

Third annual *Teachers Make a Difference* Campaign underway

The Nova Scotia Teachers Union launched its third *Teachers Make a Difference* recognition campaign on October 6, 2014.

"We are pleased to continue this campaign and focus on the incredible work our members do making a difference for students, their families and their communities," says Shelley Morse. "This campaign helps to raise the profile of our members by giving students the opportunity to nominate a teacher who has made a difference in their lives."

A 30-second nomination spot is running throughout programming on CTV, CBC and Global Television through to November 2 inspiring students and parents to go to the NSTU website or teachersmakeadifference.ca and nominate a public school teacher, APSEA or Community College member who has made a big difference in their life, and contributed to their school and community.

This year, bilingual *Teachers Make a Difference* Posters have been distributed through NSTU reps to

schools and campuses throughout the province. The *Teachers Make a Difference* button and banner on the NSTU website clicks through to the contest page.

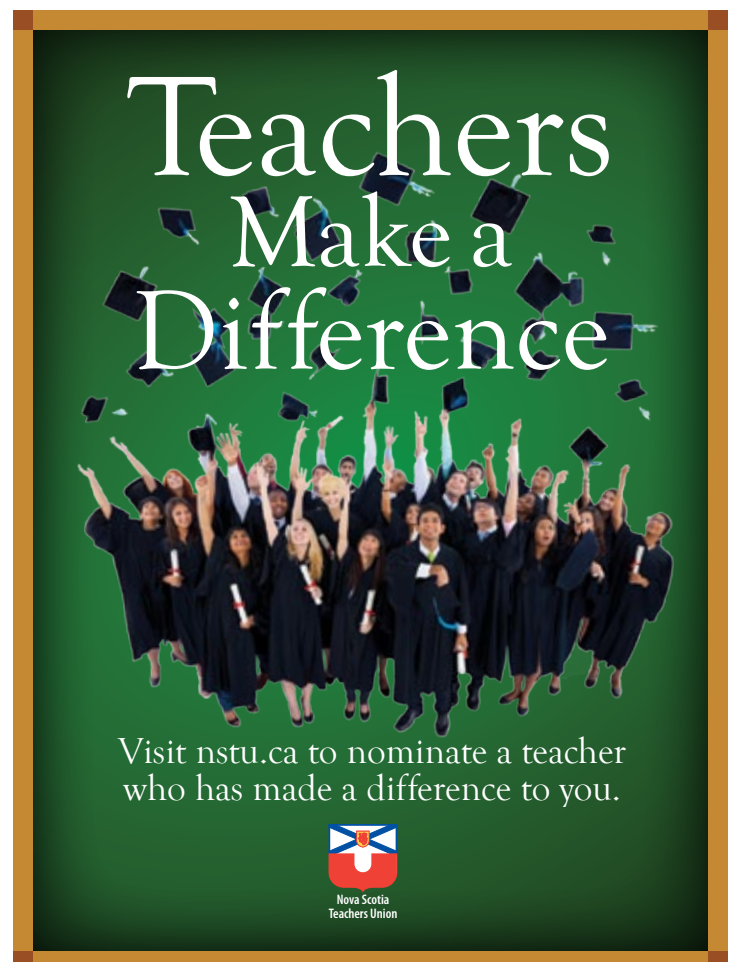
Like last year's campaign, up to 10 NSTU members will be randomly chosen in corresponding with the eight school boards around the province, the Community College, and a member who works for students through the Atlantic Provinces' Special Education Authority (APSEA). For each recognized member, a donation of \$300 will be made towards the school/campus breakfast or library program.

From November 10 to 30, four 30-second "How teachers make a difference" spots will be broadcast on CTV, CBC and Global Television. This year, we are pleased to have parent involvement in our campaign. "The Nova Scotia Federation of Home and School Associations is participating in our campaign this year," continues Morse. "We know the important link between home and school and are pleased to incorporate the parent voice in this program." Three 15-second spots will also run

announcing the randomly selected NSTU members chosen through the *Teachers Make a Difference* campaign.

"We know this program will continue to celebrate the important and positive role public school teachers, APSEA and community college members make in our students' lives, and help the public understand the value of teachers. Please encourage your students to participate in this program, and help spread the word."

For more information, simply visit www.nstu.ca and click on the *Teachers*



Make a Difference button, or banner, which will bring you to the official contest page. You can also share it on Facebook and tweet with the hashtag #TeachersMakeADifference.

Class composition, violence, mental health issues top concerns as school year begins

As NSTU president Shelley Morse completed her first NSTU Local school visits and media tour with the Yarmouth Local on September 29, it became clear that issues of class size and composition along with violence and harassment against teachers and mental health issues were top concerns.



The NSTU president met with members of the Yarmouth Local executive during her school visit and media tour on September 29. **From left to right:** NSTU president Shelley Morse, treasurer Judy Rodgers, VP communications Allen Whittaker, VP professional development Glenys Stephenson, VP public relations/public affairs Tanya DeViller, Local president Rollie Hannem, secretary Beth Hannem, provincial executive member Wally Fiander, 1st VP Michelle Heighton and past president Lori MacKinnon.

"Teachers are continuing to cope with class size issues at the upper elementary, junior and senior high school levels," she says. "When you combine that factor with the composition of the classroom, the diverse student needs and learning styles, and improper resources to meet those needs, the environment is not conducive to good student learning and hinders the teachers' delivery of programs."

Added to needs in classrooms today are student mental health issues. "Our teachers are not mental health experts, yet there's an expectation that they should deal with these concerns on their own," she comments. "We need more school guidance counsellors, especially at the elementary level to help students with mental health needs transition properly through the system."

"We are also seeing more violent acts against our members by students," comments Morse. "This aggression may come in the form of incivil behaviour including disrespectful language and comments, and physical threats and violent acts toward members. We are seeing increased levels of this behaviour at the elementary level as well."

Morse does say that the recently introduced class caps of 20 students from Grade Primary to Grade 2 will help younger students in their learning, and enable teachers to better meet student needs.

"Our ultimate concern is ensuring that no students fall through the cracks and this cannot happen if the appropriate human resources are not in place."

Remembrance Week
November 4-11



people

Professional Associations Coordination Committee

The Professional Associations Coordination Committee held its first meeting of the school year on October 3 at the NSTU building in Halifax. This committee monitors the financial status of Professional Associations, advises the provincial executive on matters pertaining to Professional Associations and assists Professional Associations where needed in organizing and directing affairs of respective Associations. Annual Professional Development Day—October Conference Day is also a key topic for this committee.



Seated (l-r): Committee chair Shari MacGillivray (FSTA); NSTU staff liaison Betty-Jean Aucoin and provincial executive liaison Cindy MacKinnon (Pictou). **Standing:** Steve Ranni (TAPHE); Teri Cochrane (NSSCA); NSTU financial officer Melanie Waye who was presenting to the committee; and Donald Westcott (NSMEA). **Committee members missing from the photo:** Brenda Newcombe (PETA) and Mike Landry (SAA).

Local presidents' conference

NSTU's Local presidents and RRC chairs attended their first conference of the school year on September 12. This biannual conference provides NSTU leaders with valuable information and professional development to assist them in their leadership roles and gives them a great networking opportunity to share with colleagues. Above are new presidents and RRC chairs new in their role for 2014-15 with NSTU president Shelley Morse.



From left to right: South Shore RRC chair Rebecca Smart; Guysborough County Local president Deena Jewers; Lunenburg County Local president Carole Hipwell; Chignecto RRC Chair Gerry Alley; Tri-County RRC Chair Michelle Heighton; Yarmouth Local president Rollie Hannem; Hants West Local president Tami Cox Jardine; Shelley Morse and Halifax RRC chair Mark Savoury.

Communications Conference 2014

The biennial Communications Conference took place at the Delta Halifax October 3 and 4. The conference included an opening session with NSTU PD staff officer Betty-Jean Aucoin, *Promoting Our Profession*. Delegates were treated to a great presentation by Taylor Gunn, Founder, President and Chief Election Officer, CIVIX Canada and the Student Vote program. Gunn's presentation *Democracy in Canada Student Vote and the role of Teacher Organizations* told the story of how his organization caused changes to the Federal Bill C-23, Elections Act before it was passed in the House of Commons and by the Senate. Gunn regaled the audience with his case study in crisis management reminding the audience of the importance of teachers and teacher organizations in growing young Canadians into engaged, committed and active citizens.



Gunn is shown above (third from left) with: Ellen Louth, VP PA/PR for the Dartmouth Local; Lauren Bower, Shelburne County Local and Allen Whittaker, VP Communications for the Yarmouth Local.

Congratulations

Congrats to Ron Muller, a Grade 6 teacher at Tompkins Memorial Elementary School in Reserve Mines, who was appointed to the Canadian Teachers' Federation's Advisory Committee on Diversity and Human Rights. Muller's participation on this committee will help to provide advice on long-term directives, strategies and policy related to diversity and human rights in education.

CAPTO presidents at CONTACT

NSTU president Shelley Morse attended this summer's CONTACT (Conference on New Techniques and Classroom Teaching) hosted by the Newfoundland and Labrador Teachers' Association (NLTA) joining her counterparts from the Council of Atlantic Provinces' Teacher Organizations (CAPTO). This year's conference theme was: *Telling Our Stories* and it took place at the Grenfell Campus of Memorial University in Corner Brook. **From left to right:** NLTA president James Dinn, NSTU president Shelley Morse, New Brunswick Teachers' Association president Peter Fullerton and Prince Edward Island Teachers' Federation president Gilles Arsenaault.



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APSEA teacher key player for accessible playground



Shown above at the official opening of the APSEA playground are: NSTU president Shelley Morse, APSEA BVI teacher Karen Keats, APSEA superintendent Bertram Tulk and Deputy Minister of Education and Early Childhood Development and APSEA board chair Sandra McKenzie.

An accessible playground for children with vision loss and hearing loss officially opened in Halifax on September 24 thanks in great part to Atlantic Provinces Special Education Authority (APSEA) teacher Karen Keats.

“I had taken two maternity leaves back-to-back a few years ago and spent a lot of that time at playgrounds,” says Keats. “When I returned to work, I had some concerns about our playground and play structures and after discussing my concerns with other colleagues, we felt our play area could improve.”

Located at the APSEA site on South Street in Halifax, the playground was specially designed to meet the needs of children who are blind, visually impaired, deaf or hard-of-hearing.

Keats spearheaded the committee that raised \$140,000 to build the playground, which included a donation from the APSEA Local of the NSTU. She is a classroom teacher at APSEA Resource Centre in Halifax and the VP of Professional Development with the APSEA Local and was recently awarded with The Excellence in Teaching Award at *Seeing Beyond the Horizon: the 2014 Canadian Conference for Educators, Parents and*

Professionals of Children and Youth who are Blind and Partially Sighted, held May 4-7 in Halifax.

“We took our concerns to the leadership team and we were asked to form a committee and proceed,” she continues. “We knew who we were designing this area for children who are blind and visually impaired, and deaf and hard of hearing, who may or may not have additional challenges, age range from preschooler to teens. We also knew we wanted this area to be considered an example for other schools and communities.”

Her small, dedicated group consisted of colleagues Greg Wolfe, Carol Dalrymple and Rachel Perrier. The accessibility features include tactile panels, adapted swings, and metal slides. The playground was also designed to be a model for teaching children the skills that they would require to access playgrounds in their own communities.

The playground is made possible thanks to the generosity of the APSEA Local of the NSTU, Halifax Foundation, Mr. Danny Johnson, Lions Clubs Atlantic Canada, Lions Clubs Nova Scotia, Military Police Fund for Blind Children, Nova Scotia Knights of Columbus, President’s Choice Children’s Charity and Sobeys. “I have to mention Scott Mackenzie current district governor of the Lions Club,” she concludes. “He is truly one of the kindest, nicest, gentlemen I have met and certainly embodies everything you would expect a Lions Club member to be.”



APSEA students along with Karen Keats cut the ribbon to open the new APSEA playground.

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from the nstu president

Ashley Moore



Poverty and Education in Nova Scotia

Poverty rates in Canada are growing and the income gap is widening as more and more of the working force are working for minimum wage, or less than previous years due to the rising costs of living. The Child Poverty Rate in Nova Scotia is 17.3 per cent; the fifth highest in the country (Frank, 2013). While 17.3 per cent may seem alarming enough, it has been suggested that the rate underrepresents child poverty in Nova Scotia since the Long Form Census was replaced with the voluntary National Household Survey in 2010 (Frank, 2013). However, one obvious social indicator of poverty, is food insecurity; close to one in four (23 per cent) children in Nova Scotia live in food insecure homes (Frank, 2013). Children and their parents are living in the same low income circumstances and are our most vulnerable citizens, dealing with the “lack of food, poor housing, cold houses, isolation, and lack of opportunity, worry and despair” (Frank, 2013). “Too many families [are struggling] to make ends meet and the ends are not meeting” (Frank, 2013). Parents go to work, but with the rising costs of living and stagnant incomes, inadequate social programs, and governments who turn a blind eye, the poverty and social injustice continues.

“A focus on child poverty remains important because long-term inadequate material resources, income inequality and lack of opportunity are major barriers to the healthy development of children, compromising their long-term health and educational outcomes” (Frank, 2013). As educators, we are all familiar with Maslow’s Hierarchy of Needs and the effects of the first four needs—biological and physiological, safety, love and belongingness, and esteem—being met, or not being met, have on our cognitive needs. When a child is using what little resources they have to survive, it is much more difficult for them to develop and achieve academically. “The strongest predictor of student performance on achievement tests is socio-economic status, which is why it is a mistake to believe that the scores tell us about school quality when really they are reflecting affluence or poverty” (Bower, 2013).

The research on poverty influencing academic achievement is not meant to be deterministic (Lancour & Tissington, 2011). Of course there are going to be some students who overcome social barriers and perform well, just as there are some students who have adequate, or an abundance of resources to access and support their academic achievement, but struggle. Yet, these stories are not plentiful and the generalizable trends of poverty influencing academic achievement are powerful. Researchers in the US found a direct correlation between family household income levels and SAT scores. As the income levels increased, so did the SAT scores (Lancour & Tissington, 2011). Children living in low income circumstances have less resources to access to support their learning and development. It is estimated that students without adequate resources lose two or three months of knowledge and skills every year over the summer months (Lancour & Tissington, 2011). Every year, this loss of knowledge and skills compounds and widens the achievement gap further. If schools in Nova Scotia were asked to report the number of students, the extent to which they are struggling, and their household income in lower elementary grades and then again in upper elementary grades, I wonder what the data would show. I suspect the widening of the achievement gap would be reflected.

The quality of education in this province cannot be measured with data collected from provincial assessments, nor should the results be used to drive educational decision making; those numbers, at best, can only tell a small part of the story of schools and individual students. Some researchers claim the results could be more accurately used to locate the communities in the province that are struggling economically (Bower, 2013). The data from the assessments are static and are restricted in their value without knowledge of the individual student’s context. What I find extremely concerning, is the weight government and school boards give to the data to drive educational decision making.

Provincial assessments offer government and school boards a very convenient set of data to base decisions on—but at what cost? The attention given to the data by the media and government creates a smokescreen, covering the most pressing issues, like poverty (Raptis, 2012). Society needs to recognize that they are continually being redirected to pay attention to superficial issues, instead of complex, crucial social issues, like poverty, that have the biggest impact on our sustainability and growth. To make meaningful, successful educational decisions, the whole story and context of education in this province is needed. As we become more informed of the pitfalls behind our educational decision making, but move forward in the same manner disregarding our new awareness and the evidence in our midst, then we become very negligent decision-makers.

Student achievement is complex, and unfortunately, society as a whole is much more inclined to by-in and respond to complex issues with simple sets of data, simple explanations and simple interventions, (Raptis, 2012). Using provincial assessment data is quantitative – people generally have faith in numbers and can follow the linear approach to proposals and explanations of educational reform. However, education is not a commodity and schools are not businesses. The education system is founded in social structures and is very complex. The influences on student success, academic achievement, engagement and life-long learning is embedded in an entire social context of external and internal factors (Raptis, 2012). When making educational decisions the government could start acknowledging the social determinants to health, or better yet, wellness.

It is my hope that NSTU members do not get their spirits down in this age of data-driven accountability. While it is important to stay informed, please experience your surroundings with a critical lens and try not to absorb the ‘naysayers’ in society; continue to keep the students in your focus. What is presented in the media on public education can often weigh heavy on our hearts as news reporters have morphed into, what one researcher calls, “taxpayer watchdogs” whose mission is to ensure that the public is not being cheated out of its money (Raptis, 2012). Unfortunately, the reports are often misinformed and/or misdirected; the stakeholders who often bear the brunt of the proverbial media stick are the frontline workers in education whose main objective is to help and support students do well and be well, so many opportunities greet them on their journey to adulthood.

In terms of responding to child poverty, school and campus communities do their part by providing breakfast and lunch programs, and provide for food banks. Regrettably, while these efforts may immediately help the student who is hungry at that moment, there is so much more for society to do. Certainly poverty cannot be eradicated easily, but addressing the influence poverty has on student success means addressing poverty. Eradicating poverty in Nova Scotia should be a place of commonality for all political parties and all of Nova Scotians. “Ultimately, great teachers make great schools, but great teachers can’t do it alone—they require the support of an equitable society. If we are not careful, we risk misinterpreting the scores, and instead of waging war on poverty and inequity, we end up waging war on teachers and schools” (Bower, 2013).

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La pauvreté et l’éducation en Nouvelle-Écosse

Les taux de pauvreté au Canada augmentent et l’écart des revenus s’accroît tandis qu’une portion de plus en plus large de la main-d’œuvre travaille au salaire minimum ou gagne moins que les années précédentes à cause du coût croissant de la vie. Le taux de pauvreté des enfants en Nouvelle-Écosse est de 17,3 %; soit au cinquième rang dans le pays (Frank, 2013). Bien qu’un taux de 17,3 % puisse sembler suffisamment alarmant, il a été suggéré que ce taux sous-représente la pauvreté des enfants en Nouvelle-Écosse depuis que le questionnaire détaillé de recensement a été remplacé en 2010 par l’Enquête nationale auprès des ménages qui est facultative (Frank, 2013). Toutefois, un indicateur social évident de la pauvreté est l’insécurité alimentaire; près d’un enfant sur quatre (23 %) en Nouvelle-Écosse vit dans un foyer souffrant d’insécurité alimentaire (Frank, 2013). Les enfants et leurs parents vivent dans les mêmes situations de faible revenu et ils sont nos citoyens les plus vulnérables, souffrant « de manque de nourriture, de logements médiocres, de maisons froides, d’isolement, d’absence de perspectives d’avenir, d’anxiété et de désespoir » (Frank, 2013). « Trop de familles [luttent] pour joindre les deux bouts et les bouts ne se joignent pas » (Frank, 2013). Les parents vont travailler, mais étant donné l’augmentation du coût de la vie et la stagnation des revenus, l’insuffisance des programmes sociaux, et les gouvernements qui ferment les yeux, la pauvreté et l’injustice sociale persistent.

« Il reste important de se concentrer sur la pauvreté des enfants car l’insuffisance des ressources matérielles, l’inégalité des revenus et l’absence de perspectives d’avenir sont des obstacles majeurs au développement sain des enfants et compromettent leur santé et leurs résultats scolaires à long terme » (Frank, 2013). En tant qu’éducateurs, nous connaissons tout la hiérarchie des besoins de Maslow et les effets de la satisfaction ou de la non-satisfaction des quatre besoins primaires – besoins biologiques et physiologiques, sécurité, amour et sentiment d’appartenance, estime de soi – sur nos capacités cognitives. Lorsqu’un enfant utilise le peu de ressources qu’il a pour survivre, il lui est beaucoup plus difficile de prospérer et de réussir au plan scolaire. « L’indicateur prévisionnel le plus clair de la performance des élèves aux tests de rendement est le statut socio-économique, par conséquent, c’est une erreur de penser que les résultats nous informent sur la qualité des écoles alors qu’ils reflètent en réalité la richesse ou la pauvreté » (Bower, 2013).

Les recherches sur l’influence de la pauvreté sur les résultats scolaires ne visent pas à être déterministes (Lancour & Tissington, 2011). Bien entendu, il y a des élèves qui surmontent les barrières sociales et réussissent bien, tout comme il y a des élèves qui ont des ressources adéquates, ou une abondance de ressources disponibles pour soutenir leur rendement scolaire, mais qui sont en difficulté. Toutefois, ces situations sont rares et il y a une forte tendance généralisable selon laquelle la pauvreté influence le rendement scolaire. Des chercheurs aux États-Unis ont observé une corrélation directe entre le revenu du foyer familial et les résultats au SAT (test d’habileté scolaire). Les résultats au SAT augmentent proportionnellement au niveau de revenu (Lancour & Tissington, 2011). Les enfants qui vivent dans un foyer à faible revenu ont moins de ressources à leur disposition pour soutenir leur apprentissage et leur développement. On estime que les élèves ne disposant pas de ressources adéquates perdent deux ou trois mois de connaissances et de compétences chaque année au cours des mois d’été (Lancour & Tissington, 2011). Chaque année, cette perte de connaissances et de compétences s’accumule et élargit davantage l’écart en matière de performance. Si l’on demandait aux écoles de la Nouvelle-Écosse de faire un rapport sur le nombre d’élèves, l’étendue de leurs difficultés et le revenu de leur foyer aux niveaux élémentaires inférieurs et à nouveau aux niveaux élémentaires supérieurs, je me demande ce que révéleraient ces données. Je soupçonne qu’elles refléteraient l’élargissement du fossé en matière de performance.

La qualité de l’éducation dans cette province ne peut pas être mesurée par les données issues des évaluations provinciales et les résultats ne devraient pas non plus servir à guider la prise de décision en matière d’éducation; ces chiffres, dans le meilleur des cas, peuvent seulement nous révéler une petite partie de l’histoire des écoles et des élèves individuels. Certains chercheurs affirment que les résultats pourraient être plus correctement utilisés pour repérer les communautés de la province qui éprouvent des difficultés économiques (Bower, 2013). Les données tirées des évaluations sont statiques et leur intérêt est limité si l’on ne connaît pas le contexte de l’élève individuel. Ce que je trouve extrêmement inquiétant est le poids accordé à ces données par le gouvernement et les conseils scolaires pour guider la prise de décision en matière d’éducation.

Les évaluations provinciales offrent au gouvernement et aux conseils scolaires un ensemble de données très pratiques sur lesquelles baser leurs décisions – mais à quel coût? L’attention accordée à ces données par les médias et le gouvernement crée un écran de fumée, dissimulant les enjeux les plus pressants, comme la pauvreté (Raptis, 2012). Les membres de la société ont besoin de reconnaître que leur attention est continuellement détournée vers des enjeux superficiels, plutôt que vers les enjeux sociaux cruciaux et complexes, comme la pauvreté, qui ont le plus fort impact sur notre durabilité et notre croissance. Pour prendre des décisions sensées et fructueuses en matière d’éducation, il faut s’appuyer sur l’histoire et le contexte global de l’éducation dans cette province. Alors que nous prenons davantage conscience des pièges qui sous-tendent nos prises de décision en matière d’éducation, si nous allons de l’avant de la même manière sans tenir compte de ce que nous avons appris et des preuves manifestes qui nous entourent, nous devenons alors des décisionnaires très négligents.

Le rendement des élèves est un phénomène complexe et, malheureusement, la société dans son ensemble a beaucoup tendance à aborder et à traiter les enjeux complexes au moyen de données simples, d’explications simples et d’interventions simples (Raptis, 2012). Les données des évaluations provinciales sont de nature

(continued on page 13)

MULTIZONE

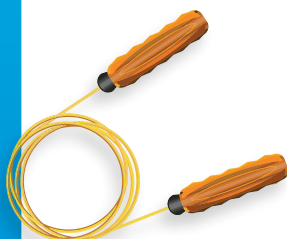
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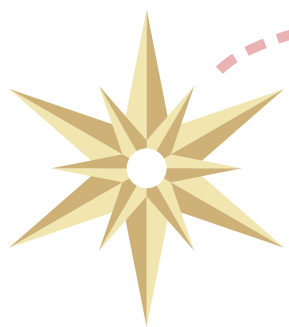
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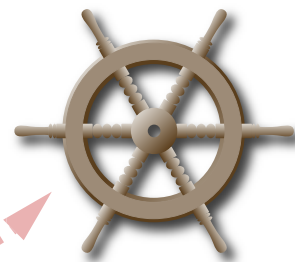
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An engagement that leads to a happy partnership

by Gérard Cormier, NSTU Executive Staff Officer, Outreach Programs and Equity Services

The NSTU celebrated its first Member Engagement Day on Friday, October 3. NSTU Locals from across the province marked the occasion in their own unique way. Some Locals decided to combine Member Engagement Day activities with their annual 'Welcome Back Social' or 'New Teacher Night' events. Other Locals held events such as picnics or salmon dinners where friends and retired NSTU members were invited to share in the Member Engagement event. Larger Locals held simultaneous events so members would not have to travel great distances to attend. One Local mentioned that it was the most attended event ever held in that particular Local. The date was not problematic as some Locals held their event before or after October 3. What mattered was that events were being held and members were being engaged.

This year's theme was 'Getting to Know Your NSTU Rep'. It was meant to highlight the important role that NSTU Reps play in the life of the Union. They are the key link between the membership and Central Office. They are the lead communicators of information between these two bodies. They work daily on the front lines and have the 'pulse' of what is going on in schools and campuses. Some materials produced to be used as prizes such as baseball caps and golf shirts were branded with **NSTU REP** to emphasize the importance of NSTU Reps to the entire organization.

Engagement of any kind has seven absolute characteristics for it to be meaningful and beneficial. A close examination of these characteristics will allow each Local to self-reflect on this year's activities and perhaps provide food

for thought for next year's event.

The first characteristic is **safety**. Were the events safe and inclusive in nature? Did members feel welcomed and appreciated? Members will only become engaged with their Union if it is a safe and welcoming place which allows them to be who they are and make them feel comfortable enough to give their input.

The next characteristic is **WIIFM (What's in it for me?)**. Members will only become engaged when they know that their engagement is beneficial. Member Engagement Day events are a great occasion to underscore the many benefits that NSTU members enjoy due to their being members of the Union.

The third one is **connect**. Members need to feel a connection with their Union in order for them to get involved. Nothing replaces the human touch and events being held to celebrate member engagement are ideal times to forge connections in person with other members of the NSTU.

The next one is **engage and explore**. Allowing educators the opportunity to engage in dialogue with others as well as the chance to explore the many options for involvement in the Union are ways that foster member engagement.

The fifth characteristic is **feedback**. The NSTU is very interested in receiving reports on how the various Locals celebrated the event. This feedback will be shared with Local leaders from across the province. Allowing members at the Local level to do the same would certainly lend itself to making the membership feel that their opinions were valued.

Reflection is the next one. This ties in with welcoming feedback. Members should be given the time to reflect

Below are members of the Queens Local at its Member Engagement Planked Salmon Supper Family event which took place on October 5 at the Greenfield Fire Hall with an open house and some free play time before at the Greenfield Elementary School playground. The event was organized by Dawn Uhlman (Queens Local executive and Greenfield Elementary, teaching vice-principal). Dinner was prepared and served by the Greenfield Recreation Association and attended by over 40 members of the Queens Branch RTO. There was also entertainment provided by a local community group, Chicks from the Sticks. This is the Local's biggest member engagement event of the year.



From left to right: NSTU president Shelley Morse, NSTU staff officer Gérard Cormier, Dawn Uhlman (Queens Local executive, VP economic welfare), Sarah Tutty (Queens Local executive, treasurer), John Tutty (teacher, South Queens Middle School), Dave White (Liverpool Regional High, Queens Local rep), Marie MacLeod (Queens Branch RTO, Local liaison), Marsha Freeman (retired teacher, Greenfield Elementary), Ian Kent (Queens Local Executive, VP communications), Nathan Smart (Queens Local, president), Alex Doggett (Queens Branch RTO, President), Stacy Thourburn (provincial executive member). In the front row are children of the Queens Local executive who attended the event.

on their Member Engagement Day experience before having to put their thoughts down on paper and submitting them.

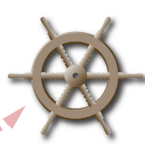
The final characteristic is **practice**. As the saying goes, practice makes perfect. Since this event is an annual event, there will be lots of chances to

build on this year's experiences in order to make it one of the best events this Union celebrates.

Engagement can lead to a happy partnership. Looking forward to next year's theme and events that will continue to promote member engagement and happy partnerships.



Charting Your Course FOR PROFESSIONAL DEVELOPMENT

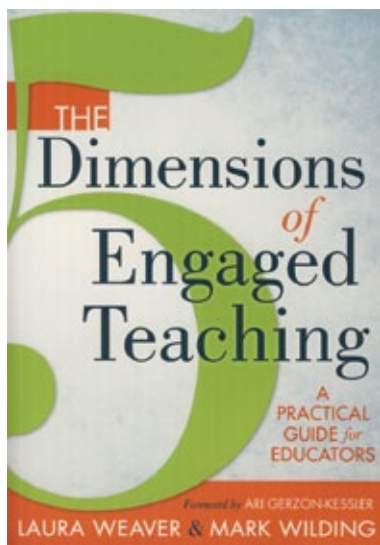


Email your name, home address, and school or campus name with PD Giveaway in the subject line to theteacher@nstu.ca by November 21 to be eligible for the draw.

*The 5 Dimensions of Engaged Teaching
A Practical Guide for Educators
by Laura Weaver & Mark Wilding*

If students are to flourish into the 21st century, educators must offer more than lesson plans and assessments. *The 5 Dimensions of Engaged Teaching* shows a practical approach to teaching and learning that is supportive to both the students and teachers as a whole.

The 5 Dimensions of Engaged Teaching shows educators how to support and develop students and their own professional practice within five key areas: 1) Cultivating an open heart; 2) Engaging the self-observer; 3) Being present; 4) Establishing respectful boundaries; and 5) Developing emotional capacity.



fresh

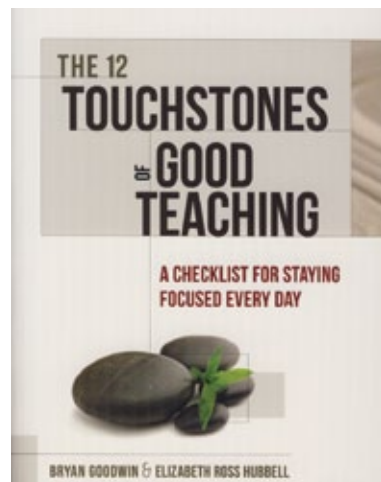
Putting new members in the KNOW!

Email your name, home address, and school or campus with FRESH in the subject line to theteacher@nstu.ca by November 21 to be eligible for the draw.

*The 12 Touchstones of Good Teaching
A Checklist for Staying Focused Every Day
by Bryan Goodwin & Elizabeth Ross Hubbell*

By helping us manage complex tasks more effectively, and ensure that we apply what we know correctly and consistently—checklists can help us stay focused and work in the best possible way to help our students with challenging situations on a daily basis.

In *The 12 Touchstones of Good Teaching*, Goodwin and Hubbell present 12 daily touchstones that help teachers with day-to-day activities to help students succeed each day.



NSTU's first Member Engagement Day a great success

NSTU Locals around the province had planned events for NSTU's first Member Engagement Day, which took place on October 3. Below are highlights from some of those events.

Lunenburg County Welcome Back/Member Engagement Day Social

Members of the Lunenburg County Local of the NSTU held a Welcome Back/Member Engagement Day Social, at the Osprey Golf Club in Bridgewater on October 2. It was a chance for members to come out and chat with colleagues, learn some NSTU information and win prizes. NSTU staff officer Gérard Cormier was on hand with information on NSTU's programs and services and Wanda Rodgerson Fuller was on hand from the NSTU's Insurance Trustees.



Seated (l-r) are: NSTU reps Jennifer Stead (Pentz Elementary School), Sandra Himmelman (Hebville Academy), Kathryn Creaser (New Germany High School) and Stephanie Mosher (Aspotagan Consolidated Elementary School). **Standing:** Lunenburg County Local president Carole Hipwell and NSTU staff officer Gérard Cormier.

Shelburne Welcome Back reception

The Shelburne County Local had over 50 members attend its Welcome Back Wine and Cheese on October 2 at the Shelburne Yacht Club. This event began with greetings from NSTU president Shelley Morse, followed by a session with NSTU staff officer Betty-Jean Aucoin, *The Noble Profession*. This event helped to promote the important role of the NSTU rep for the Nova Scotia Teachers Union.



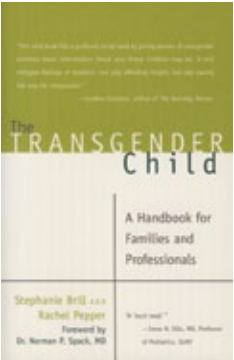
From left to right are members of the Local's executive: Co-VP professional development, Wanda Nickerson; 1st vice-president, Colleen Scott; co-VP professional development, John MacKay; VP communications/PR, Terri Dean-MacNeil; treasurer, Lee Goreham-Smith; Local president, Dawn Smith, provincial executive member (Shelburne-Queens) Stacy Thorburn, and NSTU president Shelley Morse.



Email your name, home address, and school or campus with EQUITY in the subject line to theteacher@nstu.ca by November 21 to be eligible for the draw.

The Transgender Child
A Handbook for Families and Professionals
by Stephanie Brill and Rachel Pepper
Foreward by Dr. Norman P. Spack, MD

The Transgender Child is a first-of-its-kind guidebook that looks at issues around developmental, school, medical and legal challenges facing many families who are raising gender-variant children and transgender youth in today's society.



Halifax County Social

The largest Local of the NSTU—Halifax County held three simultaneous events throughout HRM to celebrate Member Engagement Day on October 3. Over 200 members came out to celebrate Member Engagement Day. The social events were held at Big Leagues in Cole Harbour, Lefty's Restaurant in Upper Tantallon and Riverside Pub in Bedford. Shown below are NSTU members at the Big Leagues event.



Above are two Halifax County NSTU members at the Big Leagues event.



Left to right: Dan Fraser and Natalie Smith, Sir Robert Borden Junior High and Dunovan Kalberlah, Gaetz Brook Junior High.

aviso

We Want to Hear Your Story

Submissions are encouraged from Nova Scotia's public school teachers, community college faculty and professional support staff. Please mail to:

AVISO, 3106 Joseph Howe Drive, Halifax, NS, B3L 4L7

Or email submissions to aviso@nstu.ca

Manuscripts submitted should reflect AVISO's mandate as a professional journal for Nova Scotia's teaching profession. Manuscripts will not be returned. Any manuscript chosen to appear in AVISO may be edited for clarity, style, length and consistency.

Contributor guidelines are available to interested writers on the NSTU Website — www.nstu.ca

Please ensure email attachments are Microsoft Word, Rich Text Format or Text Only.

Original pictures or images related to submitted content are appreciated.

The themes for the 2014-2015 academic year AVISO editions are:

Fall – Challenging the Status Quo
Winter – A Day in the Life...
Spring – Professional in Supporting our Profession/Pride in Professionalism

Racontez-nous votre histoire

Nous encourageons des soumissions des enseignants des écoles publiques, du personnel enseignant et de soutien des collèges communautaires. Veuillez envoyer vos soumissions à :

AVISO, 3106 chemin Joseph Howe, Halifax, NS, B3L 4L7

Ou bien envoyez vos soumissions par courrier électronique à : aviso@nstu.ca

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

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

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

Les photos/images originales reliées aux soumissions sont appréciées.

Les thèmes des éditions d'AVISO pour 2014-2015 sont les suivants:

Automne – Remettre en question le statu quo
Hiver – Une journée dans la vie de...
Printemps – Professionnels à l'appui de notre profession / Fiers de notre professionnalisme

Ten Simple Steps to Help Prevent Vision Loss

by Catherine Kieran, Manager, Communications, CNIB (Atlantic)

Did you know that lifestyle choices like diet, exercise and smoking can also have an effect on your long term vision health?

A CNIB survey showed that less than half of Canadians believed that being a non-smoker had a major impact on their vision health. Similarly, just 39 per cent recognized the importance of exercise on eye health, and just 53 per cent understood the effect diet can have.

In reality, all of these things can have profound consequences on your vision health. Knowledge is power in the fight against vision loss.

Here are 10 simple things you can do to help protect your sight:

Have your eyes examined regularly by an eye-care professional, and don't ignore changes in your vision.

Serious eye conditions such as glaucoma and age-related macular degeneration (AMD) can be present in your eyes without any symptoms of eye disease. Other conditions, such as diabetic retinopathy, can progress rapidly if left untreated. Early detection is important to ensure prompt diagnosis and treatment.

You may have a higher risk of developing vision loss if you have a family history of eye disease, light-coloured eyes and skin, are diabetic, overweight, over age 50 or a smoker. Consult your eye doctor to determine what is best for you, depending on your age, family history, existing eye conditions and risk factors.

Quit smoking.

People who smoke are three to four times more likely to develop AMD, which is the number one cause of significant vision loss in people over 50 in Canada. Smokers are also at increased risk for developing cataracts. Quitting now can reduce the risk.

Eat healthy.

Healthy eating makes sense – for both our overall well-being and for our vision. Good nutrition for the eyes means a balance of vitamins, minerals, fats and other nutrients. Studies have shown that nutrients like omega-3 fatty acids, lutein, zinc, and vitamins C and E may help ward off age-related vision problems like macular degeneration and cataracts. Regularly eating these foods can help lead to good eye health:

- Green, leafy vegetables such as spinach, kale, and collards
- Salmon, tuna, and other oily fish
- Eggs, nuts, beans, and other non-meat protein sources
- Oranges and other citrus fruits or juices

Keep active.

Excess weight, a sedentary lifestyle and high blood pressure are all risk factors for AMD and diabetic retinopathy. Staying active helps you maintain a healthy weight, making you less likely to get obesity-related eye diseases.

Protect your eyes from sunlight.

Ultraviolet (UV) radiation is an invisible component of sunlight that is most commonly known to cause sunburns and skin cancers. UV damage can cause AMD, cataracts, retinal damage, skin cancer around the eye, and both cancerous and non-cancerous growths on the eye.

When buying sunglasses, check for 100 percent UV protection; make sure your sunglasses block 100 percent of UV-A rays and UV-B rays.

Wear eye protection.

When playing sports or working with power tools, protect your eyes with Canadian Standards Association-approved safety glasses or goggles. You don't need a prescription for them, and most hardware and sporting-goods stores carry a good selection.

Consider vitamin supplements.

If you are diagnosed with dry AMD, talk to your eye doctor about using a special formulation of high-dosage vitamin supplements that has been shown to be effective in lowering the risk of developing the advanced form of AMD.



Retired teacher Carole Spicer doesn't let vision loss due to age-related macular degeneration keep her from doing the things she loves. During an assessment with CNIB's Low Vision Specialist, Carole—an avid singer—learned a number of sight enhancement techniques to help her read the choir music she now has trouble seeing, as well as identify solutions for everyday tasks that had become a little more challenging since losing her sight.

Prevent/manage diabetes

Most people with diabetes are at a high risk of developing diabetic retinopathy and other vision problems – but most vision loss from diabetic retinopathy can be avoided. With routine eye examinations, diabetic retinopathy can be detected and treated. Without treatment and the proper care, the eye disease can advance to uncorrectable vision loss or even blindness, usually in both of your eyes.

If you are living with diabetes, you can reduce your risk of developing diabetic retinopathy by managing blood glucose levels, eating healthily, exercising and having regular eye exams.

Keeping drinking moderate

Lower the risk of developing cataracts, since heavy drinking of alcoholic beverages is a known risk factor.

Use an Amsler Grid

Catch wet AMD in the early stages, when it's much easier to treat. Wet AMD causes significant vision loss, usually very quickly. *The Amsler Grid* – a test you can easily do at home – is highly recommended if you are over 50, have a family history of AMD or have dry AMD (which often progresses to wet AMD): cnib.ca/amsler

Want to know how you're doing?

Take CNIB's Healthy Vision Checklist to see how you're doing when it comes to looking after your eyes: cnib.ca/checklist

**For previous *The Well Teacher* articles,
go to www.nstu.ca**

**Click on ►► Communications
►► NSTU Publications ►► The Teacher
►► The Well Teacher**

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

**Please contact Darcell at dcromwell@staff.nstu.ca
and provide your NSTU email address.**

**This list provides information about the EIP and
other wellness topics.**

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**For detailed information on individual businesses
in our Deals & Discounts Program for our NSTU Members
(including RTO Members) - go to www.nstu.ca and click on
Communications and then Deals & Discounts.**

NSTU Leader Profile

KIM FRANK - Annapolis-Hants West-Kings

NSTU Provincial Executive

Curiosity was the key element in Kim Frank's interest in Union affairs. Currently in her third year as a provincial executive member representing Annapolis-Hants West-Kings, it was her many questions as a term teacher that sparked her involvement.

"While a term teacher in 1997 at Cambridge Elementary School I wanted to be in control of my own knowledge, so I asked a lot of questions," she says.

She asked a lot of questions of Peter Sheppard, a now retired teacher who was a very active Kings Local NSTU member, and former NSTU first vice-president. Because of her curiosity, Sheppard encouraged her to get involved with the NSTU. "He said that if I didn't get involved, he would start charging me for his time," she jokes.

Teaching since 1995, and currently a learning centre teacher at Falmouth Elementary School, Frank attended her first Annual Council in 1998 as a voting delegate for the Kings Local, she became treasurer of the Annapolis Local in the late '90s, was the president of the Local from 2004 to 2007 and spent four years as Annapolis Valley RRC chair from 2008 to 2012, before she began her first term on the provincial executive in 2012-2013.

She feels fortunate to have had teaching positions in all three Locals of the Annapolis Valley RRC, and because of that, has many connections with members who are employed with the Annapolis Valley Regional School Board. "I think I'm one of the only leaders who has taught in all three Locals."

Provincially she has served on the Resolutions Committee and is a member of the Governance & Policy Committee, which she chaired last year—this committee is near and dear to her heart. "It's important to look at things from the bigger picture, and policy is something that helps to accomplish this."

What started as a thirst to be in control of her own knowledge of her rights has become something more. "It is having the information so I don't have to take things at face value, but it has evolved into so much more about members' rights as a collective, where we came from and how we got here."

"We need to instill in young teachers our history, and let them know the rights the union fought hard for. There's a contract and it's there for a reason!"

She's also concerned about the new generation of teachers and the demands on their time. "I hate to sound like a broken record but workload is so different than when I began teaching, and student demands are increasing," she comments. "Twenty-four hours of our day should not be consumed by our career, and it will be hard for people to keep up that pace for the duration of their careers. There are lots of other things, personal life, and family."



Frank somehow keeps balance in her life, as a mother of two young children—ages five and three, and teaching full-time, she also manages to run a family farm. Wentworth Creek Farm has been in her family since 1909. "The hops that we grow on our farm are sold to Schoolhouse Brewery, the smallest micro brewery in the province, which is owned by two teachers," she says.

Previous to the partnership with Schoolhouse Brewery, Frank's hops were part of the Garrison Brewery's limited edition beer, Garrison Three Fields. Her farm, that she shares with her partner Troy, has beef cattle, laying hens, free-range chickens and vegetables. "Lately we've been into heritage breed birds, which really intrigues us."

Frank is very frank about the challenges she sees for the NSTU as an organization. "There is a divide regarding making changes within our organization. We are at a point where changes need to occur and we need to be thinking about things from a provincial perspective," she says. "We often get caught up facing the challenges within our own Locals and regions. We lose sight of the big picture and often are not looking at ourselves as a whole unit. There are times when changes have to be made for the greater good of the organization which may require Locals and regions to shift their thinking." She likens it to a flower and its petals. "We would never take care of one petal on a flower or part of the plant at the expense of the whole plant."

After her provincial executive term ends in 2016, she says she'll still stay involved somehow, perhaps become an NSTU rep, a position she hasn't tried yet. "I do think it's important to mentor new leaders, and giving them a chance to step into those roles by stepping aside will allow that to happen."

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Beyond Images is generously supported by the Dove Self-Esteem Project

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Rep retreat season in full swing

The annual NSTU representative training sessions had special significance this fall with NSTU’s First Member Engagement Day on October 3 and its emphasis on NSTU reps. NSTU reps are the key link in schools and campuses to NSTU’s programs and services. Their role is crucial in the functioning of the NSTU at the Local level. Local presidents, VPs of PD, RRC chairs and other NSTU members help to organize the retreats. NSTU staff members present sessions at these annual events, and NSTU president Shelley Morse attends the retreats to bring greetings on behalf of all members.

Strait Rep Retreat



The Antigonish, Guysborough County, Inverness and Richmond Locals of the NSTU came together to host a PD weekend for their reps on September 26 and 27 at the Dundee Resort on Cape Breton Island. This year’s event was organized by the Richmond Local. The Friday evening session was facilitated by NSTU Outreach and Equity staff officer Gérard Cormier on Member Engagement, which included a presentation by public relations coordinator Angela Murray on the results of the NSTU’s Member Satisfaction Survey. Saturday morning’s session was presented by member services staff officer Allan MacLean, did a presentation on pension changes, valuation and structure. *Above are new NSTU reps this school year with Richmond Local president Phil Samson (second from left) and Gérard Cormier (far right). From left to right: Laurie Baccardax (Inverness), Tamarac Education Centre; Robin Hayne (Antigonish), St. Andrew’s Consolidated and Anna DeWolfe (Inverness), Cape Breton Highland Education Centre.*

Tri-County Rep Retreat

The Tri-County Rep Retreat was held on September 27 and 28 on beautiful Brier Island at the Brier Island Lodge in Westport hosted by the Digby Local. School reps and executive from Digby, Shelburne County and Yarmouth Locals enjoyed a wonderful weekend together. Saturday night Betty-Jean Aucion presented a session on *Honour in the Workplace*. Following the session the participants enjoyed a social time in the lounge. Wally Fiander hosted a trivia game and although the score was very close, a team from the Digby Local won. Sunday morning participants attended a session on Member Engagement with Gérard Cormier, an informative session on article 60 with Joanna Wilson and a teacher information session with Wally Fiander. Many participants went whale watching Sunday afternoon and were very impressed with the show the whales put on. Many attendees commented on how much they enjoyed travelling to a part of a province they had never been to before.



From left to right: (seated in front) Stacey Bain and Joanna Wilson. Seated in boat: Trudy Comeau, Charlene Honey, John MacKay, Judy Rogers, Beth Hannem, Lori MacKinnon, Glenys Stephenson, Laura Bowen, Claudette Comeau, Robyn MacKenzie, and Dave McNutt. Back row: Heidi Tudor, Colleen Scott, Yarmouth Local president Rollie Hannem, Digby Local president Krista Moore, Sarah Price, Frayne Kyte, Josée Dejardens, Nick Wilson, Terri Dean-MacNeil, Jennifer MacLeod, Gina Mundell, provincial executive member Stacy Thorburn, Wanda Gilles, Jillian McNutt (baby), Carmen Anderson, provincial executive member Wally Fiander, Gary deVillier, Shelburne County Local president Dawn Smith, Allen Whittaker (VP Communications, Yarmouth) and NSTU president Shelley Morse.

Chignecto Rep Retreat

The Colchester-East Hants (CEH), Cumberland and Pictou Locals held a joint retreat for NSTU reps at the Pictou Lodge on October 3 and 4. This annual retreat began on NSTU’s Member Engagement Day and highlighted the theme *Get to Know Your NSTU Rep*. Chignecto-Central Regional School Board superintendent Gary Clarke provided opening remarks along with Robert George, CEH Local president and Gerry Alley, Chignecto RRC chair. Adam Myatt, The Youth Project, Community Educator provided a session on *Transgendered Students in the Classroom* on the Friday evening. CEH Local executive members Lori MacIntosh, Wendy Gould, and Nadine Arnold presented *Responsibilities of NSTU Representatives* on Saturday morning, and Bruce Kelloway, Assistant Executive Director closed the event with a presentation on *Cyberbullying*.



From left to right back row: provincial executive members Pat Hillier (Cumberland) and Cindy MacKinnon (Pictou); Michelle DeCoff (Cumberland Local) new NSTU rep, Springhill Jr./Sr. High School; CEH Local president Robert George; first vice-president Alison MacPherson; Natalie Doroshenko (CEH Local), new NSTU rep, Valley Elementary; Cumberland Local president Wade Van Snick; and NSTU president Shelley Morse. Front row: Gena Henderson (new NSTU rep West Pictou Consolidated school, provincial executive member Cherie Abriel (CEH), and Pictou Local president Nancy Doyle.

executive highlights

July 19-20

- Filed Table Officers Report;
 - Selected six candidates to the John Huntley Memorial Internship Program, along with two alternates; **Heather Kearney, Cape Breton District; Adam Boyd, Hants West; Michael Chapman, Lunenburg County; Lori MacKinnon, Yarmouth; Caroline Linehan, Pictou; and Joan Cunningham, Dartmouth.**
 - **Alternates: Keith Partridge, CSANE and Peter Day, Northside-Victoria.**
 - Approved financial support to BCTF in the amount of \$50,000 to go to their Hardship Fund;
 - Approved a recommendation that \$1,000 be donated to the Education International Solidarity Fund –
- Humanitarian assistance for teachers and students in Gaza;
 - Received the Audited Financial Statements of the NSTU Group Insurance Trust Fund;
 - Approved a recommendation that the Professional Services Staff Contract be extended for an additional three years to expire July 31, 2017;
 - Approved amendments to Operational
- Procedures 9(b) Conference Guidelines;
 - Filed the Annual Reports from NSTU Standing Committees to be posted to the Members’ Only website;
 - Approved a recommendation that the Governance & Policy Committee examine alternate structures of the CSANE Local.



Thermal Comfort and Air Quality in the Workplace

As we move further into autumn and the colder weather begins, the NSTU wants to make sure its members understand the occupational health and safety rules around comfortable temperatures and proper ventilation in the workplace.

Heating

Nova Scotia's Occupational Health and Safety Act and Regulations do not define acceptable workplace temperatures. The Act does say that an employer must "take every precaution that is reasonable in the circumstances to ensure the health and safety of persons at or near the workplace." This includes making sure employees work in a comfortable temperature.

The Canadian Centre for Occupational Health and Safety has set guidelines for thermal comfort. "Thermal comfort" refers to the temperature, humidity level, and air movement where most employees will feel comfortable, wearing normal clothes. The Centre recommends that temperatures should be in the range of 21° to 23°C (69 to 73°F). This assumes that the air is not blowing and that the humidity is kept at about 50 per cent. This is considered the "comfort zone" where most people will not feel too warm or too cool.

The Canadian Standards Association publication on "Office Ergonomics" also defines parameters for thermal comfort. Acceptable temperatures are lower in winter, when employees wear warmer clothing.

Temperature/Humidity Ranges for Comfort			
Conditions	Relative Humidity	Acceptable Operating Temperatures	
		°C	°F
Summer (light clothing)	If 30%, then	24.5 - 28	76 - 82
	If 60%, then	23 - 25.5	74 - 78
Winter (warm clothing)	If 30%, then	20.5 - 25.5	69 - 78
	If 60%, then	20 - 24	68 - 75

This range is expected to be acceptable for 80 per cent of workers. Since individuals may react to temperatures differently, an employer or employee may need to take additional steps to ensure a comfortable workplace. This may include wearing additional clothing or using space heaters, if permitted.

Ventilation

Nova Scotia's Occupational Safety General Regulations set standards for proper ventilation in the workplace.

An employer must provide for a fresh, outdoor air supply into a workplace and the removal of air from the workplace.

The ventilation system must keep the air "reasonably pure" and "render harmless all gases, vapours, dust or other impurities that are likely to endanger the health or safety of any person therein."

Air purity can be affected when toxins from idling vehicles or cigarette smoke enter the building through outdoor vents. Employers should be careful to ensure that such hazards are not permitted near air vents.

If you are concerned about air quality or the temperature in your workplace, please contact your NSTU representative on your Joint Occupational Health and Safety Committee.

The John Huntley Memorial Internship Program

The deadlines for application for the John Huntley Memorial Internship Program for the 2014-2015 school year are November 15, February 15 and April 15.

Applications for active NSTU members are available through your NSTU rep, on the NSTU website at www.nstu.ca or at Central Office 477-5621 or 1-800-565-6788. The internship provides members with an opportunity to learn more about the NSTU.

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Radiant Child Yoga Program

A certificate training course for teachers, parents, therapists and all who would like to
Give Children the gift of Yoga

The **Radiant Child Children's Yoga Teacher Training** is coming to Halifax, in November 2014. Facilitated by Sue Ducros from Ottawa. The certificate program is ideal for teachers, yoga instructors, physiotherapy and occupational therapists as well as anyone who wishes to incorporate yoga teachings into their current practice. No prior yoga training or experience is necessary.

Overview and Learning Outcomes:

- Teach children age-appropriate yoga, breathing techniques, relaxation, stillness
- Provide fun learning lessons through stories, games, songs & brain-body movement.
- Provide effective yoga techniques for children with SPD, ADHD, Autism, special needs.
- Learn how to properly use communication, deep listening & class management skills.
- Learn how to recognize physical & energetic developments of children as they grow.
- Experience personal transformation as you train and teach.
- Tune into subtle awareness and deeper messaging for yourself and your students.
- Be able to employ the materials provided through the training course

Dates: Friday, November 7th, 5 p.m. - 10 p.m.;
Saturday and Sunday, November 8th and 9th, 8 a.m. - 5 p.m.;
Monday, November 10th, 8 a.m. - 3 p.m.

NOTE: NO previous yoga experience required. Recognized by Yoga Alliance

Location: Maple Tree Montessori School, 3008 Oxford St, Halifax, NS B3L 2W5

Tuition: Radiant Child Weekend: \$795 through 10/15/14; \$845 after that date. Prices exclude tax. Included in the price of the course are the following materials (Retail Value \$200). Materials will be shipped to the course location:

PLEASE CALL OR EMAIL FOR MORE INFORMATION

Sue: 613-730-6374 sueducros@rogers.com



Project Application Mailing Address—Sheonorail Foundation Project Review Committee;
3106 Joseph Howe Drive, Halifax, NS B3L 4L7; Application Form—sheonorail.nstu.ca

Project Application Deadline—November 14, 2014

Prescott Group

13th Annual Christmas Tea & Sale

3430 & 3480 Prescott Street
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10 a.m. - 2 p.m.

Silent Auction, Raffle & Bake Sale

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www.prescottgroup.ca



Neptune Theatre's Teachers' Night



As part of the Nova Scotia Teachers Union's long-time support of Neptune Theatre's Young Neptune Company (YNC) Tour and Student Matinee Program, the theatre has been hosting a Teachers' Night. On September 8 just over 450 NSTU members, guests and family members were treated to a free dress rehearsal performance of Neptune Theatre's production of *Into the Woods*.
NSTU Halifax County Local president Meg Ferguson brought greetings on behalf of the NSTU to welcome teachers to the event.

The War Amps
presents

Newsreel of the Week

See history in action by following The War Amps on YouTube as a newsreel from *The Canadian Army Newsreels* series is added every week.

Army cameramen documented Canadian troops in training and on the front lines during the Second World War. They scooped the world on major events, including D-Day.

This collection holds an important place in Canada's history. **Watch, learn and share** these newsreels by visiting youtube.com/warampsofcanada.

The War Amps
1 800 250-3030
waramps.ca

Charitable Registration No.: 13196 9628 RR0001

CORRECTION NOTICE — MEMBER DIARY

Please be advised of the following printing error in the Provincial Salary Scales on pages 78-79 of the 2014-2015 Member Diary. Under the heading "Year of Teaching" it should read as follows: 1, 2, 3, 4, 5, 6&7, 8&9, 10, and 11+. The salary scale in the Teachers' Provincial Agreement is correct and can be found on page 157 or at http://www.ednet.ns.ca/files/agreements/2012-15_TPA_Eng.pdf. We regret any inconvenience this may have caused.

NEW DEALS & DISCOUNTS FOR NSTU & RTO MEMBERS



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Upgrade your French skills with this 30-credit hour certificate.

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(continued from page 4)

quantitative – les gens font généralement confiance aux chiffres et peuvent suivre l’approche linéaire aux propositions et aux explications de réformes éducatives. Toutefois, l’éducation n’est pas une marchandise et les écoles ne sont pas des entreprises. Le système éducatif est fondé sur des structures sociales et est très complexe. Ce qui influence la réussite des élèves, le rendement scolaire, l’engagement, et l’apprentissage permanent est encastré dans un contexte social global de facteurs externes et internes (Raptis, 2012). Pour prendre des décisions en matière d’éducation, le gouvernement devrait commencer par tenir compte des déterminants sociaux de la santé, ou mieux encore, du bien-être.

J’ai l’espoir que les membres du NSTU ne se laissent pas décourager en cette période de responsabilisation fondée sur les données. Bien qu’il soit important de se tenir informé, je vous prie de regarder ce qui vous entoure d’un œil critique et d’éviter d’assimiler les « défaits » de la société; continuez à mettre l’accent sur les élèves. Ce qui est présenté dans les médias au sujet de l’éducation publique peut souvent peser lourdement sur notre cœur car les journalistes se sont transformés en ce qu’un chercheur appelle « les chiens de garde du contribuable » dont la mission est d’assurer que le public ne se fait pas escroquer (Raptis, 2012). Malheureusement, les rapports sont souvent mal informés et mal orientés; les intervenants qui font souvent les frais de la proverbiale arme médiatique sont les travailleurs de première ligne en éducation dont le principal objectif est d’aider et d’encourager les élèves à réussir et à prospérer; tellement de perspectives d’avenir les attendent sur le parcours vers l’âge adulte.

Pour ce qui est de la pauvreté des enfants, les communautés des écoles et des campus font leur part en fournissant des programmes de déjeuner et de dîner et en pourvoyant les banques d’alimentation. Malheureusement, bien que ces efforts puissent aider immédiatement l’élève qui a faim à ce moment-là, la société pourrait faire bien davantage. Il est certain que la pauvreté ne peut pas être facilement éradiquée, mais le fait d’aborder l’influence de la pauvreté sur la réussite des élèves revient à aborder la pauvreté. L’éradication de la pauvreté en

Nouvelle-Écosse devrait être un objectif commun pour tous les partis politiques et tous les Néo-Écossais. « En définitive, les enseignants excellents font les excellentes écoles, mais les enseignants excellents ne peuvent pas le faire seuls – ils ont besoin du soutien d’une société équitable. Si nous ne faisons pas attention, nous risquons de mal interpréter les résultats, et au lieu de faire la guerre à la pauvreté et à l’iniquité, nous finissons par faire la guerre aux enseignants et aux écoles » (Bower, 2013).

Références

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SUBMISSION FOR PROVINCIAL PUBLIC SCHOOL NEGOTIATIONS 2014

(One item per page)

INDIVIDUAL MEMBER

Please **CHECK ONE** Box Only:

New Article ☐ (or) Current Article ☐ Article Number _____

Subject Title: _____

Proposal: _____

Explanation/Clarification/Rationale: _____

Signature: _____ School: _____

Date: _____ Local: _____

Note: Must be Received by October 31, 2014

Send to NSTU, c/o Deb Savoie, 3106 Joseph Howe Drive, Halifax, NS B3L 4L7
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Nova Scotia Holocaust Education Week

Holocaust Education Week Seminar

Remember the Past, Work for Peace

November 14, 2014. Seminar fee: \$75.00


Temple Sons of Israel, Whitney Ave. Sydney N.S., 9:00am-3:00pm





The Nova Scotia Holocaust Education Week Committee is pleased to announce Kathy Kacer as 2014’s guest speaker.

Kathy is a well-known author of children’s historical fiction and non-fiction that focus on the holocaust such as The Secret of Gabi’s Dresser, The Diary of Laura’s Twin, The Underground Reporters and Hiding Edith.

A winner of the Silver Birch, Red Maple, Hackmatack and Jewish Book Awards, and a finalist for the Geoffrey Bilson and Norma Fleck Awards, Kathy’s work has been warmly recieved by a global audience.







Charlie Palmer-WWII Veteran will show his rare photo collection of Nazi war photography.


The Azrieli Foundation are sponsoring a film and book about Helena Jockel.

Deadline : If you are attending this conference you must send an email by November 1,2014 to educationholocaust@gmail.com

Website- <http://holocausteducationweek.tumblr.com/>

Info: educationholocaust@gmail.com

Our Partners





**Enjoy the NSTU's largest
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Provincial Professional
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**Congratulations to our Book Winners
from September!**

FRESH - Ashley Rowsell, Dartmouth

EQUITY - Leigha Gouthro, Sydney

PD - Melody Stewart, North West Harbour



The Digby Local held its annual Meet & Greet on September 22 at the Digby Pines. From left to right: Local treasurer Nick Wilson, NSTU rep Dave McNutt, VP-PA/PR Joanna Wilson, Local president Krista Moore, NSTU president Shelley Morse, VP-PD and Social Sarah Price and NSTU executive staff officer Gérard Cormier.

NSTU pledges \$50,000 for BC teachers

On September 19, at its first meeting of the 2014-15 school year, the NSTU's provincial executive approved a \$50,000 donation to the British Columbia Teachers' Federation's Hardship Fund to help colleagues in the aftermath of their strike.

"Teachers in British Columbia were diligent in their job action, and were on the picket line from mid-June to mid-September," says NSTU president Shelley Morse. "They did not receive a pay cheque at the end of June, during the summer or well into September. We know many teachers need help in getting back on their feet, and the hardship fund provides them with assistance."

Members of the British Columbia Teachers' Federation started rotating strikes in May and were off the job starting in mid-June last school year. They voted to ratify the agreement-in-committee reached on, September 16 with the government's bargaining agent, the BC Public School Employers' Association. A total of 31,741 teachers cast ballots and 27,275 voted yes, 86 per cent.

"NSTU members asked us to support their BC colleagues, and we hope that our pledge to their hardship fund, along with funding from other teacher organizations across the country will enable that organization to continue to serve its members and help our colleagues in their continued struggle," adds Morse.

NOVEMBER 6-7, 2014 HALIFAX MARRIOTT HARBOURFRONT HOTEL
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This two-day conference will provide participants with multiple opportunities for discussion and reflection on how to move the principles of assessment for learning beyond theory and into practice. Participants will develop strategies, tools and a site based action plan that will support them in leading the implementation of a culture of assessment in the service of learning.

Register at
www.nselc.ca

REGISTRATION FEE

\$470 (plus tax)

(includes continental breakfast, nutrition breaks and lunch each day)

WORKSHOP AGENDA

Registration: 7:30 a.m. - 9:00 a.m.

Day One Workshop: 9:00 a.m. - 3:30 p.m.

Day Two Workshop: 8:00 a.m. - 3:30 p.m.



Education Leadership Canada®, a division of the Ontario Principals' Council, offers multiple professional development opportunities for current and aspiring school leaders.

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The Nova Scotia Educational Leadership Consortium is a non-profit organization comprised of partners who share a common interest and commitment to public education. The NSELN offers a wide variety of professional learning programs which develop and expand learning for educators who are or aspire to be educational leaders. These programs are based on current research and best practices, and provide educators with the skills development they require to become more effective leaders.

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Dartmouth, NS B3B 1W4
Phone: 902-422-3270

www.nselc.ca

Nominations Open for Student Respectful Citizenship Award

Every day students across Nova Scotia make positive differences in their schools and communities and now is the time to recognize them.

The Lieutenant Governor's Respectful Citizenship Award honours students around the province who demonstrate excellent leadership and a strong commitment to creating safe and inclusive spaces in schools and communities.

"Students in Nova Scotia are doing many great things to address bullying and discrimination in their schools and community," said Lt.-Gov. J.J. Grant. "They are taking initiative to make Nova Scotia a safer and better place to live, and they deserve to be recognized for their efforts."

Now in its second year, the award is given annually to up to 20 students in Primary to Grade 12 in public, private, or home school.

An individual award and a group award can be given to students in each of the eight school boards and the Mi'kmaw Kina'matnewey Board. Two more awards can be given to students in private school or who are home schooled and registered with the Department of Education and Early Childhood Development.

Nominations must include a description of their role in the project or activity and how it supports the promotion of safe and inclusive communities, and must be accompanied by two references.

Nomination forms have been sent to schools and can be found at <http://antibullying.novascotia.ca>.

The deadline for nominations is Friday, November 28.

Stand Up Against Bullying Day

On September 11, students, teachers, administrators and community members across the province donned anything pink to speak out against bullying and cyberbullying for the eighth *Stand Up Against Bullying Day*.

The province and education partners, including the Nova Scotia Teachers Union recognize the second Thursday in September as a day to stand together and support each other in helping to eliminate bullying behaviours in classrooms, communities and online.



East Richmond Education Centre Vice-Principal Lisette MacDonald; Grade Primary student Landon N. and Principal Tanya Carter wore their “Bullying Stops Here” t-shirts in preparation for their school’s Stand Up Against Bullying Day celebrations.

Students and parents who are involved in, or witness, bullying behaviour in schools can report it using the Online Reporting Form for Students and Parents. Since its launching last November, 81 students, parents and school staff have used it to report incidents of bullying. Teachers, parents, students and community members can also report incidents of cyberbullying to CyberScan at <http://cyberscan.novascotia.ca/>. For more information on bullying and cyberbullying, where to go for help, and ways to report visit www.antibullying.novascotia.ca.

The Mayflower Mall in Sydney hosted its first “*Bullying Stops Here*” day for *Stand Up Against Bullying Day*. Susan Kelley, Director of Programs and Student Services, Cape Breton-Victoria Regional School Board, the Hon. Mark Eyking, MP Sydney-Victoria and Cst. Shaun MacLennan from the Cape Breton Regional Police Service brought greetings and messages to 300 students in attendance from Grades 1-12. Students from Breton Education Centre, Glace Bay Elementary, Glace Bay High School and Tompkins Elementary participated in the “*Bullying Stops Here*” event. They were given pink t-shirts from the Mayflower Mall and treated to musical performances about the importance of having a voice and using their voice. A police presentation also included segments on cyberbullying. Students ended the morning with a parade through the mall, followed by a treat of an apple and a bottle of water.



Above are Cape Breton-Victoria Regional School Board students at the Mayflower Mall’s Bullying Stops Here day.

PROJECT OVERSEAS 2015 Teachers’ Action for Teaching

VOLUNTEER OVERSEAS WITH CTF!

Would you like to assist teachers in a developing country? Are you interested in learning more about global education issues? PO has assisted teacher organizations in over fifty countries in Africa, Asia and the Pacific, and the Caribbean. PO currently places over fifty volunteers in approximately twelve countries every July and August.

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


CTF seeks English and French-speaking Canadian teachers who are interested in volunteering to offer in-services in a wide range of subjects in developing countries such as: Barbados, Dominica, Ghana, Grenada, Guyana, Haiti, St. Kitts, St. Lucia, St. Vincent & the Grenadines, Sierra Leone, Togo, Trinidad & Tobago, and Uganda.

Further information and application forms are available from Gail Doucette, NSTU, 3106 Joseph Howe Drive, Halifax, NS B3L 4L7; www.nstu.ca or 902-477-5621, 1-800-565-6788 or www.ctf-fce.ca

APPLICATION DEADLINE: NOVEMBER 14, 2014

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





Nova Scotia Teachers Union

EXECUTIVE STAFF OFFICER – MEMBER SERVICES

APPOINTMENT:
January 1, 2015

DUTIES:
Primarily in the area of Member Services including contract interpretation, answering member enquiries, negotiations, grievances, working with Locals, Regional Representative Councils and Committees, benefits administration and additional duties that may be assigned by the Executive Director.

APPLICANTS:

- Should include academic and professional qualifications, a summary of experience in areas noted above and references.
- Applicants must be eligible to hold a valid Nova Scotia teacher's professional number and/or be a member of the NSTU in the employ of the Nova Scotia Community College.
- Should have a good working knowledge of Nova Scotia Educational System and the Nova Scotia Teachers Union.
- Should have experience and knowledge in the negotiation and administration of collective agreements, including employee benefits.
- Must have willingness to participate in necessary and ongoing professional development as required.
- Frequent evenings and weekend work is a requirement and must be willing to travel.
- Fluency in both official languages shall be considered an asset.

NOTE:
Applications are available at www.nstu.ca or can be obtained by contacting the NSTU at 1-800-565-6788 or nstu@nstu.ca

BENEFITS:
As provided in the NSTU Executive Staff Agreement.

Deadline for receipt of applications is Monday, October 20, 2014 12:00pm.

Applications should be forwarded to:
Executive Director
Nova Scotia Teachers Union
3106 Joseph Howe Drive
Halifax, Nova Scotia B3L 4L7
jling@staff.nstu.ca

NSTU POLICY ON EQUITY AND AFFIRMATIVE ACTION READS: “Equity for under-represented groups, i.e., aboriginal persons, racially visible persons, persons with disabilities, and women, must be considered in the hiring of staff, secondments, the formation of committees, and the Internship Program.”

CADRE DE DIRECTION – SERVICES AUX MEMBRES

DATE D’ENTRÉE EN FONCTION :
Le 1er janvier 2015

FONCTIONS :
Principalement dans le domaine des Services aux membres y compris interpréter les contrats, répondre aux demandes de renseignements des membres, gérer les négociations, les griefs, travailler avec les sections locales, les conseils de représentants régionaux et les comités, administrer les avantages sociaux et remplir les autres fonctions qui peuvent être assignées par le directeur exécutif.

CANDIDATS :

- Les candidats doivent indiquer leurs diplômes universitaires et leurs titres de compétence professionnelle et présenter un résumé de leur expérience dans les domaines notés ci-dessus ainsi que des références.
- Les candidats doivent pouvoir détenir un numéro professionnel valide d’enseignant de la Nouvelle-Écosse et/ou être membre du NSTU en tant qu’employé du Collège communautaire de la Nouvelle-Écosse.
- Les candidats doivent avoir une bonne connaissance pratique du système d’enseignement de la Nouvelle-Écosse et du Nova Scotia Teachers Union.
- Les candidats doivent avoir de l’expérience et des connaissances en matière de négociations et d’administration des conventions collectives, y compris des avantages sociaux.
- Les candidats doivent être disposés à participer à la formation professionnelle continue et nécessaire au besoin.
- Ce poste exige fréquemment de travailler en fin de semaine et en soirée et les candidats doivent être disposés à se déplacer.
- Une bonne maîtrise des deux langues officielles est un atout pour ce poste.


REMARQUE :
Les formulaires de candidature sont disponibles sur le site www.nstu.ca ou peuvent être obtenus en contactant le NSTU au numéro 1-800-565-6788 ou à nstu@nstu.ca

AVANTAGES SOCIAUX :
Tels que stipulés dans la convention du personnel cadre du NSTU.

La date limite de réception des candidatures est le lundi 20 octobre 2014 12h00.


Les candidatures doivent être envoyées au :
Directeur exécutif
Nova Scotia Teachers Union
3106, promenade Joseph Howe
Halifax, Nouvelle-Écosse
B3L 4L7
jling@staff.nstu.ca

LA POLITIQUE DU NSTU SUR L’ÉQUITÉ ET LES MESURES ANTIDISCRIMINATOIRES STIPULE : « L’équité à l’égard des groupes sous-représentés, c’est-à-dire des autochtones, des personnes appartenant à des minorités visibles, des personnes handicapées et des femmes, devra être respectée lors de l’embauche de personnel, des détachements de personnel, de la formation des comités et le programme de stages. »



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OTTAWA
CANADA'S CAPITAL

The Teacher, October 2014, Page 15

coming events

October is...

Autism Awareness Month (www.autismsocietycanada.ca/); Brain Tumour Awareness Month (www.braintumour.ca/4228/brain-tumour/); Breast Cancer Awareness Month (www.cancer.ca/en/cancer-information/cancer-type/see-all/?region=ns); Canadian Library Month (www.cla.ca/clm14); Eye Health Month (opto.ca/); Healthy Workplace Month (healthyworkplacemonth.ca/en/); International Walk to School Month (www.iwalktoschool.org/); Learning Disabilities Awareness Month (www.ldacta.ca/); Lupus Awareness Month (www.lupuscanada.org/); National Occupational Therapy Month (www.caot.ca/default.asp?pageid=190); Occupational Therapy Month (www.caot.ca/); Psoriasis Awareness Month (www.psoriasiscommunity.ca/); Rett Syndrome Awareness Month (www.rettsyndrome.org/get-involved/october-awareness-month); SIDS Awareness Month (Sudden Infant Death Syndrome) (www.babysbreathcanada.ca/); The Flu Shot: Influenza Immunization Awareness Month (healthycanadians.gc.ca/diseases-conditions-maladies-affections/disease-maladie/flu-grippe/index-eng.php); National Veterinary Technician Week - Oct. 12-18 (caahvt-actsa.ca/); National School Safety Week

- Oct. 17-23 (canadasafetycouncil.org/campaigns/national-school-safety-week-0); Respiratory Therapists Week - Oct. 19-25 (www.csrt.com/en/events/rt_week.asp); National Infection Control Week - Oct. 20-24 (www.ipac-canada.org/news_icweek.php); Canadian Society of Respiratory Therapists - Oct. 26 - Nov. 1 (www.csrt.com/en/index.asp); Canadian Patient Safety Week - Oct. 27-31 (www.patientsafetyinstitute.ca/English/news/cpsw/Pages/default.aspx); Canadian Intensive Care Week - Oct. 28 - Nov. 3 (www.caccn.ca/en/medialcanadian_intensive_care_week.html); Women's History Month (<http://www.swc-cfc.gc.ca/index-eng.html>); World Food Day - Oct. 16* (www.foodbankscanada.ca/); World Spine Day - Oct. 16* (www.worldspineday.org/); International Stuttering Awareness Day - Oct. 22* (www.isastutter.org/); World Stroke Day - Oct. 29 (www.strokeassociation.org/STROKEORG/General/World-Stroke-Day-2012_UCM_444999_SubHomePage.jsp).

OCTOBER

Mi'kmaq History Month

The theme of Mi'kmaq History Month 2014 is *Atukwen — Communication*. The oral tradition is a main focus of this

year's theme, reflected in the stories and culture of the Mi'kmaq passed down from generation to generation. Treaty Day, (October 1st) marks the beginning of Mi'kmaq History Month in Nova Scotia which was proclaimed in 1993 by then Premier John Savage and Mi'kmaq Grand Chief Ben Sylliboy. The month promotes public awareness about the Mi'kmaq culture and heritage. During the school year, and in particular throughout the month of October schools organize activities to enhance classroom learnings about our Mi'kmaq communities.

More information can be found at the following links: Glooscap Heritage Centre, <http://www.glooscapheritagecentre.com/index.html>; Office of Aboriginal Affairs at <http://www.novascotia.ca/abor/office/what-we-do/public-education-and-awareness/>; Mi'kmaq Rights Initiative, <http://mikmaqrighits.com/>; Mi'kmaq Resource Guide, <http://novascotia.ca/archives/virtual/mikmaq/>.

NOVEMBER 17 TO 23

Bullying Awareness Week

Dedicated to empowering kids to take action in their communities, Family Channel's 12th annual Bullying Awareness Week campaign promotes the message to Stand UP!, not stand by when you see bullying happen.

PREVNet (Promoting Relationships and Eliminating Violence Network) has been partnered with Family Channel for the past nine years and has created a teacher's guide that includes tip sheets for students, teachers, and parents designed to promote inclusive and supportive classrooms. Resources include a Cyberbullying Tip Sheet, an LGBTQ Fact Sheet, facts about bullying, and information on the difference between teasing and bullying. The Guide also includes Family Channel's episode-specific guides, classroom activities and

ideas to incorporate Bullying Awareness Week into school classrooms.

The Guide is available to download in English and French at no cost. Please visit: <http://www.family.ca/standup/resources.php>

NOV. 30 TO DEC. 6

Week of the White Rose

To mark the 25th anniversary of the tragic event at Polytechnique Montréal on December 6, 1989, which cost 14 young women their lives and injured another 14 people, Polytechnique is launching the first Week of the White Rose. Visit whiteroseweek.org for more info.

NOV. 30 DEADLINE

National Democracy Challenge

The National Democracy Challenge is open to young Canadians aged 14 to 17. They are invited to answer this year's Challenge question: Tell us why Canadians should vote!

Prizes will be awarded in three categories: video, image/artwork and writing. There is also a prize for the school that submits the most entries.

A promotional video for an overview of the Challenge can be found at: www.democracy-democratie.ca. The Challenge is open until November 30, 2014.

The Challenge is a great class project that brings together key skills such as writing, presentation, critical thinking, and analytical skills. It can be integrated into classes such as civics/citizenship education, social studies, history, politics, and language arts amongst others.



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INFORMATION

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- * The National Book Bank offering free new books that you select (pay only for shipping or opt to pick up the books granted to you); or
- * The First Book Canada Marketplace offering brand new books at 50% to 90% off retail prices.

To access these resources, complete our simple online registration (It only takes a few minutes). <http://booksforkids.firstbook.org/canadareg/>

- * Once your registration is submitted First Book Canada will contact you.
- * We are encouraging you to register as an educator/administrator rather than a school so that your approval to receive books will travel with you if you change positions or schools.
- * In late October those who have submitted their online registration and have been confirmed as a recipient by First Book Canada will receive notification that the Nova Scotia book distribution is taking place. You will be invited to go to the site and select the books you wish for your class or program.
- * The second week of November the books will arrive in Dartmouth for distribution based on your order. You can pick them up at the warehouse or if you would like to have them shipped to you they will be delivered by UPS for a small shipping fee.
- * Books and educational resources are for ages birth to 18 years.

If you would like additional information, please contact Lesley Dunn, Executive Director, Dartmouth Learning Network at (902) 463-9179 ext 222.



NOTICES

Holocaust Education Week 2014: Educators Workshop, Project-based learning, Integrating Holocaust into the Curriculum

Guest Speaker: Norman Conard, director, Irena Sendler Foundation, Educator from the Azrieli Foundation.

Norman Conard is an American educator and director of the Life in a Jar Irena Sendler Foundation, in Kansas. He is the recipient of the National Civil Rights Award and a member of the National Teachers Hall of Fame for creating projects that teach respect and understanding through historical examples. Norman Conrad, along with his students, created a theatrical production entitled Life in a Jar. It told the life story of Irena Sendler, a woman who rescued many Jewish children from the ghettos. The play received great attention from the press and media outlets in the United States. It was presented over 200 times throughout the United States and Europe.

The Azrieli Foundation, Toronto, established the Holocaust Survivor Memoirs Program in 2005 to collect, preserve and share the memoirs and diaries written by survivors of the twentieth-century Nazi genocide of the Jews of Europe who later made their way to Canada. The program is guided by the conviction that each survivor of the Holocaust has a remarkable story to tell, and that such stories play an important role in education about tolerance and diversity.

Date: Thursday, November 6th; **Time:** 10:00 a.m. to 2:30 p.m.; **Place:** NSTU Building, 3106 Joseph Howe Drive, Halifax; **Cost:** \$35; All participants will receive Holocaust Education resources, compliments of the Azrieli Foundation.

To register contact: Atlantic Jewish Council Office; (902) 422-7491 x221; atlanticjewishcouncil@theajc.ns.ca

Holocaust Education Week - 2014

Remember the Past—Work for Peace, Location: Temple Sons of Israel, Sydney, Nova Scotia, November 14, 2004 (9:00 a.m. – 3:00 p.m.) The presenter is award winning author Kathy Kacer, winner of: Silver Birch, Red Maple and Hackmatack awards. For more information: <http://holocausteducationweek.tumblr.com/> or email: educationholocaust@gmail.com

Canada's Coolest School Trip

This contest is open to all Grade 8 classes (secondary 2 in Quebec) across Canada and offers the chance to win an all-inclusive five-day, four-night trip to Parks Canada places in Quebec, including to La Mauricie National Park and the national historic sites in Quebec City. To enter, classes must pick a Parks Canada place that they believe is extraordinary and create a one-minute video that demonstrates why their chosen place is significant to Canadians. Contest entries will be accepted online at www.myparkspass.ca from October 9, 2014 to February 23, 2015. Parks Canada and its partners have run this contest for the last four years as part of the My Parks Pass program. This program strives to promote lasting relationships between young Canadians and Canada's treasured places by inviting youth to experience Parks Canada places first-hand. To find out more about the program and the 2014/2015 contest, please visit our website at www.myparkspass.ca.

WINNERS OF THE BOOKS GIVEAWAYS FROM SEPTEMBER!

Congratulations to the NSTU members who entered our draws and won the books giveaways in September's issue of *The Teacher*. Jennifer Uhlman of Conquerall Bank, Lunenburg County won the Random House books; Tanya England of Port Hawkesbury won the Acorn books; and to Madonna Sampson of Halifax for winning the Elementary set of books. Thanks to everyone for entering!



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All entries must be postmarked by Friday, February 6, 2015.

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update

RE-DESIGNED, NSTU Age-Banded Optional/Spousal Life Insurance Program

As you may be aware, the NSTU Group Insurance Trustees recently re-designed the NSTU Optional/Spousal Life Insurance Program to provide more competitive rates in all eligible age categories, introduce male/female, smoker/non-smoker rate, and extend the age of eligibility.

Some Great News!! Open Enrollment!!

The NSTU Group Insurance Trustees have negotiated a great opportunity for active members and spouses. Between October 1, 2014 and October 31, 2014, as an NSTU active member under age 70, you and your spouse are eligible to apply for a total amount of \$30,000 each for optional life insurance without providing medical evidence of insurability. As of the date of the publishing of this article, you will have already received an information package with regard to this opportunity if you have less than \$30,000 of optional life coverage.

As a refresher, optional life insurance premiums are paid by you, the plan member, through payroll deduction. Your spouse may apply for spousal life insurance equal to or less than your optional life coverage in units of \$5,000.

A beneficiary must be chosen for any optional life insurance coverage you elect. Your beneficiary can be the same person named for your Provincial Master Life Insurance or you can choose a separate beneficiary. Either way, it is important to appoint a beneficiary and a contingent beneficiary for your life insurance. Contained within the package that you received is an enrollment form and you can name a beneficiary and contingent beneficiary on that form. You, as plan member, are the beneficiary for any spousal or dependent insurance.

More Great News!!

In addition to the open enrollment, the NSTU Group Insurance Trustees are pleased to announce that a number of eligibility changes have been made as part of the redesign.

All active and retired NSTU members, as well as spouses under the age of 65, are now eligible to apply for this benefit. Optional life insurance can now be

continued to your 85th birthday and coverage for your spouse ceases at 85 or when your insurance terminates.

If you did not enroll in optional life prior to retirement, retired members and spouses can now apply for optional life after retirement up to age 65 by submitting medical evidence of insurability. Retirees will not be able to apply for or increase coverage beyond age 65.

Finally, at age 70, optional life insurance benefits will reduce to a maximum of \$50,000 and any member with less than \$50,000 of coverage will continue with the lesser amount. The NSTU Group Insurance Trustees are very pleased to announce these exciting changes and encourage active members to take advantage of the open enrollment period during the month of October. Members who are eligible for the open enrollment should review the information package carefully to ensure deadlines are not missed.

If you have any questions regarding the above, please do not hesitate to contact the Administrator, Johnson Inc., at (902) 453-9543 (local) or 1-800-453-9543 (toll-free).

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resources

media LIBRARY @LRTS

Digital Resources for Teachers

The Media Library is the place to go for all your curriculum video needs! We provide you with access to over 10,000 online videos to stream or download and have a collection of over 5,000 educational videos and DVDs that support Grades P-12 in all subject areas of the Nova Scotia curriculum.

Everything is accessible from the EduPortal (<https://edapps.ednet.ns.ca/eduportal/>) or visit our website directly at <http://medialibrary.ednet.ns.ca> to access these and other digital classroom resources!

October is Mi'kmaq History Month!

In addition to our lending and duplication collections, the Media Library also has videos that can be downloaded or streamed. This month, we are highlighting videos that focus on Mi'kmaq culture, residential schools and Native rights. To access these videos, please log into the EduPortal and either click on the link for "[Online Video Library/Learn360](#)" or use any of the links below to access these videos and many more.

***Building Legends: The Mawio'mi Project* Grades 9-12** <http://www.learn360.com/ShowVideo.aspx?ID=899718>

This installment of the *Building Legends* Series shares the stories, regalia and diverse communities of Mawio'mi 2011 - A Culture to Celebrate, A Time to Share. Directed by Youth Participants and produced by ViewFinders: Atlantic Film Festival for Youth and the Mi'kmaq Liaison Office, Nova Scotia Department of Education. (2011; 24 min.)

***Building Legends: The Mi'kmaq Canoe Project* Grades 9-12** <http://www.learn360.com/ShowVideo.aspx?ID=899717>

Mentored by industry professionals, ten young filmmakers participated in the making of this documentary that follows the construction of a seafaring, birch bark canoe by traditional Mi'kmaq artist and artisan, Todd Labrador, at the Maritime Museum of the Atlantic during Mi'kmaq History Month. Directed by Youth Participants and produced by ViewFinders: Atlantic Film Festival for Youth and the Mi'kmaq Liaison Office, Nova Scotia Department of Education. (2010, 27 min.)

***Mi'kmaq Family - Migmaoei Otjiosog* Grades 9-12** <http://www.learn360.com/ShowVideo.aspx?ID=1093138>

Mi'kmaq filmmaker Catherine Anne Martin takes a reflective journey into the extended family of Nova Scotian Mi'kmaq society where the wisdom of experience and the collective responsibilities of the Mi'kmaq community play a major role in the way their children are raised. Members of her community share their stories about the recovery of First Nations values, particularly through the teachings of elders giving an enlightening and inspiring resource for both First Nations and non-First Nations audiences who are looking for ways to strengthen and explore their own families and traditions. (1994; 33 min.)

***Mi'kmaq Series* Grades 5-12** <http://www.learn360.com/search.aspx?Series=19404058&lid=16488891>

This five-part series shows the life, customs and culture of pre-contact Mi'kmaq. These programs are dramatizations with a narrative voice-over and depict the lifestyle of a fifteenth-century Mi'kmaq family as accurately as careful research would allow. (2012; 45 min.)

***The Emergency in Attawapiskat (News in Review - February 2012)* Grades 9-12** <http://www.learn360.com/ShowVideo.aspx?ID=1076179>

In late October, the First Nations community of Attawapiskat declared a state of emergency. Many residents of the isolated reserve in Northern Ontario were living in tents, trailers, and temporary shelters, even as winter closed in on them. In this News in Review story, we look at the desperate state of that community and why it needs help so badly. (2012; 15 min.)

***Idle No More: A Protest for Aboriginal Rights (News in Review - March 2013)* Grades 9-12** <http://www.learn360.com/ShowVideo.aspx?ID=924380>

What began as an online conversation about native rights quickly put Canada into the international spotlight as a movement called Idle No More popped up across the country. It was prompted by the federal government introducing Bill C-45 which would have a significant impact on the lives of indigenous peoples. (2013; 19 min.)

RESOURCES

Canadian Human Rights Toolkit

The Canadian Human Rights Toolkit, a new central hub of educational resources available at no charge to all Primary to 12 teachers in Canada, is now available courtesy of the Canadian Museum for Human Rights (CMHR) and the Canadian Teachers' Federation (CTF).

Both organizations collaborated to research educators' needs in terms of human rights education, and responded to these needs by assembling this new online database, which includes more than 200 teacher-reviewed resources and tools focusing on human rights.

Teachers can search the toolkit for resources including teachers' guides, manuals, study guides, handbooks and more, filtered by province, language, grade level and subject area. Still in the early stages, the toolkit will be an evolving database of Canadian and international resources, and will grow with the help of user-contributed content to provide teachers with unparalleled access to new ideas and innovative practices being used by teachers all across the country.

The Canadian Human Rights Toolkit is available on the Museum's website at humanrights.ca/learn and on the CTF's Imagineaction website at www.imagine-action.ca/hr-dp. For more information, please contact: Maureen Fitzhenry CMHR media relations manager (204) 289-2112 Cell: (204) 782 8442 maureen.fitzhenry@humanrights.ca.

Resources for Remembrance Day 2014

Veterans Affairs Canada is back with free, bilingual learning resources for Remembrance Day. The popular *Take Time to Remember* activity booklet (ages 5-7), as well as Tales of Animals in War (ages 5-11) and the Canada Remembers Times (ages 12-18) youth newspapers have all been revised for this fall. New Postcards for Peace, plus Remembrance Day bookmarks and posters are also available, along with an on-line teacher's guide. Explore what we have to offer and order your colourful copies today at no charge.

Visit www.veterans.gc.ca/eng/remembrance/get-involved/remembrance-day/learning-resources.

Veterans Affairs Remembrance Day web feature a wealth of other information for educators, from details about commemorative events being held across the country to social media tools that allow young people to share their thoughts on remembrance. Check it out at: www.veterans.gc.ca/eng/remembrance/get-involved/remembrance-day.

(continued on page 20)

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Residential Schools - Truth and Healing (News in Review - September 2010) Grades 9-12

<http://www.learn360.com/ShowVideo.aspx?ID=1071653>

For more than a hundred years many native children were taken away from their families, and forced to stay at residential schools. Two years ago, the Canadian government apologized for the suffering and the abuse many experienced. Now a Truth and Reconciliation Commission is hearing from some of those affected. In this News in Review story, we look at the work of the Commission, and what it hopes to accomplish. (2010; 19 min.)

Stolen Children: Truth and Reconciliation Grades 9-12 <http://www.learn360.com/ShowVideo.aspx?ID=814529>

June 2010 marked the first national hearing of the Truth and Reconciliation Commission, aimed at addressing the painful legacy of residential schools in Canada. First Nations, Métis and Inuit survivors began putting their stories on the official record, as the Commission commenced its complex work. This volume of six documentaries from The National profiles Justice Murray Sinclair, Manitoba's first Aboriginal judge and the head of the Commission; uncovers the personal stories of survivors both on the ground in Winnipeg and across Canada; and gets up-close with 11-year-old Wanekia Morning Star Cooke to hear the younger generation's take on the residential school experience. (2010; 41 min.)

Please also take an opportunity to visit the Mi'kmaq Heritage Month website at: <http://mikmaqhistorymonth.com/>



MORE RESOURCES

Pedagogy project for teachers French-language schools in minority settings

For the first time in the history of French-language education, the Canadian Teachers' Federation (CTF) has introduced Francophone teachers to a major project that defines pedagogy in Francophone minority settings in Canada.

The Pédagogie à l'école de langue française (PELF) (pedagogy in French-language schools) project stemmed from the Francophone community's desire to have a pedagogy specific to minority settings. The Education ministries from all provinces and territories where French is the language of the minority naturally turned to CTF to undertake this ambitious project.

The website, pelf.ca (in French only offers "training paths" for teachers who seek guidance for successful learning as well as "teachable moments" for people who prefer to explore this pedagogy in a more intuitive manner. A "personal space" allows teachers in French-language schools where French is the language of the minority to both organize their learning and share ideas with colleagues from across Canada, if they wish.

The PELF is a milestone in the evolution of French-language education in minority settings in Canada.

Multicultural Education for Learners with Special Needs in the 21st Century

A new resource book Multicultural Education for Learners with Special Needs in the Twenty-First Century edited by Festus E. Obiakor, Valdosta State University and Anthony F. Rotatori, Saint Xavier University is available for \$30 per paperback or \$65 per hardcover using the coupon code MCED21 until October 31, 2014.

A volume in the series: Contemporary Perspectives in Special Education, Education for Learners with Special Needs in the Twenty-First Century provides general and special educators innovative information that address the road blocks to effective practice such that diverse learners will be appropriately; identified, assessed, categorized, placed and instructed. The book provides those who instruct diverse learners comprehensive, creative and best practice chapters by scholars in the area of multicultural education.

Buy Online at <http://www.infoagepub.com/products/Multicultural-Education-for-Learners-with-Special-Needs-in-the-Twenty-First-Century>

Exploring Body Image Issues in the Classroom

By Heather Thompson, Vice President, Peel Elementary Teachers' Local

Did you know that one in four boys between 10 and 14 years old diet despite being a healthy weight? And, that girls and boys who diet are in fact at 324 percent greater risk for obesity than those who do not diet? Body-based harassment continues to be socially acceptable and the reality is that students bring these real life issues into the classroom. However, sometimes teachers are unsure of where to turn for resources, support and next steps.

Beyond Images, a free, online body image curriculum from NEDIC (National Eating Disorder Information Centre) provides students in Grades 4 to 8 with the opportunity to explore key issues around body image and self-esteem as well as media messaging, while developing critical thinking skills. Lessons can be downloaded from BeyondImages.ca, where there is an instructional webinar, tips and background information to further teachers' understanding of the key issues related to body image and self-esteem.

As teachers try to balance new ideas, with required curricula, board and ministry initiatives, bringing Beyond Images can assist students with developing critical thinking skills, combating body-based harassment, and meeting the requirements of planning collaborative inquiries that are meaningful.

Heather Thompson is co-author of the Grades 4-8 curriculum which can be accessed at www.BeyondImages.ca. Beyond Images is a program of the National Eating Disorder Information Centre (NEDIC). NEDIC is a Canadian not-for-profit organization committed to the prevention of eating disorders. For more information visit NEDIC.ca or call the toll-free helpline at 1-866-NEDIC-20 or 416-340-4156.

Hants West Local reps learn about their role

Staff officer Gérard Cormier presented to NSTU representatives at the Hants West's Local's first Council meeting of the school year, which took place September 17 at Avon View High School. Cormier's presentation, *The Role of the Rep*, helps new NSTU representatives better understand the important role they play. New president Tami Cox Jardine along with members of her executive, the Annapolis Valley RRC Chair Allister Wadden and Annapolis-Hants West-Kings NSTU provincial executive Belinda Snow were also in attendance.



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classifieds

Classified rates are \$2.00 for the first 15 words and 25¢ per additional word upon presentation of a professional or NSCC Employee number. Non-members 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

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DAYCARE AVAILABLE - Experienced teacher and early childhood educator opening an in-home daycare near MSVU. Two healthy snacks and lunch provided. Located on a quiet, dead-end residential street with a large, fenced backyard. For more details please contact Francine at murdoch1972@hotmail.com or 902-453-2985.

REGISTERED MASSAGE THERAPY - I've moved to a new location! **CHRIS BAGNELL, RMT** is now located at **SPA SOLUTIONS, 657 Portland St., Dartmouth**, 902-469-4772. Teachers are entitled to 20 massages/year per family member with Blue Cross. Excellent for relieving stress, anxiety, muscle tension, fibromyalgia, improving sleep. 10+ years experience. To contact CHRIS for an appointment call... 902-469-4772.

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TEACHER EXCHANGE - Permanent elementary teacher with HRSB interested in an exchange with a permanent elementary teacher from CBVRSB for 2015-16 school year. Possible permanent exchange desired. If interested, contact djclark@nstu.ca

TEACHER EXCHANGE - Permanent elementary teacher with the HRSB interested in an exchange with a permanent teacher within the SRSB, preferably an hour or so commute from Cheticamp for the 2015-2016 year and a permanent exchange desired. Contact coqw@staff.ednet.ns.ca

TEACHER EXCHANGE - Looking for a permanent elementary teacher from the AVRSB interested in an exchange with a permanent elementary teacher from the HRSB. A permanent exchange is desired. Please contact christy.wilson@hrsb.ca

TEACHER EXCHANGE - Guidance counsellor with the CBVRSB looking for a one year and hopefully permanent exchange with a guidance counsellor, or teacher from AVRSB. Please contact Jennifer at jrmorrison@nstu.ca

FOR RENT - Enjoy the fall splendor in beautiful South West Margaree. Six-bedroom home with all amenities. Weekly rentals only. Enjoy Celtic Colours, Cabot Links Golf Course and breath taking vistas. Call Dave at 902-466-2570.

FOR RENT - Florida Condominium For Rent in Estero (near Naples) – Owned by Halifax couple. Beautiful community includes pools, golf, tennis, nearby beaches and shopping. Tropical climate. Email pmccallum@hfx.eastlink.ca for details.

HALIFAX RAINMEN

Teacher Appreciation Game—NOVEMBER 8

The Halifax Rainmen Canadian professional basketball team is hosting a Teacher Appreciation Game Night on November 8 at 7 p.m. at the Scotiabank Centre in Halifax which is the team's first Home game—against the Island Storm.

Tickets in the lower bowl are available for \$10 for NSTU members and family. The \$10 ticket price (regular \$20) for teachers, staff and family is available starting October 15 quoting NSTU game (pick up with ID). There will be recognition at half time.

As part of Teacher Appreciation Night, Prince George Hotel is offering a special package rate for \$109 + tax, including parking. When booking at the Prince George ask for the NSTU rate.

Restaurant offers are also in the works for the event.

For further info, contact 902-444-7246

Email: wilf@rainmenbasketball.ca

Website: rainmenbasketball.ca



2014-2015 Pre-Retirement Seminars SCHEDULE



DATES		LOCATIONS
October	30 & 31 (Thursday & Friday)	CCRSB (Holiday Inn, Truro)
November	3 & 4 (Monday & Tuesday)	SRSB (Civic Centre, Port Hawkesbury)
	13 & 14 (Thursday & Friday)	CBVRSB (Holiday Inn, Sydney)
	18 & 19 (Tuesday & Wednesday)	HRSB (Dr. Tom Parker Building, Halifax)
December	2 & 3 (Tuesday & Wednesday)	TCRSB (Rodd Grand, Yarmouth)
	9 & 10 (Tuesday & Wednesday)	CCRSB (Wandlyn, Amherst)
January	8 & 9 (Thursday & Friday)	AVRSB (Old Orchard Inn, Greenwich)
	19 & 20 (Monday & Tuesday)	CCRSB (Museum of Industry, Stellarton)
February	5 & 6 (Thursday & Friday)	HRSB (Dr. Tom Parker Building, Halifax)
	11 & 12 (Wednesday & Thursday)	SSRSB (Best Western, Bridgewater)
	18 & 19 (Wednesday & Thursday)	HRSB (Dr. Tom Parker Building, Halifax)
April	20 & 21 (Monday & Tuesday)	CBVRSB (Holiday Inn, Sydney)

September, 2014

Dates/locations subject to change