



Community College members set to strike

More than 900 faculty and professional support employees of the Nova Scotia Community College are now in a legal strike position after voting overwhelmingly in favour of strike action on September 22. In electronic balloting held across the province, some 91 per cent of faculty members voted 93 per cent in favour of the walkout and 96 per cent of professional support members voted 90 per cent in favour of joining the job action. A strike notice was filed with the Honourable Marilyn More, Minister of Labour and Workforce Development on September 24. Under the Trade Union Act, the two bargaining units may take strike action following 48 hours notice to the Minister.

"Members of the two Community College bargaining units have sent a strong message to the Department of Education

and to this government," says NSTU president Alexis Allen. "We still hope to resolve this matter without walking, but with such a strong mandate from members this still very much remains an option."

At press time, however, the NSTU accepted an offer from the Nova Scotia Community College to return to the bargaining table on October 2.

"It is the Union's expectation that going back to the table means the Minister of Education is prepared to provide the financial commitment necessary to reach a fair and equitable agreement with these employees—and avert a strike," says NSTU president Alexis Allen.

Negotiations opened June 5, 2008. In April, after 10 months of negotiations, the NSTU filed for conciliation after all issues with both contracts were resolved, except salary, length



Community College Local president Louis Robitaille speaks to faculty and professional support staff members of the Lunenburg Campus during an information session on September 17.

of contract and enhancements to insurance benefits. Despite efforts by the Union and the College to resolve important issues of equity, there has been no financial commitment from the Department of Education to support an economic increase in 2009 nor to have Community College members realize the same benefits that the Department of Education agreed to provide to public school teachers last April.

"We find it beyond comprehension that any government would choose to single out one group of employees after reaching agreements with virtually every other bargaining unit in the public service, including other Community College employees," says Allen. "These professional educators, many of whom have brought extensive qualifications and industry experience to the College, deserve to be treated fairly and awarded comparable wage increases. Our

members are prepared to walk off the job to get them," she continues.

In preparation for the pending job action, the NSTU held strike school sessions with Community College members at Community College campuses across the province from September 28 to October 1.

Community College members have been without a contract since August 31, 2008. The Nova Scotia Teachers Union represents more than 760 faculty members and 165 professional support members at 13 NSCC campuses around the province. "At heart, the overriding issue is one of fairness," continues Allen. "We are not 900 strong, we are 10,900 strong and public school members will support this potential job action in any way they can."

There has never been a province-wide legal strike of members of the Nova Scotia Teachers Union since its inception in 1895.



NSTU president Alexis Allen and Community College provincial executive rep Damian Hall speak with faculty members Linda Russell, an instructor in the School of Health and Human Services and Margo Eaton, an instructor in the School of Access, at the Truro Campus during a strike school session on September 29.

executive highlights

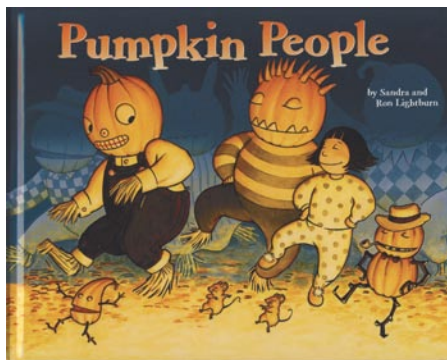
September 17-18

- Approved Agreement and Declaration of Trust for the NSTU Long Term Disability Trust Fund;
- Received audited financial statements of the NSTU Group Insurance Trust Fund;
- Filed table officers' report;
- Appointed NSTU secretary-treasurer to the Teachers' Pension Board in the absence of an immediate past president;
- Selected six candidates for the John Huntley Memorial Internship Program, along with two alternates;
- Approved signing officers for 2009-2010;
- Received nominating committee report; including advertising to fill a vacancy on the Comité de programmation acadienne for a one-year term; and approved appointment of the

Teachers With Administrative Responsibilities representative on the Provincial Economic Welfare Committee;

- Approved amendment to Article IX (3) & (4) of the Professional Association (PA) Constitutions regarding signing officers and authorization of expenditures;
- Approved extending this amendment to all PA Constitutions;
- Held further discussion on Council 2010;
- Approved revisions to operational procedures regarding electronic voting for regional elections of provincial executive members;
- Filed the annual reports from NSTU standing committees; to be posted to the members-only website;
- Approved Keltic Lodge, Cape Breton, to be the site of the July 2010 Executive Planning Conference.

OCTOBER GIVEAWAY!



The Teacher has **three copies** of The **Pumpkin People** by Sandra and Ron Lightburn to give away! Send us an email with **PUMPKIN** in the subject line by **October 20** to be eligible to win one! Don't forget to send us your name, complete mailing address (including your postal code) and your school or campus!

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NSTU Provincial Executive MEETING DATES

2009

- October 15
- December 4-5

2010

- January 28-29
- February 25-26
- March 25-26
- April 29
- June 4-5



2009 NSTU Professional Development Day —October 23



Details available online at www.nstu.ca

people

NSTU offers parliamentary procedure course



In an effort to train a cadre of NSTU active members to serve as parliamentarians for regional and provincial NSTU events, a 30-hour NSTU Introduction to Parliamentary Procedure Course was approved by the provincial executive at its February 2009 meeting. Seven active members of the NSTU were chosen to participate in the course representing geographic regions of the province. The six-day course began August 20 and 21 and will continue October 15 and 16 and February 25 and 26, 2010. Graduates of the course will be considered for parliamentarian services for Annual Council, Locals and Regional Representative Councils. Topics in the course include: NSTU governance; history, principles and role of parliamentary procedure; voting procedures, and parliamentary vocabulary.

Shown are: Terry Doucette representing the South Shore region, Ian Comeau representing the Tri-County region, Hope Lemoine representing the Chignecto-Central region, John Helle representing the Cape Breton-Victoria region, Duncan Smith representing the Strait region, Susan Noiles representing the Halifax region, Glenn Pulley representing the Valley region and Monica Maloney, NSTU Executive Staff Officer who is the course instructor.

CONGRATS TO:

Community College faculty member receives teaching service award

The Rotary Club of Halifax presented the Distinguished Teaching Service Award to R. Ian Dempsey, P. Eng. of Community College faculty workers on June 10, 2009. This teacher appreciation award is presented annually "to a faculty member of NSCC who possesses the characteristics of teaching excellence."

Dempsey teaches in the Electronic Engineering Technology program at the NSCC's Institute of Technology campus. Following a career as a professional engineer in telecommunications and consulting he began his career at NSCC in 1997.

When asked about his greatest challenges in teaching, Dempsey said it is presenting material clearly, logically and creatively. He noted that the "hands on" approach to education at NSCC is a very natural fit with his learning style. He has been described by his students as an "academic entertainer" and uses a wide range of techniques to maintain student interest.

He attributes much of his success with teaching to the lifelong learning philosophy and professional development opportunities available at the NSCC. In May he attended the Great Teachers Seminar and had the opportunity to learn from 25 other NSCC faculty members. "Their energy and creativity is amazing" he said, and taking advantage of these opportunities prevents one from becoming stagnant.



Ian Dempsey, P.Eng. (right) is shown with student Jeremy Lai after receiving his award.

Community College faculty member receives Teaching excellence award

Community College faculty member Cynthia Rogers was honoured in June with an NSCC Teaching Excellence Award. This award is presented annually to the NSCC faculty member who best helped to create a vibrant, resilient, learning community.

A mechanical engineer by training, Rogers has been a faculty member for 15 years. She shares her teaching talents with students in several programs, including Mechanical Engineering Technology, Construction Management Technology, Architectural Engineering Technician and Drafting-Architectural.

Rogers' name was put forward for the award by one of her students, Jane Guo. In her letter of nomination, Guo cited Rogers' "unique teaching style" and her "respect for each individual's progress and development."

The NSCC Teaching Excellence Award was first presented in 1996. Past winners include: Phyllis LeBlanc and Tony Dorrian (2008), Cynthia MacDermid (2007), Todd Verge (2006), Budd Murphy (2005), Jean MacDonald (2004), Linda Sangster (2003), Shelly Meldrum (2002), James Lai (2001), Lynda Rice (2000), Hugh MacIntyre (1999), Ann Cant (1998), Donna Higgins (1997) and Lloyd Gesner (1996).



CTF Special Recognition Award

Retired NSTU executive director, Wayne Noseworthy was recognized at the Canadian Teachers' Federation AGM in July when he was one of three educators in Canada to be presented with a CTF Special Recognition Award. The awards honour the valuable contributions made by teacher leaders in promoting the teaching profession and, by extension, public education. Prior to his career with the NSTU, Noseworthy served as president of the Newfoundland and Labrador Teachers' Association and led the Association during its first province-wide teachers' strike in 1983. In 2003, he was one of the recipients of the Queen's Jubilee Medal for outstanding contributions to public education in Newfoundland and Labrador.

NSTU's 2009 Project Overseas recipients

Each year, the NSTU sponsors members to take part in Project Overseas (PO), a joint endeavour of the Canadian Teachers' Federation (CTF), participating Member organizations of CTF, like the NSTU, and many of CTF's overseas partner organizations. For over 45 years, Canadian teachers have been committed to making a difference in the professional lives of teachers, and the education of students in developing countries through PO.

This past summer, three NSTU members participated in the program (l-r): Melina McNeil, a science department head at Sir John A. MacDonald High School in Halifax travelled to Guyana (Moruca); Debbie Davis-Maybee (a teacher leader for the program) returned to Ghana. Davis-Maybee is the principal at Tatamagouche Elementary School. Deborah Poirier, principal of North Highlands Elementary School in Dingwall, Cape Breton was in Nigeria. You can read more about Davis-Maybee's travels in her account on page 13. To apply for next summer's program, see the application form on page 13. The deadline is November 13, 2009.



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November	October 16
December	November 20
January	December 18
February	January 29
March	February 19
April	March 26
May	April 23
June	May 21

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NSTU Launches New Member Database

by Ron Brunton, NSTU Professional Initiatives & Technology

Over the past year and a half the NSTU has been engaged in developing a new membership database. It is designed to increase the accuracy of our membership records, facilitate the delivery of services by the NSTU to members in a focused and efficient manner and to reduce the workload of NSTU reps on whom we depend to achieve that accuracy. It has involved a workgroup of NSTU staff to define the relevant fields for this database and wherever possible the specific responses required to eliminate typing and spelling errors as well as differences in nomenclature.

And now the system is up and running! Previously our membership database took the Department of Education's CEDAR database for the core information. Despite the impression we all may have had, that database contained a significant amount of inaccurate information. We then asked NSTU reps to keep our database current and accurate, but we were very aware of the load this added to the rep and we only asked reps to collect detailed information for teachers new to Nova Scotia. We did not ask them to verify contact information for current members.

Our new database marks a transformation in the way in which we store member informa-

NSTU Member Search

Fields in Red can have multiple searches separated by a semi-colon (e.g. last name (smith;mcdonald))

Input fields can search partial queries unless otherwise specified.

Start New Search

Member Identification

Professional Number

NCC Employee Number

NSTU Employee Number

Go to search

Personal Information

Username

Commonly used name

First Name

Initials

Last Name

Gender

Male

Female

D.O.B.

Born After

Born Before

Born On

Address

Address 2

City

Province

Postal Code

Home Phone

NSTU Personal Username

Cell Phone

Member Creation Date

Fac

Go to search

Site Data

Primary Site (Select a site and hit enter)

Secondary Site (Select a site and hit enter)

Go to search

Employment Data

% Time Contract

% Admin Time

% Job Share

Work Phone

Teacher's Certificate

NCC Classification

Position

Certificate/Professional Specialty

Principal Supervisor

Est. Years Service

Work Phone(s)

tion. There is only one database for all NSTU member information and gone is the situation where each member of the NSTU staff would have his or her own copy of the membership database for their own individual tasks such as printing membership cards, setting up standing committees or sending information to reps. These old databases quickly got out of sync

and information updated in one would not find its way to any of the other databases. Now, any change to the database is changed for all users. When a member calls in to inform the NSTU that she has moved from the NSCC IT Campus to the Marconi campus, or that his address has changed, the information is immediately changed in the database and it is that new information that is accessed by anyone with the rights to do so.

NSTU staff access the database from a single consistent interface that will assist staff moving from one assignment to another.

However, the two most important changes are how NSTU reps and NSTU members interact with the database. All members are able to update their own information in the database and are encouraged to do so. Members do not have to call the NSTU to inform the organization they have changed schools, campuses, addresses, home or site telephone numbers. Members can access their own information by going to www.nstu.ca and clicking on the InfoCentre button.

NSTU reps can log into the same InfoCentre site, but their information page will also contain a button to show the members of their school or campus. They may change the status of the members on that list and the change will be immediately reflected in the information retrieved by the next person to access it. Therefore a rep can indicate in June or September those members who retired and those members will be removed from the list of members at that school or campus. This should ensure the lists sent to schools and campuses for all NSTU votes accurately reflect the members at that

site. The number of members of a Local should now be the most accurate count possible, dependent only on the rep to add or remove members from the site.

Finally, to make the NSTU membership database the most accurate database of public school teachers and Community College faculty and professional support staff, we want each member to log into the database and update their personal information. To encourage you to do this we are offering a spectacular giveaway of three iPod Nanos each month—October 16, November 16 and December 20 (three draws in total)—and two grand prizes of a netbook computer to those who have updated their information and have NSTU webmail accounts.

Stand Up Against Bullying Day

On the second Thursday in September—*Stand Up Against Bullying Day*—public schools and Community College campuses throughout the province participated in activities that helped to build respect, communication and healthy conflict resolution skills, while reducing the incidents of bullying. Grosvenor Wentworth Park Elementary School in Halifax literally stood up for anti-bullying and for peace. All 417 students at the school positioned themselves into the shape of a peace sign to celebrate the day.



2009 First Vice-Presidential Campaign Expenses

Shelley Morse

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CORRECTION

In the September issue of *The Teacher* under Committees on page 8, Vince Gillis was incorrectly listed as the Executive member liaison for the Pension committee. **Alison MacPherson is the Executive member liaison for this committee.**

Sorry for any inconvenience this may have caused.

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2009-2010 PRE-RETIREMENT SEMINARS SCHEDULE CONFIRMED

October

8 & 9 (Thursday & Friday) - Truro
Holiday Inn (formerly Howard Johnson)

13 & 14 (Tuesday & Wednesday) - Halifax (NSTU Building)

20 & 21 (Tuesday & Wednesday) - Yarmouth (Rodd Grand)

26 & 27 (Monday & Tuesday) - Port Hawkesbury (Civic Center)

28 & 29 (Wednesday & Thursday) - New Glasgow
(Museum of Industry)

November

12 & 13 (Thursday & Friday) - Cape Breton (Delta, Sydney)

16 & 17 (Monday & Tuesday) - Amherst (Wandlyn Inn)

18 & 19 (Wednesday & Thursday) - Halifax (NSTU Building)

24 & 25 (Tuesday & Wednesday) - Halifax (NSTU Building)

26 & 27 (Thursday & Friday) - Annapolis (Old Orchard Inn)

December

1 & 2 (Tuesday & Wednesday) - Bridgewater -
Days Inn (formerly Wandlyn Inn)

8 & 9 (Tuesday & Wednesday) - Halifax (NSTU Building)

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Alex from the nstu president

It's all about fairness and equity

There are times when I realize just how honoured I am to lead as professional a union as the NSTU. Few of these occasions compare to the September 22 strike vote of Community College faculty and professional support staff. As an organization, we pride ourselves in upholding the fundamental principles of fairness and equity. The strike vote results show these are ideals to which our members remain strongly committed.

I wish to thank, in particular, our hard-working campus reps, who went the extra mile to ensure we had a strong mandate as we attempt to reach a fair and equitable settlement with the employer. I want to thank our Community College members, for exercising their franchise. Your voices will be heard and this, in itself, strengthens our ability to reach a settlement.

On September 24, the Nova Scotia Teachers Union filed a strike notice with the Honourable Marilyn More, Minister of Labour and Workforce Development. Under the Trade Union Act, our two bargaining units may take strike action following 48 hours notice to the Minister. The exact date of any planned action will be decided by the NSTU provincial executive.

During the last week of September, the NSTU conducted strike protocol training sessions for members at all campuses of the Nova Scotia Community College. These sessions helped prepare our members as they face job action in the coming weeks.

Since conciliation talks broke down in June, we have been in contact with the College and the Department of Education. However, at press time there is still no financial commitment from the Department of Education to support an economic increase in 2009 nor to have Community College members realize the same improvements to medical benefits that it has agreed to provide to public school teachers.

All other public sector settlements in Nova Scotia—including those with other Community College employees—have resulted in employees receiving a 2.9 per cent increase in 2009. Why are Community College members not being given a fair and equitable settlement?

I realize this ongoing dispute can be distracting from the important work Community College members do with their students and I understand and regret the stress this may be causing. But this situation is not of our making. We, and the Nova Scotia Community College, have followed the collective bargaining process, sought conciliation and even continued contact long after the conciliation officer was unable to reach an agreement.

This dispute can and must be settled, but it will require leadership from the Government. At press time we have not yet seen this leadership from either the Department of Education or the Premier's office.

In the days and weeks ahead we will continue our efforts to end the current stalemate through media interviews, advertising, lobbying efforts and discussions with the College. I have received many messages of support from our public school colleagues, and they are ready to lend a hand in any way they can.

We are 10,900 strong, and we will stand together to ensure equity and fairness.

We still believe a fair and equitable settlement is within reach. But we must prepare for the alternative.

C'est une question de justice et d'équité

À certaines occasions, je réalise à quel point c'est un honneur pour moi de diriger un syndicat aussi professionnel que le NSTU. Mais peu de ces occasions peuvent se comparer au vote de grève du 22 septembre des membres de la faculté et du personnel de soutien professionnel du Collège communautaire. Notre organisation est fière de défendre les principes fondamentaux de justice et d'équité. Les résultats du vote de grève montrent que ce sont des idéaux auxquels nos membres restent profondément attachés.

Je souhaite remercier tout particulièrement nos représentants de campus, qui ont travaillé dur et fait le maximum pour nous garantir un mandat solide, en vue de tenter d'obtenir un règlement juste et équitable avec l'employeur. Je veux aussi remercier les membres de notre Collège communautaire pour avoir exercé leur droit de vote. Vos voix seront entendues et cela, en soi, renforce notre capacité d'obtenir un règlement.

Le 24 septembre, le Nova Scotia Teachers Union a déposé un préavis de grève auprès de l'honorable Marilyn More, ministre du Travail et du Développement de la main-d'œuvre. En vertu de la Trade Union Act (loi sur les syndicats), nos deux unités de négociation peuvent faire grève après avoir donné un préavis de 48 heures au ministre. La date exacte de toute grève éventuelle sera décidée par le Comité provincial du NSTU.

Durant la dernière semaine de septembre, le NSTU a organisé des sessions de formation sur le protocole de grève pour les membres de tous les campus du Collège communautaire de la Nouvelle-Écosse. Ces sessions ont permis de préparer nos membres à faire face aux actions de revendication qui pourraient avoir lieu dans les prochaines semaines.

Depuis que les pourparlers de conciliation ont échoué, en juin, nous sommes régulièrement en contact avec le Collège et le ministère de l'Éducation. Toutefois, lors de l'impression de ce rapport, il n'y avait toujours aucun engagement financier de la part du ministère de l'Éducation pour soutenir une augmentation salariale en 2009 ni pour permettre aux membres du Collège communautaire de bénéficier des prestations médicales améliorées que le ministère a accepté d'accorder aux enseignants des écoles publiques.

Tous les autres règlements au sein du secteur public en Nouvelle-Écosse – y compris ceux avec d'autres employés du Collège communautaire – ont abouti à une augmentation de 2,9 % en 2009 pour les employés. Pourquoi les membres du Collège communautaire ne bénéficieraient-ils pas d'un règlement juste et équitable?

Je suis consciente que le conflit actuel risque de distraire les membres du Collège communautaire du travail important qu'ils font avec leurs élèves et je comprends et regrette le stress que cela peut leur occasionner. Mais nous ne sommes pas les responsables de cette situation. Le NSTU et le Collège communautaire de la Nouvelle-Écosse ont respecté le processus de négociation collective, ont recherché la conciliation et ont même maintenu le contact bien après que le conciliateur ne soit pas parvenu à obtenir un accord.

Ce conflit de travail peut et doit être réglé, mais cela exigera que le gouvernement prenne les choses en main. Au moment de la mise sous presse, nous n'avions pas encore vu de signes de cela ni de la part du ministère de l'Éducation ni de la part du bureau du Premier ministre.

Dans les jours et les semaines qui viennent, nous poursuivrons nos efforts pour sortir de l'impasse actuelle par le biais d'entrevues avec les médias, de publicité, de pressions politiques et de discussions avec le Collège. J'ai reçu de nombreux messages de soutien de la part de nos collègues des écoles publiques qui sont prêts à donner un coup de main là où ils le peuvent.

Nous sommes un syndicat fort de 10 900 membres et nous resterons unis en faveur de la justice et de l'équité.

Nous croyons toujours qu'un règlement juste et équitable est à notre portée. Mais nous devons nous préparer aussi pour le cas contraire.

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netbook computer!

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Randall Lindsey is professor emeritus at California State University, Los Angeles, where he served as chair of the Division of Administration and Counseling in the School of Education. He has served as a junior and senior high school teacher of history as an administrator of school desegregation and staff development programs. He has worked extensively with school districts as they plan for and experience changing populations.

November 10, 2009: Westin Hotel, Halifax, NS

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- 5 Teachers *Plus* Credit Union has three teams registered for the **Credit Union 22nd Annual Bowl-A-Thon** for the IWK - Health Centre on October 24, 2009. This event is held at the Halifax Shopping Centre please come and show your support.
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OVERWHELMED?

Finding a Balance with Help from EIP

The Early Intervention Program for Teachers (EIP) is a supportive service staffed by registered occupational therapists who are available to help NSTU members who are experiencing illness or injury. The following is a true account of one member's experience with the EIP. We know she is not alone in her struggle to meet all the demands at school while maintaining a healthy, balanced life outside of work, and appreciate her sharing her story.

...And the Bell Rings

The bell rings at 3 p.m. and in a flash the kids sprint to the door. As the m  le of the day gives way to peace, I retreat to my classroom wondering how I can possibly love something so much and yet have so much difficulty managing. But I don't really have this time to think right now. I have notes on student behaviours and calls home to make. I have arrangements to make for this week's guest speaker. I have photocopying to do for tomorrow. I should attend one of the committees I offered to be on that I have not gone to yet. I haven't even gotten to the dreaded emails today. The multitude of messages adds even more to my list: Requests to get work together for one student who will be out of school on a trip for two weeks and another who has been placed on in-school suspension; reminder of the upcoming SAC meeting, the computers in the lab are down, and the library will be closed tomorrow. The NSTU Monday memo is also there with important dates and reminders; and then the kicker: Oh My! I almost forgot – again. There is a staff meeting today at 3:10 p.m. Then my cell phone rings. It's my daughter asking me for a drive that I had promised her last week. I scoff at her for calling me at work, but, out of guilt, I make a promise that I will comply, just to hang up the phone. Any minute now, the janitor will be rolling by to collect refuse and make small talk with me. I try hard to focus on the task at hand, hoping that he will not see that I am on the precipice of a mighty tear fall. I need to clear my mind from the frenzy of the day and prepare my thoughts for my five classes tomorrow.

Each day I hope I will be better prepared for my lessons, I will manage the appalling student behaviours in class and I will be

better organized. I just have to be! There is no way to do this job unless I am. I begin shouting at myself for my being so inept. "I love this job" I claim, as if telling myself something I did not already know. Why can't I do it better? It's been four years! Surely this has to get easier. I think of the heap of professional development books I scan each night, as if some magic spell will be cast upon me. I look for ways to become the teacher who can prepare for every class, read resources, teach and reach minds, look after a family, and not even look tired. If only I could figure out how to do it. But right now I have more urgent things to do than to allow myself to think. Besides, I don't dare afford my emotions any surface time because I don't trust what they might do without my approval.

Tomorrow will be the first day of three in a row when I have no prep time. I have to make sure everything is done in advance because once that bell rings I'm "on the air," so to speak. No room for mistakes, no room for backing up to get to those things that might have been forgotten. I begin to feel guilty that those poor students are never going to get their tests back or play that game I promised them—unless of course I renege on my promise to my husband and children. "No" I say to myself, "I cannot do this again. I promised them too."

As I am trying not to become too weakened by my fatigue, I think about all the promises I have also made to myself. I promised to get involved in something besides school, not to talk "teacher talk" everywhere I go, to spend more time with my family and to spend time with friends (although I am starting to wonder if I actually have any left). "Yeah, sure I do", I tell myself. "I will just learn to multitask a little better." Lately, my usually supportive family has begun to question my sanity. I am forgetting all of my promises. I begin to ask myself: "How am I going to manage this career? Why does it seem like every other teacher can juggle all of these balls without difficulty and I feel like an avalanche will soon swallow me whole?"

Hurriedly, I open one more email before I rush off to the staff meeting. Angrily, I vow that I will not reveal once again that I am inept at managing my time by arriving



late. This final email from the NSTU had better be worth the risk that I might be late for this staff meeting, and furthermore this better be useful. I mean really useful! Isn't the union something that just happens when I am not looking? Isn't it just something that is written between the covers of a little yellow book called a collective agreement? The Monday Memo opens. I scan the list of items and then I see it...

"The Early Intervention Program for Teachers... 'Are you struggling to manage at work? Is your health suffering such that you may need to take sick days? Are you looking at returning to work after a period of sick leave? Are you uncertain how to manage your health along with everything else on your plate?' If you have answered 'yes' to these questions, you will want to know about the NSTU's Early Intervention Program for Teachers."

There it was, in black and white on my computer screen. Someone who may be able to help me answer some of the very questions I have been asking myself.

As I enter the library, the staff meeting is not yet in progress. I look about, wondering how these teachers can still find the energy for frivolous talk at the end of a long day. I search the crowd looking for the school's union rep. Later as the meeting ends, I hurry over to her to ask about this Early Intervention Program for Teachers. She admits she has little knowledge on the subject but encourages me to call the NSTU and ask for more information.

What seemed to me a move of defeat, the Case Coordinator with the Early Intervention Program (EIP), saw as a move of victory. Through my work with the EIP, I have been able to recapture the reason I became a teacher in the first place. Through their expert skills, my situation was assessed and the right supports put in place to help me conquer the overwhelming sense of defeat. I was followed through a series of tough times and offered an array of services that I never even knew existed. The Program was quick to evaluate what I would need to do to carry on in my teaching career. Their quiet negotiation skills ensured that my health came first and that I was able to put balance back into my life as a mother, teacher, wife, friend and community member. My experience with the Early Intervention Program has made me realize that teachers who struggle in managing their health while performing the balancing act, have a network of partners who will be there from the morning school bell at 9 a.m. until well after the last bell rings at 3 p.m.

The Early Intervention Program for Teachers is available to ALL members of the NSTU.

October is National Occupational Therapy Month. For more information about Occupational Therapy or the Early Intervention Program for Teachers, please contact us at 1-800-565-6788, 477-5621 (local), or eip@nstu.ca.

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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.



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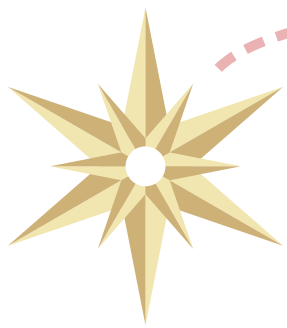
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Agence de la consommation
en matière financière du Canada

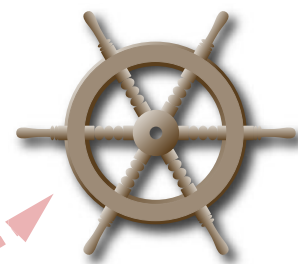


BRITISH COLUMBIA SECURITIES COMMISSION

Canada



Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Appropriate on-line behaviour and responsible access to internet and communication technology

Ron Brunton, Executive Staff Officer, Professional Initiatives & Technology

In Brandon, Manitoba in 2008 a teacher was charged with misconduct after a fake Facebook profile was posted by a 15-year-old student.

Again in 2008, Facebook bullying was cited as the number one reason for student suspensions.

National *Kick a Ginger Day* campaign was launched on social media by students to promote attacking people with red hair.

A teacher in the Annapolis Valley had a fake Facebook profile posted showing the teacher engaged in unprofessional conduct.

Students organize the harassment of a teacher so he loses his temper and the result is captured with cell phone cameras and posted on MySpace.

A teacher posts pictures of an end-of-year staff party on Facebook showing teachers drinking and engaged in “party” antics.

All of these examples, along with more you can cite, are clear examples of the inappropriate use of the Internet and of communications technologies. Some examples are merely embarrassing or inappropriate where others are malicious. What is also clear is that something must be done to address this inappropriate behaviour. The real question is “What?”

There is an immediate visceral reaction—get rid of the offending behaviour and the things that enable that behaviour. Ban the stuff. We should keep cell phones out of schools. We should prevent the school community from accessing Internet sites like Facebook. There are provocative videos with no educational value posted on YouTube that clearly have no place in schools or Community College campuses and therefore we should block access to YouTube as well. We know there are numerous pornographic and hate-filled websites and the best way to prevent students accessing them is to block access to all but specifically approved sites. Searching Google for articles on breast cancer or recipes for cooking chicken breasts must be blocked because we all know other sites will turn up because of the word “breast” in the search.

Unfortunately, this is a strategy doomed to failure. This does not mean, however, we should take no action.

The implementation of this policy might not be so bad if students, teachers, faculty and parents already knew how to use the technology in constructive ways that facilitated learning. But this is not the case.

In an effort to address these issues, the NSTU established a policy at Council 2008 that governs our approach to appropriate Internet and communications technology behaviour. That policy has two main themes. The first theme is education; that it is our responsibility to demonstrate and teach how these technologies should be used responsibly and how they can be used to promote learning and constructive communication. The second theme is that all partners in the use of these technologies have a responsibility to define what constitutes acceptable use within their specific context and establish clear consequences for misuse and misbehaviour. The partners are broadly defined and include students, parents, teachers, school and campus administration, school boards and the Nova Scotia Community College, the Nova Scotia Department of Education, the Nova Scotia government and the Internet and cellular service providers.

One of the major flaws in the argument to simply ban or block the use of these technologies is that they are going to be used and accessed outside our schools and campuses. Any bans or blocks we put in place become irrelevant the moment the student returns home or chooses to use personal technologies capable of accessing the Internet.

We must also ask how parents, teachers and students will learn the appropriate uses of communications technology and social networking sites? Where will they learn how to use Facebook and YouTube to enhance their own learning and the learning of others? It is difficult to justify penalties for inappropriate behaviour on the part of students, teachers or faculty if they have not been provided an educational framework that defines appropriate behaviour in theory and in practice.

The era of *chalk and talk* instruction has passed and we facilitate learning best when we can serve as coaches and guides to student learning. This applies equally to our own professional learning.

A second major problem with blocking or banning cell phones from schools or access to Facebook and YouTube, as examples, is that new technologies are emerging at a rate that makes strategies based on prohibition obsolete in many cases as soon as they are implemented.

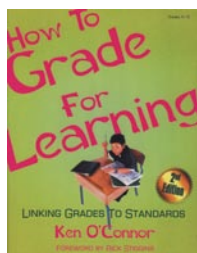
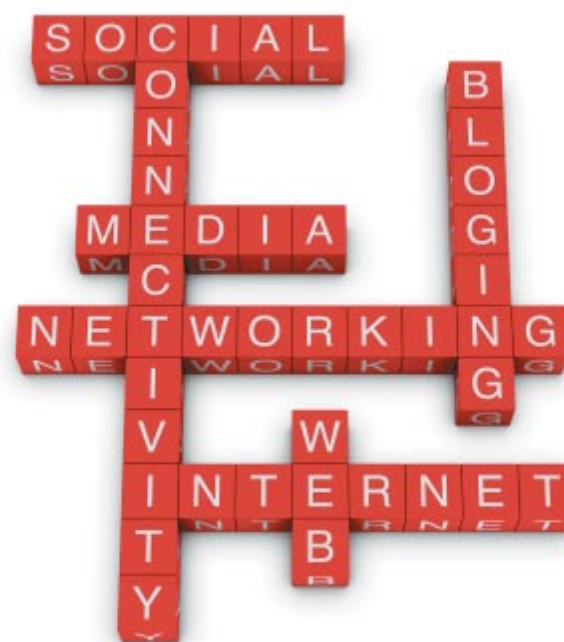
While consequences for misuse must be clear and significant, the primary means by which we can promote and establish appropriate cyberconduct is through education. This education should be through explicit instruction and clear modelling. It is impossible to effectively teach how to use Facebook in a respectful manner if access to Facebook is blocked from schools. Similarly, there are many videos posted on YouTube that teachers can use to illustrate concepts that would otherwise be impossible to show. Cell phones are often important means of emergency communication for teachers, administrators and students alike. Their integrated cameras are also open to creative use capturing the important things students discover on trips or as a means to record course content in new and innovative ways.

Teachers and faculty are encouraged, and in many contexts required, to integrate *technology* into the fabric of their courses rather than creating technology-specific courses such as *How to Use Word Processing*. However, this mandate is not limited to word processing, spreadsheets and web searches. Teachers and faculty cannot fulfill this mandate to show their students how to use all technologies to enable and encourage

them to be in control of their own learning if some of the major tools available to students are denied to both themselves and their teachers in the very places dedicated to promoting life-long learning.

We must move away from policies and procedures that ban and block. We need to advocate for boards and the College to implement effective professional learning opportunities for teachers, faculty and professional support so they can learn about the wide range of communication technologies, what constitutes inappropriate behaviour, and so they can explore ways to use these technologies to maximize their educational potential and facilitate student learning. We need to integrate as many new technologies into our courses as possible to demonstrate to students how to use them effectively. We also need to be open to students’ suggestions on the same theme. They are the digital natives while most of us will only ever be digital immigrants.

From the Department of Education to boards and the College to school and campus administrators to those in the classroom, we need to ask “Where are we now as educators in relation to technology literacy and access?”, “Where do we need to be?”, and “How do we close the gap?”



**The winner of the June
PD book giveaway
How to Grade for Learning
is Claire Surette,
a teacher at
Avon View High School
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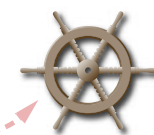


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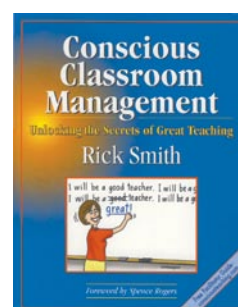


Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Email your name, home address, and school or campus name with PD in the subject line to theteacher@nstu.ca by November 25 to be eligible for the draw.

This month's PD book giveaway is *Conscious Classroom Management - Unlocking the Secrets of Great Teaching* by Rick Smith published by Conscious Teaching Publications in California. Smith is an award-winning teacher and international teacher trainer with decades of experience illuminating the hidden secrets of successful teachers. He demonstrates that smoothly-running classrooms alive with energy and focus are not magic—they are available to all! Especially helpful for new teachers, useful to all, this book is a gold mine of suggestions on managing classrooms effectively.



ViewFinders & NSTU partner for March Break Video Camp

ViewFinders: International Film Festival for Youth and the Nova Scotia Teachers Union are partnering to present a student video camp during March Break 2010. Participants will be mentored by top Nova Scotia industry professionals while they team up to create three professional 30-second public service announcements promoting how teachers make a difference. Students will have the opportunity to learn the fundamentals of video production, sound design, and marketing communications.

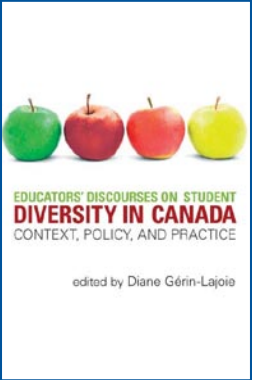
This camp is open to Nova Scotian high school students attending public school and will also include NSTU members interested in professional development connecting to Film 12 program outcomes. For more information contact Courtenay Kyle, the ViewFinders Coordinator at 902.420.4398 or Courtenayk@atlanticfilm.com. Further details will be made available later this fall.



Email your name, home address, and school or campus with EQUITY in the subject line to theteacher@nstu.ca by November 25 to be eligible for the draw.

This month's equity book giveaway is *Educators' Discourses on Student Diversity in Canada (Context, Policy, and Practice)*. Edited by Diane Guérin-Lajoie and published by Canadian Scholars' Press Inc. this book examines the issue of diversity in the Canadian educational context as Canadian schools continue to become more and more diversified. This diversity takes on different forms and teachers are expected to meet the needs of a student population that is racially, culturally, and linguistically diverse while confronting gender, racial and economic disparity and discrimination.

A review of the book says, "This book makes a significant contribution to Canadian academic discussion related to the increasing diversity that characterizes Canadian educational systems and society as a whole." —Source review

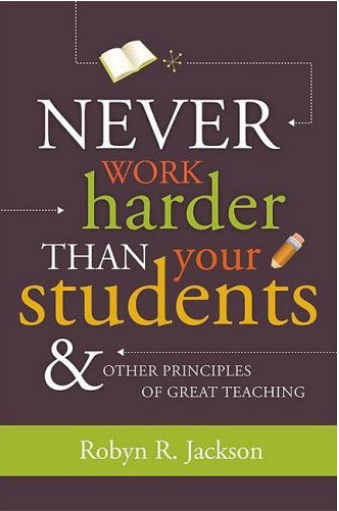


Putting new members in the KNOW!

Email your name, home address, and school or campus with FRESH in the subject line to theteacher@nstu.ca by November 25 to be eligible for the draw.

This month's FRESH giveaway is *Never Work Harder than Your Students & Other Principles of Great Teaching*. Written by Robyn R. Jackson, and published by the Association for Supervision and Curriculum Development, the author asserts that any teacher can become a master teacher by rigorously applying the following seven principles to his/her teaching:

- (1) Start where your students are.
- (2) Know where your students are going.
- (3) Expect to get your students to their goal.
- (4) Support your students along the way.
- (5) Use feedback to help you and your students get better.
- (6) Focus on quality rather than quantity.
- (7) Never work harder than your students.



Jo-Anne Murphy

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More than Just Jammin' and Having Fun

Submitted by Verne Lorway



Normally, my summers are fairly low-key. I take full advantage of the time to rest and recuperate in preparation for another year in the classroom full of new challenges. This summer, however, thanks to the NSTU Travel Fellowship, I had an exceptional travel and professional development experience that helped me develop some tools to enhance my teaching.

I participated in the TGW (Teaching Guitar Workshop) Canada, held in Halifax, July 6 to 10. This marked the first time that TGW held the workshop in Atlantic Canada. Sponsors included MENC (The National Association for Music Education), GAMA (Guitar and Accessory Manufacturers Association) and NAMM®, the trade association of the international music products industry. The workshop was aimed at teaching teachers from various disciplines “how to teach the guitar.” This was one of the most enjoyable professional development experiences I have had to date!

Thirty-five educators from different locations in Nova Scotia, New Brunswick and Ontario assembled to participate in the workshops. Facilitated by Bob Denney and Laura Lee Mathie, we had an action-packed week of activities centered on learning to teach the guitar. Sessions provided hands-on experience aimed at improving practice in teaching guitar, whether we were new at teaching the instrument, or more seasoned in our practice. From basic tuning to bar chords; from blues riffs and guitar ensemble, to the latest in technology to support our endeavours—there was never a dull moment.

Our week was off to a strong start, when on the first day, all of us had a chance to play on the guitars provided to TGW for the workshop participants. Bob and Laura Lee allowed us to trade guitars and play on as many of the

different models as we possibly could, so by the end of the first day, we had a clearer idea which instrument suited our personal tastes. When my number was drawn at the raffle, to my delight, I was able to select my first choice of instrument: a beautiful Robert

Godin, Norman acoustic guitar. Each of the 35 participants selected a guitar as our numbers were drawn, so we all had an instrument to play for the rest of the week. Later in the week, Robert Godin gave a guest lecture to our class, and he signed my guitar, as well as many of the other Godin guitars of the participants.

Besides jammin' and having a lot of fun in our methods and skills classes, other activities included guest lecturers from Roland Canada, discussion breakouts by grade level, a Breakfast Jam and Repair Clinic with Long and McQuade Musicstop in Halifax, small ensemble rehearsals and sessions to discuss assessment and evaluation practices. There was also a final participant concert and closing raffle of guitar materials for our classroom. In my view, one of the best aspects of the experience, was that participants from various disciplines were brought together - from biology to resource, as well as those from many different backgrounds and training in music. As a result, there was a real fusion of different ideas and approaches to teaching and learning, and many vibrant discussions occurred during the week as we learned from one another.

What was it that united us? Amongst other things, as educators, we were all searching for ways to address a larger number of students' learning needs in today's world. We all understood the need to assist students to engage more fully in learning and school life, through learning an instrument like the guitar. Not just jammin' around; this week was about much more... Thanks to the NSTU Travel Fellowship, this remarkable experience was possible.

Verne Lorway teaches instrumental (concert band and guitar) and vocal music at Sydney Academy in Sydney, NS.

Watching H1N1 – Human Swine Influenza

The NSTU is monitoring the H1N1 situation – in Nova Scotia, across Canada and around the world. We are continuing to work closely with the provincial Department of Education, as well as reviewing updates from the Canadian Teachers' Federation (CTF), the Public Health Agency of Canada (PHAC) and the World Health Organization (WHO).

According to PHAC, the H1N1 flu virus is a new strain of pandemic influenza which is different from the seasonal flu. People have no natural immunity to protect against this virus. Surveillance of the spread of the virus has shown that it affects more young and healthy people than the regular seasonal flu. (People with underlying medical conditions and pregnant women may be at a greater risk for severe illness.)

In Nova Scotia, there have been 17 hospitalized cases and one death associated with the H1N1 virus since the outbreak started on April 26. PHAC notes that most illness from the H1N1 virus (especially in children) to date has been relatively mild and self-limiting with most cases recovering quickly.

That said, with the 5-19 age group one of the most likely to be affected by the virus, we can fully expect to see cases in school.

The Nova Scotia government has confirmed its plans for the 2009-2010 immunization program, which will include the seasonal flu vaccine and a second vaccine for H1N1. The first phase of the program will be seasonal flu immunization for seniors age 65 and older, and residents of long-term care facilities. The next phase will be an H1N1 flu vaccination program for all Nova Scotians who want and need the vaccine. That is expected to be available in early to mid-November and the Department of Education is recommending people receive it.

In the meantime, there are clear guidelines both for prevention, and for when to stay home.

Preventative Measures:

- Wash your hands thoroughly and often. (Soap and water is preferred, but if that is not available, use hand sanitizer.)
- Cough or sneeze into your sleeve or arm
- Avoid touching your eyes, mouth and nose with your hands
- Thoroughly clean common surfaces (counters, door knobs, light switches, etc.)

When to Stay at Home:

If you experience “flu-like illness”, you should stay home and not return to school until you are feeling well enough to resume normal activities. NSTU members with specific health concerns may wish to consult their medical practitioner.

The definition of “flu-like illness” is the following:

Cough and/or fever, accompanied by one or more of the following:

- Sore throat
- Headache
- Muscle aches/joint aches
- Unusual tiredness

More research is being done on how long a person can be contagious to others. PHAC believes this period is for one day before the onset of symptoms and continues for approximately seven days after symptoms have started. The time it takes between being infected and showing symptoms is between two and seven days.

Nova Scotia's Department of Education does not anticipate the need to close schools. PHAC also recommends against the widespread proactive closure of schools, but will continue to review this based on the situation in Canada. WHO advises that if closures are deemed necessary, policies for school closure need to include measures that limit contact among students when NOT in school. Otherwise, the benefits of school closure would be greatly reduced, if not negated.

The Nova Scotia Department of Education has developed an H1N1 toolkit for school administrators at www.gov.ns.ca/hpp/publications/influenza-school-tool-kit.pdf.

As well, there are regular updates on the virus at the Department of Health Promotion and Protection website: www.gov.ns.ca/stayinformed/h1n1.asp.

There is also further information on the members only side of the NSTU website: www.nstu.ca



International Walk to School

October is Walk to School Month

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October is...

Autism Month (www.autismsocietycanada.ca); **Breast Cancer Awareness Month** (www.cancer.ca); **Celiac Awareness Month** (www.celiac.ca); **Eye Health Month** (www.opto.ca); **Flu Prevention Month** (www.lung.ca); **Influenza Immunization Awareness Month** (http://hc-sc.gc.ca/dc-ma/influenza/index_e.html); **Healthy Workplace Month** (www.healthyworkplacemonth.ca); **Lupus Awareness Month** (www.lupuscanada.org); **Mi'kmaq History Month** (gov.ns.ca/abor); **Occupational Therapy Month** (www.caot.ca); **Psoriasis Awareness Month** (www.psoriasisociety.org); **SIDS Awareness Month** (www.sidscanada.org); **Women's History Month in Canada** (www.swc-cfc.gc.ca).

Women's History Month

As Canada gets ready to host the 2010 Winter Olympics and Paralympics in Vancouver/Whistler, the Government of Canada has chosen *Women in the Lead: Winter Sports* as this year's theme for Women's History Month. The theme honours athletes who have followed their dreams to become champions, who have rejected stereotypes and charted the course for other female athletes to follow—including skiers, speed skaters, hockey players, wheelchair curlers and bobsledders. For more information on Women's History Month, or to order posters, visit Status of Women Canada at www.swc-cfc.gc.ca/dates/whm-mhf/index-eng.html.

OCTOBER 19 TO 25

Waste Reduction Week in Canada

Waste Reduction Week is a series of events held every October to raise public awareness about how waste impacts on the environment, society and the economy. The motto for Waste Reduction Week is *Too Good To Waste*. Clean Nova Scotia organized one of the first Waste Reduction Weeks 14 years ago. You can visit the national "Waste Reduction Week in Canada" site at www.wrwcanada.com or visit Clean Nova Scotia at www.clean.ns.ca.

OCTOBER 24

Creative Nova Scotia Awards Gala and Conference

Members of the arts and culture community are asked to mark their calendars for the fourth annual Creative Nova Scotia Awards Gala and Conference to be held in Yarmouth on October 24. The conference provides an excellent learning and networking opportunity, while the awards gala encourages and celebrates the pursuit of excellence by Nova Scotia artists. More information is posted on the partnership council's website at www.nsacpc.com.

OCTOBER 26

Holocaust Curricula Workshop for Educators

On October 26, 2009 the Atlantic Jewish Council in conjunction with the Azrieli Foundation, is presenting the Azrieli's Holocaust Survivor Memoirs Program as part of Holocaust Education Week (October 26 to November 9). This program preserves and publishes the written memoirs of Holocaust survivors who later made their way to Canada and is guided by the conviction that such accounts play an important role in education about tolerance and diversity. This interactive workshop will launch the new teachers' resource guide of the Azrieli Series of Holocaust Survivor

Memoirs—Series 1. Participants will receive both a set of the printed volumes of Series 1 and Series 2 and the teachers' resource guide.

The **free-of-charge** program will take place at the NSTU building in Halifax, 3106 Joseph Howe Drive, with two session times available, 1:30 p.m. to 3:30 p.m. and 7 p.m. to 9 p.m. The workshops are open to all junior high, high school and university educators.

The workshop leader is Lisa Black-Meddings, a history teacher with the Toronto District School Board. Her many years of experience in Holocaust and human rights education and curriculum development includes writing the Holocaust unit of study for the Toronto District School Board's Genocide and Crimes Against Humanity course.

Registration deadline is October 12 (space is limited so early registration is encouraged). To register or for more information please contact: Edna LeVine, Director of Community Engagement, Atlantic Jewish Council at (902) 422-7491 ext. 226. elvine@theajc.ns.ca, or visit www.theajc.ca.

OCTOBER 27

The 2009 Whitworth Forum

The theme for the 2009 Whitworth Forum organized by the Canadian Education Association is *No Child Left Thinking: Testing, Accountability, and the Threat to Canadian Democracy*, with keynote speaker Dr. Joel Westheimer.

The forum takes place on October 27 in the Bell Auditorium at NSCAD in Halifax from 6 p.m. to 8:30 p.m.

Dr. Westheimer's presentation will deal with recent changes in school policies and his position that the increasing focus on testing and test preparation has severely constrained many students' opportunities to develop the skills of critical thinking that are so vital to democracy. Dr. Westheimer will be joined for a panel discussion by Canadian Teachers' Federation president Mary-Lou Donnelly and April Howe-Diplock of the African Nova Scotia Advisory Committee of the Halifax Regional School Board.

For more info on the 2009 Whitworth Forum, visit: www.cea-ace.ca/whitworth_forum.

OCTOBER 28 AND 29

The Mi'kmaq of Nova Scotia: Where We've Been and Where We're Going

October is Mi'kmaq History Month, a time to promote public awareness about the Mi'kmaq culture and heritage for all citizens of Nova Scotia. A special presentation will address the ongoing process involving the Mi'kmaq, federal and provincial governments that will fundamentally realign the relationship between these three levels of government. The presentation speaks to why this is happening and where it is going. It examines the potential implications of how this process and its outcomes will affect Nova Scotia businesses and institutions. It also explores the Mi'kmaq's important contributions to the province's history, culture and economy. Featuring guest speakers Dan Christmas, Senior Advisor, Membertou First Nation and Danny Graham, Chief Negotiator, Made-In-Nova Scotia Negotiations Process, Province of Nova Scotia.

There are two opportunities to attend this presentation: Wednesday, October 28 at the NSCC Truro Campus from 12 noon to 1:30 p.m. or Thursday, October 29 at the Art Gallery of Nova Scotia in Halifax - Windsor Fountain Lecture Theatre from 12 noon to 1:30 p.m. RSVP: abor_off@gov.ns.ca.



NOVEMBER 2 TO 6

Canada's fourth annual Media Literacy Week

Media Awareness Network (MNet) and the Canadian Teachers' Federation (CTF) are joining together to host Canada's fourth annual Media Literacy Week, November 2 to 6, 2009. This year's theme—*Media Literacy in the Digital Age*—will emphasize the multiple literacy skills needed by today's youth for accessing, evaluating, repurposing, creating and distributing media content. For ideas you can use inside or outside the classroom, visit the Media Literacy Week website: www.medialiteracyweek.ca.

TEACH IN SINGAPORE!

CANADIAN INTERNATIONAL SCHOOL TEACHER RECRUITMENT 2010 - 2012

Visit us on the World Wide Web: www.cis.edu.sg

INTERVIEW LOCATIONS

- Fredericton, Charlottetown and Halifax
November 12 - 15

*Candidates will be notified of specific date and location

**MINIMUM: CERTIFIED TEACHERS ONLY
2 YRS. QUALIFIED EXPERIENCE
SINGLES AND TEACHING COUPLES
MAY APPLY**

**High School Teachers must be/willing to become members
of the Ontario College of Teachers.*

***Only those selected for an interview will be contacted.
APPLY BY email*

Send resume and references by :
OCTOBER 31, 2009

Attention to: **F. Hanson**
E-mail: clsrtsympatico.ca

changing the world one drop at a time

Join us for the 2nd annual School by School Challenge.
This year we aim to bring clean drinking water and sanitation
to *Busega Primary School* in the slums of Kampala, Uganda.

TOGETHER WE CAN DO IT!

Lesson plans, resources and details available at www.watercan.com

Give-and-Take in Ghana with Project Overseas

Submitted by Debbie Davis-Maybee, Principal
Tatamagouche Elementary School

The summer of 2009 offered me my third opportunity to be a part of Project Overseas. I was selected to be Team Leader for the project in Ghana, and travelled there for the month of July with five fabulous team members from Alberta, Saskatchewan and Ontario. I was in Ghana in 2006 and was so excited to work with some of the same people I knew from my last visit. The Ghana National Association of Teachers (GNAT) is a well-organized, well-run union and gathers an excellent team of resource people who work with the Canadian team each summer.

We arrived in Ghana just a few days before President Obama and it was obvious that the entire country was gripped with Obama fever! There were billboards, songs, T-shirts, flags and television specials—he and his family were the main topic of conversation! In the midst of all that excitement, we met with our co-tutors, planned the next three weeks together and did a little touring around. Our hosts treated us to a trip to Kakum National Park where we enjoyed the Canopy Walk, a series of seven suspended bridges above the tree tops of the rain forest—thrilling!

On the weekend, we left Accra for our first location, Tamale, and were ready to begin our week long workshop on Monday morning at St. Charles Senior Secondary Seminary School. We began with opening ceremonies, welcoming over 200 participants and introducing ourselves. For the next five days, we worked with those teachers and administrators in classes, concentrating on Math, English, French, Science and leadership topics. The Canadian team



Debbie teaching a class.

treated the participants to a cultural night we called *Canada Night*, during which we shared information about Canada, stories, songs, games and even a line dance! They returned the favour a couple of nights later with *Ghana Night* and we saw, and participated in, some wonderful displays of African dance, drumming and singing. Following the closing ceremonies, we packed up and got ready to leave for our next location.

We repeated the first week in Wa and Sunyani, meeting and working with almost 600 participants in all. It was a fast paced, tiring and exhilarating time and the days flew by. GNAT arranged for us to spend one weekend night at Mole Game Reserve and we had the incredible experience of an early morning safari, seeing all sorts of animals, including a family of elephants. We stood just a few metres away, watching these amazing animals feed and socialize with each other.



Debbie and co-tutors John Nyaogbe and Prince Osei Nkrumah.

I love Project Overseas and I am so grateful for the opportunity to be a part of it. CTF, CIDA and our provincial unions have collaborated so successfully for many years to offer developing countries the chance for their teachers to have professional development. It was very exciting for me to see the growth in the team from GNAT from 2006 to 2009. The capacity building was obvious. It is very rewarding to experience the keen interest, appreciation and motivation from all participants. Although we know this project benefits teachers in developing countries, I think the benefits for the Canadian teachers who participate are even greater. My awareness of global issues has grown, my connection to colleagues overseas is wonderful and this has had a positive impact on my own practice.

I want to express my sincere thanks to the NSTU for their sponsorship of this program. I am proud to be part of a union that sees this as a worthy investment in both its own members and in teachers in developing countries.



Debbie and her class.

PROJECT OVERSEAS

“Teachers Teaching Teachers”

VOLUNTEER OVERSEAS WITH CTF!

Would you like to assist teachers in a developing country?
Are you interested in learning more about global education issues?
Can you see yourself volunteering in Africa, Asia, or the Caribbean?



PROJECT OVERSEAS SAINT VINCENT – 2008

If yes, Project Overseas (PO) might be for you!

CTF needs English and French-speaking Canadian teachers who are interested in volunteering during July and August to offer in-services in a wide-range of subjects and levels, in various developing countries.

Application criteria include:

- Membership in a provincial or territorial teacher organization that supports PO
- Valid teachers’ certificate
- A least five years teaching in Canada by program start
- Canadian citizenship
- Excellent health and ability to work in developing country conditions
- Flexibility, mature judgment, and a strong willingness to put a team and project’s needs above personal needs
- Canadian passport valid for 6 months after the placement or proof of a passport application

PO is a volunteer experience. Administrative, travel, and living expenses are borne by CTF, provincial and territorial teachers’ organizations (which are CTF members) and CIDA. No salaries or honoraria are paid.

Further information and application forms are available from Lillian Pottie, Nova Scotia Teachers Union, 3106 Joseph Howe Drive, Halifax, NS B3L 4L7; 902-477-5621, 1-800-565-6788 (toll-free) or on the web @ www.ctf-fce.ca/en/.

APPLICATION DEADLINE: NOVEMBER 13, 2009

CTF’S INTERNATIONAL PROGRAMS: *Together We Make a Difference!*

SUBMISSION FOR PROVINCIAL PUBLIC SCHOOL NEGOTIATIONS 2009

INDIVIDUAL MEMBERS

PLEASE CHECK ONE BOX ONLY

NEW ARTICLE ☐ CURRENT ARTICLE ☐ ARTICLE No. _____

SUBJECT TITLE: _____

PROPOSAL: _____

EXPLANATION/CLARIFICATION/RATIONALE: _____

SIGNATURE: _____ SCHOOL: _____

DATE: _____ LOCAL: _____

NOTE: FORM MUST BE RECEIVED BY OCTOBER 31, 2009
FORM MAY BE FAXED OR MAILED TO:
CENTRAL OFFICE, NOVA SCOTIA TEACHERS UNION
3106 JOSEPH HOWE DR.
HALIFAX, NS B3L 4L7



update

The NSTU Group Insurance Program—An Overview

Both the NSTU and the NSTU Group Insurance Trustees receive many inquiries with respect to the NSTU Group Insurance Program. The NSTU, through the NSTU Group Insurance Trustees, offers excellent coverages to both active and retired members of the Nova Scotia Teachers Union. Hopefully, this article will provide some useful information with regard to the coverages available.

COVERAGE FOR EVERY MEMBER

Provincial Master Life Insurance

A \$50,000 term life policy is available to all active Public School members, APSEA members, and Community College members. The premium for this benefit is 100 per cent paid by each employer. Therefore, there is no charge to the member for this coverage. As part of your financial planning, please review and ensure you have designated a beneficiary for your Provincial Master Life Insurance and any other Life insurance coverage for which you are insured.

As part of the Provincial Master Life Insurance coverage, a matching \$50,000 of insurance is included for Accidental Death & Dismemberment as well as a Dependent Life benefit of \$3,000 for your spouse and \$1,500 for each dependent child.

Funeral Expense Plan

The Funeral Expense Plan provided to NSTU members and eligible dependents under the age of 65 provides up to \$3,000 per funeral. This benefit is provided 100 per cent through the NSTU Group Insurance Trust Fund.

EMPLOYER COST-SHARED BENEFITS YOU NEED TO ENROLL IN

Total Care Medical

The Total Care Medical Program is a comprehensive supplementary Health Care Program available to all Active Public School Members, APSEA Members, and Community College Members and is paid 100 per cent by the employer. This program provides prescription drug coverage, semi-private hospital room, vision care, paramedical services, including

physiotherapy and massage therapy, and many other benefits as outlined in your Group Insurance Profile. This benefit is not automatic. You may apply for this benefit at any time.

Total Care Dental

Similarly, the Total Care Dental Program provides comprehensive Dental Care coverage to NSTU members. Total Care Dental includes Basic Preventative Services, Major Restorative Services, and Prosthodontic and Orthodontic Services. The employer cost shares 65 per cent of the Basic and Major Restorative premiums of the Total Care Dental while the member pays 35 per cent for Basic Preventative and Major Restorative premiums, plus 100% for Prosthodontic and Orthodontic premiums. You can enroll in the NSTU Total Care Dental Program once per year before October 15th. Also, new teachers have 31 days from the receipt of their new teacher package to enroll.

Long Term Disability

Long Term Disability benefits are available to active members of the NSTU. If not currently enrolled, you must be under 59 ½ years of age to apply for coverage. This coverage provides a benefit based on 70 per cent of your gross monthly salary at the time your claim commences. This is a taxable benefit as the employer contributes to the cost of the premium.

The Long Term Disability benefit is integrated with CPP and Teachers' Disability Pension. The qualifying period before benefit payments would commence is the greater of 90 calendar days or your accumulated sick leave.

Effective August 1, 2009, the NSTU Long Term Disability Plan is mandatory for new 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 who has not previously opted out of the Long Term Disability Plan, or did not enroll when eligible on a previous contract in Nova Scotia. The NSTU Long Term Disability Plan is cost-shared with the Employer at 50 per cent.

Hospital Cash

A Hospital Cash Benefit is provided to all NSTU members who are enrolled in the NSTU Long Term Disability Program. This coverage is a daily benefit of \$20.00 to an insured member when the member is in a hospital and under the care of a physician. This benefit will be paid from the first day of hospitalization, if hospitalized for at least four days. As with the Funeral Expense Benefit, this coverage is paid 100 per cent by the NSTU Group Insurance Trust Fund.

OPTIONAL COVERAGES PAID BY MEMBERS

There are a number of optional coverages available to NSTU members that provide the opportunity to purchase additional insurance coverages through payroll deduction, such as Optional Group Life Insurance, Voluntary Accidental Death & Dismemberment, MEDOC® Travel Plan, MEDOC® Trip Cancellation / Interruption Insurance and Home/Auto Insurance. These coverages are 100 per cent paid by the member and are offered at very competitive premium rates. Details on these programs are contained within your Group Insurance Profile.

This is a brief overview of the benefits detailed through the NSTU Group Insurance Program. Full details of your NSTU Group Insurance Program are contained within the Group Insurance Profile, which has been provided to you in the past.

If you have any questions with regard to the above, please do not hesitate to contact Johnson Inc. at 453-9543 (local) or 1-800-453-9543 (toll-free).

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Home and auto insurance is available through Johnson Inc., a licensed insurance agency. Policies are primarily underwritten by Unifund Assurance Company. Unifund and Johnson Inc. share common ownership. AIR MILES® reward miles awarded on regular home and auto insurance policies underwritten by Unifund Assurance Company. At the time the premium is paid, one AIR MILES reward mile is awarded for each \$20 in premium. Contest runs from March 1, 2009 to December 1, 2009. No purchase necessary. Those already insured through the NSTU Johnson Inc. Home and/or auto program are also entered. Chances of winning depend on the number of entries received. Winner must correctly answer a skill-testing question. Certain conditions may apply. For full contest details visit www.johnson.ca/nstu. *Trademarks of AIR MILES International Trading B.V. Used under license by LoyaltyOne, Inc. and Johnson Inc. (for Unifund Assurance Company).

A.E. 02.09

Congratulations to our JUNE WINNERS

of the FRESH & EQUITY giveaways!

FRESH: Jacqueline d'Entremont of École Pubnico-Ouest
EQUITY: Leah Fowler of Annapolis West Education Centre
in Annapolis Royal

Music

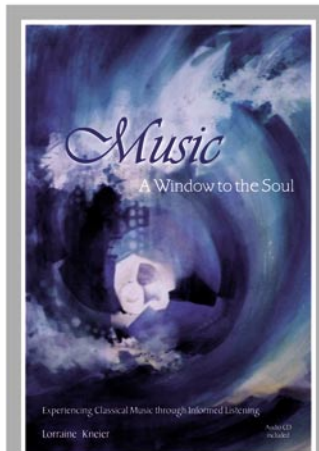
A Window to the Soul

by LORRAINE KNEIER

Music: A Window to the Soul, with accompanying CD, is a guide to music listening that will lead readers to experience personally the great works of cherished composers from all periods of music history.

ON SALE NOW!

For more information or to order your copy, visit www.musicawindowtothesoul.ca



resources

Social Studies Video 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 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.

Fellow Moodlers: Have your voice heard! Log into the NS Virtual School (<http://nsvs.ednet.ns.ca/moodle>) using your Ednet email account login information and take our short survey. Once you've logged in, select *All Courses*, then *Professional Learning*, then *NSVS: Learn to Use Moodle*. The survey link is at the top of the page.

These programs are available in VHS and DVD format. Unless otherwise specified, DVD format will be sent.

7 Steps to Social Involvement (64 min.) Social Studies 7-9; Global Geography 12

This program has the power to change the world. Based on the best-selling Take Action! book series, Craig and Marc Kielburger empower students to get involved and make a positive difference at a local, national and international level. Participants are introduced to the 7 Steps of Social Involvement and equipped with the knowledge, skills, and motivation to become creative, compassionate, and committed young leaders. The video is ideal for students from Grades 7 to 12 offering participants a unique opportunity to transform their lives through reaching out to others.

Ancient Futures: Learning from Ladakh (53 min.) Sociology 12; Global Geography 12

This documentary looks at the root causes of our environmental and social crises and its powerful challenge to re-examine what is progress. Ladakh or "Little Tibet" is a harsh and beautiful land high in the Western Himalayas of India. A model of sustainable living, the traditional Ladakhi culture has prospered, virtually free of crime or pollution. Now centuries of ecological balance and social harmony are eroding as the result of Western influences.

Coffee Comes Alive (23 min.) Global History 12; Global Geography 12

This film takes you on an engaging adventure into the mountains of southern Mexico to hear from the people who produce coffee. Learn about where coffee comes from, how it is produced and how your coffee choices make a difference. This lively and entertaining documentary gives voice and spirit to coffee—contrasting the values, social conditions and environmental practices of conventional versus fair trade coffee production. It explores the success of one Mexican Fair Trade Coffee Co-op and the potential of others, illustrating how fair trade purchasing can empower and improve the lives of third world producers living in poverty.

Hannah's Story (29 min.) Social Studies 7-9

When she was just five, Hannah Taylor spotted her first homeless person in the back alleys of Winnipeg. This experience not only troubled her but it drove her to do nothing less than change the world, leading to the establishment of the impressive Ladybug Foundation. Under Hannah's leadership, that charity has raised over a million dollars, literally making change for those lacking life's basic needs. Whether it's organizing Big Boss lunches, speaking to students or to a prime minister, Hannah's capacity to help others is huge, unflagging, and, ultimately, humbling.

If the World Were a Village (24 min.) Social Studies P-3

At this moment, there are more than six billion people on the planet! It's hard to picture so many people - but what if we imagine the whole world as a village of just 100 people? Based on the award-winning book of the same name, this video tells us who we are, where we live, how fast we are growing, what languages we speak, what religions we practice and more. So come and learn about our global village. What you find may surprise you!

Little Black School House (60 min.) African Canadian Studies 11; Social Studies 10-12

Produced, written and directed by Sylvia D. Hamilton, this film reveals the complicated truth of Canada's segregated schools and demonstrates the resourcefulness, intelligence and determination of their students and teachers. It tells the little known story of the women, men and children who studied and taught at Canada's racially segregated Black schools and is a poignant and unfailingly honest evocation of the struggle of African Canadians to achieve dignity and equality through education. This film also provides an historical perspective on recent calls to create "Black-focused" schools, after ongoing claims from within the Black community that their students are being ill served by the education system.

Meeting of Nations (30 min.) Canadian History 11; Mi'kmaq Studies 10; Social Studies 9

The purpose of this treaty video project is to promote understanding of the Treaty Relationship to students as well as the general public. It shares the history; the ever-evolving nature and spirit of the Peace and Friendship Treaties between the Mi'kmaq, Maliseet and Passamaquoddy and the Crown.

Education Media Library, Brunswick Place, 2nd floor, 2021 Brunswick Street, Halifax, NS B3K 2V5; 902-424-2440; 902-428-5828 (fax), email mediacir@ednet.ns.ca or visit <http://lrt.ednet.ns.ca>.

NOTICES



Make Every Day Stand Up Against Bullying Day

Endbullying Apparel - www.endbullying.ca - is a Halifax-based business with an anti-bullying mission. Started in 2008 by Halifax entrepreneur David Nurse, Endbullying's mission is to help teachers, students, and organizations like *Kids Help Phone*, to reinforce anti-bullying messages. Endbullying Apparel has developed a line of stylish anti-bullying clothing which you can see, and purchase, at www.endbullying.ca.

Endbullying Apparel has partnered with *Kids Help Phone* and a portion of all Endbullying Apparel sales goes directly to support *Kids Help Phone*.

The World is Your Classroom

Experience the unique personal and professional growth that comes from a year of living and working in another country! The Canadian Education Exchange Foundation (CEEFF), as mandated by the Department of Education, facilitates reciprocal teacher exchanges to the United Kingdom, Denmark, Switzerland, Germany, New Zealand, Australia and some U.S. states. CEEFF is now accepting applications for the 2010/2011 school year. For more information visit www.ceef.ca; email cwilk@ceef.ca or telephone 705-739-7596.

There will be two teacher exchange information sessions offered in Charlottetown, P.E.I. and Moncton, N.B. October 16 will be held at 9:30 a.m. at the Delta in Charlottetown, room 1030, (P.E.I. PD Day). October 17 will be held at Magnetic Hill School at 10:30 a.m.

RESOURCES

New Arts Education Resource

The *Create! Get Inspired by the Arts in Our Schools* DVD, a recent publication of the Nova Scotia Department of Education is now available. This DVD was launched as part of N.S. Education Week April 19 to 25, 2009, which focused on arts education with its theme *Bringing Arts to Life!* The DVD celebrates the recent past of arts education in our province, its vibrant present, and its promising future. *Create!* features the voices and activities of consultants, teachers and students in a range of arts genres at several grade levels, elementary to senior high. Please utilize this resource at any setting that might be useful. If you have questions concerning this resource, please contact Ardith Haley, Arts Education Consultant at haleyaj@gov.ns.ca or at 902-424-8894. To obtain a copy of this resource—available from the Media Library at LRTS—at a cost of \$1.59 per copy, please contact Stacey Cote at cotesl@gov.ns.ca or 902-424-2443.

Canadian Journal of Learning and Technology

A number of organizations have created peer-reviewed journals to investigate the world of educational technology and learning in the past several years. The Canadian Journal of Learning and Technology (www.cjlt.ca/index.php/cjlt) publishes peer-reviewed pieces on topics that include online learning, gaming, learning theory and technology.

The journal has been published three times a year, and its editorial board includes professors from Simon Fraser University, Queen's University, and Athabasca University. Visitors can browse through the articles by language, issue, title, or author. Additionally, visitors can sign up to receive their RSS feed and learn a bit more about the submission process. Recently published pieces include *Comparing students' perceptions of paper-based and electronic portfolios* and *Encouraging self-regulated learning through electronic portfolios*.

To find this resource and more high-quality online resources in math and science visit AMSER, the Applied Math and Science Educational Repository at <http://amser.org>.

Network Tool Evernote 3.1.0.1195

In terms of organization and fluidity, it might be hard to beat the Evernote (www.evernote.com/) application. With Evernote, users can capture information in any environment and effectively make it accessible and searchable at any time. Evernote can be used to jot down notes, clip entire webpages, and record audio. The desktop version of Evernote is compatible with computers running Windows Vista and XP and Mac OS X 10.5.

Sustainability Education in Your Classroom

The year 2009 represents the half-way mark of the United Nations Decade on Education for Sustainable Development (ESD). The goal of the Decade is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This year also celebrates the four-year anniversary of Nova Scotia Environmental Networks SENSE working group (Sustainability Education in Nova Scotia for Everyone). SENSE aims to promote ideas and practices which will advance environmental, social, and economic sustainability in Nova Scotia through the formal, non-formal and informal education sectors.

The classroom is an excellent place to begin fostering a culture of sustainability. When students are empowered to critically examine their choices, actions, and resulting impacts (either negative or positive), they also begin to realize they have real power as individuals. By engaging in sustainable behaviours and seeing the differences they are making within their classroom community, they will inevitably begin to take action outside the classroom.

SENSE also aims to provide resources to educators engaging in sustainability work across the province. In order to support your current work and to bring education for sustainable development to your students, an online, searchable directory of publications, programs, curriculum guides and services for Grades P-12, post-secondary and adult learners is available at: www.nsen.ca/sense.php. Resources can be found through education links and themes such as: Indigenous and Local Knowledge; Air, Atmosphere and Climate; Food and Agriculture; Water; Human Health and the Environment; Ecosystems; and Energy.

For more information on how to get involved in sustainability education in Nova Scotia, contact the SENSE coordinator: esd_novascotia@lsf-lst.ca, or visit www.nsen.ca/education.php.



Resources for Remembrance



Veterans Affairs Canada (www.vac-acc.gc.ca) offers educators a wide selection of free, bilingual resources about Remembrance and Canada’s military history, including resources created specifically for Veterans’ Week, November 5-11.

Tales of Animals in War is a bilingual, colour newspaper for the 5 to 11 age group. It introduces concepts of remembrance to a young audience in a gentle manner using six Remembrance Clubhouse animal characters. They come in sets of 30.

The *Canada Remembers Times*, for the 12-18 age group, explore chapters from Canada’s military heritage, from the First World War to today. It features stories about First World War flying aces, D-Day and the Battle of Normandy, the Italian Campaign, the Korean War, Canadians in Afghanistan, the contributions of women, Aboriginal-Canadians and visible minorities in uniform, and much more. This bilingual colour newspaper also comes in sets of 30.

Postcards for Peace is a learning activity that enables students to send postcards expressing their personal thanks to those who have served in the cause of peace and freedom over the years. A class pack includes 30 postcards and an instruction sheet with information on how to send the postcards to Veterans or current members of the Canadian Forces serving overseas.

Also available are *Veterans’ Week posters*, and *Veterans’ Week bookmarks*.

To request materials, you can call Veterans Affairs Canada (1-877-604-8469), or use the on-line Veterans’ Week ordering system. If you order by the second week of October, you will be assured of receiving your materials prior to Veterans’ Week.

Hitting the right note!



Students and teachers at J.L. Ilsley High School in Halifax were rocking to the beat of Joel Plaskett on September 14. The Halifax native and four-time JUNO award nominee was on hand to help celebrate a \$10,000 grant from MusiCounts, a Canadian music education charity associated with the Canadian Academy of Recording Arts and Sciences.

“It is schools such as J.L. Ilsley that exemplify MusiCounts’ belief in the importance of music education. Students here have countless opportunities to explore the power of music.” said MusiCounts and CARAS president Melanie Berry. “As well, you have the outstanding support of talented teachers who inspire and encourage you every day.”

More than 100 students are involved in the J.L. Ilsley High School music program, with more than 50 members in the jazz band. The MusiCounts grant money is being used to increase the school’s inventory and quality of musical instruments.

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

TEACHERS’ PENSION PLAN INC.

BOARD OF DIRECTORS

Call for applications

The NSTU Provincial Executive is inviting applications from retired NSTU members for one (1) Director’s position on the Teachers’ Pension Plan Inc. Board. Operating under a Trust Agreement, this nine-member corporation oversees the administration of the Plan and the investment of the Plan’s assets.

The NSTU is currently seeking:

- **One (1) retired member** - A (3) three-year term, renewable for a second (3) three-year term If you are interested in this appointment, please complete this application form and indicate your knowledge or experience with the criteria below and other related information.

Criteria for selecting persons for the above positions include:

- (a) Has considerable knowledge about the Teachers’ Pension Plan;
- (b) Has experience in and/or knowledge about investments particularly the investments of pension funds; and
- (c) Has experience as a Trustee or has a working knowledge of trusts.

Name: _____ Prof. Number: _____

Mailing Address: _____

Postal Code _____

Phone: _____ (Fax) _____ (Email) _____

Have you previously applied for an NSTU standing or *ad hoc* committee? Yes ☐

If so, when? _____ No ☐

OTHER PERTINENT INFORMATION (e.g., skills, interests, relevant courses, professional development, or experiences that relate to this Board. You may attach additional information to this application.)

*Please attach an additional sheet to list the NSTU Committees on which you served at the Local and Provincial Levels as well as the Offices you’ve held at the Local and Provincial Levels.

Submit to: Executive Director, NSTU, 3106 Joseph Howe Dr., Halifax, NS B3L 4L7

APPLICATIONS MUST BE RECEIVED IN CENTRAL OFFICE BY 12:00 NOON, NOVEMBER 20, 2009!

The NSTU has an affirmative action policy that encourages participation of women, visible minorities, native persons and physically-handicapped persons within the teaching profession. Should you choose to provide any relevant information, please indicate:

This form is also found on the NSTU website. www.nstu.ca

classifieds

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

FOR SALE - Dark green couch. Ten months old, excellent condition, \$300. Phone 902-440-2238.

FOR SALE - Epiphone six string Special 2 electric guitar with 26 watt silvertone amp. Two years old, asking \$300. Excellent condition. Phone 902-449-0981.

FOR SALE - Sirius Satellite radio - a few years old but only used a couple months, asking \$100. Phone 252-5131.

FOR SALE - 3-drawer legal black filing cabinet with art lessons, art materials and all kinds of goodies. Asking \$200. Phone 902-462-5948.

CONDO FOR RENT - Breathtaking views: Halifax Harbour, skyline. Fully furnished, equipped, all utilities included. Central: near MacDonald Bridge, Dartmouth Sportsplex, Alderney Landing ferry. Two bedrooms. Pictures: sabbaticalhomes.com [Listing #46129] \$1,150/month.

FLORIDA VACATION HOME RENTALS - Kissimmee. 2-5 bedroom vacation homes with private pool. Five miles to Disney. Family holidays or conferences. Two-bedroom SPECIAL rate until December 15, \$79US/nt. Please call 902-861-4814 or visit www.herderholidayhomes.com or email rherder@eastlink.ca.

PET SITTER - Veterinary Technician (not currently working in a veterinary clinic) available for petsitting in the HRM. Bilingual service, security clearance, reasonable rates, excellent references! Please email marcellederoche@gmail.com for details.

FIELD TRIP IN HALIFAX? Stay downtown Halifax, walking distance to Pier 21 and the Metro Centre. Dormitory and private rooms available, ask about our group rates. Wireless available. Please call 422-3863 or email halifax@hihostels.ca.

SKI TRIP IN WENTWORTH? Stay at charming county hostel house. Minutes to Wentworth Ski, snowshoe rental, and outdoor classroom and wireless available. Dormitory and private rooms available, ask about our group rate. Please call 902-548-2379 or email wentworth@hihostels.ca.

MASSAGE THERAPY & ACUPUNCTURE - Where the west meets the east. Massage therapy has been very effective for muscular tension and strain. Some of my patients have found acupuncture beneficial to regulate imbalance within their body. I have 18 years experience in massage therapy along with 5 years experience in acupuncture & auricular therapy. Interactive Reflexology, Cupping therapy, Healing stone massage. Treatment plans always focus on the original cause/source of their symptoms. The emphasis is on education and awareness. Massage therapy, and Acupuncture

are covered under the Blue Cross plan. Douglas H Benson RMT/Dr. of Acupuncture. The Right Touch Massage Therapy & Acupuncture. Located at 1149 Bedford Highway. Phone: 902- 240-1627. www.righttouchmassagetherapy.ca.

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

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

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 - Experienced teacher looking for job share in elementary French Immersion or Core French. Call Suzanne at 902-492-4446.

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

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

JOB EXCHANGE - Elementary french Immersion teacher with the Halifax Regional School Board looking to exchange jobs with someone from the Strait Regional School Board. Looking to make this exchange permanent if possible. Call 902-631-1404 (cell) or email gjsampson@staff.ednet.ns.ca.

IN-PROVINCE TEACHER EXCHANGE - Experienced Chignecto Central Regional School Board teacher (near Halifax) seeking job exchange with elementary teacher in the Annapolis Royal area for the school year 2010-2011. Please call 902-719-3282 or email fayenvp@gmail.com.