

## NSTU's holds 100th Annual Council

The NSTU celebrated its 100th Annual Council October 1 to 3 at the Halifax Convention Centre which included three days of collaboration and debate about how to strengthen quality public education across the province.

To combat systemic racism and meet the unique and complex needs of members who are Black, Indigenous and racialized, NSTU delegates established a new executive staff officer position. The resolution was drafted following extensive consultation with, and led by, African Nova

Scotian, Indigenous and racialized teachers and specialists.

The objectives of this new position include increasing access to supports to help deal with the trauma of negative-lived experiences related to racism, and fostering ongoing relationships with African Nova Scotian, Indigenous and other racialized communities and developing clear protocols and reporting mechanisms to address issues of racism affecting teachers.

*Continued on page 19*



*Minister Becky Druhan addresses delegates of NSTU's 100<sup>th</sup> Annual Council.*



## Bill Berryman receives NSTU Honourary Membership

Former NSTU executive staff officer Bill Berryman was bestowed with an NSTU Honourary Membership during the opening session of the 100<sup>th</sup> Annual Council on October 1.

"I'm overwhelmed with gratitude to have been selected to receive the honorary

membership award from the Nova Scotia Teachers Union," said Berryman. "When I found out that the provincial executive approved my nomination I was speechless—for those who know me that doesn't happen very often."

Berryman served public

education through his role as teacher, NSTU leader and NSTU staff officer for 37 years. After an 11-year career as an NSTU member services staff officer, and a long teaching and NSTU leadership career, he has continued to serve teachers and

*Continued on page 18*



*NSTU president Paul Wozney presents an NSTU Honourary Membership to Bill Berryman.*



# people

## NSTU/Mi'kma'ki Strong Orange Shirts hot off the press

On September 23, NSTU president Paul Wozney visited Pro Design Cresting in Truro to meet with owner Dave Clarke and Jonathan Beadle of Mi'kma'ki Strong to see the orange t-shirts designed by Mi'kma'ki Strong. In celebration of National Truth & Reconciliation Day on September 30, the NSTU worked with Mi'kma'ki Strong to co-develop an Orange Shirt campaign to elevate awareness of the impact of residential schools in Nova Scotia. Shirts have been distributed to NSTU Locals around the province and are available for order on Mi'kma'ki Strong's online store: <https://mikmakistrong.com/>. A portion of shirt sales will go to support programs benefitting residential school survivors delivered by Mi'kmaq providers. Wozney is shown (clockwise from the bottom) with Jansen Beadle, NSTU executive staff officer Amanda O'Regan-Marchand, Dave Clarke, and Jonathan Beadle.



## Honour Song for Annual Council

The NSTU was honoured to have Brian Knockwood of Indian Brook First Nation perform the Mi'kmaq Honour Song for the opening ceremonies of the 100th Annual Council on October 1, which coincided with Treaty Day in Nova Scotia. Knockwood, who is part of the Sipekne'katik band is a member of Eastern Eagle Singers and has been singing for 30 years. He had just performed with the Eastern Eagle Singers at the Grand Parade in Halifax for the Treaty Day showcase.



## Local presidents attend first bi-annual conference

The first of two conferences this school year for Local Presidents and RRC Chairs took place on September 17. This meeting is of particular importance for new Local Presidents, those elected or acclaimed to the role for the first time. It featured presentations from NSTU staff covering topics including Member Engagement Day, Local and RRC roles and responsibilities, NSTU Group Insurance updates and the Pension Review Panel.



*New presidents are shown above (l – r): Richmond Local president Danielle O'Brien, Kings Local president Joanne Richardson-Landry and Digby Local president Denise Boudreau. Missing from the photo: Pictou Local president Doug Read.*



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Submission deadlines for 2021-2022:

ISSUE	DEADLINE
Nov/Dec	November 26
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](mailto:theteacher@nstu.ca).

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# TEACHERS PLUS

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**Tuesday, November 30, 2021**



## from the nstu president

### Report to Annual Council 2021

*(excerpt from Paul Wozney's published remarks to Council 2021)*

Thank you for participating in Annual Council 2021, the 100<sup>th</sup> in the NSTU's history.

While we have much to be thankful for in Nova Scotia when we look at COVID-19's impact in other provinces and countries, suffice it to say that, for many, this has been a period of frustration, anxiety and, at times, loneliness.

Distance learning was not easy for you and your students. The important interactions that occur in the classroom cannot be recreated over the internet. But you pulled together to keep the public safe, and in doing so, gave families a better understanding of the crucial role schools play in every community.

Since plans to reopen were announced in July 2020, the NSTU has been dedicated to advocating for better measures to keep COVID-19 out of schools. By standing together, we have gathered significant public support for the premise that you and your students deserve the same level of protection required in most other workplaces.

We joined forces with other unions and parents' groups to raise enormous awareness of the situation we face.

When you compare the situation in Nova Scotia to the rest of Canada, there has been merit in our ongoing advocacy. And we won't stop until the pandemic is over.

In spite of COVID-19, the 2020/21 school year marked some major positive accomplishments for the NSTU.

We ratified a new collective agreement that was negotiated in a free and fair manner at the bargaining table. Along with annual pay increases, it also includes the first negotiated province-wide increase in preparation time in our union's history. This is a significant gain.

Second, after a more than two-year media and legal battle, the NSTU successfully restored the rights of school psychologists, speech language pathologists and social workers. These talented and dedicated professionals demonstrated tremendous courage standing up for their union rights against an aggressive employer. I want to thank them for their strength and patience during the course of this dispute. Specialists are an important part of our union and this is a victory for all teachers.

Finally, the NSTU agreed on a collaborative and transparent process to consult broadly with members of the teachers' pension plan to address its current shortfall. While the plan is in no immediate risk, it's imperative that we put measures in place to both strengthen and protect this resource for generations to come.

Much of our recent progress can be credited to a greater emphasis placed on working to find common ground with Government. While there will always be issues we don't agree

### Rapport à l'AGA du Conseil 2021

*(extrait des remarques publiées de Paul Wozney à l'AGA du Conseil 2021)*

Merci de participer à l'AGA du Conseil 2021, la 100<sup>e</sup> de l'histoire du NSTU.

Bien que nous ayons beaucoup de motifs de gratitude en Nouvelle-Écosse lorsque nous observons l'impact de la COVID-19 dans d'autres provinces et pays, il faut tout de même dire que, pour beaucoup d'entre nous, cette période a été marquée par la frustration, l'anxiété et, parfois, la solitude.

L'apprentissage à distance n'a pas été facile pour vous et vos élèves. Les interactions cruciales qui ont lieu dans la salle de classe ne peuvent être recréées sur Internet. Mais vous vous êtes serré les coudes pour ne pas faire courir de risques au public et, de ce fait, vous avez permis aux familles de mieux comprendre le rôle crucial que jouent les écoles dans chaque communauté.

Depuis que le plan de réouverture a été annoncé en juillet 2020, le NSTU s'est attaché à préconiser de meilleures mesures pour éviter que la COVID-19 n'entre dans les écoles. En faisant front commun, nous avons obtenu un soutien important du public en faveur du principe selon lequel vous et vos élèves méritez le même niveau de protection que celui exigé dans la plupart des autres lieux de travail.

Nous avons uni nos forces à celles d'autres syndicats et groupes de parents pour sensibiliser massivement le public au sujet de la situation à laquelle nous devons faire face.

Si nous comparons la situation en Nouvelle-Écosse à celle du reste du Canada, nos efforts constants de défense des droits ont porté leurs fruits. Et nous ne cesserons pas tant que la pandémie ne sera pas terminée.

Malgré la pandémie de COVID-19, l'année scolaire 2020-2021 a été marquée par d'importants résultats positifs pour le NSTU.

Nous avons ratifié une nouvelle convention collective qui a été négociée de manière libre et équitable à la table des négociations. Outre les hausses de salaire annuelles, elle comprend également la première augmentation négociée du temps de préparation à l'échelle provinciale dans l'histoire de notre syndicat. Il s'agit là d'un progrès considérable.

Deuxièmement, après une lutte médiatique et juridique de plus de deux ans, le NSTU est parvenu à rétablir les droits des psychologues, des orthophonistes et des travailleurs sociaux en milieu scolaire. Ces professionnels compétents et dévoués ont fait preuve d'un énorme courage en défendant leurs droits syndicaux contre un employeur combatif. Je tiens à les remercier pour leur courage et leur patience tout au long de ce conflit. Les spécialistes sont un élément important de notre syndicat et il s'agit d'une victoire pour tous les enseignants.

Enfin, le NSTU a convenu d'un processus de collaboration



on, the NSTU must try to work collaboratively with EECD whenever possible in the best interests of students.

We have also come to grips with the truth that our union must take decisive action to become a more just, inclusive union as part of taking the lead on building a just and equitable public education system.

To this end, a resolution to create a BIPOC Executive Staff Officer position is forthcoming. This individual will be responsible for liaising with diverse communities across our province and developing strategies to confront systemic racism. They will also provide a valuable first-voice perspective on how the NSTU can better support racialized members. We also recognize that the creation of this position is one small step on a much longer journey we must remain committed to.

As teachers we must always set the right example for our students. We must be willing to show leadership and engage in difficult conversations. Black lives matter. Truth and reconciliation is our work. Gender justice is our fight. Our union must continue to translate our commitment to tearing down the structures of discrimination in our society into meaningful action.

Thank you for your commitment to the NSTU and in providing quality, equitable public education.

All my best.

transparente pour faire une consultation à grande échelle des membres du régime de retraite des enseignants en vue d'aborder la question de son déficit actuel. Bien que le régime ne soit pas en péril immédiat, il est impératif que nous mettions en place des mesures pour renforcer et protéger cette ressource pour les générations à venir.

Une grande partie de nos récents progrès peut être attribuée au fait que nous nous sommes davantage efforcés de trouver un terrain d'entente avec le gouvernement. Bien qu'il y aura toujours des questions sur lesquelles nous restons en désaccord, le NSTU doit tenter de travailler en collaboration avec le MEDPE autant que possible dans le plus grand intérêt des élèves.

Nous avons également pris conscience du fait que notre syndicat doit agir de manière décisive pour devenir un syndicat plus juste et plus inclusif pour mieux jouer son rôle de leader dans l'établissement d'un système d'enseignement public juste et équitable.

À cette fin, une résolution visant à créer un poste de cadre de direction PANDC est en cours d'élaboration. Cette personne sera chargée d'assurer la liaison avec les diverses communautés de notre province et d'élaborer des stratégies de lutte contre le racisme systémique. Elle apportera également une précieuse perspective de première main sur la façon dont le NSTU peut mieux soutenir les membres racialisés. Nous reconnaissons également que la création de ce poste n'est qu'un premier pas sur une voie beaucoup plus longue dans laquelle nous devons rester engagés.

En qualité d'enseignants, nous devons toujours donner le bon exemple à nos élèves. Nous devons être prêts à faire preuve de leadership et à nous engager dans des conversations difficiles. Black lives matter (les vies des Noirs comptent). La vérité et la réconciliation font partie de notre travail. La justice de genre est notre combat. Notre syndicat doit continuer à traduire en mesures concrètes notre engagement à démolir les structures de discrimination dans notre société.

Je vous remercie de votre engagement à l'égard du NSTU et de votre engagement à offrir une éducation publique équitable et de qualité.

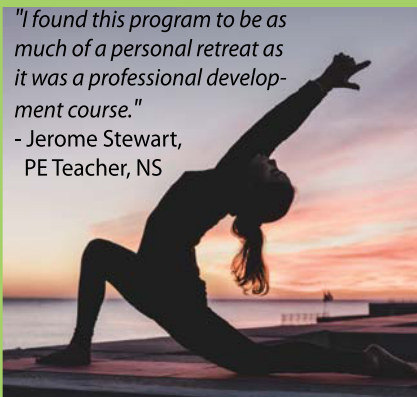
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- Jerome Stewart,  
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The four-day program includes one self-paced online weekend, followed by an in-person or online LIVE weekend on November 13th-14th with renowned leaders Jenny Kierstead and Blair Abbass.  
Location: Halifax and also Online.

Early bird price \$690.00 until October 25th  
Regular price \$890.00 +HST



## Celebrating Mi'kmaq History Month year-round

by Amanda O'Regan-Marchand and Pamela Langille, Executive Staff Officers, Professional Learning

October is here and bringing with it the beautiful colours of fall and so very much to embrace in our learning spaces!

As a brief update, your PL team is busy facilitating workshops, both virtually and in person; connecting with our pre-service teachers through their B.Ed. programs and partners with the EECD to provide input on behalf of our members moving forward.

This month, we are celebrating Mi'kmaq History Month and our giveaways are centered around different lenses of creating awareness and inspiring learning as we continue on our journey towards reconciliation.

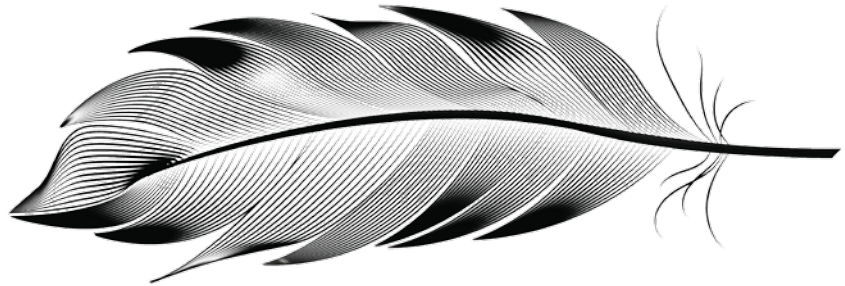
The self-care journal was created by a Nova Scotia author, Mrs. Katie Pellerin. It offers an opportunity for us to make time to check in with ourselves each day and reflect on how we are being and doing. Each month, self-care will be included across our Professional Learning offerings in workshops, in articles and giveaways because it is a process that is so very important for your own wellness and we need to practice it, like any other skill, for it to continue and grow.

The story *The Eagle Feather* offers an opportunity to incorporate Indigenous history and tradition across the curriculum. Sharing this resource in your learning space could inspire any number of different cultural connections, including the opportunity for a sharing circle of the different traditions that come together in your class family.

*Borders* is a graphic novel illustrated by Natasha Donovan adapted from a story by Thomas King. It recounts a residential school experience of a young boy and his mother and details their struggles as they search for belonging and reconnection with their identity. This resource could also be incorporated across the curriculum to inspire meaningful reflection and sharing.

As we move through this month of learning and leading, let us reflect on the history and strong traditions of our Indigenous peoples. From there, we can explore and practice new ways of relating to our colleagues, our students and

building relationships with members of our Indigenous communities. May aligning with this new understanding inspire you to keep reaching towards to new learning throughout the year.



Here are some possible suggestions:

- September:** Incorporating the seven sacred teachings into your classroom structure for expectations and ways of connecting with one another: Respect, Wisdom, Love, Bravery, Humility, Honesty and Truth;
- October:** Sharing history and tradition of our culture and ways of knowing and being;
- November:** Remembering and honouring our histories by connecting with community elders;
- December:** Celebrations and traditions, including crafting and giving;
- January:** Indigenous teachings from the land and changing seasons;
- February:** Indigenous traditions around caring for one another and kindness-connecting to the sacred teachings of respect and love;
- March:** Mi'kmaq musical traditions-the history and importance of the drum in the Mi'kmaq tradition; learn about the honour song; the meaning of its lyrics and where and how it is to be shared with audiences;
- April:** Mi'kmaq teaching and tradition around new beginnings as spring arrives;
- May:** The medicine wheel and Indigenous ways of healing; invite a medicine keeper to visit your class and possibly make medicine pouches;
- June:** Indigenous learning about transitions and moving forward to our next chapter; The story of the Eagle feather for graduating students; Investigate the possibility of partnering with your local Mi'kmaq community to incorporate traditions into your graduation ceremonies;

We hope that these ideas will help you to incorporate Indigenous teachings in your learnings spaces all year round.

*Wela'liog,*

Your Professional Learning team

Amanda O'Regan-Marchand (amarchand@staff.nstu.ca)

Pam Langille (plangille@staff.nstu.ca)

Karen Staples (kstaples@staff.nstu.ca)



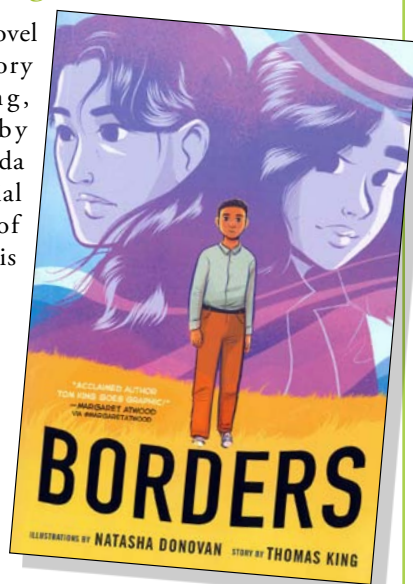
Email your name, home address, and the name of your school with **PL** in the subject line to [theteacher@nstu.ca](mailto:theteacher@nstu.ca) by **November 16, 2021** to be eligible for the draw.

### **Borders**

Illustrations by *Natasha Donovan*

Story by *Thomas King*

*Borders*, a graphic novel adapted from a story by Thomas King, and published by HarperCollins Canada recounts a residential school experience of a young boy and his mother.



## **CONGRATULATIONS TO OUR SEPTEMBER BOOK WINNERS!**

**EQUITY** — Glenna-Rae Gallant — HRCE  
Deanna Martell — SRCE

**FRESH** — Joyce McKay — CCRCE

**PATHWAYS** — Monette Boudreau — CSAP  
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### **The Eagle Feather**

Written by *Kevin Locke*

Illustrated by *Jessia von Innerebner*

*The Eagle Feather*, published by Medicine Wheel Education Inc, for ages 4 to 6 incorporates Indigenous history and tradition across the curriculum, including the opportunity for a sharing circle of the different traditions that come together in your class family.



## **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](mailto:theteacher@nstu.ca) by **November 16, 2021** to be eligible for the draw.

### **Self Care Journal**

Created by *Katie Pellerin*

Created by Nova Scotia author, Katie Pellerin, this journal allows us to make time to check in with ourselves each day and reflect on how we are being and doing.



Hello, colleagues:

First, I would like to express my sincere appreciation for all you do to support students and their families every single day. This is no small task and this year is an incredibly challenging one in so many ways.

A lot has been asked of you since March 2020 and you have risen to the challenge. However, we wonder where you are fitting in time to take care of yourselves.

In this brief read, I hope you will have at least one idea that you can take away that will help to provide pause and some breathing space as you go about your day.

So, let's take a moment to 'be' together before you have to go do. This is a quote from an incredible yoga teacher in Antigonish. In leading a practice, she challenges her participants to push themselves as far as they can, while listening to their bodies and extending just outside their usual comfort zone-creating growth. Pause and listen. Return to your breath and make time to "be". The "do" will always be there waiting. Let it wait.

In preparing our newest professional learning offering, a workshop, *The Well Teacher*, I had the opportunity to meet with NSTU counsellor Sandra Murray. She shared another term that really resonated with me. "Take a moment. Take a breath right now. Smell the cookies. Blow out the birthday candles. Ponder this question: In

your current situation, are you a human "being" or a human "doing"?\*" If you identified more with the latter, how can you change that? How can we help?

Take small steps. A moment, a breath, a new idea to try. Here is one from the resource, *The Mindful Self Compassion Workbook* by Kristen Neff, PhD. "Treat yourself as you would your closest friend. When you are in a moment of discomfort and your worries start to take over, try to sit with the feeling and take deep breaths. Imagine that you are sitting with your closest friend who is feeling the same way. What would you say to them? Turn towards yourself and sit with the words of wisdom and experience. Give yourself permission to follow this advice."

A goal you can try to work toward during your workday (The Well Teacher, Wade Repta) is around saving your voice (pages 182 & 183). Tips where possible include staying hydrated as much as possible, structuring your day around your voice needs, alternating classes requiring more voice participation than others, using hand signals, and practicing belly breathing. Practicing deep breathing gives your voice a rest, clears out your airways and helps to decrease levels of anxiety and stress.

During your day, try to make time to check in with yourself. There are many

journals that can help with this goal that provide short but meaningful time to sit in awareness with your body, your thoughts and your feelings and allowing yourself this pause can help you to wipe away the "cobwebs" and move towards clarity.

Finally, try to choose a transition activity to and from work. This is a signal to your mind and heart to create a boundary for when you start preparing for and stop thinking about (or ruminating over) your day. This could be a walk after work, how you enter your workspace (a chime or a purposeful action or set of actions), a morning podcast meditation or another activity that signals to you that you have arrived at work. For the end of the day that signals that your work day is 'done' could include turning off your work computer, closing the door to your learning space with a deep breath and intention to try to leave work at work by actively shifting your thoughts during your "me" time! Making a commitment to yourself not to check your work email during the evening will also help to reinforce this boundary.

Your team here at the NSTU hope that some of these ideas help to start to decrease your levels of overwhelm. We will include more tips and tricks in future issues so please keep an eye out!

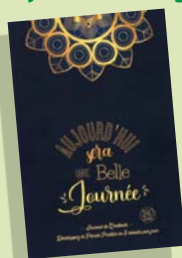
\* Quote shared from former NSTU Counsellor, Peter Mullaly.

## WELL TEACHER BOOK GIVEAWAY

To help you in your self-care journey, The Teacher has an English and French journal for giveaway. Email your name,

home address and the name of your school with

*Self-Care Check-In* or *Une Belle Journée* in the subject line to [theteacher@nstu.ca](mailto:theteacher@nstu.ca) by **November 26** to be eligible for the draw.



**CONGRATULATIONS  
TO OUR SEPTEMBER  
WELL TEACHER  
BOOK WINNER!**

Daniel Doroshenko  
CCRCE



# notices

## University of Ottawa conducts independent review of Nova Scotia's Inclusion Policy

NSTU and other unions have collaborated with a group of researchers from the University of Ottawa led by Dr. Jess Whitley and Dr. Andy Hargreaves to conduct developmental review of Nova Scotia's Inclusive Education Policy.

The University of Ottawa team has created an anonymous voluntary survey in both French and English to be launched by October 22, 2021. All members are invited to provide input and share their experiences and suggestions related to inclusive education.

"We encourage teachers to participate in this process and have asked Professional Associations to include the survey link on their conference pages," says NSTU president Paul Wozney. "Participation is not meant to take away from any learning happening on conference day but will be posted as an option for members to participate between sessions or at the conclusion of the conference."

The University of Ottawa team also expects to run focus groups in the next few months, outside for members who wish to participate. Those who decide to participate will be compensated for their time.

The data will be owned by the research team and will only be reported in summary form in order to guide the implementation. There are multiple prize draws as well! Click on Jess' website link for more information and to take part: <https://www.jesswhitley.ca/nova-scotia-evaluation>

For further information please contact Amanda O'Regan-Marchand at [amarchand@staff.nstu.ca](mailto:amarchand@staff.nstu.ca).

ARE YOU A STAFF MEMBER OR ADMINISTRATOR INTERESTED IN PARTICIPATING? WE WOULD LOVE TO HEAR FROM YOU!	ÊTES-VOUS UN MEMBRE DU PERSONNEL OU UN ADMINISTRATEUR INTÉRESSÉ À PARTICIPER ? NOUS AIMERIONS AVOIR VOTRE AVIS !
<a href="#">Educator/Staff Survey</a>	
<a href="#">Sondage auprès des éducateurs et du personnel</a>	
<a href="#">Administrator Survey (October 22)</a>	
<a href="#">Sondage auprès des administrateurs (22 octobre)</a>	
<a href="#">Virtual Focus Groups/Groupes de discussion virtuels</a>	

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# TEACHERS PLUS

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- \* Articles durables au lieu d'articles jetables \**

**Contactez-nous:**

(902) 477-5664 ou [info@teachersplus.ca](mailto:info@teachersplus.ca)  
[www.teachersplus.ca](http://www.teachersplus.ca)

### RÈGLEMENTS DU CONCOURS

Ouvert aux membres de la Teachers Plus Credit Union qui enseignent dans une école de la Nouvelle-Écosse.

Les achats doivent porter sur des articles qui ne sont pas normalement couverts par le département ou le RCE.

Les enseignants gagnants vont présenter les reçus de leurs achats.

Date limite:

**mardi, le 30 novembre, 2021**



# COVID-19 leads to school closures

While Nova Scotia continues to fare well in the battle against COVID-19, there has been an increase of cases in unvaccinated children under the age of 12 causing four schools in the HRM to switch to remote learning in recent weeks.

As of press time École Mer de Monde, Dartmouth South Academy and Joseph Howe Elementary are closed to in-person learning. Previously Duc D’Anville Elementary became the first school to switch to remote learning in the 2021 academic year. It has since reopened.

The one-week closures came after multiple positive COVID-19 cases occurring over the span of several days. In some situations, school attendance had dipped well below 50 per cent as many concerned parents made the choice to keep their children home, along with large numbers of students being forced to quarantine.

In his October 19<sup>th</sup> briefing Dr. Robert Strang indicated there have been approximately 10-15 positive cases at each school closed by Public Health. That said, the vast majority of schools across the province have not had positive cases so far this year.

“While our goal is to keep students learning in the classroom, I was clear that if stronger measures were needed, like closing a school, we would not hesitate to act,” said Strang in an October 18<sup>th</sup> release. “The regional medical officer of health team has been closely monitoring this situation and they are recommending a temporary closure to contain the spread.”

The NSTU has been calling on public health to provide greater clarity on what triggers enhanced COVID-19 protocols in schools including a switch to remote learning. NSTU President Paul Wozney says that parents and teachers have worked



hard to keep their children and students safe and it’s only reasonable that they be provided with as much information as possible.

“The ongoing anxiety that people feel about what’s going to happen next in schools is driven by the unwillingness of public health to be transparent about when we are going to move to another level of intervention of our schools,” said Wozney in an October 18<sup>th</sup> interview with Global news.

## executive highlights

### September 10, 2021

- Filed the Table Officers Report;
- Nominating Committee;
  - Selected a member to serve on the Curriculum Committee with a term to end July 31, 2021;
  - Selected members to serve on the Health and Safety Committee;
  - Selected members to attend the NSFL Biennial Convention;
  - Approved a recommendation that the NSTU Representation on the NSFL Board of Directors be the 1st Vice-President, 2nd Vice-President with the Secretary-Treasurer as alternate;
- Approved a recommendation that Operational Procedure 4 – Committees – Standing Committees of the Provincial Executive, O – Status of Women Committee, II – Composition and Term, be amended by adding a new d. to read “d. That the individuals serving on the Committee, including the Staff Liaison assigned to the Committee, identify as female.”;
- Ratified the June 2021 Lunenburg County Local Constitution;
- Selected Line Murphy as the CSANE representative on the Governance & Policy Committee;
- Filed the 2020-2021 Standing Committee Annual Reports;

### October 15, 2021

- Filed the Table Officers Report;
- Approved amendments to Operational Procedure 9. Expense Guidelines B. Guidelines and Rates for Travel Expense Reimbursement, IV. Metrage and III. Meal Allowance;
- Referred the Colchester-East Hants Local Constitution back to the Local;
- Ratified the September 2021 Annapolis Local Constitution;
- Approved amendments to Operational Procedure 16 – Resolutions Procedures;
- Approved a recommendation that the deadline for Locals, Regional Representative Councils, and Professional Associations to submit proposed Resolutions to the Resolutions Committee be set as Friday, December 17th, 2021 for this year;
- Approved a recommendation that the deadline for Locals, Regional Representative Councils, and Professional Associations to submit draft minutes (of the meeting where proposed Resolutions were debated) to the Resolutions Committee be set as Friday, January 21st, 2022 for this year;
- Approved a recommendation that in order to provide for staggering of NSTU Group Insurance Trustees membership that the term limit of the Trustee for the Halifax Region be extended by one year for 2022-23 only.

# resources

## media LIBRARY

@LRTS

## Digital Resources for Teachers

DID YOU KNOW? We now have a YouTube channel! We are "EECD NS" and you'll find lots of professional development videos by clicking here <https://goo.gl/cePvXV> or search for us under our channel name. Subscribe and don't forget to hit the notification bell so you'll be notified when we upload new videos!

### *Mi'kmaw History, Language and Culture*

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.

***Building Legends: The Mawio'mi Project*** Grades 9-12  
<https://bit.ly/2IITQTR>

This video shares the stories, regalia and diverse communities of Mawio'mi 2011 – A Culture to Celebrate, A Time to Share. (2011 ; 24 min.)

***Building Legends: The Mi'kmaq Canoe Project***  
<https://bit.ly/2W1JEJa>

Grades 9-12

Mentored by industry professionals, ten young filmmakers participated in the making of this documentary that follows the construction of a seafaring, birch bark canoe by traditional Mi'kmaq artist and artisan, Todd Labrador. (2010, 27 min.)

***Creative Native Series*** Grades 6-12  
<https://bit.ly/2XMy4SH>

This series highlights artist profiles, in-depth interviews, traditional and contemporary art projects and historic snapshots that explore Aboriginal cultural contexts relevant to the theme of each episode. Saturated with the crafts and traditions of Indigenous peoples, the series also offers instruction for a variety of age-based art projects that can be completed in the classroom. (2001-1006; ca. 25 min. each)

***Eskasoni – The Trailblazers*** Grades 9-12  
<https://bit.ly/2IUtpcZ>

This video focuses on the first ever Mi'kmaq Immersion

graduating class of Chief Allison Bernard Memorial High School in Eskasoni, NS, and the work that students and staff put into preserving our Mi'kmaq language. It also features Elders speaking about the history of Eskasoni and the importance of the Mi'kmaw language. (2014; 25 min.)

***From the Spirit Series***

Grades 9-12

<https://bit.ly/2VpNpLi>

This series presents the work and thoughts of a diverse group of Aboriginal artists. From across Canada, these artists tell the story of their journey, not quitting in the face of adversity, and making a difference to both their communities and to the world of contemporary art. (2005; 25 min. each)

***Finding Peter Bryce***

Grades 9-12

<https://bit.ly/2IG4lXT>

This film explores the legacy of Dr. Peter Bryce who, as a medical officer of health, exposed Canada's shameful treatment of young Indigenous people in the Indian Residential School system and paid a hefty price for this courageous act. (2018; 24 min.)

***Mi'kmaq Series***

Grades 5-12

<https://bit.ly/2UWiMxt>

This five-part series shows the life, customs and culture of pre-contact Mi'kmaq. These programs are dramatizations with a narrative voice-over and depict the lifestyle of a fifteenth-century Mi'kmaq family as accurately as careful research would allow. Also available on DVD without the English voice-over to highlight the conversations in the Mi'kmaw language. (2012; 45 min. total)

***Asunn elisknuatmikl = Reed weaving***

Grades 6-12

<https://bit.ly/2ZzJDyJ>

Viviane Gray demonstrates reed weaving. (1980; 29 min.)

***Ktantekewinu aknutk = The hunter speaks*** Grades 6-12  
<https://bit.ly/2Gv8qi5>

Mike Martin, a Micmac trapper, recalls stories of growing up in rural Newfoundland with a story in the Mi'kmaq language. (1980; 21 min.)

***Wikuom***

Grades 6-12

<https://bit.ly/2UVEMsl>

Mike Martin demonstrates the construction of an authentic Mi'kmaq, two-man, birch bark, hunting wigwam with an introduction illustrating other dwellings. (1980; 13 min.)



## Strait Rep Retreat

The Strait RRC Locals—Antigonish, Guysborough County, Inverness and Richmond held their annual retreat and professional learning opportunity for their NSTU representatives at the Normaway Inn in Margaree, Cape Breton on September 25 and 26.

NSTU executive staff officers Paul Boudreau, who works in member services and is the NSTU staff liaison to Strait RRC members, and Amanda O'Regan-Marchand who works in Professional Learning delivered presentations/workshops for participants.

The Saturday night session *NSTU Jeopardy* presented by Boudreau was an icebreaker in which participants were quizzed on the many NSTU programs and services offered to members. The Sunday morning sessions focused on maternity and parental leave, wellness and social media advice for teachers.



*Professional Learning staff officer Amanda O'Regan-Marchand provides a workshop on wellness for NSTU reps from the Strait region.*



*Member Services staff officer Paul Boudreau presents at the Strait Rep Retreat.*

Amanda O'Regan-Marchand presented *The Well Teacher* workshop, which helps teachers better understand and address their wellness needs by equipping them with practical tools related to wellness, and mental and physical health. This workshop is adapted from the work of Occupational Therapist Wade Repta, who has dedicated his work to helping teachers in the classroom. "It's important to focus on one tree at a time and try not to focus on the forest," says O'Regan-Marchand. Try to create a mindset of taking time during the day for ourselves for a brief check-in of how we are doing and to—smell the cookies, blow out the birthday candles—with some deep belly breathing as we practice staying in the moment." This five senses exercise is used widely for this purpose to allow us to practice staying grounded in a moment. "As you take those deep breaths, notice 5 things you can see, four things you can touch, 3 things you can hear, two things you can smell (or would like to smell) and one thing you can taste," she continues. During this workshop, NSTU counsellor Sandra Murray zoomed in to remind participants of the important role the Member Assistance Program plays in teachers' wellness.

Paul Boudreau provided important information that NSTU reps need to know about maternity and parental leave and also presented *Social Media for Teachers*. "When it comes to social media use, the best advice is to overshare the professional, under share the personal and never share the private," says Boudreau. "Remember you are always a teacher and off-duty conduct is relevant."

Inverness president Vince Jessome hosted the other three Locals for this year's Strait Rep Retreat.



*Left to right are NSTU reps who attended the Strait RRC Rep Retreat: seated are Mary Murrin, Dr. John Hugh Gillis Regional High School (Antigonish Local); Matthew Showell, Fanning Education Centre/Canso Academy (Guysborough County); and Tim Cress Dr. John Hugh Gillis Regional High School (Antigonish Local). Standing: Gary Samson, Richmond Education centre/Academy (Richmond Local); and Sheldon Beaton, Tamarac Education Centre (Inverness Local).*

### HAVE A GOOD IDEA FOR SUPPORTING PEACEFUL SCHOOLS AND COMMUNITIES?

We can help you turn  
your idea into a useful  
practical program!

If you, your class, or your colleagues have ideas to share with other teachers and classrooms in Nova Scotia, get a Sheonorail Project Application Form from [sheonorail.nstu.ca](http://sheonorail.nstu.ca).

**PROJECT APPLICATION  
MAILING ADDRESS**  
Sheonorail Foundation  
Project Review Committee  
3106 Joseph Howe Drive,  
Halifax, NS B3L 4L7

**DEADLINE**  
November 12, 2021  
& April 8, 2022

**Our Mandate**  
is simple. The Sheonorail Foundation will extend financial resources to any active or retired member of the Nova Scotia Teachers Union, to any group of active or retired NSTU members, or to any group of public school students working in cooperation with a teacher advisor(s).

**Our purpose**  
is to support research, inquiry, reflection, writing, distribution of information and interventions which focus on all forms of peaceful schools initiatives.

**Our Pledge**  
is to award funding grants for peaceful school programs that have a direct and immediate impact on public school classrooms, students, administration and community.

# coming events

## OCTOBER

### Mi'kmaq History month

#### Wi'kipatmu'k Mi'kmawey – Honouring of the Mi'kmaw Way

Each October, in an effort to assist all Nova Scotians in increasing their knowledge and awareness of Mi'kmaw culture, history and heritage, the Mi'kmaq History Month committee encourages educational and cultural activities. To that end, teachers, students and schools across the province focus on the history, culture and achievements of the Mi'kmaw community. It also provides a time to reflect on our own understanding of the contributions and traditions of the Mi'kmaw community. Mi'kmaq History Month 2021 is all about Ekina'masimkl Ankukamkewe'l aqq Tela'matultimk Wejiaq— Exploring treaties and treaty relationships. For generations, treaties with other Nations has been a long tradition of relationship-making. These relationships, based in ceremony and consensus, protected the Mi'kmaw ways of life and honoured reciprocity.

This year's poster explores these concepts and highlights four major themes; Ceremony and Consensus, Peace and Friendship, Denial and Damage, and Renewal and Reconciliation.

Throughout the poster, users will be able to explore Mi'kmaw treaty-making, the Covenant Chain of Treaties, and important facts about key treaties and their protectors.

For further info information visit: <http://mikmaqhistorymonth.ca/>

## Halifax 2022 Outreach Program Ideas from Science Educators & Committee Opportunities

The 2022 Annual National meeting of Earth Science professionals will be held 15<sup>th</sup> to 18<sup>th</sup> May in the Halifax Convention Centre. We're excited to be offering an Outreach Program aimed at Earth Science educators and enthusiasts, with workshops, field trips and lectures facilitated by scientists and other experts. With so many diverse topics and resources, we are inviting educators of all grade levels to submit their ideas on what would help them teach earth sciences so we can incorporate these into our Outreach Program.

We are also seeking interested educators to join our committee to assist with conference planning.

To submit your ideas or to inquire about joining our committee please contact Louise Leslie (Committee Chair) at 902-728-3602 or [louise.leslie@hotmail.ca](mailto:louise.leslie@hotmail.ca)





## coming events

**OCTOBER 25 – 30**

## Media Literacy Week 2021

The NSTU is proud to sponsor Media Literacy Week (MLW) 2021, an annual national event hosted by MediaSmarts and supported by the Canadian Teachers' Federation (CTF/FCE) to promote digital and media literacy.

Activities and events take place in classrooms, libraries, museums and community groups across the country.

In coping with a global pandemic, we're all spending more time online, and in balancing our use of technology while searching for the most accurate health information, there's never been a better time to incorporate digital and media literacy activities into your programming.

October 25-30, 2021 is time to spread the word about the importance of digital and media literacy and what it means to be a good digital citizen in our online world.

MLW 2021 celebrates each of the first five days by highlighting one of five media literacy themes – use, understand, engage, access and verify.

A teacher's hub in English and French is found here: <https://mediasmarts.ca/mlw-teachers-hub> and <https://habilomedias.ca/Carrefour-sem>

This space provides plug and play lessons and resources on digital and media literacy topics that relate to this year's event. Three pre-recorded lessons, led by MediaSmarts experts, covering topics like body image, online hate and identifying what's real online are also found here.

## resources

## Media Literacy Week Resources

A full week of exciting lesson plans and programming has been curated through the Media Literacy Week Teacher's. [Visit the teacher's hub here.](#)

Below is information on some of the many resources provided by MediaSmarts.

## Verifying online information

## Break the Fake Resources

The popular [\*Break the Fake\*](#) resources will teach audiences four quick and easy steps to take to spot misinformation and find out if something online is true or not.

*Break the Fake* [workshop](#)

[Fact-checking tips and instructional videos](#)

[Printable posters and bookmarks \(featuring the house hippo!\)](#)

### Break the Fake quiz (animal theme)

## Break the Fake quiz (news theme)

[House Hippo 2.0 video](#)

## Check First. Share After.

Created in response to COVID-19, these health misinformation resources are designed to remind Canadians to check information before sharing it online.

[Educational website](https://checkthenshare.ca) (CheckThenShare.ca)

## How to respond to false information

## Video PSA

## Digital Citizenship: Becoming engaged digital citizens

## Guides

## Digital Citizenship Guide for Parents

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## Helping our kids navigate our digital world

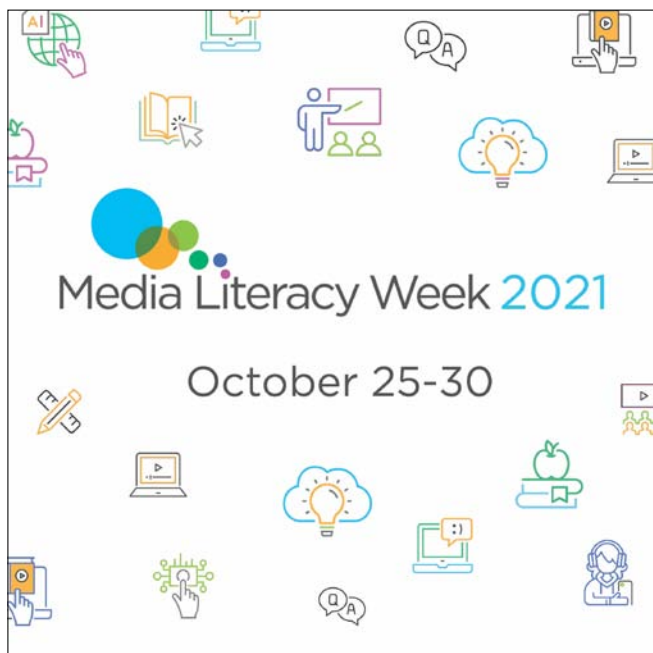
Speak Up! Your guide to changing the world, online and off

## Tip Sheets

## Building your brand: Establishing a positive presence online

## Doing the right thing online

## Family guidelines for new tech devices





## Has the pandemic changed how we engage with media?

By Matthew Johnson, Director of Education at [MediaSmarts](#)

They say the future comes when you aren't looking. This [Media Literacy Week](#), we are reflecting on how the pandemic has changed how we interact with media and each other. Certainly a few years ago, not many of us could have imagined we'd be spending a fair portion of our lives doing video chats, which were considered obsolete and mostly reserved for keeping in touch with friends and family far away.

While we now talk about "Zoom fatigue" (and may suffer from "Zoom dysmorphia" as a result of staring at flattened images of ourselves for hours at a time), the need to distance ourselves from each other has also shown the importance of faces and voices in communication. Put another way, we've seen a dramatic demonstration of the importance of [empathy](#). Facial expression and tone of voice, along with body language, are the main things that make us feel empathy for other people. When we're communicating online, we can't see or hear these. This means we're a lot more likely to misunderstand each other or to not notice when we've hurt someone's feelings. As a result, when we're online empathy has to become not just a reflex but a conscious practice.



While many adults moved to remote work during the pandemic, nearly all students spent at least some time learning from home as well. This has sped up some trends that were already happening and cast new light on other issues. Remote schooling made the question of when to give each child their own device irrelevant – *every* child needed their own device just to attend school – while showing [how many gaps remain](#) in digital access across the country.

Those new devices highlighted privacy concerns as well. Some of these were dramatic, such as [students being suspended for playing with a Nerf gun during online school](#) and [being subjected to eye-tracking during online exams](#). But as worrying as those are, it is the subtler issues that will likely turn out to be more important, in particular student surveillance. As is so often the case, the impact is usually felt more heavily by marginalized youth. LGBTQ students, for example, [may be forced to self-censor or be even put at risk](#) by device or browser surveillance, while [non-White students are more likely to encounter problems with proctoring software](#).

The way the pandemic reshaped our lives has changed our understanding of "screen time" as well. When students were spending their school days in front of screens, it became clear that counting hours and minutes was an ineffective way of addressing screen use. If the educational and social values of school outweigh any harms done by delivering it digitally, then other screen uses

## La pandémie a-t-elle changé notre rapport aux médias?

Par Matthew Johnson, directeur de l'éducation chez [HabiloMédias](#)

On dit que l'avenir se présente lorsqu'on s'y attend le moins. À l'occasion de la [Semaine éducation médias](#), nous réfléchissons à la façon dont la pandémie a changé notre rapport aux médias et à autrui. Certes, il y a quelques années, peu d'entre nous aurions pu imaginer que nous passerions une bonne partie de notre vie à avoir des conversations vidéo, lesquelles étaient alors considérées comme obsolètes et principalement utilisées pour garder contact avec des amis et des membres de la famille éloignés.

Alors que nous parlons aujourd'hui de la « fatigue Zoom » (et pouvons même souffrir de « dysmorphie Zoom » à force de regarder des images aplaties de nous-mêmes pendant des heures), le besoin de nous éloigner les uns des autres a également montré l'importance des visages et des voix dans la communication. En d'autres termes, nous avons assisté à une démonstration spectaculaire de l'importance de l'[empathie](#). L'expression faciale et le ton de la voix, ainsi que le langage corporel, sont les principaux éléments qui nous font ressentir de l'empathie pour les autres. Lorsque nous communiquons en ligne, nous ne pouvons ni les voir ni les entendre. Ainsi, nous sommes beaucoup plus susceptibles de mal nous comprendre ou de ne pas remarquer que nous avons



blesé les sentiments de quelqu'un. Par conséquent, lorsque nous sommes en ligne, l'empathie doit devenir non seulement un réflexe, mais aussi une pratique consciente.

Si de nombreux adultes ont adopté le travail à distance pendant la pandémie, presque tous les élèves ont également passé au moins un certain temps à apprendre à partir de la maison. La situation a accéléré certaines tendances qui se dessinaient déjà et jeté un nouvel éclairage sur d'autres enjeux. L'école se faisant à distance, il n'était plus pertinent de se demander à quel moment donner à chaque enfant son propre appareil : *chaque* enfant avait besoin de son propre appareil uniquement pour aller à l'école, illustrant fort bien [les nombreuses lacunes qui subsistent](#) au chapitre de l'accès numérique dans tout le pays.

Ces nouveaux appareils ont également mis en lumière des problèmes de confidentialité. Certaines situations étaient graves, comme [cet élève qui a été suspendu pour avoir joué avec un pistolet Nerf pendant un cours en ligne](#) ou [d'autres qui ont fait l'objet d'un suivi oculaire pendant des examens virtuels](#). Mais aussi inquiétants soient-ils, ce sont les problèmes plus subtils qui s'avéreront probablement plus importants, en particulier la surveillance des élèves. Comme c'est souvent le cas, l'impact se ressent généralement plus fortement chez les jeunes marginalisés. Par exemple, la surveillance des appareils ou des navigateurs peut

– whether they are creative activities or the digital socialization that served as a lifeline for so many students under quarantine – can as well. We're now shifting towards the more holistic way of looking at screen use that focuses on [mindful use](#) and on steering youth toward [more meaningful and positive uses](#) of screen devices.

Mindful use of digital devices also means applying a critical eye to the content we see and engage with online – the importance of which has been underlined by the pandemic and accompanying “[infodemic](#).” Today, disinformation doesn't only come from publishers, gatekeepers and agenda-setters such as politicians. Social media networks, influencers and ordinary users play an important role not just in *spreading* false information but originating it as well.

As well as showing the real-world impacts of disinformation, the pandemic has shown how even a topic like public health can become politicized in a media environment that favours opinion over news reporting and partisanship over critical thinking. While [learning to find and recognize reliable information](#) is even more essential than ever, we also have to encourage humility – being willing to consider that you might be wrong, and to ask yourself *why* you're inclined to believe or distrust a particular message.



In the end, that may be the biggest impact of the pandemic: the reminder that what we do as individuals makes a difference both to those around us and to society as a whole. Contrary to the loud voices of a small number of conspiracy theorists and COVID-19 denialists – and despite the ways that the “[majority illusion](#)” and the [man-bites-dog](#) ethos of news media make them seem more numerous than they really are – [Canada has consistently had supermajority support for public health measures](#). We may come away from this period with a greater awareness of our obligations as *digital* citizens both to [share good content and to respond to dangerous misinformation](#) when we see it.

There can be no silver linings in something as painful and tragic as the COVID-19 pandemic. But difficult times can help us focus on the things that are most important to us. By bringing us more suddenly into a future that was already coming, the pandemic may give us the opportunity to re-examine our relationship with the technologies that have become an essential part of our lives.

*Media Literacy Week takes place October 25-30, 2021. Visit [www.medialiteracyweek.ca](http://www.medialiteracyweek.ca) to find out more.*

[contraindre les élèves de la communauté LGBTQ à s'autocensurer ou même les exposer à certains dangers, tandis que les élèves non blancs sont plus susceptibles de rencontrer des problèmes avec les logiciels de surveillance.](#)

La pandémie a redéfini nos vies, mais elle a également modifié notre compréhension du « temps d'écran ». Alors que les élèves passaient leurs journées d'école devant des écrans, il est devenu évident que la compilation des heures et des minutes était un moyen bien peu efficace de lutter contre l'utilisation des écrans. Si les valeurs éducatives et sociales de l'école l'emportent sur les préjugés causés par le numérique, les autres utilisations de l'écran, qu'il s'agisse d'activités créatives ou de la socialisation numérique qui a servi de bouée de sauvetage à bon nombre d'élèves en quarantaine, le peuvent également. Nous nous orientons désormais vers une approche plus globale de l'utilisation des écrans, une approche qui met l'accent sur une [utilisation consciente](#) et l'orientation des jeunes vers des [utilisations plus significatives et positives](#) des écrans.

L'utilisation consciente des appareils numériques signifie également porter un regard critique sur le contenu que nous voyons et avec lequel nous interagissons en ligne, dont l'importance a été soulignée par la pandémie et « [l'infodémie](#) » qui l'accompagne. Aujourd'hui, la désinformation ne provient pas seulement des éditeurs, des gardiens et des normalisateurs comme les politiciens. Les réseaux de médias sociaux, les influenceurs et les utilisateurs ordinaires jouent un rôle important non seulement dans la *diffusion* de fausses informations, mais aussi dans leur création.

En plus d'illustrer les conséquences réelles de la désinformation, la pandémie a montré comment même un sujet comme la santé publique peut devenir politisé dans un environnement médiatique qui privilégie l'opinion au reportage et la partisanerie à l'esprit critique. S'il est plus que jamais essentiel d'[apprendre](#)

[à trouver et à reconnaître des informations fiables](#), nous devons aussi encourager l'humilité, c'est-à-dire la volonté d'envisager que nous puissions avoir tort et de nous demander *pourquoi* nous sommes susceptibles de croire un message particulier ou de nous en méfier.

Au bout du compte, c'est peut-être là le plus grand impact de la pandémie : elle nous rappelle que ce que nous faisons en tant que personnes fait une différence à la fois pour ceux qui nous entourent et la société dans son ensemble. Contrairement aux voix fortes d'un petit nombre de complotistes et de négationnistes de la COVID-19, et malgré la façon dont « [l'illusion de la majorité](#) » et la philosophie de [l'homme qui mord le chien](#) des médias d'information les font paraître plus nombreux qu'ils ne le sont en réalité, le [Canada a toujours bénéficié d'un soutien majoritaire en faveur des mesures de santé publique](#). Cette pandémie pourrait nous faire prendre davantage conscience de nos obligations en tant que *cybercitoyens*, tant pour [partager du contenu fiable que réagir aux fausses informations dangereuses](#) lorsque nous en voyons.

Il ne peut pas y avoir de bons côtés à une épreuve aussi douloureuse et tragique que la pandémie de COVID-19. Mais les périodes difficiles peuvent nous aider à nous concentrer sur les choses qui sont les plus importantes pour nous. En nous projetant brusquement dans un avenir qui était déjà proche, la pandémie pourrait nous donner l'occasion de réexaminer notre relation avec les technologies qui sont devenues une partie essentielle de nos vies.

*La Semaine éducation médias se tiendra du 25 au 30 octobre 2021. Visitez le site [www.semaineeducationmedias.ca](http://www.semaineeducationmedias.ca) pour en savoir plus.*



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**Alice in PANTOLAND**

**NOV 23 – JAN 9**

AudiHalifax The Berkeley Retirement Living Canada Council for the Arts Conseil des arts du Canada Arts NOVA SCOTIA NOVELLO GROUP HALIFAX



PRESENTING SPONSOR  
**CLINTON WILKINS MORTGAGE TEAM**

**DICKENS' A CHRISTMAS CAROL**

**NOV 23 – DEC 26**

Parkland Retirement Living HALIFAX SHOPPING CENTRE Scotiabank Canada Council for the Arts Conseil des arts du Canada Arts NOVA SCOTIA NOVELLO GROUP HALIFAX

*continued from page 1*

the profession through his involvement in the Retired Teachers' Organization (RTO), serving as provincial president. He was also president of The Association Canadienne des enseignantes et des enseignants retraités – Canadian Association of Retired Teachers, a national association representing over 160,000 retired teachers.

"Throughout the years with the NSTU I've followed a simple credo, which is advance, promote and protect the welfare

of teachers. I believe strongly in these words and I promise I will continue to protect the rights of active and retired teachers."

Berryman noted that in his first year of teaching in 1970, the Teachers' Provincial Agreement consisted of 35 pages, and now it is 121 pages long. "This is what the NSTU has achieved for teachers through fair and open collective bargaining." Berryman urged teachers to commit to supporting the union and take a stand

when necessary. "Stand up for your rights to make sure that what the union has achieved in the past is not taken away."

"I consider myself fortunate and privileged to be the recipient of this prestigious award."

Nominations for Honourary Membership are made by the Table Officers to the Provincial Executive and are held for any person who has given meritorious service to education, the profession, or the NSTU.



*continued from page 1*

“Addressing these issues through the establishment of a staff officer position will help create more inclusivity and diversity within our union,” said NSTU President Paul Wozney. “It’s crucial that Nova Scotia’s teachers set a strong example to students by leading the charge to dismantle systemic racism in our province. The creation of this position will increase the diversity of voices at the NSTU, while helping ensure NSTU decisions reflect the realities faced by Black, Indigenous and racialized teachers and specialists.”

During the opening evening, Canadian



*NSTU president Paul Wozney is shown presenting flowers to NSTU's Special Event Coordinator Lisa Farmer at the closing of Annual Council 2021.*

Teachers' Federation President Sam Hammond and Minister of Education and Early Childhood Development Becky Druhan addressed delegates. It has been the first time in over a decade that a Minister of Education has addressed Annual Council delegates.

“Congratulations on your 100<sup>th</sup> Council,” said Minister Druhan. “This is an incredibly important milestone and it speaks to the strength of your union, your members and your relationships. Strengthening relationships with our unions, especially our relationship with the NSTU is a key commitment of our government.”

“Nova Scotia is fortunate to have passionate dedicated teachers like you who help students reach their full potential,” she continued. “I know that together we can further strengthen our education system.” Minister Druhan also thanked teachers for keeping students learning during the COVID-19 pandemic.

The NSTU was also fortunate to have Brian Knockwood perform the Mi'kmaq Honour Song during the opening ceremony, which happened to fall on Treaty Day.

The NSTU also bestowed an honorary membership on retired executive staff officer and past president of the Retired

Teachers' Organization Bill Berryman. (see story on page 1).

A 100<sup>th</sup> Annual Council video premiered as part of the opening session on October 1. This video features Annual Council reflections of NSTU's past presidents. The video can be viewed at this link: <https://youtu.be/RNE5NmYiORs>.

During the 100<sup>th</sup> annual meeting 227 voting delegates debated some 112 resolutions. All delegates in attendance were required to be fully-vaccinated and masks were mandatory inside the Council chamber.



*On Sunday, October 3, Steve Brooks provided his first address to delegates as NSTU's Executive Director.*

## The John Huntley Memorial Internship Program

*The deadlines for application for 2021-22 John Huntley Memorial Internship Program are*

***October 1, February 1 and April 1.***

***NEW:*** The April 1 deadline will be for the May 26 to 27, 2022 session. This session is reserved for equity-seeking members. Please identify yourselves as such on the application form.

### Nova Scotia Teachers Union

*Applications for active NSTU members are available through your NSTU rep, on the NSTU website or through Central Office 477-5621 or 1-800-565-6788.*

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



*Presidents from other teacher organizations in Canada were special guests at the 100th Annual Council. Shown are: CTF/FCE president Sam Hammond, Ontario Secondary School Teachers' Federation/FEESO president Karen Littlewood, NSTU president Paul Wozney, Ontario Teachers' Federation president Chris Cowley, past CTF/FCE and past NSTU president Shelley Morse, Nunavut Teachers' Association president Justin Matchett and Elementary Teachers' Federation of Ontario president Karen Brown.*



## Convenient and Easy Reimbursement of Total Care Medical and Dental Claims!!

The NSTU Group Insurance Trustees want to ensure that members are aware of the methods by which claims are paid and the most convenient ways to be reimbursed for out-of-pocket expenses related to Total Care Medical and Total Care Dental claims.

### Claims Payment

Medavie Blue Cross (MBC) is billed directly by your pharmacy for eligible prescription drugs. You are required to pay the \$5.00 co-pay for each prescription. If you have a hospital stay, hospitals will bill MBC directly so members are not required to be out-of-pocket for semi-private hospital accommodation charges. There are some items insured under Hospital Benefits and Extended Health Benefits such as ambulance service, medical supplies, paramedical services, and medical equipment that may have to be paid up front. When this occurs, many members ask the question:

**What is the best method to be reimbursed as quickly as possible for expenses to ensure I am out-of-pocket the least amount of time?**

This is an excellent question. MBC have established electronic adjudication for many of its service providers. Providers such as massage therapists, physiotherapists and chiropractors can have your claim adjudicated online requiring you to pay only the applicable co-insurance. As an example, many physiotherapists can bill MBC directly at the time of service and only charge you the 20% co-insurance before you leave their office. Members also need to keep in mind that there are usual and customary maximums that apply to these types of benefits and outlined maximum reimbursement levels. Members should always check with their provider that they are billing within Medavie Blue Cross' usual and customary maximums. Many dental offices can also bill MBC directly to minimize your out-of-pocket expenses. Ask your dentist if they have the ability to bill Medavie Blue Cross directly.

### Claims Submission by eClaim

If you do have to pay the provider and submit a claim for reimbursement, Medavie Blue Cross has made it convenient to submit claims electronically. It is important to note that you must be set up for Direct Deposit to take advantage of this feature.

To Submit an eClaim:

1. Go to [www.medaviebc.ca/en/members/submit-a-claim](http://www.medaviebc.ca/en/members/submit-a-claim).
2. Under [Submitting a Claim using the Member Services Site](#) you will click on [Submit a Claim](#).
3. On the next page, choose "[Submit a Claim](#)".

You must login to your account to submit an Online Claim. If you are a first-time user, click on Log in, then click on **1st Time?, Register now** and follow the instructions.

### Medavie Blue Cross Mobile App

You can also submit claims through the Medavie Blue Cross Mobile App. There are many convenient features to this app including reviewing benefit utilization history, view / sort past claims, access a mobile ID card, and find various health professionals. You can download the app ([www.medaviebc.ca/app](http://www.medaviebc.ca/app)) free at the App Store for Apple devices and Google Play for android devices. Once you have downloaded the app, follow the instructions under [Submit a Claim](#) to submit a claim for reimbursement.

### Direct Deposit

As mentioned above, you must be registered for Direct Deposit to take advantage of eClaims and Mobile App claims submission. It is important to remember that all paid-in-full receipts must be submitted to MBC for reimbursement within **one year** from the date the expense is incurred. Direct Deposit with MBC will allow claims reimbursement to be transferred electronically to your chosen bank account which will eliminate waits for cheques through the mail, cut back on trips to the bank and will reduce the risk of theft or loss of your reimbursement cheque. MBC will send you a notice each time they make a deposit into your bank account.

Registering for Direct Deposit is easy!

To sign-up online:

1. Go to [www.medaviebc.ca/directdeposit](http://www.medaviebc.ca/directdeposit)
2. Log into the Member Services Site (if you have never used it before, you will be prompted to register), click "[Member](#)" in the menu.
3. Select the "[Banking](#)" tab, then enter and submit your banking information.

To sign-up using the mobile app:

1. Go to [www.medaviebc.ca/directdeposit](http://www.medaviebc.ca/directdeposit)
2. Log into the Medavie Mobile App (if you have never used it before, you will be prompted to register), select "My Account" from the upper right menu.
3. Then select "[Direct Deposit Banking Information](#)" and save your information.

If you have any questions regarding the above, please contact Johnson Inc. at 1-800-453-9543 (toll-free) or 453-9543 (local).

# NSTU Group Insurance Trustees Mental Health and Wellness Grant

## Frequently Asked Questions

The NSTU Group Insurance Trustees, with support from Johnson, have established a grant for members to support innovative initiatives that promote the mental health and well-being of children and youth in the schools across Nova Scotia.

**Q: *What is the purpose of the Mental Health and Wellness Grant?***

A: The NSTU Group Insurance Trustees will fund projects that support and promote the mental health and well-being of children and youth in the schools across the province. This could consist of programs in classrooms, schools, or communities. The ultimate goal is to help our students in coping with the pressures of growing up in today's world.

**Q: *Who is eligible to apply for the Mental Health and Wellness Grant?***

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.

Please be advised that all projects must comply with Public Health Guidelines relating to COVID-19. These guidelines are subject to change throughout the year which could impact the fulfillment of the project. If Public Health Guidelines do prevent an awarded grant from being fulfilled, it will be carried into the 2022 school year.

**Q: *How do I apply for the grant?***

A: You can apply for the grant by going to the NSTU Group Insurance Trust website at <https://nstuinsurance.ca/grants/the-mental-health-and-wellness-grant/> and clicking the application link. The NSTU Group Insurance Trustees will be awarding grants valued at up to \$600 once per year. The criteria will include the project description, innovation and creativity, impacts on students, materials and budget, and overall impression. Please be advised that not all applications will be awarded grants and incomplete applications will not be considered.

**Q: *What is the deadline to apply for the Mental Health and Wellness Grant?***

A: Applications must be submitted on or before 11:59pm on October 30th. Completed projects are due no later than May 31st.

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

## HOTEL HALIFAX

[www.hotelhalifax.ca](http://www.hotelhalifax.ca) • 833.357.8155



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### NSTU LEISURE RATE

SPECIAL Month of September – Rate starting at \$99 + tax (Sunday to Wednesday) & \$149 + tax (Thursday to Saturday), including parking for leisure parking.

SPECIAL October 1st–December 30th – Rates starting at \$99 + tax, including parking for leisure parking.

This offer also comes with an additional 150 Aeroplan points per night.

\*Please note rates quoted are net non-commissionable and don't include 2% HRM Marketing Levy nor 15% HST.

To book this leisure rate call 902-425-6700 (Hotel Halifax), 902-429-7410 (The Barrington Hotel) or 1 833-357-8155 and quote "NSTU Leisure Rate" rate or use the link below;

NSTU Halifax direct link: <https://reservations.travelclick.com/108084?RatePlanId=3532963> – no access code required

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

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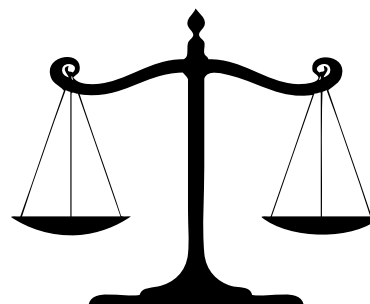
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# classifieds

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](mailto:theteacher@nstu.ca)

Permanent HRCE Secondary Teacher looking to do a permanent exchange with a teacher in SSRCE. Please contact: [mackenziemichael@gmail.com](mailto:mackenziemichael@gmail.com).



## 2021 – 2022 Pre-Retirement Seminars SCHEDULE



### DATES:

### LOCATION:

November 2 & 3 (Tuesday & Wednesday)	TCRCE – Online
9 & 10 (Tuesday & Wednesday)	HRCE – Online
16 & 17 (Tuesday & Wednesday)	CCRCE – Online
December 7 & 8 (Tuesday & Wednesday)	SRCE – Online
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



## Teaching and administrative opportunities in the Nova Scotia International Programs

Experience a new culture while teaching the Nova Scotia curriculum, or bring your school leadership expertise to an exciting new learning environment.

Nova Scotia international programs in the People's Republic of China (grades 10-12), the United Arab Emirates (grades P-12) and Bangladesh (grades 9-12) offer competitive pay, annual return flights, apartment or living allowance, and paid holidays.



For a list of opportunities see:

[www.internationalprograms.ednet.ns.ca](http://www.internationalprograms.ednet.ns.ca)



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to make it happen?

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COVID has changed the way we teach



## Then apply for a PDAF grant!



Nova Scotia  
Teachers Union

