

NSTU presents “Back to Balance” budget brief to Minister of Finance

On February 15, 2010, NSTU president Alexis Allen and NSTU executive director Bill Redden met with the Honourable Graham Steele, Minister of Finance, to present *Public Education: An Investment in Nova Scotia's Future* as part of the ongoing Back to Balance consultations being held by the Department of Finance. Other union leaders were also present at the meeting, including Joan Jessome, NSGEU president, Janet Hazelton, NSNU president, Danny Kavanagh, CUPE president, and others.

Like the public consultations being held throughout Nova Scotia, the pre-budget briefing held with the union leaders was designed to provide Steele with ideas or solutions to reduce spending and balance Nova Scotia's budget. Steele and his department have said that the Government is facing a critical economic situation and must

reduce spending. The question for the public education system: where does the Government cut from or gain revenue from in order to increase education spending?

We need to look at everything that's not contributing to student learning, and if it isn't, then stop doing it,” says NSTU president Alexis Allen.

Allen also reminded the Minister that Nova Scotia's Education Partners—the Nova Scotia School Boards Association, the Association of Nova Scotia Educational Administrators, the Nova Scotia Federation of Home and School Associations, la Fédération des parents acadiens de la Nouvelle-Écosse, and the Nova Scotia Teachers Union—are gravely concerned about the need for increased educational funding. “The Education Partners are looking for a 3.6 per cent increase in public school funding. That's the amount necessary to



Halifax County Local president Tim MacLeod is shown at the Dartmouth North “Back to Balance” public consultation which took place on February 1.

maintain current jobs and programs. Without this we will be forced to make impossible choices.”

This year, the NSTU, along with the Education Partners, launched the Save Grade 2 campaign (www.savegrade2.com) to draw attention to the ongoing need for investment in public education. The campaign was designed to highlight the importance of the P-12 education system to Nova Scotians, as well as to outline the consequences of failing to continue to invest in public education. As Allen explains, “In public opinion polling over the past decade Nova Scotians have consistently rated education as second only to health care as a spending priority.”

Through the public consultations, the Nova Scotia government has been asking Nova Scotians for their advice in getting the province's finances “Back to Balance.” As Allen points out, “The Education Partners know that teachers, administrators, parents and school board members strive for a balance every day as they work to help students learn. They need the appropriate amount of funding to maintain that balance—not only for students today, but for all Nova Scotians tomorrow.”

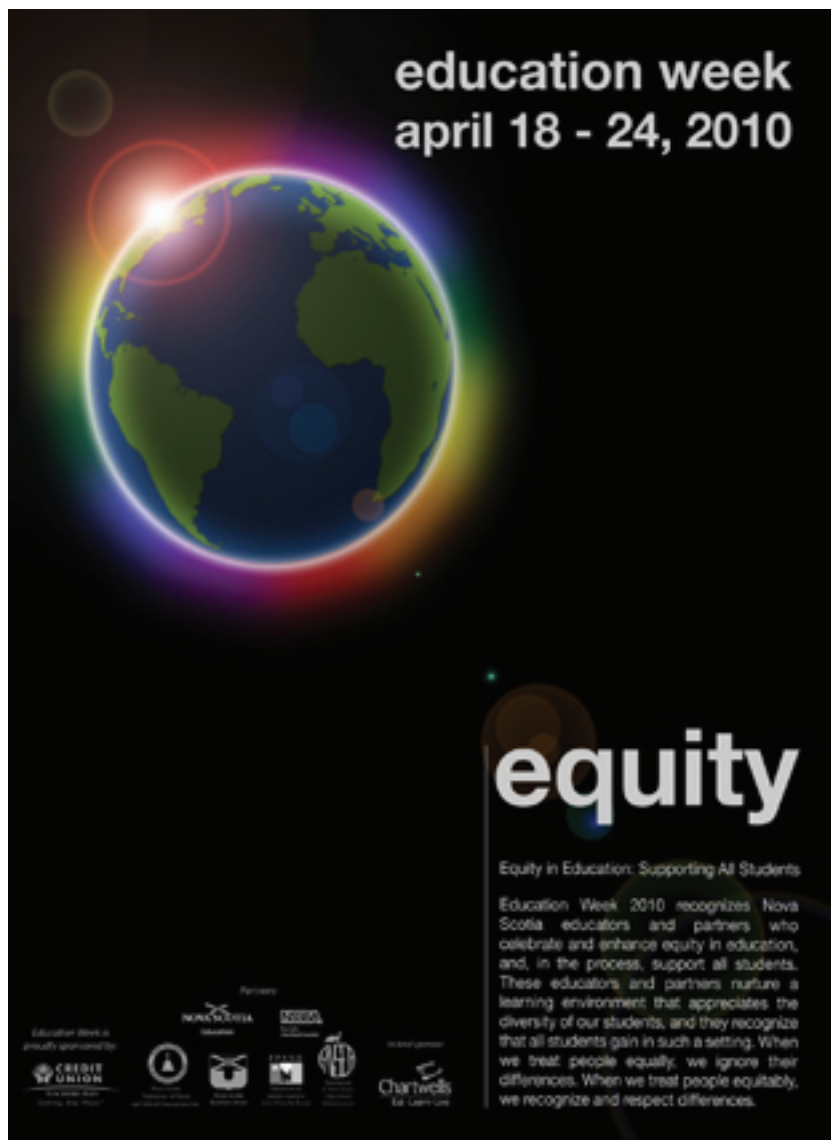
Some of the “impossible choices” facing the P-12 system include: cuts to teachers; reductions in services for students; cuts to specialized programs for at risk students and special education programs.

NSTU's brief, *Public Education: An Investment in Nova Scotia's Future*, highlights the successive cuts to education in Nova Scotia since the

1990s. The 2008-2009 budget saw a -0.7 per cent decline in education spending, while the 2009-2010 budget saw a further -3.7 per cent decline based on 2002 constant dollars and rising inflation. Statistics Canada reports are further outlined, showing that in 2003-2004 Nova Scotia had the lowest per pupil expenditures in the country and that in 2005-2006 Nova Scotia was spending the third lowest on its students. As the report states, “An under-resourced education system does not only affect students today, but follows them throughout their education. The results of cuts made at the elementary level today cannot truly be measured until a decade from now when those students affected near graduation.”

During the past six years, Nova Scotia has seen improvements in the school system, with class size reductions, funding for specialists, and funding for literacy and mathematics resources. The budgets presented from 2007-2009, however, have essentially been “standstill” budgets. The 2010-2011 budget presents the same scenario for public education: for the current level of service to simply be maintained and kept at the status quo, the core funding must be increased by 3.6 per cent.

Feedback to the Minister of Finance on getting Nova Scotia “Back to Balance” is encouraged and the discussion is ongoing. More information on submitting ideas electronically can be found at www.gov.ns.ca/finance/backtobalance.



people

Teachers *Plus* Credit Union supports Education Week 2010



For the eighth consecutive year the Teachers *Plus* Credit Union (TPCU) is the proud sponsor of Education Week. Its support has helped to raise the profile of the Week and further demonstrated its commitment to public education in Nova Scotia. Teachers *Plus* Credit Union assistant manager Angela Boone is shown with Education Week 2010 Chairperson Jenny White (centre). White is the Nova Scotia School Boards representative on the provincial Education Week committee. Shown with them is a member of the TPCU's CSR committee Annette Petrie. This year's Education Week theme is *Equity in Education: Supporting All Students!! Équité en éducation: Soutenir tous les étudiants*. Education Week will be celebrated April 18 to 24 and the awards ceremony will take place on Monday, April 19 at the Black Cultural Centre in Dartmouth.

Inverness Local hosts PD session



Members of the Inverness Local executive were on hand during an after-school PD session on Differentiation of Instruction and Assessment, facilitated by NSTU Executive Staff Officer Betty-Jean Aucoin. The session took place on February 16 at Dalbrae Academy. From left to right are: Angela Deagle, treasurer; Lauchie MacKinnon, VP, Professional Development/New Member Contact; Inverness Local president Marlene MacDonald; provincial executive member (Inverness-Richmond) Marlene Boyd; and Stan Cameron, VP Public Affairs/Public Relations. NSTU rep for Dalbrae Academy Stephen Rankin is also shown.

PA/PR committees plan conference



The Public Affairs and Public Relations standing committees of the NSTU met jointly on February 5 to plan for the upcoming Communications Conference scheduled for April 23 and 24 at the Delta Halifax. This annual conference is open to NSTU's vice presidents of public affairs, public relations and communications. Standing: PA/PR committee staff liaison Grant MacLean, PA committee chair Steven Van Zoost (Hants-West Local), PR committee member Charyl O'Quinn-Wetzel (Dartmouth Local), PR committee chair Stephanie Black (Cape Breton District Local), provincial executive PA committee reps Milton Bonnar (Northside-Victoria Local) and David Harris (Halifax City Local). Seated: provincial executive PA rep Deborah Mitchell (Lunenburg County Local), and PA committee members Mila Borden (Pictou Local) and Susan Noiles (Halifax City Local). Missing: PR committee members Phil Goora (Halifax County Local) and Chris White (Pictou Local), provincial executive PR committee rep Eric Boutillier, PR committee staff liaison Angela Murray and PA committee members Redmond MacDougall (Cape Breton District Local) and Debbie McVeigh (Community College Local).

Equity Committee

The NSTU Equity Committee held its second meeting of the school year on February 19 at the NSTU Central office in Halifax, as part of its planning for the upcoming NSTU Equity conference *Human Rights for All* scheduled for April 9 and 10. They also met with Natalie Flinn, Active Healthy Living consultant at the Department of Education. She shared with the committee members the new resources available for teachers to support them in their teaching of Active Healthy Living.



Clockwise from the bottom: Laura McCulley (Kings Local); committee chair Scott Murchison (Cape Breton District Local); Natalie Flinn; NSTU staff liaison Gérard Cormier; provincial executive rep John MacKay (Queens-Shelburne); Belinda Josephson (Lunenburg County Local); Tanya DeViller (Yarmouth Local); Chris Week (Cumberland Local); and Donna Elliot (Halifax County Local).



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Pharmacy Update

Over the past several years there have been some significant changes in Canada in the pharmacy landscape. These include expanded roles for pharmacists, a greater number of generic drugs entering the market with brand name products losing their patents and public exposure of the extent of rebates being provided to retail pharmacy by manufacturers of generic drugs.

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Medavie Blue Cross has been working on new models of payment for retail pharmacy over the past year, and has been in discussions with retail pharmacy for the past six months. Some pharmacies in Atlantic Canada have received new payment schedules, which are effective January 8, 2010. While many pharmacies will be accepting the new payment schedule and have been supportive of providing uninterrupted service to their customers, there have been a few pharmacies that have chosen to demonstrate their concern over the new payment schedule by refusing to process drug claims electronically to Blue Cross.

This is a decision that is up to each pharmacy owner and we sincerely regret the disruption in service that will result for customers of these establishments.

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from the nstu president

Did you know?

As we are all aware by now, the government is looking at a sizeable debt for the province and looking at ways to reduce spending. As you are also probably aware, our Save Grade 2 campaign is a cry for additional funds for the public education system. As educators we know that we cannot continue to do more with less. Classroom teachers, specialists, and administrators are working at full capacity to make an underfunded system work. It must stop. Public education is our best investment; investment in education today will pay huge dividends for the province of Nova Scotia in the future. We must not allow cuts to education to fall on the shoulders of our students.

Why do we need more money when we have fewer students?

Each year Nova Scotia loses as many as 2,500 students, but the loss is not concentrated in just one area or region throughout the public education system in the province; in fact, the only school board with an increase in student enrollment is the Conseil scolaire acadien provincial. Student enrollment dictates the amount of money received by a school board. A decrease in student numbers means less revenue to the school board and in turn creates more multi-age/combined classes from Primary to Grade 6, and possibly larger class sizes. This in turn increases the workload of teachers who may have at least two different sets of curriculum outcomes to cover or who may have a class of 35 or more students. Today's classrooms are diverse in nature, with students who often have a wide range of abilities. Larger classes and/or combined classes create further challenges for teachers who strive to adequately meet the needs of all students. The other consequence of a decrease in funding is the loss of programs and/or courses; schools simply do not have enough teachers to offer a wider selection. A Statistics Canada study that reviewed Public School Indicators in 2000/2001 and compared them to the same indicators in 2006/2007 revealed that Nova Scotia had the lowest increase in total expenditures per student of all the provinces and territories. In fact, in 2006/2007, Nova Scotia had the third lowest figure in the country for total expenditures per student. As the third lowest in per student funding in Canada, our chronically underfunded public education system needs a financial stimulus, not a reduction.

Are our children really getting a quality education in Nova Scotia?

Our students are doing extremely well nationally and internationally, primarily because of the teachers/administrators who are making the system work in spite of all these challenges.

For example did you know that...

According to Statistics Canada, in 2007/2008 Nova Scotia's high school graduation rate was 84 per cent, well above the national average of 71 per cent.

According to the Program for International Student Assessment, Nova Scotia's 15-year-olds performed above the international average in science, mathematics and reading. Nova Scotian science students outperformed their counterparts in 40 different countries.

In a 2006 international reading and literacy study, Nova Scotian Grade Four students scored significantly higher than their international counterparts, outperforming students in the United States and in England.

We also know how well our students do in public speaking, critical thinking, the arts and so much more! Cuts to education funding will cause us to regress, leading to long term consequences.

In public opinion polling over the past decade, Nova Scotians have consistently rated education as second only to health care as a spending priority.

Promoting Student Engagement

Another hot topic issues for our members is that around student absenteeism and student engagement. 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 NSTU, the Association of Nova Scotia Education Administrators, the Nova Scotia School Boards Association, the Nova Scotia Federation of Home and School Associations, the Council on African Canadian Education, and the Council on Mi'kmaq Education.

The 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 Minister's report and subsequent feedback will decide the direction regarding absenteeism in schools. This issue is of paramount concern for teachers and administrators who have indicated repeatedly that the amount of time and energy required to track and support students who, for whatever reason, are not coming to class. We have asked the Minister to act soon on the recommendations to support administrators, teachers and students who need some kind of resolution to an issue that has a huge impact on teacher workload and ultimately student success.

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

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Le saviez-vous?

Comme vous le savez tous à présent, le gouvernement fait face à une dette provinciale non négligeable et envisage des moyens de réduire les dépenses. Comme vous le savez probablement aussi, notre campagne Sauvons la 2e année est un appel en faveur de fonds supplémentaires pour le système de l'enseignement public. Nous, les éducateurs, savons que nous ne pouvons pas continuer à en faire plus avec moins. Les enseignants titulaires de classe, les spécialistes et les administrateurs travaillent à pleine capacité pour faire fonctionner un système insuffisamment financé. Cela doit cesser. L'enseignement public est notre meilleur investissement; l'investissement dans l'éducation d'aujourd'hui rapportera des dividendes énormes à la Nouvelle-Écosse de demain. Nous ne devons pas permettre que les coupures faites au système d'éducation retombent sur les épaules de nos élèves.

Pourquoi avons-nous besoin de plus d'argent alors que nous avons moins d'élèves ?

Chaque année, la Nouvelle-Écosse perd jusqu'à 2 500 élèves, mais cette perte n'est pas concentrée uniquement dans une zone ou une région et s'observe dans tout le système d'enseignement public de la province; en fait, le seul conseil à connaître une augmentation des inscriptions scolaires est le Conseil scolaire acadien provincial. Les effectifs d'élèves déterminent le montant d'argent reçu par le conseil scolaire. Une diminution du nombre des élèves signifie un revenu moindre pour le conseil scolaire ce qui entraîne par conséquent davantage de classes à années multiples et à niveaux multiples, de l'école primaire à la 6e année et, parfois, un accroissement de la taille des classes. Cela augmente alors la charge de travail des enseignants qui peuvent avoir au moins deux séries différentes de résultats d'apprentissage à couvrir ou qui peuvent avoir une classe de 35 élèves ou plus. Les classes d'aujourd'hui sont de nature très diverse et les élèves présentent souvent un vaste éventail de capacités. Les classes surchargées et les classes multi-niveaux créent des défis supplémentaires pour les enseignants qui s'efforcent de répondre convenablement aux besoins de tous les élèves. L'autre conséquence inévitable d'une réduction du financement est la disparition de programmes et de cours; les écoles n'ont simplement pas suffisamment d'enseignants pour offrir une sélection plus étendue. Dans une étude de Statistique Canada qui a examiné les indicateurs des écoles publiques en 2000-2001 et les a comparés aux mêmes indicateurs en 2006-2007, la Nouvelle-Écosse montrait la plus faible augmentation des dépenses totales par élève de toutes les provinces et de tous les territoires du Canada. En fait, en 2006-2007, la Nouvelle-Écosse était à l'antépénultième rang dans le pays pour ce qui est des dépenses totales par élève. Étant déjà dans les tout derniers rangs en matière de financement par élève au Canada, notre système d'enseignement public chroniquement sous-financé a besoin d'un stimulus financier, et non pas d'une réduction.

Nos enfants reçoivent-ils vraiment une éducation de qualité en Nouvelle-Écosse ?

Oui, nos élèves obtiennent d'excellents résultats à l'échelle nationale et internationale, essentiellement parce que les enseignants et les administrateurs réussissent à faire fonctionner le système en dépit de tous ces défis.

Par exemple, saviez-vous que...

D'après Statistique Canada, en 2007-2008, le taux d'obtention du diplôme d'études secondaires en Nouvelle-Écosse était de 84 %, bien au-dessus de la moyenne nationale de 71 %.

D'après le Programme international pour le suivi des acquis des élèves, les élèves néo-écossais âgés de 15 ans ont obtenu des résultats supérieurs à la moyenne internationale en sciences, en mathématiques et en lecture. En fait, les élèves de sciences de la Nouvelle-Écosse ont obtenu de meilleurs résultats que leurs homologues de 40 différents pays.

Dans une étude internationale sur la lecture et la littératie en 2006, les élèves néo-écossais de 4e année ont obtenu des résultats considérablement plus élevés que leurs homologues étrangers, bien supérieurs à ceux des élèves des États-Unis et de l'Angleterre.

Nous savons également que nos élèves réussissent bien dans les domaines de l'art oratoire, de la réflexion critique, des beaux-arts et bien d'autres encore! Si le financement de l'éducation subit des coupures cette année, notre province va régresser, ce qui aura des conséquences à long terme.

Dans les sondages d'opinion publique menés au cours de la dernière décennie, les Néo-Écossais ont régulièrement placé l'éducation au deuxième rang, juste après la santé, pour les priorités en matière de dépenses.

Les autres sujets chauds pour nos membres sont l'absentéisme des élèves et la motivation des élèves.

Le 27 janvier, le ministre de l'Éducation a publié son rapport longtemps attendu sur l'absentéisme des élèves : *Promoting Student Engagement: Report of the Minister's Working Committee on Absenteeism and Classroom Climate* (Encourager la participation active des élèves : Rapport du comité de travail ministériel sur l'absentéisme et le climat dans la salle de classe). Ce rapport fait 13 recommandations sur les moyens d'améliorer la fréquentation scolaire et de motiver les élèves à apprendre. Le comité de travail était présidé par l'ancien sous-ministre Howard Windsor et était composé de représentants du ministère de l'Éducation, du Nova Scotia Teachers Union, de l'Association des administrateurs scolaires de la Nouvelle-Écosse, de l'Association des conseils scolaires de la Nouvelle-Écosse, de la Fédération néo-écossaise des associations foyer-école, du Council on African Canadian Education (Conseil sur l'éducation des Afro-Canadiens), et du Council on Mi'kmaq Education (Conseil sur l'éducation des Mi'kmaq).

Ce rapport présente une stratégie globale pour réduire l'absentéisme des élèves et améliorer leur motivation. Voici quelques aspects de cette stratégie : une communication accrue entre les intervenants; davantage de soutien de la part des parents et tuteurs; un environnement d'apprentissage chaleureux et sécuritaire; des conséquences claires en cas d'absentéisme; des parents et une société qui prônent et appliquent le principe que la présence à l'école et l'éducation sont essentielles au développement des élèves. Les 13 recommandations sont destinées à fournir un ensemble complet d'interventions, de conséquences et de soutiens visant à créer des apprenants motivés qui assument la responsabilité de leur apprentissage.

Le rapport ministériel et les réactions à ce rapport détermineront l'orientation à prendre concernant l'absentéisme scolaire. Il s'agit d'un souci primordial pour les enseignants et les administrateurs qui ont mentionné à plusieurs reprises le temps et l'énergie qui sont dépensés pour suivre et soutenir les élèves qui, pour quelque raison que ce soit, ne viennent pas en classe. Nous avons demandé au ministre de mettre rapidement en œuvre ces recommandations afin de soutenir les administrateurs, les enseignants et les élèves qui ont besoin de trouver une solution à un problème qui a un impact énorme sur la charge de travail des enseignants et, en fin de compte, sur la réussite des élèves.

Le NSTU encourage les enseignants à étudier ce rapport et à y répondre. Le rapport peut être consulté en ligne à www.ednet.ns.ca. Les réactions peuvent être envoyées par courriel à classroom-climate@gov.ns.ca, par télécopieur au numéro 902-424-0519 ou par courrier ordinaire au Comité de travail ministériel sur l'absentéisme et le climat des classes, Direction générale des politiques ministérielles, C.P. 578, Halifax, NS, B3J 2S9. **La date limite d'envoi des réponses est le 12 mars 2010.**



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AGM 2009

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- 6** Teachers Plus Credit Union will be closed Friday, April 2 and Monday, April 5 for the Easter Holiday.



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Scenes of the Human Spirit

by Peter Mullally, MA, MSW, RSW,
Therapist, NSTU Counselling Services

Serving as counsellors at NSTU Counselling Services, we are privileged to share in the resilient spirits of so many members and their family members. The scenes of the human spirit depicted here are gleaned from numerous counselling conversations over the years.

All persons and their specific circumstances are not identified as the scenes are composites from a wide variety of situations.

Scene 1: Some time after one of the greatest disasters in the Western Hemisphere, the earthquake in Haiti, a Nova Scotian teacher and new Canadian came to counselling. Immediately she got talking about the spirit of survival of the Haitian people, about the spirit of her family, and her own spirit. She observed that in Canadian society spirit talk is absent. “Until I saw people’s outpouring of compassion for and donations to Haiti, I was not aware of people’s spirit here. It seems people in Nova Scotia don’t talk freely about spirit like they do back home. In my home country, spirit is part of every person, every community, everyday.”

“Living in Nova Scotia for five years, I haven’t once heard anyone talk about their spirit,” she continued. “Here, it’s like a very private thing; spirit is hidden. Are people afraid of their spirit, embarrassed or ashamed of their spirit.”

This question has many answers. Could it be that we grew up equating religion and spirituality? Many of our communities were split along religious lines. We were warned against speaking of religion outside the church. It was unsafe and considered impolite. As we became very private about religion, we became private about our own spirit and spirituality in general. Religion was made private so spirit became private.

“But signs of spirit appear everyday in everything,” she continued. “These signs come through in friendship, music, and poetry, in the wonders of science and the natural world, like a sunset or sunrise. There are signs of spirit in a street person’s smile, in shared intimate moments, in a grandchild’s hug, in the grief of loss, and really in every experience of life.”

Scene 2: “That’s it, I can’t stand you always on my back about something—school, job, my room, friends, smoking, drinking, weed. I’m outta here,” shouts the teen while bursting out the front door dragging an old suitcase ballooning with stuff. No news of him came for months. Then a letter with a

Yukon address arrived but no phone number. A second letter brought hope. Mom and Dad waited in fear. As time passed, fear turned to dread. In the vacuum created by the child’s absence, the parents’ love grew stronger. Eventually, telephone contact, shared tears, a fresh start on both sides and then after 18 months the teen returned.

“How did you stand it?” a neighbour asked the parents. “I don’t really know,” mom replied. “Somehow we believed in the inner goodness of our son and in our inner goodness, spirit within, some call it. And our family and friends were



with us all the way with their spirit too.”

Scene 3: “These days there’s more talk of the spirit but it’s not easy to get a handle on it,” says the 47 year old teacher who has been searching for something to hold on to. “Some say spirit is our essence, the core of who we are. Some say soul, some say it’s connection to self, others, and the whole universe. Some even say spirit is energy, the energy of life.”

His friend thought for a while then said, “I think spirit is about love. There’s nothing so profound as true love; I mean self-giving care of others, of ourselves and of our world. And there’s nothing more practical than creating and falling in love in an absolute, final way. What you are in love with, what seizes your imagination, will affect everything. It will decide what will get you out of bed in the morning, what you will do with your day, how you spend your weekends, what you read, which friends you choose, what breaks your heart, and what amazes you with joy

and gratitude. Fall in love, stay in love, and it will decide everything.”

“You know, Gandhi called love the prerogative of the brave. It really does take courage to be open to the possibility of being vulnerable, being wounded, and being afraid for ourselves and those we care about. The spirit of love can sometimes be complicated and confusing. It’s not always warm and secure. It’s not always pretty. Yet, it is always kind and primary—the very fabric of our lives.”

Scene 4: “Emotions, feelings, body tension, weird thoughts race around the track of my mind, like those racing dogs chasing a mechanical

the events that come our way each day. Is this something you’d like to explore in counselling—the basic way you view your self, your work, your life? This can have very practical application to how we do our day.”

Scene 5: A worried administrator came to talk about his 16 year old daughter, Sarah. With a sparkle in his eye, he told about how she had been a student, an avid basketball player, a volunteer with the local food bank, and a fun older sister to her younger brother and sister. Then his face tensed as he described that lately Sarah was staying out late, quitting basketball, skipping school, and being mean at home. “What are you most worried about?” the counsellor asked. “I think my greatest worry is—what if she is mentally ill the way my uncle got at her age. He couldn’t live a regular life: he dropped out of school, he couldn’t keep a girlfriend, so he never married, and he got fired from the few lousy jobs he ever had.” He paused, took a few deep breaths, teared up and whispered, “If she is ill, will I love her any less?” Another pause then he answered his own question, “Definitely, I will love her even more and do all I can to support her. I can start right away by listening more and lecturing less.” Minutes passed in silence before he reflected, “I’ll admit it was scary coming here to talk to a total stranger about this great worry. Yet, just hearing myself saying all this out loud makes me so much more aware of my heart’s desire: I do not want to fear for Sarah, I want to love her, no matter what.”

Final Scene: Counselling with teachers teaches a great deal about becoming a decent human being, a very high spiritual calling. One particular lesson shines above the rest: teachers desire the very best for their students, for their own families, and for the world. Teachers’ desires and our desires as counsellors is beautifully captured in the words of the great Persian Poet Hafiz:

*I wish I could show you
When you are lonely or in darkness,
The Astonishing Light
Of Your own Being.*

Author’s note: To maintain strict confidentiality the conversations in this article are not the actual words of any persons in counseling. The conversations are intended to show situations and ways of thinking many of us may share. The quotes are used to portray people’s experiences in a life-giving manner.

**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 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.

Nimbus Publishing Book Giveaway

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

The Teacher has three copies of *The Terrible Horrible Smelly Pirate* by Carrie Muller and Jacqueline Halsey, illustrations by Eric Orchard, compliments of the folks at Nova Scotia's own Nimbus Publishing.

Set in the misty waters around Halifax Harbour, this fun read-aloud story follows the adventures of a terrible, horrible, smelly pirate named Sydney and his friend Parrot Polly. After answering a riddle set by a mermaid the rascals dig for treasure by the old lighthouse on McNab's Island. Children will enjoy the anticipation as the chest is raised to the surface, and the surprise as its unexpected contents are revealed. The clean and dirty theme will make this book a circle time favourite.

Carrie Muller grew up in Cape Breton, lives in Dartmouth, and is a library assistant with the Halifax Public Libraries. Jacqueline Halsey lives in Beaver Bank and is a writer and artist. Eric Orchard studied painting and art history at NSCAD. His first picture books *A Forest for Christmas* and *Anything But Hank* were released in 2007.



NSTU REP PINS



The NSTU Rep pin is 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



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Employee Assistance Services
Crisis Referral Centre

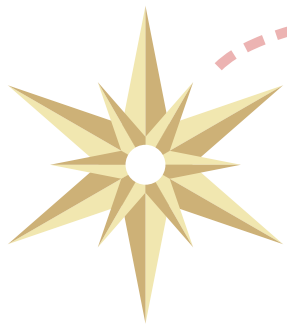
NSTU SECONDMENT RESOURCE FILE

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

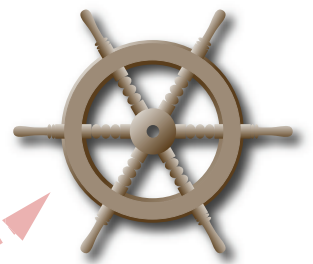
**To obtain the secondment
application form:**

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

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



Charting Your Course FOR PROFESSIONAL DEVELOPMENT



FAPSC – What is It?

By Danny Eddy, Executive Staff Officer, Professional Development & Community College

FAPSC is the acronym for Faculty and Professional Support Conference. This annual professional development conference is held in May or June each year at the Truro Campus of the Nova Scotia Community College with the purpose of providing relative high end professional development for NSTU members who work in the Community College system.

History

Prior to 1994 funding was available for Community College members to attend the Community College Teachers' Association of Nova Scotia conference held in October at the same time that other NSTU Professional Associations were holding their conferences. Each Community College campus took a turn hosting the October Conference.

NSTU members who were employed in 1994 might recall that funding dedicated for October conferences was removed from both the Community College Agreement and the Teachers' Provincial Agreement at this time.

In 1998 the Union went into bargaining with the Nova Scotia Community College looking to restore funding for the conference.

At that round of negotiations discussions resulted in the College agreeing to fund a conference as set out in the agreements.

In essence, the College provides the following for Faculty and Professional Support members:

- meals for participants for the Friday and Saturday of the conference at the Truro Campus;

- appropriate meeting rooms and classrooms at the Truro Campus;
- accommodations in the residence of the Truro Campus for up to ninety (90) participants employed by the College who live more than thirty (30) kilometers from Truro; and
- where the number of participants who live more than thirty (30) kilometers from Truro exceeds ninety (90), the College shall provide an allowance of \$40 to help defray the cost of accommodation to each participant for whom the College is unable to provide accommodation in residence.

Over the last decade the conference has always provided participants with a variety of professional development opportunities specific to the needs of these NSTU members. Faculty and professional support members facilitate sessions as well as guest presenters and NSTU Executive Staff.

On occasion presenters who have expertise in a specific area in the field of education provide plenary or keynote sessions.

FAPSC draws Community College Local members from the 13 campuses and satellite sites for professional development, networking, and social opportunities.

The VP of Professional Development for the Community College Local spearheads the

organization of the conference assisted by the Local's Professional Development Committee and the Local Executive.

The Nova Scotia Teachers Union recognizes the efforts of the Community College Local in this ongoing professional development initiative and encourages all faculty and professional support members to take advantage of this unique learning opportunity.

The dates for FAPSC this year are May 6, 7, and 8, 2010. The theme is: *The Power of Professionalism*. The keynote speaker is author of the best seller *7 Virtues of a Philosopher Queen* Barb Stegemann (www.the7virtues.com). The dance will feature the band Twist of Fate.

Further information and registration details will be sent to members in the upcoming weeks.



Executive staff officer Betty-Jean Aucoin provided the opening plenary for the 2009 FAPS conference.



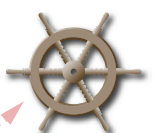
NSCC president Joan McArthur Blair addresses delegates of the FAPS conference last May at NSCC's Truro campus.



Community College members during an interactive workshop at the FAPS conference. Community College Local President Louis Robitaille is shown in yellow.



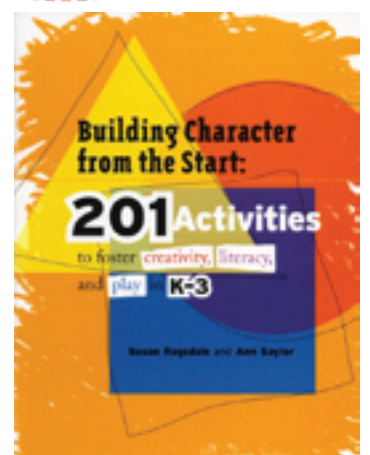
Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Email your name, home address and school or campus name with PD in the subject line etc. by April 1, 2010, to be eligible for the draw.

The PD book give away this month is *Building Character from the Start: 201 Activities to foster creativity, literacy and play in K-3* written by Susan Ragsdale and Ann Saylor and published by Search Institute Press.

This book is all about teachable moments. These wonderful activities embrace teachable moments, passing on lessons of life, love, passion and character right from the start.



The winner of the PD book *You Have to go to School–You're the Principal!* is Janet Sollows, Arcadia Consolidated School.



Partners for Human Rights holds first annual PD day



The *Partners for Human Rights* committee held its first annual PD day at the NSTU building in Halifax on Tuesday, February 2. This coalition of organizations, of which the NSTU is a member, is dedicated to working towards a respectful and inclusive community. In co-operation with the Nova Scotia Human Rights Commission (NSHRC), the committee teams with local community groups to organize events that promote racial harmony and awareness of human-rights issues in the community. *Partners for Human Rights* hosts an annual event for December 10, International Human Rights Day and also encourages recognition of March 21, International Day for the Elimination of Racial Discrimination.

“A goal setting activity among the partner organizations was completed and overwhelmingly, providing professional development was on the top of the list,” says NSTU’s staff liaison to the committee Gérard Cormier. “This is the first time we’ve done professional development for our own members and hopefully it will become an annual event.”

The day included an opening session to set the stage for human rights education, which was conducted by both the Nova Scotia and Canadian Human Rights Commissions, and a closing plenary. The session leaders were: Ann Devine, Manager, Race Relations, Equity and Inclusion for the NSHRC; Louise Adongo, a public education officer with the NSHRC; and Sandra Smith-Muir with the Canadian Human Rights Commission.

NSTU executive staff officer, professional development, Betty-Jean Aucoin provided the closing plenary which focused on making connections to the participant’s daily lives from what they learned during the day.

The name *Partners for Human Rights* was adopted in September 2007. The committee had operated for more than 15 years as *Partners Against Racism*.



Clockwise from the bottom are: Josh MacIntyre, staffing advisor in Human Resources for Dalhousie University; Janet McKinnon, Executive Director, Office of the Ombudsman; Spencer Wilmot with the Native Council of Nova Scotia; Jordan Marsh, a co-op student from Dalhousie doing a placement with the Nova Scotia Human Rights Commission and Michelle Lucas, Communications Officer with Communications Nova Scotia.

EQUITY BOOK REVIEW

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

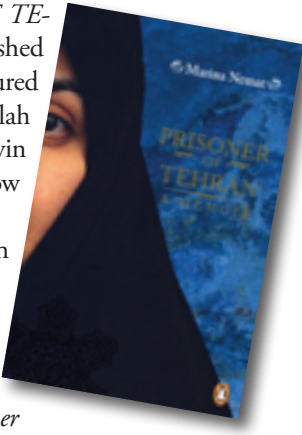
This month’s Equity book giveaway is *PRISONER OF TEHRAN: A MEMOIR*. Written by Marina Nemat and published by the Penguin Group, this international bestseller has captured worldwide attention. Marina was arrested at age 16 in Ayatollah Khomeini’s Iran. She was imprisoned in Tehran’s notorious Evin prison for two years. She emigrated to Canada in 1991 and now lives with her husband and two sons near Toronto.

Here are several reviews of this extraordinary tale of faith and survival:

“It is an act of bravery, this book, as well as compassion. Her words, well wrought and heartfelt, expose her shocking dilemma and the terrible system that tried to defile her” – *The Globe and Mail*

“One of the finest memoirs ever written by a Canadian. Prisoner of Tehran is simply an astonishing story” – *MacLean’s*

“An arresting, heartbreaking story of forgiveness, hope, and enduring love—a voice for the untold scores silenced by Iran’s revolution.” – *Publishers Weekly* (starred review)



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 April 26 to be eligible for the draw.

This month’s FRESH giveaway is *Fires in the Middle School Bathroom* (advice for teachers from Middle Schoolers) written by Kathleen Cushman and Laura Rogers and published by The New Press.

Fires in the Middle School Bathroom was written for What Kids Can Do, Inc. (WKCD), a national non-profit organization based in Providence, Rhode Island which aims to bring forward the voices of youth on issues that matter in their lives, learning, and work.

This resource provides a much-needed window into the world of early adolescence. It provides diverse student voices that offer teachers insight into how their best practices actually play out as students change and develop, day by day, in the middle grades classroom.

From the reviews: “This book brings out the essence of what and how middle school kids think, Teachers can learn from them—not just new teachers, but those already in the field.”

“Listening to these students helps us understand the transitions that have profound effects on early adolescence. This engaging book shows teachers how to build relationships that best support success in the middle grades and beyond.”



Congratulations to our January winners of the FRESH and EQUITY giveaways!

FRESH: *Sam and the Goodwill Sandwich* resource go to Valerie Lohnes, Aldershot School, Brain Rafuse, Bridgetown Regional elementary School and Jennifer Whittaker, Port Maitland Consolidated Elementary School.

EQUITY: *The Biracial and Multicultural Student* goes to Claire Morash, Dartmouth Teachers’ Centre.

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

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Financing for Education theme of this year's Global Action Week

By Mary-Lou Donnelly
President, Canadian Teachers' Federation



Today, 75 million people around the world are denied the opportunity to go to school. Unable to read or write, they face a lifetime of poverty. This will be our focus when the Canadian Teachers' Federation (CTF) joins national and regional groups around the world to mark *Global Action Week* from April 19 to 25, 2010.

The Global Campaign for Education traces its beginnings to the UNESCO World Education Forum held in Dakar, Senegal in April 2000. The forum developed six concrete goals to be achieved by 2015, including: expanding early childhood care and education; free, compulsory primary education for all children; equality of access to learning; a 50 per cent improvement in literacy rates; gender equity; and improving the quality of education. In the decade that has followed, 40 million more children now attend school because government and people took action.

There is still much to be done if we are to achieve the goals of "Education for All." *Global Action*

Week calls on all governments to fulfill their Dakar commitments. Leaders of developing countries must spend 20 per cent on education, abolish school fees, provide professional teachers, and ensure children are in school—not at work. Developed countries—including Canada—must provide their fair share of funding, work together on a global response, invest in teachers, and include countries with the greatest need.

CTF is currently organizing its fourth annual Hill Day for April 20, 2010. Hill Day provides a powerful opportunity for teacher leaders across Canada to discuss critical issues affecting education with federally elected officials and senior government advisors. Members of the CTF Board of Directors will be involved in meetings with MPs, Senators, and senior government officials to voice their concerns about child poverty in Canada and to discuss Canada's commitment to Education for All.

Hill Day will coincide with the launch of 1GOAL – Education for All, supported by Fédération Internationale de Football Association (FIFA), the governing body of soccer's 2010 World Cup. FIFA has agreed that a legacy of the 2010 World Cup will be getting 30 million people to sign up in support of the campaign. Already, hundreds of players have signed on and the list of international entertainers—including Bono, Kevin Spacey and Bob Geldof—lending support continues to grow.

As the 2010 World Cup comes to an end in the second week of July, presidents of CTF Member organizations

will gather in Edmonton for our annual President's Forum. This year's forum will focus on education funding and Canada's commitment—domestically and internationally—to the goals of the Global Campaign for Education. If you would like ideas on how you and your students can take

part in *Global Action Week*, visit us at www.ctf-fce.ca or visit the Canadian Global Campaign for Education www.cgce.ca where you will find a new curriculum section of the website which features lesson plans which target the right to education.

Nova Scotia Learning Disabilities Conference

Hosted by the Learning Disabilities Association of Nova Scotia

May 13 & 14

2010

World Trade and Convention Centre, Halifax

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Dr. Steven Feller, Neuropsychologist, nationally renowned speaker in the field of Learning Disabilities

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Sessions on:

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- Reading strategies
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Literacy intervention garners international Rotary Club Award for resource teacher



Mary LeBlanc dons her Paul Harris Fellowship medal and certificate.

Central Spryfield School resource teacher Mary LeBlanc received a Paul Harris Fellowship Award from the Rotary Club of Halifax on February 10.

Named for Rotary founder Paul Harris, individuals are chosen because their life demonstrate a shared purpose with the objectives and mission of the Rotary Foundation to build world understanding, goodwill and peace. LeBlanc received hers for Leadership in Literacy Development within school and community.

“A number of my colleagues showed up and cheered me on,” says LeBlanc. “As teachers, we recognize that literacy is important and valuable and, to see other people in the community honour and recognize literacy is pretty special.”

LeBlanc designed and implemented an early intervention reading program model at Central Spryfield School where she has been in resource for the last six years. The reading program has shown long-term gains in reading development for disenfranchised students.

The model involves tracking and monitoring every student’s reading assessments each year. Intervention is given where and when needed as the reading demands are increased with each grade.

Every Grade 1 student participates in an early reading intervention program delivered through a team approach of resource, classroom teachers, Reading Recovery, EPA, administration and a large number of dedicated community volunteers LeBlanc recruits and works with year after year.

“Each year fewer and fewer students are requiring resource intervention because of the intense literacy support they are receiving through the early intervention program model,” remarks LeBlanc.

“Most schools offer Reading Recovery for four to eight students who then begin their resource support following Grade 1. From our assessments we know we couldn’t wait that long.”

The results of the program have been tracked for over five years. “It is exciting to see that very few students require resource support for reading in Grade 5 and 6, and the early intervention approach is paying off.” LeBlanc has since designed a

similar early intervention program for Grade Primary students with wonderful results as well.

The Rotary Club of Halifax actually supported a proposal LeBlanc wrote four years ago and has become a key supporter of her resource model for literacy development. The Grade 1 intervention program is now named Rotary Reading Early Intervention and many Rotarians volunteer each week in LeBlanc’s resource room. The Rotary Club has also assisted with funds for books and materials.

Since the Rotary Club involvement LeBlanc has been successful in another grant proposal to Indigo Love of Reading and secured a \$159,000 grant over three years to help the school set up well-stocked classroom libraries, a school library, and a professional library. She was also successful in receiving a \$19,000 Tattletales grant to help Central Spryfield School implement a comprehensive Author Study Program from Primary to 6. Several schools have contacted the school to learn more about her resource model and the design for early intervention programs and literacy activities and to witness the programs in action.

“For resource models and early interventions to work well and be sustainable you need a team effort,” comments Le Blanc. “The whole school is involved, not just me as a resource teacher. Our teachers and administrators and a large group of volunteers are all working hard to ensure reading and writing develops in our school.

I am so fortunate to have the support of the Rotary Club of Halifax—it has been instrumental in helping us make a difference,” she concludes. “I have a large group of compassionate and dedicated volunteers to read with our Grade 1 students and to support me in the delivery of reading and writing activities.”

LeBlanc also adds that early intervention for math started this school year.

Science on the Road at Trenton Elementary



Discovery Centre’s outreach program, Science on the Road, reaches out to schools and students across Nova Scotia with support from the EnCana Corporation. On February 19, Trenton Elementary School students took part in the demonstration “Real World Reactions.” Nearly 200 students, from Grade Primary to 4, watched the demonstration that used chemistry and physics to figure out how glow sticks work and why Super Soakers need to be pumped. Science on the Road brings exciting science experiments, activities and hands-on workshops to elementary schools across the province. The outreach program is a valuable resource because it supports the provincial science curriculum, is available in both English and French, and is open to all Grade 3, 4, 5 and 6 classrooms in Nova Scotia. For more information on the outreach program, visit www.thediscoverycentre.ca.





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- Work Visa

For further information contact coveyfp@gov.ns.ca

coming events

March is...

National Nutrition Month (www.dietitians.ca); Asthma Month (World TB Day March 24) (www.ns.lung.ca); National Epilepsy Awareness Month (www.epilepsyns.com); Liver Disease Awareness Month (www.liver.ca); Red Cross Month (www.redcross.ca); Kidney Health Month (www.kidney.ca); Youth Science Festival Month (www.ysf.ca); Engineering Month (www.nem-mng.ca)

MARCH 26

Wear Purple Day for Epilepsy

Founded in 2008, by nine-year-old Cassidy Megan of Nova Scotia, Canada, with the help of the Epilepsy Association of Nova Scotia, Purple Day is an international grassroots effort dedicated to increasing awareness about epilepsy worldwide. On March 26, people from around the globe are asked to wear purple and spread the word about epilepsy. Epilepsy affects over 50 million people worldwide. That's more than multiple sclerosis, cerebral palsy, muscular dystrophy and Parkinson's disease combined. Why purple? Lavender is the international colour for epilepsy. Getting involved is easy. Wear purple and encourage others to do the same. Host a Purple Day party or fundraising event at your home, school or business. Most importantly, get real facts about epilepsy by browsing this site and those of our partners. For more information visit www.purpleday.org and www.epilepsymatters.com.

MARCH

National Engineering Month 2010

National Engineering Week is now known as National Engineering Month. Taking place under the theme *Design the Future*, the celebration encourages elementary and high school students across the nation to see how, with engineering, they can design an amazing future for all Canadians. This annual celebration of Canadian engineering excellence allows youth to use their creative skills with math, sciences and technology to see how, as engineers, they can come up with things that were once thought impossible. They discover the important and exciting engineering profession, as well as important elements of being an engineer, including ingenuity, teamwork and creativity. The celebration promotes engineering as a career choice and reminds Canadians of the role engineering plays in their daily lives. Activities are scheduled coast-to-coast throughout the month of March. Event listings for Nova Scotia can be found at: <http://66.29.197.208/events.asp?PageID=1086>; and for other provinces and territories at: www.nem-mng.ca/activities.cfm. For more examples of fun engineering projects, visit www.whyengineering.ca.

MARCH 18

Byrony House International Women's Day Luncheon

Bryony House, a 24 bed shelter for abused women and their children, is hosting an International Women's Day luncheon on Thursday March 18 at the World Trade and Convention Center, 1800 Argyle St in Halifax. The reception starts at 11:30am and lunch is served at noon. Tickets are \$60 each. The theme of the luncheon is *Ethnic Women of Strength* and includes Mistress of Ceremonies Nikki Balch, morning show co-host on Z103.5 The Beat of Halifax, with dance performances by Maritime African Centre of Dance troupe. There will also be cultural displays celebrating women's roles in various ethnic cultures.

For more information please contact 429-9001 or 423-7185 or visit www.byrony-house.ca. Proceeds from the luncheon will go to maintaining Byrony House's services which offer safety and shelter to approximately 450 women and children and answer over 4500 distress calls each year.

MARCH 21 TO 28

International Day for the Elimination of Racial Discrimination

March 21 is recognized by the United Nations as the International Day for the Elimination of Racial Discrimination. March 21 kicks off the Week of Solidarity with the Peoples Struggling Against Racism and Racial Discrimination from March 21 to 28. On March 21, 1960, police opened fire and killed 69 people at a peaceful demonstration in Sharpeville, South Africa against the apartheid "pass laws." Proclaiming the Day in 1966, the UN General Assembly called on the international community to redouble its efforts to eliminate all forms of racial discrimination. The March 21 campaign heightens awareness of the harmful effects of racism and encourages the fostering of respect, equality and diversity. It has mobilized youth across Canada to rise up and to take a stand against racism. To help stop racism you can plan an activity or project in your school or community and continue to promote the concept throughout the year. For more information please visit www.cic.gc.ca/EnGLish/multiculturalism/march21/index.asp.

Page 12, The Teacher, March 2010

APRIL

13th Annual Nova Scotia Skills Competition & Career Showcase

In April, Skills Canada Nova Scotia will host the 13th Annual Nova Scotia Skills Competition & Career Showcase. Apprentices, secondary, and post secondary students will compete in a variety of skilled trade and technology competitions including heavy duty equipment repair, IT software applications, welding, and plumbing. General public and school groups are invited to tour the competitions and participate in the interactive displays at the career showcase, an event held in conjunction with some of our larger competition events. Last year approximately 300 competitors and 1500 students toured the event. The gold medal winners from eligible competitions go on to join Team Nova Scotia and compete at the Canadian Skills Competition. For more information, contact Matt Millar, competition coordinator, at 902-424-5180 or millarmc@skillscanada.com or visit <http://skillsns.ednet.ns.ca>.

APRIL 19 TO 25

Canadian Teachers' Federation Global Action Week

Global Action Week (GAW) will take place from April 19 to 25, 2010. This year's theme will be *Financing for Education*, and the campaign is calling upon Northern donors and Southern governments to keep their "Education for All" promises to provide the money needed to pay for teachers, books, classrooms and other essential elements for quality EFA. This year, the Global Campaign for Education (GCE) is collaborating with FIFA on the 1-Goal Campaign. Events "kick off" during Global Action Week and include soccer (football) themes that will continue through to the 2010 World Cup with the campaign's momentum continuing towards the G8 meeting in September 2010. CTF co-chairs the Canadian Global Campaign for Education. Check out its web site for information, classroom activities, and lesson plans at www.ctf-fce.ca/Events/GAW/?id=625909

APRIL 19 TO MAY 30

Spring Into Action Challenge 2010

Spring Into Action is an annual six-week challenge *Horizons Community Development Associates Inc.* issues to our colleagues and friends/families worldwide. This year it takes place from April 19th to May 30th. The purpose of the campaign is to get physically active and fit for summer! The goal is for members of each team to accumulate at least 30 minutes of physical activity a day for five days each week. There are weekly prize draws for everyone who meets the weekly goal, as well as Grand Prize draws at the end of the Challenge! So get your household and/or co-workers together to make a team, grab your sneakers, get outside, enjoy the fresh air, have fun, and of course... SPRING Into Action! For more details about the Challenge, or to register, go to www.horizonscda.ca/sia and download and complete the registration form posted on our website. Then email them to Josephine at sia@horizonscda.ca. **Deadline for registrations is April 14th 2009.**

APRIL 26

National Healthy Schools Day

Twelve national and provincial organizations met on March 12, 2009 to declare a national Healthy Schools Day in Canada to focus on school indoor environment issues such as air quality. Since then, over 30 organizations have given their support. The purpose of the day is to foster improvements, celebrate successes, and create projects that make indoor environments of new and existing schools the best they can be. To join the international effort or for more information on developing a Healthy Schools Day project, please visit: www.nationalhealthyschoolsday.org. For further information and for Healthy Schools Day project ideas visit: www.casle.ca/Default.aspx?alias=www.casle.ca/healthyschoolsday

APRIL 20 TO 24

VIEWFINDERS: International Film Festival for Youth, Halifax

ViewFinders Opportunities for Educators

ViewFinders is a five-day celebration of film, video and media geared towards youth ages 3-18. The festival includes a comprehensive school program complete with a guide for educators, as well as evening and week-end screenings and events for families and young adults. ViewFinders features films from around the world and includes a selection of films made by youth. The name of the festival comes from the part of the camera called the "viewfinder" which is the optical window that frames an image. It is our hope that the ViewFinders Festival inspires young people to find and broaden their own views of the world through hands-on media workshops, networking with professionals in the industry, and exposure to the large scope of international cinema. For more information, visit www.atlanticfilm.com/view/index.php.



Nkabom II continues to meet needs of teachers in Ghana

Three retired teachers from Nova Scotia will be participating in the next phase of Nkabom II, a partnership project involving the Canadian Teachers' Federation (CTF), the NSTU and the Ghanaian National Association of Teachers (GNAT). Nkabom is a Ghanaian term which means "working together in a joint endeavour." "The project is supporting Ghana's *Education for All* program by providing professional development for teachers and helping poor rural villages and neglected peri-urban neighbourhoods to acquire skills and strategies for community self-development," says team leader Burris Devanney.

The Nova Scotians bring a wealth of overseas experience to the project, as well as many years in teaching and administration. Helen MacDonald has worked as a volunteer in CTF-GNAT joint projects for nearly a decade. Peter Delefos adds his recent experience working as a program supervisor for the Nova Scotia - Gambia Association in The Gambia and Sierra Leone. Team leader Burris Devanney's work in education and development in Africa spans 45 years and six countries. Two other NSTU retirees, Ann Bottomley and Peggy Ludlow, made major contributions to Nkabom's professional development work over the past three years. Their responsibilities have now been taken over by their Ghanaian counterparts.

Nkabom II is concentrating upon the needs of teachers and primary schools in very poor communities across the country. "In the past 30 months the project has trained 100 Ghanaian teachers to serve as trainers and resource persons to thousands of teachers and headmasters in deprived schools in all ten regions of the country," continues Devanney. The Canadians and their Ghanaian counterparts have also collaborated in the production of a training manual to be used in the ongoing training of teachers and headmasters.

The second component of the GNAT-CTF project is known as "community mobilization." To date, the GNAT-CTF team has engaged 26 deprived communities from five regions of the country in an intensive process of self-analysis and self-development. The team has conducted mass meetings in each community and has encouraged and assisted the residents in drafting community profile booklets outlining the community's strengths and weaknesses, assets and liabilities, needs and capacities.

Each community then developed and began implementing an action plan to meet the needs which they had identified – especially the needs of the children and teachers in primary school.

The action plans have two components: activities that the community can carry out with its own resources; and activities for which it will need assistance from external bodies—e.g. local government, local business firms and NGOs. "The communities are encouraged to carry out substantial projects from their own resources, including communal labour, before they approach external organizations," Devanney continues. "This is in fulfillment of one of the project's objectives—to help the communities to acquire communal pride and self-confidence and become more self-sufficient." All 26 communities have developed well-written profile booklets; more than 20 of them have carried out significant improvements to their school and community with their own resources; and several have already secured financial and material support from external organizations for major community projects.

Devanney says that it is anticipated the Nkabom Project will be extended to other regions of Ghana over the next few years and that GNAT and the Ghanaian Ministry of Education will assume full management of the project. Project funding is provided by the Canadian International Development Agency (CIDA) with matching financial and in-kind contributions from GNAT, CTF and NSTU.



Helen MacDonald, Burris Devanney and Peter Delefos. The Nkabom II team met on February 15 at the NSTU building to plan the next phase of the program.



The Nova Scotia Educational Leadership Consortium

Over the next few months we are going to highlight Modules which the NSELC can schedule at the request of any one of our partners in support of professional learning. NSELC Modules are based on current research and are sensitive to the practical needs of educators. They reflect a diversity of perspectives and address knowledge, skills and attitudes.

Module 9 Programming for Students with Special Needs: From Policy to Practice

This three-day module for school administrators, central office staff, resource teachers and classroom teachers will help participants:

- consolidate their knowledge of legislation, policy and supplementary documents pertaining to programming for students with special needs in Nova Scotia;
- understand the roles and responsibilities of individual program planning team members and how these complementary roles come together to create a collaborative process;
- recognize common pitfalls in the development and implementation of Adaptations and IPP's for students with special needs and ways in which to address these pitfalls.

Comments and feedback from recent Module 9 participants:

- The consistent link between legislation, policy and special ed considerations has been wonderful—revealed ways the documents support one another and support us as administrators.
- Terrific module! I wish I had gotten this quality of instruction over the first few years of teaching.
- I learned so much that I can use Monday morning. It further helps me and my staff to make our jobs less frustrating. The book is a great resource.
- This module was very helpful to both teachers and administrators. Having the information in one place, using case studies and making it practical worked.
- The facilitator's of this module helped to demystify a complex process by being incredibly informative and clear.

If you are interested in attending Module 9 visit our website to check the Module schedule. If there isn't one already scheduled, fill out our Wait List and you will be contacted when new dates are posted.

If you would like a Module 9 hosted by your Board or organization check our website to see who your representative is on either the NSELC Board of Directors or Program Committee and contact them with your request.

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

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NSTU Group Insurance Plans Term Teachers and Insurance

If you are a teacher starting a new term contract, the NSTU Group Insurance Trustees want to inform you of the benefits that are available and remind you to enroll.

*** IMPORTANT ***

Remember, the earlier you enroll, the earlier your coverage is effective.

TOTAL CARE/MEDICAL – This benefit is not automatic. You may apply for this benefit at any time. Coverage will take effect the first of the month following receipt of your application.

Single: NO COST (100 % paid by employer)
Family: NO COST (100 % paid by employer)

TOTAL CARE/DENTAL – This benefit is not automatic. For term teachers, you must apply within 31 days of your term commencement date. If you elect to participate, coverage will take effect the first of the month following receipt of the application form and will remain in effect for the duration of your term contract.

Single

Public School teachers: \$16.48 (Difference paid by Teachers' Provincial Agreement or APSEA Agreement)
NS Community College: \$17.64 (Difference paid by Community College Agreement)

Family

Public School teachers: \$34.86 (Difference paid by Teachers' Provincial Agreement or APSEA Agreement)
NS Community College: \$37.30 (Difference paid by Community College Agreement)

Please note: Rates above are subject to change.

PROVINCIAL MASTER LIFE AND ACCIDENTAL DEATH AND DISMEMBERMENT – You are automatically insured for this benefit. To designate a beneficiary, you must complete a beneficiary designation form.

For Public School teachers/Community College members and APSEA members, **\$ 50,000** Life Insurance and **\$ 50,000** Accidental Death & Dismemberment Insurance. NO COST (100 % paid by employer).

LONG TERM DISABILITY (cost-sharing with the employer) – Effective August 1, 2009, the NSTU Long Term Disability Plan is mandatory for new members and currently insured members without the ability to opt out unless the following conditions have been met:

1. Plan member is at least 50 years of age and has a minimum of 30 years of pensionable service, or
2. Plan member is in their last year of teaching with one year of accumulated sick leave.

A "new member" is defined as an NSTU member who has obtained their first contract in Nova Scotia or a member being rehired and has not met any of the following categories below.

If you fall into one of the four categories below coverage will commence the first of the month following the date the insurance company approves any evidence of insurability as required by the policy as long as you are under 59 ½ years of age.

1. You were previously automatically enrolled as a "new member" prior to August 1, 2009 and opted out of the program, (unless you opted out in the 2008/2009 year due to your contract being less than 50%) and/ or
2. You previously applied for enrollment in the Long Term Disability Program and were denied coverage and/or
3. If you failed to enroll through past open enrollments and/or
4. You had previously requested to cancel coverage.

The other plans available are **Optional Life Insurance, Spousal Life Insurance, Voluntary Accidental Death & Dismemberment, MEDOC® Travel Plan, Trip Cancellation / Trip Interruption and Home and Automobile Insurance.**

Further details of the above plans and information on enrollment are outlined in your Group Insurance Profile.

IF YOU HAVE NOT RECEIVED A NEW TEACHER LETTER, APPLICATION FORM OR INSURANCE PROFILE, PLEASE CONTACT YOUR PLAN ADMINISTRATOR, JOHNSON INC., AT 453-9543 (LOCAL) OR 1-800-453-9543 (TOLL FREE).

update

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resources

Physical Education Resources 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://lrt.ednet.ns.ca/branching.shtml>

Order pre-made titles from our lists online: **visit** http://lrt.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 are available in VHS and DVD, except where noted. Unless otherwise specified, DVD format will be sent.

Playground Safety (15 min.) Health P-2 ; Physical Education

Children learn that by acting properly on the playground equipment they will have more fun and reduce injuries. Children learn playground rules—using equipment for its designed purpose, taking turns, what to do when approached by strangers, and what to do if someone is injured.

Fitness for Every Lifestyle (29 min.) Health 10-12 ; Physical Education

Part of the Journey to Health series, this video relates the importance of fitness to one's quality of life and ability to cope with the demands of everyday living. It also demonstrates new techniques for encouraging the development of physical fitness early in life and explores the components of fitness and a fitness program.

Exercise for Life (21 min.) Health 7-9; Physical Education

This video looks at why regular physical activity is so important, in terms of physical, social, emotional and intellectual health. This program examines the amount of exercise required per day, per week, and the different types of physical activities and organizations that individuals can participate in. The health problems as a result of insufficient levels of physical activity are presented with particular attention to overweight and obesity issues. Nutrition and the importance of good nutrition and a well balanced diet are also detailed.

Hip Hop: Dancing in Your Chair (25 min.) Health P-12; Physical Education

Here's exercise that's easy and fun, and no one has to leave their seat to get into it. An exciting, all-original soundtrack, innovative choreography and dynamic dancers deliver a rhythmic workout that energizes and inspires all ages and abilities. Try these one-minute activities to build strength, flexibility and endurance. Appropriate for all ages.

Roll Play (208 min.) Health P-3; Physical Education

Kids love to pretend, they love stories and they love getting physical. This 13-part series will engage your students in really fun physical education without having to resort to hard to understand, rule laden games. The time length of the individual segments makes them perfectly adaptable to a Quality Daily Fitness program. Although Roll Play is intended primarily as a tool for use in Phys. Ed. classes, there is a Language Arts component to it as well which could easily be incorporated into cross curricular activities. – NOTE: Each 16 minute episode bundles 4 x 4 minute segments.

Rainy Day Recess – Primary Grades (11 min.) Health P-3; Physical Education

Enjoy the perfect indoor recess. This exercise program is designed especially for the recess break. This creative workout is divided into three equal parts— "Alphabet Boogie" warm-up, "Recess Rumble" aerobic workout, and "Follow the Leader" cool down. Features rhythmic activities utilizing all muscle groups. These easy-to-use routines are designed to be performed at students' desks.

Rainy Day Recess – Intermediate Grades (12 min.) Health 3-5; Physical Education

Maximize classroom space and have fun with this invigorating program. Students will look forward to bad weather once they've experienced the Geography Jam and other new moves. Get heart rates up to refresh students and prepare them for more learning.

Rainy Day PE (26 min.) Health P-3; Physical Education

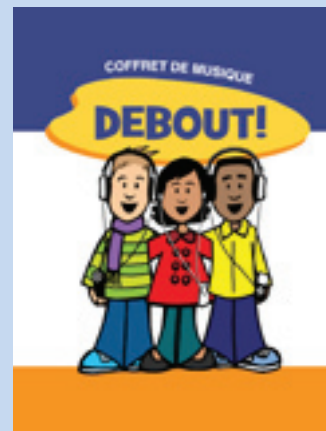
Features aerobics to music staying in personal space with "boogie" warm-ups featuring arm movements (clapping, stretching, circling, patty cake, and swimming), body movements (arms moving with hips, trunk twisting, neck twisting), and leg movements (marching, jumping, slow jogging, double jumps, grapevine step, celebration hand jive dance). Also features rhythm activity using lummi sticks to music.

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

RESOURCES

Coffret de musique DEBOUT!

Des élèves de l'Atlantique, de l'Ontario et de l'Ouest ont choisi dix chansons des quatre coins du Canada français. Ce palmarès des succès de l'heure qui ont le plus de chance de plaire aux adolescents et aux adolescentes vous est offert dans le coffret Debout! qui contient les albums complets des artistes. Cette initiative vise à faire connaître des artistes francophones de toutes les régions du Canada qui sont susceptibles de plaire aux adolescents et aux adolescentes. Les albums ne sont pas vendus séparément. Chaque coffret est vendu pour 185 \$ (plus affranchissement et manutention). Pour d'autres informations, visitez www.ctf-fce.ca <<http://www.ctf-fce.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

Skills Canada – Nova Scotia presents
the 13th annual nova scotia
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THE ULTIMATE CAREER FAIR!

Be the one to show your students a number of exciting careers in skilled trades and technologies that are in demand.

Sign up for a guided tour to learn more about some of the amazing career opportunities that are available right here in our province.

In addition to the guided tours of the Nova Scotia Skills Competition, students take on the role of an apprentice and learn from industry professionals, having certain tasks "signed off" in their log books, as they participate in interactive displays at the Career Showcase. The tour will wrap up with a prize draw for an iPod!

For more information on availability & transportation funding, contact Liz Woodworth at (902) 424-3719.

Dates and Locations:

April 8th
Memorial Composite High School, Sydney Mines

April 15th
NSCC, Kingstec Campus, Kentville

April 29th
NSCC, Akerley Campus, Dartmouth

NOTICES

Power of Positive Change Nominations Open

Nominations are open for the second annual Premier’s Power of Positive Change Awards. The awards program recognizes young people who make a positive difference in their schools and communities. To be eligible, students from Grades Primary to 12 must demonstrate leadership by organizing a school or community activity or by showing exemplary conduct in promoting positive attitudes and behaviour. Up to 10 awards will be presented. Bursary winners will be notified by letter from the Premier’s Office by June 1 and invited to attend a ceremony hosted by the Premier in late June. The prizes are a \$2,000 bursary for post-secondary studies, apprenticeship training, or other educational opportunities. Criteria for the Premier’s Power of Positive Change Awards and nomination forms are available online at www.powerofpositivechange.ca. **The deadline for nominations is March 31.**

Call for papers – EDGE Conference 2010

Memorial University, Newfoundland and Labrador, invites you to St. John’s to participate in an international dialogue on new, emerging, and immersive technologies in education. The EDGE Conference will bring together researchers, university and college educators, cooperating teachers and teacher mentors, school district and ministry of education professionals, teacher association leaders, and graduate students to share research and innovative practices in the field of new and emerging technologies in education. The conference program aims to provide a forum for the presentation and discussion of new ideas, research and best practices relating to new and emerging technologies in education. Themes will include: Web 2.0 and 3.0; assistive technologies; fine arts and culture; skills training and trades education; second language; professional development; leadership; and aboriginal education. Submissions received on or before April 15, 2010 will be reviewed by the conference program committee and proponents will be notified of acceptance of their proposals by May 15, 2010. All presenters must register for the conference following notification of their accepted proposal. For information and to register, visit www.mun.ca/edge2010.

Prince Andrew celebrates Golden Jubilee

The biggest celebration in Prince Andrew High School’s 50 year history will be held July 22 to 24, 2010. Former students who attended the East Dartmouth high school during the “Gerald J. McCarthy Era” (1960 to 1965) are invited to participate in a golden jubilee reunion which will feature a myriad of events over a three day week-end. A dedicated group of Prince Andrew alumni under the chairmanship of Nateleen (Patterson) Zinck and Judy (McNairn) Morrison have been working for the past two years planning the celebration commemorating the school’s 50th birthday.Registration information may be obtained by contacting Gil Irwin at 462-4123 or by accessing the Reunion’s official web site: www.pahs50.com.

Hilroy’s Spread the Word Program

As part of Hilroy’s continued commitment to sustainability, Canada’s leading school supply company’s second Spread the Word program provides teachers across Canada with lesson plans that address current environmental issues and promote eco-conscious behaviour among students.

In addition to providing educational content, the program also offers a contest component. Students are encouraged to create an informative submission detailing how they have or will “Spread the Word” on environmental issues in school, at home and within their community. Submissions may be in any format the teacher and class decide best represents what they have learned, including video, art, collective writing or other class project. The selected submissions will win one of four Hilroy prize packs and be featured on www.hilroy.ca.

Program and contest materials will be distributed in April to 4,500 teachers in 500 schools (Grades Primary through 8) across Canada. Teachers can access and download materials at www.Hilroy.ca/spreadtheword and register to receive tips on how to build an environmentally-friendly school supply list.

Walk A Mile in Her Shoes

YWCA Halifax would love for teachers, administrators and students in Halifax area schools to get involved in its upcoming fundraiser, *Walk a Mile in Her Shoes*. This year’s event will be held in Scotia Square (or in your own school!) on May 19. The premise of *Walk a Mile in Her Shoes* is simple; men walk the equivalent of a few blocks (far less than an actual mile) in women’s shoes, raising eyebrows and funds in support of YWCA Halifax’s Turning Point Programs for women. These programs include housing and support services for homeless women, youth development programs, the ENCORE after breast cancer exercise program, and many more. For ideas on how to get your school involved, please contact YWCA Halifax Fund Development Officer Anita Hovey at a.hovey@ywcahalifax.com or at 902.423.6162 ext.269.

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 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. 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

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.

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.

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.

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 adamer@staff.ednet.ns.ca / 902-406-5338.

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

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

Spacious 2-bedroom apartment in South End near Universities and Downtown. Available May 1st - August 31 for sublease. Great location near Universities, Spring Garden Road, Downtown, Hospital and Sobeys. Great city view with lots of natural light in the daytime. Several hallways make this apartment feel much more spacious than it already is. Features Included: Furnished or Unfurnished. Heat, Hot water included. Underground parking included. Two large bedrooms with closets. 14'x10' master bedroom. Large living room and dining area. Full kitchen with tile floor and dishwasher. Recent upgrades in bathroom. Tile flooring. Large 8'x5' storage room Coat closet. Linen Closet. 18' Balcony overlooking South Street. Coin-operated laundry downstairs. Indoor heated swimming pool and sauna. Friendly landlord! No smokers please! Please contact jordan@buyicons.com <<mailto:jordan@buyicons.com>> or call 748-5666 to arrange a viewing.

