

Vaccine mandate takes effect in Nova Scotia schools

A new government policy requiring all teachers and school staff (along with other government employees including healthcare workers) be vaccinated against COVID-19 took effect on November 30th across Nova Scotia.

As of press time, all education staff must either be fully vaccinated, or have received a first dose and made plans for a second. Those who are not vaccinated have been placed on unpaid leave. A small number of Nova Scotians are eligible for an exemption for valid medical reasons or on religious grounds.

According to a government release from December 3rd, 99 percent of all school staff across Nova Scotia are currently vaccinated.

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Deadline for nominations for NSTU President—February 25

The deadline for nomination forms for the position of President of the Nova Scotia Teachers Union is February 25, 2022.

Forms are available through the NSTU Executive Director, Steve Brooks by calling the NSTU office at 902-477-5621 or via email at sbrooks@staff.nstu.ca. Any active NSTU member is eligible to run for NSTU president.

Potential candidates need signatures of 25 active or active reserve members of the NSTU and each nomination form must also be signed by the candidate. The nomination forms must be received by the office of the NSTU Executive Director, on the official nomination form, by 4:00 p.m. on February 25, 2022. Forms must be delivered via mail, courier, or in person. Nominations received by telephone, facsimile, or other electronic means will be considered invalid.

Official campaigning for the NSTU presidential candidates will begin on March 21, 2022. Voting day will be May 25, 2022. Provision has also been made for a run-off election, if required. The next NSTU president elected will begin their term on August 1, 2022.

On July 31, 2022 current president, Paul Wozney will have completed his second two-year term.

NSTU's holiday greeting focuses on reconciliation through land based learning

This year's Holiday Greeting, shown on CBC, CTV, Global television and on social during the from December 13 to 31 focuses on how students, teachers and school communities promote peace, friendship and honour through land-based learning. It features staff and students from North Queens Community School in Caledonia.

Continued on page 10



NSTU president is shown with Kayla Rafuse's Grade 1 class at North Queens Community School, the site for this year's Holiday Greeting.

Holiday Hours

Nova Scotia Teachers Union
Closed from December 24, 2021 to January 3, 2022

Johnson Inc.
Closed Thursday, December 24 and Monday, December 27, 2021.
Open Tuesday, December 28, Wednesday, December 29, and Thursday, December 30 (regular hours).
Closed on Friday, December 31, 2021
Reopens Tuesday, January 4, 2022

people

NSTU president speaks at Law Amendments

NSTU president Paul Wozney spoke before the Law Amendments Committee at the Nova Scotia Legislature on October 18 during the discussions around Bill 1, Summer Fixed Election Dates. While the NSTU is in favour of fixed election dates, Wozney is concerned that setting July 15th as the date of all future elections in Nova Scotia will make it much more challenging for teachers to engage and educate youth about the value of participating in the electoral process. "The NSTU has been a proud supporter of CIVX and its Student Vote program," he said. "I fear setting election dates in the summer, when classrooms are empty, will erode the program's effectiveness." Many Student Vote teacher ambassadors across the province lent their voice in encouraging a change to Bill 1 through the Law Amendments process, social media and other political action initiatives.



Antigonish Local Forum and Social

Members of the Antigonish Local were treated to a Friday Night Forum and Social with the NSTU president on November 12. Organized by Local president Lynnette Babin, the event saw active and retired members of Antigonish Local come together to meet with Paul Wozney in a much-needed social atmosphere. Members had the opportunity to ask questions and discuss issues of concern. Shown with Wozney are members of the Antigonish Local executive who attended the event: Antigonish Local president Lynnette Babin, secretary Mary Murrin, VP of communications Julie McIver, and treasurer Nathan Cormier.



Professional Development Committee

Shown are members of NSTU's professional development committee who met at the NSTU building on October 28. Among other things, this committee supports and develops strategies and programs to promote professional development for the membership of the Nova Scotia Teachers Union at the individual, educational site, Local, and provincial levels. It provides advice to the Provincial Executive on professional learning issues and administers NSTU's Full Time Study Grant, Out-of-Province Study Grant, Travel Fellowship, and the Educational Research Award Program.



Clockwise from the bottom: Executive Staff liaison Amanda O'Regan-Marchand, Laura Lambie (Halifax City), committee chair Trisha Munroe (Halifax County), NSTU president Paul Wozney, Paul Syme (Kings) and Drew Moore shown on the iPhone (Colchester-East Hants). Missing: provincial executive liaison Shannon Roy, Bruce Abriel (Dartmouth), and Bernice Cameron (Pictou).



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Submission deadlines for 2021-2022:

ISSUE	DEADLINE
Jan/Feb	January 21
March	March 4
April	April 8
May	May 6
June	June 8

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We welcome your comments and suggestions: 1-800-565-6788 or email theteacher@nstu.ca.

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Huntley Internship returns

Six more NSTU members joined the ranks of John Huntley interns November 4 and 5, the first time since November of 2020. Selected NSTU members who participate in the John Huntley Memorial Internship program learn more about NSTU's programs and services through sessions with NSTU staff, executive director, and the NSTU president. NSTU staff from member services, professional development, public relations, the Member Assistance program and NSTU administration participate in the program.



Shown (left) with NSTU president Paul Wozney are: Nicole Leon (Halifax County), a Grade 9 teacher at Five Bridges Junior High; Wendy Driscoll (Dartmouth), a Grade 7 and 9 teacher at Bicentennial School; Ashley Connors (Hants West), an English, sociology and psychology teacher at Avon View High School; Michael Carrigan (Cape Breton District), a learning support teacher at Greenfield Elementary School; Angela Wyllie (Annapolis), a primary teacher at Laurencetown Consolidated School; and Heather Hiscock (Annapolis Local president), an O2 teacher at Annapolis West Education Centre. The interns are also shown (above) meeting with NSTU staff liaison to the John Huntley Memorial Internship program, professional learning staff officer Pamela Langille.



Happy Holidays to you
and yours
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from the nstu president

A Season to Act

It's hard to believe that the holiday season is upon us after a whirlwind end to the last school year, two summer elections and a return to classes that continues to be impacted by the pandemic.

Still, after three more months of pandemic teaching the burdens added to our plates last year have not been fully lifted at a time the system we work in is anxious to return to pre-pandemic practices while the pandemic takes new turns. As we continue to navigate the mental health, behavioural and academic impacts just now revealing themselves in ourselves, students and colleagues without any additional resources, we strain under the weight of resuming data generation and collection, school improvement processes and other administrivia that was rightly parked last year to ensure we could focus on our learners.

The lack of time we have during the instructional day to meet the diverse needs of our students, schools and communities has come to the fore as well. While many teachers outside of metro have lived for decades without the support of Unassigned Instructional Time (UIT), the snap decision by HRCE leadership late last Spring to eliminate it in Metro schools means that no school, anywhere in the province, now provides teachers with the time necessary to supervise and support our students and schools.

The race to the "equalizing conditions across the province" bottom persistently and aggressively pursued by the previous government feels, at the moment, like it is over. However, what's different this year from last is who is in a position to hear our voices and respond.

After winning a definitive majority government this summer, Premier Houston, Minister of Education and Early Childhood Development Becky Druhan and Deputy Minister Cathy Montreuil's shared visit to the NSTU building this August struck a hopeful chord. Their commitment to a constructive relationship with teachers and their union has given us all cause to reevaluate how we have (and haven't) been able to work with our elected provincial leaders to address the challenges we face in our classrooms every day.

It would be easy to allow that lived experience of the past eight years to flavour how we approach advocacy now. We diligently called and wrote MLAs on the government side of the house, only to be blocked on social media or ignored or supplied with patronizing talking points scripted by a political staffer that sidestepped what mattered to you or your students.

However, if I have learned one thing as President, it's that NSTU members have a resolve matched by few. The passion and hope that fuels you to face challenges and systemic obstacles because your students, colleagues and communities matter gives you another level of fight.

I want to tap into that fight with you.

Une saison propice à l'action

Il est difficile de croire que la saison des Fêtes est à nos portes après une fin d'année scolaire tumultueuse, deux élections durant l'été et un retour en salle de classe qui continue d'être fortement affecté par la pandémie.

Toutefois, après trois mois de plus d'enseignement en situation de pandémie, les fardeaux supplémentaires qui ont pesé sur nos épaules l'année dernière n'ont pas été entièrement allégés, alors que le système dans lequel nous travaillons est impatient de revenir à des pratiques pré-pandémiques, tandis que la pandémie prend une nouvelle tournure. Alors que nous continuons à faire face aux répercussions sur la santé mentale, le comportement et les études qui commencent tout juste à se révéler parmi nous, nos élèves et nos collègues, sans ressources supplémentaires, nous croulons sous le poids de la reprise de la production et de la collecte de données, des processus d'amélioration des écoles et autres tracasseries administratives qui avaient été mises de côté à juste titre l'année dernière pour nous permettre de nous concentrer sur nos apprenants.

Le manque de temps dont nous disposons durant la journée d'enseignement pour répondre aux besoins divers de nos élèves, de nos écoles et de nos communautés a également été mis en évidence. Bien que de nombreux enseignants travaillant en dehors de la région métropolitaine aient vécu pendant des décennies sans bénéficier de temps d'enseignement non assigné, la décision soudaine prise par la direction du HRCE à la fin du printemps dernier de l'éliminer dans les écoles de la région métropolitaine signifie qu'aucune école, où qu'elle soit dans la province, n'offre maintenant aux enseignants le temps nécessaire pour superviser et soutenir nos élèves et nos écoles.

La course vers « l'égalisation des conditions dans toute la province » poursuivie avec persistance et acharnement par le gouvernement précédent semble, pour le moment, avoir été abandonnée. Toutefois, ce qui a changé cette année par rapport à l'année dernière, ce sont les personnes qui sont en mesure de nous écouter et d'intervenir.

Après avoir remporté une nette majorité aux élections cet été, le Premier ministre Houston, la ministre de l'Éducation et du Développement de la petite enfance, Becky Druhan, et la sous-ministre, Cathy Montreuil, nous ont rendu visite dans les locaux du NSTU en août dernier, faisant vibrer une corde d'espoir. Leur engagement en faveur d'une relation constructive avec les enseignants et leur syndicat nous a donné à tous une raison de réévaluer la façon dont nous avons pu (et n'avons pas pu) travailler avec nos dirigeants provinciaux élus pour relever les défis que nous rencontrons chaque jour dans nos salles de classe.

Il serait facile de laisser l'expérience vécue au cours des huit dernières années influencer notre approche actuelle en matière de défense des droits. Nous avons assidûment appelé les députés

We have two pathways we can pursue to advocate and mobilize to ensure teachers' have time and resources to support all students: collective bargaining and policy change.

Most of us recognize that addressing an increase in time during the instructional day needs to be a key focus in the next round of collective bargaining. That process will formally commence in Fall 2022. I am confident that you will rise to that moment with power and emphasis like you did before the last round of bargaining, making it clear there would be no ratified collective agreement without an increase in prep time for the first time in over 50 years.

But this year we have a unique window to influence a policy shift by engaging politically in ways that weren't productive or possible over the last eight years.

Politically speaking, moving Government early in its mandate represents the greatest opportunity to achieve policy change. That makes this a vital season to establish an ongoing dialogue with your MLA, whether they are PC, NDP or Liberal.

In Graham Steele's book *"The Effective Citizen,"* he writes "Success, when dealing with public policy, is spelled R-E-L-A-T-I-O-N-S-H-I-P-S... Like a marriage, that takes work."

We know that reversing a policy of eliminating UIT and increasing support for our students and schools matters. That means helping MLAs understand why the next Provincial budget needs to provide funding that instates UIT across the province to ensure it benefits all members and students. Because the budget is introduced in the Winter sitting of the Legislature, we have three to four months of opportunity to establish a dialogue with our MLA to help them understand how installing the time in our instructional day needed to support our students and schools is a policy and budget priority worth its weight in platinum.

I know these are the hardest days we've ever faced and many question the sustainability of this work if something doesn't give.

We don't have to wait to open negotiations to fight for what we need. Our real power is in shared action. Let's make the most of this season and act together to win the changes we know will make a difference for our students, schools and us.

From my family to you and yours, I wish you holidays full of rest and peace.

Paul



provinciaux du parti au pouvoir et leur avions écrit, pour nous trouver en fin de compte bloqués sur les médias sociaux ou ignorés, ou encore recevoir des points de discussion condescendants rédigés par un membre du personnel politique qui éludait soigneusement ce qui était important pour vous et vos élèves.

Toutefois, si j'ai appris une chose durant mon mandat de président, c'est que les membres du NSTU font preuve d'une détermination sans pareille. La passion et l'espoir qui vous motivent à relever les défis et les obstacles systémiques – parce que vos élèves, vos collègues et vos communautés comptent – vous donnent une capacité exceptionnelle à poursuivre la lutte.

Je veux puiser dans cette capacité à lutter avec vous.

Deux voies s'ouvrent à nous pour continuer à défendre nos intérêts et à nous mobiliser afin que les enseignants aient le temps et les ressources nécessaires pour soutenir tous les élèves : les négociations collectives et les changements de politique.

La plupart d'entre nous reconnaissent que la question de l'augmentation du temps disponible durant la journée d'enseignement doit être un élément clé de la prochaine ronde de négociations collectives. Ce processus débutera officiellement à l'automne 2022. Je suis persuadé que vous saisissez ce moment avec détermination et insistance, comme vous l'avez fait avant la dernière ronde de négociations, en indiquant clairement que vous ne ratifierez pas de convention collective sans une augmentation du temps de préparation, pour la première fois en plus de 50 ans.

Mais cette année, nous avons une occasion unique d'influencer un changement de politique en nous engageant politiquement par des moyens qui n'ont été ni productifs ni possibles au cours des huit dernières années.

Au plan politique, faire bouger le gouvernement dès le début de son mandat représente la meilleure chance de parvenir à un changement de politique. C'est pourquoi cette période est cruciale pour établir un dialogue régulier avec votre député, qu'il soit PC, NPD ou libéral.

Dans son livre *"The Effective Citizen"*, Graham Steele écrit : « Le succès, lorsqu'il s'agit de politique publique, s'écrit R-E-L-A-T-I-O-N-S... Comme dans un mariage, cela demande du travail. »

Nous savons qu'il est important de faire échec à la politique d'élimination du temps d'enseignement non assigné et d'accroître le soutien à nos élèves et à nos écoles. Cela signifie qu'il faut aider les députés provinciaux à comprendre pourquoi le prochain budget provincial doit prévoir un financement permettant d'instaurer du temps d'enseignement non assigné dans toute la province afin de veiller à ce qu'il bénéficie à tous les membres et à tous les élèves. Étant donné que le budget est présenté lors de la séance d'hiver de l'Assemblée législative, nous avons trois ou quatre mois pour établir un dialogue avec nos députés et les aider à comprendre que l'aménagement de ce temps nécessaire au sein de notre journée d'enseignement pour soutenir nos élèves et nos écoles est une priorité politique et budgétaire qui vaut son pesant d'or.

Je sais qu'il s'agit des jours les plus difficiles que nous ayons jamais eu à affronter et beaucoup s'interrogent sur la viabilité de ce travail à moins que quelque chose ne change.

Nous ne devons pas attendre l'ouverture des négociations pour nous battre en faveur de ce dont nous avons besoin. Notre véritable pouvoir réside dans l'action concertée. Tirons le meilleur parti de cette saison des Fêtes et agissons ensemble pour faire adopter les changements qui, nous le savons, feront toute la différence pour nos élèves, nos écoles et nous-mêmes.

De ma famille à vous et à la vôtre, je vous souhaite des vacances paisibles et reposantes.

Paul



The Importance of Remembering

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

As we leave a month of remembering in which we are asked to remember and hold the sacrifices of others in our hearts, comes this month's wellness reminder about remembering our why.

Sometimes we ask ourselves this question in moments of frustration or desperation of why we got into this profession in the first place; wondering if we are making a difference at all, wondering if the effort we are putting in is really allowing our students to show up as the best versions of themselves...

What if I said that if your heart is in it, then you are already so much further ahead than you think you are!

What if you acknowledged where you are today without sitting in judgement but seeing it as an opportunity to learn and grow?

What if you reached out to a colleague or a group of colleagues to help you close any gap that exists between your expectations and your reality?

What if you adjusted your expectations so that you move towards accepting that your best is a moving target and will (and should) change as the circumstances around you change? Also, what if you recognized that your best is not, and was never meant to be, perfect? You are one member of a team for the students in front of you, and whom you support. You are not the only member and you are not meant to be. So, how can you lean on the other members of the team when needed? Who do you need in your circle who is not already there?

For the next few moments, try to sit quietly and connect with the moment where you decided that teaching just might be the career for you. Try to remember

what was happening around you in that moment. Where were you? Who was with you? Did someone inspire you? If they did, speak their name to yourself or out loud, whatever you are comfortable doing. What did they do and/or say that inspired you? Call these words/actions and ideas forward. Sit here. Be here for another moment longer. What is this feeling? Is there more than one? Try to sit with the comfortable feeling and allow any discomfort to sit on the sidelines. Take that deep breath in along with that inspiration and try to breathe out the discomfort and doubt. You are making



a difference. You may not necessarily see or hear the results, but you are. Be hopeful in that.

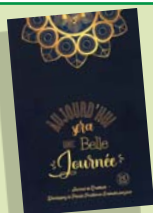
Now, after having spent this time in reflection, try to make the connection between your inspiration and where you are at this point in your career. Outside of the factors over which you have no control—global pandemic, increasing expectations, data collection, seemingly endless documentation—all of those things that try to take away from your time to

truly connect with your students, what is left over? Are there pockets of time and opportunity to grasp into those elements that are within your control? Try this. Draw a circle on a piece of paper. Begin to write down the elements of your learning space over which you have more control. We are not seeking quantity here. Instead, we will look for ways to make these pieces 'quality' time for you and your students. Now, outside of the circle, take note of the top three things that seem to take away from your time to connect with the students. After you have noted these, try not to stay with these. Return to the inner circle. Think about ways that you can make the most out of the time you have to show up and be as authentic as possible with your students. This shift will not happen all at once and there may be some times where it doesn't go well. Remember—our best is sometimes a moving target and that is ok!

We will check in again next month to see how things are going and how much time you are able to spend in your inner circle. Remember—you don't have to do it all by yourself. There is a team to help! When you start to doubt yourself, try to reconnect to those words/actions/people that inspired you to become a teacher in the first place; draw on positive feedback you may have received to help you to switch your mindset so that it is more helpful and comfortable.

You can make a difference. You are making a difference. When you're not sure of where to go next, do the next right thing while you reach out within your circle to help you.

I encourage you to reach out to me if you'd like: amarchand@staff.nstu.ca



CONGRATULATIONS TO OUR OCTOBER WELL TEACHER BOOK WINNERS!

Une Belle Journée — Monette Boudreau — CSAP
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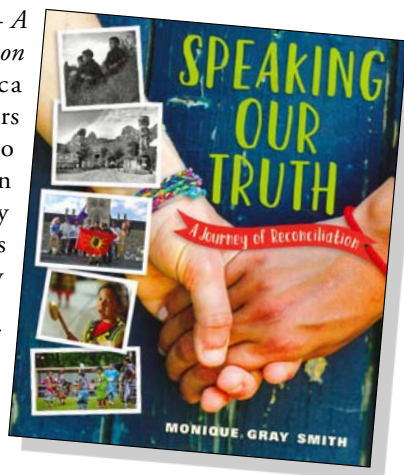


Email your name, home address, and the name of your school with **PL** in the subject line to theteacher@nstu.ca by **January 21, 2022** to be eligible for the draw.

Speaking Our Truth

by Monique Gray Smith

Speaking Our Truth – A Journey of Reconciliation published by Orca Book Publishers offers diverse voices into the reconciliation experience. Written by acclaimed Indigenous author Monique Gray Smith, you will learn about the lives of Survivors and listen to allies who are putting the findings of the Truth and Reconciliation Commission into action.



fresh

Putting new members in the **KNOW!**

Email your name, home address, and the name of your school with **FRESH** in the subject line to theteacher@nstu.ca by **January 21, 2022** to be eligible for the draw.

Le Cercle De Partage

Auteure: Theresa "Corky" Larsen-Jonasson

Illustrations: Jessika Von Innerebner

Quand deux renardes rousses ont une dispute qui divise leur communauté, une gentille bisonne apporte une tresse d'herbe sacrée à une sage locale et lui demande de les aider en présidant un Cercle de Partage avec tous les animaux. Pour plus d'informations sur le livre, visitez le www.medicinewheel.education



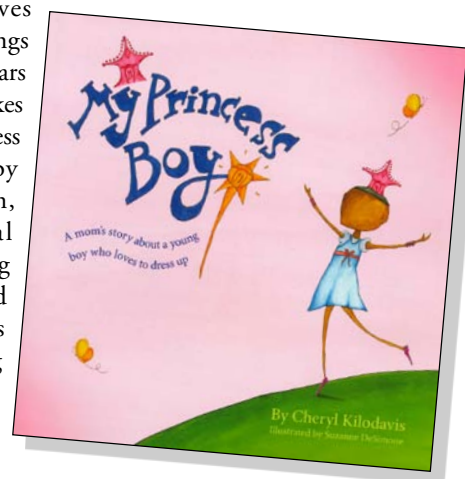
Email your name, home address, and the name of your school with **EQUITY** in the subject line to theteacher@nstu.ca by **January 21, 2022** to be eligible for the draw.

My Princess Boy

Written by Cheryl Kilodavis

Illustrated by Suzanne DeSimone

My Princess Boy, published by Aladdin, an imprint of Simon & Schuster Children's Publishing Division, tells the story of Dyson, who loves pink, sparkly things and sometimes wears dresses. He also likes to wear his princess tiara. Inspired by the author's son, and her initial struggles in trying to understand her child, this heart-warming book is a call for tolerance and an end to bullying and judgments.



CONGRATULATIONS TO OUR OCTOBER BOOK WINNERS!

PATHWAYS —
Michelle Steele MacDonald — CBVRCE

EQUITY — Charlie Lane — CBVRCE

FRESH — DeAnne Pelchat — CCRCE

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On Human Rights Day, Canada must do better

By Sam Hammond, President CTF/FCE

“Canada is the best country in the world” is a statement I imagine many people often hear. It seems a pre-requisite line that any current or potential politician must proclaim, and it makes for great flag waving on national holidays. Unfortunately, there is a huge hole in that statement.

The COVID pandemic has exposed long-standing inequities that have been band-aided for far too long, and among them is child poverty. When school buildings closed abruptly last year, the poverty we had continually swept under the rug across Canada was on display for all to see.

Recently, Campaign2000 released its [report card](#) on Child and Family Poverty in Canada and sadly reminded us that nearly 1 in 5 children live in poverty – in a country as rich as Canada this is unconscionable. Even more sobering is the fact that, according to a 2019 Upstream paper on Indigenous Child Poverty, First Nations, Inuit, and Métis children have poverty rates at least twice as high as their non-Indigenous counterparts. For status First Nations children this number is 3.8 times higher. All children in Canada deserve better – no child should live in poverty.

I can't help but ask how we can confidently say that Canada is “the best country in the world” when we are failing our youngest and how we could be taking reconciliation seriously when we see the hardships Indigenous children face.

As the United Nations' Human Rights Day on December 10 approaches, I want to bring attention to the role that teachers and education play in this year's theme of “*EQUALITY – Reducing inequalities, advancing human rights*” and how the teaching profession can address child poverty and Indigenous Reconciliation.

Education, as a social determinant of health and key to bringing more prosperity to a community, needs to be prioritized if we are to close the gap in the quality of life that Indigenous and non-Indigenous peoples in Canada experience.

When it comes to issues of reconciliation, we need to invite Indigenous leadership, Elders, and their communities to share the best paths forward, and we must listen and act on what we learn.

While I have yet to formally meet with Indigenous leadership in my role as president, our team at the CTF/FCE is incorporating Indigenous priorities into our work. One notable priority that I want to focus on, taken from a recent Assembly of First Nations publication, is the push for increased investment in schools and teachers.

Even in the best of scenarios, recruiting new teachers and encouraging them to remain in the profession long term is challenging. In remote Indigenous communities, it's even more so. One year in a community might look good on a resume but ultimately the revolving teaching door can do more harm than good. That's why we need to be able to attract teachers to remote and rural communities and work to keep them there.

Housing, another human right, and a major contributor to health, must also be prioritized. Overcrowding and dwellings in need of major repairs in Indigenous communities are both at crisis levels. It is no wonder that teacher-specific housing is also

a major concern. Teacherages, or places where teachers live in remote Indigenous communities, need to be an infrastructure priority. In providing ample housing for teachers in areas that need it most, communities will be better equipped to attract, and more importantly, keep teachers.

There are several ways we could address teacher shortages in Indigenous communities, from supporting more Indigenous post-secondary students to pursue teaching careers in their communities, or by incentivizing those from outside Indigenous communities to relocate with tax credits for long-term placements. But what's most important is to seek local solutions, which is why communities must be empowered to lead on initiatives and be supported by the federal government, which is where the CTF/FCE plays a leading role.

Our campaign to start a National Conversation aims to create a national education advisory table to strengthen publicly funded public education across Canada. The table, comprised of the teaching profession, academics, civil society, and Indigenous leadership should they choose to, will work with the federal government, provinces, and territories to address social challenges such as ensuring every child in Canada can safely attend school in person and receive a quality publicly funded public education, along with coordinating national programs aimed at poverty alleviation, anti-racism, and truth and reconciliation.

Ultimately, as I reflect on the work ahead, the theme of this year's Human Rights Day, and how much farther Canada needs to go in pursuit of meaningful reconciliation, I see a critical role for teachers, teacher organizations, and public education. While we do our best to ensure that teachers are learning about reconciliation, being mindful of it, and doing their due diligence in all classrooms, we also need to ensure that classrooms in Indigenous communities get the attention they deserve as well.

Canada must do better, and together we can take the steps to make it so.

To learn more about the CTF/FCE's campaign's priorities and more, and to find out how you can encourage your provincial and territorial governments to take action, please visit www.voteeducation.ca.



Turning off the oil taps begins in the classroom

By Sam Hammond, President CTF/FCE

Earlier this year, Alberta Premier Jason Kenney and his Canadian Energy Centre drew ire from many for the way they used the province's tax dollars to fight the release of a children's movie that showed the fictional destruction of the pristine Alaskan wilderness by an evil oil and gas company. Now as much as I would prefer the Premier of Alberta to spend less on fighting Netflix children's movies and invest more resources to support his public sector workers, Mr. Kenney and his government were right in understanding one thing – children get it when it comes to climate change.

The Canadian Teachers' Federation (CTF/FCE) has numerous commitments, set by our membership, regarding climate change. As educators, we recognize the value in teaching K-12 students about the negative impacts of climate change and the best way to mitigate them.

Teachers have led the way before on issues that governments found themselves lagging. The profession has often empowered those seeking social justice and equity, helping to solidify and amplify their voices far and wide.

Now, we must do the same for climate justice. As is the case with education in Canada, the power lies with the provinces and territories. Right now, there are few jurisdictions with formal climate change education as part of their curriculum – this needs to change. We see how much teachers, students, and their families care about the air they breathe, the water they drink, and about an uncertain future. In September 2019, during what now seems like another reality, millions of Canadians, many of them students, marched to push for systemic change regarding climate change. A majority of Canadians who voted in the 2021 federal election supported parties with climate change commitments at the core of their platform. We know that this is critical. That's why it's imperative that climate change education must be an integral part of formal curricula in every jurisdiction in Canada.

As I have learned during my time as a leader, a top-down approach doesn't work. The CTF/FCE recognizes the commitments highlighted by Canada at COP26 and we celebrate them – capping emissions is a start but a real commitment to setting a more sustainable, long-term path forward begins by educating people on the challenges that climate change brings and the kinds of actions and shifts in thinking we need to address the reality of a warming planet. As our attention shifts from Glasgow to Parliament Hill, I'm hopeful that climate change continues to be a priority focus for all Canadians. There needs to be a serious plan put forward by provinces and territories regarding climate change education in collaboration with Indigenous leaders and knowledge-keepers, climate scientists, students, and educators leading

those conversations. We encourage the federal government to find ways to work with Premiers and Ministers of Education to incorporate the realities of climate change and how to mitigate it into day-to-day learning.

Teachers have an altruistic commitment to equipping their students with the best tools to tackle an uncertain future. Unfortunately, we have already let our children down with the way we have mishandled the climate crisis up to this point, so now our focus must turn towards providing them with the knowledge and abilities to avoid the mistakes of previous generations.

Having an environmentalist as Canada's Minister of Environment and Climate Change is a start; an indication that the federal government is taking the threats of global warming seriously. And as the latest oil sands news makes clear, the PR war to silence citizens' voices is losing ground while public support for keeping the oil buried is only getting stronger. But the pathway to a sustainable future travels through the classroom.

It would be difficult to find schools where teachers do not address climate change and environmental challenges; most of the time at their own initiative, and increasingly at the initiative of their students. But the success of any change to a curriculum comes down to the teacher's ability and freedom to integrate it into the lesson plan.

At the CTF/FCE, we know that teachers must be given both the professional space and teaching and learning tools to not only include sustainable development lessons, but to properly adapt them to their own methods and geographic realities across this vast country.

The moment to shine a light on the importance that education plays in not only preparing the next generation to live with a rapidly changing climate, but to hopefully empower them to alter our ways to live a more sustainable existence on Earth is now.



continued from page 1

The school is in its second year of land-based learning, which uses a two-eyed seeing approach. Etuaptmumk, or two-eyed seeing is viewing the world through Indigenous ways of knowing with one eye, and with the other eye, viewing the world through Western, or Eurocentric, ways of knowing.

The school's land based learning program is run by Junior/Senior teacher Phillip Prendergast, who provides behaviour support and resource. "Last year, through the making of moose hide drums students connected with English and art," he says. "We also did a species at risk assessment at the Wildcat Community, which tied into science—ecosystems, and habitat, and also English and social studies through writing." Prendergast says this year they are working more closely with Acadia First Nation Ecology and the Mersey Tobetic Resarch Institute. In November, students in Grades 7-12 took part in a land-based learning exploratory day. A link to that story is found here: <https://www.cbc.ca/listen/live-radio/1-37-mainstreet-ns/clip/15878813-students-north-queens-community-school-take-two-eyed-seeing>

"We spent an incredible day at North Queens Community School learning about how they incorporate the Mi'kmaw ways of knowing into their learning," says NSTU president Paul Wozney. "It was very rewarding to feature the great work being done at the school."

Kayla Rafuse's Grade 1 class also participated. "I was very impressed with how patient the students were while we were filming," adds Wozney. "It was great to be back in a school this year."

NSTU's holiday message (both short and long versions) are found on is YouTube station at: <https://www.youtube.com/user/nstuwebcast>



Prendergast is shown with students and Reid Delong after cranberry picking near Lake Rossignol



Teacher Phil Prendergast is shown explaining the school's land based learning program



A student fleshes a moose hide with Lori Davis, Indigenous student support worker, a member of Millbrook First Nation.

continued from page 1

In the same release Premier Tim Houston thanked public sector workers for getting vaccinated.

"I am very proud of the Nova Scotians who stepped up to ensure the people they serve are well-protected from this virus, especially given there is now a new variant of concern," said Houston. "The civil service also showed its dedication to the people of the province with a very high rate of vaccination. The few in both mandates who didn't get vaccinated have made their choice. It's unfortunate they are no longer in the workplace, but I'm glad they won't be putting patients, students, seniors and other vulnerable people at risk."

The NSTU continues to strongly recommend that all members who can get vaccinated, but haven't yet, do so as soon as possible. Union staff have been providing ongoing advice to any members who may have concerns about the new vaccine policy.

President Paul Wozney is heartened that the overwhelming majority of teachers have been vaccinated against COVID-19. He also believes that vaccinations for children under 12 are critical to keeping schools safe.

"Obviously, in recent weeks a majority of cases have been in children ages 0-11, and hopefully those numbers start to decline now that more kids are eligible for the vaccine. This has been a stressful two years for everyone involved in the school system, so it's important we all do our part to keep classrooms safe."

On December 2nd, the province started vaccinating children between the ages of 5 and 11.

French Second Language Educator of the Year



Congratulations to Rima Majaess. During the Canadian Parents for French, Nova Scotia's 44th virtual Annual General Meeting on September 25, 2021, Rima Majaess was awarded **French Second Language Educator of the Year**. Rima was a French Second language teacher with the Halifax Regional Centre for Education for 38 years, before her retirement in June. She has gone above and beyond with her students providing them with opportunities such as Français pour l'Avenir forums, the Model United Nations program in high schools, and the CPF Bilingual Career Exploration Day.

Majaess has volunteered countless hours for multiple organizations, such as the Halifax Rotary Club, the Nova Scotia Language Teachers' Association, Alliance Française Halifax, Canadian Parents for French, and many more. She has also



dedicated her time to assist new English as a Second Language Students.

Prime Minister's Awards for Teaching Excellence

The NSTU congratulates members who recently received 2021 Prime Minister's Awards for Teaching Excellence and Teaching Excellence in STEM. Diane Clarke, Robert Davies and Souad El-Achkar all received Certificates of Achievement, Davies and El-Achkar for Teaching Excellence in STEM.

Diane Clarke is a Grades 6 to 12 – music teacher at Musquodoboit Rural Secondary School. In her 26 years of teaching in the Musquodoboit Valley, she has been one of the main artistic sparks of the community. She conducts an extracurricular concert band and a show choir, produces and directs a recurring Broadway style musical and travels a circuit of 100 km to three elementary schools to teach Grade 6 instrumental bands. Her teaching is heavily influenced by inclusion and social justice objectives, and her classroom is a place where discussion and debate are fostered. This mindset has had a powerful impact on her school community.

Robert Davies is a Grades 8 math and science teacher at West Hants Middle School. A colleague describes why he is so deserving of his Prime Minister's Teaching Excellence Award. "Rob is an outstanding teacher, volunteer and community member. His passion for science has been infectious at West Hants. Through his leadership, he has made our school one of the top sciences schools in the region. His works goes way beyond the classroom. He fosters the love of science through the lunchtime science club and from this group has taken students to three National Science Fairs. Outside of the school, he coaches hockey and was recognized as the municipality's volunteer of the year. Rob is a great asset to the world of education."

Souad El-Achkar is a junior high mathematics coach for the Halifax Regional Centre for Education. She knows that mathematics is not simply teaching a procedure and having students complete questions from a textbook. She wants students to be mathematical thinkers and problem solvers. She understands the mentality of a mathematician and works tirelessly to develop these skills in her students. Her students solve problems, theorize about the mathematical situations, explore, discover and develop their conceptual understanding of mathematics. They work with their peers, are creative in representing their mathematics and learn to communicate their thinking effectively.

For more information visit the Prime Minister's Awards [website](#). Do you know an inspirational educator? Consider nominating them for a 2022 Prime Minister's Awards for Teaching Excellence, Teaching Excellence in STEM, and Excellence in Early Childhood Education.



CAP Award for High School Physics



Congratulations also go Shane MacLeod, the Canadian Association of Physicists' (CAP) 2021 Award for Excellence in Teaching High School/CEGEP Physics (Atlantic). MacLeod, who teaches at Dartmouth High School, is recognized for his passion and dedication to teaching physics and his development of physics teaching and learning resources. "I have been incredibly fortunate to have worked with several previous winners of the award and am honoured to be included with such an amazing group of educators," says MacLeod. "I am also humbled to know that both colleagues and students, past and present, felt that I should be considered for this award."

An inspiring teacher for almost two decades he brings his enthusiasm for thinking and his compassion for students into his classes and has provided glimpses into how education was affected by the pandemic through interviews with CBC. His devotion to making modern physics accessible has led him to making videos of classroom-ready resources developed by Perimeter Institute for Theoretical Physics to help teachers throughout Atlantic Canada. He has also supported teachers in Nova Scotia by presenting at the Association of Science Teachers' annual conference.

Virtual October Conference Day offers world-class Professional Learning

October Conference Day, held virtually for the first time, took place on Friday, October 22 when some 6,600 NSTU members attended 21 conferences for Annual Provincial Professional Development Day.

“While still not in-person, I’m pleased this year’s sessions were once again being presented by NSTU professional associations,” says NSTU president Paul Wozney. “Teachers drawing on their pedagogical experience, and in collaboration with their peers are best positioned to determine what is offered for professional development at this annual event.”

NSTU’s Professional Associations plan and present a vast range of workshops and draw unique guests and leaders. This year’s conferences featured over 500 keynotes, plenary sessions, panel discussions and workshops. Each conference—organized for classroom teachers at all levels, specialist teachers and specialists is planned, developed and implemented by teachers for teachers. “The ideas and innovation presented at each and every Conference Day help to enrich the deep pool of knowledge Nova Scotia’s teachers and specialists already possess,” continues Wozney. “Through collaboration, conversation and engagement, Conference Day further enhances the abundance of skills needed to meet the unique and diverse needs of students.”

This year many professional associations reported having more registrations than in past years, as the virtual platform allowed a wider audience reach. Teacher participants gave rave reviews of this year’s offerings and professional associations took time to train on the virtual platforms used.

See below and on the following page for some of this year’s highlights:

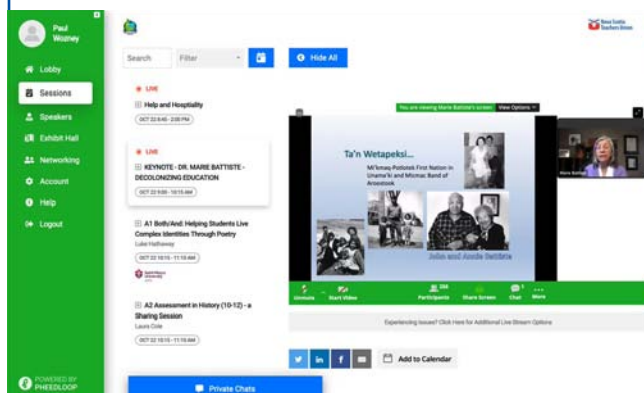
ATEC

The Association of Teachers of Exceptional Children saw nearly 1,000 registrants for its virtual conference *Emerging from the Pandemic Fog: Reconnecting with Ourselves and Others*. It featured Dr. Jody Carrington a child psychologist by trade, who believes in supporting the adults who help children who have experienced trauma. Her first book, *Kids These Days: A Game Plan for (Re)Connecting with those we Teach, Lead & Love*, came out in 2019 and sold 20,000 copies in just three months. It is now on Amazon’s Best Sellers List. Her new book, *Teachers These Days* will be released in August 2021.



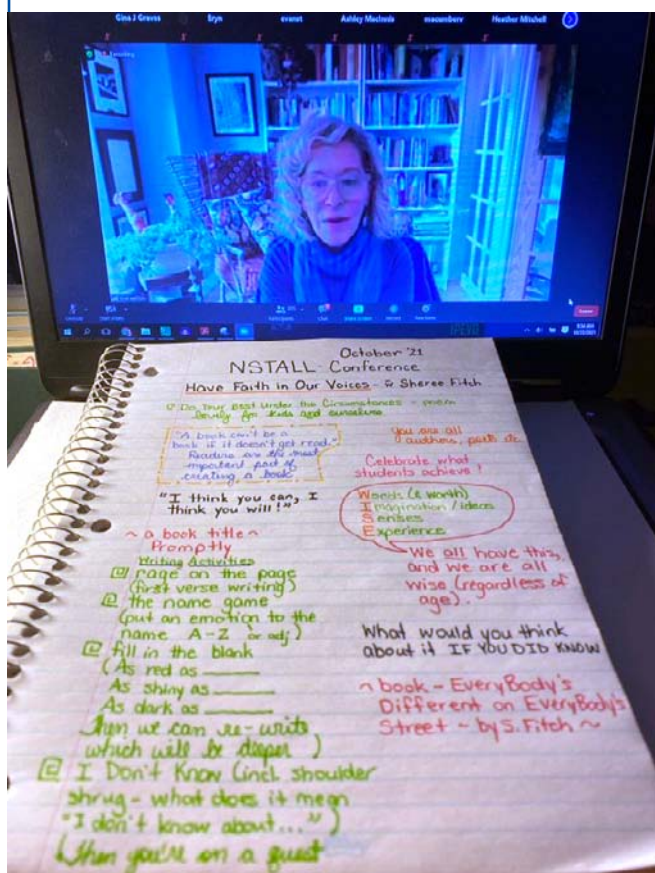
SSTA

A highlight of the Social Studies Teachers Association’s *Social Studies, Now More Than Ever!* conference was keynote speaker Dr. Marie Battiste who presented on decolonizing education. A Mi’kmaw educator from the Potlotek (pronounced Bot-Loh-Deck) First Nation in Unama’ki and Professor Emerita at the University of Saskatchewan, she is a 2019 Pierre Elliott Trudeau Foundation Fellow, and Honorary Officer of the Order of Canada. She recently joined Cape Breton University as Special Advisor to the Vice President Academic and to Unama’ki College on decolonizing the academy. Her passion, research and scholarly work for decolonizing education, protecting Indigenous knowledges, cognitive justice through balancing diverse knowledge systems and languages was evident in her presentation.



NSTALL

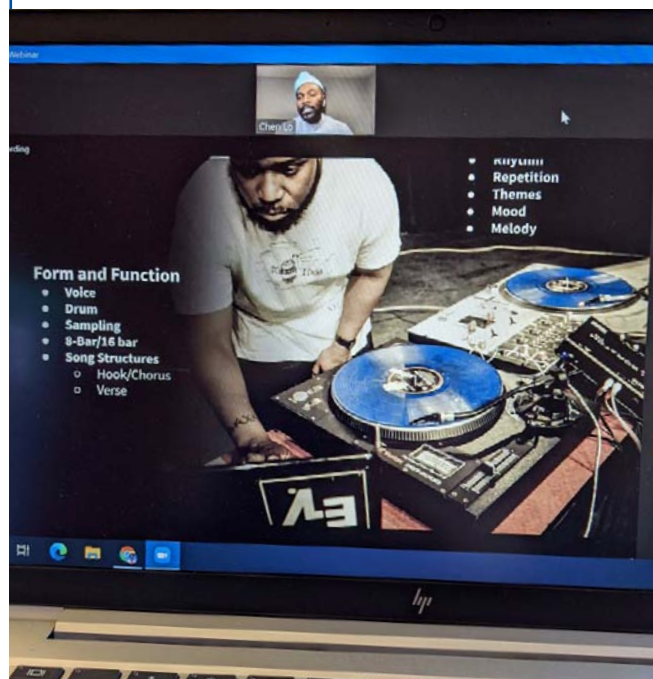
The Nova Scotia Teachers Association for Literacy and Learning's conference was themed *Connecting Through Literacy and Learning* and featured the keynote: *Faith in Our Voices: The Stories We Live, the Work We Love, the Challenges We Rise To* by poet and writer Sheree Fitch. Through story and poetry she took participants on a journey that included the joys and challenges of being literacy educators. Through her belief that teaching is a calling as well as a profession and teachers are superheroes, and caretakers of souls she offered guided exercises for journaling and ideas for creative circles of learning in classrooms.



At the Professional Associations Leaders Conference on November 19 and 20, professional association leaders gathered to discuss learnings and direction coming out of a two-year period of no conferences and then a virtual-only slate of conferences. Deputy Minister of Education, Cathy Montreuil attended this conference to hear directly from PA leaders the positive impact October Conference Day has on teachers. Shown is executive staff officer Amanda O'Regan-Marchand, liaison to NSTU's professional associations at the annual PALC conference.

NSMEA

The Nova Scotia Music Educators Association "unmasked" music education at its annual conference. This conference included a workshop by the Soul Science Lab duo Chen Lo and Asante Amin. *Hip Hop Chronicles* provides a cultural and historical overview of the origins of hip hop music from West African oral traditions to its birth in the South Bronx, NYC. Soul Science Lab specialize in performance, multimedia productions and culturally responsive educational experiences. Working at the intersection of music, culture and technology, this music artist duo has developed and delivered numerous arts education workshops. Lo and Amin collaborated to produce and facilitate arts programs with premier arts institutions including Lincoln Center, Harlem Stage, and Classical Theater of Harlem and have presented at international organizations and conferences including Music in Schools, Dare to Dream Ghana, and the International Hip Hop Symposium at São Paulo University in Brazil.



Professional Leadership Conference

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Deadline to apply for Team Canada-ISEF 2022 December 15

Youth Science Canada, Canada's national organization engaging youth through STEM projects, encourages all Canadian students, Grades 9 through 12, to apply for one of eight spots on Team Canada-ISEF 2022. **The deadline to apply is Wednesday, December 15.**

In 2021, eight members of Team Canada-ISEF won four awards, including a first award of \$5,000 USD at Regeneron ISEF, the world's largest pre-college celebration of science that brings together some 1,800 students from more than 80 nations to compete for more than \$4 million in awards, scholarships, tuition grants, internships, scientific field trips and other prizes.

Students from Grade 9 to 12 who are Canadian citizens or permanent residents can submit a project for consideration. Students can submit a continuation of their Canada-Wide Science Fair project only if they began working on it after January 1, 2021.

A short-list of candidates will be selected by January 15, 2022 by Youth Science Canada's selection committee. The top 30 students selected for round two will submit a five page report and a presentation on their project by March 6. A panel of judges will select the eight members of Team Canada-ISEF 2022 to represent Canada on March 20. The 2022 Regeneron ISEF will be held May 8 to 13, 2022, and hosted by the city of Atlanta. Team Canada-ISEF will participate virtually.

To apply, email Lori Murray at lori.murray@youthscience.ca with your first name, last name, region and email address to be registered in the online registration system. More information is available at youthscience.ca/science-fairs/team-canada/eligibility-important-dates.

The First Page, creative writing challenge is coming back!

The First Page, CBC Books' creative writing challenge for Grades 7 to 12 students will be open for the entire month of February 2022.

The Challenge: Write the first page of a novel (300-400 words) imagining how a current day issue or trend has played out in 150 years. The book could be from any literary genre, from mystery or thriller to literary fiction, from adventure or romance to satire or science fiction.

Prizes: The winner of each category will receive a one-year subscription to OwlCrate, which delivers monthly boxes of books and literary-related goodies. The school library of each winner will also receive a donation of 50 books.

Teacher Guides: Visit Curio.ca for discussion questions and writing tips from Canadian writers, like Cory Doctorow, Linwood Barclay, Fonda Lee, Cherie Dimaline, Erin Bow, Katherine Vermette and M.G. Vassanji.

For questions or feedback reach out to Jane van Koeverden, CBC Books Producer at: or check out: <https://www.cbc.ca/thefirstpage>.

A&E's 'Lives That Make A Difference' essay contest

Challenge Curriculum — Appropriate for Grades 5-12

The A&E *Lives That Make a Difference* Essay Contest program invites Canadian students in Grades 5 to 12 to write an essay on who they think made an important impact on Canadian society in the past year.

The contest, which has run in Canada for more than 20 years, has drawn the active interest of tens of thousands of middle and high school students and hundreds of teachers from coast to coast over the past two decades.

A&E representatives, along with a national panel of education experts, judge the submissions on the basis of following criteria: persuasiveness (33 per cent), creativity (33 per cent) and relevancy (33 per cent).

Prizes are awarded in each of the two categories (Grades 5-8 and Grades 9-12) as follows: Grand Prize – \$1,500; First Prize – \$1,000; Teacher of winning student – \$500 for use in teacher's classroom

Submissions for the 2021-2022 Lives that Make a Difference Essay Contest will be accepted until January 31, 2022.

Contest details are available at www.livesthatmakeadifference.com. For more information, please contact: Barbara Clancy for A&E ltmd@bretonpublicaffairs.com or Jennifer Rideout for A&E jrideout@bretonpublicaffairs.com

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Canada, Climate Change and Education Survey

The groundbreaking 2019 “Canada, Climate Change and Education” survey gave us a look into climate change knowledge and education practice in Canada and produced recommendations for all sectors to support climate change learning.

We’re excited to follow up with our second climate change education survey to see how things have changed—a lot has happened since 2019!

For the 2021 survey, we want to hear from K-12 educators, parents of K-12 students, students 12-18 years of age, faculty of education instructors, and members of the general public.

You can access the survey here: <https://LSF-LST.ca/research-policy/survey/>

The survey will take about 15-20 minutes to complete and your answers will remain confidential and anonymous. By taking part in this survey, you will help our understanding of how the public, teachers, parents and students view climate change education in Canadian schools and what supports are needed to effectively teach climate change in classrooms.

This survey is being conducted by Learning for a Sustainable Future (LSF) with support from Environment and Climate Change Canada. Leger, the largest Canadian-owned market research company, is providing data collection and analysis. This research is the second phase of a baseline research study undertaken in 2018-2019 by LSF and Leger in collaboration with Dr. Ellen Field, Assistant Professor, Lakehead University. The results will be used to develop recommendations to governments, school districts and educators to help Canadian youth address climate change.

The Canadian Teachers’ Federation (CTF/FCE) is supporting this research by disseminating the survey and sharing the results with CTF/FCE Member Organizations and Education International (EI) as part of their shared commitment to climate action.

Respondents completing the survey will be offered the opportunity to be entered into a draw to win a Chromebook (must be over 18 to enter). Names and contact information for the draw are not collected with the rest of the survey; responses will be kept in confidence and will not be used for any further research.

Le sondage révolutionnaire de 2018, intitulé « Canada, changement climatique et éducation », nous a donné un aperçu du niveau de connaissances et des pratiques d’enseignement

en matière de changement climatique au Canada et a donné lieu à des recommandations pour tous les secteurs à l’appui de l’apprentissage du changement climatique.

Nous sommes ravis de poursuivre avec un deuxième sondage pour voir comment la situation a évolué, car il s’est passé beaucoup de choses depuis 2019!

Pour le sondage de 2021, nous sollicitons l’opinion des éducateurs et des parents d’élèves de la maternelle à la 12^e année, des élèves de 12 ans ou plus, des membres du corps professoral d’une faculté d’éducation et des membres du grand public.

Vous pouvez accéder au sondage ici : <https://lsf-lst.ca/fr/recherche-et-politique/sondage/>

Le sondage exigera de 15 à 20 minutes de votre temps, et vos réponses seront traitées en toute confidentialité. En y participant, vous nous aiderez à comprendre comment le public, les enseignants, les parents et les élèves comprennent l’éducation au changement climatique dans les écoles du pays et quelles mesures de soutien s’imposent pour enseigner efficacement ce sujet dans les salles de classe.

Ses résultats serviront à formuler des recommandations à l’intention des gouvernements, des districts scolaires et des éducateurs, le tout dans le but d’aider les jeunes du Canada à aborder l’enjeu du changement climatique.

Ce sondage est effectué par L’éducation au service de la Terre (LST) avec le soutien d’Environnement et Changement climatique Canada. Léger, plus grande entreprise d’études de marché de propriété canadienne, est responsable de la collecte et de l’analyse des données. Ce sondage s’inscrit dans le cadre de la deuxième phase d’une étude de base entreprise en 2018-2019 par LST et Léger, en collaboration avec Dr. Ellen Field, professeure adjointe, Université Lakehead. Ses résultats seront utilisés pour formuler des recommandations à l’intention des gouvernements, des districts scolaires et des éducateurs, le tout dans le but d’aider les jeunes du Canada à aborder l’enjeu du changement climatique.

La Fédération canadienne des enseignantes et des enseignants appuie cette étude en distribuant le sondage et en partageant les résultats avec ses organisations membres et avec Education International (EI) dans le cadre de leur engagement commun envers l’action climatique.

Les personnes qui remplissent le sondage auront la possibilité de participer à un concours pour gagner un Chromebook (il faut avoir plus de 18 ans pour participer). Les noms et coordonnées relatifs au tirage ne sont pas recueillis avec le reste du sondage; les réponses seront traitées en toute confidentialité et ne seront utilisées pour aucune autre étude.



NOTICE OF REGIONAL PROVINCIAL EXECUTIVE ELECTIONS

Spring 2022

A. Background:

NSTU By-Law Article I – Membership sub-article 2 defines eligibility to hold office:

The rights of Active Membership shall include, but not necessarily be limited to the right to vote and hold office at the local and provincial level.

NSTU By-Law Article II – The Council sub-article 1 defines the Provincial Executive as:

The Executive of the Council as described in the Teaching Profession Act shall be the Provincial Executive.

NSTU By-Law Article III – The Provincial Executive sub-article 1 outlines the composition of the Provincial Executive as:

Composition

- (a) *The composition of the Provincial Executive shall be: the President, the First Vice-President, the Immediate Past-President, and twenty-one (21) Regional Members.*
- (b) *The number of Regional Members and the regions from which they shall be elected are as follows:*

(i) Annapolis/Hants West/Kings	2 Members
(ii) Antigonish/Guysborough	1 Member
(iii) Atlantic Provinces Special Education Authority (APSEA)	1 Member
(iv) Cape Breton Industrial	2 Members
(v) Colchester/East Hants	1 Member
(vi) Conseil syndical acadien de la Nouvelle-Écosse (CSANE)	2 Members
(vii) Cumberland	1 Member
(viii) Dartmouth	1 Member
(ix) Digby/Shelburne/Yarmouth	2 Members
(x) Halifax City	2 Members
(xi) Halifax County	2 Members
(xii) Inverness/Richmond	1 Member
(xiii) Lunenburg County/Queens	1 Member
(xiv) Northside Victoria	1 Member
(xv) Pictou	1 Member

- (c) *A Provincial Executive Member must be an Active Member of the NSTU.*

- (d) *A Provincial Executive Member shall not concurrently hold office at the Local, Regional, or Professional Association Level.*

NSTU By-Law Article III – The Provincial Executive sub-article 8 outlines the duties of the Provincial Executive as:

The Provincial Executive functions in the name of Council between sessions; it shall perform its duties in a manner that is consistent with the will of Council as expressed through resolutions passed by Council. In addition, the Provincial Executive shall carry out duties imposed specifically by the Teaching Profession Act, these By-Laws, Standing Orders, and Operational Procedures. The Provincial Executive will have, but not necessarily be limited to, carrying out the following duties:

- (i) *appoint and dismiss an Executive Director and such other paid employees of the Union as it may deem necessary and determine their duties, remuneration, and terms of employment, including bonding;*
- (ii) *provide suitable offices and equipment for carrying on the work of the NSTU;*
- (iii) *direct and supervise the business, property, and affairs of the NSTU between Council meetings, and all decisions that are deemed policy by the Provincial Executive shall be forwarded to the upcoming Council as resolutions;*
- (iv) *determine the place and date and make arrangements for workshops and special Council meetings;*
- (v) *issue a post-Council press release;*
- (vi) *provide assistance with organizing Locals, Regional Representative Councils, and Professional Associations;*
- (vii) *shall ratify constitutions of Locals, Regional Representative Councils, and Professional Associations by following regulations outlined in the NSTU Operational Procedures;*
- (viii) *determine the boundaries of the Locals;*
- (ix) *publish a magazine or other official publications;*
- (x) *cause the books and accounts of the Council to be audited annually by a chartered accountant and cause the report of the auditor to be submitted to Council;*
- (xi) *have the power to convene an emergency meeting of a Local or a meeting of the NSTU Members in a given area; and,*
- (xii) *is empowered to exercise on behalf of the Union, as the Provincial Executive deems advisable from time-to-time, the powers of the Union under the Teachers' Pension Act and report thereon to the Council at the next following meeting of the Council.*

B. Regional Elections to be Held Spring 2022:

Regions Holding Elections	Number of Members to be Elected
Annapolis/Hants West/Kings	1 Member
Antigonish/Guysborough	1 Member
Cape Breton Industrial	1 Member
Colchester/East Hants	1 Member
Conseil syndical acadien de la Nouvelle-Écosse (CSANE)	1 Member
Dartmouth	1 Member
Digby/Shelburne/Yarmouth	1 Member
Halifax City	1 Member
Halifax County	1 Member
Inverness/Richmond	1 Member
Lunenburg County/Queens	1 Member

C. Procedure and Timeline of Election Process:

NSTU Operational Procedure 8 – Election Procedures sub-section B outlines the voting procedures for Regional Provincial Executive Members as:

I. Notice of Pending Election

- Notice of all pending Regional Provincial Executive elections shall be posted on the NSTU website and advertised in an issue of *The Teacher* at least thirty (30) days prior to the closing of nominations. **(for Spring 2022 this means Monday, January 24, 2022)**
- Notice of a pending Regional Provincial Executive election shall be sent to NSTU leaders (Local President(s), RRC Chair (if applicable), and Provincial Executive Member(s)) from within the boundaries of the region as defined in NSTU By-Laws Article III – The Provincial Executive at least thirty (30) days prior to the closing of nominations. **(for Spring 2022 this means Monday, January 24, 2022)**
- Notice shall include the process for nominations.

II. Nominations

- Nominations for the office of Regional Provincial Executive shall be submitted on the official Nomination Form.
- The official Nomination Form may be found on the NSTU website.
- Individuals may nominate themselves.
- A candidate's Nomination Form must be completed and returned to the Executive Director or designate

no later than 4:00 p.m. on the last Friday of February **(the closing of nominations). (for Spring 2022 this means Friday, February 25, 2022)**

- In the event that no nominations are received in a given region, the close of nominations shall be extended by two (2) weeks, and notice shall be sent to NSTU leaders from within the boundaries of the region. **(for Spring 2022 this means Friday, March 11, 2022)**

III. Voting Day


- The voting day shall be the third Wednesday in April. **(for Spring 2022 this means Wednesday, April 20, 2022)**

D. Nominations:


The official Nomination Form is submitted online at: <https://nstu.ca/the-nstu/communications/online-forms/provincial-executive-nomination-form>. Confirmation of receipt of the Nomination Form will be emailed to the Candidate upon submission. Candidates will be contacted soon after the close of nominations regarding election procedures.

E. Contact Person:

For further information regarding the Regional Provincial Executive Elections, contact Louis Robitaille Executive Staff Officer Research, Governance, and Policy at lrobitaille@staff.nstu.ca or 1-800-565-6788 (local 902-477-5621).

 REGIONAL ELECTION SCHEDULE 2022	
Region	# Members to To Be Elected
Annapolis/Hants West/Kings (2)	1 Member
Antigonish/Guysborough (1)	1 Member
Atlantic Provinces-Special Education Authority (APSEA) (1)	No Election
Cape Breton Industrial (2)	1 Member
Colchester/East Hants (1)	1 Member
Cumberland (1)	No Election
Conseil syndical acadien de la Nouvelle-Écosse (CSANE) (2)	1 Member
Dartmouth (1)	1 Member
Digby/Shelburne/Yarmouth (2)	1 Member
Halifax City (2)	1 Member
Halifax County (2)	1 Member
Inverness/Richmond (1)	1 Member
Lunenburg County/Queens (1)	1 Member
Northside-Victoria (1)	No Election
Pictou (1)	No Election

Election date: April 20, 2022 as of December 7, 2021




For those who work for a living.

Carhartt	20% off	Union Association Discount Card
Work Boots	20% off	
Work Clothing	10% off	

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- Students will have the opportunity to explore a focus area or passion project related to their professional goals with a Capstone Project at the end of the program.

Applications Open: November 30, 2021

Applications Close: February 1, 2022

Questions about the program?
Please visit med.acadiau.ca/equity
or email: graded@acadiau.ca



The Provincial Education Week Committee
congratulates all recipients of this year's

Education Week 2021 Awards

EDUCATOR AWARD

Dana MacLeod (APSEA)
Brian Yee (APSEA)
Erin Gaudet (AVRCE)
Gail Harvey (AVRCE)
Greg Wile (AVRCE)
Kim Lewis (CBVRCE)
Michelle Vokey (CBVRCE)
Charlie Chambers (CCRCE)
Lori Logue (CCRCE)
Rebecca Martin (CCRCE)
Kelley d'Entremont (CSAP)
Joy McSween (CSAP)
Elaine Titus-Maillet (CSAP)
Dave Martell (HRCE)
Cindy Ng (HRCE)
Bianca Ridler (HRCE)
Susan Campbell (SRCE)
A.R. Fraser (SRCE)
Brenda MacDonald (SRCE)
Jerome Stewart (SRCE)
Wendy Allen (SSRCE)
Valerie DeLong (SSRCE)
Rosalie LeBlanc (TCRCE)
Danielle LeBlanc (TCRCE)
Barb Mitchell (TCRCE)

PUBLIC SCHOOL ADMINISTRATOR AWARD

Chris Shynal (AVRCE)
Michelle Coleman (CBVRCE)
Shane Pitts (CCRCE)
Isabelle Gascon (CSAP)
Adam Griffin (HRCE)
Sharon MacCuspig (SRCE)
Darren Haley (SSRCE)
Sean Kenney (TCRCE)

EARLY CHILDHOOD EDUCATOR AWARD

Jennifer Lohnes-Freeman (AVRCE)
Tanya Corkum (CBVRCE)
Candace McIver (CCRCE)
Jean-François Grenier (CSAP)
Maureen Smith (HRCE)
Sondra Malcolm (SRCE)
Lynnanne Snair (SSRCE)
Jamie Spates (TCRCE)

STUDENT SUPPORT AWARD

Debbie Foran (APSEA)
Peter Parsons (APSEA)
Sharmay Beals-Wentzell (AVRCE)
Pam Durling (AVRCE)
Laura Neily (AVRCE)
Cheryl Clarkson (CBVRCE)

Vanessa Hogan (CBVRCE)
Gloria Johnson (CBVRCE)
Ron Betts (CCRCE)
Shawn Maloney (CCRCE)
Delroy (Les) Mullings (CCRCE)
Moussa Gueye (CSAP)
Céline Poirer (CSAP)
Terry-John (TJ) Drysdale (HRCE)
Sylvia O'Melia (HRCE)
Alfred (AJ) Simmonds (HRCE)
Liz MacIntosh (SRCE)
April Prosper (SRCE)
Tanya Tobin (SRCE)
Brianna Waterman (SRCE)
Rebecca Fisk (SSRCE)
Sheila Porter (SSRCE)
Sally Tanner (SSRCE)
Steve Berry (TCRCE)
Marilyn Francis (TCRCE)

PARTNER AWARDS
Pam Coleman (NSFHSA)
Marie-Josée Dassylva (FPANE)

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Holiday Videos for December!

The video resources listed below are available from Learn360 and are accessible from the Google Apps for Education landing page under Learning Resources. Simply log into your GAFE account, click on the link for Learn360, and then use the links below to access these videos and many more.

All About Hanukkah

elementary

<https://learn360.infobase.com/titles/204762>

In this program, children learn all about the origins of Hanukkah. What is Hanukkah? What is the history of Hanukkah? What are the major symbols of Hanukkah? What is a menorah? What foods are eaten during Hanukkah? When does Hanukkah occur each year? The answers to all of these questions are covered in a fun, kid-friendly style with detailed graphics, diagrams and exciting video, as well as on-screen, multiple-choice reviews at the end of each segment that reinforce important concepts. An instant classic and a fun holiday tradition! (2017; 18 min.)

Celebrate

intermediate

<https://learn360.infobase.com/titles/66531>

Explore the traditional celebrations of Americans of four different ethnic origins. Visit a pow wow and a Kwanzaa celebration and experience the Three Kings Day and Chinese New Year celebrations. Hear about the cultural significance of each holiday. (1992; 24 min.)

Holiday Facts & Fun: Multicultural Christmas

elementary

<https://learn360.infobase.com/titles/74743>

The spirit of a favorite holiday’s underlying message – love and joy – is enhanced by the unique presentation featuring celebrations of families from Scandinavia, Native America, South Korea, Mexico, and Ethiopia, each in its American home, explaining family and ethnic customs associated with their celebrations. Special foods, songs, stories, games, celebrations, costumes, and other holiday traditions are shown for each group. (1993; 23 min.)

In the Month of Kislev

elementary

<https://learn360.infobase.com/titles/83479>

Without money for even a single latke, the Mendel children stand under the window of a wealthy merchant, Feivel, to savor the rich scent of his golden latkes. When Feivel discovers the children on the eighth night, he insists they face Rabbi Yonah’s judgment—but Feivel discovers there is more to Hanukkah than he thought. A story from the oral tradition told with wit and authentic klezmer music. (1994; 13 min.)

Kwanzaa

elementary

<https://learn360.infobase.com/titles/193922>

From the series *It’s My Party*, this series pairs up two children who have never met; one acts as the party host introducing the other, their VIP guest, to their family’s cultural celebration. The two newfound friends jump in feet first, exploring the origins and meaning behind the traditions, participating in a series of challenges and games linked to the food, fashion and festivities of the dynamic celebrations, which culminate in a lively performance by both kids. This episode highlights a week-long party honouring African heritage, culminating in a feast and gift-giving is experienced by two kids who have never met. (2018; 22 min.)

The Night Before Christmas

elementary

<https://learn360.infobase.com/titles/83441>

The story of Santa’s visit on a snowy Christmas Eve is beautifully brought to life with exquisite illustrations and festive music. Narrated by Anthony Edwards. (1997; 6 min.)

Seven Candles For Kwanzaa

elementary

<https://learn360.infobase.com/titles/83482>

This unique African-American holiday commemorates the strength of family ties, respect for ancestors, commitment to the growth of community, and gratitude for life’s bounties. Narrated by Alfre Woodard. (1997; 10 min.)

Orange Shirt Fridays

The NSTU is encouraging members to participate in Orange Shirt Fridays throughout the school year. "It is in a show of support and reconciliation with all those who have been harmed by the residential school system in Canada and Nova Scotia, and is particularly relevant for those who attended Residential Day School in Nova Scotia," says NSTU president Paul Wozney. "Friday would mark the day in which children could go home for the weekend in some cases and be able to spend more time with their families," says Jonathan Beadle of Pictou Landing First Nation and founder of Mi'kma'ki Strong. "Not every child had that luxury however Friday was a significant day in providing a break from day school."

Wozney and Beadle visited Shubenacadie Elementary School and met with Grade 5 teacher Taylor Clarke on October 22 to launch this initiative. Clarke has been working with her students in remembering those who lost their lives and survivors. Shown in the photo is a bulletin board featuring eagle feathers and bear paws.

"Students have written names the names of children who lost their lives at residential school all across Canada on Eagle Feathers, and names of residential school survivors on bear paws," says Clarke. Clarke says eagle feathers and bear paws have



Paul Wozney, Taylor Clarke and Jonathan Beadle.

great significance. "Eagles are believed to be able to pass messages between the spirit world and our world, and bears represent courage and signify the courage of survivors of residential schools in sharing their stories."

While the NSTU has been promoting and disseminating Mi'kma'ki Strong Orange Shirts, it encourages teachers and students to wear anything orange to show support for Orange Shirt Fridays. For more information on Mi'kma'ki Strong visit: <https://mikmakistrong.com/>

Information on Orange Shirt Day and its origins can be found here: <http://www.orangeshirtday.org/>



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Queens Local Rep Retreat

The Queens Local held a retreat for its NSTU reps at the Quarterdeck in Summerville on October 23. Executive staff liaison to the Local, Tim MacLeod provided sessions including an overview of NSTU's services and programs, *Your Money, Your Benefits, Your Union* and *Social Media For Teachers*. Queens Local executive members and reps also learned more about NSTU history through the game-based learning platform Kahoot!

Featured in the photo are NSTU reps that are new this school year. From left to right: Sarah Baldwin-Penny and Frankie Martin, Liverpool Regional High School; Brad Murray, Queens Adult High School, and Kayla Rafuse, North Queens Community School.



Calling All Teachers in French Immersion and Francophone Schools!

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

If yes, we want to hear from you!

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

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

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



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



**L'nu Sipuk Kina'muokuum (LSK) School
Substitute Teacher-Various Positions
Start Date: Immediate**

General Description:

Accountable to delivering the required curriculum as set forth by the province and for providing teaching strategies that respect the rights of students of LSK. This position is also responsible to incorporate Mi'kmaq language and culture into the curriculum while recognizing the perspectives of all cultures as well as teaching sensitivity pertaining to student individuality.

Responsibilities:

- Respects the rights of students and display genuine love of teaching students through both enthusiasm and motivation.
- Teach diligently Nova Scotia's music curriculum outcomes.
- Implement teaching strategies that foster a positive learning environment aimed at helping students achieve learning outcomes.
- Encourage students in the pursuit of learning.
- Monitor the effectiveness of the teaching strategies by analyzing outcomes achieved.
- Acknowledge and, to the extent reasonable, accommodate differences in learning styles.
- Participate in individual program planning and implement individual program plans, as required for students with special needs.
- Review regularly with students their learning expectations and progress.
- Administer such evaluations and assessment instruments as required by the governing body.
- Take all reasonable steps necessary to create and maintain an orderly and safe learning environment.
- Maintain appropriate order and discipline in the school or room in the teacher's charge and report to the principal any incidents and concerns regarding behaviour and or learning.
- Maintain an attitude of concern for the dignity and welfare of each student and encourage in each student an attitude of concern for the dignity and welfare of others and a respect for all cultures.
- Attend to the health, comfort and safety of the students.
- Take all reasonable steps to secure full and regular attendance at school of the students under the teacher's supervision.
- Keep accurate attendance records and report absent students to the principal as prescribed by the regulations.
- Communicate regularly with parents in accordance with policies established by the governing body.
- Assist in the development and implementation of the school improvement plan.
- Serve, to the extent reasonable, on committees establish with the school to improve student achievement and success.

Qualifications and Education:

- Provincial Teacher Certification.



NSTU Group Insurance Trustees EDUWellness Grants / 2022 Winter Wellness Challenge!!

As we approach the busy holiday season and the new year, your NSTU Group Insurance Trustees would like to take this opportunity to wish you all the best for the holiday season! They also want to remind you to mark your calendars for the following upcoming initiatives designed to directly support teachers:

EDUWellness Grants – For Members By Members

Your NSTU Group Insurance Trustees understand the many daily challenges you have faced over the last 20 months with the onset of the COVID-19 pandemic. In an effort to recognize the tremendous work and efforts put in by you every day, we have established the **EDUWellness Grants – For Members By Members**.

Q: What is the purpose of the EDUWellness Grants?

A: The NSTU Group Insurance Trustees will fund innovative initiatives / projects that promote and support the mental health and well-being of plan members across Nova Scotia. For more information, visit the NSTU Group Insurance Trust website at <https://nstuinsurance.ca/grants/the-eduwellness-grant/>.

Q: Who is eligible for the grants?

A: To be eligible, the individual must have a permanent, probationary, or term contract and be a member of the NSTU

or PSAANS at the time of application.

Q: What is the selection process for the EDUWellness Grants?

A: The NSTU Group Insurance Trustees will be awarding 10 grants valued at up to \$1,500. A minimum of one grant will be awarded per Educational Entity (Annapolis Valley, Cape Breton-Victoria, Chignecto-Central, Halifax, South Shore, Strait, Tri-Country, APSEA, and CSAP) with the remaining grants being awarded to those with the highest scores. If there are no grants submitted in one of the above regions, that allocated grant will be added to the pool of highest scored grants. The criteria should include the project description, innovation and creativity, impacts on plan members, materials and budget, and overall impression.

Q: What is the deadline to submit applications for the EDUWellness Grants?

A: The deadline to submit EDUWellness Grant applications for the 2021 / 2022 school year is **January 15, 2022**.

2022 Winter Wellness Challenge

The NSTU Group Insurance Trustees are pleased to announce the upcoming **Winter Wellness Challenge** which will run from **Monday, January 31, 2022 to Sunday, March 6, 2022!**

Practicing wellness means different things to different people and the purpose is to challenge yourself with activities that promote the different areas of wellness, including but not limited to intellectual, physical, nutritional, psychological, and social / community wellness. It is hoped that this will help identify your areas of strengths and areas for improvement to help you reduce stress and develop healthy lifestyle habits.

Q: How does the challenge work?

A: You collect points for the activities you participate in and your total wellness score is calculated based on your daily activities, weekly bonus activities, as well as your participation on the challenge website. This challenge provides a great opportunity to join or create a team to motivate each other and challenge other teams by competing for the highest wellness score. For more information, visit the NSTU Trustee website at www.nstuinsurance.ca/wellness-challenge/ or www.healthylifecommunity.ca/lifestyles/NSTUChallenge for wellness

activities and to collect your points.

Q: Is there a deadline to register for the challenge?

A: Yes, registration for the challenge runs from **Friday, January 14, 2022 to Sunday, January 30, 2022**.

Q: Why should I participate in the challenge?

A: Participating in wellness activities has shown to improve productivity both at work and at home, with participants reporting feeling happier and better able to adapt to changes in their everyday lives. Other benefits include weight loss, improved physical and mental fitness and a sense of accomplishment knowing that you have taken steps to improve your health. As a bonus, challenge participants will have the opportunity to earn some great prizes!

For more information regarding these initiatives or the many other benefits and programs available to you through the NSTU Group Insurance Plan, please visit our website at www.nstuinsurance.ca.

Take care and stay safe this holiday season,

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executive highlights

December 3, 2021

- Filed the Table Officers Report;
- Approved a recommendation that a letter of protest be provided by the NSTU President using the CTF Model regarding the Urgent Action Appeal – Jordan;
- Approved an appointment to the NS Teachers' Pension Plan Trustee Inc. Board of Directors effective January 1, 2022 for a three-year term;
- Selected members to be forwarded to the NS Federation of Labour as the NSTUs nominees for NSFL Committees;
- Selected a member to serve on the Member Services Committee with a term to expire July 31, 2023;
- Selected a member to serve on the Public Relations Committee with a term to expire July 31, 2022;
- Selected Tavis Bragg to serve as chair of the Public Relations Committee for the remainder of 2021-2022;
- Approved a recommendation that the Support Staff Tentative Agreement be ratified;
- Approved Conference Grants in the amount of \$600.00;
- Approved the appointment of a second Limited Government Trustee of the Group Insurance Trust Fund;
David Potter
- Approved a recommendation that the voting day for the election of the NSTU President be held on Wednesday, May 25, 2022;
- Approved a recommendation that the runoff voting day for the election of the NSTU President, if required, be held on Thursday, June 2, 2022;
- Ratified the November 2021 version of the Tri-County RRC Constitution;
- Approved a recommendation that the NSTU send the delegates that would typically attend the NSTU Status of Women Conference to the 2022 CTF Women's Symposium in Halifax, in lieu of the NSTU hosting a Status of Women Conference for 2021-2022 school year;
- Selected Natalie MacIsaac as the Provincial Executive Liaison to the Status of Women Committee;

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

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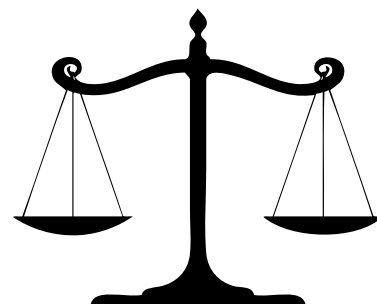
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executive highlights

- Approved resolutions for Annual Council 2022 regarding amendments to By-Laws and Standing Orders – Elections;
- Approved an amendment to Operational Procedure 8 Election Procedure, D. Elections Conducted at Annual Council;
- Approved a resolution be forwarded to Annual Council 2022 regarding New Standing Order – Confidentiality;
- Approved an amendment to Operational Procedure 16 Resolutions Procedures – re: Pre-Council Vote;
- Approved resolutions be forwarded to Annual Council regarding Policy III – 20, Policy IV – 15 and a new Policy on Educational Facilities;
- Approved a resolution be forwarded to Annual Council 2022 regarding Standing Order 11 – Privacy – Member Data;
- Approved a recommendation that Operational Procedure 34 – Publications be rescinded;
- Approved a recommendation that Operational Procedure 37 – Sexual Harassment be rescinded;
- Approved a resolution be forwarded to Annual Council 2022 re By-Law Article 1 – Membership – re: Membership Rights.



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Permanent HRCE Secondary Teacher looking to do a permanent exchange with a teacher in SSRCE. Please contact: mackenziemichaeld@gmail.com.

Permanent CBVRCE Elementary Teacher looking to do one year job exchange (potentially for longer, if agreeable for both teachers) with a teacher in SRCE. Contact: nkkolanko@gmail.com



2021 – 2022 Pre-Retirement Seminars SCHEDULE



DATES:	LOCATION:
December 15 & 16 (Wednesday & Thursday)	AVRCE – Online
January 5 & 6 (Wednesday & Thursday)	HRCE – Online
12 & 13 (Wednesday & Thursday)	CCRCE – Online
18 & 19 (Tuesday & Wednesday)	SSRCE – Online
February 9 & 10 (Wednesday & Thursday)	HRCE – Online
15 & 16 (Tuesday & Wednesday)	HRCE – Online



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www.internationalprograms.ednet.ns.ca



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