The Lieutenant Governor’s Teaching Award honours teaching profession

His Honour, Brigadier-General the Honourable J.J. Grant, CMM, ONS, CD (Ret’d) Lieutenant Governor of Nova Scotia, has re-established the Lieutenant Governor’s Teaching Award in partnership with the Nova Scotia Teachers Union. The Lieutenant Governor’s Teaching Award was instituted by the Honourable Myra A. Freeman, CM, ONS, MSM in 2005 to celebrate the positive influence teachers have on the students and communities they serve.

“Every day, teachers across the province go above and beyond the call of duty to support their students, their communities and their profession,” says Lt.-Gov. J.J. Grant. “It is my great pleasure to recognize their extraordinary service to the people of Nova Scotia with this lieutenant governor’s award.”

Each year a teacher will be selected to represent the teaching profession in Nova Scotia. Potential recipients are nominated by colleagues, active teachers, administrators or Community College members of the NSTU. The recipient will exemplify the outstanding leadership, dedication, commitment, and achievement by teachers to the youth of our province within our public schools and the Community College to foster the growth of their students, their communities and their profession.

“This award highlights and celebrates the positive influence teachers and Community College members have on the role school counsellors play in supporting student success. It will also build a sense of national identity within the school counselling profession.”

School Counsellors are invited to join in the celebration of the first Canadian School Counselling Week, which has been organized by the School Counsellors Chapter of the Canadian Counselling and Psychotherapy Association (CCPA) www.ccpa-accp.ca. The Canadian School Counselling Week will be part of a North American focus on the school counselling profession.

Individual professionals will have many creative ideas to raise public awareness of the ways in which school counsellors foster student growth with respect to their personal, social, academic and career development. In Nova Scotia, a poster highlighting school counselling (see inset), as well as a brochure from the CCPA School Counsellors Chapter, has been sent to every school in Nova Scotia with a school counsellor. Various templates of promotional materials are available from the CCPA School Counsellors Chapter’s website: http://www.ccpa-accp.ca/en/chapters/schoolcounsellors/. Resources may be downloaded by school counsellors to advertise and organize plans for the Canadian School Counselling Week. Resources include a news release and proclamation, sample posters, certificates and suggested activities. Links to the above resources will also be provided on the NSSCA website: http://nssca.nstu.ca/default.asp?mn=1.2

In 2015, CCPA will celebrate its 50th anniversary. The Canadian Guidance and Counselling Association was initiated in 1965 by school guidance counsellors as CGCA, subsequently renamed the Canadian Counselling Association (CCA), and presently the Canadian Counselling and Psychotherapy Association (CCPA). A request for feedback will be included on the Chapter website to provide the Chapter with input regarding the 2014 event and suggestions for planning a larger scale Canadian School Counselling Week in February, 2015.

“On behalf of the Nova Scotia School Counsellors Association and the CCPA School Counsellors Chapter, we look forward to school counsellors in Canada celebrating “Canadian School Counselling Week with their school communities,” continues Cochrane.

For further info: contact Cochrane at 902-275-2720, tcochrane@nstu.ca or Janice Graham-Migel (Chair, National School Counselling Committee, CCPA School Counsellors Chapter) at 902-876-4381, ext. 103, jmgmigel@nstu.ca.
Supporting the hungry

In lieu of printing and sending Christmas/holiday cards, the NSTU takes the budgeted amount and forwards it to charity. This school year, the NSTU once again supported Feed Nova Scotia. NSTU president Shelley Morse presented a cheque of $2,500 to Feed Nova Scotia. The support from the NSTU helps Feed Nova Scotia’s monthly support of close to 22,000 Nova Scotians who rely on food from its member agencies, in which over 150,000 meals are served monthly through its meal programs and shelters. Feed Nova Scotia also provides additional support during the Christmas season. Every dollar donated helps to distribute $1.57 worth of food. The NSTU support translates into $42,891.50 for hungry Nova Scotians accessing Feed Nova Scotia’s programs, 32 per cent of whom are under the age of 18.

Kings Local School & Media Tour

On December 9, NSTU president Shelley Morse visited schools in the Kings Local and then met with members of the local media to discuss public education issues. Kings Local president Natalie MacIsaac hosted Morse for the day and both Morse and MacIsaac met with teachers and administrators at Aldershot Elementary, Port Williams Elementary, Northeast Kings Education Centre, Kingston & District School, Pine Ridge Middle School, Central Kings Rural High, West Kings District High and Horton High.

NSTU’s Insurance Trustees

The NSTU’s Insurance Trustees met for one of its monthly meetings on December 9 at the Delta Halifax. The mandate of the Insurance Trustees is to manage the NSTU Group Insurance plans. These plans are defined by the trust deed between the NSTU and the Trustees of the NSTU Group Insurance Trust Fund. Trustees serve a term of five years and represent various geographical areas of the province. NSTU’s Insurance Trustees meet ten times per academic year, submit audited financial reports to the provincial executive, consider resolutions that may be referred to Annual Council and make recommendations, and participate in the NSTU Policy Review process as required.

Front row (left to right): Sharon Roach (Senior Consultant, Johnson Inc.); Thérèse Forsythe (former trustee, and chair, Kings Local); Wanda Rodgerston Faller (Yarmouth); NSTU executive director Joan Ling; Sharon Midwinter (Cambridge); and NSTU president Shelley Morse. Back row (left to right): Paul Sarty (Consulting and Regional Manager, Plan Benefits, Maritime, Johnson Inc.); Susan Neile (Halifax County); Michael Cameron (Kings); Phil DeCoute (Antigonish); and NSTU staff liaison Allan MacLean. Missing from the photo: Chair Stephanie Black (Cape Breton District).

Front row (left to right): NSTU president Shelley Morse; Nova Scotia Federation of Home & School Associations president Charla (Cambridge) Dorrington; Nova Scotia School Boards Association (NSSBA) president Jamie Stevens; NSSBA executive director Ken Meech; Association of Nova Scotia Educational Administrators (ANSEA) president Gary Clark; Fédération des parents académie de la Nouvelle-Écosse (FPANE) executive director Natalie Aucoin; ANSEA executive director Guy LeBlanc; and NSTU executive director Joan Ling. Missing from the photo: FPANE president Pierre LeBreton.
Partners’ celebration honours promoters of human rights

Speak Up Against Discrimination was the Nova Scotian theme for the December 10 International Human Rights Day celebration organized by the Partners for Human Rights (Partners). This year’s event, which took place at the Prospect Road Community Centre and featured guest speakers, student presentations of song, dance, and poetry also included a minute’s silence in memory of Nelson Mandela, whose funeral took place on the same day. The late Burnday “Rocky” Jones was also honoured posthumously for his promotion and protection of human rights.

A passionate advocate for civil rights and social equity, Jones, an Order of Nova Scotia recipient, was a founding member of the Black United Front of Nova Scotia, and helped develop the Indigenous Black and Mi’kmaq Program at the Dalhousie Law School. He died in July at the age of 71.

In honour of Jones the Nova Scotia Human Rights individual award will now be known as the Dr. Burnley Allan “Rocky” Jones Human Rights Award. “We all have a role in advancing human rights in our communities—teachers, students and community members,” said the Lieutenant Governor of Nova Scotia, His Honour Brigadier-General J.J. Grant, CMM, ONS, CD (Ret’d). “We’re here today to honour those who do speak up against discrimination,” said the Honourable Tony Ince, the Minister of African Nova Scotian Affairs.

Highlights of the event included spoken word poet El Jones, leading the crowd with her powerful tribute to Mandela and Jones, “If I get like Rocky then no one can stop me. If I get like Mandiba then power to the people,” she repeated for the crowd to join in. The Joseph Howe School also performed and received four standing ovations.

The Youth Project’s community educator Nolan Pike also provided a moving speech as he told his story of being a transgendered person and encouraged the crowd to celebrate differences and diversity. “Policy is not that important,” he said. “It’s what we do and who we stand up for, and how we support each other. I need the same right as everyone, a safe place to use the washroom. When we see sexism, sizism etc. we call it bullying. I think we need to call it what it is—discrimination.”

Recipients of the newly named individual award were Margaret Mauger, Colchester Sexual Assault Centre in Truro and Sherri Lecker, executive director of Adsum House in Halifax. Two youth awards were also presented. One was presented to Jessica Dulberg of Milford Station, Hants Co. a journalism student at the University of King’s College in Halifax, who has been an advocate of human rights since she was a child and recently served on the Guideline Development Committee formed by the Minister of Education to provide policies for a safe environment for transgender and gender non-conforming students and staff in schools. The other was presented to Brandon Finynasio a Grade 12 student at Halifax West High School who became involved in community work in 2009 with the Olympic torch relay and at the multicultural festival in 2010. Also recognized was Sheilah Lucas, an educator and facilitator with the African Nova Scotian Student Support Workers program. She supports, leads, assists and mentors her team of student support workers and helps keep many African Nova Scotian students in school to finish high school.

The non-profit Partners for Human Rights committee, made up of organizations including the NSTU and the Human Rights Commission, and community groups, is dedicated to working towards respectful and inclusive communities. Partners organize events to promote racial harmony and awareness of human rights issues in the community. The group, which hosts an annual event for International Human Rights Day on December 10, encourages recognition of International Day for the Elimination of Racial Discrimination on March 21. The Nova Scotia Teachers Union continues to be a long time, proud supporter of the December 10 event.
Appreciating our contribution to students and communities

The 26th National Teacher/Staff Appreciation Week will be celebrated across Canada from February 9 to 15, with many events being organized at workplaces by Home and School, and Parent-Teacher Associations. Administrators and school staffs also plan activities to mark the contributions teachers and Community College members make each day in our schools and communities.

During October and November we asked parents, students and teachers to show consideration for teachers who have made a difference in their lives. The response was heartwarming and students spoke highly of their teachers, past and present. As an extension of these reflections we need to look internally and consider the teachers who have touched our lives and helped shape the educators we are today. Each one of us has a story to tell about a former teacher or a colleague(s), those who have encouraged you or others, and those who are admired for their teaching abilities and skill set.

During the Tartborn Make a Difference campaign many individuals were recognized, including retired teachers. Douglas Hale, a ninety-year-old former teacher from Somerset Elementary School was nominated by one of his previous students who indicated Mr. Hale inspired students to be their very best. She went on to say “he really listened, taking time to get to know each student. He taught us to experience and respect nature, exposed us to art and culture, encouraged us to be active, and made learning fun. He was active in the community, volunteering frequently and supporting causes financially. He encouraged students to be ‘teachers’,” and mentored many over the years of his career. He hasn’t taught since the eighties, but has been a positive influence on others to this day.

This can be said of many teachers in Nova Scotia, but as of late, with the overwhelming, and sometimes unnecessary increase in demands on teachers’ time, we have little or no time for making meaningful connections with students. Our workfiles are filled with passionate teachers who teach with exuberance, spirit and enthusiasm. Besides teaching academics and covering outcomes we need to be able to spend time focusing on our students’ mental, physical, and social well being.

Over the last number of years we have lost the time in our day to educate the whole child and concentrate on our students’ overall development. These connections are necessary for further enriching the lives of our students to help them develop to their fullest potential. More often than not, “students don’t care how much you know until they know how much you care.” We need to get back to spending quality time fostering positive relationships with each other. In the world of digital lives and data collection, time for making meaningful connections with students. Our workfiles are filled with passionate teachers who teach with exuberance, spirit and enthusiasm. Besides teaching academics and covering outcomes we need to be able to spend time focusing on our students’ mental, physical, and social well being.

Over the past number of years we have lost the time in our day to educate the whole child and concentrate on our students’ overall development. These connections are necessary for further enriching the lives of our students to help them develop to their fullest potential. More often than not, “students don’t care how much you know until they know how much you care.” We need to get back to spending quality time fostering positive relationships with each other. In the world of digital lives and data collection, time for making meaningful connections with students. Our worksites are filled with passionate teachers who teach with exuberance, spirit and enthusiasm. Besides teaching academics and covering outcomes we need to be able to spend time focusing on our students’ mental, physical, and social well being.

Over the last number of years we have lost the time in our day to educate the whole child and concentrate on our students’ overall development. These connections are necessary for further enriching the lives of our students to help them develop to their fullest potential. More often than not, “students don’t care how much you know until they know how much you care.” We need to get back to spending quality time fostering positive relationships with each other. In the world of digital lives and data collection, time for making meaningful connections with students. Our worksites are filled with passionate teachers who teach with exuberance, spirit and enthusiasm. Besides teaching academics and covering outcomes we need to be able to spend time focusing on our students’ mental, physical, and social well being.

Over the last number of years we have lost the time in our day to educate the whole child and concentrate on our students’ overall development. These connections are necessary for further enriching the lives of our students to help them develop to their fullest potential. More often than not, “students don’t care how much you know until they know how much you care.” We need to get back to spending quality time fostering positive relationships with each other. In the world of digital lives and data collection, time for making meaningful connections with students. Our worksites are filled with passionate teachers who teach with exuberance, spirit and enthusiasm. Besides teaching academics and covering outcomes we need to be able to spend time focusing on our students’ mental, physical, and social well being.

Over the last number of years we have lost the time in our day to educate the whole child and concentrate on our students’ overall development. These connections are necessary for further enriching the lives of our students to help them develop to their fullest potential. More often than not, “students don’t care how much you know until they know how much you care.” We need to get back to spending quality time fostering positive relationships with each other. In the world of digital lives and data collection, time for making meaningful connections with students. Our worksites are filled with passionate teachers who teach with exuberance, spirit and enthusiasm. Besides teaching academics and covering outcomes we need to be able to spend time focusing on our students’ mental, physical, and social well being.

Over the last number of years we have lost the time in our day to educate the whole child and concentrate on our students’ overall development. These connections are necessary for further enriching the lives of our students to help them develop to their fullest potential. More often than not, “students don’t care how much you know until they know how much you care.” We need to get back to spending quality time fostering positive relationships with each other. In the world of digital lives and data collection, time for making meaningful connections with students. Our worksites are filled with passionate teachers who teach with exuberance, spirit and enthusiasm. Besides teaching academics and covering outcomes we need to be able to spend time focusing on our students’ mental, physical, and social well being.

Over the last number of years we have lost the time in our day to educate the whole child and concentrate on our students’ overall development. These connections are necessary for further enriching the lives of our students to help them develop to their fullest potential. More often than not, “students don’t care how much you know until they know how much you care.” We need to get back to spending quality time fostering positive relationships with each other. In the world of digital lives and data collection, time for making meaningful connections with students. Our worksites are filled with passionate teachers who teach with exuberance, spirit and enthusiasm. Besides teaching academics and covering outcomes we need to be able to spend time focusing on our students’ mental, physical, and social well being.

Over the last number of years we have lost the time in our day to educate the whole child and concentrate on our students’ overall development. These connections are necessary for further enriching the lives of our students to help them develop to their fullest potential. More often than not, “students don’t care how much you know until they know how much you care.” We need to get back to spending quality time fostering positive relationships with each other. In the world of digital lives and data collection, time for making meaningful connections with students. Our worksites are filled with passionate teachers who teach with exuberance, spirit and enthusiasm. Besides teaching academics and covering outcomes we need to be able to spend time focusing on our students’ mental, physical, and social well being.

Over the last number of years we have lost the time in our day to educate the whole child and concentrate on our students’ overall development. These connections are necessary for further enriching the lives of our students to help them develop to their fullest potential. More often than not, “students don’t care how much you know until they know how much you care.” We need to get back to spending quality time fostering positive relationships with each other. In the world of digital lives and data collection, time for making meaningful connections with students. Our worksites are filled with passionate teachers who teach with exuberance, spirit and enthusiasm. Besides teaching academics and covering outcomes we need to be able to spend time focusing on our students’ mental, physical, and social well being.

Over the last number of years we have lost the time in our day to educate the whole child and concentrate on our students’ overall development. These connections are necessary for further enriching the lives of our students to help them develop to their fullest potential. More often than not, “students don’t care how much you know until they know how much you care.” We need to get back to spending quality time fostering positive relationships with each other. In the world of digital lives and data collection, time for making meaningful connections with students. Our worksites are filled with passionate teachers who teach with exuberance, spirit and enthusiasm. Besides teaching academics and covering outcomes we need to be able to spend time focusing on our students’ mental, physical, and social well being.
Teacher’s books focus on virtues and acceptance

Jayne Peters, a teacher at Elmsdale District School has been writing with her students for more than 20 years. Now she is also writing for them. You’ll find an abundance of books in Peter’s Grade 5 classroom, and recently two more, very unique books, have been added to the shelf.

Messy Jessy and Whispering Wings, both written by Peter. Messy Jessy was released in December 2012. Peter’s first book captures a young girl’s zest for life. The rhyming picture book isn’t about being messy; it’s about liking and accepting who you are. These lines repeat throughout the book to remind readers of this:

I just love being me!

Peters’ second book was released in December 2013.

Whispering Wings is a story that gently reminds a family to use their virtues. Young readers learn about the virtues of patience, helpfulness, cooperation, friendliness and determination. They also learn about compassion and empathy as they make connections to other stories of determination, like Terry Fox. The illustrations by Mike Ferrin give the story a warm yet playful feeling.

Both books would be wonderful additions to every classroom library and can be purchased at Puddle Duck Publishing (www.puddleduckpublishing.com) and at Tickleads, Dartmouth. Whispering Wings is available through Amazon (www.amazon.com).

To learn more about Jayne Peter’s books visit her website (www.jaynepeters.com) or her author Facebook page (www.facebook.com/jaynepetersauthor).

The Teacher has a copy of Messy Jessy and Whispering Wings to giveaway, compliments of the author Jayne Peters. To be eligible for the draw email your name, home address, and school or campus name with Peters’ Books in the subject line to theteacher@nstu.ca by February 24.

NSTU concerned about child poverty

The Nova Scotia Teachers Union is concerned about results from the 2013 Report Card on Child Poverty and its link to student success. “Teachers know there are many hungry children, adolescents and young adults out there, they see it every day,” says NSTU president Shelley Morse. “They continually find ways to help support these children because they know how difficult it is to learn when you experience hunger and poverty. Our members see the connection between poverty and students’ well-being and ability to succeed in school, and are concerned about their students not reaching their full potential.”

Research from Statistics Canada shows that children living in poverty are much less likely to achieve positive educational outcomes. According to Campaign 2000, children from low income families are twice as likely to end up in special education, acquire mental illness and drop out of school,” continues Morse. Campaign 2000, a cross-Canada public education movement, aims to build support for the 1989 all-party House of Commons resolution to end child poverty by the year 2000.

According to the most recent Campaign 2000 report, 967,000 Canadian children live in poverty, 1.1 million experience food insecurity, and at least 22,000 are homeless. CCPAs 2013 Report Card on Child and Family Poverty in Nova Scotia states that Nova Scotians have the fifth highest provincial rate of child poverty—17.3 per cent. “It’s coming up on 25 years since MPs voted to end child poverty in Canada,” continues Morse. “However, now there are even more Canadian students living in families where the income is at or below the poverty line.”

Morse hopes provincial and federal governments start to take action to alleviate child poverty. “Increasing income supports for lower income families, and adopting tax policies that create a more equitable wealth distribution are some ways this can be achieved,” she adds.

Morse, who was a member of the Canadian Teachers’ Federation’s Advisory Committee on Human Rights & Diversity, says that through a partnership with CTF’s Imagineaction program (http://www.imagine-action.ca) school activities will be linked with community initiatives to better engage students in the issue of child poverty.

Morse is heartened to know that NSTU members are continually involved in helping to reduce poverty. “I am amazed at the number of initiatives our teachers and Community College members and their students are involved in throughout the school year to help others in need,” she continues. “During November and December this activity increases. Whether they run, or raise funds for breakfast and lunch programs, food banks and other community programs, they give of their time and resources and play a part in helping to end child poverty.”

The NSTU provided support again this year to Feed Nova Scotia. “Feed Nova Scotia continues to try to eliminate chronic hunger and poverty through their many programs.” (See people, page 2 for further info).
Supporting substitute teachers

by Mark MacPhee, Executive Staff Officer, Member Services

On November 22 and 23, 2013 the Nova Scotia Teachers Union hosted its annual Substitute Liaison Conference. This conference offers valuable professional development for both Local substitute liaisons and for substitute teachers who are in attendance representing their NSTU Locals. This year’s conference offered a variety of sessions which included: The Qualities of a Good Substitute, The Substitute Teacher’s Tool Kit, The Role of the Substitute Liaison, Navigating AESOP, and Johnson Inc. Insurance Benefits.

Our public schools could not operate successfully without the valuable contributions made by substitute teachers. Substitutes are hired into a role which changes every day to support schools and the work of teachers who are required to be away from their regular duties. Substitute teachers are called upon to build rapport with students and engage students in learning on very short notice. This is not an easy task yet it’s done successfully to the benefit of both students and teachers. Since substitute teachers and Local substitute liaisons—many of whom are permanent teachers—took part in the conference, the emerging topic of conversation was around preparedness. Both the teacher who is going to be absent and the substitute teacher who is going to be called discussed how being prepared was beneficial to them and to the students. Here are a few helpful tips which were shared:

- A schedule, class lists, seating plans, emergency protocols, login information for PowerSchool and your computer.
- A lesson plan which outlines the lessons and the materials needed.
- A contact name of a staff person and/or student who could provide assistance if needed.
- A resource/learning centre schedule and the names of any program assistants that will be present in class with students.
- An emergency lesson plan, which can be used with your classes if needed.
- An emergency lesson plan, which can be used with your classes if needed.
- Your desk should also be organized with materials needed for the day. It’s also important to refresh your Substitute Binder each semester or as information changes.

As a substitute teacher, here are a few tips for materials you would include in a “Sub Tub” which you would bring with you from school to school:

- A white board marker (in case you can’t find the teacher’s).
- Writing implements, paper and other school supplies you anticipate needing.
- An emergency lesson plan or activity that can be used if needed.
- Some learning strategy centered games, which could be used if needed.
- A business card, which you can provide to the school’s administrator, which has your qualifications and contact information.
- Your “Sub Tub” should include wearing professional attire, which will assist you in being viewed as the teacher in charge of that classroom.
- Ensure you familiarize yourself with directions to get to the school. Arrive early so you can get settled and acquainted before the school day is set to begin.
- The topic of being prepared goes beyond teachers as well to school administrators. Substitute teachers shared tips on things administrators often do to make their day run more smoothly:
  - Greets me and makes me feel welcome in the school.
  - Provides me a staff handbook or any relevant information needed e.g., emergency procedures, fire drills etc.
  - Has keys to the classroom ready or walks with me to the classroom and unlocks the door.
  - Makes sure I have everything I need before leaving me at the classroom.
  - Let’s me know if there are going to be any scheduled disruptions during the day such as a fire drill, assembly or guest speaker.
  - Provides me with both positive and constructive feedback.
- Any ideas you have for preparing substitute teachers.

Having some of these items prepared in advance will benefit the teacher who has a last minute absence and the substitute teacher who receives the early morning phone call asking if they teach for the day. Local Substitute Liaisons also discussed the importance of being prepared and reaching out to substitutes to ensure they know they are a valued part of the NSTU. Liaisons took part in a workshop on their roles and responsibilities. The responsibilities of the Local Liaisons are:

- To ensure relevant information is brought to the attention of substitute teachers.
- To ensure Substitute Teacher Information Meetings are offered in compliance with NSTU policy.
- To organize one Professional Development/In-Service session to be held on an annual basis for substitute teachers in their Local.
- To monitor usage of the classroom information for Substitute Teacher forms.
- To report to the Substitute Teacher committee.
- To bring forth any minutes or report from local or Regional Substitute Committees in compliance with NSTU operational procedures.

The liaison’s role is vital in reaching members in schools and engaging members in activities at the local level. School reps can also reach out to substitutes by directing them to the school NSTU bulletin board where they can get important information and notices about activities going on at the local level or contact/information workshops being offered.

This year’s provincial Substitute Teacher Committee is comprised of Chair Rae Brown (Dartmouth); Natalie Doroshenko (Colchester-East Hants); Alison Egilhoffer (Halifax County); Scott Hagell (Colchester-East Hants); Sara Lockerby (Colchester-East Hants); and provincial executive liaison Ben Sicel. Members of this year’s and last year’s committee—Chair Peter Day (Cape Breton District); Rae Brown, (Dartmouth); Bonita McKean (Shelburne); Laurie Marshall, (Kings); Sandra Mitchell, ( Lunenburg County); and Kathy Kerr, (provincial executive liaison)—played a vital role in planning the conference. This year’s committee members have been busy contacting Substitute Liaisons at NSTU Locals across the province to offer support and gather feedback and concerns from substitute teachers. At its second meeting of the school year, Substitute Teacher Committee members prepared and submitted four resolutions to Annual Council for consideration. The committee looks forward to continued feedback and support from substitute teachers and substitute liaisons as we continue to support substitute teachers.

Halifax County Local President Meg Ferguson is shown with executive staff officer Mark MacPhee and Halifax Regional School Board substitute teachers Bea Maclean and Kevin Hull. Ferguson, Maclean and Hull provided a presentation for the annual Substitute Liaison conference on November 22 and 23.

Children Have Power! Voices of children standing in solidarity with first nations children

Children Have Power! is a sign of solidarity from children across Canada to First Nations children showing support for their right to a safe and healthy living and learning environment. This touching book of illustrations and handwritten letters symbolizes the strength of a child’s voice in helping others to live happily and healthily in their communities.
Sport Hall of Fame inspires “Future Hall of Famers” with free education program

“The difference between me and other people who didn’t get to do what I did is the willingness to stick with it,” says international softball success Mark Smith, and that is the message the Halifax-born pitcher shares with participants in the Future Hall of Famers Education Program.

On December 11, Smith, an inductee in the Nova Scotia Sport Hall of Fame with four Pan Am gold medals and two World Championships under his belt, shared his struggles and achievements with a rapt audience of Grade 8 students from Uniacke District School. The 37 students who were hanging on every word of his story were one group of more than 14,000 youth who received free education programming from the Nova Scotia Sport Hall of Fame (NSSHF) in 2013.

Headed by program coordinator Sarah Conn, the NSSHF’s Future Hall of Famers Education Program is provided free of charge at the Hall of Fame facility in the Halifax Metro Centre as well as in schools across the province. The NSSHF has a mandate to bring the program, including guest speakers like Mark Smith, to schools of all sizes in every region of Nova Scotia.

Through slideshows, videos, special guests and interactive activities, the Future Hall of Famers program teaches youth about our province’s rich sport history while providing role models that encourage students to set goals, work hard, and “stick with it.”

Helen Anderson teaches English, Social Studies, and Healthy Living at Uniacke District School. She learned about the program at the Teachers Association of Physical Health and Education (TAPHE) conference, where she entered a contest to win a trip to the Hall. As the winners of the trip, Anderson’s students received complimentary bus transportation to the Sport Hall to enjoy the free education programming.

Anderson thought the Future Hall of Famers program offered a unique and inspiring presentation. “Listening to Mark say that it wasn’t given to him on a plate and that he had to work—that’s what they need to hear—that’s not just privileged people who get places,” says Anderson. “I wish they were that quiet when I was teaching,” she adds with a laugh.

The silence turned to excited murmurs as Mark handed around some of his championship rings and medals. However, he was quick to tell the students awards are not everything. “It was really more about the journey,” he says “about leaving Nova Scotia and moving to Grimsby, Ontario and learning to live on my own, learning to work—that’s what they need to hear—that it’s not just privileged people who win a trip to the Hall. As the winners of the trip, Anderson’s students received complimentary bus transportation to the Sport Hall to enjoy the free education programming.

The Future Hall of Fame education program puts the focus on overcoming obstacles along the way no matter what your passion is. In between showcasing the achievements of individuals who have come from a small province and humble beginnings, the program takes time to mention that coaches, officials and sportscasters are heroes, too; that Sidney Crosby tried his best in math class and at the rink; that Paralympians are as important as NHL stars.

Smith’s presentation was part of the education program’s current speaker series. The series aims to include more Hall of Famers and Nova Scotia sport heroes in the education programming along with regular guest speakers such as basketball inductee Mickey Fox and Olympic kayaker Karen Furneaux.

The NSSHF has extended the reach of its education program by providing curriculum-based activities for teachers based on the course outcomes of English, healthy living, social studies and other subjects for Grades Primary through 8. Available online at www.nsshf.com, these lesson plans were also distributed at the TAPHE, BETA, ATENS, and SSTA conferences in October.

The Hall of Fame would love to visit your school and inspire your students. For your opportunity to participate in the free of charge province-wide program, or for more information, contact: Sarah Conn, Program Coordinator, NS Sport Hall of Fame, 1800 Argyle St., Ste. 446, Halifax, NS B3J 3N8; (902) 404-3343; nsshf.education@eastlink.ca

The Teacher, January/February 2014, Page 7
Keep the Flame Burning and avoid BURNOUT!

Wikipedia defines burnout as “a psychological term that refers to long-term exhaustion and diminished interest in work.” It results from prolonged stress, being overwhelmed and an inability to meet constant demands. Burnout causes one to feel unhappy, detached, helpless and completely worn out and with burnout comes the lack of motivation and energy to care about the situation, let alone problem solve a way to get back to health. Burnout affects work, relationships and health and must be addressed as soon as possible.

There are several things in life that may increase your risk for burnout. For example:

1. Adjust your expectations of yourself: Be willing to recognize what you have control over and make changes to avoid the slippery downward slope. Consider the following and make changes to avoid the slippery slope.

2. Quit comparing yourself: We have a tendency to compare our own work to others’ bests. How is this fair? Don’t allow your only standard for evaluation of self-esteem be your job. And remember you will surely have low-self esteem if you constantly measure yourself against someone else’s standards. Develop your own realistic standards (see #1) and measure yourself against those!

3. Develop hobbies and interests outside of work: Don’t just identify with work, this creates a high risk for burnout. Find things you enjoy and schedule time to do them. What do you do well? Who do you enjoy being around? What non-work related skills would you like to work on?

4. Take Breaks: Take time to recharge during the day. Have a healthy snack. Take a walk to help you re-energize, connect with nature and enjoy the physical benefits of exercise. Make lunch plans with a co-worker. Establishing positive relationships at work will make you happier and help you live longer. Spend 10 minutes of quiet time every day. Try drawing home without the radio, music or talking on the phone. Meditate—it helps! It reduces the stress response. What other ideas can you come up with?

5. Self awareness: Take a good look in the mirror. Examine your values. When values are clear, decisions are easy. Does what you are doing fit with your values? What changes do you need to make? Do you find yourself holding on to resentment? If so, deal with this issue, don’t let it fester, this will surely lead to burnout.

6. Realize it is Okay to Say No: If you feel the fear of being judged stop you from asking for help when needed. Who can you count on? What resources are available in your community? The NSTU has a variety of resources to help you in times of need. For example, The Early Intervention Program for Teachers, NSTU Counselling Services, Member Services and the Manulife Resilience Employee and Family Assistance Program (1-877-955-6788). Call us if you need help. That’s what we are here for!

7. Quit worrying: Take life one day at a time. Do not worry about tomorrow, for tomorrow will worry about itself. Stay in the present and enjoy the moment you are in. We often miss the “good” moments when worrying about the future and what may not even be!

8. Ask for help and know your resources: Don’t let the fear of being judged stop you from asking for help when needed. Who can you count on? What resources are available in your community? The NSTU has a variety of resources to help you in times of need. For example, The Early Intervention Program for Teachers, NSTU Counselling Services, Member Services and the Manulife Resilience Employee and Family Assistance Program (1-877-955-6788). Call us if you need help. That’s what we are here for!

If you feel that every day is a bad day, if you feel exhausted all the time, if you feel overworked and undervalued, you may be on the road to burnout. Don’t wait for a better time to take care of yourself. NOW is the time to act. After all... “yesterday is history and tomorrow is a mystery, today is a gift and that is why it’s called the present.”

REFERENCES:
- www.realself.com
- https://www.openforum.com/articles/ten-tips-to-avoid-burnout/

SUBMISSION FOR COMMUNITY COLLEGE NEGOTIATIONS 2014

(One item per page)

INDIVIDUAL MEMBER

Faculty

Professional Support

New Article (or) Current Article Article Number

Subject Title:

PROPOSAL:

EXPLANATION/CLARIFICATION:

SIGNATURE: __________________________

CAMPUS: __________________________

DATE: __________________________

Note: Must be received by February 27, 2014

Send to NSTU, c/o Kate Ingram, 3106 Joseph Howe Dr., Halifax, NS B3L 4L7
Fax to 902-477-3517 or email kingram@staff.nstu.ca

Form is also available on the nstu website at www.nstu.ca
He feels fortunate because while he was full-time in the military as a reservist in CFB Gagetown, he chose to go back to university to be a teacher to return home in the hopes of making a difference in his home community. “I feel privileged to work in my home community and to be in a leadership role.”

Helle was previously teaching principal at Oceanview Education Centre in Glace Bay, teaching Grade 7 social studies and chairing the school’s program planning team. He was vice-principal at MacLenan Junior High for two years, social studies department head at Malcolm Munroe Junior High before that, worked on the Northside as a guidance counsellor at Thompson Junior High and spent eight years at St. Mike’s. But it was just after he started as a substitute teacher that he went to his first union meeting—and has been hooked ever since. What came from that first meeting has been much involvement in the Cape Breton District Local. “I became an NSTU rep. served on the PD committee, PA and Finance committees and was the vice-president of PA/PR,” he says. He has also served on his Local’s resolutions and nominating committees, was elected to the provincial resolutions committee in 2009 and was a member of the provincial appeals committee before he was elected to be one of two Cape Breton District representatives on the provincial executive in 2011.

In the midst of his third year on the executive, Helle is currently serving his second year as a secretary-treasurer and serves on the finance and property committee during the 2011-12 school year. “I wanted to have some professional development because I intended to run for secretary-treasurer the following year,” he says. “In leadership, if you have a goal you should develop towards that goal, and you should do anything you can to prepare, so you can serve in a better capacity.” As NSTU’s secretary-treasurer he also serves on the Pension Advisory Group for the NSTU employees’ pension plan.

Helle wanted to get involved on the finance and property committee because he has a background in finance, which includes a BBA from Cape Breton University. He also holds a BA in Economics & French (CBU), a BEd from University of Maine at Fort Kent, a curriculum development diploma, a guidance diploma and a Master of Education in Leadership in School Development (Acadia). And if that wasn’t enough letters behind his name, he also has a CD designation from his work in the Canadian Forces. The Canadian Forces CD or Canadian Forces Decoration is bestowed upon members of the Forces who have completed 12 years of military service, awarded to warrant officers and non-commissioned members of the Regular Force and The Reserve Force subcomponents. He became a commissioned officer at the age of 19.

Helle has also taken advantage of the professional development the NSTU has offered through his involvement. “The union has been very good as far as development,” he says. He also enjoys NSTU’s Annual Council, and in his role as secretary-treasurer he leads the budget discussion, which can get heated at times. “Sometimes you have to stand up and accept the challenge,” he says. “I answer all the questions and respond to all the criticisms, and am not offended when it gets heated at times. “Sometimes you have to stand up and accept the challenge,” he says. “I answer all the questions and respond to all the criticisms, and am not offended when it gets heated at times.”

He’s been going to Council for many years, and enjoys the collaborative approach. “We work together to find solutions. We watch and hear a lot of debate take place, but in the end it all comes together. That’s what I like about the NSTU, and Council in particular—the collaborative, nothing-worth-arguing about the end of Council.”

For him, collaboration is crucial for leadership. “Collaboration is a key aspect of leadership, and I’ve always been a leader since a young age.” In high school he served on the student council, in university he was president of the business society and began officer training with the Canadian Armed Forces while he was a university student.

While he was at McLennan, his colleague and principal Redmond McDougall recognized his leadership by nominating him for a Queen’s Diamond Jubilee Medal, which he received in August 2012. Once he’d completed his term on the provincial executive, he will probably put more focus on his Local. “No doubt I will continue to serve until I can’t,” he says. When it comes to his Local, he sees a great mix of people. “We are bringing in new people to meetings every year, and there is a nice mix of new, mid-career and late-career teachers who are active members of the Local—like a great teaching staff.”

He does recognize that his Local, like others, need to look at succession planning and continue to motivate people to step up. “Teachers give in their own way, through coaching, chaperoning, other activities, and some will choose it through union involvement.” He hopes that NSTU members will continue to step up and give back.
Congratulations to all of the NSTU members nominated for the Teachers Make a Difference Campaign!!

Annapolis Valley Regional School Board
Joy Albrecht
Susan Benn
Cathy Burgess
Michael Charlton
Ian Collins
Rob Davies
Reanne Fletcher
Robyn Foley
Lynne Fuller
Donna Griffith
Kelly Harnish
Elizabeth Lamb
James Lindh
Elizabeth Lister
Heather MacLean
Shelley Moore
Kevin Pearle
Beverly Roy
Kendra Watson
Krista Wright

Cape Breton-Victoria Regional School Board
Natasha Burke-Morash
Barbara Costelo
Gaye Dixon
Laura Dunlop
Bill Hollahan
Mike MacNamara
Eva Pickering
Kristin Smokey
Andrew Unsworth

Chignecto-Central Regional School Board
Diane Brown
Christina Cameron
Jill Carter
Nancy Coleman
Rachel Collins
Norma Collinson
Elizabeth Craig
Anthony Eaton
John Fortune
Belinda Fraser
Melody Googoo
Melissa Goold
Tammy Harrison
Irene Legere
Holly MacDonald
Julia McIntosh
Lorraine MacPherson
Annn Murphy
Allison Potter
Jonathan Reid
Chara Ross
Robert Scott
Nancy Tucker
Tracey Trenholm
Marcy VanSnick

Conseil scolaire acadien provincial
Pam Delviller
Marie-Josée Doucet
Lisa Portier
Nicole Saulnier
Jennifer Surette

Halifax Regional School Board
Farah Ahmad
Rosy Lynne
Ross
Holly Althouse
Craig Ashley
Lisa Banks
Kelly Barreux
Josie Beaton
Ley Boudreau
Suzanne Boylan
Bridget Brennan
Patti Brown
Tina Brown
Stephen Campbell
Pam Carter
Carol Courtts
Carrie Ann Curry
Nicola Dinsmore
Sherris Dixon
Sarah Donahue
Kim Duncan
Amber Estabrooks
Stephanie Ford
Maurina Fougere
Danyl Fraser
Karen Gates
Leah Gillis
Kirtina Gawlowski
Brenda Green
Jennifer Greer
Beverley Holland
Lauren Howe
Kelly Ingram
Tanya Joyce
Lorraine Kelly
Paul Landry
Carolyn LeBlanc
Nancy Literatore
Dominik Luchanka
Lisa MacDonald
Mike MacDonald
Kevin MacKenzie
Lara MacKenzie
Andrew McNeil
Josh McNeil
Amy Mercer
Robert Milligan
Clara Mitchell
Ann Mullolland
Louise Mullane
Karen Pay
Reyn Pannell

Nova Scotia Community College
Jean-Luc Doridam
Joy Reyno
Patrick Sherlock

South Shore Regional School Board
Neil Brown
Annette Burke
Randy Cameron
Edwin Kelly
Michelle Longley
Cynthia Truelove
David VanDeMoortele

Strait Regional School Board
Marion Ansley
Sean Barker
Leona Beaton
Laurie Bloomfield
Melissa Boudreau
Effie Bourlier
Daniella Boyd-Farrell
Glenda Broussard
Jocelyn Bryson
Nikki Callaghan
Terry Cameron
Alison Clapperton
Nicole Cleary
Angela Deagle
Janice DeCoste
Louise Derochers
Wanda Fougere
Bernie Gillis

Retired and others
Betty-Jean Aucan
Brian Forbes
Doug Hale
Wendy Jones-Darrow
Greame King
Edith Leadbetter
Cynthia Prime
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-one (21) members elected on a regional basis at the Local level, and two (2) members 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:
  
  a) 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;
  
  b) provide suitable offices and equipment for carrying on the work of the NSTU;
  
  c) 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;
  
  d) determine the place and date and make arrangements for workshops and special Council meetings;
  
  e) issue a post-Council press release;
  
  f) provide assistance with organizing Locals and Regional Representative Councils and Professional Associations;
  
  g) shall ratify constitutions of Locals, Regional Representative Councils and Professional Associations by following regulations outlined in the NSTU Guidebook;
  
  h) publish a magazine or other official publications;
  
  i) 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;
  
  j) have the power to convene an emergency meeting of a Local or a meeting of the NSTU members in a given area; and
  
  k) 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 regional.

II. Election Locations

<table>
<thead>
<tr>
<th>Region To be Elected</th>
<th>Region To be Elected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annapolis-Hants West-Kings (2)</td>
<td>Antigonish-Guysborough (1)</td>
</tr>
<tr>
<td>Cape Breton Industrial (2)</td>
<td>Cape Breton Industrial (2)</td>
</tr>
<tr>
<td>Colchester-East Hants</td>
<td>Community College (2)</td>
</tr>
<tr>
<td>Dartmouth (1)</td>
<td>Dartmouth (1)</td>
</tr>
<tr>
<td>Digby-Yarmouth</td>
<td>Halton City (2)</td>
</tr>
<tr>
<td>Halifax County (2)</td>
<td>Inverness-Richmond (1)</td>
</tr>
<tr>
<td>Lunenburg County (1)</td>
<td>Pictou</td>
</tr>
</tbody>
</table>

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 2014 Regional Elections, contact Kate Ingram at kingram@staff.nstu.ca or 1-800-565-6788.
Canadian children and teens are more connected to the online world than ever through a variety of portable devices, and more connected to others through social networking, according to new research released by MediaSmarts. Although boys and girls have different experiences online, the Internet is an important source for seeking information, entertainment and socializing for all young Canadians.

MediaSmarts surveyed over 5,000 students in classrooms across the country on their Internet behaviours and attitudes, as part of Phase III of its Young Canadians in a Wired World study. The first report drawn from the survey, Life Online, looks at how youth access the Internet, their main activities and favourite sites, their attitudes towards online safety, household rules on Internet use and unplugging from digital technology.

One of the biggest changes since the survey was last conducted in 2005 is the proliferation of mobile devices, such as tablets, smartphones and MP3 players, which give youth constant – and often unsupervised – online access. The other big change is the growth in social networking, even among children too young to register for these sites: many of the sites that now dominate the list of students’ top 10 favourites – Facebook, Twitter, Instagram, Tumblr and Minecrafter – were barely on the horizon, or didn’t exist, in 2005.

“We were surprised at the level of social networking, especially in the younger grades, says Jane Tallim, Co-Executive Director of MediaSmarts. “With many of these activities taking place on portable devices and fewer family rules about being online, there is a greater need for parents and teachers to educate young people about the issues around socializing and sharing online.”

Key findings include:

- 32 per cent of students in Grades 4 to 6 have a Facebook account and 16 per cent have a Twitter account, even though these sites are restricted to users 13 or older.
- Girls are significantly less likely than boys to see the Internet as a safe place.
- Students have fewer rules at home about what they can do online since 2005, but there is still a strong connection between having rules and fewer risky behaviours.
- Students like to stay connected: more than a third who own cell phones say they sleep with their phones, and more than a third worry they spend too much time online.
- One in six students has gone offline to avoid harassment.

To view the Life Online report, infographic, and slide show, visit http://mediasmarts.ca/cywv. Follow the conversation using hashtag #YCWW. This research was made possible by financial contributions from Canadian Internet Registration Authority, Office of the Privacy Commissioner of Canada and The Alberta Teachers’ Association. Future reports based on this data will look at students’ habits, activities and attitudes towards: privacy, digital permanence, bullying, commercialization, offensive content, online relationships and digital literacy in the classroom and in the home.

### Teachers who make a difference

**Krista Wright**

Primary teacher Krista Wright was thrilled to know that a former student of hers, now in Grade 2, nominated her for the NSTU’s Teachers Make a Difference (TMaD) program. TMaD gives students the opportunity to nominate a public school teacher, APSEA or Community College member who has made a big difference in their life, and contributed to their school and community.

“I found out that the student who nominated me did so completely on his own,” says Wright. Wright is this year’s Annapolis Valley Regional School Board’s recipient of the TMaD award. She was well aware of the NSTU’s campaign as she is currently serving her second year as the president of the Annapolis Local. Wright started as an NSTU rep 12 years ago, served as the VP of Economic Welfare for her Local and has served on the Council Elections committee and currently serves on the discipline committee.

In her 26th year of teaching, Wright, a mother of three sons, aged 18, 20 and 21, has been teaching Grade Primary at Bridgetown Regional Elementary School for a quarter of a century.

When she found out her name was randomly selected as the AVRSB recipient she was surprised, because as she says, “I’m just doing my job.” People in her community kept recognizing her at social gatherings and congratulating her because they had seen her name on television and in the newspaper. Although she was a little embarrassed by this, “It’s important to be acknowledged, and what makes this special is that a former student nominated me. It’s great that NSTU is providing a forum for students to recognize a teacher who has meant something to them.”

The student who nominated Wright says: “She always has time to talk to her students and always does fun things with us.”

NSTU president Shelley More presented Krista Wright with her Teacher Make a Difference plaque and cheque for $300 for her school’s breakfast program during an Annapolis Local meeting on January 26. More and Wright are shown with Annapolis BPC Chair Allison Woodin, provincial executive member Kim Frank and Relinda Stue and NSTU Annapolis Local staff liaison Gérard Cormier.
Active Citizenship means promoting community involvement in teaching by encouraging students to recognize their influential role as prominent members of their communities. It means teachers continuing to lead by example by promoting active participation, positive digital citizenship, anti-bullying efforts and local and global awareness.

Active Citizenship promotes key competencies such as critical thinking, problem solving, and collaboration. It gives students the tools to understand the social, political and economic forces that have shaped the past and present, and how it influences them and their communities in the future.

The provincial Education Week Awards Ceremony will celebrate teachers throughout the province who promote active citizenship and making a difference. A total of 23 educators will be recognized, representing all eight school boards. Education Partners will have the opportunity to applaud one of their members who has made a significant contribution to active citizenship in our school system as well.

Education Week will be celebrated from April 20-26, 2014. School boards throughout the province will showcase their students and teachers in a variety of local events. The awards ceremony will launch this special week on Tuesday, April 22 at 2 p.m. at a location yet to be determined. The Teachers Plus Credit Union is the proud corporate sponsor of Education Week, and has contributed generously in support of the event for over a decade.

Information on this year’s theme and nomination process and deadlines for the final selection of candidates has been sent to school boards. The deadline for final recipient’s names from each school board, determined by each Board’s Education Week nomination committee is February 28, 2014.
The NSELC is a not-for-profit organization that provides educators with the skills development they need to ensure they become more effective educational leaders. The Consortium offers Nova Scotia educators a wide range of learning opportunities including modules, workshops, conferences as well as providing links and access to other meaningful and relevant resources.

The Board of Directors is seeking an experienced educational leader who will bring strong and innovative leadership to the organization. He or she will work with the Board of Directors and members of the Program Committee to support current and relevant professional learning for the consortium partners. The preferred candidate is an independent worker who is a strategic leader with vision and innovation who is versed in and employs excellent interpersonal and communication skills, human resources management, technology and public finance.

The position is part-time (50%) and commences April 1, 2014 or at a later mutually agreeable date.

Additional information about the NSELC is available at www.nselc.ca and the SSRSB website at www.ssrsb.ca.

Overseas opportunities for
Teachers in the Nova Scotia International Programs
Teach in an exciting environment or apply your school leadership expertise to a new set of challenges. Nova Scotia programs in China (grades 10-12) and the UAE (grades p-12) offer:

- competitive pay
- annual return flights
- apartment or living allowance
- paid holidays

Live and work in a new culture, teaching the Nova Scotia curriculum. We are always seeking teachers with great motivation, commitment and energy for positions in the Nova Scotia international programs.

To learn more, email us at: internationalprograms@gov.ns.ca

From time to time, opportunities arise throughout the year for short-term positions. If you would like to learn more, please contact us at the above email address for more information.

“Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.” Mark Twain

NSTU CAMPAIGN GUIDELINES

The 2014 deadline for candidates’ information is March 14 for the April 8 issue. This information should be given or sent directly to The Teacher office at theteacher@nstu.ca.

There will be no First Vice-Presidential election at Council 2014. By-Law, Article V.2 (b) (ii) now states:

“The term of office for the First Vice-President shall be two (2) years beginning at the conclusion of Annual Council. (2013-23)

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 meeting room at Annual Council). (2013-4)

(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 Annual Council Elections 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 Annual Council Elections 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 fifteen (15) words;

(iii) 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 shall not allow the name of the occupant of the room to be determined. 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 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 placement 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 clothing, buttons or ornaments, and the presence of a single copy of a candidate’s campaign literature at the delegate’s seat and table spot.

(c) A candidate or representative of the candidate is permitted to place up to one (1) item per delegate per session at the tables in Council chambers prior to the start of the session. This would replace campaign material distribution at other times. A candidate would still be permitted to greet delegates as they enter Council chambers.

(d) 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.

(e) Active campaigning for election to a position not related to the structure of the NSTU is prohibited.
Kutcher provides keynote for annual NSELC luncheon

Renowned expert in the area of adolescent mental health and mental health research, Dr. Stan Kutcher, provided teachers, board personnel and other educational leaders with some practical advice about policy implementation regarding student mental health at the Nova Scotia Educational Leadership Consortium (NSELC) annual luncheon on December 13.

“Here are some key things to remember about policy implementation. It should be evidence-based, do no harm and be cost effective,” says Kutcher. “It’s also important to be transparent. If you don’t know the answer, find out.”

The Sun Life Financial Chair in Adolescent Mental Health and professor in the Department of psychiatry at Dalhousie University and IWK Health Centre defines mental health as the, “Capacity of your brain to successfully adapt to your environment. As we adapt our brains change.” He told the audience what is ideal for student success. “Teachers and students need optimal environments in which to grow, teach and learn,” he says. “We need distress in order to adapt and grow, and your job is not to hide and remove distress from students—we need normal distress in order to learn.”

He says in allowing students to respond to their stress and not hide it from them will help them to be resilient. “We become less resilient if we avoid stress and anxiety.” One way to achieve an optimal environment in which to help children adapt to distress is through support networks, like school counselling. “We need counsellors in every school,” he adds.

This is music to the ears of the NSTU president. “This is something the NSTU has been saying for years,” says NSTU president Shelley Morse. “Our members recognize the vital role school counsellors play in providing support for student success.”

During this year’s event, which includes a joint-board-program committee meeting, outgoing chair of the NSELC and former deputy minister of education Carole Oleson was honoured.

NSELC provides educators with skill development to ensure they become more effective educational leaders. Its professional learning programs target educators in positions of senior leadership or teachers aspiring to move into administrative leadership roles, and many of its offerings now meet the professional needs of classroom teachers who want to develop their instructional strategies to better meet the needs of their students, become effective curriculum leaders, or who are interested in fulfilling the role of a coach or mentor. The NSTU is a partner organization of NSELC and executive staff officer Debbie McIsaac serves on its board and its executive committee. Executive staff officer Betty-Jean Aucoin serves on its program committee.

Teacher Education from Acadia University

Master of Education Programs
Master's degrees featuring Acadia's signature academic quality are offered in Counselling, Curriculum Studies, Inclusive Education, and Leadership.

- Cohort study programs are available and may be paired with summer or online study.
- Apply by February 1 for Counselling and March 15 for all other MEd programs.

Online Learning
Make the most out of your time with an online course. With over 110 courses to choose from, you can pick up credits you want for your program or take courses that may not be available online at other institutions.

- Most online courses are open-entry, without fixed term start and end dates.
- Use the flexibility of online courses to make progress in your studies in a way that fits your schedule.

Certificate in French Proficiency
Upgrade your French skills with this 30-credit-hour certificate. Courses are offered in a two-week summer session on campus, and select courses are available online.

- Begin at a skill level that fits your learning needs, from beginner to advanced.
- Qualify for an Advanced Teacher’s Certificate 1 (ATC 1), upon approval from the NS Department of Education.

TESOL Certificate
Open up a world of career possibilities in Canada and abroad with our TESOL (Teaching English to Speakers of Other Languages) certificate, available online or on campus.

- Earn Acadia University credits and qualify to apply for TESL Canada Standard One certification.
- Gain valuable ESL teaching experience with the Practicum option.

educ.openacadia.ca
1.800.565.6568

The Teacher, January/February 2014, Page 15
**FEBRUARY**

**February is...**

African Heritage Month (www.nouvanc.ca/African- heritate-Month), Heart Month (heartmonth.heartandstroke.ca), White Cane Week (www.cnbational.net), Eating Disorder Awareness Week (medical.ca), World Cancer Day (www.worldcancerday.org).

**March is...**

National Epilepsy Month (www.epilepsy.ca/), Help Fight Liver Disease Month (www.liver.ca), Kidney Health Month (www.kidney.ca), National Social Work Month (www.nawad.org), National Colorectal Cancer Month (www.colorectalcancer.ca), National Engineering Month (www.nem-mng.ca), National Nutrition Month (www.dietitians.ca), Red Cross Month (www.redcross.ca), Brain Awareness Week (braincanada.ca), Youth Science Festival Month (www.ysf-fsj.ca), World Down Syndrome Day (www.dsd.org).


---

**FEBRUARY**

**African Heritage Month 2014**

African Heritage Month is celebrating its 30th year. Please visit http://www.nouvanc.ca/African-heritage-Month to find out information on this year’s celebrations and events. The theme of “Youth” will accompany all events and programming to celebrate the energetic and vibrant younger African Canadian community.

More information can also be found at https://www.facebook.com/AfricanNSHeritage or http://hrsbstaff.ednet.ns.ca/shcogswe/Social%20Studies/african_nova_scotia_heritage.htm.

**FEBRUARY 14 DEADLINE**

**Canada Day Challenge**

This annual contest is open to students ages 8-18. Please submit entries of a poster, piece of writing or a digital photograph which represents this year’s theme of Canada Strong and Free. Various prizes can be won with a grand prize which includes a trip to Parliament Hill and a VIP invitation to attend the Canada Day celebrations this summer. Please visit http://www.pc.gc.ca/eng/1292268977681/1292268977684 for complete contest details.

**FEBRUARY 15**

**Lost Student Found: Using assessment to engage all students**

This workshop, Using Assessment to Engage All Students, is coming each year. As a Person and a Learner will take place from 9 a.m. to 12 p.m. at Mount Saint Vincent University’s Seton Academic Centre, Room 404 (Faculty Lounge) in Halifax. It explores the following:

• teaching practices that make the most difference to student engagement and success;
• the contributions of formative assessment (for good or ill);
• ways we can assess all students so that we can reach the ones who’ve become disengaged.

Workshop participants will share experiences, reflect on established practices, and develop new perspectives and strategies for using formative assessment to know and support each student, particularly the disengaged student, as a person and a learner. Each participant will be provided with further resources on student engagement.

Any educator wanting to learn strategies to engage with students invited to attend for a fee of $40 (includes materials and refreshments). The session will be facilitated by celebrated educator, Herb Shurtleff. Charlotte Horst is a literacy educator, author, and leader in the field of assessment and student engagement. An assistant professor at MSUV, she teaches locally and internationally. For further information, email education@msvu.ca or phone (902) 457-6178.

**FEBRUARY 23 TO MARCH 1**

**Freedom to Read Week**

Freedom to Read Week celebrates our rights to intellectual freedom. This week celebrates and reconnects Canadians to the Charter of Rights and Freedom. Visit www.freedomoforal.ca/freedom-to-read-week/ or ActifsFiers.ca/Revue to check on events that are taking place or to submit your own ideas.

**FEBRUARY 24 DEADLINE**

**Canada’s Coolest School Trip 2014**

My Parks Pass and Air Canada are proud to sponsor a exciting opportunity for students called Canada’s Coolest School Trip! Visit http://contests.nyparks.com.ca, register your class and enter your video and creative brief by February 24, 2014, to be judged for a chance to win. Make sure that your entry follows this year’s theme of Canada’s Coolest Stories: where nature and history meet.

**FEBRUARY 24 DEADLINE**

**2014 June Beach Tour - Application Deadline - February 24**

Every summer, Juno Beach Tours organizes a 10-day professional development opportunity for educators. From July 25 to August 5, 2014, educators will embark on a journey through northern France and Normandy learning and exploring Canada’s history in the First and Second World Wars. For more information and to apply for the program, please visit http://www.junobeachtours.com/english/education/teacher_trip.htm for the trip brochure and application.

**MARCH 1**

**Actifs et Fiers – Date limite le 1 mars**

Vous pouvez assister à la semaine nationale de la francophonie dans votre école! ACELF encourage les institutions éducatives à organiser des activités dans les écoles et les bibliothèques pour célébrer l’apport de leurs étudiants et commencer la semaine de la francophonie. Pour plus de renseignements, consultez http://www.freedomoforal.ca/freedom-to-read-week/ or ActifsFiers.ca/Revue pour trouver les réglementations et des informations détaillées.

---

**MARCH 8**

**International Women’s Day**

On March 8th, please join in celebrating International Women’s Day. This year’s theme of “Innovating Change” will focus on ways we can create change to help women advance in all areas. International Women’s Day began in 1911 and has continued to be a global celebration of the achievements of women in social, economic, and political areas. For more information, please visit http://www.internationalwomensday.com.

**MARCH 19 DEADLINE**

**Reading Matters School & Library Contest**

Reading Matters is an exciting opportunity to spread the word about the importance of reading. Visit http://www.myliteracies.ca/reading-matters-contest/schools-and-libraries for contest rules, regulations and more. The contest closes on March 19. This is a fun and interactive contest to get everyone in your school and library involved and ask why, “Reading Matters.” Visit http://www.nationalreadingcampaign.ca/announcing-the-reading-matters-contest/schools-and-libraries/ for contest rules, regulations and more. Please note how you can win one of 5 Kobus Abaras.

**APRIL 10 TO 13**

**Music Conference**

The National Orff Conference, Ensemble 2014, is taking place at the Halifax Marriott Harbourfront Hotel from April 10-13. Join your music colleagues in choosing from over 40 workshops (in French and English) that will inspire your classroom teaching and strengthen your music program. For more information go to http://orffcanadaconference2014.com/
NOTICES

Valentines for Vets

Each year on Valentine’s Day, Veterans Affairs Canada (VAC) asks schools, organizations and individuals, to make Valentines for the Veterans. They are then distributed by VAC to veterans all across the country. This is a chance to let Veterans know they are not forgotten and their sacrifices were appreciated. Please visit http://www.veterans.gc.ca/en/remember/how-to-get-involved/valentine for more information on how to participate.

2014 Junior Achievement Awards and Scholarships

With over $45,000 in scholarships and prizes to be awarded, students are encouraged to apply with a chance to help fund their continuing education. Deadlines range from February 2014 to May 2014, please visit online at www.jacan.org/awards for more information.

Healthy Schools Day in Canada – April 8, 2014

This year the focus is on Indoor Air Quality. Students, teachers and administrators spend many hours each week indoors in schools, the quality of air they are breathing makes a big difference in the quality of their health. Healthy Schools Day is looking to give schools great ideas to foster healthy and happy environments for students and everyone else in a school community. Visit http://www.casle.ca/Default.aspx?alias=www.casle.ca/HealthySchoolsDay for information on how to register and ways to make your school healthier.

EI releases major study documenting collective bargaining in education sector


S.S. Atlantic Heritage Interpretation Park

The S.S. Atlantic heritage steamship that sank off Mar’s Head on April 1, 1873. For more information and brochures please email sadie@ns.sympatico.ca

First ever nation-wide survey

The Canadian Labour Congress, working in partnership with researchers at Western University, has launched a national survey on the impact of domestic violence on workers and workplaces, the first-ever survey of its kind in Canada.

EI releases major study documenting collective bargaining in education sector

How teachers and teacher unions are working to stop forced and child labour

Child and forced labour are a serious and terrible reality we are still faced with in the world. Countries such as Uzbekistan still engage in activities that enforce child and forced labour as a standard of discipline. As more awareness of this practice comes to view, teachers and teaching associations realize that education is fundamentally the best tool in stopping this terrible practice. Please visit http://www.aft.org/about/world/democracy-humanrights/childlabor/resources.cfm for resources and information and www.amaujaq.ca for more information on how to act to stop child and forced labour.

Happy Skating!

Once again the Emera Oval and the Halifax Regional Municipality will be providing free skating lessons for children and youth. Please check out scheduled times and information regarding safety and equipment at http://www.halifax.ca/SkateHRM/PublicSkating/LearnToSkate.html. This is a great opportunity to get out and be active during the cold winter months. Happy Skating!

Teach in a BC Certified Offshore School and Experience the Exotic Middle Eastern Culture

Reading Recovery Specialist and Primary and Intermediate Teachers

Needed for 2014-2015

Competitive Tax-free salary, friendly environment, upscale, progressive and centrally located country. For more details please refer to the following ad:

http://www.educationcanada.com/international.phtml?fullid=84223

Or email us at:
careers.sqa@hayatschool.com
www.hayatschool.com
Are You Ready for the Chilly Challenge

The NSTU Group Insurance Trustees are sponsoring a health and wellness challenge again this year supported by Homewood Human Solutions®. This year’s event will be called “The Chilly Challenge”.

The challenge will be a five-week event starting January 27 and running to March 2, 2014. The health and wellness challenge will include the following five dimensions:

Physical Wellness: Activities such as aerobic activity, non-aerobic activity, and proper sleep will be part of this component.

Nutritional Wellness: Eating a nutritious breakfast, limiting caffeine and sugar intake, and drinking proper amounts of water will be the focus of this component.

Psychological Wellness: Being creative, spending time in nature, and cleaning the clutter from your home and work will be looked at in this component.

Intellectual Wellness: Playing intellectual games, learning something new, and sharing your intellectual insights will be a few of the issues focused on in this component.

Social/Community Wellness: Making a difference for someone, respecting the environment, and performing a random act of kindness will be examined in this component.

You can participate in any or all of the wellness dimensions. There will be random draws of prizes for 100 participants and a special gift for all active participants. There will also be 10 members randomly drawn for major prize give-aways.

Winners of the major prize draws from last year are: Denise Bekkers, Tracey Comeau, Jennifer Landry, Kathleen Naylor, Celine Burlock, Vera Ryan, Annette Zinck, Linda Osmond, Mary MacLeod and Jonathan Murphy.

The challenge last year was a great success. Many testimonials were submitted by participants such as “This is a great way to get motivated”, “I love this idea so much, I just hope there is a possibility of doing it several times a year”, and “I am sorry to see it end…can’t wait till next year”.

As of the date of the publishing of this edition of The Teacher, posters and registration information have already been sent to NSTU reps. Registration for this year’s challenge is open until February 3. The Trustees want to wish everyone the best as they participate in the Chilly Challenge for 2014.

If you have any questions, please contact: Joan Ling at jling@staff.nstu.ca, or Allan MacLean at amaclean@staff.nstu.ca, at 477-5621 (local), 1-800-565-6788 (toll-free), or Paul Sarty at pastry@johnson.ca, 453-9552 (local), 1-800-453-9552 (toll-free), or Sharon Roach at roach@johnson.ca, 453-8564 (local), 1-800-452-9504 (toll-free).
Poetry collection brings African Nova Scotian experience to the classroom

A new resource featuring poems by local author George Borden will give Nova Scotia students an opportunity to explore African Heritage throughout the year.

On January 16, George Borden joined African Nova Scotian Affairs Minister Tony Ince, on behalf of Education and Early Childhood Development Minister Karen Casey, to launch I Never Heard Their Cry! Selected Poems of George Borden at Dartmouth High School.

“I congratulate Mr. Borden on this collection and thank him for providing his work to our students,” said Ince. “Preserving and promoting African Nova Scotian history is deeply important, especially for our young people, and I’m thrilled that Mr. Borden’s work will be in schools for reflection and discussion.”

In the summer of 2011, Borden donated his poetry collection to the Department of Education and Early Childhood Development so it could be shared with Nova Scotia students.

“Our Black story has not been told as it should have been, and only in a very few cases by Blacks. I’m trying to correct that,” he said.

The Department published the collection, and, in the spring, will provide it to high schools as part of a local authors package. Additional copies will be given to African Canadian Studies 11 and English 12. African Heritage classes.

Borden is an author, poet, and songwriter from New Glasgow. He has written children’s stories and gospel songs, and has published a trilogy of poetry works recounting the Black experience from Africa to modern day Nova Scotia. His work has also been published in numerous anthologies and provincial and national newspapers and magazines.
Another 55 classes full of discovery heading across Nova Scotia

For the second year in a row, teachers and students from across Nova Scotia will be opening their classroom doors to the Discovery Centre's Science on the Road education team thanks to a recent contest sponsored by Nova Scotia Teachers Union (NSTU) and Johnson Inc.

Fifty-five school trips have been awarded as a result of the contest, which was open to all public school teachers in Nova Scotia and offered a school visit from the Discovery Centre’s award-winning external education program, Science on the Road. And once again, every school board in the province is represented in the winners list.

“This project is a great way to provide supportive programs to teachers across the province,” says NSTU president Shelley Morse. “We’re really pleased that so many students will have access to programming that is such a great complement to what our teachers are already providing in the classroom in engaging students in hands-on learning.”

The Discovery Centre’s mandate to make science and technology interesting and entertaining for children and young people has made it a leader in the delivery of interactive educational programming. Its External Education Program, which reaches over 20,000 students at over 80 schools annually, offers curriculum-connected workshops and shows that blend education and entertainment to bring science to life.

“We are so thrilled to work with the Nova Scotia Teachers Union to help bring this exciting program to more than 1,000 students across the province again for the second year,” says Karl Biermann, Regional Vice-President, Johnson Inc. “We are so proud of teachers and the positive work that they do to influence the growth and success of their students. High-quality programs like this not only make learning about science and technology interesting and fun, but it’s one of the ways we can help support teachers in their classrooms.”

This is the second year for the contest, which was open to all public school teachers in Nova Scotia. The detailed list of winners is available at www.johnson.ca/sciencecontest. The winning teachers are listed below:

### Donna Anton-Mulkey
- Rhonda Ayres
- Linda Beaton
- Darlene Bereta
- Christina Bower
- Karen Bower
- April Butler
- Danielia Chiasson
- Janet Cluett
- Carolyn Cleary-Maegger
- Shelley Cullen
- Kate Cummins
- Helen Donahue
- Paula Follert-Compeau
- Jody Harris
- Debbie Hubbard
- Tihler Kidanu
- Mary Knox
- Lynn Konnak
- Jennifer Ladunce
- Holly Lake
- Pascale Landry
- Jill Levy-Peverelle
- Denise Lenhard
- Suzanne MacAulay
- Steven MacMaster
- Jeannie Marshall
- Keri McLeod

### Michelle Millman
- Janice Murray
- Laura Naylor
- Gayle Noah
- Margaret O’Neil
- Donna Perre
- Cheryl Porter
- Carrie Rand
- Jeff Rankin
- Claudia Rohar
- Marilyn Ross
- Jessica Schuringa
- Melanie Sharp
- Erika Smith
- Lisa Smith
- Jan Smith
- Susan Stauding
- Cindy Steele-Wood
- Marty Stephenson
- Cathy Townsend
- David Van De Mostere
- Devon Vankoughnet
- Stephanie Wallace
- Amy Warn
- Tina Webber-Frail
- Tammy Wenzell
- Cathy Wilks

#### 2013-2014 Pre-Retirement Seminars — SCHEDULE

<table>
<thead>
<tr>
<th>DATES</th>
<th>LOCATIONS</th>
<th>SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 6 &amp; 7 (Thurs &amp; Friday)</td>
<td>HRSB (68 Daubney St, budding builders)</td>
<td>Hand sparks and education</td>
</tr>
<tr>
<td>February 6 &amp; 7 (Thurs &amp; Friday)</td>
<td>HRSB (68 Daubney St, budding builders)</td>
<td>Hand sparks and education</td>
</tr>
<tr>
<td>March 14 &amp; 15 (Thurs &amp; Friday)</td>
<td>SSSR (West Western, Bridgewater)</td>
<td>Science, mathematics</td>
</tr>
<tr>
<td>May 8 &amp; 9 (Thurs &amp; Friday)</td>
<td>CB/SSRB (Holiday Inn, Sydney)</td>
<td>Science, mathematics</td>
</tr>
</tbody>
</table>

September 2013

Date/location subject to change

For up-to-date information on Deals & Discounts for NSTU members (including RT members), please email theteacher@nstu.ca

phone 1-800-565-6788 or visit the website at www.nstu.ca