat a adoptée par rapport à ces discussions vise à obtenir un résultat avantageux pour les participants au régime sans permettre à des groupes ou à des intérêts externes d'interférer.

Le NSTU a également travaillé de manière diligente pour communiquer ses préoccupations, tant publiquement qu'aux différents paliers gouvernementaux, y compris les ministres de l'Éducation et des Finances, en ce qui concerne la pénurie croissante d'enseignants, la violence dans les écoles, la charge de travail des enseignants et l'absence de recours par rapport à la décision judiciaire concernant le projet de loi 75, de laquelle le syndicat a fait appel et dont elle attendra l'audience en septembre. Il s'est également joint à sept autres syndicats du secteur public pour contester la constitutionnalité du projet de loi 148.

J'aimerais également prendre un moment pour reconnaître l'excellent travail du Comité provincial du bien-être économique qui a travaillé tout au long de l'année pour élaborer les demandes du NSTU et celui du Comité exécutif provincial dans l'examen de futures initiatives de mobilisation du NSTU. Bien que je m'attende à une ronde difficile de négociation collective, je crois que le NSTU s'est très bien positionné.

En conclusion, j'aimerais profiter de cette occasion pour remercier le personnel du NSTU qui a travaillé inlassablement tout au long de l'année pour soutenir les membres ainsi que les membres du personnel qui ont veillé à faire en sorte que l'assemblée générale annuelle du Conseil de 2023 permette aux délégués et aux observateurs de discuter et de débattre des affaires du syndicat.

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*Retired NSTU executive director Bill Redden was the Independent Chair for Annual Council 2023.*

# Mental Health Awareness Month

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

May is Mental Health Awareness Month. Although we try to make our mental wellness a focus each month, May's focus on the importance of this piece of ourselves offers us an opportunity to try some new tools and strategies. How does this relate to Professional Learning, you may ask?

To be in a headspace—and heartspace to dedicate time to our professional growth, there are important pieces that need to be in place (or on their way to being in place). The Conference On New Techniques and Classroom Teaching is a unique learning opportunity where teachers, specialist teachers and administrators who are members of the Council of Atlantic Provinces' and Territorial Teacher Organizations (CAPTTO) learn from one another during workshops and to expand their networks during social activities. This year's theme for CONTACT, an initiative of the Professional Development and Professional Learning officers of CAPTTO is *Taking Care: Your Profession, Your Community, Yourself*. Are you interested in learning more about CONTACT and possibly attending from your Local? Please reach out to your Local President. To connect with this year's theme for CONTACT, I wanted to share a resource with you that has offered some important takeaways for me.

One of the bilingual giveaways this month is Michelle Obama's, *The Light We Carry*. I purchased this through Audible, which has become a part of my own self-care, as I travel the province to connect with our members. I really appreciate the flexibility of apps like Audible for the flexibility of allowing me to enjoy books while I am on the go.

Without giving away too much of the content of this impactful work, I would like to share some of my salient moments and hope that you too will find your own 'a-ha' moments as you read.

What words come to mind when you

hear the term PD or Professional Learning. A lot of times, we think of strategies or tools we can put to use in our learning spaces. In her book, Obama writes:

*"That's what tools are for. They help keep us upright and balanced, better able to coexist with uncertainty. They help us deal with flux, to manage when life feels out of control. And they help us continue onward, even while in discomfort, even as we live with our strands exposed."* p. 6

When we enter spaces where we are the learners, we bring an expectation of the material and the experience to help us move forward. The tools and strategies we seek are those concrete answers and ideas that can help keep us focused and anchored, especially when so much is uncertain. In my counselling space, I would often use a graphic of two concentric circles to discuss the idea of focusing on what we can control instead of expending energy trying

to change something we cannot. This idea is also a tool to help us centre our efforts around the seemingly 'small' pieces that can end up being so much more. Leaving ourselves vulnerable to unlearn can be an uneasy process. This is why having trusted colleagues and friends can support us in this process.

The facilitators or leaders of these sessions bring their experience to our collective learning space to share in the hopes that the participants might take something away that helps them. That is how I approach workshops I have prepared and presented. Further in the first chapter, Obama writes about the energy we bring to a space. Whether as a leader or a learner, or sometimes both, we, just like our students, bring so much each day. What can sometimes get lost is the importance of trusting our experience and ourselves;

*Continued on page 17*

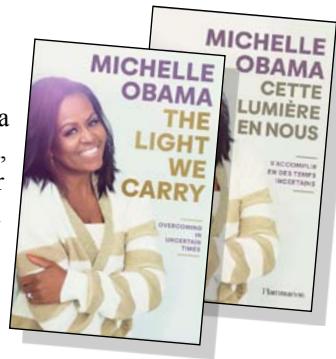


*The Teacher* has one English and one French copy for giveaway. Email your name, home address, and the name of your school with **PL English** or **PL French** in the subject line to [theteacher@nstu.ca](mailto:theteacher@nstu.ca) by **June 21, 2023** to be eligible for the draw.

## *The Light We Carry* by Michelle Obama

*The Light We Carry, Overcoming in Uncertain Times* is a follow-up to Michelle Obama's critically acclaimed, #1 bestselling memoir *Becoming*. The former First Lady shares practical wisdom and powerful strategies for staying hopeful and balanced in today's highly uncertain world. She helps readers consider questions many struggle with like how to build enduring and honest relationships?

"When we are able to recognize our own light, we become empowered to use it," she writes. *The Light We Carry* inspires readers to examine their own lives and connect meaningfully in a disconnected world.



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## *Nous sommes les protecteurs de l'eau*

Traduit par Gérard Muguet en collaboration avec Natasha Kanapé Fontaine

Titre original: *We are water protectors* de Carole Lindstrom et Michaela Goade, Roaring Book Press.

Publié par Rowman and Littlefield Publishers Inc., et inspiré par les nombreux mouvements autochtones à travers l'Amérique du Nord, *Nous sommes les protecteurs de l'eau* lance un cri de ralliement pour protéger l'eau de notre Terre. Cet ouvrage important, à la fois audacieux et lyrique, permet d'aborder avec les enfants l'histoire des protecteurs de l'eau de Standing Rock.



# the well teacher

Email your name, home address, and the name of your school with **WELL TEACHER** in the subject line to [theteacher@nstu.ca](mailto:theteacher@nstu.ca) by June 21, 2023 to be eligible for the draw.

## *Healing Through Words*

By Rupi Kaur

Published by Simon & Schuster,  
*Healing Through Words*

New York Times bestselling author Rupi Kaur presents guided writing exercises to help explore themes of trauma, loss, love, heartache, healing, and celebration of the self. This collection of exercises asks the reader to be vulnerable and honest. It contains over 65 freewriting exercises following the themes of Rupi Kaur's *Milk and Honey*: Hurting, Loving, Breaking, and Healing.



## EQUITY BOOK REVIEW

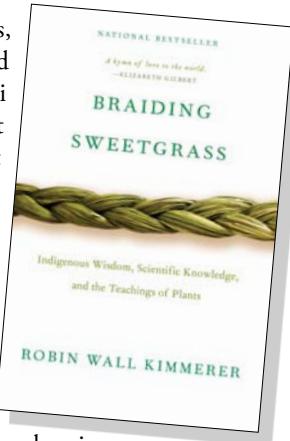
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## *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*

by Robin Wall Kimmerer

Published by Milkweed Editions, botanist Robin Wall Kimmerer and member of the Citizen Potawatomi Nation embraces the notion that plants and animals are our oldest teachers. In *Braiding Sweetgrass*, she brings her scientific and land-based knowledge together to take us on "a journey that is every bit as mythic as it is scientific, as sacred as it is historical, as clever as it is wise" (Elizabeth Gilbert).

Kimmerer shows how other living things like goldenrod, strawberries, salamanders and sweetgrass, offer us gifts and lessons, even if we've forgotten how to listen. In her reflections about the creation of Turtle Island and its threats, she points us to the fact that the awakening of our ecological consciousness means we need to acknowledge and celebrate our symbiotic relationship with the living world.



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# Addressing teacher mental health begins in schools

by Sam Hammond, CTF/FCE President

COVID-19, lockdowns, and emergency remote teaching and learning wreaked havoc on the public education community. In the pandemic's wake, we have been left with a mental health crisis that has taken an enormous toll, threatening not only the lives and careers of teachers and educators, but Canada's own publicly funded public education systems as well.

By the end of 2020, our research found that two-thirds of teachers had concerns about their mental health and well-being. A follow-up survey months later revealed that teachers and educators were experiencing long-term anxiety, stress, and depression due to increased expectations from work and the blurred realities of work and home life. But the pandemic didn't create the teacher mental health crisis, it made it worse and made it public for all to see. Now we must work to address it.

Now, with the financial support of the federal government, and specifically the Public Health Agency of Canada, the Canadian Teachers' Federation (CTF/FCE) has launched a pilot project focused on improving the mental health of teachers and education workers.

By working with mental health experts, including our partners at the Centre for Addiction and Mental Health and the University of Ottawa Faculty of Medicine, we hope to focus on topics ranging from trauma, resilience, compassion fatigue,



psychological safety, and well-being, to name but a few. Once we begin, mental health experts will lead monthly online sessions with teachers and education workers to guide them to dive deeper on the specific areas.

This pilot program is unique because it's being tailored to the needs and day-to-day realities of teachers and education workers. Also, the last thing teachers need is another task added to their long lists, which is why the program will be structured within their workday. It's based on the collegial model, so it's familiar and proven to be effective.

By the completion of the pilot project, the CTF/FCE hopes to understand more about how programming for whole-school mental illness prevention and mental health promotion can support educators in post-pandemic recovery and beyond.

With the collaboration of CTF/FCE Member Organizations, we have selected three K-12 schools in three jurisdictions that represent the vast diversity of schools and communities across Canada. They include English and French speaking populations, urban and rural settings, elementary and secondary schools, as well as small and large student and teacher populations.

This project, which is set to run from September 2023 to February 2024, is a step in the right direction to ensure teachers and educators have the necessary tools to address mental illness and trauma through the next phases of pandemic recovery.



**About the Canadian Teachers' Federation:** Founded in 1920, the CTF/FCE is a national alliance of provincial and territorial teachers' organizations that represent over 365,000 teachers and education workers across Canada. The CTF/FCE is also an affiliate of Education International, which represents more than 32-million educators.

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# Equity conference provides focuses on equity, diversity and inclusion

NSTU's Equity Conference on April 14 and 15, focused on equity, diversity and inclusion, where some 50 NSTU members learned about decolonizing education and Africentric and Indigenous frameworks among other topics.

Grade 3 Joseph Howe School teacher Wendy Lyons, who is Ojibwa from the Anishnaabe First Nation Animakee Wa Zhing in Northwestern Ontario, opened the conference by offering a smudging.

The opening night keynote was given by Dr. Marie Battiste through a virtual format. Dr. Battiste is L'nu Mi'kmaq, a member of the Potlotek First Nation, and the Aroostook Band of Micmacs in Maine. Currently she is a Special Advisor to the Vice President Academic, Provost and to the Dean of Unama'ki College on Decolonizing the Academy at Cape Breton University.

She provided her expertise on the decolonization of education. "Every student and educator today has been marinated in Eurocentric colonial thought and ideologies that continue to affect, in very different, but profoundly damaging ways," she said.

On Saturday, NSTU's BIPOC Outreach and Advocacy staff officer Wendie Wilson, liaison to the Equity Committee and organizer of the conference continued on within the equity, diversity and inclusive lens by providing a workshop on *Africentric and Indigenous Frameworks*. Through the work of Martin Brokenleg, Wilson outlined the tenets of his Circle of Courage in Educating the Mind and Teaching the Heart. "Generosity, belonging, independence and mastery are key," she said. "To develop self-worth, children must know that they are significant and therefore have a sense of belonging." Being competent or possessing a healthy spirit of mastery, feeling powerful or possessing a healthy spirit of independence, and being virtuous or possessing a healthy spirit of generosity are the other universal needs essential for growth and development of all children.

Wilson reminded the audience of the importance of context and place in teaching and learning and encouraged participants to be organic in their teaching. "If you stick to the script, you will miss out," she said. "We need to go off script sometimes to take



*NSTU's Executive Staff Officer, BIPOC Outreach and Advocacy Wendie Wilson organized this year's Equity Conference. She is shown giving a presentation on Africentric and Indigenous frameworks.*

advantage of the opportunities in front of us."

Wilson also outlined the pillars of the African Nova Scotian Education Framework including authentic self-identification, empowering parents and guardians and equitable access and involvement. "Remember the importance of voice. People want to be heard in a discussion, the person with more power needs to be silent and listen."

NSTU's Database Management, Governance and Policy administrator, Tom Mukuha, originally from Kenya outlined his experience as a newcomer to Canada and the importance of language through a presentation on Linguistic Diversity. "Having spoken English all my life, hearing and understanding differences in how English was spoken in my own country, it was not until I started living in Canada that I realized how people who speak only English and don't know the nuance of language take it so seriously," he said. "Despite its global reach the beautiful language could be used to convey peace or it could be weaponized." He reiterated that it's important to recognize the myriad of diversity within the English language and try and accept that it is spoken in different accents.

The conference ended with a presentation about inclusive play from the founder of the Multicultural Playtime Society, Kudzi Marufu. She outlined the important role of the playground for children in learning to identify with each

*Continued on page 16*



*Shown are presenters at this year's Equity Conference along with some members of the Equity Committee. Back row (left to right): Wendy Lyons (Halifax City) with her dog Burrito; Equity Committee Member and Queens Local president Laura Fryday; Kudzi Marufu from the Multicultural Playtime Society; and Equity Committee member Kassie Rose (Halifax County Local). Front row: Tom Mukuha; Wendie Wilson; Sheni K. Mumba; and Equity Committee provincial executive liaison Myla Borden (Pictou).*



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**Conference hosts:** Jenny Kierstead and Blair Abbass, authors of the NEW Mindfulness in Schools Manual and founders of Yoga in Schools.

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

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# Teachers engage in CIVIX Democracy Bootcamp

On March 23 and 24 some 60 teachers from around the Atlantic Provinces, including 26 teachers from Nova Scotia, participated in CIVIX's Democracy Bootcamp. This is the first time this Bootcamp has been held in Halifax since 2019.

The opening *Democracy in Crisis* panel discussion, was moderated by Nancy Regan, former CTV "Live at Five" co-host, broadcaster, podcaster, speaker, coach and author. Ian Campbell, journalist with *The Hill Times*, Dr. Alex Marland, Political Science professor at Memorial University, Dr. Alan Sears, Professor of Social Studies Education at University of New Brunswick, and Teresa Wright, freelance journalist comprised the panel.

This panel discussed the current challenges to democracy, including growing divisions, distrust in institutions and disinformation, and how to address low rates of electoral participation. "I think negatively about politics," said Marland. "But we need politics to have democracy."

"Democracy Bootcamp is a must-do for any teacher," said Wendy Driscoll, Social Studies teacher at Bicentennial School in Dartmouth. "This year's theme of having challenging discussions in our classrooms was really important and timely. I really enjoyed the panelists and the opportunity to try the activities with other teachers. CIVIX PD is some of the best and most relevant!"

On March 24, teachers spent a day in critical media literacy workshops including learning about CIVIX's PoliTalks program, where strategies for fostering constructive discourse were discussed. In the *Discussing Controversial Issues workshop*, best practices for facilitating political discussions in the classroom were explored featuring former Liberal MP Bernadette Jordan, and former NDP MP Megan Leslie, moderated by CBC's Information Morning host Portia Clark.

The Bootcamp received great feedback from other teachers attending. Some of the positive comments included: "It was great to connect with some very passionate teachers and professionals. Connecting as a community makes me feel empowered about this work and optimistic about our future."

"By coincidence, I had a teacher friend reach out asking if I knew how she could approach the contentious issue of the Indigenous/non-Indigenous fisheries dispute in Nova Scotia. I recommended PoliTalks for her classroom before taking on a controversial issue."

"I always enjoy that CIVIX merges teaching topics and skills with personal interest. I always



Panellists from the CIVIX Bootcamp are shown (left to right): Nancy Regan, Moderator; Ian Campbell, Teresa Wright, Dr. Alex Marland, and Dr. Alan Sears.

enjoy walking away with tangible, actual things for teaching."

Teachers also received an introduction to the relationship between online information and informed citizenship, which was followed by a hands-on practice session using CTRL-F lateral reading skills.

Teachers can access the free resources featured at the event at CIVIX's PoliTalks site ([politalks.ca](http://politalks.ca)). Visit [www.civix.ca](http://www.civix.ca) for more information. CIVIX also runs the Student Vote program, an authentic learning program that provides students with the opportunity to experience the voting process firsthand, practicing habits of active and informed citizenship through mock school elections.



Shown are some of the teacher participants at the CIVIX Democracy Bootcamp (left to right): Leigh Muething, English and Citizenship teacher at Horton High School in Greenwich; Temma Freker, a Grade 8 teacher from the Booker School in Port Williams; CIVIX CEO Lindsay Mazzucco; and Wendy Driscoll, Bicentennial School, and member of the Social Studies Teachers Association executive.

## CUPE Strike

Teachers from Fairview Junior High School are shown supporting striking education workers of CUPE Local 5047 with NSTU president Ryan Lutes (second from left) and CUPE Nova Scotia president Nan McFadgen (left) outside of École Burton Ettinger in Fairview on May 12. From left to right: Cole Wild, Jason Hallett, Megan Fitzpatrick, and Shelby Genge. These workers have been on strike since May 10.



*Equity conference continued from page 13*

other and allowing newcomer children to showcase their culture in the form of play. It showcases children's games from around the world as a way to connect with community. After her son, Sheni K. Mumba, became bored of the playground and knowing this was a problem, Marufu had an idea. "Maybe what I should do is introduce games from Zimbabwe, where I grew up, at the playground. *Nhodo*, for example, can be played with nothing but sand or dirt, and some pebbles."

This brought new life to the playground, not just for her own son but for all the kids who wanted to play. In 2019, she decided to spread the idea and build the Multicultural Playtime Society. "It could be beneficial to a larger group of children other than just at the playground." Using her background in public relations and communications, she started to hold public multicultural children's activities and educational consultations with the YMCA, and other places like the first Africentric Early Childhood Education program at NSCC. Marufu encouraged teachers in the audience to reach out and incorporate MPS within their teaching and learning opportunities at school.

### *Education Week Highlights*

*continued from page 3*

This year's theme, *Active Learning = Engagement/Apprentissage actif = motivation* recognized how school communities promote active learning in many ways, from outdoor and land-based learning to experiential/hands-on classroom opportunities. They find ways to address the needs of learners they support which results in authentic learning, movement, and improved well-being outcomes.

NSTU's first vice-president Thérèse Forsythe, who is a math teacher at Horton High School, was one of the teacher recipients from the Annapolis Valley Regional Centre for Education. "The best way for students to have a deeper understanding of math is to experience it, manipulate it and see it in action. Active learning in math allows students to understand that math is tangible. When we approach teaching math with this in mind, students see learning not only as fun and exciting, but how it fits in their world."

Former NSTU member Tanya DeViller, principal at Port Maitland Consolidated Elementary School was one of the public school administrator award recipients. "As a Principal, I am committed to creating supportive and engaging environments that empower all of my students to reach their full potential. I am grateful for the opportunity to help all of my students be the best they can be. Thank you for the recognition."

Derrick Hennessey, Mi'kmaq Educator/Student Support Award Recipient, Bedford and Forsyth Education Centres had this to say:

"It has long been a goal of mine, both as an Indigenous support worker and a teacher, to change the way a student experiences a math or science class. I try to do this by looking at the curriculum through a cultural lens that students may not have been exposed to previously."

The ceremony included student speakers and others performing the Honour Song, Acadian National Anthem and Black National Anthem. "The NSTU congratulates all recipients of this year's Education Week awards," says NSTU president Ryan Lutes. "We celebrate all who engage students in active learning."

Education Week, is a co-operative effort among public education stakeholders/partners in Nova Scotia:

- Nova Scotia Department of Education and Early Childhood Development
- Public School Administrators Association of Nova Scotia
- Nova Scotia Teachers Union
- Atlantic Provinces Special Education Authority
- La Fédération des parents acadiens de la Nouvelle-Écosse
- Council on African Canadian Education
- Council on Mi'kmaq Education

The names of the Education Week 2023 award recipients can be found at <https://nstu.blob.core.windows.net/nstuwebsite/edweek-2023-winners-web-english.jpg>.

making time to recognize what one another is bringing to a space and allowing that sharing to contribute to creating a learning community that is informed and authentic.

*"I believe that each of us carries a bit of inner brightness, something entirely unique and individual. A flame that's worth protecting. When we are able to recognize our own light, we become empowered to use it. When we learn to foster what's unique in the people around us, we become better able to build compassionate communities and make meaningful change." p. 16.*

This next quote, although it appears much later in the book, allows for a road map of how we come together as a community to create change. It is important that we do the inner work first. This can be hard work; flipping the script of what we have come to know over time—what we have been told about how things work. Dismantling the process of unlearning to work towards a better sense of ourselves and others is not easy.

*"Our differences are treasures and they're also tools. They are useful, valid, worthy, and important to share. Recognizing this, not only in ourselves but in the people around us, we begin to rewrite more and more stories of not-mattering. We start to change the paradigms around who belongs, creating more space for more people. Step by step by step, we can lessen the loneliness of not-belonging." p. 234*

An integral piece of my professional practice centers on wellness; for myself and for our members. One of the largest factors that promotes a feeling of safety for any workplace is a

sense of belonging. As we open ourselves to learning and making way for knowing better to do better, we can help to create the space we need to feel safe and hold that space for others. I have had the privilege to hold space for colleagues and hope that this time allowed them to feel heard and supported. I am grateful for my takeaways from these opportunities.

*"Going high is about learning to keep the poison out and the power in. It means that you have to be judicious with your energy and clear in your convictions. You push ahead in some instances and pull back in others, giving yourself opportunities to rest and restore. It helps to recognize that you are operating on a budget, as all of us are. When it comes to our attention, our time, our credibility, our goodwill toward and from others, we work with a limited but renewable set of resources." p. 291*

When we find ourselves challenged; when what is happening around us doesn't match with our values and causes discomfort, it is important to try to refocus on what we can control. "Going high" is a concept that is interwoven throughout Michelle Obama's writing. When we compromise ourselves for the sake of others, we give away a part ourselves that is so integral to how we show up. As we work towards self-care, each day we have the opportunity to replenish. As we head into what will hopefully be a restful long weekend, I sincerely hope you are able to make the time to rest and restore. Next week, I challenge you to notice the positivity that we give to and receive from others and just sit with the feeling that gives. The more we are able to find opportunities to renew our energy, the more we can be present—for ourselves, our communities and our profession. Take care.



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- Understanding the neuroscience of anxiety, worry, fear and panic
- Cognitive therapy for working with anxiety patterns
- Movement practices designed to regulate the nervous system
- Breathing and mindfulness practices that rewire the anxious brain
- Anxiety coping techniques for neuro-divergent minds
- The yoga of sleep for tension release

**Who can attend?** Teachers, Support Workers, Guidance Counsellors, Psychologists, or anyone looking for skills to deal with anxiety.

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*"Jenny and Blair approach the concepts and teachings with deep compassion required for the participants, for themselves and others impacted by traumatic experiences." Teacher, South Shore Regional Center for Education*



As a member of the NSTU Group Insurance Plan, you have access to a range of hospital benefits designed to supplement your Government Hospital Insurance Plan. In this article, we'll explain what these benefits cover and how they can help you during a period of hospitalization. We know hospital visits aren't fun but understanding your benefits can make it a bit less stressful. So, let's dive in and talk about hospital benefits and hospital cash!

## Hospital Benefits

This benefit covers semi-private accommodation charges in Canadian hospitals beyond basic ward rates, up to the semi-private level, without any limit on the number of days or dollar limit. However, there are some exclusions to be aware of, such as charges for chronic care, convalescent care, respite care, or custodial care.

## Additional Hospital Benefits Outside Canada

For those traveling outside Canada, the plan covers ancillary hospital services up to \$1,000 per disability while you're an in-patient in a hospital. Keep in mind that charges for transportation to and from scheduled appointments are excluded.

## Professional Ambulance Services

The plan covers the actual charges for licensed professional ground ambulance transportation to or from the nearest hospital able to provide the care required when, due to the medical condition of the patient, no other form of transportation can be utilized.

## Diagnostic Services

Coverage is provided for the full cost of diagnostic services, including private radiological (x-ray) facilities. It's always a relief to know your medical bills are covered.

## Hospital Cash

If you're ever hospitalized due to an injury, you may be eligible for a daily benefit of \$20.00. This benefit is payable to you from the first day of hospitalization (one night admission), but in no event for more than 365 days per injury or sickness. In case of recurrent disability, the maximum benefit of 365 days in a hospital will be reinstated, provided a period of 183 days have elapsed between periods of hospitalization. This benefit is subsidized by the NSTU Group Insurance Trust Fund, so be sure to make the most of it when you need it.

We hope this article helped you understand your

hospital benefits and hospital cash. Remember to take care of yourself and stay healthy!

For more information on the benefits and programs available under the NSTU Group Insurance Program, please visit the NSTU Group Insurance Trust website at <https://nstuinsurance.ca/>.

## NSTU Group Insurance Plan – Hospital Benefits and Hospital Cash Frequently Asked Questions

**Q: Is there a limit on the number of days allowed for semi-private hospital accommodation?**

A: No, there is no limit on the number of days allowed for semi-private hospital accommodation.

**Q: What is the amount covered by the hospital benefits?**

A: There is no dollar limit for semi-private hospital accommodation charges within Canada. Outside Canada, coverage is provided up to \$1,000 per disability for ancillary hospital services.

**Q: What is the maximum amount covered by the hospital cash benefit?**

A: The daily benefit is \$20 from the first day of hospitalization, but in no event for more than 365 days per injury or sickness, provided the member is in hospital and under the care of a physician.

**Q: How do I make a claim for Hospital Services?**

A: There are no claim forms to complete in order to obtain hospital services. Presentation of your NSTU Total Care Benefit Card assures credit at the hospital for semi-private room coverage. The hospital will submit the claim directly to Medavie Blue Cross.

*Continued on page 18*

*continued from page 18*

**Q: Are there any exclusions for the hospital benefits?**

A: Yes, charges for hospital accommodation incurred during any time the patient is not under the active treatment and care of a physician, charges for chronic, convalescent, respite, or custodial care, and charges for any period beyond the date which the patient can be medically discharged from the hospital as determined by the physician are excluded.

**Q: What are the exclusions for the hospital cash benefit?**

A: The benefit does not cover any period of hospitalization caused or contributed by self-inflicted injuries or illness, a disability resulting from insurrection, war, service in the armed forces of any country, or participation in a riot, and normal pregnancy or childbirth.

## NSTU TOTAL CARE MEDICAL PLAN

### MEDICAL PROSTHETICS AND OTHER APPLIANCES

As Trustees of your NSTU Group Insurance Plan, we want to make sure that you are fully aware of the medical prostheses and other appliances benefit that is available through your Total Care Medical Plan. We know that medical expenses can be overwhelming, and we want to ease your burden by providing you with coverage for these important items. The plan reimburses you for 80% of the usual and customary charges subject to the limits stated, when ordered by an attending physician. Here's a closer look at what's covered:

#### Wig Prostheses

Coverage is provided for the purchase of wig prostheses when required as a result of alopecia totallis or loss of hair resulting from chemotherapy or radiation therapy. Wig prostheses required as a result of male pattern alopecia are not covered. The maximum benefit is \$400 in any 12 consecutive month period.

#### Breast Prostheses

We understand that a mastectomy can be a difficult experience, and we want to make sure that you have the support you need. The cost of one breast prosthesis is covered, except in the event of a bilateral mastectomy when the maximum benefit will be the cost of two breast prostheses, in any 24 consecutive month period. The cost of two surgical brassieres in any 12 consecutive month period is also covered. Replacement of the breast prosthesis will be covered once in any 24 consecutive month period.

#### Prosthetic Limbs and Prosthetic Eyes

The includes charges for the purchase, repair, adjustment, or maintenance of prosthetic limbs and prosthetic eyes. The physician's documentation including the recommendation and diagnosis is required when submitting a claim. Charges for maintenance are included up to \$40 in any 12 consecutive month period. A maximum of \$40 is allowed for bite planes when necessitated by a joint dysfunction. Please note that the purchase of replacements is covered only in the event of pathological change.

#### Other Appliances

The Total Care Medical Plan also covers the purchase of custom fitted braces of rigid construction. Additionally, the plan covers the rental or purchase of casts, canes, splints, and crutches as well as the purchase of trusses. Members may want to consider discussing these options with their healthcare provider to determine what equipment may be necessary for their individual needs and to ensure pre-approval is obtained before making any purchases.

For more information on the benefits and programs available under the NSTU Group Insurance Program, please visit the NSTU Group Insurance Trust website at <https://nstuinsurance.ca/>.

## NSTU Group Insurance Plan – Medical Prosthetics and Other Appliances Frequently Asked Questions

**Q: What is a medical prosthesis?**

A: A medical prosthesis is an artificial body part that is used to replace a missing or damaged body part.

**Q: How often can I replace my breast prosthesis?**

A: You can replace your breast prosthesis once every 24 consecutive months. However, if you have had a bilateral mastectomy, the plan will cover the cost of two breast prostheses.

*Continued on page 43*



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## NSTU STANDING & OTHER COMMITTEES

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

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

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

- COMITÉ DE PROGRAMMATION ACADIENNE –** studies the curriculum and all proposed changes in it as it relates to Acadian schools under the direction of CSAP and reports its findings to the Provincial Executive.
- CURRICULUM –** studies the curriculum of schools and proposed changes and reports the findings and recommendations to the Provincial Executive.
- DISTRIBUTED LEARNING COMMITTEE (FROM THE TPA) –** addresses distance education issues and is comprised of representatives from the NSTU, the Department of Education and Early Childhood Development and Regional Centres of Education (RCE).
- EQUITY –** is concerned with matters pertaining to equity, diversity and social justice.
- FINANCE & PROPERTY –** prepares the annual budget for Council, keeps informed of the Union's financial position, supervises the payment of accounts, forwards financial statements to Executive meetings, determines the amount of travel expenses to Council and checks every NSTU expenditure on property.
- GROUP INSURANCE TRUSTEES –** oversees the operation of the NSTU Group Insurance Plan, which offers Life, Optional Life, Accidental Death and Dismemberment, Total Care/Medical, Total Care/Dental, LTD, NSED Travel and Trip Cancellation, Critical Illness, EFAP, CAREpath, Senior Care Assistance Program, and Automobile and Home Insurance. NSTU members and PSAANS members are eligible to be appointed to this Committee. **One appointment will be made from the Halifax Region.**
- HEALTH AND SAFETY COMMITTEE –** studies matters related to occupational health and safety as it pertains to teachers and educational sites and reports its findings to the Provincial Executive.
- MEMBER SERVICES –** identifies bargainable items; prepares background information related to merits of negotiable items; identifies trends and developments in teacher bargaining across Canada; reviews economic forecasts; considers Council resolutions; plans workshops for REWC negotiations; reviews results of the most recent contract bargaining.
- PDAF (FROM THE TPA) –** reviews applications for financial assistance to support innovative curriculum projects and awards grants to successful applicants.
- PENSION COMMITTEE –** keeps the Provincial Executive informed on trends and changes affecting teachers' pensions and facilitates sessions on the pension plan in geographic regions. **Two appointments will be made, one from the South Shore / Tri-County Region and one from the Annapolis Region.**
- POLITICAL ACTION –** monitors the policies and practices of the major provincial political parties for the purpose of identifying issues with an impact on education.
- PROFESSIONAL ASSOCIATIONS COORDINATION COMMITTEE –** reviews resolutions put forward by professional associations, advises the Provincial Executive on matters pertaining to professional associations, assists associations in carrying out their mandates, monitors the activities of associations and provides a communication channel between the Provincial Executive and Professional Associations. **All Members appointed to the Committee shall be Members of a Professional Association Executive.**
- PROFESSIONAL DEVELOPMENT –** reviews and develops policy programs and ideas intended to improve the effectiveness of teachers as professionals and to advance education through research in Nova Scotian classrooms.
- PUBLIC RELATIONS –** reviews and plans strategies for provincial public relations programs for the organization.
- STATUS OF WOMEN –** promotes ways of enhancing the status of women in the teaching profession and in society.
- SUBSTITUTE TEACHER –** advises the Provincial Executive on issues affecting and of concern to substitute teachers.
- I would be willing to serve on any committee.

Applications must be received in Central Office by

**Wednesday, May 24, 2023**

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.*

# Disposition of Annual Council 2023 Resolutions

## Costed

### 2023-01 Adopted

**BE IT RESOLVED THAT** the NSTU hire an Executive Staff Officer in Member Services, effective August 1, 2023, pursuant to Strategic Plan recommendation VI-5.

*Provincial Executive*

### 2023-02 Defeated

**BE IT RESOLVED THAT** the NSTU move to a percentage dues framework that would be capped at the top tier of the VTCII/TC5/ITC pay scale and the percentage dues rate be set at 1.25% of salary.

*Colchester-East Hants*

### 2023-03 Withdrawn

**BE IT RESOLVED THAT** NSTU By-Laws Article IX (Finance), sub-Article 3 (c) (iv) be amended by striking \$350,000. and inserting in its place \$500,000.

**The sub-Article, as amended, would then read:**

(iv) the amount of the Reserve Fund to be used to balance the operating budget shall not exceed \$350,000 **\$500,000.** per year.

*Dartmouth*

### 2023-04 Defeated

**BE IT RESOLVED THAT** NSTU By-Laws be amended by inserting a new Article entitled "Union Caucus Governance".

**The New Article to read:**

#### ARTICLE (New) — UNION CAUCUS GOVERNANCE

##### 1. UNION CAUCUS

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

## 2. OFFICERS

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

## 3. GOVERNANCE

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

## 4. FINANCES

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

*Dartmouth*

### 2023-05 Out-of-Order with Defeat of 2023-04

**BE IT RESOLVED THAT** NSTU By-Law ARTICLE II — THE COUNCIL Sub-Article 2 – Council Delegates and Observers be amended by substitution with the following:

##### 2. COUNCIL DELEGATES AND OBSERVERS

- a) Voting Delegates of Council shall be:
  - i. the Provincial Executive;
  - ii. Local Presidents as one (1) of the Locals' allotment of Voting Delegates;
  - iii. Local Voting Delegates as determined by individual Local constitutions;
  - iv. Chairs of Regional Representative Councils;
  - v. Chairs of Regional Economic Welfare Committees; and,
  - vi. Professional Association Voting Delegates from individual Professional Associations.
- vii. **Union Caucus Voting Delegates from recognized caucuses of the Nova Scotia Teachers Union**

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

*Dartmouth*

#### **2023-06 Withdrawn**

**BE IT RESOLVED THAT** the NSTU establish an ad hoc committee to develop a plan to support schools with limited union engagement and/or who are without a rep.

*Halifax County*

## **Economic Welfare & Working Conditions**

### **2023-07 Adopted pre-Council**

**BE IT RESOLVED THAT** the NSTU adopt a new Policy entitled Teacher Evaluation be added to Section III – Economic Welfare and Working Conditions.

#### **The new Policy to read:**

#### **TEACHERS EVALUATION**

The NSTU acknowledges the obligation of regional employers to evaluate their staff and the responsibility of the Department of Education and Early Childhood Development to ensure appropriate and consistent evaluation policies and practices exist. The NSTU recognizes teacher evaluation is only reliable if factors such as learning facilities; access to instructional material, program support, and professional learning; and class size and composition are considered. Further, the NSTU believes:

- A. The evaluation program's goal should be to:
  - I. develop and maintain an optimal learning environment for students;
  - II. recognize and reinforce effective teaching; and,
  - III. promote professional growth.
- B. The evaluation program should:
  - I. emphasize formative evaluation;
  - II. be cooperatively planned and carried out following a collegial model;
  - III. clearly state the purpose and process;
  - IV. allow time to effectively carry out evaluations;
  - V. allow time and support for the member to incorporate training and professional development to inform their practice
  - VI. provide training to evaluators; and,
  - VII. provide for summative evaluation in extreme circumstances.
- C. The summative evaluation process should:
  - I. only be initiated after attempts have been made by the teacher and administrator to remedy the area(s) of concern and a reasonable amount of time has been afforded the teacher to improve;
  - II. only be used in circumstances where an employment decision may be required (retraining, transfer, or termination);
  - III. not be conducted by the same evaluator who conducted the formative evaluation;
  - IV. be conducted by an evaluator not attached to the same educational site;
  - V. not rely on previous formative evaluation reports;
  - VI. allow for all possible professional learning;
  - VII. consider transfer as a reasonable step towards remedy; and,
  - VIII. only consider termination as a last resort.

*Provincial Executive*

### **2023-08 (Pre-C) Adopted pre-Council**

**BE IT RESOLVED THAT** in the next round of negotiations the NSTU seek to increase the total lifetime medical equipment from \$20,000. to \$50,000.

*Colchester-East Hants*

### **2023-09 (Pre-C) Adopted**

**BE IT RESOLVED THAT** in the next round of negotiations the NSTU seek to achieve coverage for expanded Virtual Health services.

*Kings*

### **2023-10 (Pre-C) Adopted pre-Council**

**BE IT RESOLVED THAT** in the next round of provincial negotiations the NSTU seek to have 80% coverage of dietetic services through our group insurance coverage.

*Halifax City*

### **2023-11 (Pre-C) Adopted pre-Council**

**BE IT RESOLVED THAT** in the next round of negotiations the NSTU seeks to add four (4) more massage therapy sessions to our medical plan.

*Northside-Victoria*

### **2023-12 (Pre-C) Adopted pre-Council**

**BE IT RESOLVED THAT** in the next round of negotiations the NSTU seeks to increase the coverage of orthodontics.

*Northside-Victoria*

### **2023-13 (Pre-C) Adopted pre-Council**

**BE IT RESOLVED THAT** in the next round of negotiations the NSTU seeks to increase dental implant coverage from \$1,500 to \$2,500 in our medical plan.

*Northside-Victoria*

### **2023-14 (Pre-C) Adopted pre-Council**

**BE IT RESOLVED THAT** the NSTU seek a wage increase commensurate with the cost of living.

*Halifax City*

### **2023-15 (Pre-C) Adopted**

**BE IT RESOLVED THAT** the NSTU seek to achieve a dedicated marking day at the end of each reporting period, prior to report card submission.

*Cumberland*

### **2023-16 (Pre-C) Adopted pre-Council**

**BE IT RESOLVED THAT** the NSTU seek to amend article 25.05, 1, i.a of the Teachers' Provincial Agreement to read "20 minutes **one, five-hour, work day** of uninterrupted time allocated for professional duties as determined by the teacher **within the first two days of school.**"

*Cumberland*

### **2023-17 (Pre-C) Adopted**

**BE IT RESOLVED THAT** the NSTU seek to achieve through negotiations that teachers be granted two full days within the 195 instructional year to prepare their course materials, TIENET, yearly plans, to create diverse learning classrooms and space to better serve the students they will receive at the start of the school year.

*Northside-Victoria*

### **2023-18 (Pre-C) Adopted pre-Council**

**BE IT RESOLVED THAT** in the next round of negotiations the NSTU seek to achieve that the Nova Scotia Department of Education and Early Childhood Development, through the Education Entities (Regional Centre for Education), provide employees the ability to opt into receiving a copy of their pay advice sent electronically by email.

*Inverness*

### **2023-19 (Pre-C) Adopted as Amended**

**BE IT RESOLVED THAT** the NSTU study ways to improve article 18 as a way to compare Nova Scotia to other jurisdictions for future considerations of asking package, specifically, the manner in which teachers are paid across Canada based on years of experience **and report back to Council 2024.**

*CSANE*

### **2023-20 (Pre-C) Postponed to Council 2024 as Amended**

**BE IT RESOLVED THAT** the NSTU investigate teacher expectations **experiences** regarding the implementation of reporting on adaptations as it compares to liabilities placed on teachers for reporting on these adaptations across the province including the number of adaptations as a ratio of class sizes **and report back to Council 2024.**

*Cumberland*

### **2023-21 (Pre-C) Adopted**

**BE IT RESOLVED THAT** the NSTU conduct an environmental scan of the other Canadian jurisdictions in how teachers upgrade their licences for contractual pay increases. To report back at Annual Council 2024.

*Halifax County*

### **2023-22 (Pre-C) Adopted pre-Council**

**BE IT RESOLVED THAT** the NSTU survey members regarding marking and prep, assessment, working conditions, as well as potential violations to the collective agreement and report back to Annual Council 2024.

*Halifax County*

## **NSTU Governance**

### **2023-23 Out-of-Order with Defeat of 2023-04**

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

**The sub-Article, as amended, would then read:**

#### **2. ACTIVE MEMBER**

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

- (vi) membership in Professional Associations, including the right to hold office;
- (vii) membership in the NSTU Group Insurance Plan, in accordance with the provisions of the plan;
- (viii) membership on NSTU committees, where elected or appointed;
- (ix) access NSTU publications and materials, as assigned, on the NSTU website; and,
- (x) an NSTU web mail account.

**(xi) membership in Union Caucuses**

*Dartmouth*

**2023-24 Out-of-Order with Defeat of 2023-04**

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

**The sub-Article, as amended, would then read:**

**2. RESERVE MEMBER**

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

**(xi) membership in Union Caucuses**

*Dartmouth*

**2023-25 Defeated**

**BE IT RESOLVED THAT** NSTU By-Laws Article I – Membership, sub-Article 4 – Retired Member be amended by striking (e) (v).

**The sub-Article, as amended, would then read:**

**4. RETIRED MEMBER**

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

*Dartmouth*

**2023-26 Adopted as Amended**

**BE IT RESOLVED THAT** NSTU By-Law Article V (Regional Governance), sub-Article 1 (b) be amended by adding the following language a new (c) to read: “A Regional Representative Council may choose to engage in regional initiatives related to professional development, public affairs, and/or public relations if there is a need identified.” and the remainder of the sub-Article be re-lettered appropriately.

*Dartmouth*

**2023-27 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section I – NSTU Governance include the NSTU Mission Statement as follows:

**The new Policy Statement to read:**

**MISSION**

As the unified voice for the advocacy and support of all its members, the NSTU promotes and advances the teaching profession and quality public education.

*Provincial Executive*

**2023-28 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section I – NSTU Governance include the NSTU Beliefs Statement as follows:

**The new Policy Statement to read:**

**BELIEFS – WE BELIEVE THAT**

- A. The NSTU serves as the primary advocate for its members by:**
  - protecting and enhancing economic benefits
  - improving working conditions
  - supporting personal well-being
  - keeping members informed
  - promoting opportunities to participate
- B. The NSTU is committed to leadership in educational change by:**
  - maintaining and promoting excellence in teaching
  - encouraging life-long learning
  - influencing educational trends through research and evaluation
  - disseminating information
- C. The NSTU promotes and enhances quality public education for all students by:**
  - supporting a safe and healthy learning environment
  - advancing the profession
  - advocating social justice and unionism
  - working with other organizations
  - communicating our beliefs in order to affect public opinion and policy

*Provincial Executive*

# Curriculum

## 2023-29 Adopted pre-Council

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, Policy 1 – Assessment Policy be amended by substitution.

**The Policy, as amended, would then read:**

### 1. ASSESSMENT OF STUDENTS – STANDARDIZED TESTING

The NSTU recognizes the authority of the Department of Education and Early Childhood Development to mandate standardized student assessment tools. However, the NSTU believes that student evaluation instruments created by individual teachers, using their professional judgement in regards to their specific classroom and students, are the most effective and accurate means of assessing student achievement. As such, the NSTU holds the following beliefs regarding standardized assessments:

- A. the NSTU, as the professional voice of teachers, must be directly involved in all policy decisions regarding large scale provincial student assessment tools;
- B. classroom teachers from across the province/region must be involved in the design, implementation, and marking of standardized assessments;
- C. standardized assessments must be used solely to inform instruction and support student learning;
- D. standardized assessments are not intended for, nor should they be used for, evaluating individual teachers, administrators, or schools;
- E. the compilation of assessment scores must never be permitted for ranking; and,
- F. the administration and marking of exams, used in the formulation of final grades, must remain the prerogative of individual classroom teachers.

*Provincial Executive*

## 2023-30 Adopted pre-Council

**BE IT RESOLVED THAT** a new policy entitled Assessment, Evaluation and Report of Students' Progress be added to NSTU Policy Section II – Curriculum.

**The New Policy would read:**

### NEW ASSESSMENT, EVALUATION, AND REPORTING OF STUDENTS' PROGRESS

Classroom Teachers have the primary responsibility for assessing, evaluating, and reporting student progress, using a variety of approaches entrenched in their regular practice, which takes into account the diverse student population. As such, the NSTU holds the following beliefs regarding assessment, evaluation, and reporting of students' progress:

- A. student information should be collected, stored, reported, and used in a manner respectful of the student's rights regarding protection of privacy;
- B. assessment and evaluation instruments and methodologies must:
  - I. be consistent with educational goals and learning theory,
  - II. be fair, just, and equitable,
  - III. motivate students, instilling confidence in success,
  - IV. cover an assortment of skills and skill levels,

- V. provide continuous measurement of progress, and
  - VI. enable teachers and specialists to diagnose learning difficulties and design strategies to overcome them; and,
- C. the Department of Education and Early Childhood Development and Education Entities have a responsibility to provide:
- I. adequate time and resources for teachers to accurately assess, evaluate, and report student progress; and,
  - II. ongoing appropriate opportunities for inservicing teachers regarding assessment, evaluation, and report instruments and methodologies as required.

*Provincial Executive*

## 2023-31 Adopted pre-Council

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, Policy 2 – Censorship be amended by substitution.

**The Policy, as amended, would then read:**

### 2. CENSORSHIP

Censorship occurs whenever and wherever governments or special interest groups are able to impose their personal, political, or moral values on others to suppress words, images, or ideas that they deem offensive. The NSTU does not condone censorship in any form and believes that:

- A. students have the right to free access to various and diverse learning materials readily available to them at their school;
- B. the education entities must recognize the right of Members, using their professional judgement, to select learning material in accordance with current educational practices; and,
- C. Education entities must have procedures in place for the reconsideration of learning materials deemed appropriate by Members.

*Provincial Executive*

## 2023-32 Adopted pre-Council

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, Policy 3 – Comprehensive Materials for French Members be amended by substitution.

**The Policy, as amended, would then read:**

### 3. COMPREHENSIVE MATERIALS FOR FRENCH INSTRUCTION

Members teaching Core French, French Immersion, French First Language, or French as an additional language should have access to comprehensive French materials, including texts and library resources.

*Provincial Executive*

## 2023-33 Adopted pre-Council

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, Policy 4 – Curriculum Policy be amended by substitution.

**The Policy, as amended, would then read:**

### 4. CURRICULUM DEVELOPMENT, IMPLEMENTATION, AND REVIEW

The NSTU recognizes the authority of the Department of Education and Early Childhood Development to develop, implement, and review the curricula of the public school program. However, the NSTU believes that the Department should:

- A. ensure that the public school program is a true continuum, from primary through to high school completion;
- B. establish and maintain long-range policies and procedures for evidence-based curriculum development, implementation, and review;
- C. clearly and concisely communicate a curriculum implementation model, components of the model to include but not be limited by pilots, field tests, and evaluation standards;
- D. involve Members as equal partners in the development, implementation, and review of curricula;
- E. ensure that curriculum is inclusive and diverse, free from bias and discrimination, empowers students to think critically, promotes respectful relationships, challenges negative stereotyping, and motivates students to meet their full potential;
- F. provide for curricula ensuring a balance between academics, technical skills, and specialized subjects at every appropriate grade level, including but not limited to, guidance, performing arts, visual arts, libraries, music, physical education, languages (Mi'kmaq, French, Gaelic, English, and others as appropriate), family studies, social studies, sciences, mathematics, and technology education;
- G. ensure appropriate funding is provided for the implementation of curricula, including but not limited to preparation time, professional development, and learning resources; and,
- H. ensure that curriculum development and implementation is free from the influences of for-profit corporations.

Further, the NSTU believes it is incumbent upon Members to:

- A. be fully aware of and familiar with the particular set of curricula guidelines and other Departmental publications that are of direct concern to their teaching assignment; and,
- B. bring to the attention of the Department any concerns they have with Departmental curriculum documents.

*Provincial Executive*

#### **2023-34 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, Policy 5 – Curriculum Standards and Guidelines be rescinded.

*Provincial Executive*

#### **2023-35 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, Policy 6 – Distance Education be amended by substitution.

**The Policy, as amended, would then read:**

#### **6. DISTRIBUTED LEARNING**

The NSTU acknowledges that high quality distributed learning programs must be carefully designed and planned, be integrated into the public school program, be adequately funded, and be implemented by NSTU Members. Further, the NSTU believes that:

- A. teachers engaged in distributed learning programs must have equal access to teaching resources, professional development, and peer support as their colleagues teaching in the regular public school program;
- B. students must not be required to take courses by distributed learning in order to graduate;
- C. distributed learning programs must encompass a full range of student services, including but not limited to student

- advising, guidance, counselling, support staff, and appropriate technological training;
- D. the Department of Education and Early Childhood Development must ensure that all students enrolled in public school have equal access to distributed learning courses, including but not limited to access to required resources and devices;
- E. the Department of Education and Early Childhood Development must develop clear indicators for evaluating the quality of credit courses offered through distributed learning; and,
- F. the introduction of distributed learning programs must not have a negative impact on the workload, job-security, or funding levels of the regular public school program.

*Provincial Executive*

#### **2023-36 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, Policy 7 – Global Education be rescinded.

*Provincial Executive*

#### **2023-37 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, Policy 8 – History Education be amended by substitution.

**The Policy, as amended, would then read:**

#### **8. HISTORY OF CANADIAN LABOUR**

The NSTU recognizes the importance of teaching the history of the Canadian labour movement and recommends its inclusion as a component of the junior high school social studies curriculum.

*Provincial Executive*

#### **2023-38 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section I – NSTU Governance, 5 – Human Rights be:

- amended by inserting a new A to read “The NSTU, in recognition of its support for the Canadian Charter of Rights and Freedoms, acts to protect the fundamental human rights and freedoms of its Members.” and re-lettering the remainder of the Policy Statement; and,
- amending the new D by substitution to read:

The NSTU Human Rights Statement reads:

- I. The Nova Scotia Teachers Union rejoices in diversity and fully supports the Nova Scotia Human Rights Act;
- II. Because we believe all members are entitled to work in an environment free from discrimination, we strive to govern and serve our members without bias;
- III. Because everyone's rights matter, we will create a respectful environment in all our activities that fosters goodwill and trust and is free from harassment;
- IV. Because we know positive, healthy relationships empower us to grow and lead, we do not tolerate or condone behaviour that undermines individual dignity or worth;
- V. Because every member's voice and vote is equally important, we interact through mutual respect, understanding and cooperation as a lived expression of solidarity supporting full democratic privilege free of harassment and intimidation.

**The Policy, as amended, would then read:**

## **5. HUMAN RIGHTS**

The Membership of the Nova Scotia Teachers Union reflects the diversity of our province. We rejoice in this diversity and believe that we are all entitled to work in an environment free from discrimination.

**A. The NSTU, in recognition of its support for the *Canadian Charter of Rights and Freedoms*, acts to protect the fundamental human rights and freedoms of its Members.**

**AB.** The NSTU, in recognition of its support for the Nova Scotia Human Rights Act, lends full support to its Members who face discrimination or harassment with respect to their employment as defined in the Act.

**BC.** The NSTU is committed to being unbiased towards its Members in its structure and its delivery of programs and services.

**ED. The NSTU Human Rights Statement reads:**

**I. The Nova Scotia Teachers Union rejoices in diversity and fully supports the Nova Scotia Human Rights Act;**

**II. Because we believe all members are entitled to work in an environment free from discrimination, we strive to govern and serve our members without bias;**

**III. Because everyone's rights matter, we will create a respectful environment in all our activities that fosters goodwill and trust and is free from harassment;**

**IV. Because we know positive, healthy relationships empower us to grow and lead, we do not tolerate or condone behaviour that undermines individual dignity or worth;**

**V. Because every member's voice and vote is equally important, we interact through mutual respect, understanding and cooperation as a lived expression of solidarity supporting full democratic privilege free of harassment and intimidation.**

The NSTU, endorses the Canadian Teachers' Federation's Human Rights Statement, and is committed to:

**I. providing a respectful environment that is free from harassment at all Union activities;**

**II. fostering the goodwill and trust necessary to protect the rights of all individuals;**

**III. neither tolerating nor condoning behaviour that undermines the dignity or self-esteem of individuals or the integrity of relationships;**

**IV. promoting mutual respect, understanding, and cooperation as the basis of interaction among all its Members; and,**

**V. supporting a Member's right to fully express their democratic privilege to vote free of harassment and intimidation.**

*Provincial Executive*

## **2023-39 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section IV – Government be amended by inserting a new Policy entitled Minority Language Educational Rights.

**The new Policy to read:**

## **New MINORITY LANGUAGE EDUCATIONAL RIGHTS**

The NSTU recognizes and supports Article 23 – Minority Language Educational Rights of the *Canadian Charter of Rights and Freedoms*, which promotes the two official languages of Canada as well as the cultures represented by minority language communities by ensuring primary and secondary minority language educational facilities for families. In Nova Scotia, Article 23 of the *Charter* preserves and promotes the French language and French language education.

*Provincial Executive*

## **2023-40 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, 10 – Language of Instruction and Study be rescinded.

*Provincial Executive*

## **2023-41 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, Policy 11 – Learning Resources be amended by substitution.

**The Policy, as amended, would then read:**

## **11. LEARNING RESOURCES**

It is the position of the NSTU that resources required to learn the curricula of the public school system should be fully funded and provided for by the Nova Scotia Government. Moreover, the NSTU believes that:

- A. Members must be involved in the creation of learning resources supplied by the Department of Education and Early Childhood Development;
- B. Members must be allowed to use their professional judgement in selecting appropriate learning resources and materials;
- C. any classroom materials or resources required by students should be supplied without charge;
- D. sufficient funding should be provided to supply school libraries with a rich diversity of learning resources and appropriate staffing;
- E. sufficient funding should be provided to support schools in acquiring learning resources outside of the School Book Bureau allotment;
- F. sufficient funding should be provided to supply equivalent learning resources throughout the province in the language of instruction for each school;
- G. learning resources should support and be consistent with the educational goals and objectives of the province as articulated by the Department of Education and Early Childhood Development;
- H. learning resources should be high quality, factual, and appropriate for the emotional and social development and ability level of every student;
- I. learning resources should support the fundamentals of global education, enabling students to acquire responsible attitudes and behaviours regarding issues, including but not necessarily limited to, human rights, social justice, peace, ecological sustainability, and global interdependence; and,

- J. learning resources should support a variety of learning and teaching styles, including but not necessarily limited to, active learning, constructivism, cooperative learning, enquiry-based learning, experiential learning, and outcome-based learning.

*Provincial Executive*

**2023-42 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, Policy 13 – New Curriculum – Professional Development be rescinded.

*Provincial Executive*

**2023-43 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, Policy 14 – Non-Core Programs – Department of Education and Early Childhood Development Standards be Established be rescinded.

*Provincial Executive*

**2023-44 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, Policy 15 – Outcomes-Based Resources be rescinded.

*Provincial Executive*

**2023-45 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, Policy 16 – Peace Education be amended by substitution.

**The Policy, as amended, would then read:**

**16. PEACE EDUCATION**

The NSTU recognizes the obligation of public education to help provide our youth with the knowledge, understandings, attitudes, and skills to transform our world to one without combat; where they may live fully and authentically in a world of peace, democracy, and justice. To this end, the NSTU believes that:

- A. international peace and individual freedoms are both rational premises and viable objectives for education;
- B. justice, mutual respect, and respect for differences can be taught and learned;
- C. students must be assisted in acquiring skills to make choices related to world concerns;
- D. educators must support students' understanding of peace; and,
- E. peace education must concern itself with teaching cooperation at every level.

*Provincial Executive*

**2023-46 Adopted pre-Council**

**BE IT RESOLVED THAT** a new policy entitled International Peace be added to NSTU Policy Section VI – General.

**The New Policy would read:**

**NEW INTERNATIONAL PEACE**

Peace is not merely the absence of war. To be genuine and lasting, peace must be shared equally by all the peoples of the world. Attaining international peace is inextricably tied to respecting individual human rights, creating an equitable international economic order, obtaining gender-equity in educational rights, and protecting the environment. Further, the NSTU holds the following beliefs:

- A. violence and abuse of power must never be used to solve conflicts;
- B. children have the right to live, grow, and develop in a world free of war and the aftermath of armed conflict;
- C. children must never be used as child soldiers; and,
- D. education and health care must be fundamental rights of all people of the world.

*Provincial Executive*

**2023-47 Adopted pre-Council**

**BE IT RESOLVED THAT** a new policy entitled Conflict Resolution be added to NSTU Policy Section II – Curriculum.

**The New Policy would read:**

**NEW CONFLICT RESOLUTION**

As a microcosm of society, conflict within classrooms and the greater school environment is inevitable; employing constructive conflict resolution practices can create an emotionally safe learning environment where students learn to live responsibly, respectfully, compassionately, cooperatively, and effectively. As such, the NSTU holds the following beliefs regarding constructive, non-violent conflict resolution practices:

- A. Students can acquire the attitudes, knowledge, and skills to enable them to cooperatively resolve conflict within their classroom, schools, families, and communities.
- B. It is the responsibility of educators to continually expose students to lessons and experiences in conflict resolution and problem-solving.
- C. It is the responsibility of regional education entities to provide inservicing on conflict resolution practices.
- D. It is the responsibility of the Department of Education and Early Childhood Development to incorporate conflict resolution into the Nova Scotia public school curricula.

*Provincial Executive*

**2023-48 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, Policy 17 – School Book Bureau Funding Allocation be rescinded.

*Provincial Executive*

**2023-49 Adopted pre-Council**

**BE IT RESOLVED THAT** NSTU Policy Section II – Curriculum, Policy 18 – Technology Integration Principles be amended by substitution.

**The Policy, as amended, would then read:**

**18. TECHNOLOGY INTEGRATION IN EDUCATION**

Technology is inextricably integrated into education as a learning resource in today's classroom; however, the teacher-student relationship is the most important element in the learning process. As such, the NSTU holds the following beliefs:

- A. Technology integration must consider equity in regards to student access.
- B. Technology is a learning resource, not a replacement for a student's access to a teacher.
- C. The Department of Education and Early Childhood Development must establish a long-range vision for the integration of technology into the curriculum.
- D. Technology integration requires that appropriate technology and infrastructure must be: in place, maintained and upgraded,

and supplied with sufficient consumables; further, funding is required for increased preparation time and professional development of Members. The responsibility to ensure these elements happen rests with individual education entities.

- E. The Nova Scotia education system must not be influenced by inappropriate for-profit corporate pressure to place technology in educational sites.
- F. Technology integration must incorporate teachings on appropriate online conduct.

*Provincial Executive*

#### **2023-50 Adopted pre-Council**

**BE IT RESOLVED THAT** a new policy entitled Member Images, Videos and Audio Recordings be added to NSTU Policy Section III – Economic Welfare and Working Conditions.

**The New Policy would read:**

#### **New MEMBER IMAGES, VIDEOS, AND AUDIO RECORDINGS**

With the predominance of devices capable of recording audio, video, and images of members, often without their knowledge, the NSTU holds the following beliefs:

- A. prior to the audio or video recording or photography of a member, permission must be received from the Member; and,
- B. any use, publication, posting, or distribution of audio or video recordings or images of Members must be authorized by the individual Members.

*Provincial Executive*

#### **2023-51 Adopted pre-Council**

**BE IT RESOLVED THAT** a new policy entitled Sex Education be added to NSTU Policy Section II – Curriculum.

**The New Policy would read:**

#### **NEW SEX EDUCATION**

The fundamental responsibility to inform children regarding human relationships and sexuality rests with the family; however, the public school system must support this through appropriate curriculum for teaching the physiology of human sexuality and reproduction but also the emotional, social, and ethical issues associated with sexuality. Research indicates a strong correlation between the delivery of high-quality sex education with the positive health effects on people's lives, including but not necessarily limited to:

- A. delayed initiation of sexual activity;
  - B. reduced sexual risk-taking;
  - C. increased use of condoms and other forms of contraceptives;
  - D. increased knowledge of sexuality, safe-sex behaviours, the risks of pregnancy, the risks of contracting sexually transmitted infections; and,
  - E. improved attitudes regarding sexual and reproductive health.
- As such, the NSTU believes that sex education should:
- A. be responsive to the age and developmental stage of every student, presenting sexuality in a positive way;
  - B. emphasize the values of mutual responsibility, respect, and consent;
  - C. alert students to the consequences of sexual activity, sexual irresponsibility, and sexual exploitation;

- D. inform students regarding the physiology of human sexuality and reproduction including appropriate contraceptive use;
- E. inform students regarding sexual orientation and gender identity, and challenge attitudes of discrimination;
- F. challenge attitudes that perpetuate sexual violence; therefore, promoting sexual equality and the safety of all; and,
- G. provide for health counselling, including referrals to outside agencies, as appropriate.

Further, the NSTU believes the Department of Education and Early Childhood Development must ensure appropriate:

- A. pre-service and inservice professional development for teachers regarding sex education; and,
- B. resources and reference materials for teaching sex education are readily available.

*Provincial Executive*

## **Government**

#### **2023-52 Adopted pre-Council**

**BE IT RESOLVED THAT** the NSTU ask to collaborate with the Department of Education and Early Childhood Development to examine the negative impact of the substitute teacher shortage on teacher wellness to develop an action plan that addresses this shortage.

*Colchester-East Hants*

#### **2023-53 Adopted as Amended**

**BE IT RESOLVED THAT** the NSTU request the Department of Education and Early Childhood Development track with support from NSTU members how often NSTU members who do not have a supporting role or a specialist role (Resource, EAL, junior high intervention teachers, etc.) **and their substitutes**, are pulled from their assigned duties to cover classroom teachers.

*Halifax City*

#### **2023-54 Defeated**

**BE IT RESOLVED THAT** the NSTU submit a request to the government of Nova Scotia to establish a three-year integrated education diploma at the Nova Scotia Community College.

*Colchester-East Hants*

#### **2023-55 Defeated as Amended**

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development to create subject specific mentors/coaches (adviser, trainer, specialist) positions at every Regional Educational entity to assist, collaborate and help content teachers transition through critical pedagogy through inquiry-based learning.

*Social Studies Teachers Association*

#### **2023-56 Adopted pre-Council**

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education to ensure that all the Regional Educational entities in the province, should be required to make public the amount of money they are not spending on positions that go unfilled, such as daily unfilled substitute positions and other short and long term absences. Furthermore, the government should also make public where the money is being directed.

*Dartmouth*

### **2023-57 Adopted pre-Council**

**BE IT RESOLVED THAT** the NSTU lobby the Department of Education and Early Childhood Development that they develop, in conjunction with the NSTU, a quality teacher induction program for term and probationary teachers that occurs during the teaching day.

*Halifax County*

### **2023-58 Adopted pre-Council**

**BE IT RESOLVED THAT** the NSTU request a public report from the Department of Education and Early Childhood Development that measures the effectiveness of ventilation systems in classrooms and other locations where NSTU members work (i.e., CO<sup>2</sup> emissions, clean air delivery rate).

*Colchester-East Hants*

### **2023-59 Adopted pre-Council**

**BE IT RESOLVED THAT** the NSTU request to collaborate with the Department of Education and Early Childhood Development to review and update the Nova Scotia Public School Program graduation requirements.

*Colchester-East Hants*

### **2023-60 Adopted pre-Council**

**BE IT RESOLVED THAT** the NSTU request that the Department of Education and Early Childhood Development amend the age of students entering grade primary to five years of age by September 30 instead of December 31.

*Colchester-East Hants*

### **2023-61 Adopted as Amended**

**BE IT RESOLVED THAT** the NSTU request to work in partnership with the Department of Education and Early Childhood Development to examine and review the **age developmental** appropriateness of grade level outcomes at all grade levels in the Public School Program.

*Colchester-East Hants*

### **2023-62 Adopted as Amended**

**BE IT RESOLVED THAT** the NSTU request that the Department of Education and Early Childhood Development **collaborate with the NSTU to** create policies as described in section two of Letter of Understanding (1) Equity and Diversity Initiative.

*Cumberland*

### **2023-63 Adopted pre-Council**

**BE IT RESOLVED THAT** the NSTU request that the Department of Education and Early Childhood Development update the Comprehensive Guidance and Counseling Program to reflect the NSTU policy's ratio of counsellors to students (1:250).

*Cumberland*

### **2023-64 Adopted as Amended**

**BE IT RESOLVED THAT** the NSTU request the Department of Education and Early Childhood Development explore centralizing programming like **increasing teacher allotment for schools providing** French Immersion and International baccalaureate to maximize resources and create more balance in the education system.

*Halifax City*

### **2023-65 Adopted pre-Council**

**BE IT RESOLVED THAT** the NSTU urge the Department of Education and Early Childhood Development to allocate a greater number of teachers to support new immigrants to Canada, including but not limited to language teachers.

*Digby*

### **2023-66 Adopted pre-Council**

**BE IT RESOLVED THAT** the NSTU urge the Department of Education and Early Childhood Development (EECD) to ensure students enrolled in the Nova Scotia International Student Program (NSISP) have their foreign transcripts evaluated for Nova Scotia equivalencies prior to entering Nova Scotian schools.

*Digby*

### **2023-67 Adopted as Amended**

**BE IT RESOLVED THAT** the NSTU request that the Department of Education and Early Childhood Development insist that education entities provide the proper professional development/training necessary **within the instructional day** for teachers to teach **members to provide instruction** by September 30, or within 30 days of a new teaching assignment **or the start of a new semester** to provide essential support to meet students' needs or upon arrival of a new student with needs.

*CSANE*

## **Professional Development**

### **2023-68 Adopted**

**BE IT RESOLVED THAT** the NSTU survey the membership about the existing structure of October Conference Day with the intent to maximize teacher engagement by restructuring the day and report the results back to Council 2024.

*CSANE*

## **General**

### **2023-69 Defeated**

**BE IT RESOLVED THAT** the NSTU examine the impact of the Student Transportation Policy in relation to the Inclusive Education Policy, its impact on equity, issues of social justice, and delivery of curriculum and report the findings to membership by January 2024.

*Colchester-East Hants*

# Disposition des résolutions de l'assemblée générale annuelle du Conseil de 2023

## Résolutions chiffrées

### 2023-01 Adoptée

**IL EST RÉSOLU QUE** le NSTU embauche un cadre des Services aux membres à compter du 1<sup>er</sup> août 2023, conformément à la recommandation VI-5 du Plan stratégique.

*Comité exécutif provincial*

### 2023-02 Rejetée

**IL EST RÉSOLU QUE** le NSTU adopte une structure de cotisations procentuelles dont le plafond serait établi à l'échelon supérieur des échelles salariales VTCII, TC5 et ITC et le taux de cotisation, à 1,25 % du salaire.

*Colchester-East Hants*

### 2023-03 Retirée

**IL EST RÉSOLU QUE** le sous-article 3 (c) (iv) de l'article IX (Finances) du Règlement intérieur du NSTU soit modifié en barrant 350 000 \$ et en insérant 500 000 \$ à la place.

#### Le sous-article tel que modifié se lirait alors comme suit :

(iv) pour équilibrer le budget d'exploitation; le montant retiré du fonds de réserve ne doit pas dépasser 350 000 \$ **500 000 \$** par année.

*Dartmouth*

### 2023-04 Rejetée

**IL EST RÉSOLU QUE** le Règlement intérieur du NSTU soit modifié en insérant un nouvel article intitulé « Gouvernance du caucus syndical ».

#### Le nouvel article se lirait comme suit :

### ARTICLE (nouveau) – GOUVERNANCE DU CAUCUS SYNDICAL

#### 1. CAUCUS SYNDICAL

- a) Les Membres actifs et de réserve peuvent, en suivant la procédure établie dans les Procédures opérationnelles et avec le consentement du Comité exécutif provincial, former un caucus syndical.
- b) Le mandat du caucus syndical est d'encourager et d'aider des membres de groupes précis à revendiquer leurs besoins uniques.
- c) Les objectifs des caucuses syndicaux sont les suivants :
  - i. améliorer l'engagement des membres;
  - ii. représenter des groupes qui ne sont pas représentés dans la structure de gouvernance syndicale traditionnelle;
  - iii. défendre les intérêts des caucuses syndicaux, conformément aux politiques et aux pratiques du NSTU;
  - iv. conseiller le Comité exécutif provincial et les comités du NSTU par rapport aux questions relatives aux caucuses syndicaux.

- d) Les Membres actifs ou de réserve du NSTU peuvent devenir membres d'un caucus syndical. Ils peuvent le faire de manière volontaire et l'adhésion est conditionnelle au paiement de la cotisation du caucus, comme fixé par celui-ci lors de son assemblée générale annuelle.

- e) Le NSTU donne une aide financière aux caucuses, au besoin, afin qu'ils tiennent des réunions.

#### 2. MEMBRES DU BUREAU DE DIRECTION

- a) Un caucus syndical élit un président et tout autre membre à son bureau de direction qu'il juge nécessaire.
- b) Les membres élus du Comité exécutif du caucus le dirigent.

#### 3. GOUVERNANCE

- a) Un caucus syndical est un comité du NSTU et est contrôlé par le Conseil et par son Comité exécutif, sous réserve de la Teaching Profession Act, du présent Règlement intérieur et des Ordres permanents du NSTU.
- b) Un caucus syndical ne peut pas traiter directement d'enjeux politiques avec le gouvernement provincial, des ministères ou d'autres organisations provinciales.
- c) Un caucus syndical détermine les dates de ses réunions et désigne une (1) réunion chaque année scolaire comme son assemblée générale annuelle.
- d) Une majorité des membres du bureau de direction constituera un quorum pour le Comité exécutif du caucus syndical.
- e) Un caucus syndical a le droit de soumettre des résolutions pour l'assemblée générale du Conseil en suivant les procédures relatives aux résolutions décrites dans les Ordres permanents.

#### 4. FINANCES

- a) Chaque année, avant le 1<sup>er</sup> décembre, un caucus syndical soumet un budget pour l'année scolaire en cours au bureau central.
- b) Chaque année, avant le 1<sup>er</sup> décembre, un caucus syndical soumet au bureau central les renseignements exigés pour son examen interne, qui sera effectué au bureau central.
- c) Un caucus syndical peut ne pas permettre d'utiliser toute portion de ses fonds pour mener une campagne par rapport à toute élection, tant au sein du Syndicat qu'à l'extérieur de celui-ci.

*Dartmouth*

### 2023-05 Résolution irrecevable en raison du rejet de la résolution 2023-04

**IL EST RÉSOLU QUE** le sous-article 2 – Délégués et observateurs à l'assemblée générale du Conseil de l'article II – Le Conseil soit modifié en le remplaçant par le suivant :

#### 2. DÉLÉGUÉS ET OBSERVATEURS À L'ASSEMBLÉE GÉNÉRALE DU CONSEIL

- a) Les délégués votants à l'assemblée générale du Conseil sont :

- i. les membres du Comité exécutif provincial;
  - ii. les présidents des Sections locales, à raison d'un (1) délégué votant par section locale;
  - iii. les délégués votants des Sections locales, comme déterminés dans les Statuts de chaque section locale;
  - iv. les présidents des conseils des représentants régionaux;
  - v. les présidents des comités régionaux du bien-être économique;
  - vi. les délégués votants des associations professionnelles;
  - vii. les délégués votants du caucus syndical de caucus reconnus du Nova Scotia Teachers Union.**
- b) Conformément à l'alinéa 2 a) ii) et iii), chaque section locale a droit à un (1) délégué votant pour chaque tranche de cinquante (50) Membres ou fraction majeure de celle-ci.
- c) Nonobstant le paragraphe 2b), chaque section locale a droit à un minimum de trois (3) délégués votants.
- d) Conformément à l'alinéa 2 a) vi), chaque association professionnelle a droit à un (1) délégué votant.
- e) Conformément à l'alinéa 2 a) vi), chaque caucus a droit à un (1) délégué votant.**
- f) Les délégués non votants à l'assemblée générale du Conseil sont :
- i. les délégués suppléants des Sections locales, comme déterminés dans les Statuts de chaque section locale;
  - ii. les présidents ou les personnes désignées des comités permanents du NSTU;
  - iii. un représentant invité de l'Organisation des enseignants à la retraite, choisi par cette dernière.
- g) Conformément à l'alinéa 2 a) vi), chaque section locale a le droit de déterminer ses délégués suppléants sur la base d'une échelle adaptative selon laquelle les sections locales ont droit à :
- i. un (1) délégué suppléant si elles ont de trois (3) à dix (10) délégués votants;
  - ii. deux (2) délégués suppléants si elles ont de onze (11) à vingt et un (21) délégués votants;
  - iii. trois (3) délégués suppléants si elles ont de vingt-deux (22) à trente et un (31) délégués votants;
  - iv. quatre (4) délégués suppléants si elles ont de trente-deux (32) à quarante et un (41) délégués votants;
  - v. cinq (5) délégués suppléants si elles ont quarante-deux (42) délégués votants ou plus.
- h) Les délégués non votants peuvent s'adresser au Conseil avec la permission du président, permission qui ne doit pas être refusée sans motif raisonnable.
- i) Les délégués non votants ne peuvent pas proposer ni appuyer des résolutions ou des motions et ne peuvent pas voter sur celles-ci.
- j) En cas de l'absence inévitable d'un délégué votant d'une section locale, le Conseil peut autoriser un délégué suppléant de la section locale à le remplacer. Lorsqu'il remplace le délégué votant de la section locale, le délégué suppléant de la section locale a tous les droits et toutes les responsabilités d'un délégué votant d'une section locale.
- k) Les observateurs à l'assemblée générale du Conseil peuvent être :

- i. des observateurs de la section locale choisis par chaque section locale;
  - ii. des membres.
- l) Conformément à l'alinéa 2 j) i), chaque section locale a le droit de choisir un (1) observateur local.
- m) Les délégués suppléants et les observateurs de la section locale assistent à l'assemblée générale du Conseil aux frais de la section locale ou à leurs propres frais.

*Dartmouth*

#### **2023-06 Retirée**

**IL EST RÉSOLU QUE** le NSTU mette sur pied un comité spécial pour élaborer un plan afin d'aider les écoles dans lesquelles l'engagement syndical y est limité ou il n'y a pas de représentant.

*Halifax County*

## **Bien-être économique et conditions de travail**

#### **2023-07 Adopté avant le conseil**

**IL EST RÉSOLU QUE** le NSTU adopte une nouvelle politique intitulée Évaluation des enseignants qui serait ajoutée à la Section III – Bien-être économique et conditions de travail.

#### **La nouvelle politique se lirait comme suit :**

#### **ÉVALUATION DES ENSEIGNANTS**

Le NSTU reconnaît l'obligation des employeurs régionaux d'évaluer leur personnel et la responsabilité du ministère de l'Éducation et du Développement de la petite enfance de veiller à ce que des politiques et des pratiques d'évaluation cohérentes et appropriées sont en place. Le NSTU reconnaît que l'évaluation des enseignants n'est fiable que si l'on tient compte de facteurs comme les installations d'apprentissage; l'accès à du matériel pédagogique; le soutien au programme; l'apprentissage professionnel; et la taille et la composition des classes. En outre, le NSTU croit que :

- A. L'objectif du programme d'évaluation est le suivant :
  - I. créer et maintenir un milieu d'apprentissage optimal pour les élèves;
  - II. reconnaître et renforcer l'enseignement efficace;
  - III. promouvoir la croissance professionnelle.
- B. Le programme d'évaluation :
  - I. met l'accent sur les évaluations formatives;
  - II. est planifié de manière coopérative et est exécuté suivant un modèle de collaboration;
  - III. énonce clairement le but et le processus;
  - IV. prévoit du temps pour effectuer efficacement les évaluations;
  - V. prévoit du temps et du soutien pour que le membre puisse intégrer la formation et le perfectionnement professionnel pour éclairer sa pratique;
  - VI. fournit de la formation aux évaluateurs;
  - VII. mène une évaluation sommative dans des circonstances extrêmes.
- C. Le processus d'évaluation sommative :
  - I. est initié seulement après que l'enseignant et l'administrateur ont tenté de remédier au(x) domaine(s) de préoccupation et qu'une période de temps raisonnable a été allouée à l'enseignant pour qu'il s'améliore;

- II. est uniquement utilisé dans des situations où une décision d'emploi peut être requise (recyclage, transfert ou licenciement);
- III. n'est pas mené par le même évaluateur qui a effectué l'évaluation formative;
- IV. est fait par un évaluateur qui n'est pas lié au même site éducatif;
- V. n'est pas basé sur des rapports d'évaluations formatives précédentes;
- VI. permet tous les apprentissages professionnels possibles;
- VII. envisage un transfert comme une mesure raisonnable pour résoudre le problème;
- VIII. considère un licenciement uniquement en dernier recours.

*Comité exécutif provincial*

**2023-08 (avant l'AGA) Adopté avant le conseil**

**IL EST RÉSOLU QUE**, lors de la prochaine ronde de négociations, le NSTU cherche à ce que le montant total à vie pour l'équipement médical passe de 20 000 \$ à 50 000 \$.

*Colchester-East Hants*

**2023-09 (avant l'AGA) Adoptée**

**IL EST RÉSOLU QUE**, lors de la prochaine ronde de négociations provinciales, le NSTU cherche à faire ajouter une protection pour les services de santé virtuels élargis.

*Kings*

**2023-10 (avant l'AGA) Adopté avant le conseil**

**IL EST RÉSOLU QUE**, lors de la prochaine ronde de négociations provinciales, le NSTU cherche à ce que l'assurance collective comporte une protection de 80 % des services diététiques.

*Halifax City*

**2023-11 (avant l'AGA) Adopté avant le conseil**

**IL EST RÉSOLU QUE**, lors de la prochaine ronde de négociations, le NSTU cherche à faire ajouter quatre (4) autres séances de massothérapie au régime d'assurance médicale.

*Northside-Victoria*

**2023-12 (avant l'AGA) Adopté avant le conseil**

**IL EST RÉSOLU QUE**, lors de la prochaine ronde de négociations, le NSTU cherche à faire augmenter la protection pour l'orthodontie.

*Northside-Victoria*

**2023-13 (avant l'AGA) Adopté avant le conseil**

**IL EST RÉSOLU QUE**, lors de la prochaine ronde de négociations, le NSTU cherche à faire augmenter la protection pour les implants dentaires de 1 500 \$ à 2 500 \$ dans le régime d'assurance médicale.

*Northside-Victoria*

**2023-14 (avant l'AGA) Adopté avant le conseil**

**IL EST RÉSOLU QUE** le NSTU cherche à obtenir une augmentation de salaire correspondant au coût de la vie.

*Halifax City*

**2023-15 (avant l'AGA) Adoptée**

**IL EST RÉSOLU QUE** le NSTU cherche à obtenir une journée dédiée à la correction à la fin de chaque étape, avant la soumission du relevé de notes.

*Cumberland*

**2023-16 (avant l'AGA) Adopté avant le conseil**

**IL EST RÉSOLU QUE** le NSTU cherche à modifier l'article 25.05, 1, i.a de la Convention collective provinciale des enseignants afin qu'elle indique « cent-vingt (120) minutes une journée de travail de cinq (5) heures de temps ininterrompu réservée à des tâches professionnelles déterminées par l'enseignant **dans les deux premiers jours d'école** ».

*Cumberland*

**2023-17 (avant l'AGA) Adoptée**

**IL EST RÉSOLU QUE** le NSTU cherche à faire en sorte que, dans le cadre de négociations, les enseignants obtiennent deux jours complets dans les 195 jours d'enseignement pour préparer le matériel de leurs cours, TIENET et leurs plans annuels ainsi que pour créer des classes et des espaces d'apprentissage diversifiés afin de mieux servir les élèves qui leur seront assignés au début de l'année scolaire.

*Northside-Victoria*

**2023-18 (avant l'AGA) Adopté avant le conseil**

**IL EST RÉSOLU QUE**, lors de la prochaine ronde de négociations, le NSTU cherche à obtenir que le ministère de l'Éducation et du Développement de la petite enfance, par l'entremise des entités du système éducatif (centre régional pour l'éducation), fasse en sorte que les employés puissent recevoir une copie de leur avis de paiement par courriel.

*Inverness*

**2023-19 (avant l'AGA) Adoptée telle que modifiée**

**IL EST RÉSOLU QUE** le NSTU étudie des façons d'améliorer l'article 18 pour comparer la Nouvelle-Écosse à d'autres territoires à des fins de considérations ultérieures des demandes à présenter, et particulièrement de la manière dont les enseignants sont payés au Canada en fonction de leurs années d'expérience **et en faire rapport à l'assemblée générale du Conseil de 2024**.

*CSANE*

**2023-20 (avant l'AGA) Reportée à l'AGA du Conseil de 2024 telle que modifiée**

**IL EST RÉSOLU QUE** le NSTU examine les attentes **expériences** des enseignants en ce qui concerne la mise en œuvre d'adaptations **comparativement aux responsabilités de production de rapports sur celles-ci qui leur sont imposées** dans la province, y compris le nombre d'adaptations en tant que ratio en fonction de la taille des classes **et les rapports sur celles-ci et en fasse rapport à l'assemblée générale du Conseil de 2024**.

*Cumberland*

**2023-21 (avant l'AGA) Adoptée**

**IL EST RÉSOLU QUE** le NSTU mène une analyse environnementale des autres territoires canadiens par rapport à la façon dont les enseignants mettent leur titre à niveau à des fins d'augmentations salariales contractuelles. Il devra en faire rapport à l'assemblée générale annuelle du Conseil de 2024.

*Halifax County*

**2023-22 (avant l'AGA) Adopté avant le conseil**  
**IL EST RÉSOLU QUE** le NSTU sonde ses membres concernant la correction et la préparation, l'évaluation, les conditions de travail ainsi que les violations potentielles à la convention collective et en fasse rapport à l'assemblée générale annuelle du Conseil de 2024.  
*Halifax County*

## Gouvernance du NSTU

**2023-23 Résolution irrecevable en raison du rejet de la résolution 2023-04**

**IL EST RÉSOLU QUE** le paragraphe b) du sous-article 2 – Membre actif de l'article I – Membres du Règlement intérieur du NSTU soit modifié en insérant un nouveau paragraphe xi : « droit d'adhérer aux caucus syndicaux » :

*Dartmouth*

**Le sous-article tel que modifié se lirait alors comme suit :**

### 2. MEMBRE ACTIF

- (b) Les droits d'un Membre actif comprennent, mais sans nécessairement s'y limiter, les suivants :
- (i) droit aux avantages fournis par le NSTU en tant qu'agent de négociation;
  - (ii) droit de faire une demande d'assistance juridique dans les circonstances résultant de problèmes survenant dans l'exercice de ses fonctions;
  - (iii) droit à des services professionnels de counselling au sein du système éducatif;
  - (iv) droit de voter et d'occuper un poste au niveau local et provincial;
  - (v) droit de participer à l'assemblée générale du Conseil, comme le stipule l'article II du présent Règlement intérieur;
  - (vi) droit d'être membre des associations professionnelles, y compris d'y occuper un poste;
  - (vii) droit d'être membre du Régime d'assurance collective du NSTU, conformément aux dispositions du Régime;
  - (viii) droit d'être membre des comités du NSTU, lorsqu'il est élu ou nommé au sein de ceux-ci;
  - (ix) droit d'accéder aux publications et aux documents du NSTU, tel qu'accordé, sur le site Web du NSTU;
  - (x) droit à un compte de courriel Web du NSTU;
  - (xi) droit d'adhérer aux caucus syndicaux.**

*Dartmouth*

**2023-24 Résolution irrecevable en raison du rejet de la résolution 2023-04**

**IL EST RÉSOLU QUE** le paragraphe b) du sous-article 3 – Membre de réserve de l'article I – Membres du Règlement intérieur du NSTU soit modifié en insérant un nouveau paragraphe xi : « droit d'adhérer aux caucus syndicaux » :

*Dartmouth*

**Le sous-article tel que modifié se lirait alors comme suit :**

### 2. MEMBRE DE RÉSERVE

- (b) Les droits d'un Membre de réserve comprennent, mais sans nécessairement s'y limiter, les suivants :
- (i) Droit aux avantages fournis par le NSTU en tant qu'agent de négociation;

- (ii) Droit de faire une demande d'assistance juridique dans les circonstances résultant de problèmes survenant dans l'exercice de ses fonctions;
- (iii) droit à des services professionnels de counselling au sein du système éducatif;
- (iv) droit de voter au niveau local et provincial;
- (v) droit de participer à l'assemblée générale du Conseil, comme le stipule l'article II du présent Règlement intérieur;
- (vi) droit d'être membre des associations professionnelles, sauf d'y occuper un poste;
- (vii) droit d'être membre du Régime d'assurance collective du NSTU, conformément aux dispositions du Régime;
- (viii) droit d'être membre des comités du NSTU, lorsqu'il est élu ou nommé au sein de ceux-ci;
- (ix) droit d'accéder aux publications et aux documents du NSTU, tel qu'accordé, sur le site Web du NSTU;
- (x) droit à un compte de courriel Web du NSTU.
- (xi) droit d'adhérer aux caucus syndicaux.**

*Dartmouth*

**2023-25 Rejetée**

**IL EST RÉSOLU QUE** le sous-article 4 – Membre retraité de l'article I – Membres du Règlement intérieur du NSTU soit modifié en barrant le paragraphe e) v).

*Dartmouth*

**Le sous-article tel que modifié se lirait alors comme suit :**

### 4. MEMBRE RETRAITÉ

- (e) Les droits d'un Membre retraité comprennent, mais sans nécessairement s'y limiter, les suivants :
- (i) droit d'être membre de l'Organisation des enseignants à la retraite;
  - (ii) droit de participer à l'assemblée générale du Conseil, comme le stipule l'article II du présent Règlement intérieur;
  - (iii) droit d'être membre du Régime d'assurance collective du NSTU, conformément aux dispositions du Régime;
  - (iv) droit d'accéder aux publications et aux documents du NSTU, tel qu'accordé, sur le site Web du NSTU;
  - ~~(v) droit à un compte de courriel Web du NSTU.~~

*Dartmouth*

**2023-26 Adoptée telle que modifiée**

**IL EST RÉSOLU QUE** le sous-article 1b) de l'article V (Gouvernance régionale) du Règlement intérieur du NSTU soit modifié en ajoutant la formulation suivante **un nouveau sous-article c) qui se lirait comme suit** : « Un Conseil des représentants régionaux peut choisir de participer à des initiatives régionales liées au perfectionnement professionnel, aux affaires publiques ou aux relations publiques si un besoin est cerné », **et que la numérotation du reste du sous-article soit modifiée de manière appropriée.**

*Dartmouth*

**2023-27 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Section I – Gouvernance du NSTU du manuel Politique du NSTU comprenne l'énoncé de mission du NSTU suivant :

## **Le nouvel énoncé de politique se lirait comme suit :**

### **MISSION**

Parlant au nom de tous ses membres afin de les défendre et de les soutenir, le NSTU fait la promotion de la profession enseignante ainsi que d'une éducation publique de qualité et il contribue à leur avancement.

*Comité exécutif provincial*

### **2023-28 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Section I – Gouvernance du NSTU du manuel Politique du NSTU comprenne les énoncés de conviction du NSTU suivants :

## **Le nouvel énoncé de politique se lirait comme suit :**

### **CONVICTIONS – NOUS CROYONS QUE**

#### **A. Le NSTU agit à titre de principal défenseur pour ses membres en :**

- protégeant et en bonifiant leurs avantages économiques;
- améliorant leurs conditions de travail;
- favorisant leur bien-être personnel;
- les informant;
- promouvant des possibilités d'y participer.

#### **B. Le NSTU s'engage à faire preuve de leadership en matière de changement éducatif en :**

- préservant et en promouvant l'excellence en enseignement;
- encourageant l'apprentissage continu;
- influant sur les tendances éducatives grâce à la recherche et à l'évaluation;
- diffusant l'information.

#### **C. Le NSTU promeut et améliore la qualité de l'éducation publique pour tous les élèves en :**

- favorisant un milieu d'apprentissage sain et sécuritaire;
- faisant progresser la profession;
- militant en faveur de la justice sociale et du syndicalisme;
- collaborant avec d'autres organisations;
- communiquant nos convictions de manière à influencer l'opinion publique et les politiques gouvernementales.

*Comité exécutif provincial*

## **Programmation**

### **2023-29 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 1 – Politique d'évaluation de la Section II – Programmation du manuel Politique du NSTU soit modifiée par substitution.

## **La Politique telle que modifiée se lirait alors comme suit :**

### **1. ÉVALUATION DES ÉLÈVES – TESTS NORMALISÉS**

Le NSTU reconnaît l'autorité du ministère de l'Éducation et du Développement de la petite enfance pour instituer des outils d'évaluation normalisés pour les élèves. Le NSTU croit toutefois que les instruments d'évaluation des élèves créés par des enseignants, en utilisant leur jugement professionnel par rapport à leur classe et à leurs élèves, sont les moyens les plus précis et efficaces d'évaluer la réussite des élèves. Le NSTU a donc les convictions suivantes par rapport aux évaluations normalisées :

- A. le NSTU, à titre de voix professionnelle des enseignants, doit participer directement à toutes les décisions politiques

concernant les outils provinciaux d'évaluation des élèves à grande échelle;

- B. les titulaires de classe de toute la province et de toutes les régions doivent participer à la conception, à la mise en œuvre et à la notation des évaluations normalisées;
- C. les évaluations normalisées doivent uniquement être utilisées pour éclairer l'instruction et appuyer les apprentissages des élèves;
- D. les évaluations normalisées ne servent pas à évaluer les enseignants, les administrateurs ou les écoles et ne devraient pas être utilisées à cette fin;
- E. la compilation des résultats aux évaluations ne doit pas être permise à des fins de classement;
- F. l'administration et la correction des examens, utilisés pour établir les notes finales, doivent rester l'affaire des titulaires de classe.

*Comité exécutif provincial*

### **2023-30 Adopté avant le conseil**

**IL EST RÉSOLU QU'**une nouvelle politique intitulée Évaluations et rapports sur les progrès des élèves soit ajoutée à la Section II – Programmation du manuel Politique du NSTU.

## **La nouvelle politique se lirait comme suit :**

### **NOUVELLE ÉVALUATIONS ET RAPPORTS SUR LES PROGRÈS DES ÉLÈVES**

Les titulaires de classe ont pour principale responsabilité l'évaluation et la production de rapports sur les progrès des élèves, à l'aide de diverses approches ancrées dans leur pratique habituelle, qui tiennent compte de la population étudiante diversifiée. Le NSTU a donc les convictions suivantes concernant les évaluations et les rapports sur les progrès des élèves :

- A. les renseignements sur les élèves doivent être recueillis, stockés, communiqués et utilisés d'une façon respectant les droits des élèves relativement à la protection de la vie privée;
- B. les outils et les méthodologies d'évaluation doivent :
  - I. correspondre aux objectifs éducatifs et à la théorie de l'apprentissage,
  - II. être justes et équitables,
  - III. motiver les élèves et instiller la confiance en leur réussite,
  - IV. couvrir un ensemble de compétences et de niveaux de compétence,
  - V. offrir des mesures continues des progrès,
  - VI. permettre aux enseignants et aux spécialistes de diagnostiquer des difficultés d'apprentissage et de concevoir des stratégies pour les surmonter;
- C. le ministère de l'Éducation et du Développement de la petite enfance et les entités du système éducatif sont responsables de fournir :
  - I. une période de temps et des ressources appropriées pour que les enseignants puissent évaluer et communiquer les progrès des élèves de manière précise,
  - II. des possibilités appropriées continues pour les enseignants sur place concernant les outils et les méthodologies d'évaluation et de production de relevés de notes, au besoin.

*Comité exécutif provincial*

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**2023-31 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 2 – Censure de la Section II – Programmation du manuel Politique du NSTU soit modifiée par substitution.

**La Politique telle que modifiée se lirait alors comme suit :**

**2. CENSURE**

On effectue de la censure lorsque des gouvernements ou des groupes d'intérêt peuvent imposer leurs valeurs morales, politiques ou personnelles sur autrui afin de supprimer des mots, des images ou des idées qu'ils jugent choquants. Le NSTU ne tolère pas la censure sous quelque forme que ce soit et croit que :

- A. les élèves ont le droit d'accéder librement à divers matériaux d'apprentissage facilement accessible dans leur école;
- B. les entités du système éducatif doivent reconnaître le droit des membres, démontrant leur jugement professionnel, de sélectionner leur matériel d'apprentissage conformément aux pratiques éducatives actuelles;
- C. les entités du système éducatif doivent avoir des procédures en place pour le réexamen du matériel éducatif jugé approprié par les membres.

*Comité exécutif provincial*

**2023-32 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 3 – Documentation exhaustive pour les membres francophones de la Section II – Programmation du manuel Politique du NSTU soit modifiée par substitution.

**La Politique telle que modifiée se lirait alors comme suit :**

**3. DOCUMENTATION EXHAUSTIVE POUR L'ENSEIGNEMENT DU FRANÇAIS**

Les membres enseignant en français de base, en immersion française, en français langue première ou en français langue additionnelle doivent avoir accès à des documents exhaustifs en français, y compris des textes et des ressources documentaires.

*Comité exécutif provincial*

**2023-33 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 4 – Politique sur la programmation de la Section II – Programmation du manuel Politique du NSTU soit modifiée par substitution.

**La Politique telle que modifiée se lirait alors comme suit :**

**4. ÉLABORATION, MISE EN ŒUVRE ET EXAMEN DE LA PROGRAMMATION**

Le NSTU reconnaît l'autorité du ministère de l'Éducation et du Développement de la petite enfance par rapport à l'élaboration, à la mise en œuvre et à l'examen de la programmation du programme des écoles publiques. Le NSTU estime toutefois que le ministère doit :

- A. garantir que le programme des écoles publiques soit un véritable continuum, du primaire jusqu'à la fin du secondaire;
- B. établir et maintenir des politiques et des procédures ayant une longue portée pour l'élaboration, la mise en œuvre et l'examen d'une programmation fondée sur des données;
- C. communiquer de manière claire et concise un modèle de mise en œuvre de la programmation, les éléments à inclure dans le modèle, y compris, mais sans s'y limiter, des projets pilotes, des essais sur le terrain et des normes d'évaluation;

- D. faire participer les membres, à titre de partenaires égaux dans l'élaboration, la mise en œuvre et l'examen de la programmation;
- E. s'assurer que la programmation est inclusive et diversifiée, est exempte de préjugés et de discrimination, permet aux élèves de réfléchir de manière critique, fait la promotion de relations respectueuses, remet en question les stéréotypes négatifs et motive les élèves à atteindre leur plein potentiel;
- F. offrir une programmation garantissant un équilibre entre la théorie, les compétences techniques et les matières spécialisées à chaque niveau approprié, y compris, mais sans s'y limiter, orientation, arts dramatiques, arts plastiques, bibliothèque, musique, éducation physique, langues (micmac, français, gaélique, anglais et autre, s'il y a lieu), éducation familiale, sciences humaines, sciences, mathématique et éducation technologique;
- G. veiller à ce qu'un financement approprié soit fourni pour la mise en œuvre de la programmation, y compris, mais sans s'y limiter, le temps de préparation, le perfectionnement professionnel et les ressources pédagogiques;
- H. s'assurer que l'élaboration et la mise en œuvre de la programmation sont libres de l'influence de société à but lucratif.

En outre, le NSTU croit que les membres ont les responsabilités suivantes :

- A. connaître entièrement les directives relatives à la programmation et les autres publications ministérielles qui sont directement liées à leur poste;
- B. porter à l'attention du ministère toute préoccupation qu'ils ont par rapport aux documents ministériels relatifs à la programmation.

*Comité exécutif provincial*

**2023-34 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 5 – Normes et directives relatives à la programmation de la Section II – Programmation du manuel Politique du NSTU soit abrogée.

*Comité exécutif provincial*

**2023-35 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 6 – Éducation à distance de la Section II – Programmation du manuel Politique du NSTU soit modifiée par substitution.

**La Politique telle que modifiée se lirait alors comme suit :**

**6. APPRENTISSAGE ÉCHELONNÉ**

Le NSTU reconnaît que les programmes d'apprentissage échelonné de qualité supérieure doivent être soigneusement conçus et planifiés, être intégrés au programme des écoles publiques, être financés de manière appropriée et être mis en œuvre par les membres du NSTU. En outre, le NSTU croit que :

- A. les enseignants participant à des programmes d'apprentissage échelonné doivent avoir accès aux mêmes ressources d'enseignement, perfectionnement professionnel et soutien des pairs que leurs collègues enseignants dans le programme des écoles publiques régulier;
- B. les élèves ne doivent pas être obligés de suivre des cours d'apprentissage échelonné pour obtenir leur diplôme;

- C. les programmes d'apprentissage échelonné doivent comprendre un éventail complet de services aux élèves, y compris, mais sans s'y limiter, des conseils pédagogiques, une orientation, du counselling, du personnel de soutien et une formation technologique appropriée;
- D. le ministère de l'Éducation et du Développement de la petite enfance doit s'assurer que tous les élèves inscrits dans des écoles publiques ont le même accès à des cours d'apprentissage échelonné, y compris, mais sans s'y limiter, l'accès aux ressources et aux appareils requis;
- E. le ministère de l'Éducation et du Développement de la petite enfance doit mettre sur pied des indicateurs clairs pour l'évaluation de la qualité des cours crédités offerts dans le cadre de l'apprentissage échelonné;
- F. l'introduction de programmes d'apprentissage échelonné ne doit pas avoir une incidence négative sur la charge de travail, sur la sécurité d'emploi ou sur les niveaux de financement du programme des écoles publiques régulier.

*Comité exécutif provincial*

#### **2023-36 Adopté avant le conseil**

**IL EST RÉSOLU que** la Politique 7 – Éducation planétaire de la Section II – Programmation du manuel Politique du NSTU soit abrogée.

*Comité exécutif provincial*

#### **2023-37 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 8 – Enseignement de l'histoire de la Section II – Programmation du manuel Politique du NSTU soit modifiée par substitution.

**La Politique telle que modifiée se lirait alors comme suit :**

#### **8. HISTOIRE DE LA MAIN-D'ŒUVRE CANADIENNE**

Le NSTU reconnaît l'importance d'enseigner l'histoire des mouvements ouvriers canadiens et recommande son inclusion dans la programmation relative aux sciences humaines à l'école secondaire de premier cycle.

*Comité exécutif provincial*

#### **2023-38 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 5 – Droits de la personne de la Section I – Gouvernance du NSTU du manuel Politique du NSTU, soit modifiée comme suit :

- en insérant un nouveau paragraphe A qui indiquerait : « Le NSTU, en reconnaissance de son appui à la Charte canadienne des droits et libertés, veille à protéger les droits et les libertés fondamentaux de ses membres. », et en modifiant la numérotation du reste de l'énoncé de politique;
- en modifiant par substitution le paragraphe D pour qu'il indique :

L'énoncé sur les droits de la personne du NSTU se lit comme suit :

- I. Le Nova Scotia Teachers Union se réjouit de la diversité et appuie pleinement la Nova Scotia Human Rights Act;
- II. Comme nous croyons que tous les membres ont le droit de travailler dans un milieu exempt de discrimination, nous nous efforçons de diriger et de servir nos membres sans préjugés;
- III. Comme les droits de tous sont importants, nous crérons un milieu respectueux pour toutes nos activités qui favorise la bienveillance et la confiance et qui est exempt de harcèlement;

favorise la bienveillance et la confiance et qui est exempt de harcèlement;

- IV. Comme nous savons que des relations saines et positives nous permettent de croître et de diriger, nous ne tolérons pas de comportement qui mine la dignité ou la valeur d'une personne;
- V. Comme la voix et le vote de chaque membre sont importants, nous interagissons en faisant preuve d'un respect mutuel, de compréhension et de coopération, comme une manifestation tangible d'une solidarité appuyant un privilège démocratique entier libre de harcèlement et d'intimidation.

**La Politique telle que modifiée se lirait alors comme suit :**

#### **5. DROITS DE LA PERSONNE**

Les membres du Nova Scotia Teachers Union reflètent la diversité de notre province. Nous nous réjouissons de cette diversité et estimons que nous avons tous le droit de travailler dans un milieu exempt de discrimination.

#### **A. Le NSTU, en reconnaissance de son appui à la Charte canadienne des droits et libertés, veille à protéger les droits et les libertés fondamentaux de ses membres.**

**AB.** Le NSTU, en reconnaissance de son appui envers la Nova Scotia Human Rights Act, soutient pleinement ses membres qui sont victimes de discrimination ou de harcèlement en ce qui concerne leur emploi, comme défini par cette Loi.

**BC.** Le NSTU s'engage à faire preuve d'impartialité à l'égard de ses membres, tant dans sa structure que dans la prestation de ses programmes et services.

#### **CD. L'énoncé sur les droits de la personne du NSTU se lit comme suit :**

**I. Le Nova Scotia Teachers Union se réjouit de la diversité et appuie pleinement la Nova Scotia Human Rights Act;**

**II. Comme nous croyons que tous les membres ont le droit de travailler dans un milieu exempt de discrimination, nous nous efforçons de diriger et de servir nos membres sans préjugés;**

**III. Comme les droits de tous sont importants, nous crérons un milieu respectueux pour toutes nos activités qui favorise la bienveillance et la confiance et qui est exempt de harcèlement;**

**IV. Comme nous savons que des relations saines et positives nous permettent de croître et de diriger, nous ne tolérons pas de comportement qui mine la dignité ou la valeur d'une personne;**

**V. Comme la voix et le vote de chaque membre sont importants, nous interagissons en faisant preuve d'un respect mutuel, de compréhension et de coopération, comme une manifestation tangible d'une solidarité appuyant un privilège démocratique entier libre de harcèlement et d'intimidation.**

**Le NSTU appuie la déclaration sur les droits de la personne de la Fédération canadienne des enseignantes et des enseignants et s'engage à**

- I. Offrir un milieu respectueux et exempt de harcèlement pour toutes les activités du syndicat;**

- H. Encourager la bienveillance et la confiance nécessaires pour protéger les droits de toute personne;
- III. Ne pas tolérer ni cautionner un comportement qui porte atteinte à la dignité ou à l'estime de soi d'une personne ou à l'intégrité de relations;
- IV. Promouvoir le respect mutuel, la compréhension et la coopération comme fondements des interactions entre tous ses membres;
- V. Soutenir le droit d'un membre à pleinement exprimer son privilège démocratique de voter sans aucunement être victime de harcèlement ni d'intimidation.

*Comité exécutif provincial*

**2023-39 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Section IV – Gouvernement du manuel Politique du NSTU soit modifiée en insérant une nouvelle politique intitulée Droits à l'instruction dans la langue de la minorité.

**La nouvelle politique se lirait comme suit :**

**Nouvelle DROITS À L'INSTRUCTION DANS LA LANGUE DE LA MINORITÉ**

Le NSTU reconnaît et appuie l'article 23 – Droits à l'instruction dans la langue de la minorité de la *Charte canadienne des droits et libertés*, qui fait la promotion des deux langues officielles du Canada ainsi que des cultures représentées par les communautés de la langue de la minorité en garantissant des installations scolaires primaires et secondaires de la langue de la minorité pour les familles. En Nouvelle-Écosse, l'article 23 de la *Charte canadienne des droits et libertés* préserve et favorise la langue française et l'éducation en français.

*Comité exécutif provincial*

**2023-40 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 10 – Langue d'instruction et d'enseignement de la Section II – Programmation du manuel Politique du NSTU soit abrogée.

*Comité exécutif provincial*

**2023-41 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 11 – Ressources pédagogiques de la Section II – Programmation du manuel Politique du NSTU soit modifiée par substitution.

**La Politique telle que modifiée se lirait alors comme suit :**

**11. RESSOURCES PÉDAGOGIQUES**

Le NSTU est d'avis que les ressources requises pour apprendre le programme du système des écoles publiques devraient être entièrement financées et fournies par le gouvernement de la Nouvelle-Écosse. En outre, le NSTU croit que :

- A. les membres doivent participer à la création des ressources pédagogiques fournies par le ministère de l'Éducation et du Développement de la petite enfance;
- B. les membres doivent être autorisés à utiliser leur jugement professionnel dans la sélection des ressources et du matériel pédagogiques appropriés;
- C. tout matériel ou toute ressource dont les élèves ont besoin devraient être fournis gratuitement;

- D. un financement suffisant devrait être offert pour fournir aux bibliothèques scolaires une grande variété de ressources pédagogiques et un personnel approprié;
- E. un financement suffisant devrait être offert pour aider les écoles à acquérir des ressources pédagogiques à l'extérieur de l'allocation du School Book Bureau;
- F. un financement suffisant devrait être offert pour fournir des ressources pédagogiques équivalentes dans l'ensemble de la province, dans la langue d'instruction de chaque école;
- G. les ressources pédagogiques devraient soutenir les objectifs éducatifs de la province et y correspondre, comme formulé par le ministère de l'Éducation et du Développement de la petite enfance;
- H. les ressources pédagogiques devraient être factuelles, appropriées et de qualité supérieure pour le développement socioaffectif et le niveau d'habileté de chaque élève;
- I. les ressources d'apprentissage devraient soutenir les éléments fondamentaux de l'éducation, dans son ensemble, permettant aux élèves d'acquérir des attitudes et des comportements responsables par rapport à certaines questions, y compris, mais sans s'y limiter nécessairement, les droits de la personne, la justice sociale, la paix, la durabilité et l'interdépendance mondiale;
- J. les ressources pédagogiques devraient soutenir un éventail de styles d'enseignement et d'apprentissage, y compris, mais sans s'y limiter nécessairement, l'apprentissage actif, le constructivisme, l'apprentissage coopératif, l'apprentissage par la recherche, l'apprentissage par l'expérience; et l'apprentissage basé sur les résultats.

*Comité exécutif provincial*

**2023-42 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 13 – Nouveaux programmes d'études – Perfectionnement professionnel de la Section II – Programmation du manuel Politique du NSTU soit abrogée.

*Comité exécutif provincial*

**2023-43 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 14 – Programmes non essentiels – Mise en place de normes par le ministère de l'Éducation et du Développement de la petite enfance de la Section II – Programmation du manuel Politique du NSTU soit abrogée.

*Comité exécutif provincial*

**2023-44 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 15 – Ressources axées sur les résultats de la Section II – Programmation du manuel Politique du NSTU soit abrogée.

*Comité exécutif provincial*

**2023-45 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 16 – Éducation pour la paix de la Section II – Programmation du manuel Politique du NSTU soit modifiée par substitution.

**La Politique telle que modifiée se lirait alors comme suit :**

**16. ÉDUCATION POUR LA PAIX**

Le NSTU reconnaît l'obligation de l'éducation publique d'aider à fournir aux jeunes les connaissances, la compréhension, les attitudes et les compétences pour faire en sorte que notre monde soit libre de tout

- combat et qu'ils puissent vivre de manière entière et authentique dans un monde de paix, de démocratie et de justice. Ainsi, il croit que :
- A. la paix internationale et les libertés individuelles sont à la fois des principes rationnels et des objectifs viables pour l'éducation;
  - B. la justice, le respect mutuel et le respect des différences peuvent être enseignés et appris;
  - C. nous devons aider les élèves à acquérir des compétences leur permettant de faire des choix par rapport aux enjeux mondiaux;
  - D. les éducateurs doivent aider les élèves à comprendre la paix;
  - E. l'enseignement pour la paix doit être axé sur l'enseignement de la coopération à chaque niveau.

*Comité exécutif provincial*

#### **2023-46 Adopté avant le conseil**

**IL EST RÉSOLU QU'UNE** nouvelle politique intitulée Paix internationale soit ajoutée à la Section VI – Généralités du manuel Politique du NSTU.

#### **La nouvelle politique se lirait comme suit : NOUVELLE PAIX INTERNATIONALE**

La paix n'est pas simplement l'absence de guerre. Pour être réelle et durable, la paix doit être partagée également par tous les peuples du monde. La poursuite de la paix internationale est inextricablement liée au respect des droits de la personne, à la création d'un ordre économique mondial équitable, à l'équité des genres dans les droits à l'instruction, et à la préservation de l'environnement. En outre, le NSTU croit que :

- A. la violence et l'abus de pouvoir ne doivent jamais être utilisés pour résoudre les conflits;
- B. les enfants ont le droit de vivre, de grandir et de se développer dans un monde exempt de guerre et des suites d'un conflit armé;
- C. les enfants ne devraient jamais être des soldats;
- D. l'éducation et les soins de santé doivent être des droits fondamentaux pour tous les peuples du monde.

*Comité exécutif provincial*

#### **2023-47 Adopté avant le conseil**

**IL EST RÉSOLU QU'UNE** nouvelle politique intitulée Résolution de conflits soit ajoutée à la Section II – Programmation du manuel Politique du NSTU.

#### **La nouvelle politique se lirait comme suit : NOUVELLE RÉSOLUTION DE CONFLITS**

En tant que microcosme de la société, les conflits dans les classes et dans l'ensemble de l'environnement de l'école sont inévitables; l'utilisation de pratiques constructives pour les résoudre peut créer un milieu d'apprentissage sécuritaire sur le plan affectif dans lequel les élèves apprennent à vivre de manière responsable, respectueuse, bienveillante, coopérative et efficace. Le NSTU a donc les convictions suivantes en ce qui concerne les pratiques de résolution de conflits constructives et non violentes :

- A. Les élèves peuvent acquérir les attitudes, les connaissances et les compétences leur permettant de résoudre de manière coopérative des conflits dans leur classe, leur école, leur famille et leur collectivité.
- B. Il incombe aux éducateurs d'exposer continuellement les élèves à des leçons et à des expériences liées à la résolution de conflits et de problèmes.

- C. Les entités régionales du système éducatif sont responsables d'offrir des pratiques de résolution de conflits sur place.
- D. Le ministère de l'Éducation et du Développement de la petite enfance est tenu d'inclure la résolution de conflits dans le programme des écoles publiques de la Nouvelle-Écosse.

*Comité exécutif provincial*

#### **2023-48 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 17 – Allocation du School Book Bureau de la Section II – Programmation du manuel Politique du NSTU soit abrogée.

*Comité exécutif provincial*

#### **2023-49 Adopté avant le conseil**

**IL EST RÉSOLU QUE** la Politique 18 – Principes pour l'intégration de la technologie de la Section II – Programmation du manuel Politique du NSTU soit modifiée par substitution.

#### **La Politique telle que modifiée se lirait alors comme suit :**

#### **18. INTÉGRATION DE LA TECHNOLOGIE EN ÉDUCATION**

La technologie est inextricablement intégrée à l'éducation en tant que ressource pédagogique dans les classes d'aujourd'hui; cependant, la relation entre l'enseignant et l'élève est l'élément le plus important dans le processus d'apprentissage. C'est pourquoi le NSTU croit que :

- A. l'intégration de la technologie doit tenir compte de l'équité par rapport à l'accès des élèves;
- B. la technologie est une ressource pédagogique et ne remplace pas l'accès de l'élève à un enseignant;
- C. le ministère de l'Éducation et du Développement de la petite enfance doit établir une vision à long terme de l'intégration de la technologie dans la programmation;
- D. l'intégration de la technologie exige que la technologie et l'infrastructure appropriées soient en place, soutenues, mises à niveau et fournies avec suffisamment de matériel; elle exige également du financement pour plus de temps de préparation et de perfectionnement professionnel pour les membres. Les entités du système éducatif sont tenues de veiller à ce que ces éléments soient en place;
- E. le système d'éducation de la Nouvelle-Écosse ne doit pas être influencé par des pressions inappropriées de sociétés à but lucratif pour installer la technologie dans des sites éducatifs;
- F. l'intégration de la technologie doit comprendre les enseignements sur la conduite appropriée en ligne.

*Comité exécutif provincial*

#### **2023-50 Adopté avant le conseil**

**IL EST RÉSOLU QU'UNE** nouvelle politique intitulée Images, vidéo et enregistrements audio de membre soit ajoutée à la Section III – Bien-être économique et conditions de travail du manuel Politique du NSTU.

#### **La nouvelle politique se lirait comme suit :**

#### **Nouvelle IMAGES, VIDÉO ET ENREGISTREMENTS AUDIO DE MEMBRE**

Avec la prédominance des appareils pouvant enregistrer et photographier les membres, souvent sans qu'ils en aient connaissance, le NSTU croit que :

- A. le membre doit donner sa permission avant de l'enregistrer ou de le photographier;

- B. toute utilisation, publication ou distribution d'enregistrements audio ou vidéo ou d'images d'un membre doit être autorisée par celui-ci.

*Comité exécutif provincial*

**2023-51 Adopté avant le conseil**

**IL EST RÉSOLU QU'**une nouvelle politique intitulée Éducation sexuelle soit ajoutée à la Section II – Programmation du manuel Politique du NSTU.

**La nouvelle politique se lirait comme suit :**

**NOUVELLE ÉDUCATION SEXUELLE**

La responsabilité fondamentale d'informer les enfants concernant les rapports entre les personnes et la sexualité incombe à la famille; cependant, le système des écoles publiques doit offrir son soutien par l'entremise de la programmation appropriée pour l'enseignement de la physiologie de la reproduction et de la sexualité humaines, mais aussi des enjeux éthiques, sociaux et émotionnels associés à la sexualité. La recherche indique une étroite corrélation entre la prestation d'une éducation sexuelle de qualité supérieure et les effets positifs sur la santé des gens, y compris, mais sans nécessairement se limiter à :

- A. une initiation tardive à l'activité sexuelle;
- B. la prise de moins de risques sexuels;
- C. une utilisation accrue des condoms et d'autres formes de contraceptif;
- D. une meilleure connaissance de la sexualité, des comportements sexuels sans risques, des risques de grossesse, des risques de contracter des infections transmissibles sexuellement;
- E. de meilleures attitudes concernant la santé reproductive et sexuelle.

Le NSTU estime donc que l'éducation sexuelle devrait :

- A. tenir compte de l'âge et du stade de développement de chaque élève, en présentant la sexualité de manière positive;
- B. mettre l'accent sur les valeurs de responsabilité mutuelle, de respect et de consentement;
- C. avertir les élèves des conséquences de l'activité sexuelle, de l'irresponsabilité sexuelle et de l'exploitation sexuelle;
- D. informer les élèves de la physiologie de la reproduction et de la sexualité humaines, y compris de l'utilisation appropriée des contraceptifs;
- E. informer les élèves en ce qui concerne l'orientation sexuelle et l'identité de genre, et remettre en question les attitudes discriminatoires;
- F. remettre en question les attitudes qui perpétuent la violence sexuelle; faisant ainsi la promotion de l'égalité sexuelle et de la sécurité de tous;
- G. fournir des conseils en santé, y compris des recommandations à des organismes extérieurs, au besoin.

En outre, le NSTU croit que le ministère de l'Éducation et du Développement de la petite enfance doit veiller à ce que :

- A. du perfectionnement professionnel avant de débuter l'emploi et en cours d'emploi soit offert aux enseignants en ce qui concerne l'éducation sexuelle;
- B. des ressources et du matériel de référence pour l'enseignement de l'éducation sexuelle soient facilement accessibles.

*Comité exécutif provincial*

## Gouvernement

**2023-52 Adopté avant le conseil**

**IL EST RÉSOLU QUE** le NSTU demande de collaborer avec le ministère de l'Éducation et du Développement de la petite enfance pour examiner l'incidence négative de la pénurie d'enseignants suppléants sur le bien-être des enseignants afin d'élaborer un plan d'action qui y remédie.

*Colchester-East Hants*

**2023-53 Adoptée telle que modifiée**

**IL EST RÉSOLU QUE** le NSTU demande au ministère de l'Éducation et du Développement de la petite enfance de faire le suivi, avec l'aide de membres du NSTU, de la fréquence à laquelle l'on retire des membres n'occupant pas un rôle de soutien ou de spécialiste (enseignants ressources, enseignants d'anglais langue seconde, enseignants en intervention d'école secondaire de premier cycle) **et leurs remplaçants** des fonctions qui leur sont attribuées pour couvrir des titulaires de classe.

*Ville d'Halifax*

**2023-54 Rejetée**

**IL EST RÉSOLU QUE** le NSTU demande au gouvernement de la Nouvelle-Écosse d'établir un programme d'intégration de trois ans avec diplôme au Nova Scotia Community College (NSCC).

*Colchester-East Hants*

**2023-55 Rejetée telle que modifiée**

**IL EST RÉSOLU QUE** le NSTU exerce des pressions sur le ministère de l'Éducation et du Développement de la petite enfance pour la création de postes de mentor ou de formateur d'une matière donnée (conseiller, formateur, spécialiste) dans chaque entité régionale du système éducatif pour aider avec la transition les enseignants de la pédagogie critique à l'apprentissage par la recherche et collaborer avec eux.

*Social Studies Teachers Association*

**2023-56 Adopté avant le conseil**

**IL EST RÉSOLU QUE** le NSTU exerce des pressions sur le ministère de l'Éducation pour s'assurer que toutes les entités régionales du système éducatif de la province sont obligées de rendre publique la somme qu'elles ne dépensent pas en raison de postes vacants, comme ceux de suppléants sur une base quotidienne et d'autres absences à court et à long terme. En outre, le gouvernement devrait également communiquer publiquement comment cette somme est réaffectée.

*Dartmouth*

**2023-57 Adopté avant le conseil**

**IL EST RÉSOLU QUE** le NSTU exerce des pressions sur le ministère de l'Éducation et du Développement de la petite enfance pour qu'il élabore, conjointement avec le NSTU, un programme d'initiation de qualité pour les enseignants stagiaires et à forfait qui a lieu lors d'une journée d'enseignement.

*Halifax County*

### **2023-58 Adopté avant le conseil**

**IL EST RÉSOLU QUE** le NSTU demande un rapport public du ministère de l'Éducation et du Développement de la petite enfance qui évalue l'efficacité des systèmes de ventilation dans les classes et d'autres endroits où des membres du NSTU travaillent (c.-à-d. émissions de CO<sub>2</sub>, débit d'air propre).

*Colchester-East Hants*

### **2023-59 Adopté avant le conseil**

**IL EST RÉSOLU QUE** le NSTU demande de collaborer avec le ministère de l'Éducation et du Développement de la petite enfance pour examiner et actualiser les exigences relatives à l'obtention d'un diplôme du Programme des écoles publiques de la Nouvelle-Écosse.

*Colchester-East Hants*

### **2023-60 Adopté avant le conseil**

**IL EST RÉSOLU QUE** le NSTU demande que le ministère de l'Éducation et du Développement de la petite enfance modifie l'âge auquel les élèves entrent au primaire à cinq ans au 30 septembre plutôt qu'au 31 décembre.

*Colchester-East Hants*

### **2023-61 Adoptée telle que modifiée**

**IL EST RÉSOLU QUE** le NSTU demande de travailler en partenariat avec le ministère de l'Éducation et du Développement de la petite enfance pour examiner et évaluer l'âge le niveau de **développement** approprié pour l'atteinte des résultats propres à chaque année du Programme des écoles publiques.

*Colchester-East Hants*

### **2023-62 Adoptée telle que modifiée**

**IL EST RÉSOLU QUE** le NSTU demande que le ministère de l'Éducation et du Développement de la petite enfance **collabore avec lui pour** créer les politiques décrites à la section deux de la Lettre d'entente (1) Initiative de promotion de l'équité et de la diversité.

*Cumberland*

### **2023-63 Adopté avant le conseil**

**IL EST RÉSOLU QUE** le NSTU demande au ministère de l'Éducation et du Développement de la petite enfance d'actualiser le Programme exhaustif d'orientation pour refléter le ratio de conseillers par rapport aux élèves prescrit par la politique du NSTU (1:250).

*Cumberland*

### **2023-64 Adoptée telle que modifiée**

**IL EST RÉSOLU QUE** le NSTU demande au ministère de l'Éducation et du Développement de la petite enfance d'examiner la **centralisation de programmes comme l'augmentation du nombre d'enseignants dans les écoles** offrant l'immersion française et le baccalauréat international pour maximiser les ressources et créer un meilleur équilibre dans le système d'éducation.

*Ville d'Halifax*

### **2023-65 Adopté avant le conseil**

**IL EST RÉSOLU QUE** le NSTU exhorte le ministère de l'Éducation et du Développement de la petite enfance à affecter un plus grand nombre d'enseignants pour aider les nouveaux immigrants au Canada, y compris, mais sans se limiter aux enseignants en langue.

*Digby*

### **2023-66 Adopté avant le conseil**

**IL EST RÉSOLU QUE** le NSTU exhorte le ministère de l'Éducation et du Développement de la petite enfance à veiller à ce que les relevés de notes étrangers des élèves inscrits au Nova Scotia International Student Program (NSISP) soient évalués à des fins d'équivalences néo-écossaises avant d'entrer dans les écoles néo-écossaises.

*Digby*

### **2023-67 Adoptée telle que modifiée**

**IL EST RÉSOLU QUE** le NSTU demande que le ministère de l'Éducation et du Développement de la petite enfance insiste pour que les entités du système éducatif fournissent la formation ou le perfectionnement professionnel approprié **aux membres lors d'une journée d'enseignement aux enseignants pour qu'ils enseignent afin de leur donner des directives** d'ici le 30 septembre ou dans les 30 jours suivant une nouvelle affectation **ou le début d'un nouveau semestre** pour offrir un soutien essentiel afin de répondre aux besoins des élèves ou à l'arrivée d'un nouvel élève ayant des besoins.

*CSANE*

## **Perfectionnement professionnel**

### **2023-68 Adoptée**

**IL EST RÉSOLU QUE** le NSTU sonde les membres par rapport à la structure existante de la Journée de conférence d'octobre dans le but de maximiser la participation des enseignants en restructurant la journée et en présente les résultats à l'assemblée générale du Conseil de 2024.

*CSANE*

## **Généralités**

### **2023-69 Rejetée**

**IL EST RÉSOLU** le NSTU examine l'incidence de la Politique sur le transport des élèves par rapport à la Politique sur l'éducation inclusive sur l'équité, les enjeux de justice sociale et la prestation de la programmation et communique ses observations aux membres d'ici janvier 2024.

*Colchester-East Hants*

Be Lively Yoga & Wellness is a full service health consultation business operated by Joyce Lively, a retired teacher who understands the challenges of this profession.

Services that are offered run the spectrum from yoga classes to life coaching (yoga, chair yoga, yoga therapy, breathing techniques {Pranyama} Ayurveda [nutrition, healthy sleep, emotional well being, meditation, self care]

All services are available in person or online. Email blivelyyoga@gmail.com; FB & IG :Be Lively Yoga & Wellness; [belivellyogawellness.com](http://belivellyogawellness.com).



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and RTO  
members**

#### Frequently Asked Questions

continued from page 19

#### **Q: What is the maximum benefit for wig prostheses?**

A: The maximum benefit for wig prostheses is \$400 in any 12 consecutive month period.

#### **Q: How much coverage is provided for the maintenance of medical prostheses and other appliances?**

A: Charges for maintenance are included up to \$40 in any 12 consecutive month period.

#### **Q: Can I get a myoelectric prosthesis under the Total Care Medical Plan?**

A: No, the plan does not cover myoelectric prostheses.

#### **Q: Do I need pre-approval for the purchase of custom fitted braces?**

A: Yes, the purchase of custom fitted braces of rigid construction must be pre-approved by the Total Care Medical Plan.

#### **Q: Is there a maximum benefit for the rental or purchase of casts, canes, splints, and crutches?**

A: There is no maximum benefit for the rental or purchase of casts, canes, splints, and crutches, but all purchases must be pre-approved by the Total Care Medical Plan.

## Pension Symposium 2023

The biennial NSTU Pension Symposium took place on April 21 and 22 at the Hotel Halifax. The symposium provides NSTU Local presidents, provincial executive members, members, and RTO representatives with an update on the NSTU Pension Plan, including changes, structure, and valuation. NSTU's Coordinator of Pensions Jack MacLeod provided a presentation on the Pension Review process. Mary Kate Archibald, Actuary and Principal with Eckler Ltd., the actuarial firm engaged by the Nova Scotia Teachers' Pension Plan gave a presentation entitled: *Measuring the Health of a Pension Plan: What is an Actuarial Valuation*. The last presentation was by Steve Mahoney, Chief Investment Officer, Nova Scotia Pension Agency, who presented a workshop on *Managing Pension Investment Portfolios to Achieve Long Term Goals*. He is shown below with participants at the Symposium.



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## 2023 REGIONAL PROVINCIAL EXECUTIVE ELECTIONS UPDATE

Nominations Closed Friday, February 24th, 2023, at 4:00 p.m.

Voting Day took place Wednesday, April 19th, 2023.

Electoral Region	Election Pending or Member Acclaimed
Annapolis/Hants West/Kings	Acclaimed — Melissa Deveau
APSEA	Acclaimed — Andrew McCara
Cape Breton Industrial	Acclaimed — Peter Day
Cumberland	Acclaimed — Sharon Midwinter
Conseil syndical acadien de la Nouvelle-Écosse (CSANE)	Acclaimed — Georgette Samson
Digby/Shelburne County /Yarmouth	Elected — Vera Ryan
Halifax City	Elected — Nancie de la Chevotière
Halifax County	Acclaimed — Duncan Cameron Byelection May 10 — Grant Frost
Northside Victoria	Acclaimed — Kim Dunning
Pictou	Acclaimed — Myla Borden

as of May 15, 2023



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