



Education cuts mean less support for students

NSTU President Peter Day says eliminating more than 80 teaching positions across Nova Scotia will mean less support for students, larger classes, and increased pressure on an already strained public education system.

Contrary to how the cuts were initially portrayed, he says many of the eliminated positions are teachers who work directly with students—often those facing the greatest challenges.

“The elimination of interventionist and specialist teachers will create a significant gap in our schools,” says Day. “These teachers support colleagues while also working directly with small groups of students with diverse and complex needs. They help students overcome academic, behavioural, and emotional challenges that can otherwise become barriers to success.”

He adds that the cuts come at a time when schools are already under significant strain. “Right now, our public education system needs smaller class sizes, not larger and more overcrowded learning environments. Students, especially those with diverse and complex needs, need more supports and resources so they can learn and succeed in the classroom.”

With teacher shortages being felt across Canada, he’s concerned that other jurisdictions will likely try to recruit educators away from Nova Scotia.

“Once experienced teachers leave the province, it can be incredibly difficult to bring them back. Decisions made today could have lasting consequences for our public education system for years to come.”

Day adds that the NSTU is also closely monitoring the situation with school social workers who are transitioning to new roles after HRM reduced supplementary school funding. “These school social workers have been invaluable in helping meet the physical, emotional, and safety needs of students both inside and outside our schools. Their expertise must continue to be utilized and protected,” says Day.

Annual Council highlights equity and governance priorities

The Nova Scotia Teachers Union held its 105th Annual Council from May 1 to 3 at The Westin Nova Scotian hotel, bringing together close to 350 delegates from across the province to discuss key issues facing the organization and public education.

Over the course of the three-day event, 265 voting delegates debated and addressed 60 resolutions focused on governance, equity, and the future direction of the Union. Clint Johnston, President of the Canadian Teachers’ Federation (CTF/FCE), also delivered a keynote address on Saturday afternoon.

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Pictured are students from Rankin School of the Narrows choir. The choir, made up of Grades 3 to 8 students, is directed by music and Gaelic teacher Meaghan O’Handley (shown far left), who is a member of the Northside-Victoria Local. A video of their performance of O Canada in Mi’kmaq, English, French, and Gaelic was shown during the opening session of the 105th Annual Council on May 1. A video of Eva Laudadio, a Grade 9 student at École Acadienne de Pomquet, performing Ave Maris Stella, the Acadian National Anthem, and Treleigh Wright performing the Black National Anthem, Lift Every Voice and Sing was also shown during the opening session.

people

Past Presidents Gather During Annual Council

NSTU president Peter Day welcomed the union's past presidents to a luncheon held during Annual Council weekend on May 1. The gathering offered an opportunity for former leaders and the current president to connect, reflect, and share perspectives on the union's ongoing work.



Shown (clockwise from bottom left): John MacDonald (1992–1996); Dominique Henry (1974–1976); Donnie MacIntyre (1996–2000); Russell MacDonald (1990–1992); Peter Day; Paul Wozney (2018–2022); Brian Forbes (2000–2004); Harold Doucette (1980–1984); Mary-Lou Donnelly (2004–2008); and Liette Doucet (2016–2018).

Education Research Award presentation

NSTU president Peter Day presented Kate Cole (Cumberland Local) with their NSTU Education Research Award certificate during Annual Council on May 2. They received their Education Research Award for a journal article, *"I truly think that some schools don't want to appear as if they have these issues": Microaggressions of Hegemonic influence in Canadian Schools* which was published on their research: *Experiences of Queer Educators in Nova Scotia: A Query?* (see *The Teacher*, October 2022) and was one of four teachers to receive awards during the 2025–2026 school year. Cole is a school counsellor at E. B. Chandler Jr. High School in Amherst and is also the Vice President, Communications & PA/PR and Article 60 Committee Contact for the Cumberland Local executive. Since 2003 the NSTU has recognized teachers for completed education research. An annual fund encourages and assists education research, with no individual award exceeding \$500. The deadline for next year's applications is December 2, 2026 by 4:00 p.m. [More information](#). Cole is shown with Day and Cumberland Local president Stacia Findlay.



The deadline for the June issue of The Teacher is June 19

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

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NSTU campaign highlights the need to Act for Public Education

Over the next two weeks, you'll see new NSTU TV and online ads.

Last spring, six members shared candid stories about teaching and learning in Nova Scotia. We've re-cut that footage to highlight new themes—public education's value, educators' work, and the need for government to deliver for students, families, and staff.

The campaign shines a light on what teachers, specialists, and students are up against, and the reforms public education needs now: more resources and stronger supports for increasingly complex classrooms.

Enrolment is up. Violent incidents are up 60 per cent. But public education funding hasn't kept pace with inflation. Now the province is cutting more than 80 teaching positions across Nova Scotia and eliminating school social work positions in the HRCE.

We're asking Nova Scotians to tell their MLAs that students need more support. Add your voice at <https://www.actforeducation.ca/action/>. The email is ready to go—just add a few personal details (and edit it as you wish).

If you haven't seen the new 30-second ads yet, you can watch them here (links):

- Challenges 1: <https://youtu.be/2I8h-MMqcb4>
- Challenges 2: https://youtu.be/xs_gzfdOqxY

Check our channels often for new videos, they capture the skill and care you bring to schools every day.

Please share the videos on your social channels, and take a moment to write to your MLA. You can also find them on actforeducation.ca and



on [NSTU's YouTube channel](#).

The campaign runs until June 1 on TV, digital, and social media (including premium mobile, pre-roll, and Connected TV).

An advertisement for Teachers Plus Credit Union. On the left, there is a large, 3D gold dollar sign with a blue stethoscope wrapped around it. The background is a light yellow gradient. The main text reads: "Book a FREE Financial Check-Up" in large, bold, blue font. Below this, it says "We will donate \$70 to a member-selected charity." followed by a bulleted list of benefits: "• NO COST", "• NO OBLIGATION", "• REAL FINANCIAL CLARITY", and "• REAL COMMUNITY IMPACT". To the right of the dollar sign, there is a blue stethoscope. Below the stethoscope, it says "Your check-up is a 30-60 minute conversation designed to help you review goals, savings, debt, and future plans with confidence." At the bottom, it says "Check In. Give Back" in a blue, sans-serif font. In the bottom right corner, there is the Teachers Plus Credit Union logo, which is a blue square with a white 'U' and a yellow 'G' inside, followed by the text "Teachers Plus CREDIT UNION".

From the NSTU President



Report to Council 2026

(excerpt from Peter Day's remarks to Annual Council 2026)

Welcome to Annual Council 2026!

I want to start by sincerely thanking every one of you for taking time out of your hectic schedules to be here this weekend. Your commitment to being part of this work, shaping the future of the NSTU, truly matters.

It's fantastic to see so many new faces joining us. I was informed that out of the 265 delegates, 66 are here for the first time.

This year, thanks to motions at annual council, the NSTU took an important step toward ensuring all members feel heard, valued, and respected by adding two new Provincial Executive seats representing African Nova Scotian and Indigenous teachers. Congratulations to Malik Adams and Francine Flemming on your recent election victories.

We also welcomed two new Executive Staff Officer positions dedicated for female and equity-deserving individuals. Congratulations to Roxanna John and Elizabeth Thomas on attending your first Annual Council as staff members.

It is my honour to soon be entering my third year as President of the Nova Scotia Teachers Union. I stepped into this role with a simple belief: the NSTU must be a strong voice for teachers and specialists, and that voice must always reflect the experiences of our members in classrooms and schools across this province.

Because the NSTU is more than an organization. The NSTU is a community.

It is a community where we look out for one another, where we speak up when something isn't right, and where every member should feel a sense of belonging and support. That sense of solidarity is what has carried this union through challenges for more than a century.

We have spoken clearly about the rise in violence in our schools, ensuring that the public and government understand the realities our members face every day. Through media interviews, meetings with the Minister and Deputy Minister, and public advocacy, we have kept this issue at the forefront of the conversation about public education.

We listened to members when the exam schedule changes created chaos in schools across the province. Together, we gathered your experiences, documented the impacts, and brought that evidence directly to government. Because of your voices, we successfully pushed for changes that better reflect the needs of teachers and students.

We successfully pushed the federal government to honour its commitment to provide student loan relief to new teachers in rural and remote communities, by collecting more petition signatures than all other teacher organizations in Canada, combined.

We also saw the courts confirm what teachers have known for years, that Bill 148 was unconstitutional, joining Bill 75 as another piece of legislation imposed on educators that violated our rights. While the final remedy is still ahead of us, this decision was an important recognition that teachers' voices and collective bargaining rights, matter.

That wasn't the only important victory for our members this year. As most of you know this past year your respective RCEs erased teachers banked marking and prep time on snow days.

The NSTU filed a policy grievance on behalf of members across the province, and we won. We have now received the arbitration award, and the grievance was fully upheld. The Arbitrator found that the Employer breached the Teachers' Provincial Agreement by drawing down prep time banks on storm days. This is a complete victory on the interpretation issue and a clear reminder that when we stand together, defend our contract language, and advocate collectively, we can protect the rights of our members.

But our work isn't just about responding to challenges. It's also about building a stronger future for our profession.

Across Nova Scotia, we are facing a shortage of qualified teachers and specialists. While recruitment is important, the most effective recruitment strategy is retention. We must continue to focus on keeping the talented, passionate professionals in our classrooms. When teachers feel supported, respected, and able to do their jobs well, they stay in the profession, and that stability encourages new educators to join it.

In speaking at the Provincial Standing Committee on human resources, I told the room full of MLAs and EECD decision makers that if we want to recruit the next generation of teachers, we must first ensure the teachers we have today, want to stay.

That means advocating for manageable workloads, safer schools, smaller class sizes, and access to the supports our students need. These are the foundation of a strong and sustainable public education system.

Over the past two years, I have made it a priority to bring the voices of teachers and specialists into the public conversation, through media interviews, community events, and direct discussions with government. When the public understands the realities in our schools, it strengthens our ability to advocate for meaningful change.

We know that the work ahead will not be easy. We are entering negotiations during a time when the provincial government is pursuing austerity in its budget priorities. That means we must be clear, united, and determined in standing up for the supports our students need and the working conditions our members deserve.

Because negotiations are not just about salaries or contracts.

Continued on page 5

NSTU representatives attend CAPTTO AGM

NSTU table officers and staff attended the Council of Atlantic Provinces and Territory Teachers' Organizations (CAPTTO) AGM from April 19 to 21. This school year, the Prince Edward Island Teachers' Federation hosted CAPTTO meetings.

CAPTTO is comprised of the provincial teacher organizations for New Brunswick (NBTA, NBTF), Newfoundland and Labrador (NLTA), Nova Scotia (NSTU), Nunavut (NTA), and Prince Edward Island (PEITF). Together, these organizations work on shared professional issues, advocate for improvements in public education, and issue joint statements on key topics. CAPTTO also works alongside the Canadian Teachers' Federation (CTF/FCE) and its provincial and territorial partners to support teachers nationwide.



Shown (left to right): NSTU Executive Director Bethany MacLeod; 2nd Vice-President Sarah Tutty; Secretary-Treasurer Taunya Pynn Crowe; 1st Vice-President Jo-Leigh MacPhee; Assistant Executive Director Janine Kerr; and President Peter Day.

continued from page 4

They are about the future of our schools: class sizes, supports for students with complex needs, access to teacher specialists, and the ability for teachers to do the job they entered this profession to do.

The strength we bring into those conversations will come from our unity, as a community:

A community that listens to one another.

A community that stands up for one another.

And a community that believes in the power of public education.

Together, we can enrich our profession and improve the lives of our fellow teachers and teacher specialists. Thank you.

Blue Nose Marathon Entry winners

(5 & 10 km + half & full marathon).

Michelle Slauenwhite

Andrew Patey

Stephanie Pitcher

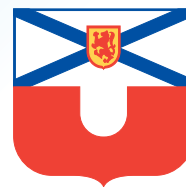
Chad Hanrahan

Nick Wilson

Katie Winters

Jesse Fraser

Daniel Doroshenko



MEDAVIE
BLUE NOSE
marathon





from the nstu executive director

Annual Council Remarks

(Excerpt from Bethany MacLeod's Address to Annual Council 2026)

Hello everyone,

Have you ever had those moments when you say, "Who would have thought?" I am experiencing that right now. My union involvement began almost 20 years ago as a school representative. I first took on the role of treasurer with my association, then assistant coordinator and ended as coordinator (Local President). I was hooked! I then moved on to various positions on the Provincial Executive, and in 2015 was elected President of the Prince Edward Island Teachers' Federation. I served as president for four years and then was elected President Designate for the Canadian Teachers' Federation. But before I moved to Ottawa, the newly elected Premier called me up and asked if I would serve as the Deputy Minister of Education. I said, "I will accept the appointment, but know that I will continue to advocate for teachers. His reply was, "That's why I want you." My time in government was eye-opening, but I had many opportunities to educate decision makers on what it was like to be a teacher. Eyes would widen when I explained what it was like to teach a classroom of 30 plus students with 25 individualized learning plans. I know it may be difficult to believe, but sometimes in Government, classroom realities were often minimized. I learned so much during my time with government. My experience with government helped prepare me to now serve as your Executive Director. To be back serving teachers, this is where my heart truly belongs. We have important work ahead—strengthening advocacy, protecting professional voice, and ensuring classroom realities guide every decision. That work includes preparing for our upcoming collective bargaining, focused on improving the supports and working conditions our educators need and rightfully deserve.

Congratulations again to President Day, who will serve another term as your President. He has been a huge support to me, and his wealth of experience/history with NSTU has made him an invaluable mentor. You have a President who does not back down when pressure is needed, and he is not afraid to speak up for the rights of members and the advancement of public education. He has made progress with government relations and been able to

bring about changes because he provides a clear picture of what members are experiencing in their classrooms. His advocacy and dedication to Nova Scotia teachers is inspiring.

Thank you to the 2025/2026 Provincial Executive who work tirelessly on your behalf and bring forward your concerns and challenges. They are passionate and committed, and do not hesitate to advocate for improved working conditions for members and learning conditions for students. Our 22 locals and their presidents who never stop speaking up for members. We have asked for information on numerous occasions and used this to support and validate our discussions and negotiations with Government. Thank you for that; they can never dispute the facts. I would be remiss if I didn't also recognize and applaud our

21 professional associations for the incredible work they do supporting members throughout the year and especially October Conference.

Our NSTU team, I would like to sincerely thank the dedicated staff of the Nova Scotia Teachers Union. Every day, you work behind the scenes to support our members with professionalism, care, and unwavering commitment. Your expertise, responsiveness, and belief in public education make a real difference in the lives of teachers and students across this province. Our strength as a union is built on your efforts, and we are deeply grateful

for all that you do. You have been welcoming and supportive, and very patient throughout my transition as executive director.

The most important thank you is to ALL of you. Thank you to every educator in this room for the care, commitment, and heart you bring to your work each day. You show up for students in ways that often go unseen but never go unnoticed. The impact you make reaches far beyond the classroom—you are shaping lives, futures, and communities. I saw a saying the other day, "The true measure of teaching isn't in lessons delivered, but in lives changed." All of us in this room have a teacher who made a difference in our lives.

My door is always open, and I am only an email or a phone call away, please do not hesitate to reach out if you need anything. If I do not know the answer, I will find someone who does. I am truly humbled and honoured to serve as your Executive Director, and I promise to work tirelessly to advocate for your voices, your professionalism, and the values that guide your work every day in Nova Scotia schools and communities. Thank you.



Muin Paul performs the Honour Song at Council 2026

Huntley Internship helps grow union leadership

On May 7 and 8, six more NSTU members took part in the John Huntley Memorial Internship Program. Participants are chosen through an application process reviewed by NSTU Table Officers and approved by the Provincial Executive, then spend two days at NSTU Central Office.

During the internship, Huntley interns get an in-depth look at the union's programs, services, and governance. They meet with key staff, including the Executive Director, NSTU President, and teams from Member Services, Professional Development, Public Relations, the Member Assistance Program, Governance and Finance. Delivered by the Professional Learning Department, the program continues to receive strong feedback from those who participate. The next internship is scheduled for the fall.



Shown in the photo: Samuel Lycan (Colchester-East Hants), a Phys. Ed Grades Primary to 4 teacher and NSTU rep at Truro Elementary School; Jennifer Handspiker (Annapolis), a Grades P to 2 Learning Support teacher and Early Literacy Interventionist at Bridgetown Community School. She also serves as the VP of Professional Development for the Annapolis Local; Tammy Farrell-Walker (Digby), a Speech-Language Pathologist working in Digby Elementary, Digby Neck Consolidated and Weymouth Elementary schools. She is the treasurer for the Digby Local; Crystal Patterson (Halifax County), a Grade 7 Math teacher at Rocky Lake Junior High School; Shelby Nickerson (Shelburne County), a Core French and Learning Support teacher at Hillcrest Academy. She is the VP of Professional Development & Communications/Social Media for the Shelburne County Local; NSTU president Peter Day; executive staff officer Pamela Langille; and Aaron Jackson (Dartmouth), an English as an Additional Language (EAL) teacher at Dartmouth High School and also an NSTU rep at his school.

NSTU Research Repository

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

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



Members should contact our Professional Learning department via

appl@nstu.ca



Rural Teacher Well-being in Nova Scotia

by Michelle Hoffmann (*shelher*), Educator

Teacher well-being is a key facet of education systems yet is often overlooked in the race to optimize student achievement. As a classroom teacher at a small school in Cumberland County, I have experienced the additional impacts of rural life on well-being. I recently completed a Master of Education (Sustainability, Creativity & Innovation) degree through Cape Breton University and chose to focus on this important topic for my thesis. The guiding research question was: *What are the well-being experiences of teachers in rural Nova Scotia?* Eleven full-time licensed teachers living and working in rural areas of the province (30+ min drive to the nearest town of 10,000+ people) were interviewed in April 2024, providing a wealth of narrative data. These interviews were powerful emotional conversations in which I was honored to take part.

Participants in this study described **negative well-being experiences**, frequently referencing states of burnout, stress, overwhelm, and exhaustion. These educators described not feeling valued, respected, listened to, or like they were trusted as professionals. The rural teachers I spoke with questioned their professional worth and often thought about leaving the classroom (if they hadn't already) or retiring early.

Four key themes emerged from the data as influences on rural teacher well-being: **Unsupportive Administrators/System**, **Unachievable Workload**, **Poor Student Well-being**, and **Lack of Access to Well-being Supports**. All teachers in Nova Scotia would experience strain from an unsupportive education system, being asked to do more with less, witnessing student struggles, and trying to sustain well-being in our current economic/political climate. Living and working in a rural environment magnified the well-being effects of the last three themes, to varying degrees, for the teachers interviewed.

An **Unsupportive Education System** was described through a

lack of systemic cohesiveness, negativity from higher ups, pressure/guilt around taking needed sick days, unsupported initiatives, lack of discipline/consequences, poor school climate, and deteriorating relationships within the system. Rural-specific facets of this theme did not emerge from the data, but I wonder what a larger data set may reveal. For example, rural principals tend to have spent less (if any) time as vice principals and may lack the training needed for the crucial jobs of setting school climate and adequately

managing discipline. My rural school is not allotted a vice principal position, placing larger responsibility on the principalship as the sole decision maker.

Many contributors to an **Unachievable Workload** are non-rural specific, including increased data reporting requirements, insufficient prep time, and job demands exceeding one's ability to achieve work-life balance. Rural factors for this theme were class complexity and highly variable teaching assignments. Teachers at rural schools often have multiple different courses over a variety of grade bands and are assigned split classes like Math 11 Academic/Pre-Calculus 12/Math 12 IPP (student's ability around a Grade 2 level).

Participants lamented that students are not ready to learn in classroom environments and require more support than is currently available. Rurality enhanced **Poor Student Well-being** through similar accessibility issues facing teachers (see next theme). In rural spaces, teachers gap-fill for a lack of trained mental health professionals. Interestingly, rurality sometimes had a positive impact on teacher well-being in this study via strengthened student-teacher relationships.

Lack of Access to Well-being Supports was the theme most notably impacted by rural living. While all teachers are likely to note a lack of time/money and sub shortages influencing their pursuit of well-being enhancement, rural living compounds these factors and adds new considerations. Distance to services, lack of



access to health care, lack of fitness facilities, and public perception negatively influenced rural teacher well-being in this study.

I doubt that the well-being experiences and themes described herein are revelatory to any educator in this province. One of the interview participants summed it up as, “We just have a very broken system, and it seems like nobody is listening.” Considering the budget cuts and subsequent staffing changes we are about to face, I worry about the continued well-being of my colleagues. Rural schooling environments, with their unique additional complexities, will suffer and the teachers sustaining them are sure to be hit hard.

Strong social networks emerged as one of the main well-being supports throughout the interviews. The rural teachers I spoke with discussed not only the importance of friends and family on their mental health, but also coworkers and students. Rural schools have unique challenges but also unique strengths: we know our students and coworkers well. If I had any advice from this research, it would be to encourage rural teachers to lean on one another as we continue to push for the changes needed in our education system.

Michelle Hoffmann has taught for eight years at Parrsboro Regional High School. She is interested in transforming the education system to better support well-being for all. If you would like to learn more about the research shared in this article, her thesis can be found here: <https://cbu.scholaris.ca/items/1cc6b089-1778-47f0-8e70-e704deee35b9>.

New French Language PD Grant

At the April Provincial Executive meeting, a new grant opportunity was realized to support attendance at French language conferences for Francophone members and members who teach in the French language. The total annual amount for this grant is \$3,500.

The NSTU will support members who work in French to attend the annual meeting of the Association canadienne d'éducation de langue française (ACELF) or similar professional development conference primarily delivered in the French-language. Available funding will help defray the costs associated with attending such events.



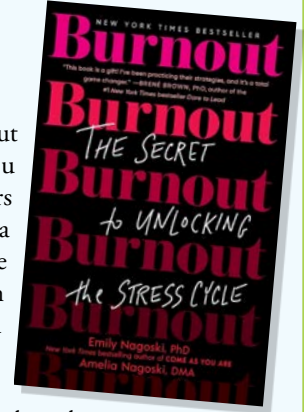
PROFESSIONAL LEARNING
APPRENTISSAGE PROFESSIONNEL

pathways FOR PROFESSIONAL LEARNING

Email your name, home address, and the name of your school with **PATHWAYS** in the subject line to theteacher@nstu.ca by **June 17, 2026**, to be eligible for the draw.

***Burnout: The Secret to
Unlocking the Stress Cycle**
by Emily and Amelia
Nagoski
Ballantine Books*

Why do women experience burnout differently, and what can you do about it? In *Burnout*, sisters Emily Nagoski, PhD, and Amelia Nagoski, DMA, reveal why the demands placed on women, within the reality of living in today's world keep us stuck in a relentless stress cycle. With compassion and sharp science, they show how to complete the stress response, work with the brain's "monitor" that fuels frustration and push back against body-shaming culture. Packed with practical guidance, worksheets, and exercises, this empowering book helps you reclaim rest, connection, and self-trust.



April Book Winners!



Taylor Witty — HRCE

Bēginnings

Putting new members in the KNOW!

Annick Godin Thériault — CSAP



Mary Ellen Landrigan — HRCE



Lyndsey Mitchell — AVRCE

Steady and Strong in Staffing Season: Supported by the NSTU

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

Spring in our schools has its own unique energy, no matter where you are in your teaching career, the pace feels heightened as talk of “the rounds” begins. Whether you are wondering what’s next for you or simply absorbing the atmosphere around you, your NSTU staff are here to help you navigate this time of year.

Humans are not naturally wired for uncertainty. Many of us prefer things to be clear, organized, and wrapped up neatly—with or without a bow. Even if we are not directly affected by staffing changes, the energy this season brings can impact all of us. So, how do we stay steady and strong during uncertain times? Let’s explore a few strategies that may help.

Pema Chödrön’s *Comfortable with Uncertainty: 108 Teachings on Cultivating Fearlessness and Compassion* offers a series of short reflections designed to build resilience during difficult times. Rooted in Buddhist philosophy, these “gentle nudges” encourage us to reframe what we think we know and to care for ourselves as we navigate challenges.

The first step is awareness. You may have heard the phrase “name it to tame it,” meaning that when we can identify and label our emotions, their intensity often decreases. This is especially important during times of uncertainty, both for ourselves and for those around us. Recognizing an emotion, and recalling that we’ve experienced it before, helps strengthen the connection between our emotional and rational thinking.

Try this simple exercise: place your thumb at the base of your skull and stretch your pinky toward the front of your head. This space represents the connection between the feeling brain and the thinking brain. We experience emotions first in our more instinctive “downstairs brain” before we can process them logically. This part of our brain evolved to detect danger and protect us. Between these two areas also lies our memory centre, where emotions and past experiences are linked. By reminding ourselves that we have successfully navigated difficult emotions before, we

can reduce their intensity in the present.

As you begin this practice, be gentle with yourself. Some of these ideas may feel unfamiliar or even uncomfortable, and that’s okay. The benefits to your well-being will outweigh the initial discomfort as you build these skills, the early stages of this mind and heart-work.

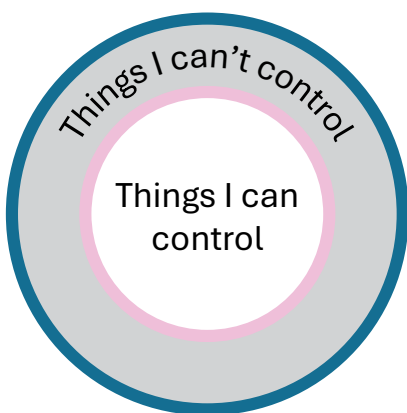
Another helpful step during uncertain times is to refocus on what is within your control. One way to do this is by actively reminding yourself, perhaps through doodling or listing, of the following:

Refocusing your energy in this way, while offering yourself grace, can help you move through the process with greater clarity. Learning to be comfortable with discomfort takes time. Chödrön reminds us that our conscious choices allow us to face challenges with courage. Being present in difficult moments is a skill that strengthens with practice and helps build confidence and resilience.

Sometimes, additional support is needed to shift toward a healthier mindset. This is where reaching out is essential. Whether you connect with your NSTU representative, Local President, RRC Chair, or NSTU executive staff officer, each plays an important role. From reviewing contract language to addressing concerns or connecting you with additional supports, your NSTU team is here for you.

As you move through staffing season, try to meet each situation as it comes. Recognize that heightened emotions are natural during times of change, and that others around you may also be experiencing uncertainty. By staying focused on what is within your control, relying on trusted information sources, and reaching out when needed, you can maintain a healthier, more balanced mindset.

And remember—sometimes outcomes that initially feel unexpected can lead to opportunities better than we imagined.



Things I can control/influence	Things I can't control
What I say/do	Whether or not I get the job
How I respond (instead of react)	What others say/do
How I spend my time	The past/the future
Whether or not I ask for help/support	How other people feel/think
My effort	Staffing processes/procedures
Learning from my mistakes	Comments on social media
Where I direct my energy	Who (else) applies for the job
My mindset	
Where I get my information	

NSTU Webmail has ended... but let's stay in touch



Visit <http://www.nstucentral.ca> and update your member registry profile with a preferred non-employer email

Don't know your username?
Email webaccounts@nstu.ca for help

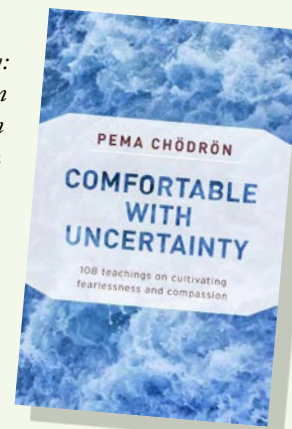


the well teacher

Email your name, home address, and the name of your school with **WELL TEACHER** in the subject line to theteacher@nstu.ca by **May 12, 2026**, to be eligible for the draw.

Comfortable with Uncertainty by Pema Chödrön Shambhala Publications

Comfortable with Uncertainty: 108 Teachings on Cultivation Fearlessness and Compassion presents brief, accessible readings that guide readers in developing compassion and awareness in everyday life. Structured as a progressive introduction to Buddhist practice, it explores themes such as mindfulness, meditation, letting go, and working with fear. No prior knowledge is required.



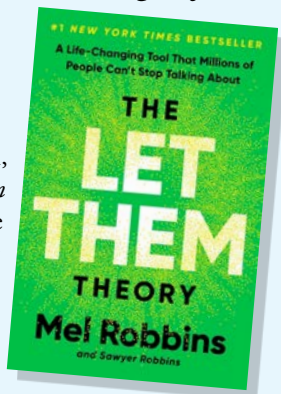
Béginnings

Putting new members in the KNOW!

Email your name, home address, and the name of your school with **BEGININGS** in the subject line to theteacher@nstu.ca by **June 17, 2026**, to be eligible for the draw.

The Let Them Theory By Mel Robbins

If you've ever felt overwhelmed, stuck, or frustrated, *The Let Them Theory* argues the issue may not be you, but the energy you give to other people's opinions, expectations, and behavior. In this practical, science-backed guide, Mel Robbins introduces the simple but powerful mindset of "Let Them": stop trying to control others and focus on what you can control. Robbins explains how this approach can help you stop comparing yourself to others, release fear and self-doubt, build healthier relationships, and pursue what truly matters. It offers practical tools to help create stronger boundaries, greater resilience, deeper connections, and a clearer path toward success, fulfillment, and personal freedom.

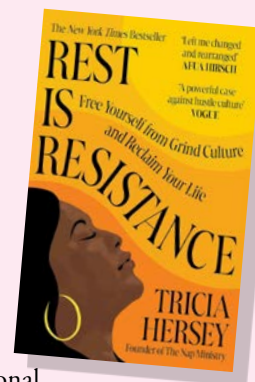


EQUITY COMMITTEE

Email your name, home address, and the name of your school with **EQUITY** in the subject line to theteacher@nstu.ca by **June 17, 2026**, to be eligible for the draw.

Rest as Resistance by Tricia Hersey Aster Publishing

Rest is Resistance by Tricia Hersey is a powerful manifesto challenging grind culture and the systems that drive overwork and burnout. Hersey argues that rest is not laziness, but a necessary act of resistance against capitalism and white supremacy. Through personal stories, reflections, and practical guidance, she encourages readers to slow down, reclaim their humanity, and embrace rest as a path to healing, imagination, and liberation. Praised by voices including Glennon Doyle and Ibram X. Kendi, the book offers a compassionate framework for building sustainable rest practices and creating a more balanced, well-rested life.



Women & Wellness at the heart of Status of Women Conference



NSTU members gathered April 17 and 18 at the Dartmouth Courtyard Marriott Hotel for the biennial Status of Women Conference, themed *Women & Wellness*. The conference, facilitated through NSTU's Status of Women Committee, creates space for members who identify as women to connect, share experiences, and support one another while exploring ways to advance the status of women in education and society.

NSTU president Peter Day brought greetings to the 43 delegates praising the significant contributions women make to education and the union, highlighting the professionalism, compassion, and leadership women bring to classrooms, schools, and union work across the province. "The teaching profession in Nova Scotia is and has long been shaped and strengthened by women in our classrooms, in our schools, and within our union." He also emphasized the important role women play in shaping policy, guiding advocacy efforts, and strengthening public education.

NSTU's executive director Bethany MacLeod also welcomed the women to the two-day conference. In her remarks, she reflected on her unexpected journey into teaching, union leadership, and public service. Throughout her speech, she emphasized the importance of women supporting and encouraging one another to lead. "Conferences and gatherings

like this empower you and give you the ability to surround each other and say, 'You can do this.'" She encouraged attendees to recognize their own leadership potential and continue building supportive networks that empower women in education and labour leadership. "We need to actively invite, support, and stand behind the women who are ready to lead."

Executive staff officer, Wendie Wilson BIPOC Engagement and Advocacy, who organized the conference, provided a heartfelt land acknowledgement recognizing Mi'kmaq territory while emphasizing that acknowledgement must move beyond "truth" statements into reconciliation and daily actionable decolonization. She called for a moment of silence to honour Missing and Murdered Indigenous Women and Girls. "I want us to take a moment, this evening, a moment of actual silence, to recognize our indigenous sisters, who have been

murdered and missing. We believe they are not invisible, and we need to reach out to our indigenous sisters." She also acknowledged her own ancestry as African Nova Scotian, noting the historical paths of discrimination and



Danielle Jackson and Wendie Wilson

the ongoing impacts of structural and systemic inequities.

The Friday evening session *Rest is a Right* was presented by Danielle Jackson, Workplace Mental Health Consultant with the Nova Scotia Public Service Commission. She emphasized that rest is a right—one that has not been equally accessible, especially for Indigenous and Black women due to colonization, racism,



Amy Mahoney

and gendered harm. "As we gather for this women's wellness session, let's remember, rest is a right." She positioned the evening as intentionally different from productivity-focused work: it is about permission to pause, rest, and be unaccountable for others' needs for a moment. "Today is intentionally different.



Status of Women
Conference 2026
Women & Wellness



It's not about productivity, or problems."

Drawing on Tricia Hersey's *Rest Is Resistance: A Manifesto* Jackson connected rest to resistance against grind culture and reminds participants that exhaustion is not an individual moral failing. Hersey, the founder of the Nap Ministry, reclaims rest as a radical, political act of refusal against capitalism and white supremacy. "The nap ministry invites us to see rest as a human right... rest as a spiritual practice... and as an act of collective care," said Jackson.

Jackson led a grounding exercise and participants then chose "rest practice" prompt cards and shared how themes like daydreaming, imagination, boundaries, creativity, and permission to pause relate to their lives—especially within caregiving, teaching, neurodivergence, grief, and workplace expectations.

The session closed by emphasizing that rest is political and protective, that worth is not tied to productivity or sacrifice, and that choosing

rest is necessary for sustainability and preventing burnout. "We have permission to pause... permission to listen to our bodies... and permission to practice boundaries without explanation. At its core, this work reminds us that our exhaustion is not a personal failure."

Saturday morning's first session *Reading Our Body's Map in a Loud World* was presented by Theresa Diane Govindsamy. Govindsamy, who is a Registered Counselling Therapist Candidate and consultant with Insight Wellness Consultancy.

The former teacher reflected on years as an educator and leader (including time in a remote First Nations community) and the burnout and exhaustion educators often carry while trying to meet students' diverse needs.



Conference presenter *Theresa Diane Govindsamy* is shown with *Provincial executive liaison to the Status of Women Committee, Jemita Buchanan*.

She invited conference participants to pause, notice what their bodies are communicating, and respond with care. In a time of constant crisis, digital noise, and growing emotional labour. "In a "loud world", every day, educators are asked to hold more. Respond faster, absorb more emotion, and still expected to stay regulated."

"Your body is the map," she said. Stress and trauma show up as bodily signals (tight chest, headaches, foggy brain, numbness, dread) that often appear before the mind is aware. "I'd like you to think about the last time your body said, 'I'm done,' before your mind admitted it."

She introduced a practical framework for self-regulation: Recognize (name the zone), Reorient (use grounding/disruptors), and Respond (make a small regulating choice, like drinking water). She emphasized self-care as necessary (not selfish)



Bethany MacLeod

and reminded the audience that educators serve others best when they recognize their own limits, needs, and "invisible backpack." She encouraged the women to make a promise. "Promise yourself to make a commitment to make one small act of care this week."

Session 2 focused on gender-based violence. Wendie Wilson provided an overview of the data in Nova Scotia and Canada. "Gender based violence has a direct and powerful impact on the teaching profession. It includes sexual harassment, intimidation,

verbal abuse, physical violence, and gender-based discrimination, that disproportionately affects women and gender diverse educators," she said. "We all know this as women. Canadian teacher organizations consistently report that exposure to harassment and violence contributes to, heightened stress, trauma, burnout and job dissatisfaction."

The conference ended with a session from Amy Mahoney, a counsellor with NSTU's Member Assistance Program. Mahoney's speciality in somatic work was evident through her presentation: *The Wisdom Within: Women, Embodiment and the Nervous System*. In this powerful session Mahoney invited us to come back to the wisdom of the body, through simple practices that are accessible in real life and relevant in our work and our relationships. She reminded us that, "the goal is not for you to be calmer. It's to feel it all... in a way that doesn't feel overwhelming," and offered practical ways to build that capacity

Continued on page 22



Pictured are some of the women who attended the Women & Wellness Conference (left to right): Tarah Thompson-Schwan (Yarmouth) Brittany Hicks (Colchester-East Hants), Leah Weare and Shelby Nickerson (Shelburne County), and Elaine Russell (Halifax City).



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Halifax County Local conference informs, connects, and empowers members

The Halifax County Local recently hosted a conference for members who were curious to learn more about their union, including those attending an NSTU event for the first time.

Organized by the Local's Communications Committee, the *Discovering the Value, Voice and Support of Your Union* conference took place April 18 at the NSTU building.

"Our goal is simple: we want you to leave feeling more informed, more connected, and more confident about accessing the supports available to you," said Halifax

County Local President Desirée Daniele. "Most of all, we hope you leave today with new insights, meaningful connections, and a stronger sense of the collective strength you're already a part of."

Throughout the day, participants explored the many ways the union supports members, from programs, grants, and benefits to the people and processes working behind the scenes on their behalf. Halifax County Local members also had the opportunity to meet provincial and Local leaders, as well as NSTU staff and volunteers.

Presentations included *NSTU Structure – Who's Who at the NSTU*, led by Daniele; *PD Grants & Opportunities*, presented by Jodie MacIlreith, Vice-President Professional Development; and *NSTU Committees & More*, presented by Erica Ans, Vice-President Nominating. Executive staff officers Wally Fiander and Tim MacLeod delivered *Negotiations 101*, followed by *Insurance & Benefits*, presented by Krissy Brewer, Insurance Trustee for Halifax Region. The day wrapped up with *NSTU Olympic Showdown*, led by Meg Ferguson, Vice-President Communications.



Halifax County Local President Desirée Daniele



NSTU Executive staff officer Tim MacLeod



Meg Ferguson, Halifax County Local Vice-President Communications



NSTU Executive staff officer Wally Fiander



CONTACT 2026

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

August 4th to 7th, Old Orchard Inn

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



coming events

MAY

Mios nan Gàidheal | Gaelic Nova Scotia Month 2026

May is Mios nan Gàidheal [Gaelic Nova Scotia Month](#) which is a time to celebrate and promote awareness of the history, culture, language, contributions, and achievements of Gaels across the province. This year's theme is *Tha Sinn Rìghinn / We are Resilient*. This theme shows all Nova Scotians the persistence and resilience between Gaels and Gaelic language and culture during the month of May.

MAY 31–JUNE 6

Nova Scotia Access Awareness Week:

The [Nova Scotia Access Awareness Week](#) theme this year is *Disability Justice: Stronger Together, First Voice Leading Change for Collective Action* Nova Scotia was the first province in Canada to champion Access Awareness Week as an extension of Rick Hansen's 1987 Man in Motion World Tour, in which Rick and his team wheeled through 34 countries raising awareness about the potential of people with disabilities and creating accessible and inclusive communities. For 40 years, Nova Scotians have organized community events, press conferences, forums, concerts and lectures to bring attention to the importance of removing barriers for people with disabilities.



Running from May 31 to June 6, and coinciding with National AccessAbility Week.

For more details on local celebrations, events, or to see how the Halifax Regional Municipality is adapting its public spaces and transit, you can check out the [Halifax Access Awareness](#).

JUNE

National Indigenous History Month

National Indigenous History Month takes place every June in Canada. It is a time dedicated to celebrating and learning about the rich heritage, cultures, and contributions of First Nations, Inuit, and Métis peoples. First established as National Aboriginal History Month in 2009, the name was officially updated to National Indigenous History Month in 2017. National Indigenous Peoples Day: Celebrated annually on June 21, this specific day aligns with the summer solstice and holds deep spiritual and cultural significance for many Indigenous communities. Learn more about [National Indigenous History Month](#) and how you can participate.

THA SINN GALLANACH.
We are youthful.
THA SINN BRÌGHMHOR.
We are vibrant.
THA SINN RÌGHINN.
We are resilient.

'S E GÀIDHEIL ALBANN NUAIDH A TH'ANNAINN.
WE ARE NOVA SCOTIA GAELS.

Ann an 2026, tha sinn a' comharrachadh 30 bliadhna is sinne a th'air a bh'ar cumail suas cultar Brìghmhor Seibhail agus Rìghthead nan Gàidheal ré a' Chèitein, Mios nan Gàidheal.

Ràinig na Gàidheil Alba Nuadh mar luchd-suineachaidh anns an t-àite seo ann an 1773. Thug iad an cànan Ghàidhlig is a cultar leib. 'S iad ag an robh buaidh mhòr air sà a th'ann an ìomadh comharrachadh an Albainn Nuadh, agus air cultar na mìr-roinneadh an là an-diugh. As deaghaidh còrr is 250 bliadhna, leanadh sìobhadh nan ead in-imhichan Gàidhealach orra fhathast le prìs às a' chànain is a' chultar aca. An aghaidh dhuibhlean leanamais, an-diugh, tha mòran Ghàidheil rìghinn gan ath-àrachadh agus gan ath-bheòthachadh a' chàin is a' chultar aca air feadh na mìr-roinneadh.

In 2026 we mark 30 years of celebrating the living vibrant culture, and resilience, of the Gaels in Nova Scotia during May, Mios nan Gàidheal | Gaelic Nova Scotia Month.

Scottish Gaels arrived in Nova Scotia as a settler people in the late seventeen and eighteen hundreds. They brought their Gaelic language and culture with them. These have had a profound impact on the present-day character of many Nova Scotian communities and the culture of the province. After over 250 years, the descendants of those first immigrant Gaels continue to have pride in their language and culture. In the face of ongoing, real challenges, today, many resilient Gaels are reclaiming and revitalizing their Gaelic language and culture throughout the province.

Nach cuir thu an còd QR gu feum los gu faic thu cùir agus cùir an bhàrachdaran ainm, agus ainm tuilleadh eòlais Thuaghinn mu dheidhinn cànan is cultar nan Gàidheal?

Use the QR code to see when and where events are happening and learn more about Gaelic language and culture.

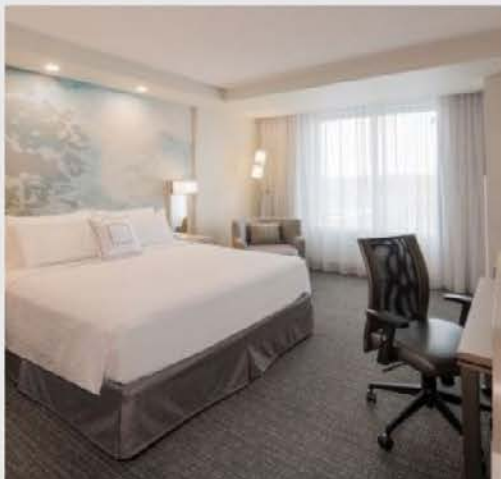
30th Cùmhail suas Mios nan Gàidheal
Celebrate Gaelic Nova Scotia Month

National Indigenous History Month
#NIHM2026

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APSEA reps connect and learn at Moncton retreat

For the second year in a row, NSTU's APSEA Local brought reps together in Moncton, New Brunswick for an energizing retreat with members from Nova Scotia, New Brunswick, and Prince Edward Island. NSTU represents teachers who work for the Atlantic Provinces Special Education Authority (APSEA) in Nova Scotia, New Brunswick and PEI, supporting students who are deaf or hard of hearing (DHH) and/or blind or have low vision (BLV).

From April 25 to 26, reps connected with colleagues, shared ideas and best practices, and took time to reflect on the vital role they play in supporting students and families.

NSTU President Peter Day brought greetings and joined the group for the two-day event. NSTU Professional Learning executive staff officer Pamela Langille, who supports APSEA members, facilitated the always-popular NSTU Olympics. Professional learning colleagues Amanda O'Regan Marchand and Wendie Wilson also led sessions on Rep Foundations and Welcoming Gender Diversity in Schools.



Peter Day is shown with Shirley Corbett and APSEA Local president Rachel Smith.



Shown in the photo front row are: Amanada Weaver (DHH), and APSEAL Local presidet Rachel Smith (DHH). 2nd Row: [redacted], Melissa Colwell (BLV), and Jennifer Paterson (DHH). Back row: Sheri Stevens (DHH), Beth Button (BLV), provincial executive member Andrew McCara (DHH), David Maclean (DHH) [redacted] Shauna Power (BLV) and NSTU president Peter Day.



What Happens to My Benefits When I Retire?

Retirement is an exciting milestone, but it also comes with important decisions – especially when it comes to your benefits coverage. The NSTU Group Insurance Trustees want to ensure that you are aware of exactly what occurs at retirement with respect to your NSTU Group Insurance Program coverages. Listed below is a summary of the coverages that are available to plan members upon retirement.

Summary of Plan Coverage at Retirement

Total Care Medical

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

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

Total Care Dental

Total Care Dental provides comprehensive dental care coverage which includes Basic Preventative Services, Major Restorative Services, Prosthodontic and Orthodontic Services.

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

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

Provincial Master Life:	\$50,000
Provincial Master AD&D:	\$50,000
Critical Illness – Member:	\$2,000
Dependent Life – Spouse:	\$3,000
Dependent Life – Children:	\$1,500

- Coverage may be continued
- You pay 100% of the premium which is deducted from your NS Teachers' Pension payment.
- Coverage reduces to \$10,000 at age 65; however, coverage can be converted to an individual insurance policy.

Optional Life Insurance / Spousal Life Insurance

Member Optional Life

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

Spousal Optional Life

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

Additional Amounts

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

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

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

Voluntary Accidental Death & Dismemberment

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

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

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

Voluntary Critical Illness

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

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

NSTU NSED Travel Insurance

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

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

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

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

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

Employee/Family Assistance Program (EFAP)

This program provides Counselling Services, Lifestyle and Specialty Coaching Services, Depression Therapy, Anxiety Therapy, Trauma Therapy, Substance Use Therapy, Cognitive Behavioral Therapy (CBT), virtual platform for online booking, guided care recommendations, EFAP services through a mobile app and more!

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

Carepath – Chronic Disease Program

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

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

Vivanta (formerly MHCSI) Supplemental Prescription Drug Benefit

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

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

Home & Car Insurance

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

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

Nova Scotia Teachers Plus Credit Union

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

- The requested amount will be deducted from your NS Teachers’ Pension payment.

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

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

continued from page 1

Among the resolutions adopted was a commitment to commission an independent equity audit aimed at ensuring the NSTU is accessible and inclusive for all equity-deserving members, while continuing to promote fairness, inclusion, and equitable treatment throughout the organization.

Delegates also approved a constitutional amendment allowing NSTU presidents to seek a third two-year term. In addition, Council adopted a new formula for determining future dues increases based on salary gains achieved through collective bargaining. There will be no dues increase this year.

NSTU President Peter Day said the Annual Council highlighted the strength, engagement, and shared commitment of the Union’s membership.

“Annual Council is an important opportunity for teachers from across Nova Scotia to come together, debate ideas, and help shape the future direction of our Union,” said Day. “This year’s discussions reflected a strong commitment to equity, democratic participation, and ensuring the NSTU continues to meet the evolving needs of members and public education.”

continued from page 13

She began with resourcing—calling to mind people, places, and everyday moments that help us feel steady and supported. From there, orienting and pendulation were explored: gently shifting attention between what’s happening around us and what’s happening within us, to develop a “felt sense” of safety. “This dimension is safety. The ability to be present without bracing.” Mahoney also guided an embodied exploration of length, width, and depth, connecting length with dignity, width with belonging, and depth with safety.

She closed with a clear overview of the autonomic nervous system and how our responses to stress are learned adaptations, and not personal shortcomings. “Whatever the habitual response is, it doesn’t mean that you’re weaker, stronger ... it’s not a moral issue,” she said, encouraging us to notice our default patterns (fight/flight/freeze/fawn) so we can create more space for choice. The takeaway was both grounding and hopeful: befriending the body can be a pathway to healing, connection, and the possibility of thriving. “Befriending our bodies leads to healing... and healing leads to thriving.”

Through the conference evaluations participants were empowered, inspired and found the experience “very good for the soul.”

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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 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.*

- BIPOC COMMITTEE:** assists in planning the biennial Encourage, Engage, Evolve Summit; studies matters pertaining to the current practices, attitudes, and research regarding engagement of racialized members in the education system and society; and reports its findings to the Provincial Executive.
- COMITÉ DE PROGRAMMATION ACADIENNE:** studies the curriculum of Acadian public schools (those schools under the authority of the Conseil scolaire acadien provincial) and reports its findings to the Provincial Executive. **(Central Region)**
- CURRICULUM COMMITTEE:** studies the curriculum of public schools and reports its findings to the Provincial Executive.
- DISTRIBUTED LEARNING COMMITTEE:** addresses distance education issues and is comprised of representatives from the NSTU, the Department of Education and Early Childhood Development and Regional Centres of Education (RCEs).
- EQUITY COMMITTEE:** assists in planning the biennial Equity Conference; studies matters pertaining to the current practices, attitudes, and research regarding diversity, equity, and social justice; and reports its findings to the Provincial Executive.
- FINANCE AND PROPERTY COMMITTEE:** is concerned with the overall financial plans of the Union; presents regular financial statements to the Provincial Executive; costs resolutions to Council and prepares an annual budget for presentation to Council; makes appropriate recommendations regarding costed resolutions to Council; is responsible for the general oversight of properties held or leased by the Union; and considers requests respecting major purchases.
- MEMBER ECONOMIC WELFARE, HEALTH AND SAFETY, AND WORKING CONDITIONS COMMITTEE:** coordinates the Member Services and Health and Safety biennial Conferences; reviews programs aimed at educating leaders regarding working conditions and welfare; identifies and prepares background information on bargainable items; identifies trends and developments in teacher bargaining across Canada; reviews economic forecasts; considers Council resolutions; and reviews results of the most recent Provincial and Regional contract bargaining.
- POLITICAL ACTION AND PUBLIC RELATIONS COMMITTEE:** assists in planning the biennial Political Action and Public Relations Conference; recommends to the Provincial Executive opportunities for involvement in political action for NSTU members (and others) regarding government positions pertaining to public education and reviews NSTU public relations and communications programs and makes recommendations to the Provincial Executive regarding same. **(Members appointed to the Committee shall represent each of the RRC's, APSEA and the CSANE Local)**
- PROFESSIONAL ASSOCIATIONS COORDINATION COMMITTEE:** assists in planning the annual Professional Associations Leaders Conference; reviews resolutions put forward by Professional Associations, advises the Provincial Executive on matters pertaining to professional associations, assists associations in carrying out their mandates, monitors the activities of associations and provides a communication channel between the Provincial Executive and Professional Associations. **(Members appointed to the Committee shall be Members of a Professional Association Executive)**
- PROFESSIONAL DEVELOPMENT COMMITTEE:** assists in planning the biennial Professional Development Conference for Local Leaders; makes recommendations to the Provincial Executive regarding recipients of Educational Research Awards, Travel Fellowship, Out-of-Province Conference Grants and Full Time Study Grants; and reviews and develops programs intended to improve the effectiveness of teachers as professionals.
- PROGRAM DEVELOPMENT ASSISTANCE COMMITTEE (PDAF):** reviews applications for financial assistance to support innovative curriculum projects and awards grants to successful applicants.
- STATUS OF WOMEN COMMITTEE:** assists in planning the biennial Status of Women Conference; studies matters pertaining to the current practices, attitudes, and research regarding the status of women in the teaching profession and in society in general and reports its findings to the Provincial Executive.
- SUBSTITUTE TEACHER COMMITTEE:** advises the Provincial Executive on issues affecting and of concern to substitute teachers.
- I would be willing to serve on any committee.

**Applications must be received in Central Office by
Wednesday, May 27, 2026**

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

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

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

classifieds

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

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

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

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

The John Huntley Memorial Internship Program

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

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

Applications for active NSTU members are available through your NSTU rep,

on the NSTU website at www.nstu.ca or

at Central Office 477-5621 or 1-800-565-6788.

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



Nova Scotia Teachers Union

The deadline for the June issue of The Teacher is June 19

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

FEEL LIKE A CHANGE?



Secondments at the Nova Scotia Teachers Union

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

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

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

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

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

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

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

Deals & Discounts

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



Retired Teachers Organization

<https://rtonstu.ca>

Disposition of Annual Council Resolutions 2026

Costed

2026-01 Adopted as Amended

BE IT RESOLVED THAT the NSTU engage an external expert and local expert consultant through a Request for Proposal (RFP) process to conduct an equity audit of the organization, to assess how effectively the NSTU is promoting equity, inclusion, and fair treatment across its policies, practices, and outcomes, **and that the findings of said audit would be reported to Annual Council the following year.**

Halifax City Local

2026-02 Withdrawn

BE IT RESOLVED THAT the NSTU engage an external consultant to help develop a definition for equity-deserving NSTU member ensuring that it reflects the voices and experiences of those currently underrepresented in leadership, decision-making, and other key roles for the Provincial Executive's consideration.

Halifax City Local

2026-03 Postponed to Annual Council 2027

BE IT RESOLVED THAT the NSTU prioritize and undertake a comprehensive overhaul of the technology used for the Member Registry to ensure it is modern, reliable, and user-friendly, allowing for accurate and efficient membership updates and registrations.

Cape Breton District Local

2026-04 Withdrawn

BE IT RESOLVED THAT the NSTU invests in a new and improved universal software program for registration and payment for October Conference.

Colchester East Hants Local

2026-05 Defeated as Amended

BE IT RESOLVED THAT the NSTU establish an annual a biennial conference specifically for newcomer educators, to provide orientation, professional learning, and opportunities for engagement with the Union.

Halifax City Local

2026-06 Withdrawn

BE IT RESOLVED THAT beginning August 1, 2026, the NSTU adopt percentage-based dues structure with the rate set at 1.1% of salary.

Cumberland Local

2026-07 Adopted as Amended

BE IT RESOLVED THAT the NSTU move to a percentage Union Membership Fee set at 1.453% of the first tier of an ITC/TC5/VTCII pay scale, to take effect August 1, 2026. The substitute fee will remain the same, as per Standing Order 1.

Colchester East Hants Local

Economic Welfare & Working Conditions

2026-08 (Pre-C) Adopted as Amended

BE IT RESOLVED THAT in the next round of Provincial Negotiations, the NSTU seek to achieve ~~two discretionary days for teachers; an increase from one to two days~~ **additional discretionary days.**

Annapolis Local

2026-09 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT in the next round of Provincial Negotiations, the NSTU seek to achieve a change in the language of the Provincial Agreement Article 31.02 (vi) from "because a teacher is attending the teacher's own post-secondary convocation exercise/graduation or that of the teacher's spouse and/or children; one (1) day per event" to "because a teacher is attending the teacher's own post-secondary convocation exercise/graduation or that of the teacher's immediate family, including parents, children, spouse, and/or siblings; one (1) day per event".

Digby Local

2026-10 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT in the next round of Provincial Negotiations, the NSTU seek to reduce class caps by 5 students.

Digby Local

2026-11 (Pre-C) Referred to the Provincial Economic Welfare Committee

BE IT RESOLVED THAT in the next round of Provincial Negotiations, the NSTU seek to achieve coverage for fertility treatments and related medical services.

Kings Local

2026-12 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT in the next round of Provincial Negotiations, the NSTU seek to include an automatic annual Cost of Living Adjustment (COLA) for all members, to be applied independently of negotiated salary increases.

Kings Local

2026-13 (Pre-C) Referred to the Provincial Economic Welfare Committee

BE IT RESOLVED THAT in the next round of Provincial Negotiations, the NSTU seek to include clear reasonable limits on required daily and weekly travel distances and times including overnights for members whose roles necessitate extensive daily travel, resulting in significantly extended workdays.

Conseil syndical acadien de la Nouvelle-Écosse

2026-14 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT in the next round of Provincial Negotiations, the NSTU seek to include language to allow dedicated release time and appropriate supports, proportional to the scope and volume of the request, for members who are required to respond to Freedom of Information and Protection of Privacy (FOIPOP) requests to complete the required documentation.

Conseil syndical acadien de la Nouvelle-Écosse

2026-15 (Pre-C) Adopted

BE IT RESOLVED THAT the NSTU investigate how Regions are handling Professional Development Fund Committee (Article 60 Committees) applications and reimbursements and provide feedback to Regional Committees so they may be able to choose a method that is user friendly to ensure our Members are not denied these benefits.

Pictou Local

2026-16 (Pre-C) Withdrawn

BE IT RESOLVED THAT the NSTU establish a survey to examine member workload.

Halifax City Local

2026-17 (Pre-C) Defeated

BE IT RESOLVED THAT the NSTU urge the Department of Education and Early Childhood Development to amend the provincial Code of Conduct to include a written communication deadline, outlining decisions and consequences for all student referrals made through the Provincial Code of Conduct.

Kings Local

2026-18 (Pre-C) Adopted

BE IT RESOLVED THAT the NSTU conduct a research study to investigate the implementation of the provincial Code of Conduct policy.

Cumberland Local

2026-19 (Pre-C) Adopted as Amended

BE IT RESOLVED THAT the NSTU enter into discussion with the Department of Education and Early Childhood Development to develop protocols to protect members from disciplinary measures from ~~both the union and~~ the employer when they are the victim of AI, deepfakes, and revenge pornography.

Dartmouth Local

NSTU Governance

2026-20 Adopted

BE IT RESOLVED THAT the NSTU By-Law III – The Provincial Executive be amended effective August 1st, 2026 by:

- In sub-Article 2 – Table Officers, (c) insert “a” before “Regional Member” and insert “an African Nova Scotian Member, or an Indigenous Member” following “Regional Members”; and

- In sub-Article 4 – Election, (c) insert “, African Nova Scotian Member, and Indigenous Member” following “Regional members”.

Provincial Executive

2026-21 Adopted as Amended

BE IT RESOLVED THAT the NSTU amend By-Laws Article III – The Provincial Executive, 1 – Composition to insert a new (d) to read: “(i) Each Regional Provincial Executive Member (as defined in (b)) shall be employed with the Educational Entity where they are elected. (ii) Notwithstanding (d) (i) the Regional Provincial Executive Member representing APSEA Local shall be employed by APSEA.” and re-letter the remainder of the sub-Article accordingly.

Conseil syndical acadien de la Nouvelle-Écosse

2026-22 Adopted

BE IT RESOLVED THAT the NSTU amend By-Law Article III – The Provincial Executive, 5 – Term of Office, (d) by striking “two (2)” and inserting in its place “three (3)”.

Lunenburg County Local

2026-23 Defeated

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

Dartmouth Local

2026-24 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU develop an online training module or digital repository of materials to support the training and ongoing development of NSTU Representatives. This training may be offered in synchronous and/or asynchronous formats.

Cape Breton District Local

2026-25 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU develop an enhanced and well-organized online training module or digital repository of materials to support the professional growth and ongoing development of Local Presidents and Executive members. This training may be offered in synchronous and/or asynchronous formats.

Cape Breton District Local

2026-26 (Pre-C) Adopted

BE IT RESOLVED THAT the NSTU investigate establishing a Social Justice & International Solidarity Grants Program to provide financial support for member-led projects advancing equity, anti-racism, human rights, reconciliation, environmental justice, and global education and report to Annual Council 2027.

Halifax City Local

2026-27 (Pre-C) Defeated

BE IT RESOLVED THAT the NSTU develop and implement an internal member engagement survey in October 2026, with results and recommendations reported to Annual Council in 2027. The survey should assess members' awareness and use of Union supports, communication preferences, and overall engagement, including an option to confirm or update their preferred email address.

Halifax City Local

2026-28 (Pre-C) Withdrawn

BE IT RESOLVED THAT the NSTU develop a funding model for a province-wide Scholarship and Bursary Program open to all active NSTU members and their dependents.

Halifax City Local

2026-29 (Pre-C) Withdrawn

BE IT RESOLVED THAT the Provincial Executive examine the practice of providing legal counsel for individuals charged with criminal offences, particularly those harming children.

Halifax City Local

2026-30 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU investigate the feasibility of developing an expanded, province-wide discount platform with increased partnerships across local, national, and online retailers. The NSTU should also explore potential partnerships with existing educator discount networks in Canada to increase benefits at no additional cost to members. An implementation and cost report should be brought to Provincial Executive and shared with membership no later than the next Annual Council.

Halifax City Local

2026-31 (Pre-C) Withdrawn

BE IT RESOLVED THAT the NSTU conduct an internal review of committee selection, provincial conferences, and other member opportunities to determine the percentage of participation from each geographical area, with attention to whether current allocation practices reflect regional population density and equitable access.

Halifax City Local

Curriculum

2026-32 (Pre-C) Adopted as Amended

BE IT RESOLVED THAT the NSTU adopt a new Policy Statement entitled Use of Artificial Intelligence in Education to be placed in Policy Section II – Curriculum.

The New Policy Statement to read: Use of Artificial Intelligence in Education

The NSTU recognizes that artificial intelligence (AI) is transforming how we teach, learn, interact, and work; however, the NSTU holds dear the fundamental maxim that the teacher-student connection is the most important element in a highly relational learning environment. The use of AI in the educational system must not impair this relationship that is essential to nurturing academic success, critical thinking skills, social skills, emotional regulation,

and creativity in students. The NSTU believes that AI must not replace any Member or the work of any Member.

A. Professional Autonomy and Judgement

The NSTU believes teachers must have:

- I. full authority over whether and how AI is used in their classrooms and work sites;
- II. the professional discretion to opt in (or not) to the use of AI to meet their instructional goals;
- III. the final authority on evaluating student progress; and,
- IV. access to ongoing professional development on the pedagogical and ethical implications of AI use in education.

B. Employer Responsibilities

The NSTU believes that the employer has the responsibility to create policies and procedures regarding the use of AI to ensure:

- I. compliance regarding the strict protection of personal data of students, students' families, and employees;
- II. adherence to appropriate online etiquette and behaviour;
- III. avoidance of unethical activity such as surveillance, harassment, fraud, cheating, or plagiarism;
- IV. compliance with copyright laws respecting intellectual property rights and academic integrity;
- V. accessibility of learning tools for all students, regardless of exceptionalities, diverse learning needs, and socioeconomic status;
- VI. avoidance of bias and discrimination;
- VII. prioritization of AI systems that minimize the environmental impact of electricity and freshwater consumption; and,
- VIII. adherence to evolving provincial and federal law; and,
- IX. the provision of appropriate professional development on the uses of artificial intelligence during the instructional day.**

C. Family and Societal Engagement

The NSTU believes that:

- I. all educational partners and stakeholders should be informed regarding the use of AI tools in schools; and,
- II. parents, guardians, and society should keep themselves informed regarding the use of AI in schools.

Provincial Executive

2026-33 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU adopt a new Policy Statement entitled Teaching Canada's Co-Official Languages (English and French) as an Additional Language to be placed in Policy Section II – Curriculum.

The New Policy Statement to read: Teaching Canada's Co-Official Languages (English or French) as an Additional Language

The NSTU recognizes the ability to communicate in either or both of Canada's official languages (English or French) is essential for full participation in the public school education system in Nova Scotia; students require language and literacy skills to actively engage in their studies and to fully participate in society. Low language and literacy skills in adults have significant social costs to

the individual, and to society as a whole, in terms of economics, social services, health, and justice. As such, the NSTU believes that:

- A. English as an additional language (EAL) and French as an additional language (FAL) programs be fully funded by the provincial government;
- B. EAL and FAL programs be taught by fully qualified teachers who are NSTU Members; and,
- C. that the maximum teacher to student ratio in EAL and FAL classrooms be 1:12.

Provincial Executive

2026-34 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU request the Department of Education and Early Childhood Development review and report on the number of minutes of Physical Education & Health Education being taught in each school across the province.

Teachers Association for Physical and Health Education

2026-35 (Pre-C) Adopted

BE IT RESOLVED THAT the NSTU request from the Department of Education and Early Childhood Development that Health Education be a stand alone subject with dedicated time to learn to align with the provincial primary to grade 6 Student Success Plan with a goal of Well-Being.

Teachers Association for Physical and Health Education

2026-36 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to develop ongoing outdoor education curriculum and/or high school course, with resources that can be integrated across subject areas.

Northside Victoria Local

2026-37 (Pre-C) Adopted

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to review and realign curriculum expectations with current student age and developmental profiles, particularly in the early and middle grades, aligned with current evidence-based research and practice.

Northside Victoria Local

2026-38 (Pre-C) Adopted as Amended

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to:

1. Implement a province-wide framework for early identification and timely support of students with ~~learning disabilities~~ **specific learning disorders and/or neurodivergent**;
2. Adopt evidence-based Tier 1 literacy programming designed so that at least ~~95%~~ **80%** of students can meet grade-level expectations; and
3. Provide structured literacy interventions at Tiers 2 and 3, delivered by trained ~~personnel~~ **NSTU Member**, for students with diagnosed or suspected ~~language-based learning disabilities~~ **specific learning disorders and/or neurodivergent**.

Northside Victoria Local

2026-39 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to create a policy change whereby professional development for new curriculum components be provided during the instructional day prior to the roll out of the new curriculum changes.

Halifax County Local

2026-40 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to adequately fund the supports for NSTU members delivering Gender/Based Violence curriculum that was put in place following the Mass Casualty Commission (MCC) report and recommendations.

Colchester East Hants Local

Government

2026-41 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU advocates that the Department of Education and Early Childhood Development, the Regional Centres for Education, and the CSAP introduce no more than one new system-wide initiative per school year with appropriate professional development.

Conseil syndical acadien de la Nouvelle-Écosse

2026-42 (Pre-C) Adopted as Amended

BE IT RESOLVED THAT the NSTU request the Department of Education and Early Childhood Development collaborate on developing a consistent onboarding process **to occur during the instructional day and within the 195 days, between the 10th teaching day and prior to the end of September** for newly hired teachers. This process should include clear guidance on accessing necessary digital systems (such as @gnspes accounts, PowerSchool, TIENET, and regional networks, **training on Provincial, and Regional policies (such as the School Code of Conduct)**) as well as support for setting up benefits, insurance, and NSTU membership information.

Cape Breton District Local

2026-43 (Pre-C) Withdrawn

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development, to hire additional staff, who are NSTU members, for data collection and analysis samples in order to reduce the amount of data collection required by educators outside of reporting time.

Halifax City Local

2026-44 (Pre-C) Withdrawn

BE IT RESOLVED THAT the NSTU request the Department of Education and Early Childhood Development establish coaching/consultant positions for Physical Educators & Health Educators similar to that of Math & Literacy coaches/consultants.

Teachers Association for Physical and Health Education

2026-45 (Pre-C) Adopted as Amended

BE IT RESOLVED THAT the NSTU request that the Department of Education and Early Childhood Development collaborate with the NSTU to expand the number of universities able to accredit master degrees in counselling **in both official languages**.

Pictou Local

2026-46 (Pre-C) Adopted

BE IT RESOLVED THAT the NSTU request that the Department of Education and Early Childhood Development schedule parent-teacher conferences on Thursday and Friday for all grade levels on the same days.

Pictou Local

2026-47 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU request that the Department of Education and Early Childhood Development schedule one full day for writing adaptations and IPPs, and for watching training videos deemed necessary by the employer, at the end of September.

Pictou Local

2026-48 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU urge the Department of Education and Early Childhood Development to add two additional days to the high school exam schedule, thereby extending the current two-day schedule to four days.

Halifax City Local

2026-49 (Pre-C) Withdrawn

BE IT RESOLVED THAT the NSTU urge the Department of Education and Early Childhood Development to adopt the Google Suite as the sole communication and productivity tool for all staff and students within the Nova Scotia public education system.

Kings Local

2026-50 (Pre-C) Adopted as Amended

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to expand the use of Welcome Centres **equitably across the province** to support new English and French language learners.

Halifax City Local

2026-51 (Pre-C) Adopted as Amended

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to develop and fund a newcomer beginner language program in English and French for student safety. This program should be designed for implementation by **NSTU Member such as EAL/FAL teachers** and/or in welcome centers **by NSTU Members**, to support students with little to no English or French language skills in acquiring essential communication tools for functioning safely and confidently in school environments.

Halifax City Local

2026-52 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to collaborate with the NSTU to develop a policy for Artificial Intelligence (AI) use in the public education system.

Colchester East Hants Local

Professional Development

2026-53 (Pre-C) Defeated

BE IT RESOLVED THAT the NSTU survey the membership on the current delivery of the NSTU October Conference Day.

Cumberland Local

2026-54 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU investigate options to build capacity for satellite and virtual participation in the annual October Conference Day, to improve accessibility for teachers living outside the Halifax Regional Centre for Education (HRCE).

Cape Breton District Local

2026-55 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU investigate ways to support Professional Associations in offering virtual options for members to attend October Conference.

Colchester East Hants Local

2026-56 (Pre-C) Withdrawn

BE IT RESOLVED THAT the NSTU request that the Department of Education and Early Childhood Development make provisions for professional development, workshops, and resources specifically focused on AI in education, ensuring teachers are equipped to use AI safely, effectively, and creatively to enhance student learning outcomes.

Northside Victoria Local

2026-57 (Pre-C) Defeated

BE IT RESOLVED THAT the NSTU lobbies the government to provide all members with voluntary access to Crisis Prevention Institute (CPI) verbal intervention and de-escalation training year-round, during contractual hours, to support safe and respectful learning environments.

Conseil syndical acadien de la Nouvelle-Écosse

2026-58 (Pre-C) Adopted

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to provide ongoing trauma-informed professional development, and school-based and wrap-around supports, for the Gender-Based Violence curriculum for all grade levels, during school hours.

Colchester East Hants Local

2026-59 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development provide dedicated time during work hours for (Vector) training.

Colchester East Hants Local

2026-60 (Pre-C) Adopted Pre-Council

BE IT RESOLVED THAT the NSTU adopt a new Policy Statement entitled Teaching Mi'kmaw History, Culture, and Knowledge to be placed in the Policy Section V – Professional Development.

The New Policy Statement to read:

TEACHING MI'KMAW HISTORY, CULTURE, AND KNOWLEDGE

The NSTU acknowledges that the Mi'kmaq have lived in Mi'kma'ki for thousands of years. The NSTU recognizes it is essential for authentic reconciliation that all members of society have the opportunity to learn the stories, language, history, and way of life of the Mi'kmaq people. To this end, the NSTU believes that pre-service education programs as well as professional learning and inservice sessions be developed, with the help of Mi'kmaw community leaders and elders, to equip teachers to incorporate the teaching of Mi'kmaw history, culture, and knowledge into their classrooms.

Provincial Executive