



Education Partners launch Save Grade 2 campaign



NSTU president Alexis Allen at the Save Grade 2 news conference.

Nova Scotia's Education Partners launched a new campaign on January 21, calling for continued investment in public education. The campaign—*Save Grade 2*—is intended to emphasize the importance of the P to 12 education system to Nova Scotians and the desire of the Education Partners to engage in a dialogue about solutions to the difficult challenges ahead. The partners—the NSTU, the Nova Scotia School Boards Association (NSSBA), the Nova Scotia Federation of Home and School Associations (NSFHSA), the Association of Nova Scotia Educational Administrators (ANSEA) and la Fédération des parents acadiens de la Nouvelle-Ecosse (FPANE)—are asking the public to *Get Informed, Get Passionate, and Get Involved*.

The Education Partners outlined their position at a news conference at Ian Forsythe Elementary School in Dartmouth on January 21. The *Save Grade 2* campaign is intended to inform both the government and the public about the impossible choices school boards will face if the public education system does not receive adequate funding. The Partners are asking for a 3.6 per cent funding increase.

"I know, we've all heard the same messages from the Government," says Ron Marks, president of the NSSBA. "The Province is in a dire financial position and the dollars are not there. We acknowledge

that the Government faces a monumental challenge, however, our advice is strategic—investing in education today is a smart growth strategy for Nova Scotia. Adequately funding our public education system will mean future prosperity for our province."

"Public education is one of the most important public services," says NSTU president Alexis Allen. "Public education drives both economic and social development, increases employment opportunities, reduces the need for social assistance, improves health, fosters a learning culture and enhances the quality of life. No new dollars in the system would result in serious reductions in services for students."

The Education Partners believe their request is a reasonable one. They are asking for funding to maintain current programs and services.

Dr. Noel Hurley, president of ANSEA, which represents all senior management in the province's eight school boards, says, "Every dollar invested in education offers a return both to the individual being educated and to society as a whole. We estimate we need an increase in core funding for 2010-11 to retain the current level of service of \$36 million."

These funding needs are detailed as follows: Reinstatement of funding reductions in 2009-10—\$6,574,700; known salary and benefit cost increases—\$13,967,866; known contractual

increases, fuel and diesel increase, prior use of surplus and CPI (inflationary) increases—\$6,517,016; contracts for some employee groups—\$5,000,000; school board specific unique operational cost pressures—\$4,000,000; for a total of \$36,059,582.

The Partners indicate that if no new dollars are provided for public education this year the result will be serious reductions in services for students. These reductions would include: massive staff cuts, affecting both teachers and support staff; changes to programs, including music, the International Baccalaureate, French immersion, special education and alternate programs for students at risk; larger class sizes and modified bussing.

NSFHSA president Janet Walsh says, "Students are often vulnerable and powerless when it comes to advocating for their educational needs. If the Government cannot support an additional 3.6 per cent to an education budget, the effect will be widespread. Most of our at-risk students and their families will feel the effect, but I want to emphasize that all students will be compromised if this increase is not included in the upcoming budget." Walsh adds that "Public education is a right not a privilege."

Léonard LeFort, president of FPANE, adds that "En tant que parent et membre de la communauté acadienne et francophone, nous devons défendre l'éducation de nos



enfants pour qu'ils puissent s'épanouir et devenir des personnes productives à la société. La priorité ce sont nos enfants." (As parents and members of the Acadian and francophone community, we need to defend the education of our children so they can thrive and become productive members of society. The priority is our children.)

Hurley also notes that "The Deloitte group that has completed a report for the Expenditure Management Initiatives of Treasury Board suggested that we would need an additional 5 per cent to maintain status quo spending. We have not requested that much because we are aware of the serious fiscal position of Nova Scotia. Boards have reduced their budgets as much as they can in the past two years. We have nowhere else to cut expenditures."

The website, launched in conjunction with the *Save Grade 2* campaign (www.savegrade2.com) provides a variety of ways to *Get Informed, Get Passionate and Get Involved*. Everyone is encouraged to attend the public consultations being held by Finance Minister Graham Steele and engage in a dialogue about public spending (see www.gov.ns.ca/finance/backtobalance/), email MLAs and write letters to the editor to share concerns about public education funding, sign the online petition at www.savegrade2.com to support increased funding, and leave comments on the website. Background information is also available on the website. For more information, visit www.savegrade2.com.



NSTU president Alexis Allen attends the first "Back to Balance" public consultation, which took place on January 22 at the Royal Canadian Legion in Whitney Pier.

executive highlights

January 28-29, 2010

- Filed table officers report:
 - Approved a donation of \$1 per teacher to support Education International to rebuild schools and lives in Haiti.
 - Approved the Parliamentary Procedure Course trainees share the role of Council parliamentarian/scrutineer for Council 2010 if not serving in another role on a Council committee or Local voting or alternate delegate.
- Received nominating committee report:
 - Selected Community College members to Committees flowing from the Community College Agreements;
 - Appointed Mike Landry as the SAA representative on the TWAR Committee;
 - Appointed Terry Doucette as chair of the TWAR Committee.
- Approved a recommendation from finance & property committee regarding Professional Associations' purchasing of capital equipment.
- Approved revision to the Operational Procedure 8(c) regarding the All Candidates' Orientation Meeting.
- Appointed Dominique Henry as Provincial Returning Officer for the NSTU President Election 2010.
- Approved an amendment to the Strait RRC Constitution.
- Adopted the Policy on Safe Workplace and Member Conduct and forwarded a resolution to Council 2010.
- Elected the Awards Selection Committee.
- Processed the 2010 Policy Review on NSTU Governance for Council 2010: reaffirmed seven policies; amended 10 policies; and rescinded two policies; approved an amendment to the by-laws regarding the NSTU fiscal year.
- Reviewed Local Submissions for Council 2010.


Continued on page 2

people



Park West students featured in *Read to Me!* commercial

Sheila Doucet's Grade 1 class at Park West School in Clayton Park, Halifax were featured in a commercial produced by the Nova Scotia Teachers Union and Nova Scotia Nurses' Union (NSNU) in celebration of Family Literacy Day and the *Read to Me!* Program. The NSTU, in collaboration with the NSNU, the *Read to Me!* Program and Nimbus Publishing, produced and launched a Mi'kmaw version of the *Kisses Kisses Baby-O!* book, *Weska'qelmut Apje'juanu*. The commercial appeared on CBC, CTV and Global Television. Alexis Allen (seated with students), NSNU president Janet Hazelton and Sheila Doucet are shown above



ISSN 0382-408X

Managing Editor: Angela Murray
Assistant Editor: Maggie McFarlane
Advertising & Circulation: Sonia Matheson

Published ten times a year (September-June) by the
Nova Scotia Teachers Union

Return undeliverable Canadian addresses to:
3106 Joseph Howe Drive, Halifax, NS B3L 4L7
Phone: 902-477-5621 Fax: 902-477-3517
Toll free: 1-800-565-6788
email: theteacher@nstu.ca website: www.nstu.ca


All materials for publication must be submitted 13 working days prior to printing date. Submission deadlines for 2009-2010:

ISSUE	DEADLINE
March	February 19
April	March 26
May	April 23
June	May 21

Mailed under Canada Post Publications Agreement Number 40063555.

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HRSB Principals Win COP Awards

Congratulations go out to Debbie Metherrall, principal of Rockingstone Heights School in Halifax, and Terry Wadden, principal of Sir John A. Macdonald High School in Upper Tantallon, for being chosen as two of Canada's Outstanding Principals for 2010. The Learning Partnership, a national not-for-profit organization that champions public education, recognizes the unique and crucial contributions of principals in publicly funded schools with this prestigious yearly award. The Gala Awards Dinner for Canada's Outstanding Principals takes place in Toronto on February 23, 2010 at the Delta Chelsea Hotel. The evening honours the achievements of the thirty-two 2010 Canada's Outstanding Principals. The winners of Canada's Outstanding Principals become members of a National Academy of Principals. Throughout the year, these outstanding principals will continue to act as champions of the program. They will also participate in ongoing discussions about leadership issues through an online forum and will be involved in mentoring colleagues in their home schools.



Winter Huntley Internship

The second round of John Huntley Memorial Internship Program participants for the 2009-10 school year spent two days at NSTU's Central Office on February 4 and 5. This fall the program expanded to include four internships with up to six NSTU members per session. The John Huntley interns met with member services, professional development, counselling and public relations staff and spent time with the NSTU president and executive director. Seated are: Virginie Latour (CSANE Local), a resource teacher at École du Carrefour in Dartmouth; Shawn Brunt (Cumberland Local), the vice principal at Pugwash District High School; Peter Myatt (Halifax County Local), a Grade 8 and French immersion math teacher at Eastern Passage Education Centre. Standing: Angela Murray, NSTU's public relations coordinator; Melissa Serroul (Northside-Victoria Local), a Grade 11 and 12 biology teacher at Cabot High School; Daniel Blinn (Dartmouth Local), a guidance teacher at Ellenville Junior High School; and Beth Hamilton (Yarmouth Local), a resource teacher at Yarmouth Consolidated Memorial High School.



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Les manuscrits soumis devraient refléter la mission d'AVISO en tant que revue professionnelle des enseignants de la Nouvelle-Écosse. Les manuscrits ne seront pas retournés. Les manuscrits sélectionnés pour la publication dans AVISO pourront être édités pour ce qui est de la clarté, du style, de la longueur et de la cohérence.

Les directives relatives aux collaborateurs sont disponibles en consultant le site Web du NSTU – www.nstu.ca

Les manuscrits envoyés par voie électronique doivent être en format Microsoft Word, Rich Text Format ou Texte seulement.

executive highlights

Continued from page 1

- Amended Operational Procedures 17(ix) - Resolution Procedures.
- Approved Out-of-province Conference Grants and Education Research Awards of \$475 each.
- Appointed past president Brian Forbes as the Independent Chair for Council 2010.

- Approved a resolution to Council 2010 regarding Standing Order 13(b) – Voting Procedures for Provincial Executive.
- Approved a resolution to Council 2010 regarding Standing Order 5(c) – Economic Welfare Resolutions.
- Selected Regional Convenors for 2010 Regional Elections.
- Amended Operational Procedure 8(b) Regional Election Procedures.
- Approved regional issues submitted to PEWC be kept on file at Central Office.
- Ratified the Professional Association Constitution for NSTEA.

Minister’s Working Committee releases report on Student Absenteeism

On January 27, the Department of Education released its long-awaited report on student absenteeism. *Promoting Student Engagement: Report of the Minister’s Working Committee on Absenteeism and Classroom Climate* makes 13 recommendations on ways to improve student attendance and to motivate students in their learning. The Working Committee was chaired by former deputy minister Howard Windsor and included representation from the Department of Education, the Nova Scotia Teachers Union, the Association of Nova Scotia Educational Administrators, the Nova Scotia School Boards Association, the Nova Scotia Federation of Home and School Associations, the Council on African Canadian Education, the Youth Advisory Council, and the Council on Mi’kmaq Education.

Last year at Annual Council delegates passed a resolution calling upon the Department of Education to work with teachers in addressing the issue of chronic student absenteeism. Alexis Allen, NSTU president, says that “Despite the best efforts of teachers, levels of student truancy remain unacceptable. It is time to address this issue in a serious manner. We must find the underlying reasons for chronic student absenteeism and solutions that involve not just classroom teachers, but also students, parents, and others involved in public education.”

The Working Committee Report outlines a comprehensive strategy to reduce student absenteeism and improve engagement. Some aspects of this strategy include: greater communication among stakeholders; more support from parents/guardians; a caring and safe learning environment; clear consequences for absenteeism; and parents and a society that promotes and acts upon the belief that attendance and education are critically important to student development. The 13 recommendations are designed to provide a comprehensive package of interventions, consequences, and supports to create engaged learners who take responsibility for their learning.

The NSTU has called on Marilyn More, Minister of Education, to implement the recommendations of the report as soon as possible.

The NSTU urges teachers to review and respond to the report. The report can be viewed online at www.ednet.ns.ca. Responses can be sent by email to classroom-climate@gov.ns.ca, by fax to 902-424-0519 or by writing to the Minister’s Working Committee on Absenteeism and Classroom Climate, Corporate Policy Branch, P.O. Box 578, Halifax, N.S., B3J 2S9. **The deadline for input is March 12, 2010.**



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Alex from the nstu president

Does “Fewer” mean “Better”?

Last December, just before the Christmas holiday, I read two articles in the Globe and Mail, *No more fall report card for Ontario kids* and *Is the best report card no report card at all?* Despite the misleading titles, the articles go on to describe an Ontario approach to reporting student learning that many of us in Nova Scotia would support. In the fall of 2010 Ontario will begin a new system of reporting, reducing the number of formal reporting periods to two per year with an informal mid-term report for elementary school children. In my role as NSTU president I have frequently heard that the marks, outcome achievement, and comments we put on a formal report card mid-fall fail to reflect what students are learning and what they are capable of learning. At that point in the year there has not been enough time for students to engage in their learning sufficiently so any assessment of what they have learned is often very superficial. At this point, we – and they – are gaining impressions and awareness of the learning journey for the year, semester, or course. We know it is critically important to maintain effective communication with parents about their children’s learning; however, a formal report card based on premature assessment does not address that need, but rather presents a potentially false picture of the student’s learning. Instead, our informal judgements and impressions, those that often come from thousands of subtle clues from a student’s approach to problems, tasks, peers, knowledge, values, etc, provide early indicators for teachers, parents and students.

One article notes that *“Ontario’s teachers’ unions have long advocated for eliminating the fall report card, which they argue comes too early in the school year for teachers to make useful judgments of their students. They also say the fall reports place an unnecessary marking burden on teachers.”* This understanding of learning is supported by the Elementary Teachers’ Federation of Ontario (ETFO). ETFO president Sam Hammond stated that *“teachers only have those students for a maximum eight weeks before they have to do evaluations and do formal reporting to parents. ... This [mark free progress report] allows teachers to still communicate with parents ... but it sets everything in place for a much more relevant evaluation for that January report card.”*

There are many creative and effective ways to demonstrate student learning. One of the most exciting approaches is the use of student-led parent-teacher conferences. Research consistently supports the positive impact this kind of school-parent communication has on student learning and the student’s overall approach to school.

The conversation is taking place in a number of jurisdictions across the country about how to effectively report student learning: *“Three schools in Edmonton have replaced their fall report cards with ‘student-led’ parent-teacher conferences; Saskatchewan is releasing an in-depth assessment of its student evaluations in February; and Ontario’s decision to swap the first report card of the year for an informal progress report is part of a wider change to be unveiled formally next month.”*

Perhaps it is time for us in Nova Scotia to have the conversation with the Department of Education, school boards, parents and students about the most effective and meaningful approach to communicating students’ learning progress and process with parents, the public, and with students themselves.

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« Moins » peut-il signifier « mieux »?

En décembre dernier, juste avant les vacances de Noël, j’ai lu deux articles dans le Globe and Mail — *No more fall report card for Ontario kids* (Finir le bulletin scolaire d’automne pour les enfants de l’Ontario) et — *Is the best report card no report card at all?* (Le meilleur bulletin scolaire est-il l’absence de bulletin scolaire?) Malgré leurs titres trompeurs, les articles entreprennent de décrire une approche adoptée par l’Ontario pour rendre compte de l’apprentissage des élèves, approche soutenue par bon nombre d’entre nous en Nouvelle-Écosse. À l’automne 2010, l’Ontario va mettre en place un nouveau système de rapports scolaires, réduisant le nombre de périodes visées par les bulletins officiels à deux par an, plus un bulletin informel en milieu de trimestre pour les enfants de l’école élémentaire. J’ai souvent entendu dire que les notes, les résultats d’apprentissage et les commentaires que nous indiquons sur le bulletin scolaire officiel de la mi-automne ne parviennent pas à refléter ce qu’ont appris les élèves et ce qu’ils sont capables d’apprendre. À ce moment de l’année, les élèves n’ont pas eu suffisamment de temps pour vraiment s’engager dans leur apprentissage et par conséquent toute évaluation de ce qu’ils ont appris est souvent très superficielle. À ce moment-là, nous, et nos élèves, réunissons des impressions et prenons conscience du parcours d’apprentissage pour l’année, le semestre ou le cours. Nous savons qu’il est extrêmement important de maintenir des communications efficaces avec les parents au sujet de l’apprentissage de leurs enfants; mais un bulletin scolaire officiel fondé sur une évaluation prématurée ne répond pas à ce besoin et risque par contre de présenter une image potentiellement faussée de l’apprentissage de l’élève. Toutefois, nos impressions et nos jugements spontanés, qui sont souvent issus de milliers d’indices subtils concernant l’approche de l’élève aux problèmes, aux tâches, à ses pairs, au savoir, aux valeurs, etc., fournissent des indicateurs précoces aux enseignants, aux parents et aux élèves.

L’un des articles fait remarquer que « les syndicats d’enseignants de l’Ontario préconisent depuis longtemps l’élimination du bulletin scolaire d’automne qui, selon eux, arrive trop tôt dans l’année scolaire pour permettre aux enseignants de faire des jugements utiles sur leurs élèves. Ils disent également que les bulletins scolaires d’automne imposent une charge de travail superflue aux enseignants en matière de correction ». La Fédération des enseignantes et des enseignants de l’élémentaire de l’Ontario (FEÉO) appuie également cette approche. Le président de la FEÉO, Sam Hammond, a déclaré : « Les enseignants ont connu ces élèves pendant huit semaines tout au plus lorsqu’ils doivent faire des évaluations et préparer des bulletins scolaires pour les parents... Ceci [le rapport de progrès non noté] permet aux enseignants de communiquer avec les parents... mais il prépare mieux la voie à une évaluation pertinente dans le bulletin scolaire de janvier ».

Il existe de nombreux moyens créatifs et efficaces de rendre compte de l’apprentissage d’un élève. L’une des approches les plus intéressantes est l’usage d’un entretien parents-enseignant dirigé par l’élève. Les recherches confirment toutes l’impact positif de ce type de communication entre école et parents sur l’apprentissage des élèves et sur l’approche générale des élèves à l’école.

Dans un certain nombre de régions du pays, des discussions ont actuellement lieu sur la manière de faire un compte rendu efficace de l’apprentissage des élèves : « Trois écoles d’Edmonton ont remplacé les bulletins scolaires d’automne par des entretiens parents-enseignant dirigés par l’élève; la Saskatchewan va publier une étude approfondie de son système d’évaluation scolaire en février; et la décision de l’Ontario de remplacer le premier bulletin scolaire de l’année par un rapport de progrès informel fait partie d’une réforme plus vaste qui sera dévoilée officiellement le mois prochain ».

Il est peut-être temps que les enseignants néo-écossais engagent la conversation avec le ministère de l’Éducation, les conseils scolaires, les parents et les élèves au sujet de l’approche la plus efficace et la plus constructive pour communiquer les progrès et le cheminement des élèves en matière d’apprentissage aux parents, au public et aux élèves eux-mêmes.

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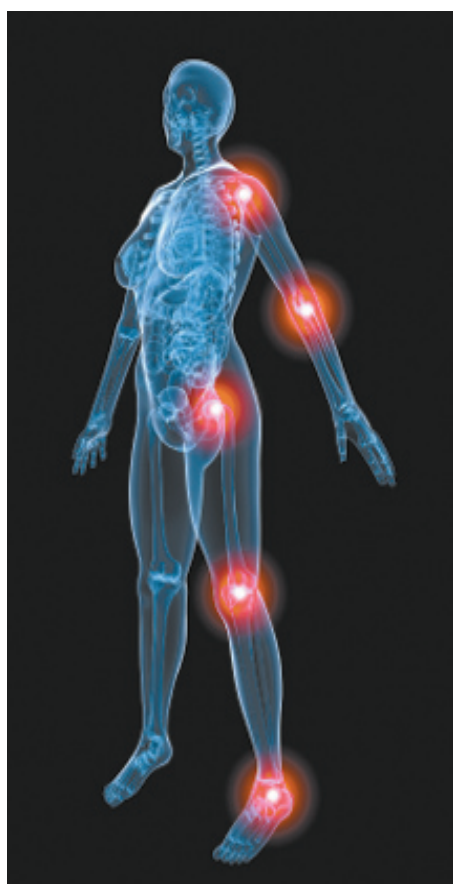
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Chronic pain and physical activity: Where to start?

by Lloyd Richard, BScOT Reg (NS), BSc Kin
OCCUPATIONAL THERAPIST AND KINESIOLOGIST

A very common question I ask during my initial interview with a new client is what their normal day to day routine is like. A common response is, "...not much because I try to avoid things that hurt and everything hurts." A normal response to pain is to stop the activity that causes the pain. When the pain is acute, this is often a good idea because it prevents us from damaging ourselves further. A person in chronic pain is in a very different situation.

For these individuals, rest may cause the pain to abate temporarily over the short term, but over the long run rest can result in joint stiffness, muscle-shortening and tightening and weakness. If this occurs, recovery becomes more difficult because when the affected areas are finally exercised, additional pain will result from the stiff joints and shortened muscles. This new bout of pain often results in the perceived need for more rest and a vicious cycle develops. This scenario is one reason why it is crucial for chronic pain sufferers to gradually and systematically increase their activity to near normal levels.



People who experience chronic pain often believe that they have to rest until their pain subsides before they can try to live normally again. A sedentary lifestyle is commonly adopted in the mistaken belief that immobility will ensure a pain free state. Unfortunately, this response feeds further into the pain cycle. In order to break the cycle, action must be taken: one cannot wait for the pain to go away before taking further steps. Convincing a client that activities may heighten their pain in the short term but improve their condition over the long run is one of the biggest challenges any therapist has to undertake. For clarification purposes, this is in reference to chronic pain which a physician has determined will not be made worse by physical activities.

It is often helpful to differentiate between three basic kinds of activity or exercise:

1. Anxiolytic exercise, which is intended to reduce anxiety and tension.

2. Everyday activity such as household chores, shopping, etc.
3. Exercise that involves strengthening, flexibility and stretching to counteract de-conditioning.

Anxiolytic exercises include aerobic exercises such as swimming, jogging, brisk walking, and cycling, and non-aerobic exercises such as yoga and Tai Chi. Anxiety can lead to pain when it causes muscular tightening and spasms. Anxiolytic exercises allow the body to relax and reduce pain. This takes place through two different mechanisms. First, the exercises noted above typically involve moderately used muscle groups. Studies show that moderately used muscle groups are less likely to spasm and tighten up compared to little used muscles. Second, there is evidence to support that endorphins, our body's natural morphine-like substance, are released during sustained physical activity. In the advanced stages of endorphin release, the sensations of exhaustion and pain subside and are sometimes replaced by a period of euphoria. Including anxiolytic exercises into one's pain management strategy is an important way of controlling pain and can help reprogram the brain's pain system.

Individuals with chronic pain report that everyday activities are often wholly or partially controlled by their pain. Having your life controlled by pain is a frustrating experience. Let me share a commonly reported scenario. Your symptoms are particularly aggravated and your household jobs build up over the course of several days. Finally, after several days of rest you attempt to catch up on all of your chores during one afternoon. By the end of the day, your symptoms are starting to ramp up quickly and before you know it you are searching for your pain control medication. You are angry that even one day of "normal" activity is more than you can cope with. This commonplace scenario creates an unfortunate connection: your body learns that engaging in activity in the future will result in sharp increases in pain. Learned pain becomes an ingrained part of the pain system and avoidance behaviours often develop.

To undo the damaging pain/activity association there are four concepts that will assist in reprogramming the pain system: baselines, shaping, pre-pain cues and pacing. To reintroduce an activity, first establish a baseline. A baseline is a measure of how long you can perform an activity until there is a sharp pain increase (this could be measured in time, distance, repetitions, etc). Once the baseline is established, divide this measure in half; this is now the short term goal for the activity. This activity can now be safely completed and not associated with distressing increases in pain. Now for the shaping part. Shaping is the process of gradually increasing an activity on the basis of a pre-planned schedule. Start with the half value determined above then gradually add time, distance or frequency working back up to the baseline value. By sticking to a systematic routine, it will often be found that he or she can return to the baseline level without a sharp increase in pain. Patience



is the most important consideration at this point. Do not try to shape an activity too quickly. Plan to take two to three weeks to build back up to your baseline measure. The purpose is not to finish the activity but to reprogram the pain system; you want your behaviour to become independent of pain so that you no longer anticipate discomfort when exercising. Once you have worked back to your baseline, you can re-establish new baselines and create new goals for yourself. Another means of establishing a baseline is to recognize pre-pain cues. A pre-pain cue is often manifested in the form of tightness or mild discomfort in an affected area that quite reliably signals an imminent increase in pain. The cue, rather than the pain itself, can become the signal to stop an activity. By utilizing a pre-pain cue and working to that limit, you can gradually increase your activity before the onset of the pre-pain cue.

The strategies of establishing baselines, shaping, and pre-pain cues are all part of the general principle of pacing. Pacing can be applied to any activity. The key is to maintain a schedule that is not dictated by changes in pain. Do not wait until the pain builds up to the point that it forces you to do something; always plan ahead so that you are preventing the increase, allowing you to stay in control.

People with chronic pain commonly give up their regular exercise programs and quickly become de-conditioned. People with chronic pain become de-conditioned for three basic reasons:

1. Activity is avoided because it is painful.
2. Braces and canes are used over the long term.
3. Protective responses develop.

When people stop participating in regular activity or regular exercise, negative effects can develop rapidly. Studies have suggested that we lose up to 1.5 per cent of our strength and muscle mass per day when completely sedentary. This strength and muscle mass then takes up to twice as long to regain than it took to lose, even with very vigorous exercise programs. Even short periods of inactivity can have long-lasting effects which can lead to more disability in the long run. Braces and canes can often lead to muscle imbalances and secondary posture issues leading to additional problems that make recovery all the more difficult. Protective responses, such as limping to avoid putting weight on the painful side, result in overstressed joints and additional muscle imbalances often result in more pain.

Whatever the reason for de-conditioning, there are specific re-conditioning exercises you can do. Properly exercising an area can reduce stiffness, strengthen muscles to help support the area and increase blood flow. Exercises selected may have to address some of the muscle imbalances noted above. An effective exercise program can act to improve the functioning of the area and can reduce signals that are feeding into the pain system. You may need assistance from a physiotherapist, occupational therapist or kinesiologist in developing your program to account for your special needs. Overall, exercising can be highly beneficial in allowing you to regain control of your chronic pain if you follow the guidelines above. Good Luck.

Lloyd Richard is an occupational therapist and kinesiologist who has been practicing for 12 years. He owns and operates his own consulting company in Halifax and can be reached at lloydrichardot@eastlink.ca or 902.223.3561.

did you KNOW?

The Early Intervention Program (EIP) invites NSTU members to sign up for our Wellness email list at **Be_Well@nstu.ca**.

Please contact Erin at ekeefe@nstu.ca to provide her with your NSTU email address. The **Be_Well@nstu.ca** list will provide information about the EIP and other wellness topics.



NSTU supports Education International’s Help for Haiti

Haiti’s humanitarian crisis has sparked a large outpouring of international aid in response to the natural disaster. The Nova Scotia Teachers Union is donating \$1 per member (totalling \$10,869) to the Haiti relief effort through the Canadian Teachers’ Federation (CTF) and Education International (EI). Through EI, CTF is adding its resources and support to this worldwide



response to help the Haitian people, including teachers, students, and their families. Through Education International, CTF is kept apprised of latest developments about our teacher colleagues, members of the Confédération nationale des éducateurs d’Haïti (CNEH), CTF’s partner organization in Haiti.

In addition to EI’s appeal for funds to which CTF has invited CTF Member organizations to contribute, CTF also invites individual donations from teachers and Member organizations staff which can be funneled through its International Aid Fund.

These funds will supplement the EI appeal so that we can also support any possible initiatives by CNEH to meet the needs of members in these difficult circumstances.

Visit the CTF Website regularly for updates: www.ctf-fce.ca.

If you wish to make a donation, please send to the **CTF Trust Fund** and mark it for the **International Aid for Haiti**.

Mail to: **CTF Trust Fund, 2490 Don Reid Drive, Ottawa, ON K1H 1E1**
Tax receipts for any individual donations will be issued.

NSTU CAMPAIGN GUIDELINES

The 2010 deadlines for candidates’ information are **March 26** for the April 13 issue (1st opportunity) and **April 23** for the May 11 issue (2nd opportunity). This information should be given or sent directly to *The Teacher* office.

7. VICE-PRESIDENTIAL CAMPAIGN GUIDELINES

- In respect of Vice-Presidential campaigns, the following guidelines shall apply:
- (a) Active campaigning within the Council Chambers other than the normal address to delegates is prohibited. Passive campaign activity within Council Chambers is permitted.
 - (b) Locals are prohibited from directly making any monetary or non-monetary contribution to any candidate’s campaign. Such contributions do not include expenditure of funds designated for the Local (e.g. Local suite at Annual Council).
 - (c) Campaign spending, excluding travel, by or on behalf of each candidate may not exceed \$1,500.00. Such expenses are the sole responsibility of the candidate;
 - (d) All candidates must submit an approved financial statement report form to the Council Nominating Committee within sixty (60) days from the conclusion of Annual Council. This statement is to include a list of all contributions with non-monetary items being assessed at dollar value, and an itemized list of expenditures;
 - (e) The Council Nominating Committee shall refer the financial statements of candidates to the Provincial Executive for review. These financial statements will be published in *The Teacher*.
 - (f) Publicity: Each candidate is permitted to insert in an issue of *The Teacher* prior to Council:
 - (i) one head and shoulder photograph of himself/herself;
 - (ii) biography of personal, educational, and career achievements, of no more than 150 words;
 - (iii) a personally prepared platform of objectives, no more than 600 words in length.
 - (g) Items in (f) must be sent to *The Teacher* fifteen (15) working days before publication and these will appear in alphabetical order.
 - (i) Each candidate will be given a second opportunity to publish a statement subject to the provisions of paragraph (f), which statement shall not be more than 750 words in length.
 - (ii) Paid advertisements in any medium (press, radio, TV, *The Teacher*) are prohibited.
 - (iii) The number of campaign posters and/or banners on display in the hotel at Annual Council may not exceed a total of twenty-five (25) for each candidate. When Annual Council is held at a facility where Local delegates are divided between two facilities, the number of posters will be increased to thirty-five (35).
 - (h) Upon request, each candidate shall be given a list of the room numbers at the main facility used by NSTU delegates, alternates, official observers and guests once delegates have been accommodated. Distribution of campaign materials to rooms shall be limited to those rooms so identified. Such identification shall not allow the name of the occupant of the room to be determined.

8. COMMITTEE CAMPAIGN GUIDELINES

- In respect of electoral campaigns for committees elected at Council, the following guidelines shall apply:
- (a) Active campaigning within the Council Chambers is prohibited. Passive campaign activity within the Council Chambers is permitted;
 - (b) Locals are prohibited from directly making any monetary or non-monetary contribution to any candidate’s campaign. Such contributions do not include expenditure of funds designated for the Local (e.g. Local suite at Annual Council).
 - (c) Campaign spending by or on behalf of each candidate may not exceed \$100. Such expenses are the sole responsibility of the candidate.
 - (d) All candidates must submit an approved financial statement report form to the Council Nominating Committee within sixty (60) days from the conclusion of Annual Council. This statement is to include a list of all contributions with non-monetary items being assessed at dollar value, and an itemized list of expenditures;
 - (e) The Council Nominating Committee shall refer the financial statements of candidates to the Provincial Executive for review. These financial statements will be published in *The Teacher*.
 - (f) Publicity: Each candidate is permitted to insert in an issue of *The Teacher* prior to Council:
 - (a) One head and shoulder photograph of himself/herself;
 - (b) Biography of personal, educational and career achievements, of no more than 150 words;
 - (c) A personally prepared platform of objectives, no more than 300 words in length.
 - (g) Items must be sent to *The Teacher* fifteen (15) working days before publication and these will appear in alphabetical order.
 - (h) Paid advertisements in any medium (press, radio, TV, *The Teacher*) are prohibited.
 - (i) The number of campaign posters and/or banners on display in the hotel at Annual Council may not exceed a total of twenty-five (25) for each candidate. When Annual Council is held at a facility where Local delegates are divided between two facilities, the number of posters will be increased to thirty-five (35).
 - (j) Upon request, each candidate shall be given a list of the room numbers at the main facility used by NSTU delegates, alternates, official observers and guests once delegates have been accommodated. Distribution of campaign materials to rooms shall be limited to those rooms so identified. Such identification shall not allow the name of the occupant of the room to be determined.

9. GENERAL CAMPAIGN GUIDELINES - ACTIVE AND PASSIVE CAMPAIGNING

- With respect to all elections, the following definitions shall apply:
- (a) Active campaigning shall be considered any display or action that involves the presentation of partisan information in a manner that is difficult for a group of delegates to avoid. Examples of such active campaigning include the display of campaign posters, the wearing of campaign clothing or ornaments when in view of the majority of delegates, the shouting of campaign slogans, shouting out in support of a candidate other than during the normal address to delegates, distributing materials throughout Council chambers including the placing of campaign materials anywhere within Council chambers prior to, during or following a Council session, and demonstrations in support of a given candidate.
 - (b) Passive campaigning shall be considered any display or action that is observable only by people in the immediate vicinity of the campaign material and involves no explicit action to promote or advance those materials at the time at which the material is seen or heard. Examples of such passive campaigning include the use of writing materials containing references to a candidate, the wearing of campaign buttons while not addressing Council, and the presence of a single copy of a candidate’s campaign literature at the delegate’s seat and table spot.
 - (c) In the event that campaigning for any other NSTU election takes place during Council, the guidelines for the Council Committee election campaigns applicable to the conduct of the campaign during Council shall apply.
 - (d) Active campaigning for election to a position not related to the structure of the NSTU is prohibited.

NSTU REP PINS

The Nova Scotia Teachers Union has the NSTU Rep pin available for **purchase by NSTU Locals**, for their NSTU Reps. At only \$2.50 each these brushed pewter pins are sure to be recognized at your school or campus.



To order, contact:
NSTU Public Relations Department
[Phone] 477-5621 or
[Toll-Free] 1-800-565-6788 or
[Email] pr@nstu.ca



After Hours Telephone Intake, Crisis Counselling and Referral Service

4:30 P.M. AST to 8:30 A.M. AST
After Hours,
24-Hour Service During Weekends and Holidays

During these hours, call:
1-800-268-7708

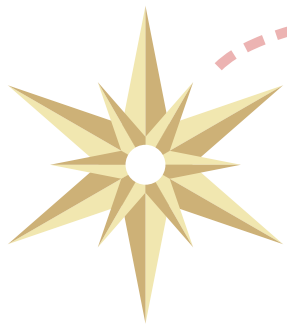
Provided by: Health Canada’s
Employee Assistance Services
Crisis Referral Centre

NSTU SECONDMENT RESOURCE FILE

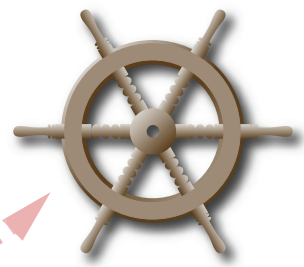
Secondment application forms are available on the NSTU “Members-Only” website.

To obtain the secondment application form:

- Enter the NSTU members-only website
- Select “Union Affairs” from the menu
- Select “Secondments” from the drop-down menu



Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Charting Your Course for Member Services

By Betty-Jean Aucoin, Executive Staff Officer, Professional Development & Ron Brunton, Executive Staff Officer, Professional Initiatives & Technology

Here is the basic rule for winning success. Let's mark it in the mind and remember it. The rule is: Success depends on the support of other people. The only hurdle between you and what you want to be is the support of other people.

~ David Joseph Schwartz

As members of the Nova Scotia Teachers Union, we are supported by two branches of the organization: member services staff officers who are entrusted with the role and responsibility of assisting members with concerns that arise in relationship to the formal contractual agreements between the member or teachers generally and the employer (the regional school board, the Department of Education, or the Nova Scotia Community College); and professional development staff officers who have the role of advancing teachers' professional knowledge and skills. The professional development staff officers thought we would take time within our series of *Charting Your Course* articles to provide members with an overview of the services and support our member services division provides. To highlight the various areas covered under member services, we answer various questions that staff officers receive on a daily basis.

Who negotiates for me as a member of the NSTU?

The NSTU has member services staff officers who sit on both provincial and regional bargaining teams. They use Local, regional, and provincial structures to hear from members about the important and critical issues involving working conditions and professional issues. They then develop an asking package that sets the starting position in bargaining on behalf of teachers/faculty/professional support staff with the regional school boards/Community College management and the Department of Education. Within negotiations, they seek to gain rights and privileges for you to enhance the quality of work life and the quality of education.

Can member services help me when I have a medical condition?

Members who have been diagnosed with a medical condition that is impacting their quality of life in the classroom often seek help from member services staff. Member services staff officers review the member's needs and seek accommodations, such as moving classrooms to avoid stairs or modifying work conditions or other adjustments to support the member. They assist members in navigating the various systems in place to help them through their medical condition. To do this they work with School Boards, NSTU's Early Intervention Program staff, and others.

Can member services help me if I am being harassed or experiencing cyber bullying?

Unfortunately, sometimes our members face mistreatment from parents, students, or, in rare cases, colleagues and ask the question, "How do I respond to harassment or cyber bullying?" Staff is able to outline our policies that apply, applicable school board or College policy, your rights, and the procedures to respond to conflict or other mistreatment and ensure that you are provided a safe teaching and working environment. Member services staff and professional development staff offer workshops to schools, locals and boards on topics like cyber bullying. These sessions provide members with a background on policies, rights, and the actions that can be taken, not only after an incident has occurred, but also how to act proactively to avoid problems of this nature.

I need information on maternity/parental/adoptive leave? Who do I ask?

Becoming a parent brings with it many life changes. Members are often overwhelmed and ask, "What now?" Member services staff officers provide workshops on maternity, adoptive and parental leave. Individual members are provided information on what things they need to consider in planning for their leave and are given support in understanding the contract and financial implications of parental leave.

I am getting ready to retire. What should I know?

Retirement is another major life change. The issue of retirement has many of our veteran members concerned about financial consequences and adjusting to life outside the classroom. Member services staff officers provide all members within the last five years of their teaching career the opportunity to attend pre-retirement seminars that take place during the normal school day and for which they are released from their normal duties to attend. At these sessions a variety of speakers provide assistance and guidance related to pensions, benefits and transitioning to life beyond teaching.

I am in conflict with my employer/the law. Who can help me?

Occasionally, members find themselves in conflict with their employer or the law. Member services staff officers work with members to ensure their voice is heard and that a fair process is followed. Member services staff officers assist

members in navigating the grievance process ensuring that contractual rights are respected as they work towards a resolution. In the case of the law being involved, member services staff can offer advice on how you can navigate the legal system while at the same time protecting yourself and your individual rights.

What are the benefits of membership?

Member services staff officers provide critical support for the structures in place that are responsible for administering members' insurance benefits and pension; these include the Group Insurance Trustees and the Partners' Pension Board.

Member services staff officers assist by explaining the benefits, the nature of the coverage, and the process to follow when accessing benefits, insurance, pension, etc.

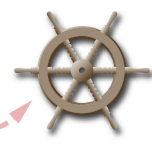
Although we have not covered every aspect of the support member services staff officers provide, we hope we have been able to showcase the supports you can receive as a member of the NSTU. The role of all NSTU staff is to ensure that you receive the support you need so that you continue to teach; through that support, we are able to support the advancement of public education.



Member services staff officer Janine Kerr gets ready for her Teachers and the Law: Case Law Update workshop at last year's Leadership Development Conference.



Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Email your name, home address, and school or campus name with PD in the subject line to theteacher@nstu.ca by March 1 to be eligible for the draw.

This month's PD book giveaway is *You Have to Go to School-You're the Principal* by Paul G. Young. New and experienced principals will enjoy reading the common sense and heartfelt suggestions from Paul Young. This book is packed with great ideas and solid tips that remain constant over time.



The winner of the PD book *Beyond Monet: The Artful Science of Instructional Integration* is Frayne Kyte, Digby Neck Consolidated School.



Curriculum Corner



The Curriculum Committee held their second meeting this academic year on January 8, 2010 and met with Shannon Delbridge, Director, Policy, Planning & Information Management, Corporate Policy services with the Nova Scotia Department of Education, and Lawrence Ryan, formerly with the Chignecto Central Regional School Board and currently an external consultant to the Department. Delbridge outlined two multi-partner initiatives: the Education Professional Development Committee (EPDC) report and the Instructional Leadership program.

She provided a detailed overview of the EPDC report. Three years ago the Department initiated a thorough and extensive review of Nova Scotia's approach to professional development for classroom teachers and for administrators based on current educational research and concerns raised by boards, administrators, and teachers. The Committee examined the logistics of the "pullout" model to access PD opportunities, the relevance of the current approaches to PD, and the effectiveness of these approaches. The Committee observed and studied PD practices in successful jurisdictions for a year and then developed some recommendations. The recommendations were grouped under four themes: leadership for effective instruction and student learning; school-based goal setting and professional learning; provincial collaboration of curriculum and program coherence; and assessment for meaningful professional and student learning. With the Minister's support, the committee wanted to focus on three key directions: comprehensive instructional leadership; enhancing and expanding coaching and mentoring; and increasing the knowledge base at the school level of both teachers and administrators about effective teaching and student learning. Within this focus was the explicit understanding that professional learning must be job-embedded and part of the professional working environment for classroom teachers and school administrators.

With these goals in mind, the Department established the Instructional Leadership Program Advisory Committee (ILPAC) consisting of representatives from the Department of Education, the regional school boards, school-based administrators, the teacher education universities, and the NSTU. The ILPAC has been developing an instructional leadership program which will initially be available to Nova Scotia principals and expanded to other members of the professional community as capacity increases.

Although finding the time to access an Instructional Leadership Program will prove challenging, the research clearly identifies that the quality of the instruction is the most significant factor in student learning. This program's development began with a broad consultation with both school boards and principals about what is currently being done in instructional leadership. This consultation highlighted that instructional leadership was generally the weakest part in existing school board leadership development programs. A detailed framework for an instructional leadership program was developed that included consultation with external experts. This preliminary program was presented to principals for their feedback at the "Principals in Focus" sessions last November. Principals were enthusiastic about the proposed program and the ILPAC has taken their comments and suggestions into consideration as part of its continuing work.

The program will be delivered through a collaborative effort involving not only the Department of Education and the Nova Scotia Educational Leadership Consortium (NSEL), but the regional school boards, the NSSBA, universities, and the NSTU. The ILPAC recommends three paths through which principals can access this program: a Leadership Academy formally delivered by the NSEL; a Masters of Education in Instructional Leadership; and a combination of both. Through the Leadership Academy, principals would take six courses, equivalent to university graduate courses. The hope of the Committee is that Nova Scotia universities responsible for leadership development—Acadia and St. FX.—will develop, in cooperation with the Academy, a Masters of Education in Instructional Leadership. Criteria for such a master's program include full recognition of the courses taken through the Academy and that any such program be rooted in the practical application of instructional leadership at the school level in Nova Scotia schools. An assessment centre will also be developed to demonstrate acquired skills and competencies. The ILPAC anticipates specific course development will begin this spring and the first two cohorts, each consisting of 24 principals from across the province, will begin in January 2011.

Following the meeting with Delbridge and Ryan, the Curriculum Committee discussed a variety of curriculum concerns submitted by members. These concerns included: the readiness of some primary students and the impact younger children are having on the primary curriculum; the need for a more focused course on Nova Scotia/Canadian political and civics; the challenges presented in multi-age classrooms; and the broad range of needs in a Science 10 classroom.

The Committee will hold its final meeting for this academic year on May 7, 2010 and has invited Vince Warner, the Director of Testing and Evaluation for the Department of Education. The direction of the discussion will be surrounding Assessment for Learning and Outcome-Based Evaluation.

Elizabeth Thomas

CHAIR, NSTU CURRICULUM COMMITTEE

EQUITY BOOK REVIEW

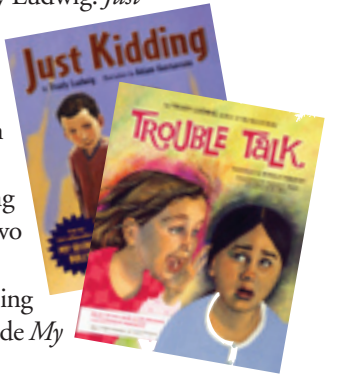
Email your name, home address, and school or campus name with EQUITY in the subject line to theteacher@nstu.ca by March 26 to be eligible for the draw.

This month's equity giveaway is a pair of books written by Trudy Ludwig: *Just Kidding* and *Trouble Talk*. They are published by Tricycle Press.

In *Trouble Talk*, Ludwig uncovers the harmful consequences of gossiping, lying, spreading rumors, and sharing others' information. The main character learns in the end that trouble talk doesn't win her lasting friendships.

In *Just Kidding*, the author takes a rare look at emotional bullying among boys—situations where a buddy can be a bully and where two innocent words can mask a painful reality.

Trudy Ludwig's nationally acclaimed picture books focus on helping children cope and thrive in their social world. Her other books include *My Secret Bully*, *Sorry* and *Too Perfect*.



fresh

Putting new members in the KNOW!

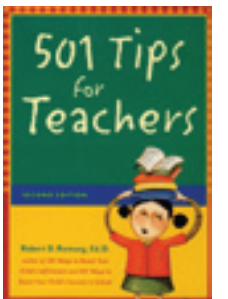
Email your name, home address, and school or campus name with FRESH in the subject line to theteacher@nstu.ca by March 26 to be eligible for the draw.

This month's FRESH giveaway is *501 Tips for Teachers*. It is written by Robert D. Ramsey and published by McGraw-Hill.

Educators stretch their time among lesson planning, marking, meeting with parents, organizing field trips, etc. This resource offers educators hundreds of practical ideas for the classroom. It includes:

- Communicating with and motivating students
- Managing classrooms effectively
- Working with parents to get the best results for their children
- Collaborating with other educators

This easy-to-follow resource will become a reliable teacher assistant for all who use it.



Eddie's Litterless Road Tour

Eddie is a cat with a cause - litter to be exact – and he would love to come to your classroom and talk about litter-prevention.
Putting a stop to litter is better than cleaning it up!

This interactive presentation is available to grades P-3 and booking enquiries can be made to Kari Riddell at 1800-665-5377 or e-mail riddell@clean.ns.ca. Visit www.clean.ns.ca for all the fun details.

Hint: Inviting Eddie to your school is a great compliment to taking part in the Great Nova Scotia Pick-Me-Up program.

Register for a free cleanup kit at www.clean.ns.ca/pmu

Challenges and victories mark the long road to equity

By Mary-Lou Donnelly, PRESIDENT, CANADIAN TEACHERS' FEDERATION

Whenever I consider the lives of my three adult daughters, I cannot help but feel both pride in the victories my generation has won and wonder at the many challenges women still face in achieving equity. It is at times such as these that I fully realize my responsibility to be a role model and mentor to a new generation.

For much of my adult life I have worked within my provincial teachers' union to provide protection, economic advances, improved working conditions and professional growth for my colleagues in education. But young women are looking for more today: they want an acceptable balance between personal life and work and want to be part of changing the world for the better.

Their aspirations can significantly advance the cause of teacher organizations, but only if the leaders in our organizations can ensure the equality of access needed to fully benefit from the enthusiasm, skills and drive for social justice they bring to the table.

This year the Canadian Teachers' Federation held its Annual Women's Issues Symposium at the Elementary Teachers' Federation of Ontario (ETFO) office in Toronto on February 9 and 10. We focused on ways of engaging young women in teacher organizations.

More than 72 per cent of Canadian teachers are women, yet we remain under-represented in leadership roles in our professional organizations. The CTF has established an international reputation as a leader in the fight for gender equity. It supports women's networks in Asia, Africa, the Caribbean, and Latin America. The Girl Child Project in Uganda addresses the barriers many female students face and our work with Latin American unions helps to develop non-sexist curricula and teaching practices. These programs will be highlighted in our celebration of International Women's Day on March 8.

At the same time, Canadian teachers will be active participants in *Beijing+15*, the 54th session of the UN Commission on the Status of Women called to review progress on gender equity 15 years after the adoption of the Beijing Declaration and Platform for Action. This conference will take place at UN headquarters March 1 to 12.

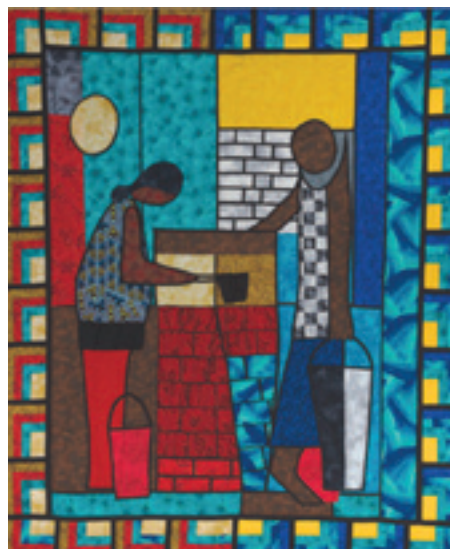
From May 19 to 22, Education International will convene its first World Women's Conference, *On the Move for Equity*, in Bangkok, Thailand. More than 300 leaders of teachers' unions from around the globe will participate in this forum.

As we approach International Women's Day, we should each take pride in our victories and recommit ourselves to the challenge of engaging our daughters in the fight for true equality.



This year marks the first time in the history of teacher organizations in Canada that the presidents of the Atlantic provinces' teacher organizations and the president of the Canadian Teachers' Federation are all women. They are shown above during a meeting of the Council of Atlantic Provinces Teacher Organizations (CAPTO) last fall in Moncton, hosted by the New Brunswick Teachers' Association (NBTA). From left to right: présidente de l'Association des enseignantes et des enseignants francophones du Nouveau-Brunswick (AEFNB) Monique Caissie, NSTU president Alexis Allen, Prince Edward Island Teachers' Federation president Carrie St. Jean, CTF president Mary-Lou Donnelly, Newfoundland and Labrador Teachers' Association president Lily Cole, and NBTA president Noreen Bonnel.

Pictou Local teacher's work featured in African Nova Scotian Quilt Exhibition



Myla Borden, *At the Well* 2009

Myla Borden has been quilting for as long as she's been teaching. As one of the Nova Scotia Teachers' College first education degree graduates in 1993, she began the traditional art form to keep her busy in the early days of her teaching career when it was difficult to find a full-time teaching position. "I needed to get up and do something, and I've been quilting ever since," she says. Her Aunt Frances is an avid quilter and had shared her quilts with Borden for years.

The health education, English and program support teacher at New Glasgow Junior High School has created close to 50 quilts in the past 17 years, most in the tradition of African story quilting. "Some take three months, some take 10 years—it's an ongoing process," Borden explains. Her *Africville* quilt tells three stories: "Slave days, working in service and where we are in modern times." African Canadian quilting emerged in the decades preceding Confederation. Enslaved black women were tasked with spinning, weaving, and quilting on American plantations. When the first generation of fugitive slave women came to Canada in the 1840s, they brought with them the skills and talents they would later pass on to their children.

Borden has worked very closely with David Woods, a multi-disciplinary artist-performer who has created a huge body of work on the Black experience in Nova Scotia. The two connected through the Black Artists Network of Nova Scotia. Woods curated the first show where her

quilts were displayed at the Nova Scotia College of Art and Design's Anna Leonowens Gallery in 1998.

For African Heritage month, Borden and her work, and that of her fellow Vale Quilters of New Glasgow, will be featured at an African Nova Scotian Quilt exhibition curated by David Woods. It will be held at the Highland Square Mall in New Glasgow from February 19 to 21 and feature a workshop about techniques on block-making, appliqué and creating original Africentric quilt designs. Her newest quilt (shown on this page), *At the Well*, is part of this exhibition. The exhibition is made possible through funding from African Nova Scotian Affairs and CACE (Council on African Canadian Education).

Many of her friends and family members have her quilts, which are all made to be functional as well. "My daughter, who teaches in Dubai has some of my quilts with her." Borden takes advantage of the beautiful fabrics available in Dubai that her daughter sends to her to use in her pieces.



She does sell some of her creations, but she doesn't quilt for money: "I do it for pleasure. When I'm quilting, I'm in another world. If I don't quilt, I feel like I'm not accomplishing things."

She's also creating a quilt for a fundraiser for the Pictou County Blues Society out of scraps of denim and has made quilts for other community fundraisers. "Everyone's interested in a quilt," she remarks.

Borden also runs an African drumming group at her school. The 17-member ensemble recently raised \$1,700 for Haiti relief. "A teacher at the school offered to shave his moustache for money to help those in Haiti," she comments. Usually her drumming students perform in other schools and community venues, but for this particular fundraising effort they were able to perform at their own school.

She got involved with the Pictou NSTU Local in 2000 when then president Allan MacLean invited her to attend the Local's meetings. She has served as secretary, vice president of professional development, and is currently the vice president of economic welfare and serves on the provincial public affairs committee.

Fundy Outdoor Adventure Package

"The accommodations, host, organization and activities were second to none! Highly recommended!" - Stephanie B. - Elleville Junior High
 "A well organized, fantastic, interactive outdoor adventure. A memorable experience!" - Dacia R. - Hampton Middle School



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- 1 or 2 night stay at Fundy Highlands Chalets
- breakfast
- kayaking tour with Fresh Air Adventures (river or bay excursions available)
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- a guided hike in Fundy National Park
- informative tour of a lobster pound
- canoeing at Bennett Lake in Fundy National Park
- Fundy National Park entry passes

Prices: 2 night package \$125.00, 1 night package \$89.00 (plus tax) per student, and no charge for the chaperones.

Fundy Highlands Chalets

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NOTICE OF ELECTIONS

Spring 2010 (Revised January 21, 2010)

Election of NSTU Provincial Executive Members



I. Background:

NSTU By-Law Article IV *The Provincial Executive* outlines the structure and duties of the NSTU Provincial Executive.

• Definition

There shall be an Executive of the Council, to be composed of the President, the immediate Past-President (one year position only), the First Vice-President, twenty (20) members elected on a regional basis at the local level, including one member elected by all the members of the CSANE Local, and one member elected by all the members of the Community College Local. A majority of the members of the Executive shall constitute a quorum.

• Duties

The Executive functions in the name of the Council between sessions. It shall perform its duties in a manner that is consistent with the will of the Council as expressed through resolutions passed by the Council. In addition, the Executive shall carry out duties imposed specifically by the *Teaching Profession Act* and:

- 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;
- provide suitable offices and equipment for carrying on the work of the NSTU;
- direct and supervise the business, property and affairs of the NSTU between Council meetings, and all decisions that are deemed policy by the Executive shall be forwarded to the upcoming Council as resolutions;
- determine the place and date and make arrangements for workshops and special Council meetings;
- issue a post-Council press release;
- provide assistance with organizing Locals and Regional Representative Councils and Professional Associations;
- shall ratify constitutions of Locals, Regional Representative Councils and Professional Associations by following regulations outlined in the NSTU Guidebook;
- determine the boundaries of the Locals;
- publish a magazine or other official publications;
- 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;
- have the power to convene an emergency meeting of a Local or a meeting of the NSTU members in a given area; and
- is empowered to exercise on behalf of the Union, as the 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.

• Representation

NSTU Standing Order 10 *Composition of the Provincial Executive* delineates the representation by region.

10. Composition Of The Provincial Executive

- Members of the NSTU teaching in the following regions shall elect twenty members to the Executive subject to the following conditions:
 - elections shall be held fifteen (15) days or more prior to the first meeting of the Council;
 - the regions and the numbers to be elected from each region shall be as follows:

Annapolis-Hants West-Kings	2 members
Antigonish-Guysborough	1 member
Cape Breton Industrial	2 members
Colchester-Hants East	1 member
Community College	1 member
Conseil syndical acadien de la Nouvelle-Écosse	1 member
Cumberland	1 member
Dartmouth	1 member
Digby-Yarmouth	1 member
Halifax City	2 members
Halifax County	2 members
Inverness-Richmond	1 member
Lunenburg County	1 member
Northside-Victoria	1 member
Pictou	1 member
Shelburne-Queens	1 member



II. Election Locations:

Region	To Be Elected
Annapolis-Hants West-Kings (2)	1 Member
Antigonish-Guysborough (1)	1 Member
Cape Breton Industrial (2)	1 Member
Colchester-East Hants (1)	1 Member
Community College (1)	1 Member
Cumberland (1)	1 Member
Dartmouth (1)	1 Member
Halifax City (2)	1 Member
Halifax County (2)	1 Member
Inverness-Richmond (1)	1 Member
Lunenburg (1)	1 Member



III. Eligibility:

NSTU By-Law Article I-10(a)(iv) *The right to vote and hold office at the Local and/or provincial level.*



IV. Time Line:

- A regional election must be conducted at least 15 days prior to Annual Council.
- Nominations close 30 days prior to Election Day in a region.
- The *Regional Nominating Committee* sets the exact dates for the election and close of nominations in a region.
- Contact your Local President to obtain the dates for the Close of Nominations and Election Day.



V. Contact Person:

For further information regarding the 2010 regional elections, contact Monica Maloney, Executive Staff Officer at mmaloney@nstu.ca or 1-800-565-6788.

Congratulations to our DECEMBER WINNERS of the FRESH & EQUITY giveaways!

FRESH: Cathy Burgess, Glooscap Elementary School

EQUITY: Mike Chapman, Jaylene Chase, Angie Harvie, Denise Lombard, Dawn MacKinnon, Marlene MacLean, Marni Pye, Susan Serieys, Garland Standing, Tarah Thompson-Schwan.

Across Nova Scotia,
teachers and students celebrate

AFRICAN HERITAGE MONTH

Join us in exploring
the history, culture
and contributions
African Nova
Scotians have made
to our province.

For links to
African Heritage Month
resources, visit:
www.nstu.ca



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coming events

February is...

African Heritage Month (<http://www.gov.ns.ca/ansa/>), Hearth Month (www.heartandstroke.ns.ca)

FEBRUARY

African Heritage Month

This year marks the 26th anniversary of African Heritage Month in Nova Scotia. Held in February, African Heritage Month celebrates the history and contributions of people of African descent in Nova Scotia. Visit the NSTU website at www.nstu.ca for more info and links. Check out the following for information and events in exploring the history, culture and contributions African Nova Scotians have made to our province. African Heritage Month Activities are found on the African Nova Scotian Affairs website (www.gov.ns.ca/ansa/AHMEvents09.asp) and the Halifax Public Libraries' website (<http://www.halifaxpubliclibraries.ca/ahmonth.html>), which includes activities, book lists, programs and links. Visit the Black Cultural Centre for Nova Scotia's website for additional information (www.bccns.com).

FEBRUARY

Winter Walk Day

Winter is as good a time as any to walk. Schools, youth groups and others are invited to walk to school, have an intentional walk, or go for a hike on Winter Walk Day (any day in February). Registered schools receive a kit complete with activity ideas, safety tips and curriculum links along with ten free toques. Register at Take the Roof Off Winter (www.taketherooffwinter.ca). The event is a partnership of Active & Safe Routes to School of the Ecology Action Centre and Take the Roof Off Winter, which is coordinated by Recreation Nova Scotia and The Nova Scotia Department of Health Promotion and Protection.

FEBRUARY 1 TO FEBRUARY 28

Heart Month Walking Challenge 2010

Each year thousands of Heart Month volunteers across the province canvass door to door in support of the Heart and Stroke Foundation of Nova Scotia. This year, we want to find out how far Heart Month volunteers walk during this special month. Join the walking challenge and from February 1 to February 28, 2010, log the steps you accumulate from canvassing and daily activities in the Heart Month walking challenge walking group on the Walkabout website (<http://walkaboutns.ca/>). All participants will be entered into a draw to win cool prizes, including a Heart and Stroke Foundation CPR Anytime™ Family & Friends™ Kit, jackets, Swiss Army watch, reflective armbands, pedometers and more! When Heart Month volunteers log their steps in the Heart Month challenge walking group, we'll be able to estimate the number of steps and distance logged throughout the entire month of canvassing. Funds raised during Heart Month support vital heart and stroke research and health promotion initiatives. For more information visit www.heartandstroke.ns.ca.

FEBRUARY 14 TO FEBRUARY 20

Teacher Staff Appreciation Week

For the 22nd consecutive year, Home and School Associations and School Councils across Canada are celebrating National Teacher/Staff Appreciation Week which will be held February 14-20, 2010. The theme of this year's Appreciation Week is Intertwining Energies. Parents organize community events in recognition of the personal and professional contributions of teachers and school staff. National Teacher/Staff Appreciation Week was started in 1988 by the Canadian Home and School Federation. It is a way to give parents and others concerned with children and their education the opportunity to join in nation-wide demonstrations of support for Canada's schools and their teachers and other staff members. Teacher/Staff Appreciation Week has become established as an annual celebration in support of teachers and other members of the school staff such as school secretaries, teachers' assistants, custodians and bus drivers.

FEBRUARY 21 TO FEBRUARY 27

Freedom to Read Week

Freedom to Read Week is an annual event that encourages Canadians to think about and reaffirm their commitment to intellectual freedom which is guaranteed to them under the Charter of Rights and Freedoms. This year celebrates the 26th anniversary of the week and events will be held between February 21-27. A Freedom to Read Kit, featuring articles on current censorship activities in Canada, clip art, annual poster, and suggested ways to get involved is also available. For further information visit the Freedom to Read Week website at www.freedomtoread.ca.

MARCH 1 TO MARCH 8

International Women's Day/Week

Canadians will celebrate International Women's Week starting on March 1, culminating in International Women's Day celebrations on March 8. This year, the UN's theme for International Women's Day is Equal Rights, Equal Opportunities: Progress for All. Annually on March 8, thousands of events are held throughout the world to inspire women and celebrate achievements. Political rallies, business conferences, government activities and networking events connect women from all around the world. So make a difference. Think globally and act locally! Make every day International Women's Day. Do your bit to ensure that the future for girls is bright, equal, safe and rewarding. For more information visit www.internationalwomensday.com.



Nova Scotia Educational Leadership Consortium NSELC ASSESSMENT 2010 PROJECT

During the summer of 2009, the NSELC held an extremely successful Assessment Summit that was attended by approximately 600 delegates. Of those 600 delegates, more than half filled out the extensive Evaluation Form. One of the key questions on that evaluation form asked what kinds of follow-up would be most useful to participants as they incorporate their new learnings about effective assessment practices.

The NSELC has listened to your suggestions and the Assessment Sub-Committee is continuing to work through the winter developing professional learning activities around the needs which surfaced from the evaluations.

You told us that you needed to learn more about:

- equitable assessment for diverse learners
- developing student responsibility for their own learning
- the implementation and tracking of assessments for learning
- how to design, implement, analyze, record and use multiple assessments
- practical application of tried and true assessment tools based on NS curriculum outcomes

You also told us that there must be a variety of differentiated professional learning opportunities and delivery methods including:

- workshop style sessions which provide time for educators to discuss and work on deconstructing and building their own tools
- webinars which could be accessed at times convenient to the various lifestyles of educators
- on line classroom video footage showing both effective and ineffective assessment practices
- on line facilitated book studies and/or discussion groups
- self-directed professional learning options (book lists, on-line self assessments on assessment, available reference material etc.)

Keep checking the NSELC website for Assessment updates over the next few months.

Register on-line at www.nselc.ednet.ns.ca or call 422-3270 for more information.

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École acadienne de Truro gives to Ghana

Last fall the NSTU initiated the fifth annual World Teachers’ Day (WTD) Ghana Bookmark project. NSTU members marked World Teachers’ Day by donating a toonie in return for a special edition bookmark that raised funds to help children in Ghana go to school. Staff, students, and the school community at École acadienne de Truro donated a whopping \$721.56 towards the cause. “The student council had actually been raising money to build a well in a small village in Ghana,” says resource and English teacher and student council liaison Claire Russell. “What initiated the idea was a desire to look beyond our borders.” Russell’s husband Stephen, who is a professor at the Nova Scotia Agricultural College, had a connection with the village of Chegili. He is actually an honorary chief of the village. He provided a presentation to the school to teach students about the history and geography of the village of 600 people.

Ms. Russell says the village already had one well, but its residents had to walk several miles to get to it. “The cost of building a well is very expensive though—about \$5,000,” she adds. During the 2008-09 school year the 175 P to 12 student body raised the funds through various fundraising activities like Valentine’s Day candy kisses and proceeds from a school dance. “We even held friendly competitions among our school houses.” The school has four school cheer houses—blue, yellow, red, and white, signifying the colours of the Acadian flag. “When the Ghana bookmark project came around again, we decided to roll our funds into that project, since we didn’t think we’d be able to raise enough for a well.”

The money raised from École acadienne de Truro alone will send close to seven children to school for one year. The total of the 2009 Ghana Bookmark Project is \$3,595.97. All funds raised are directed to helping Ghanaian children attend school (like getting the shoes, uniforms and lunches required to do so). The total cost of attending school in Ghana is \$105 per child per year. This includes two sets of uniforms, one pair of sneakers, school supplies, and lunch for each child.



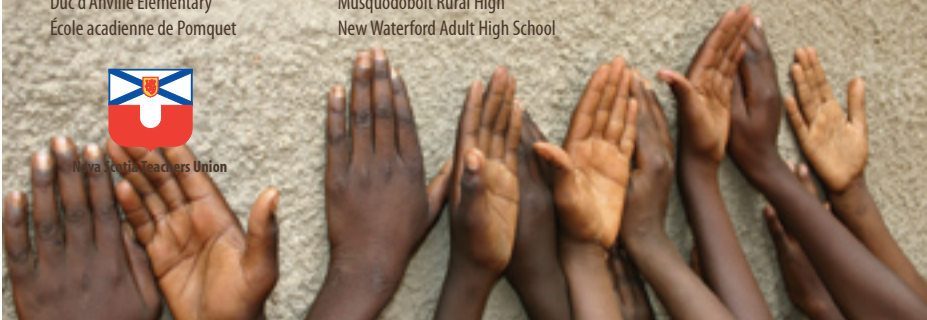
Keith Partridge, École acadienne de Truro’s NSTU rep who teaches Grade 8 to 10 science and math; Katherine Burris, who liaises with the school’s student council and teaches art, music and English; Anne Bastarache, principal; Grade 8 student Cole O’Donnell, a member of the student council; Grade 11 student Stephanie Dupuis, vice-president of the student council; and Claire Russell.

The NSTU wishes to thank members,
students and Locals who raised a total of
\$3,595.97
for the Ghana Bookmark Project

- | | | |
|---|---|--|
| A. G. Baillie Elementary
Acadia Street Elementary
Aldershot School
Annapolis East Elementary
Antigonish Education Centre
Arcadia Consolidated
Aspotogan Consolidated Elementary
Barrington Municipal High School
Bayview Community School
Bayview Education Centre
Beaver Bank-Monarch Drive
Bridgetown Regional Elementary
Brookland Elementary
Burton Ettinger
Canso Academy
Cape Breton Highlands Academy-
Education Centre
Cape Smokey Elementary
Caudle Park
CBVRSB Central Office
CBVRSB Northside Staff Development
Centre
Chedabucto Education Centre
Cobequid District School
Coxheath Elementary
Cumberland Local NSTU
Cumberland North Academy
Cunard Junior High
Dalbrae Academy
Debert Elementary
Digby Elementary
Dr. John Hugh Gillis Regional High
Dr. W. A. MacLeod Elementary
Duc d’Anville Elementary
École acadienne de Pomquet | École Acadienne de Truro
École Beau-Port
École Belleville
École Bois-Joli
École du Carrefour
École Jean-Marie Gay
École LeMarchant St. Thomas School
École NDA
Enfield District
Falmouth Elementary
Fanning Education Centre
Frank H. MacDonald School
Gaetz Brook Junior High School
Glooscap Elementary School
Gold River-Western Shore Elementary
Greenfield Elementary
Grosvenor-Wentworth Park School
H. M. MacDonald Elementary
Harmony Heights Elementary
Hilden Elementary
Holland Road Elementary
Inglis Street School
Inverness Education Centre & Academy
Islands Consolidated School
Lakeview Consolidated Elementary
Liverpool Regional High
Lockeport Elementary
MacDonald Elementary
MacLennan Junior High
Maple Grove Education Centre
Marion Bridge Elementary
Mount Edward Elementary
Mountainview Elementary
Musquodoboit Rural High
New Waterford Adult High School | North Highlands Elementary
NSCC-Marconi Campus
Ocean View Elementary
Pictou Academy
Portland Estates Elementary
Rawdon District School
Redcliff Middle School
Rev. H. J. MacDonald
Richmond Local NSTU
Ridgedcliff Middle School
River Hebert District High
Riverside Elementary
Rockingham School
Rockingstone Heights School
Seaside Elementary
Shipyard Elementary
Sir Charles Tupper
Southdale North Woodside
St. Agnes Junior High
St. Andrews Consolidated
Strait Area Education-Recreation
Centre
Tantallon Elementary School
Tatamagouche Elementary School
Trenton Elementary
Upper Musquodoboit Consolidated
Wentworth Consolidated Elementary
West Highlands
West Northfield Elementary School
Westport Village School
Whitney Pier memorial Junior High
Whycocomagh Education Centre
Yarmouth Junior High School |
|---|---|--|



Nova Scotia Teachers Union



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update

Total Care Medical and Dental Claims Reimbursement —Now That Was Easy!

The NSTU Group Insurance Trustees want to ensure that members are aware of the most convenient ways to be reimbursed for claims related to the Total Care Medical and Total Care Dental Programs.

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, medical equipment and dental services that may have to be paid up front. **What is the best method for members to be reimbursed as quickly as possible for expenses to ensure you are out-of-pocket the least amount of time?**

MBC have established electronic adjudication for many of its service providers. Providers such as massage therapists and physiotherapists can have your claim adjudicated online, asking you to pay only the applicable co-insurance. As an example, many physiotherapists can bill MBC directly at the time of service and charge you the 20% co-insurance before you leave their office. This is also true for many dental offices who can also bill MBC directly to minimize your out-of-pocket expenses. Ask your service provider if they have the ability to bill MBC directly.

At some point you may find yourself in a situation where you are required to pay 100% of a supply or service. All paid-in-full receipts must be submitted to MBC for reimbursement within one year from the date the expense

is incurred. For convenience, you may wish to set up Direct Deposit with MBC. Claims reimbursement can be transferred electronically to your chosen bank account which will eliminate waits for reimbursement cheques through the mail, cut back on trips to the bank and 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!

1. Go to www.medavie.bluecross.ca
2. Choose a language by clicking on English or French.
3. On the screen that pops up, scroll down until you see the word **FORMS** on the right side bar panel.
4. On the main page that pops up, scroll down to **For Group Plan Members**.
5. Under **For Group Plan Members** click on **Direct Deposit request**.
6. A PDF form (illustrated below) will pop up to print off, fill in, and send to Medavie Blue Cross.



Now that was easy!

MEDAVIE BLUE CROSS		DIRECT DEPOSIT REQUEST	
Policy No.	Identification No.	Type of Account	<input type="checkbox"/> Chequing <input type="checkbox"/> Current <input type="checkbox"/> Savings
My/Our Name(s) (Please Print)		Bank Account Number	
Bank Name		I request my benefits be paid through electronic funds transfer (direct deposit) into this account. This authorization may be cancelled at any time upon written notice by me/us.	
Branch No.		Date	
Bank Address		Signature as you sign your cheque	
City		Province	
<p>IMPORTANT - PLEASE INCLUDE A COPY OF YOUR CHEQUE MARKED "VOID". PLEASE ADVISE US IN WRITING OF ANY CHANGE IN BANKING ARRANGEMENTS.</p> <p>PLEASE SEND COMPLETED FORMS TO:</p> <p>Medavie Blue Cross, PO Box 228, Moncton, NB, E1C 8L3 ATTENTION: Customer Support</p> <p>Telephone: 1-800-667-4611 FAX: (506) 867-4651</p>			

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

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Check out the **Deals and Discounts** section for updates on the NSTU website at www.nstu.ca in the Members-Only section under Benefits.



DO YOU KNOW A YOUTH VOLUNTEER WHO DESERVES RECOGNITION?

Recreation Nova Scotia is seeking nominations for the Provincial Volunteer Youth Award. The Volunteer Youth Award recognizes a youth aged 13-24 who has made a significant contribution as a volunteer in their school and community. (One nominee per school.)

New this year – All youth nominees will be invited to attend a luncheon with the Ministers of Volunteerism, Justice and Community Services.

The recipient will be one of among approximately 70 community volunteer and specialty volunteer award recipients to be honoured at the 36th Annual Provincial Volunteer Awards Ceremony and Luncheon taking place Monday, April 12th at the Westin Hotel, Halifax. More than 300 municipal and provincial government representatives, volunteers and their guests are expected to attend.

Nomination Deadline is Thursday, March 4, 2010. For more information and to download a nomination form, visit the RNS website at www.recreationns.ns.ca/volunteerawards or phone (902) 425-1128.

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resources

NFB titles now available on DVD from Learning Resources and Technology Services

Learning Resources and Technology Services ships multimedia curriculum resources to schools anywhere in the province. Dubbing programs become a part of your school's collection; we charge only for the price of the blank media used. Read the Public Schools Branch newsletter *Branching Out* available online at <http://lrr.ednet.ns.ca/branching.shtml>.

Order pre-made titles from our lists online: visit http://lrr.ednet.ns.ca/media_library/express/Video_Express.shtml.

EBSCO Periodical database (<http://search.epnet.com>) EBSCO provides a series of online bibliographic and full-text databases so that you and your students can find information, pictures and citations on curriculum related topics.

EBSCO offers access to a wide variety of professional databases like ERIC and to a highly specialized collection of over 450 full-text journals, designed for professional educators. EBSCO is available to all students and teachers in Nova Scotia through computers connected to Ednet, or at home with passwords that can be obtained from your school.

ImagesProject (<http://imagesproject.ednet.ns.ca>) Need a photo to use in a school project? Visit the ImagesProject, a web-based collection of images for Nova Scotia public school program use. Nova Scotia students and teachers who are on Ednet may freely download, use and modify images from the ImagesProject website for curriculum purposes.

These programs, formerly available in VHS format only, are now available in DVD. If you prefer to have VHS format, please state that when ordering. Unless otherwise specified, DVD format will be sent.

***Apples and Oranges* (17 min.) Health 4-6; Bullying; Stereotypes**

This film is an ideal discussion-starter to teach children about the negative effects of certain words and bullying behaviour as well as challenges young viewers to think about their responses to people and families different from their own.

***Glasses* (23 min.) Social Studies P-2; Self-esteem; Bullying**

This animated program explores how difficult it can be when you don't see things the same way everyone else does.

***In Other Words* (27 min.) Healthy Living 9; Sociology 12; Bullying; Stereotypes**

This film explores the homophobic language heard in schools and other youth hangouts—the words themselves, their origins, how young people feel about them, and how to overcome the hurt and anger they cause. Moving interviews with gay, lesbian and transgender teens provide first-hand accounts. The video is designed to foster change, to ensure that schools are safe places where youth can learn in a climate of respect. Teacher preview recommended.

***One of Them* (26 min.) Healthy Living 9; Sociology 12; Bullying; Stereotypes**

Freedom from bullying, name calling and violence motivates the high school seniors in this school-based drama. Set firmly in the context of human rights, and with a focus on homophobia and discrimination, not sexual behaviour, this film prompts students to examine their own responses and promote a safe school environment for all students.

***Talespinners. Series 1* (2-disc set) (56 min.) Social Studies P-2; Multiculturalism**

This series of short films, each based on an acclaimed cross-cultural children's story, explores a range of multicultural themes—identity, diversity, belonging, traditions and ceremonies, learning to fit in, the value of principles and convictions.

***El Contrato* (51 min.) Social Studies 7; Law 12; Sociology 12; Human Rights**

This film looks at migrant workers from Mexico as they make their annual journey to pick tomatoes in Ontario. The labourers talk about farm work in Ontario and, despite a fear of repercussions, they voice their desire for dignity, respect and better working conditions.

***DNA and Dollars* (48 min.) Biology 11-12; Sociology 12; Global Geography 12; Bioethics**

This film takes the viewer behind the scenes in clinics and laboratories to meet some of the major players in Canadian genetic research and into the homes of patients who have donated their DNA in the hope of finding treatments or cures for diseases. The biotech industry rightly claims that it takes a decade or more and millions of dollars to get a discovery from the lab to the drugstore but the public concerns about the manipulation and commercialization of human genes, cloning, and genetic privacy seem to be lost as science marches onwards.

***If the Weather Permits* (28 min.) Sociology 12; Global Geography 12; Canadian History 12; Inuit Culture**

Elisapie Isaac, a young filmmaker born in Nunavik, decides to return to her roots on this breathtaking land and as the fundamental question: Can Inuit culture survive in the modern world? To bridge the gap between the young and old, she lets Naalak, an elder, and Danny, a young policeman from Kangirsujuaq, tell us what they think.

***Law and Disorder* (16 min.) Law 12; Sociology 12**

With different styles and techniques, this compilation of five animated films uses humour to explore complex subjects, such as citizen's freedoms, rights and responsibilities, as well as consumer protection, advertising standards, prejudice and racism.

***O Canada* (3 min.) Canadian Geography; National Identity**

This video comes alive as the use of contemporary and archival footage combines with a stunning rendition of the national anthem performed by a 57-piece orchestra. Appropriate for all grade levels.

***Suzuki Speaks* (45 min.) Sociology 12; Economics 12; Global Geography 12; Environmentalism**

Suzuki Speaks captures the passion and vision of world-renowned scientist and environmentalist Dr. David Suzuki, who delivers the most important message of his career: humans and our place in the universe.

Education Media Library, Brunswick Place, 2nd fl, 2021 Brunswick St., Halifax, NS B3K 2V5; 424-2440; 428-5828 (fax), email mediacir@ednet.ns.ca. Visit our website at <http://lrr.ednet.ns.ca>.

The John Huntley Memorial Internship Program

The remaining deadline for applications for the John Huntley Memorial Internship Program for the 2009-2010 school year is

April 15.

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

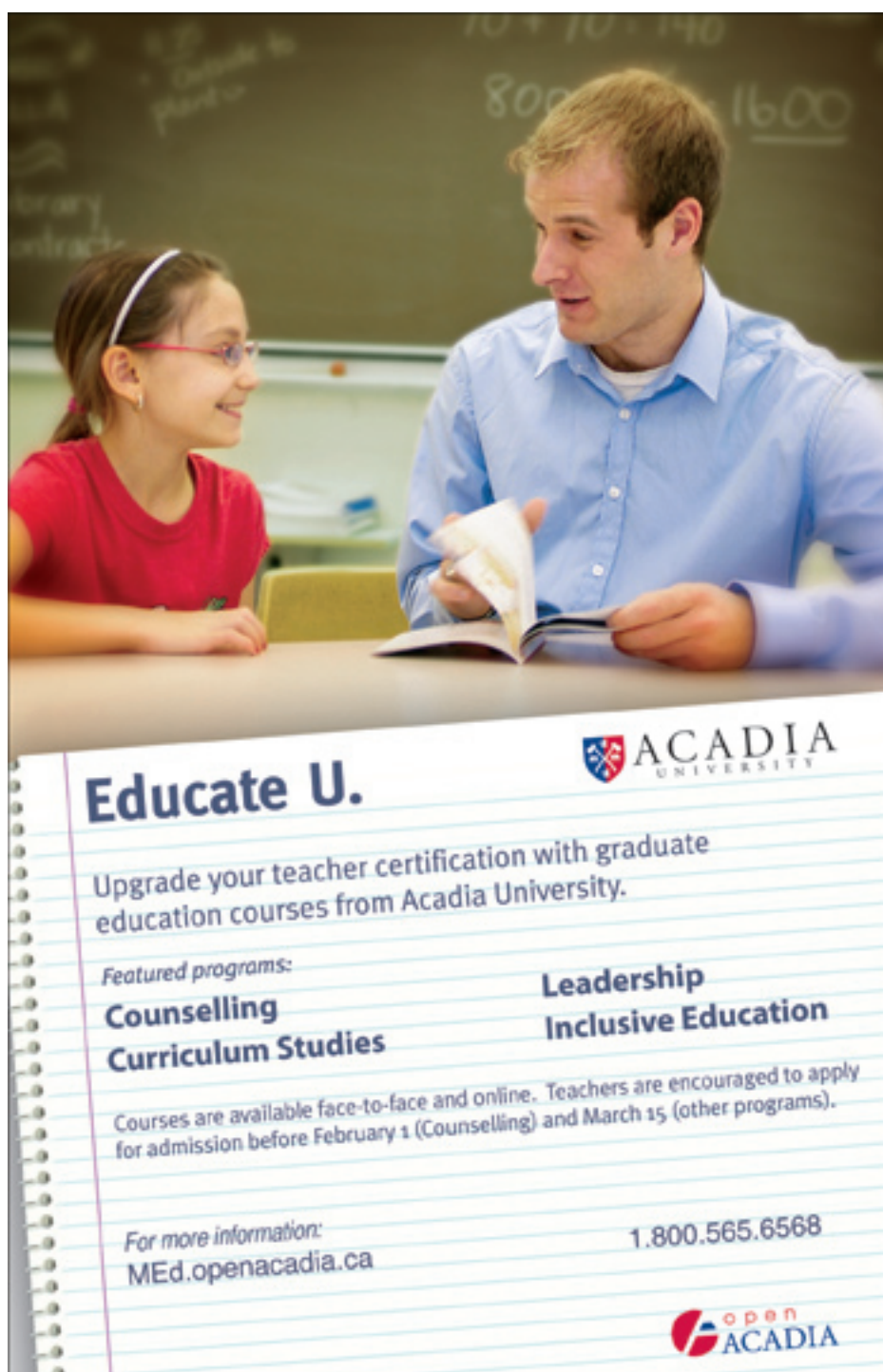
The internship provides members with an opportunity to learn more about the NSTU.

Nova Scotia Teachers Union

RESOURCES

"IT'S A TEEN'S WORLD" on DVD

The documentary *"IT'S A TEEN'S WORLD: wired for sex, lies and power trips"* is now available on DVD, and is recommended for Grades 7 and up. In the documentary, teenagers themselves sound the alarm about the hyper-sexualized image of young women and young men offered up as role models in the 21st century mainstream. Distributed in Canada by CBC Learning, "IT'S A TEEN'S WORLD" is an unvarnished exploration of the impact this new wired world has on sexual behaviour and attitudes of teens. The film reveals a generation pushed into flaunting their sexuality without grasping its real-life consequences – a powerful cocktail of bullying and harassment with degrading sexual stereotypes providing the kick. In "IT'S A TEEN'S WORLD", award-winning journalist and filmmaker Lynn Glazier challenges three groups of Toronto teens (ages 13 to 17) to think more critically about their hypersexual and high-tech social world. She follows them inside all-age clubs, checks out their computer screens and candid personal diaries and inspires each of the three groups to make its own short dramatic video about sexual pressures. For more information on purchasing the DVD, visit www.CBCLearning.ca. (Be advised that the DVD content contains mature themes and coarse language and should be pre-screened for a teen audience.) For more information about the film, resources, suggested classroom activities and to download the User Guides, visit www.itsateensworld.com - a destination for teenagers, their parents, and teachers concerned about sexual harassment among youth.



NOTICES

Nova Scotia Trust Seeking Volunteers

The Nova Scotia Nature Trust is looking for new members to join their Annual Dinner & Auction Planning committee. The Annual Dinner & Auction is one of the highest profile and most prestigious environmental events in Nova Scotia. Proceeds help the Nature Trust to make real and measurable progress towards protecting Nova Scotia's natural legacy. The Nature Trust is looking for experienced individuals to fill the following open positions on our planning committee: promotions coordinator, auctions coordinator, sponsorship coordinator. If you are interested in one of these opportunities or in becoming a volunteer in another capacity, please contact Robin at (902) 425-5263 or robin@nsnt.ca.

CNIE's call for submissions and jurors

The Canadian Network for Innovation in Education (CNIE) Awards Festival, which recognizes excellence in the innovative educational practice and use of learning technologies in all educational settings is seeking submissions and jurors. A total of approximately 20 Awards are available for presentation in English and French. Two different CNIE categories are open to competition: Awards Festival and Graduate Student Stipend Award. **The deadline date for submission for the Awards Festival program is February 25, 2010.** For more details please see the CNIE website at www.cnie-rcie.ca. The Awards committee is also seeking jurors to assist in the evaluation of projects submitted. To put your name forward as a juror, please complete the online form available at www.cnie-rcie.ca. On the form you will indicate categories of interest, the language in which you prefer to adjudicate, and declare any potential conflicts of interest. Jurors must be current CNIE-RCIE members. Adjudication will be carried out in March 2010. For more information, please contact Carolyn Nobes at carolynnobes@eastlink.ca.

Canada Day Poster Challenge

Each year, students ages 5 to 18 are invited to take part in the Canada Day Poster Challenge by designing a theme-based poster that illustrates their pride in Canada. This year's theme is My Canada is.... Your poster design could win you great prizes including becoming the official poster for Celebrate Canada! New this year is an exciting new video contest! You will have a chance to get behind the camera by creating a video with the theme: My Canada is.... For more information, visit the Poster Challenge website at www.posterchallenge.pch.gc.ca or contact the Canadian Heritage Enquiry Centre toll free (1-866-811-0055) by phone or email (info@pch.gc.ca). **The deadline for submissions is March 15, 2010.**

education week
april 18 - 24, 2010

equity

Equity in Education: Supporting All Students

Education Week 2010 recognizes Nova Scotia educators and partners who celebrate and enhance equity in education, and, in the process, support all students. These educators and partners nurture a learning environment that appreciates the diversity of our students, and they recognize that all students gain in such a setting. When we treat people equally, we ignore their differences. When we treat people equitably, we recognize and respect differences.

Partners:

Credit Union

Nova Scotia Education

Nova Scotia Health Services

Nova Scotia Department of Education and Early Childhood Development

Charterwells

Education Week is proudly sponsored by:

in partnership with:

classifieds

Classified rates are \$2.00 for the first 15 words; 25¢ per additional word upon presentation of a professional number. Non-teachers pay \$6.00 for the first 15 words and 25¢ per additional word. To book, call Sonia Matheson at 1-800-565-6788 or email theteacher@nstu.ca.

PRE-PRIMARY EDUCATION - Pleasant Little School is a small independent school (located in Bedford) specializing in pre-primary education. The school promotes emergent literacy, math, science, social studies, music and art skills through a developmentally appropriate play-based approach to learning. The school accepts children who are four years of age by December 31st, 2009. The school is owned and operated by myself, Eileen Millett (B Ch Study, Sp Ed, MEd, RMA). I have 28-years experience as a classroom teacher, which includes 18-years teaching in the 4+ program, Primary and Grade 1. A maximum class of six children ensures much individual attention. The day begins at 9:00 a.m. and ends at 2:00 p.m. Tuesday, Wednesday and Thursday. The cost is \$25.00 per day. Official tax receipts will be available to claim your child care. For more information please email emillett@ns.sympatico.ca or see website www.pleasantlittleschool.ca

MASSAGE THERAPY & ACUPUNCTURE - Where the West meets the East. Massage therapy treatments will now come with a **guarantee** towards achieving your objective. In the event that, the treatment does not fulfill its goal, as determined prior to treatment, I will be more than happy to access the problem with you in detail and reschedule an appointment at no cost to you, with justifiable reason that the treatment did not fulfill its goal. I have 18-years experience in massage therapy along with five years experience in acupuncture & auricular therapy. Interactive Reflexology, Cupping therapy, Healing stone massage. Treatment plans always focus on the original cause/source of their symptoms. The emphasis is on education and awareness. Massage therapy, and Acupuncture are covered under the Blue Cross plan. **Douglas H. Benson RMT/Dr. of Acupuncture. The Right Touch Massage Therapy & Acupuncture.** Located at 1248 Bedford Highway. Phone: 902-240-1627. www.righttouchmassagetherapy.ca.

REGISTERED MASSAGE THERAPY AT ALLURE - \$5.00 donation to Canadian Cancer Society for every therapeutic massage covered by Blue Cross. Located up the street from Alderney Landing at 115 Portland St., Dartmouth. Teachers are entitled to 20 massages per year per family member with Blue Cross, no referral required. Now, with every 5th massage, the co-pay is free. Excellent for relieving stress, anxiety, muscle tension, and improving sleep. **Chris Bagnell RMT** - 10 years experience. To contact Chris at Allure, call 902-464-0606 to book an appointment. "Making a difference feels great." **Gift certificates** are available.

HOUSE CLEANING - Step into a home cleaned to your complete satisfaction. Cross a major chore off your to-do list and let me take care of the house cleaning. 902-422-2153.

AVAILABLE - Teacher Certified Tutoring is presently accepting students for our FRENCH SUMMER READING PROGRAM. There is a limited enrolment. More info: www.teachercertifiedtutoring.com or 1-877-313-READ.

AVAILABLE - "The Bully And The Purple Pants" - A Dynamic School Assembly - Award-Winning songs are combined with motivational speaking to provide students with effective strategies for dealing with bullies. Hundreds of schools across Canada have experienced this fabulous presentation! For bookings call 519-655-2379 or visit www.paulbehne.on.ca for complete details.

INTERESTED IN A VOLUNTEER OPPORTUNITY TO HELP PROMOTE WORLD PEACE WHILE DOING SOME TRAVELLING? CISV - Halifax is the perfect match for you! We are looking for dynamic leaders to accompany a delegation of youth to international camps being held in summer 2010, expenses paid. Contact halifax@ca.cisv.org for more information or view www.cisv.ca.

FOR RENT - Dartmouth - in Brightwood area, 2-3 bedroom home on quiet cul-de-sac available for July & August 2010. For details call 902-463-5547 or email hollyj12@gmail.com.

HISTORIC HALIFAX ACCOMMODATIONS - HINS Halifax Heritage House. Enjoy shopping downtown Halifax; waterfront trail, and live theatre. Private, family, or dormitory rooms. Kitchen use available. Wireless available. Please phone 902-422-3863 to book today. 10% discount when you mention this advertisement.

WENTWORTH COUNTRY HOSTEL - Experience nature, snowshoeing and nearby Wentworth skiing, star gazing, and open space. Private, family, or dormitory rooms. Kitchen use available. Wireless available. Please phone 902-548-2379 or email wentworthhostel@ns.sympatico.ca to book today. 10% discount when you mention this ad.

IN-PROVINCE TEACHER EXCHANGE - CCRSB teacher (near Halifax) seeking job exchange in AVRSB Elementary Grades. Please call 902-883-5350 ext. 112 or email johansenf@ccrsb.ca.

TEACHER EXCHANGE - French Immersion teacher in Bridgewater looking to do an exchange in the Halifax area. Would prefer Grades 4-6 but will consider all possibilities. Call Louise 902-832-4475 or email lgraham@staff.ednet.ns.ca.

JOB SHARE - Elementary teacher looking for a 20% job share in the metro area for next year. Lots of experience in the early elementary grades. Please contact mackayk7@staff.ednet.ns.ca

JOB SHARE WANTED - Looking for a job share position for September 2010. Willing to do 10-50% of a position in the Halifax area. My teaching experience is Grade Primary to 6 and I had my own Grade 2 class last year. Please contact mgibbs@staff.ednet.ns.ca.

JOB SHARE - Elementary French Immersion teacher looking to share your job (40-60%) for the 2010-2011 school year. Erin Adams adamers@staff.ednet.ns.ca / 902-406-5338.

JOB SHARE WANTED - Qualified guidance counselor looking for a guidance job share in HRM. Would consider 10-40%. Please contact nsguidance@gmail.com if interested.

JOB EXCHANGE - Permanent teacher in HRSB looking to exchange contracts with a teacher in CCRSB for September 2010. Looking to make exchange permanent. Please contact shampton@staff.ednet.ns.ca.

JOB EXCHANGE - Permanent Junior High teacher in HRSB looking to exchange position with a teacher from CBVRSB for September 2010. Please reply to jmackley@staff.ednet.ns.ca for any questions.

JOB EXCHANGE - Tri-County Regional School Board teacher looking for a job exchange with an Elementary teacher from the Halifax Regional School Board for the 2010-2011 school year. If interested, please email bevanthony@eastlink.ca or call 902-405-0597.

JOB EXCHANGE - Permanent teacher in HRSB looking to exchange positions with a teacher in the CBVRSB for Sept. 2010. Please contact adelekelly1@hotmail.com.

JOB EXCHANGE - CBVRSB Tech Ed teacher seeks a permanent, similar job exchange in the New Glasgow area. Please reply to techedman@hotmail.com

HRSB ELEMENTARY TEACHER (GR 2) Dartmouth, seeking job exchange with a CCRSB teacher as close to Truro if possible for Sept 2010-June 2012, a 2 year temporary exchange as my husband will be attending the NS Agricultural College. Please contact 221-2344 or e mail reunite@live.ca.

BOOK GIVEAWAY WINNERS!

The four winners of the book *The Children of Africville* by Christine Welldon are Kelly Code-McNeil, Kendra Bergman, Sue Linton, and Bernice Budgen. This giveaway is courtesy of Nimbus Publishing.

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