



Student absenteeism still top issue as Education Minister meets with NSTU leadership

Student absenteeism remained a critical issue during a recent meeting with the Honourable Marilyn More, Minister of Education and the NSTU leadership. It was More's first meeting with NSTU's Local presidents, RRC chairs and provincial executive during their biannual conference on April 30.

"When I talk to my colleagues, the problem of absenteeism is growing daily," says Peter Murphy, Northside-Victoria Local president. "Students seem to miss more time now than I can ever remember. When do you see us acting on implementing a policy?"

Murphy is referring to the Department of Education's *Promoting Student Engagement: Report of the Minister's Working Committee on Absenteeism and Classroom Climate*, which was released on January 27. Developed by a working committee, which included representation from the NSTU, it includes 13 recommendations on ways to improve student attendance and to motivate students in their learning. The Minister sought public input on the report up until March 12.

"I'm struggling with the report and recommendations," says Minister More. "We want to get at the root of the cause and not just the symptoms of the problem." More says she has met with a number of focus groups of educators, students and parents over the past few months to further discuss the report and its recommendations. "I was moved by the students and their stories. We want to make sure that what we do will help students—not harm them. If you put in rigid guidelines it may hinder some students. So because of the complexity we're taking our time."

"Without having a policy we have no flexibility," says Halifax City provincial executive member David Harris. He also encouraged the Minister to continue to consult with teachers in helping to address the issue.

RRC Chignecto-Central John Sperdakes says teachers want to see some action. "Absenteeism is a top priority and the issue is becoming a problem in younger and younger students. We felt hopeful that a policy would be in place by now."

Other issues that were discussed during the meeting included workload, education funding, professional learning communities and softening the class



The Honourable Marilyn More, Minister of Education (second from right) and Deputy Minister of Education Rosalind Penfound (far right) met with the NSTU leadership on April 30. They are shown with NSTU president Alexis Allen and NSTU assistant executive director Bruce Kelloway.

cap.

"We're concerned about softening of the class cap in the early grades," says Lunenburg County Local president and South Shore RRC Chair Bill Bruhm. "How will the needs of the 5-year-olds going into Grade 1 be met in larger classes with fewer supports?"

Deputy Minister Rosalind Penfound, who joined Minister More says that there are very preliminary discussions taking place regarding the class cap and whether it will be increased or not.

Both More and Penfound, who

was appointed Deputy Minister of Education on January 18, were trained as teachers. More taught for two years, and was married to a teacher. She was the first woman elected to a school board in Nova Scotia (1978), and served as Chair of the Dartmouth District School Board for a number of years. Penfound has a degree in physical education but chose not to practice as a teacher. She became a lawyer and was a part-time professor at Dalhousie Law school for almost 20 years.

Nova Scotia Teachers' Pension releases 2009 results

The Nova Scotia Teachers' Pension Fund saw improved investment returns in 2009. The fund achieved an investment return of 15.29 per cent (for the 12 months ended December 31, 2009), bringing the funded status up to 76 per cent. This is an increase of slightly more than five per cent over the last year (ended December 31, 2008).

Since the funding level remains below 90 per cent and because the Consumer Price Index is less than one per cent, it is not likely that indexing will be available to pensioners. The Nova Scotia Teachers' Pension Trustee Inc. will announce its decision on indexing in June. Pension payments will remain the same.

"While we don't expect the funded status to recover quickly, it's definitely moving in a positive direction," says Bill Redden, chair of the Nova Scotia Teachers' Pension Trustee Inc. and NSTU's executive director. "As always, the Trustee is focused on restoring the funded status of the plan and meeting the long term needs of members and pensioners."

The Trustee continues to proactively monitor and manage the Teachers' Pension Fund with the primary objective of maximizing investment returns and meeting the long term requirements of

the plan, within an acceptable level of risk.

As part of its 2005 agreement with the Nova Scotia Teachers Union, the Province will make a contribution to the Nova Scotia Teachers' Pension Fund equal to the actuarial value of indexing not paid. This amount is estimated to be \$1.5 million.

"We're pleased to see the return on investment improving, and we're happy with how the plan's investments are

being managed. The most important thing is that defined benefits remain in place," says NSTU president Alexis Allen.

The Nova Scotia Teachers' Pension Trustee Inc. received its actuarial valuation results on April 22 and will publish its financial statements and annual report this month. More information about the Nova Scotia Teachers' Pension is available at www.novascotiapension.ca/teachersplan.

The Teachers' Pension Plan Trustee Inc. is a board of representatives which acts as trustee of the fund and is responsible for directing and monitoring investment of fund assets. The Nova Scotia Pension Agency administers and invests the pension assets at the direction of the Trustee. There are currently nearly 14,000 active members of the plan, 5,000 inactive members, and more than 11,000 pensioners.

executive highlights

April 29, 2010

- Filed the table officers report;
- Selected six candidates to the John Huntley Memorial Internship Program, along with two alternates;
- Received nominating committee report:
 - Selected members to serve on the Single Tier Bargaining committee;
- Received personnel committee report;
- Received the pension committee report;
- Decided the NSTU would

- continue its practice of having an official presence in the Halifax Gay Pride Parade by way of a banner accompanied by the distribution of information and support materials;
- Approved Category 1 Articles to be forwarded to the Single Tier Bargaining committee;
- Elected an executive member to fill a vacancy on the personnel committee;
- Approved an amendment to Operational Procedures 17 Resolutions Procedures;
- Approved Out of Province Conference Grants for \$475 each;

- Approved Full Time Study Grants for \$2,000 each;
- Approved Travel Fellowship Grants for \$400 each;
- Approved 13 Local Service Awards be granted at Annual Council 2010;
- Established a Governance Renewal Committee of provincial executive members which may include the use of an external project consultant. Report to Council 2011;
- Approved the terms of reference for the Governance Renewal Committee.

people

Member Services conference



The biennial NSTU Member Services Conference took place at the Delta Halifax on April 9 and 10. This year's conference kicked off with a keynote session titled "Getting Past No" by Dr. Brad McRae, author of *The Seven Strategies of Master Leaders* and *The Seven Strategies of Master Negotiators*. Other workshops included a session on the Teacher Labour Mobility Agreement and an update on Nova Scotia Teacher Certification by NSTU executive staff officer Ron Brunton. Community College provincial executive rep Damian Hall and Community College Local president Louis Robitaille presented a workshop on Innovative Article: Community College Collective Agreement Article 19 – Working Conditions. Executive staff officer Danny Eddy provided an update on provincial, Community College and regional negotiations. Above are some of the 50 participants who attended the conference. Clockwise from the left: NSTU first vice-president Shelley Morse; Pam Langille (Kings Local); Tanya Sampson (Richmond Local); NSTU second vice-president Eric Boutilier; Halifax County Local president Tim MacLeod; Halifax City Local president Liette Doucet; Community College provincial executive rep Damian Hall and Community College Local president Louis Robitaille.

Global Action Week kickoff



Grade 4 students from Ian Forsyth Elementary School in Dartmouth Nova Scotia with Grade 5 teacher Shirlene Doucette participated in the Global Action Week (www.campaignforeducation.org) and 1GOAL kick-off in Canada on April 20, via video. The breakfast with Parliamentarians, hosted by the Canadian Teachers' Federation saw MPs, Senators, union officials and invited guests sign up for the 1GOAL campaign (www.join1goal.org). Ian Forsyth School provided a video clip featuring the students playing soccer, reinforcing Global Action Week and the 1GOAL theme. From left to right are: Damiontaé Cain, Shaye Tilley, Shirlene Doucette, Eriana Willis-Smith and Daniel Davidson.

PD conference



After being snowed out in November, the annual PD conference took place on March 26 and 27 at the Delta Halifax. Unloading The Cart was the theme of the conference which featured workshops designed for participants to reclaim their voice (mind), energy (body) and passion (heart). Above are some of this year's participants: Joan MacIsaac (vice-president PD Antigonish Local); Sandra Mitchell (vice-president PD Lunenburg County Local); Aaron Neaves (Guysborough County Local); Alex Oickle (Lunenburg County Local); and Dawn Uhlman (vice-president PD Queens Local). See story page 8 for more information on this year's conference.

GREF conference 2010



Close to 700 delegates attended the first-ever GREF conference (Grand rassemblement de l'éducation en français) in Nova Scotia from April 15 to 17. The theme for this year's conference was Pratiques au service et pour la réussite de l'élève (Teaching practices for student success). Organized by the Conseil scolaire acadien provincial (CSAP), all of the francophone schools in the province were closed on April 16 to enable teachers from the CSANE Local around the province to attend. Twenty-eight of the 31 francophone school boards across Canada were represented and over 70 workshops were offered. NSTU executive staff officer Gérard Cormier presented two workshops, one on Classroom Management and one on Battling Homophobia in the Classroom. Shown are: Samuel Sampson, vice-principal École Beaubassin in Halifax; Virginie Latour, resource teacher at École du Carrefour in Dartmouth; and Céleste Poirier Landry, Grade 7 French and social studies and literacy mentor at École acadienne de Pomquet.



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MARCH GIVEAWAY WINNERS!

The three winners of *The Terrible Horrible Smelly Pirate* are: Caroyln Bourke of Springvale School; Jennifer Forrest of Port Maitland Consolidated Elementary School; and Carmel Rooney of Joseph Howe School.



Congratulations to our
**FEBRUARY & APRIL
WINNERS**
of the Fresh & Equity
giveaways!

FRESH:
Lorraine Boers
Dawn MacKinnon

EQUITY:
Karen Covey
Jodie Waalderbos

Education Week 2010 focuses on equity for all students

Recognizing and respecting differences were highlighted during Education Week, April 18 to 24, as Nova Scotia celebrated the week and this year's theme *Equity in Education: Supporting All Students/ Équité en éducation: Soutenir tous les étudiants*. A group of teachers, students and education partners from across the province gathered at the Black Cultural Centre on April 19 for the official awards ceremony as part of the province's 75th Education Week.

The Honourable Marilyn More, Minister of Education, read the proclamation on behalf of Premier Darrell Dexter to officially begin Education Week at the Ceremony.

"The educators and partners who are receiving awards today have gone above and beyond to teach children to not only recognize people's differences, but to celebrate them," said Minister More. "Nova Scotia is a diverse province. People who live in Nova Scotia come from many different cultures and face many challenges."

Minister More presented 23 educators and four partners with awards for enhancing equity in Nova Scotia's education system.



Students from Graham Creighton Junior High performed during the reception.

This year's theme recognized Nova Scotia educators and partners who celebrate and enhance equity in education and nurture a learning environment that appreciates the diversity of all students.

"This week we take some time to acknowledge and recognize the great work this province's educators are doing to nurture learning environments that appreciate the diversity of our students," said Jenny White, chair of the Education Week Organizing Committee. "This year's theme was chosen to recognize and respect the many differences our students bring to the classroom while supporting the learning and social interactions that enhance diversity."

Celebrated annually since 1935, Education Week honours the commitment of teachers and other education partners to their students.

"Every day, Nova Scotia's educators provide students with opportunities to develop the understanding, skills and attitudes to become lifelong learners," said



Above are this year's Education Week Award recipients with The Honourable Marilyn More, Minister of Education. Front row seated: Céleste Poirier Landry (CSANE), Clarence Reddick (NSSBA partner award), The Honourable Marilyn More, Nancy Pynch-Worthylake (ANSEA partner award), Nancy Turniawan (Antigonish Local); Second row: Sylvia Parris (DOE's partner award); Sharon MacCuspic (Inverness Local), Wendy Parsons (Halifax County Local), Phoebe Cameron (Shelburne Local), Steve Gosse and Debbie Harnish accepting an award on behalf of Joel Harnish posthumously (Halifax City Local), Julie Ramey (Queens Local), Diane Lewis (Cape Breton District Local), Mary Elaine Muise (Northside-Victoria Local), Elinor Cameron (Kings Local), Jane Duynisveld (Cumberland Local), Danik Clavel Terrio (Richmond Local), Susan MacKenzie-MacDonald (Dartmouth Local), Cyndy Doucet (Guysborough County Local); Third row: Darren Cummings (Yarmouth Local), Kathryn Sivret (Digby Local), Susan Bent (Annapolis Local), Peter White (Pictou Local), Rémi Deveau (FPANE partner award), Todd Symes (Lunenburg County Local), Matthew Boudreau (CSANE Local), Denise Robicheau (CSANE), Sheldon States (Hants West Local), Shawn McNutt (Colchester-East Hants Local)

Minister More. "Education Week is a chance to formally recognize educators who are leading the way, making this province an excellent place for our young people to learn."

During this year's EducationWeekAwards Ceremony, recipients, dignitaries and invited guests were treated to a feast of performances celebrating equity. Dr. Henry Bishop, Chief Curator of the Black Cultural Centre, began the ceremony with an African Drumming Ceremony, and the Kiju's boyz, a Mi'kmaq drumming group from the Afton Reserve in Heatherton, closed the ceremony. Leslie Oliver, President of the Black Cultural Society of Nova Scotia, brought remarks on behalf of the Centre and Angela Boone, Assistant General



Dr. Henry Bishop provided an African Drumming Ceremony for the 2010 Education Week Awards Ceremony.



Mi'kmaq dancing and drumming were part of the ceremony.

Manager of the Teachers Plus Credit Union, brought remarks on behalf of Education Week's corporate sponsor. Students from Lockview High School's Gay-Straight Alliance (GSA) performed the skit *That's so Tyler*, and former school psychologist Bonnie Noseworthy spoke about overcoming her learning disability. The Graham Creighton Junior High Combos, under the direction of Shirley Jackson, provided musical entertainment for the reception following the ceremony.

The Teachers Plus Credit Union sponsored Education Week for the eighth year in a row. The Black Cultural Centre provided the venue and Chartwells provided the refreshments for the reception.

Education Week is a co-operative effort of the Nova Scotia Teachers Union, the Nova Scotia School Boards Association (NSSBA), the Nova Scotia Federation of Home and School Associations Inc. (NSFHSA), la Fédération des parents acadiens de la Nouvelle-Écosse (FPANE), the Association of Nova Scotia Educational Administrators (ANSEA), and the Nova Scotia Department of Education (DOE).



Black Cultural Society president Leslie Oliver, Education Week Chairperson Jenny White, and the Honourable Marilyn More, Minister of Education.



Students from Lockview High School's GSA performed at the ceremony.

Photos: Paul Adams



from the nstu president

Public Education is where it all begins

For months now we have been hearing about the problems the NDP government is encountering with the finances of Nova Scotia. It was with some trepidation that we awaited the announcement of the budget by the Honourable Graham Steele on April 6, 2010. Much to our relief, the budget for education was not cut (as we feared), but received an increase of 1.9 per cent, which amounts to approximately \$25 million (which includes the return of \$4 million lost to text book purchases in last year's budget). We were also very pleased with the announcement that 250 new seats will be created at the Nova Scotia Community College and that a tax rebate of up to \$7,500 will be provided to Community College graduates.

The disappointment, however, was that public education was mentioned only in passing in Mr. Steele's budget address and in the accompanying literature. Steele said that "schools are often the heart of any community" and that "I've heard time and time again during the Back to Balance sessions [that] education is a priority for Nova Scotians" but failed to discuss in any detail what that means for the public education system and for Nova Scotia's students. He promised \$2 million in investment to support community schools, but again did not provide any information about what this actually means for Nova Scotians and their communities. The fact remains that Nova Scotia continues to hold the spot of third lowest in terms of per student funding in Canada.

As most of you know, the NSTU, along with the Education Partners (Nova Scotia School Boards Association, Nova Scotia Federation of Home and School Associations, Association of Nova Scotia Educational Administrators and la Fédération des parents acadiens de la Nouvelle-Écosse), launched the Save Grade 2 campaign in January of this year in order to lobby the government for a 3.6 per cent increase in funding for public education. Early indications are that the 1.9 per cent increase in the provincial education budget should allow school boards to maintain the status quo in terms of the delivery of educational services. There will not likely be any layoffs. But all boards, except the CSAP, have seen declining enrolments, a trend that is predicted to continue for the next decade. Inevitably, there will be some loss of positions. It is too early to know if the number of retirements and teachers going on leaves will far exceed the number of positions lost; however, usually the number leaving does considerably exceed the loss of positions. The NSTU, along with the school boards, are carefully monitoring the declining enrolments situation and the number of teaching positions potentially at risk in the future.

The news is not all bad. While the government did not meet our request for a 3.6 per cent increase, the Minister of Finance did acknowledge the continuing importance of the public education system to Nova Scotians as seen at his public consultations held throughout the winter months. Nova Scotians care deeply about our public education system and they voiced this again and again at the public consultations. As well, in a recent survey conducted by Corporate Research Associates for the NSTU, Nova Scotians overwhelmingly responded that they would be willing to see an increase in their own taxes in order to maintain the current system and that they were unwilling to see cuts to specialized programs, reduced numbers of teachers, and increased class sizes as a result of paying down the deficit. It is reassuring to know that the public is behind teachers and the public education system.

Teachers, administrators, and parents understand that investing in public education is equal to investing in the future of Nova Scotia. We all need to be more vocal on the issue of a sustainable public education system. Why is it that we must continue to ask and lobby for more money each year? If our government believes in families and an economy that can adequately meet the needs of its citizens it also needs to support public education. An educated population helps to lower health care, social assistance and justice costs and supports a population ready and willing to meet the ever-changing demands of the global community and global economy.

Public education is where it all begins and the NSTU will continue to push this message to the government and to fight for adequate funding of the public education system.

L'enseignement public, c'est là que tout commence

Depuis plusieurs mois, nous entendons constamment parler des problèmes auxquels est confronté le gouvernement NPD au sujet des finances de la Nouvelle-Écosse. C'est avec une certaine inquiétude que nous avons attendu l'annonce du budget par l'honorable Graham Steele, le 6 avril 2010. À notre énorme soulagement, le budget de l'éducation n'a pas été coupé (comme nous le craignons) mais a bénéficié d'une augmentation de 1,9 %, ce qui correspond à environ 25 millions de \$ (y compris la récupération des 4 millions de \$ perdus pour les achats de manuels scolaires dans le budget de l'an dernier). Nous avons également été très heureux d'apprendre que 250 nouveaux postes allaient être créés au Collège communautaire de la Nouvelle-Écosse et qu'un remboursement de taxes d'un montant maximum de 7 500 \$ allait être accordé aux diplômés du Collège communautaire.

Toutefois, nous avons été déçus du fait que l'enseignement public ne soit mentionné qu'en passant dans le discours du budget de M. Steele et la documentation à l'appui. Steele a déclaré : « Les écoles sont souvent le cœur d'une communauté » et « J'ai entendu répéter à maintes reprises durant les séances de rééquilibrage du budget que l'éducation était une priorité pour les néo-écossais » mais il a négligé d'expliquer en détail ce que cela signifiait pour l'enseignement public et pour les élèves de la Nouvelle-Écosse. Steele a promis un investissement de 2 millions de \$ pour soutenir les écoles communautaires mais, une fois encore, il n'a fourni aucune information sur ce que cela signifiait réellement pour les Néo-écossais et leurs communautés. Le fait est que la Nouvelle-Écosse reste à l'avant avant dernier rang pour ce qui est du financement par élève au Canada.

Comme la plupart d'entre vous le savent, le NSTU, avec les partenaires de l'éducation (l'Association des conseils scolaires de la Nouvelle-Écosse, la Nova Scotia Federation of Home and School Associations, l'Association of Nova Scotia Educational Administrators et la Fédération des parents acadiens de la Nouvelle-Écosse), a lancé la campagne Sauvons la 2e année, en janvier de cette année, pour faire pression sur le gouvernement en vue d'obtenir une augmentation de 3,6 % du financement de l'enseignement public. Les premières indications révèlent que l'augmentation de 1,9 % du budget de l'enseignement provincial devrait permettre aux conseils scolaires de maintenir le statu quo en termes de prestations des services d'éducation. Il n'y aura probablement pas de licenciements. Mais tous les conseils scolaires, à l'exception du CSAP, ont connu un déclin des inscriptions et il est prévu que cette tendance se poursuive durant la prochaine décennie. Il y aura inévitablement des suppressions de postes. Il est encore trop tôt pour savoir si le nombre d'enseignants partant à la retraite et en congé dépassera de beaucoup le nombre de postes supprimés; toutefois, le plus souvent, le nombre des départs excède largement le nombre de postes éliminés. Le NSTU, ainsi que les conseils scolaires, surveille soigneusement l'évolution du déclin des inscriptions pour déterminer le nombre de postes d'enseignement susceptibles de disparaître à l'avenir.

Il n'y a pas que des mauvaises nouvelles. Bien que le gouvernement n'ait pas répondu à notre demande en faveur d'une augmentation de 3,6 %, le ministre des Finances a reconnu l'importance du système d'enseignement public pour les Néo-Écossais comme nous l'avons vu lors des consultations publiques qui se sont tenues tout au long de l'hiver. Les Néo-Écossais attachent une grande importance à leur système d'enseignement public et ils l'ont exprimé à maintes reprises lors des consultations publiques. De plus, dans un récent sondage mené par Corporate Research Associates pour le compte du NSTU, les Néo-Écossais ont répondu à une écrasante majorité qu'ils seraient disposés à voir leurs propres taxes augmenter afin de maintenir le système d'enseignement actuel et qu'ils ne souhaitent pas voir de coupure des programmes spécialisés, de réduction du nombre d'enseignants ou d'augmentation de la taille des classes pour compenser le déficit. Il est rassurant de savoir que le public appuie les enseignants et le système d'enseignement public.

Les enseignants, les administrateurs et les parents comprennent qu'investir dans l'enseignement public, cela revient à investir dans l'avenir de la Nouvelle-Écosse. Nous devons tous exprimer clairement notre opinion sur la question de la durabilité du système d'enseignement public. Pourquoi devons-nous continuer chaque année à faire pression pour obtenir davantage d'argent? Si notre gouvernement veut aider les familles et favoriser une économie capable de répondre aux besoins de ses citoyens, il doit également soutenir l'enseignement public. Une population bien éduquée contribue à réduire les coûts de santé, d'assistance sociale et de justice. C'est aussi une population prête et disposée à répondre aux exigences en constante évolution de la communauté et de l'économie mondiales.

L'enseignement public, c'est là que tout commence, et le NSTU continuera à prôner son message au gouvernement et à lutter en faveur d'un financement adéquat du système d'enseignement public.



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TIP OF THE MONTH

Financially Overweight on your Money Scale?

Here are a few things to consider if you are a potential new member for TPCU's Financial W/W Club.

1. Using Credit Card Cash advances to pay for living expenses
2. Using Credit to buy things that you used to pay for in cash (Groceries, Gas, clothing)
3. Using Overdraft Protection on your chequing account to pay monthly bills
4. Using Savings to pay regular bills
5. Using one credit card to pay another
6. "Floating" the bill: delaying one bill payment in order to pay another overdue bill
7. Using another loan or Line of Credit to service your debt
8. Paying only the minimum amount due on charge accounts

If you see yourself in any or all of these categories please call us for a personal weigh in with one of our Financial Fitness Trainers. We will try to get your Money Scale back reading the right numbers ASAP.

TEACHERS *PLUS* INFO CENTRE

- 1 **Our office will be closed Monday, May 24, 2010 for the Victoria Day Holiday.**
- 2 **Check your mail box in May for your Credit Union Rebate.**
- 3 **Planning to upgrade your Teaching License this summer. Ask us about our Master's Plus Incentive Program.**
- 4 **Loan Special 5 for 5....Call us for details.**
- 5 **TPCU enjoyed attending Education Week opening ceremonies..."Equity"**
- 6 **Credit Union Staff will be attending the Annual Council in May.**

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Osteopathy originated in the United States in the 1870s in Kirksville, Missouri. It was founded by a physician, Andrew Taylor Still, who, after having lost three of his five children during a meningitis outbreak, decided that medicine at that time had failed him and his family. He began to conduct his own research which was the beginning of what would be known to all osteopathic students as the principles of osteopathy. In 1874 the practice of osteopathy was launched. In 1892 the first school, The American Academy of Osteopathy, was founded by Dr. Still. It is now named after him.

The principles of osteopathy are as follows:

Structure governs function: If injury, disuse or disease alters the structure of any tissue then its function will automatically change.

The role of the artery is absolute: If there is an interference or change in the circulation, even if only on a small scale, the related structure will be affected. The circulatory system is responsible for supplying nutrients and carrying away waste so there is a direct relationship between optimal circulation and health.

The body possesses a system of autoregulation: This is the inherent ability of the body to self-regulate. Blood pressure fluctuation is an excellent example of the capacity of the body to regulate itself. As the action of the individual changes (for example moving from sitting to standing then to running) blood pressure and rate of flow will automatically change according to the demand being placed on the tissue doing the most work.

There is a unity of function: The body itself is considered to be one functional unit. The body is a system comprised of multiple systems which all work together to achieve and maintain homeostasis.

The continuity of the fascia: There is a system of fascia or connective tissue which gives form and support to the body. It is considered to be a living web and a unit in and of itself. It allows one area to be connected to and be in direct communication (via tension) with another. The tension running through this structure, if homogenous, will contribute to the health of the individual.

The body has the inherent capacity to heal itself: It is thought that on a physiological level the body possesses all of the substances necessary in order to heal itself. When injury or disease comes into play at any point, the conditions are categorized in a hierarchy in terms of the body's resiliency or ability to bounce back. This is known as the stages of degeneration from lesser to greater: adaptation, compensation, decompensation, Death.

The principles of osteopathy are the main concepts which every practitioner uses to develop a treatment plan which is unique to the individual seeking treatment

Osteopathy is a growing profession in Canada but is relatively new to Nova Scotia. There are currently seven registered osteopaths in the province from various backgrounds such as athletic therapy and massage therapy. Most practitioners have been previously trained in a discipline which is complimentary to osteopathic treatment and still use techniques from their background depending on what would benefit the patient most. An osteopath trained by the Canadian College of Osteopathy would have

the knowledge and skills necessary to treat patients from ages 1 day to 100+ years. The most common conditions for which patients seek help include but are not limited to: allergies, anxiety, arthritis, asthma, bell's palsy, carpal tunnel syndrome, cardiac issues, chronic back pain, colic, depression, developmental disabilities, digestive disturbances, disc degeneration/herniation, dyslexia, dysmenorrhea (painful menstruation), ear infections, facial pain/spasm, fibromyalgia, gastro-esophageal reflux, hayfever, headache, head injuries, neuro-musculoskeletal pain management, plantar fasciitis, postural concerns, scars, sciatica, sinusitis, sleep disturbances, sprains/strains, stress urinary incontinence, tmj/tmd, torticollis, tinnitus, visual disturbances, whiplash injuries.

Sessions typically last from 30 minutes to one hour and involve a detailed health history intake and a full body assessment. The practitioner aims to identify a strain pattern which runs through the body and is comprised of all the restrictions or compensations that the patient was unable to resolve without intervention. A priority of importance is placed on a few areas which the practitioner feels are the main culprits contributing to the presenting symptoms. Since the body is an integrated system this

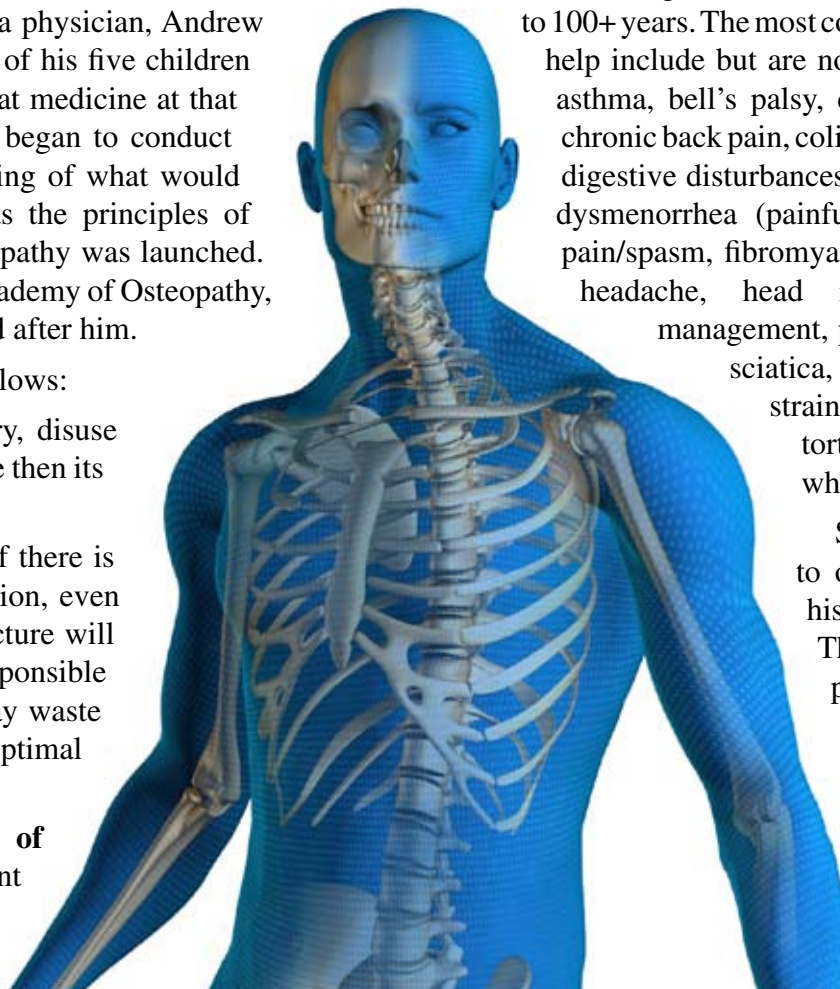
may or may not correspond to the area where pain or dysfunction arises. For this reason treatment may be focused on the foot, for example, of a patient who is experiencing migraines.

Osteopathy encompasses a diverse array of techniques meant to facilitate the body's inherent healing capacity. Osteopathy technique can be sub-divided into several categories:

- Visceral treatment
- Osteo-articular adjustment
- Fascial release
- Lymphatic drainage
- Strain/Counterstrain
- Muscle energy
- Cranial osteopathy
- General osteopathic treatment (GOT)

During treatment practitioners use their hands to remove restrictions. The pressure perceived by the patient ranges from very light (as in cranial technique) to a deeper but gentle joint mobilization (as in osteoarticular adjustment). Treatment frequency is low and depends on the response to initial treatment.

Osteopathy is an unregulated profession in Canada. Practitioners are required to finish five years of course work before entering into a two-year thesis program to graduate from the Canadian College of Osteopathy.



did you KNOW?

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

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



Attention Teachers!

The Centre for Entrepreneurship Education & Development (CEED) is pleased to announce:

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Free for all Nova Scotia teachers!

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For more information, please contact:
Meghan Cadue
Entrepreneurship Education Advisor
902.421.2333 x107
mcadue@ceed.ca

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www.ceed.ca

Lessons from our children's coaches

by Mary-Lou Donnelly
President, Canadian Teachers' Federation



Most minor league hockey coaches will tell you that knowing the results of last night's game will not indicate how well your child's team is performing. What coaches realize—but education bureaucrats tend to ignore—is that you assess your team's performance by watching them play over time. You note such things as how the players work together, the strategies they employ, the collective knowledge the team gains over successive practices, and how individual players put this learning to use.

Like hockey, education accountability is about so much more than yesterday's score. Large-scale

assessments offer, at most, a narrow snapshot of learner outcomes in a few selected core academic subjects. The education system's increasing reliance on these narrowly defined indicators inevitably fails to address teachers' lived experiences, de-professionalizes teaching, and undermines confidence in public education. Even worse, narrowing our focus on a few subjects—or "teaching to the test"—results in the marginalization of students whose learning needs are not being addressed. Coupled with the re-emergence of fiscal restraint as a political mantra, one quickly concludes that what is counted is all that counts and what critical resources might remain—including teacher time and public money—are directed away from the classroom in order to support large-scale assessments.

As teachers, we understand that an individualized approach to assessment is far superior to standardized testing. Across Canada increasing amounts of money are spent on standardized testing programs. It is nearly impossible to prove that testing, by itself, can improve student learning. What has been proven is that up to 70 per cent of the variation in student achievement as measured in standardized testing is not attributable to school factors but to student, family and community characteristics.

As teachers, we know our students' individual strengths, challenges, abilities and achievements, and we are keenly aware of the factors that influence those achievements—factors that include each student's interest in and attitude toward a subject, peer pressure, class size and climate, family circumstances, school atmosphere and, perhaps most importantly, the advantages the community at large creates.

We understand the research that illustrates the limitations of large-

scale assessment systems. Teacher organizations have long advocated for a change in testing and reporting schemes and have questioned the allocation of scarce educational funding on complicated assessment and reporting systems. As individual professional educators, we must speak with confidence about the authentic assessment practices we use in our classrooms and showcase for parents what students know and what they can do. We should listen to our kids' coaches.



from the
Elementary Teachers' Federation of Ontario



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A practical guide created by experienced combined-grade teachers

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Mt. Everest Climber and Adventurer
Teaching for the Summit:
Lessons from the World's Highest Peaks



Plenary and Closing Keynote – Judy M. Beranger
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For more information contact:
Gérard Cormier at NSTU
(902) 477-5621
gcmormier@nstu.ca



PD conference allows teachers to reclaim voice, energy and passion

The theme of this year’s Professional Development Conference was *Unloading the Cart* featuring workshops designed for participants to reclaim their voice (mind), energy (body) and passion (heart) and spirit (soul).

The event kicked off with a keynote address from executive staff officer Betty-Jean Aucoin, which focused on reviving the soul of teaching. “We can’t lose the focus of our ultimate goal of student success,” she says.

Participants were asked to identify individuals who contributed to their success. The majority identified with a teacher. “This is the magic of teachers who connect, inspire and lead students to succeed,” she continues.

Aucoin reminded teachers of the importance of balancing metric—assessment, and data collection with magic—reaching out and developing and maintaining positive relationships. She also outlined the significance of reclaiming voice and professionalism as teachers. “We always need to ask the important questions. Our questions need to focus on, What is the purpose of this in relation to student success? and How will this be achieved in the context of my classroom and school?” Teachers need to ask what they should stop or change in taking on another project or initiative.

Member services executive staff officer Janine Kerr supported teachers in knowing how to voice their successes, concerns and questions in her *Contracts and Conflicts* workshop. She says that saying “no” is an art, a way to assert influence in the workplace. She encouraged delegates to focus time on priorities including non-school related activities. As teachers’ carts get loaded with more and more and the burden becomes heavier, it’s important for teachers and administrators to question and reflect upon how all the growing initiatives contribute to student success.

Some of the issues that arose during her workshop included: expectations around communications via email and Article 62- School Day for Teachers. Kerr suggests that communications with parents via email should take place during the regular workday, so there isn’t an expectation that the teacher is “on call” via email all the time. She also encouraged delegates to be familiar with the School Day for Teachers article so teachers are aware of their rights and obligations concerning staff meetings, parent-teacher conferences and in-service meetings.



Staff officer Betty-Jean Aucoin is shown with PD conference participants.

NSTU Early Intervention Program (EIP) Case Coordinator Denise Johnston helped participants reclaim their energy, focusing on recognizing the sources of stress and providing some tips on minimizing stress and its effects.

G rard Cormier helped teachers reclaim their passion. He had participants showcase the different resources and technologies used in teaching over their careers. Participants reflected on what made them decide to go into teaching. Overwhelmingly they chose the profession because of their passion for wanting to support children and youth. Through a stepping stone exercise teachers reflected on the important experiences within their teaching career, giving time and pause. Highlighting these experiences allowed participants to understand why they chose teaching, and why they remain in the profession.

The conference, which was originally scheduled in November and postponed due to weather took place on March 26 and 27 at the Delta Halifax.

NSTU staff can be booked to offer any of these sessions, in part or whole, for Locals, schools, and campuses.



June 1, 2010

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July 12–23

Acadia’s French Proficiency program offers French language teachers and other interested individuals the opportunity to upgrade their speaking, listening, reading, and writing skills for professional or personal development. Participants in this 30-credit-hour program spend two weeks each summer on our beautiful Wolfville campus, and may take select courses online throughout the year.

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ACADIA
UNIVERSITY

Université Sainte Anne student workshop

On February 23, NSTU executive staff officer Gérard Cormier presented to pre-service teachers enrolled in the BEd program at students at Université Sainte-Anne in Church Point. While 47 of the students were physically in front of him in the room, another 25 joined the room remotely—17 were at the Halifax campus, six at the Tusket campus and two at the Petit-de-Grat site.

Cormier presented his *Benefits of Membership* workshop to the second-year students at the university. This workshop is designed for those just starting their teaching career—a perfect match for the graduating students. It explains how the NSTU fulfills its mission and provides information about the systems and tools that are in place to support new members. Participants learn about the professional development opportunities and economic welfare protection benefits provided by the NSTU and leave with a clear

understanding of exactly where their union dues go, and the benefits that they provide.

Cormier also made the students aware of the publications and services the NSTU provides its francophone members who often become members of the CSANE (Conseil syndical acadien de la Nouvelle-Écosse) Local. Common questions from the students centred around issues related to pay scales and licensing, substitute teaching, and insurance and benefits.


In an effort to reach out to the only francophone university in the province, since 2004 the NSTU has actively involved the BEd students from Université Sainte-Anne in its programming for pre-service teachers. Member services executive staff officer Janine Kerr regularly presents workshops on contractual issues and Cormier also presents workshops on teacher professionalism to first-year students.



Vote for Fundy as One of the New 7 Wonders of Nature

The third phase of the New7Wonders of Nature is now underway, and you can vote on your choice of seven natural wonders from the selection of Official Finalist Candidates. Once again, the Bay of Fundy is one of the finalists. The Bay of Fundy is renowned for having the highest tides on the planet (16.2 metres or 53 feet). One hundred billion tonnes of sea water flow in and out of the Bay of Fundy twice daily – more water than the combined flow of all the world’s fresh water rivers. Fundy’s extreme tides create a dynamic and diverse marine ecosystem. The Bay is renowned for its coastal rock formations, extreme tidal effects (vertical, horizontal, rapids and bores) and sustainable coastal development. It is also a critical international feeding ground for migratory birds, a vibrant habitat for rare and endangered Right whales, and one of the world’s most significant plant and animal fossil discovery regions. The Bay of Fundy is located between the Canadian provinces of New Brunswick and Nova Scotia on North America’s east coast. Visit www.new7wonders.com to read more and to vote!

Institute Resource Person
Damian Cooper



Damian’s experience includes being a classroom teacher, curriculum developer, and school consultant in public schools in Canada.

PROGRAM OVERVIEW

Fostering Assessment Literacy in Our Schools: Guidelines for School Administrators

During this institute, participants will be introduced to the eight Big Ideas of Assessment that provide the foundation for Damian Cooper’s latest resource, *Fostering Assessment Literacy in Our Schools: Guidelines for School Administrators*.

As teachers plan classroom assessment, they feel torn between the competing demands for increased accountability and the knowledge, now support by research, that the most effective assessment strategies provide feedback in words, not scores, and are characterized by responsiveness to students.


This session will help school leaders implement a balance of assessment for learning (to promote learning) and assessment of learning (for grading and reporting).

This institute is an opportunity for school leaders to explore strategies for implementing school-wide assessment reform. Participants will have opportunities to consider four conditions that maximize sustainable improvement in teacher practice:

1. A clear focus for improvement
2. Support and accountability
3. Collaborative structures
4. Staying the course

You will also have the opportunity to consider the applicability of an improvement model to your own school.

Throughout the institute, using a combination of presentation, discussion, video-clips and activities, participants will improve their own assessment literacy, as well as learn how to work with teachers to improve their practice



Fostering Assessment Literacy in Our Schools: Guidelines for School Administrators

**Mount Allison University
Sackville, NB
July 5-8, 2010**

An Instructional Leadership Institute

Sponsored by:

*New Brunswick Department of Education
New Brunswick Teachers’ Association
Prince Edward Island Teachers’ Federation
Nova Scotia Teachers Union
Newfoundland and Labrador Teachers’ Association*

This Institute is intended for School/District and other educational administrators from Atlantic Canada. A total of 60 participants will be accepted.

Educators who are members of the sponsoring organizations - registration fee is \$300. All others \$400. For registration information, contact Danny Eddy at the NSTU, 3106 Joseph Howe Drive, Halifax, NS B3L 4L7; 902-477-5621, 1-800-565-6788 (toll-free in NS).



Retired Teachers Organization of the Nova Scotia Teachers Union
www.rto.nstu.ca



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Professional #: _____ Date of Birth: _____

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Phone #: () _____ Email: _____

☐ Please check this box if you prefer to receive *The Retired Teacher* newsletter by email instead of regular mail.

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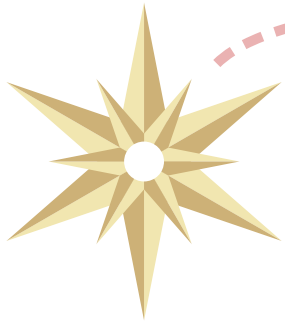
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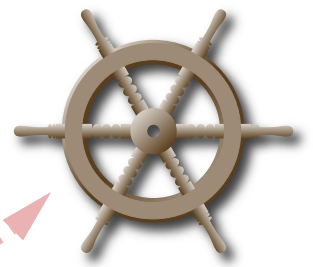
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Cumberland	Kings	Sydney & Area
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RTO/NSTU, 3106 Joseph Howe Drive, Halifax, NS B3L 4L7



Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Respect for Human Rights: The Indicator of a Humane Society

By Gérard Cormier, Executive Staff Officer, Outreach Programs & Equity Services

Human rights are the basic rights belonging to every living person. These include, but are not limited to, the right to freedom, justice, mobility, equality, etc. Within these broader categories can be found the rights to fundamental freedoms, such as freedom of thought, religion, belief, opinion, and expression. Equality rights would include freedom of discrimination based on a variety of characteristics including race, national origin, colour, sex, age, and sexual orientation, to name a few. There are also democratic rights, such as the right to vote, and legal rights, which includes the right not to be arbitrarily detained. All of this provides a snapshot of the rights and freedoms of all Canadians according to Canadian law.

This brings up the crucial issue of the enshrinement of human rights in a country's legislation. Canadian legislation includes the Canadian Charter of Rights and Freedoms, the Canadian Human Rights Act, and the provincial and territorial human rights acts. These various pieces of legislation are the cornerstone for the protection of human rights in Canada. They are not static and came about after much thought, debate, amendment, and governmental approval. They should not be taken lightly; without their existence, life experience in this country would surely be different. When individuals feel their rights have been infringed upon, they can seek redress by way of human rights legislation. The process may sometimes be lengthy, but at least the process exists.

Unfortunately, the same cannot be said for all peoples. One has only to scour the headlines of newspapers to find stories of human rights abuses in countries such as Iran, Iraq, and Cuba. Western democracies appear to hold their human rights records up as the example that the rest of the world should emulate. This past February, I had the privilege to attend a keynote address by Marina Nemat who is the author of the book *Prisoner of Tehran*. Her account of her arrest and subsequent persecution in her native country made me realize that the religious freedom that Canadians take for

granted on a daily basis is only a dream for others. Her story brought to mind the issue of human rights education in Canada. Are Canadian schools teaching Canadian youth about human rights in regards to their existence, importance, and respect?

At last year's NSTU Equity Conference *Taking Pride in Equity* which examined the issue of sexual orientation issues in education, the keynote speaker, the Honourable Scott Brison, member of parliament of Kings-Hants, encouraged educators to make sure that Canadian youth are learning about the importance of human rights in society at large and the fact they need to be respected by everyone. He emphasized the fact that human rights do not exist as a hierarchy, that is to say that one right does not supersede another. Sometimes there is a clash of rights. He gave the example of a religious group that was opposed to same-sex marriage. He informed them that the Charter of Rights and Freedoms that guarantees their right to freedom of religion also gives gays and lesbians the right to marry. He ended by saying that human rights are not a buffet with the choice of picking one right but leaving another behind.

As a result of that speech, the NSTU Equity Committee chose the theme of human rights for its 2010 Equity Conference held this past April 9-10 in Halifax. Panelists from the Nova Scotia Human Rights Commission, school boards, government agencies, and schools spoke of the importance of human rights in relationship to who they are as Canadians, and also in terms of their work in educating students and the public at large. The variety of workshops is a testament to the broad range of human rights education. They included topics such as Holocaust Education, making classrooms safe for all students (including those belonging to a sexual minority), teaching rights and social responsibilities, creating a Challenge Day in your school, and Human Rights Education. The Equity Committee also unveiled two new posters available for NSTU members, one dealing with the importance of human rights

for everyone and one stating that a teacher's sexual orientation should not matter. These can be ordered by emailing gcormier@nstu.ca.

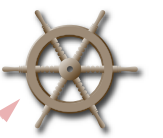
As educators plan their lessons, units, school outings, etc, they should remember that human rights have their place in education. As Kofi Annan, seventh

Secretary General of the United Nations, once said, "We may have different religions, different languages, different coloured skin, but we all belong to one human race." By educating the children of today, we ensure the human rights of tomorrow.

A well-balanced plate:
Everyone has that RIGHT.



Charting Your Course FOR PROFESSIONAL DEVELOPMENT

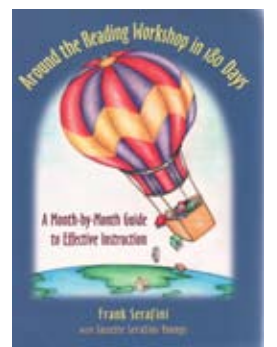


Email your name, home address, and school or campus name with PD Giveaway in the subject line to theteacher@nstu.ca by June 1, 2010 to be eligible for the draw.

This month's PD giveaway is *Around the Reading Workshop in 180 Days: A Month-by-Month Guide to Effective Instruction*, written by Frank Serafini with Suzette Serafini-Youngs and published by Heinemann.

The author provides month-by-month strategies for running a reading workshop across an entire school year. He provides everything you need to change the way intermediate and middle-level students think and talk about reading, including: instructional strategies, ideas for lessons, ways to connect reading and writing instruction, assessment and evaluation techniques, tips for helping students choose books, lists of recommended children's literature and recommended professional resources.

In addition, classroom teacher Suzette Serafini-Youngs illustrates Serafini's ideas with "Windows on the Workshop," classroom vignettes that bridge theory to practice. Whether you're a 30-year veteran or a novice teacher, go *Around the Reading Workshop in 180 Days* with Frank Serafini and take your students on a memorable journey into literacy.



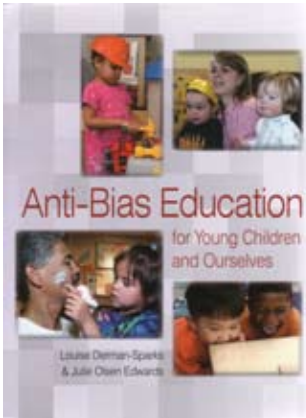
The winner of the PD book *Building Character from the Start: 201 Activities to foster creativity, literacy, and play in K-3* is Heidi Shea-McGowan, Cornwallis Junior High.

The winner of the PD book *Conflict to Conciliation: How to Defuse Difficult Situations* is Lori Richard.

EQUITY BOOK REVIEW

COMMITTEE
Nova Scotia Teachers Union

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



This month's Equity book giveaway is *Anti-Bias Education for Young Children and Ourselves* by Louise Derman-Sparks and Julie Olsen Edwards, published by the National Association for the Education of Young Children. Become a skilled anti-bias teacher with this volume's practical guidance to confronting and eliminating barriers of prejudice, misinformation, and bias about specific aspects of personal and social identity; most importantly, find tips for helping staff and children respect each other, themselves, and all people. Over the last two decades, educators across the nation and around the world have gained a wealth of knowledge and experience in anti-bias work. The result is a richer and more nuanced articulation of what is important in anti-bias education. Individual chapters focus on culture and language, racial identity, family structures, gender identity, economic class, different abilities, holidays, and more.

Tell Us Where To Go!

And We Will Take You There

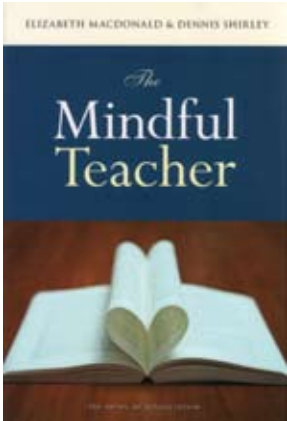
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fresh

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 June 1 to be eligible for the draw.

This month's FRESH giveaway is *The Mindful Teacher* written by Elizabeth MacDonald and Dennis Shirley and published by the Teachers College Press. *The Mindful Teacher* is a way to address "alienated teaching." Alienated teaching occurs when teachers feel they must comply with external conditions they have not chosen and from which they inwardly dissent because they feel new reforms do not serve their students well. To overcome alienated teaching, the authors propose an alternative conception of mindful teaching, in which teachers struggle to attain congruence, integrity, and efficacy in their practice. Mindful teaching is a form of teaching that is informed by contemplative practices and teacher inquiry that enables teachers to interrupt their harried lifestyles, come to themselves through participation in a collegial community of inquiry and practice, and to attend to aspects of their classroom instruction and pupils learning that are ordinarily overlooked in the press of events.



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NSTU SECONDMENT RESOURCE FILE

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

To obtain the secondment application form:

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

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- An opportunity to join listservs/ mailing lists pertinent to your profession;
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- Access to current NSTU publications which are posted to the NSTU site as soon as they are published.

To activate your free account, contact Bev Quillan at NSTU Central Office.* by email: bquillan@nstu.ca or by phone: 477-5621 or 1-800-565-6788

*Please include your first, middle and last name, professional or NSCC employee number, school or campus and Local.

Candidate for NSTU First Vice-President 2010

Eric Boutilier

**INTEGRITY. COMMITMENT.
LEADERSHIP. EXPERIENCE.**

PROFESSIONAL EXPERIENCE

- Teacher with 25-years of experience
- Elementary, Jr. High and Sr. High experience
- Acting Vice-Principal
- Current Guidance Counsellor

EDUCATION

- MEd Acadia University
- MEd Saint Mary's University
- BEd Acadia University
- AEd Nova Scotia Teachers' College

NSTU EXPERIENCE

Provincial

- 2nd Vice-President
- Provincial Executive Table Officer
- Provincial Executive Member
- Chair of Personnel Committee
- Chair of Nominating Committee
- Public Affairs Committee
- Public Relations Committee
- Summer Leadership Module Level 3 (highest level)
- Provincial Economic Welfare Committee
- Time to Learn-Time to Teach Committee

Canadian/International

- CTF - Overseas Teachers Association School Rep

Regional

- Chair of Regional Representative Council
- Employment Equity Committee

Elect *Eliser*



- Economic Welfare Committee
- Marking and Prep Committee
- Rep Retreat
- Negotiating Team
- Teacher-Board Committee
- Grievance Committee

Local

- President
- Past President
- VP of Economic Welfare
- VP of Public Affairs Committee
- Annual Council Delegate
- Finance Committee
- Grievance Committee
- Rep Retreat
- Local Summer Leadership
- School Rep

Hello Fellow NSTU Members.

I would like to take this opportunity to share with you my candidacy for First Vice-President of the Nova Scotia Teachers Union.

The Provincial Executive elected me as our Second Vice-President last year during summer leadership. Since that time I have sat as a table officer for the Provincial Executive, and as Second Vice-President, I have chaired the Personnel Committee which is responsible for among other things, staffing at the NSTU Central Office. This natural progression has given me the experience needed to ask for your support as First Vice- President.

For too many years now, the Department of Education and local school boards have been downloading initiatives and new tasks to schools and teachers. As teachers, we have worked hard to do all that has been asked of us, and often more. However, bottom line is, most teachers are left feeling frustrated, feeling like they just want to be "left alone" so they can do what they are paid to do: teach! It's time to let teachers do what they do well (and what parents of our students want as well) and that is: teach our students.

Currently we have a class size cap at the early elementary grades. We need to expand these caps to include all grade levels in Nova Scotia. Obviously there needs to be some flexibility where teachers in schools can expand the cap by a few students for the best interest of all. Teachers should have a major role in determining this flexibility.

Composition of a class is just as important in determining what will work for the teacher (this would include the number of adaptations, IPPs, behavior plans and other service plans that might be put in place for the students in a class). We all know of situations where teachers can manage quite well with 25 or more students in the room (if there are not special needs or additional responsibilities). A more challenging situation might arise in a class with many fewer students but may include several students with special needs (as indicated above). Obviously, class size and composition are linked together.

One of the things that perhaps has been forgotten is that we used to have adequate marking and prep time. Teachers used to get 40-50 minutes prep time per day or more. We lost this very necessary time to prepare for teaching. We need a return to adequate marking and preparation time. We need to have a strong voice at the negotiation table to drive home the point that teachers need this time back. I will be your strong voice at the table to regain this important part of effective teaching.

Each of these factors outlined above impact teacher workloads. This is the number one issue that needs to be addressed in our next round of negotiations.

New teachers entering into our profession need to know they can count on support from the NSTU. Too many new teachers are feeling the burden of multiple expectations in today's classroom. New teachers must be supported on many levels for the good of our profession.

Nova Scotia has the second lowest funding, per pupil, in Canada. This is unacceptable. We should be at least funded to the national average. This would mean an increase of a few thousand dollars per student to our system. Increased funding would have a major impact on the number of teachers we could have in schools around the province.

In closing, my commitment to our organization has never wavered. And, at all times my decisions are made with the interests of the NSTU being first and foremost. As you can see from the experience above, including negotiations; I have had a long and heavy involvement within the NSTU. I pledge to you the same integrity and leadership going forward, in working for all our members. I ask for your support at Annual Council 2010!

I ask for your support on May 23rd.

Je demande pour votre appui le 23 mai.

Eric Boutilier, Second Vice-President, Candidate for First Vice-President

Vote Eric for 1st Vice-President

For information call 893-8547 or email at emboutilier@nstu.ca

Candidate for NSTU First Vice-President 2010

Shelley Morse

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Provincial Positions

- NSTU 1st Vice-President
- Provincial Table Officer
- Provincial (TPA) Bargaining Team (08-09)
- Chair, Provincial Economic Welfare Committee (09-10)
- Chair, Member Services Committee (08-10)
- CAPTO Member
- Provincial Single Tier Bargaining Committee ('10)
- Provincial Executive Member (02-06)
- Finance and Property Committee
- Personnel Committee
- Legal Services ad hoc Committee
- Public Relations Committee
- Structure Review ad hoc Committee
- Nominating Committee
- New Member Committee
- Discipline Committee

Regional Positions - Annapolis Valley

- Regional Representative Council
- Chair, AVRRC
- Chair, AVRRC Grievance Committee
- Co-chair, Management - Teacher Committee
- Time to Learn, Time to Teach Regional Coordinator
- Regional Economic Welfare Committee
- Regional Asking Package Committees (4)
- Regional Collective Agreement Negotiating Teams (3)
- Regional Returning Officer - NSTU Provincial Presidential Election
- Regional Elections Committee
- Regional Public Affairs/Relations Committee
- Regional Constitutional Review Committee
- Regional Finance Committee
- Kings Local representative - AVRRC

Local Positions - Kings

- Local President
- VP - Professional Development
- VP - Economic Welfare
- Local Table Officer
- Local Past President
- Chair, Resolutions Committee
- Chair, Nominating Committee
- Chair, Substitute Teacher Committee
- Chair, New Teacher Committee
- Chair, NSTU/AVRSB Joint Education Committee
- Chair, Kings Local Annual Retirement Banquet Committee (seven years)
- Economic Welfare Committee
- Secretary, PD Committee
- PA/PR Committee
- Constitutional Review Committee
- Finance Committee
- Professional Development Committee



- Communications Committee
- Staffing/Term Teacher Committee
- NSTU/KCDSB Joint Budget Committee
- School Representative (seven years)
- Annual Council Delegate (14 years)

National

- CTF "Hill Day" 2010
- CTF Advisory Committee on Diversity and Human Rights (09-11)
- Canadian Teachers' Federation Delegate (05;06;07;09;10)

Professional Information

- A.Ed. (NSTC); B.Ed., Diploma in Special Education, M.Ed. (Acadia);
- 25-years full-time teaching experience, including six years as a teaching Administrator

Leadership Development

- "Getting Past No" - Strategies of a Master Negotiator session (2010)
- Member Services Conferences (02;06;08;10)
- Authentic Assessment for Learning to Support Student Services
- Differentiated Instruction Workshop
- NSTU "Taking Pride in Equity" Conference 2009
- CAPSLE Conference 2008
- Local Presidents' October and April Conferences (99-10)
- August Leadership (00-09)
- NSTU Executive Planning (02-06;08-10)
- NSTU Mentorship Program - Member Services (07)

Annapolis Valley Regional School Board

- Library Services Committee
- Accreditation Internal Review Committee
- Emergency Management Committee
- Leadership Development Committee - Administrative Training
- Leadership Development Committee - New Teacher Support
- Guidance Teachers' Lead Team

Leadership Modules

- Working with People
- Leadership for Teaching and Learning
- Nurturing a Learning Environment
- The Administrator and the Law
- Leadership for School Improvement: Monitoring and Evaluation
- Social Justice

The history of the Nova Scotia Teachers Union dates back to 1895. It was reorganized in 1921 and has grown through the decades, its strength fueled by leaders from all Locals in this province. When I received my first teaching assignment in 1985, I was unsure of the union and its purpose. That year I began to volunteer to get a first hand impression and I've never looked back. Starting as a NSTU rep for my school and progressing onward to the many leadership positions I have held, I became more and more involved in our union. It truly has become a passion for me.

The NSTU is the voice for educators in this province and through the work of its many dedicated, competent members has created many opportunities for educators, both professionally and contractually. NSTU leaders throughout the province are the "keepers of our contracts" (regionally and provincially); therefore, making our Locals of utmost importance to the viability of this organization. NSTU reps in schools, campuses and other worksites across the province work diligently to update members and constantly disseminate information. The 22 Locals, including CSANE and the Community College, and affiliated RRCs are equally significant. They are the mainstay of this union and integral to our success.

Collective bargaining is crucial to maintain the status of our current agreements and to work toward new and improved benefits. As mentioned in the April issue, workload has become an overwhelming and daunting issue. The classroom is no longer the place of joy it once was; it is now a place where we are drowning in a sea of paperwork and so-called accountability. Life as an educator is changing and not for the better. We all want our students to do well and our classrooms to be a safe, effective learning environment, but this task is becoming increasingly more difficult with the demands placed on educators. Initiatives are introduced at such a rate that we barely have time to evaluate the work we're doing before something new is launched! In recent years it seems every staff meeting brings another requirement. Where will it stop?

Educators can thank the hard work of many for the numerous benefits we've obtained to date, including: salary increases; dental coverage; massages; hiring rights; supervision; and other benefits. In my roles as Provincial Economic Welfare Committee Chair; Provincial (TPA) Bargaining Team member; Member Services Chair; Local and Provincial Table Officer; Provincial Executive member; AVRRC Chair; AVRRC Grievance Chair; Local President; and in my current role as 1st Vice-President, I have rallied to protect members' rights and to bargain for improvements to benefits, locally, regionally and provincially.

As you can see from the information listed above, I have a vast amount of leadership experience and, should I be re-elected to the position of First Vice-President at Annual Council, I will maintain the same work ethic, veracity and dedication shown over the last 25 years of serving the NSTU. I enjoy my work and look forward to protecting educators' rights under our collective agreements until I retire.

I offer you my experience, my leadership skills, my enthusiasm, and my commitment of 25 years to unionism. I ask for your support and your vote on May 23. Thank you.

Re-Elect SHELLEY for FIRST VICE-PRESIDENT

For further information contact email slmorse@nstu.ca or telephone 542-3629

Candidate for CTF Delegate 2010

Tim MacLeod



NSTU Committees

Local:

- Professional Development
- Communications & Public Relations
- Public Affairs

Regional:

- HRSB/NSTU Article 60 Professional Development Committee
- Halifax Regional Representative Committee
- Grievance Committee
- Regional Economic Committee
- Regional Negotiations Team

Provincial:

- Public Relations Committee
- Member Services Committee

Offices Held

Local:

- Vice President – Communications and Public Relations
- Vice President – Professional Development
- Local President – Halifax County Local (2,180 members)

Regional:

- Co-Chair – Halifax Regional Representative Council
- Co-Chair – HRSB-NSTU Article Professional Development Committee

Other Positions

- NSTU representative on the HRSB’s Diversity Management Committee
- NSTU representative on the Breakfast for Learning Council of Nova Scotia
- John Huntley Internship Program participant
- Annual Council participant (11 years)
- NSTU Leadership Development Levels I and II
- NSTU Summer Leadership Participant (four years)
- HRSB-NSTU Teacher Induction Program group co-leader
- Certificate in Leadership Development – Leadership Development, Negotiating and Influencing, and Interpersonal Communications (Saint Mary’s University – Executive and Professional Development)

Candidate for Resolutions Committee

Kyle Marryatt

NSTU Committees

Local:

- Finance Committee
- Nominating Committee
- Public Affairs/Public Relations Committee
- Professional Development
- Economic Welfare Committee
- Resolutions Committee
- Social Committee
- New Teacher Committee

Regional:

- Management/Teacher Committee
- Grievance Committee
- Occupational Health & Safety Committee
- Regional Public Affairs/Public Relations Committee
- Regional Economic Welfare Committee

Offices Held

Local:

- Vice President of Public Affairs/Public Relations Committee
- Vice President of Economic Welfare Committee
- Local President

Regional:

- Chair of Management/Teacher Committee
- Chair of Grievances Committee
- Co-Chair of Halifax Regional Representative Council Committee

Candidate for CTF Delegate 2010

Liette Doucet



NSTU Committees

Local:

- Chair, Communications Committee–2000-2004
- Chair, Program Enrichment Committee–1994-2004
- Council Organizing Committee–1999-2005, 2009
- Halifax City Local Executive–1999-Present
- NSTU Representative–1990-1999

Regional:

- Halifax Regional Representative Council–2004-2011
- Management/Teacher Committee–2004-2011
- NSTU/HRSB Article 60 PD Committee–2004-2008, 2009/10
- HRSB Joint Occupational Health and Safety Review Committee–2007-2009
- Job Security Committee NSTU Representative–2007/08, 2008/09

Provincial:

- Professional Committee–2009/10, 2010/11

Offices Held

Local:

- President–Halifax City Local, Nova Scotia Teachers Union–2004-Present
- Vice President–Communication–Halifax City Local Executive–2002-2004
- Member at Large – Halifax City Local Executive–1992-2002

Regional:

- Chair, Halifax Regional Representative Council–2004/05, 2007/08, 2008/09, 2010/11
- Co-Chair, Halifax Regional Representative Council–2005/06, 2009/10
- Chair, Management/Teacher Committee–2008/09
- Chair, Halifax Regional Grievance Committee–2008/09
- Chair, Halifax Regional Negotiations Committee–2007/08
- Chair, NSTU/HRSB Article 60 Professional Development Committee–2009/10

Provincial:

- Chair, Annual Council Steering Committee–2010

Other Positions:

- Delegate to Annual Council–1999-2010
- NSTU leadership Conference presenter–2010
- NSTU/HRSB Teacher Induction Program Coordinator–2006-Present
- NSTU Administrators Support Group Coordinator–2010

Candidate for CTF Delegate 2010

Hope Lemoine

I am offering my enthusiasm and passion for all things NSTU related in offering for the position of CTF Delegate 2010. I bring a wide variety of experiences that I believe will make me a valuable contributor to the CTF delegation. I ask for your support at Annual Council 2010.

NSTU Committees:

Local:

- Cumberland Local PD Committee–2007-Present
- Cumberland Local Nominating Committee–2006-Present
- Cumberland Local Resolutions Committee–2006-Present

Regional:

- Regional Negotiations Committee–2010-Present
- Time to Learn, Time to Teach Committee–2007-Present
- CCRSB Marking and Prep Time Committee–2005-Present
- Chignecto-Central Regional P.D. Committee (Article 60)–2000-03
- Chignecto-Central Regional Representative Council (CRRC)–1997-Present

Provincial:

- NSTU Resolutions Committee–2008-10
- NSTU Pension Committee–2007-09
- NSTU Curriculum Committee–2006-07
- P.E. Ad Hoc Committee on Governance–2006-07
- NSTU Nominating Committee–2005-06
- P.E. Ad Hoc Committee on the Leadership Institute–2005-07
- NSTU Pension Committee–2005-06

Offices Held:

Local:

- VP-Economic Welfare, Cumberland–2007-Present
- President, Cumberland Local–2001-03
- VP-PD–1996-01

Regional:

- Chair, REWC–2007-Present
- Chair, Regional Grievance Committee–2007-Present
- Member at Large, RRC–1997-Present

Provincial:

- Provincial Executive Member, Cumberland Local–2003-2007

Other Positions:

- Active participant at 16 Annual Councils
- Attend the NSTU Leadership Development Conference Annually
- Completed the NSTU Parliamentary Procedure Course

I look forward to seeing you at Council. Thank-you for considering me for CTF Delegate.

AVISO

THE MAGAZINE FOR NOVA SCOTIA'S TEACHING PROFESSION
LA REVUE DE LA PROFESSION ENSEIGNANTE DE LA NOUVELLE-ÉCOSSE

DEMANDE DE MANUSCRITS

Nous encourageons des soumissions des enseignants des écoles publiques et 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.

CALL FOR MANUSCRIPTS

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

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

Or e-mail 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 e-mail attachments are *Microsoft Word*, *Rich Text Format* or *Text Only*.



Please select AT LEAST ONE committee indicating your preference by inserting 1, 2 or 3 in the box beside the committee(s) for which you wish to apply. (SELECT UP TO THREE ONLY.)

Page 14, The Teacher, April 2010

Web Apps for Educators

by Maggie McFarlane, NSTU Researcher/Communications Assistant

Did you know that there are hundreds of web apps being designed just for teachers and educators? If not, keep reading. A host of web-based tools are now at your disposal to help you make your classroom more interactive and more Web 2.0 (3.0?) friendly.

Here are five educator-friendly web applications that really make the grade.

1. TeacherTube (www.teachertube.com)

We have all heard of YouTube. It's a great way to waste time – movie trailers, clips from your favourite shows, and an endless array of silly real-life videos. It's also a great place to find educational videos, but finding them in the YouTube universe is often like searching for a needle in a haystack. TeacherTube does the sifting for you. As the site explains, "Our goal is to provide an online community for sharing instructional videos. We seek to fill a need for a more educationally focused, safe venue for teachers, schools, and home learners. It is a site to provide anytime, anywhere professional development with teachers teaching teachers. As well, it is a site where teachers can post videos designed for students to view in order to learn a concept or skill." The service is free and teachers are encouraged to add their own educational content; as a result, the site is always evolving by offering a growing selection of educational materials. Teachers are also able to flag any irrelevant or inappropriate videos, which are then reviewed and removed by TeacherTube staff.

2. Footnote (www.footnote.com)

The slogan for footnote is "Where history will surprise you." It's absolutely true. The site is composed of a massive collection of original historic documents (approximately 63 million and counting). The site has an agreement with the United States National Archives and allows users to view millions of never-before-seen documents from American history. The collection, however, is not exclusively American. Documents from countries all over the world are available. I did a quick search for Halifax, Nova Scotia and immediately came across a report regarding a UFO sighting in Doctors Cove, NS on March 17, 1965 from the U.S. "Project Blue Book." What better way to connect students to something that happened in the past than to let them actually explore documents and original sources from that time? It's a very interesting site, but unfortunately the "premium" content requires a paid subscription.

3. The Commons on Flickr (www.flickr.com/commons/)

Educators can find a vast and growing collection of public photography archives from The Library of Congress, The Smithsonian, the Powerhouse Museum, the George



Eastman House, Oregon State University, the National Galleries of Scotland, and many more. The site explains that "The key goals of The Commons on Flickr are to firstly show you hidden treasures in the world's public photography archives, and secondly to show how your input and knowledge can help make these collections even richer." Users are encouraged to help describe the photographs in the The Commons collection by either adding tags or leaving comments. Again, I did a quick search for Halifax, NS and came across photos of Halifax from around 1915. This is a great visual resource for a variety of subjects and levels.

4. Edmodo (www.edmodo.com)

Love Twitter but don't want to use it with your students? Try Edmodo. Edmodo is "A private social platform for teachers and students to share ideas, files, events and assignments." Edmodo offers microblogging, link and file sharing, inline replies, a class calendar, and assignments and grading functions all in a Twitter-like package built with the classroom in mind. Plus, Edmodo now comes with a downloadable mobile web platform that is compatible with iPhone, iPod Touch, and Android services. What better way to stay connected with the Digital Natives in your classroom?

5. Curriki (www.curriki.org)

Do you find yourself turning to Wikipedia a little more often lately? Well, now there's something just for educators. Curriki is a place where educators can collaborate and share lesson plans, curriculum resources, teaching activities, student worksheets, and more. It is a truly global collaboration, with members from all over the world. According to the site, "Curriki is more than your average website; we're a community of educators, learners and committed education experts who are working together to create quality materials that will benefit teachers and students around the world. Curriki is an online environment created to support the development and free distribution of world-class educational materials to anyone who needs them. Our name is a play on the combination of 'curriculum' and 'wiki' which is the technology we're using to make education universally accessible." Bonus: It is also a non-profit corporation, so you won't be interrupted by annoying ads or pop-ups.

Do you know of any other applications that can be helpful for teachers? Let us know by emailing theteacher@nstu.ca with the subject heading "Web Apps for Educators."



The Nova Scotia Educational Leadership Consortium

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

Module 8 *Schooling and Social Justice*

This 3 day module provides opportunities to explore rational and conceptual foundations for social justice education. Through activities and discussions concerning racism, sexism, heterosexism, ableism and classism, participants learn to develop strategies to create classrooms and schools dedicated to social justice. In addition, the module explores the conceptual foundations for a social justice focus in education, as well as approaches that can be initiated in schools and school districts to address inequity.

Comments and feedback from recent Module 8 participants:

"A very insightful module which promotes critical consciousness into the much needed reform in both curriculum and teacher awareness surrounding social justice."

"Wouldn't it be wonderful to do this module with a whole school staff?"

"My eyes have been opened!"

"The structure of the module and the personalities of the facilitators made for a safe learning environment."

If you are interested in attending Module 8 visit our website to check the Module schedule. If there isn't one already scheduled, fill out our Wait List and you will be contacted when new dates are posted.

If you would like a Module 8 hosted by your Board or organization check our website to see who your representative is on either the NSELC Board of Directors or Program Committee and contact them with your request.

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

The John Huntley Memorial Internship Program



The third installment of the John Huntley Memorial Internship Program for the 2009-10 school year took place April 15 and 16 at NSTU's Central Office in Halifax. Six new John Huntley interns spent their two-days meeting with NSTU staff from member services, professional development, counselling and public relations. They were also able to meet with NSTU president Alexis Allen and NSTU executive director Bill Redden. Seated are: Valerie Lohnes (Kings Local) a Grade P1 teacher at Aldershot School in Kentville; Nancy Stubbett (Cape Breton District Local), a Grade 1 teacher at Tompkins Memorial School in Reserve Mines; NSTU Executive Staff Officer in member services Allan MacLean; Val Chisholm (Guysborough County Local), a Grade 2/3 teacher at Fanning Education in Canso. Back row: Mary Alice Ali (Pictou Local), a Grade 7, 9 and 10 math teacher at Northumberland Regional High School in Westville, Jeff Wambolt (Dartmouth Local), O2 Coordinator at Dartmouth High School, and Mark MacPhee (Halifax County Local), a Grade 7 and 8 teacher at Harold T. Barrett Junior High School in Beaver Bank.

The deadlines for applications for the John Huntley Memorial Internship Program for the 2010-2011 school year are:

September 15, November 15, February 15, April 15

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

Nova Scotia Teachers Union

coming events

May is...

Asian Heritage Month (www.asian-heritagemonth.org/index.html), Allergy Awareness Month (www.nslung.ca), Speech and Hearing Awareness Month (www.sdhhs.org), Multiple Sclerosis Awareness Month (www.mssociety.ca), MedicAlert Awareness Month (www.medicalert.ca), Huntington Disease Awareness Month (www.hsc-ca.org)

MAY

Asian Heritage Month

May is Asian Heritage Month and acknowledges the long and rich history of Asian Canadians and their contributions to Canada. Asian Heritage Month is an ideal occasion for all to celebrate various Asian cultures. Cities across Canada, including Halifax, hold events to recognize Asian Heritage Month. Find out more about the festivities and events taking place. Visit the Canadian Heritage website at www.asianheritagemonth.org/index.html.

MAY 13 TO 14

Nova Scotia Learning Disabilities Conference

The next Nova Scotia Learning Disabilities Conference, hosted by the Learning Disabilities Association of Nova Scotia, will take place May 13 to 14, 2010. This bi-annual conference provides the latest research and dialogue on learning disabilities, including specific workshops on: the Neuropsychology of Mathematics and Writing (Diagnosis and Intervention); Relationship between LD and Mental Health; LD and Issues with Law, Policy and Practice, Non-verbal LD; and much more! This conference will be of interest to education professionals (administrators, classroom teachers, resource/learning centre teachers, LD specialists, educational and clinical psychologists and speech language pathologists) who work in the field of learning disabilities, related professionals and parents. The conference will take place at the World Trade and Convention Centre in downtown Halifax. Delegates can expect to learn effective teaching strategies and hear from leaders in the field of learning disabilities while networking with colleagues and friends. For full conference information and to register visit www.nslldconference.ca or contact Matt Currie at 423-2850 or matt@ldans.ca.

MAY 16 TO 19

CNIE Annual Conference

You are invited to be a part of the Canadian Network for Innovation in Education Conference 2010. This exciting event will be held May 16 to 19, 2010 in Saint John, New Brunswick during its year-long 225th anniversary celebration. This innovative conference gathers more than 300 delegates from diverse industries and backgrounds and pairs them with accomplished speakers such as: Daniel Peraya from TECFA, an academic unit in the field of educational technology at the School of Psychology and Education at the Université de Genève; Alec Couros, professor of educational technology and media in the Faculty of Education at the University of Regina; and CBC broadcaster and writer Nora Young. Attendees will participate in keynote presentations and workshops focused on our major themes: Heritage, Matters, Inspiring, Tomorrow. Conference participants will create a collaborative, multi-layered discussion and exchange of ideas that will identify research opportunities and advance pedagogical practice in all sectors. For more information visit www.innovationineducation.ca/conference_program.php.



MAY 17

International Day Against Homophobia

The International Day Against Homophobia, held on May 17 every year, is a rallying event offering an opportunity for people to get together and reach out to one another. Fondation Émergence promotes, mainly on a pan-Canadian level, the International Day Against Homophobia and encourages organizations and individuals to highlight this event in their environment. The theme for this year is Speaking in Silence, Homophobia in the Sports World. On a personal level, athletes and figures involved in the sports world are no more homophobic than any other people. Yet, the sports environment is weighed down by a heavy silence on anything dealing with sexual diversity. Educational material for the campaign provides a large quantity of information on sexual orientation. Teachers will also find a list of resources and educational tools. The posters and pamphlets, in English and in French, are being distributed in communities and can also be ordered free of charge from the website www.homophobiaday.org.

**International Day
Against
HOMOPHOBIA**

**Our 11th year begins
in September 2010 at
the new Fall River
Yoga Centre**



*Led by Jody Myers (B.P.E.) and
the AYTT staff. We have many
years experience, leading Yoga
classes and YogaDance™
experiences for groups of all
ages, in a wide variety of
locations, including schools.*

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MAY 27 TO 28

Healthy Relationships, Healthy Development, Healthy Communities Conference

PREVNet's 5th Annual upcoming conference on bullying prevention is being co-sponsored this year with McMaster University and will bring together Canadian and international issue experts with an amazing agenda of topics and resources for educators and administrators. This is Canada's foremost national bullying prevention conference. For more information visit: www.prevnet.ca. A registration form is available through this link: conference.mcmaster.ca/documents/CURAPREVNED.pdf

**The deadline for the June issue
of *The Teacher* is May 21.
Please contact Selina Hughes at
theteacher@nstu.ca or 902-477-5621**

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offer. Offer valid on new purchases only. Cashier select TRANS. DISC. TYPE 1.

**Visit us at rw-co.com and register to
receive great RW&CO. offers!**

NOTICES

Call for participants

Elizabeth Spence, a graduate student with the School for Resource and Environmental Studies at Dalhousie University, is researching environmental education in Nova Scotia's public schools.

A part of the research is to interview sixth grade teachers within the Halifax Regional School Board on their perceptions on what constitutes environmental education, what resources the teachers feel are needed to support environmental education, and what challenges they face within their classroom and with the curriculum in relation to environmental education.

The single, audio-taped interview will last approximately one hour and each participant will be given a transcript of their interview to review. The interview will take place at a time and location of your convenience.

Interested teachers are welcome to contact Elizabeth, either by telephone or email, to further discuss the project. Ethical approval has been granted from both Dalhousie University and the Halifax Regional School Board.

Email: elizabeth.spence@dal.ca

Phone: 902-492-8145

The Nova Scotia Teachers' College Annual Reunion 2010

The Nova Scotia Teachers' College Annual Reunion 2010 is the place to be August 20 -22.

Regardless of what year you may have graduated or whether you graduated from the old Normal School, N.S. Normal College or the N.S. Teachers' College, you are invited to attend the 40th Annual Reunion. Special attention will be given to all the classes that end in '0', but everyone is welcome.

The reunion will be held on the Campus of the Community College (former Teachers' College), Truro, August 20-22, 2010. Rooms and meals are available at the residence.

As well, a block of rooms has been booked at the Best Western Glengarry Hotel. You must book before mid July to get the rate.

As usual, on Friday evening there will be a Pub Night, following the guest speaker. We are really pleased to welcome Senator Jane Cordy as our guest speaker. Senator Cordy, a native of Sydney, N.S., graduated from Teachers' College in 1970.

For registration forms or more info contact Rosella MacDonald 736-6315 or rosellamacdonald@yahoo.ca or Robert Jordan at rwjordan@ca.inter.net

Check out the website for more information www.nsteacherscollege.ca

Calling all students!

Do you want to make a difference in your community? Here's your chance to share your ideas and opinions. DEAL.org is the RCMP's by-youth, for-youth crime prevention website and we're looking for youth aged 14-18 to participate in our 2010-2011 Youth Advisory Committee. We want

to know what's on your mind!

All you need to do is spend 2-4 hours a month on our secure online forum where you get to answer and discuss questions about issues and problems you may be facing in your school or community. You can gain community service hours while helping shape the RCMP's youth resources and policies. Plus, it will look great on a resume.

To join, visit DEAL.org and follow the Youth Advisory Committee link to fill out the application and reference forms. You can also email us at deal-choix@rcmp-grc.gc.ca for more information.

ATEC fall conference

The ATEC (Association of Teachers of Exceptional Children) conference planning committee would like to remind ATEC Fall Conference attendees to book their room at the Hampton Inn & Suites in Dartmouth by September 25, 2010. Rates are as follows: single/double \$129 and triple \$139. Contact the Hampton Inn & Suites at 902-406-7700 or visit the website at www.dartmouthhampton.com.

THE VIRTUES PROJECT™

www.virtuesproject.com

Summer Institutes 2010

Imagine a school where students practice self-discipline and cooperation and a community where everyone, from parents to teachers, to police, has the will and skill to teach respect, foster kindness, and model integrity. The Virtues Project™ is an award-winning, non-sectarian program which helps to bring out the best in our students and ourselves. Based on five simple but powerful strategies, The Virtues Project™ can be integrated into all aspects of school life.

- Two-day Introductory Course: July 7-9, Tatamagouche Centre
- Three-day Facilitator Intensive: August 16-19, Inverary Inn, Baddeck, NS (Prerequisite: two-day intro)

Started in Canada over 20 years ago, this grassroots initiative is transforming schools, homes, workplaces, prisons, corporations, and community groups across Canada, and in more than 90 countries world-wide. The Virtues Project™ was honoured by the UN as a model program for people of all cultures.

"Twenty teachers, administrators and a board member attended a two-day training session on 'The Virtues Project.' We continue to get positive comments from participants."

—Susan Kelley, Coordinator of Student Services, Educational Quality and Accountability, Cape Breton-Victoria Regional School Board

For particulars, contact:
Mary MacDonald, M.Ed.,
Virtues Project Master Facilitator
virtuesworkshop@eastlink.ca
902 396-3107

Yoga in Schools

Summer Teacher Training Intensive



Be one of the growing numbers of teachers bringing this transformational yoga experience to their schools. This four day intensive leads to a 200 hour certification, which is required to teach yoga in the schools.

Graduates will receive Yoga 11 lesson plans, and Yoga for Autism and Elementary Programs as well as one year mentorship during implementation.

"This program, created and lead by Jenny and Blair, has revitalized and prepared an inspired group to deliver the new PSP Yoga 11 curriculum. The joy and gratitude is palpable throughout the journey. This course has and will change many lives, having lasting effects within the education system."

— Sue Stevenson, Active Living Consult

Leader(s): Jenny Kierstead is a former Phys. Ed teacher and the founder of Breathing Space Yoga Studios. She contributed to the development of the Yoga 11 curriculum and designed an Elementary school Yoga Program. She also co-created a Yoga for Autism program.

Blair Abbass was the first teacher to bring Yoga 11 to the HRSB. He is a contributing designer of the Yoga 11 curriculum in the area of meditation.

Date(s): August 9--12th, 2010

Time: 9:00am—4:00 p.m.

Location: Breathing Space Yoga Studio, Halifax

Fee: \$ 500.00 +hst (Check with Local PD for funding)

Contact: 444-YOGA (9642) or info@BreathingSpaceYogaStudio.ca
www.BreathingSpaceYogaStudio.ca



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For further information contact coveyfp@gov.ns.ca

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



The Role of the NSTU Group Insurance Trustees, Johnson Inc. and the Underwriters

In 1965 the NSTU set up a Board of Trustees, in accordance with a Trust Deed, to oversee the benefits gained through negotiations and to operate the plans in the best interest of the Members. As Insurance Trustees, we establish policies, determine eligibility, make investments, enter into contracts, monitor the plans and hire professionals to help us exercise our fiduciary responsibility. Each Insurance Trustee is appointed by the Provincial Executive of the NSTU. The NSTU Group Insurance Trustees meet on a regular basis to review the plans.

Johnson Inc. does not insure our Members. Johnson Inc. is the Consultant to the NSTU Group Insurance Trustees and the Administrator of the plan. As Consultant, they review and update programs and go to market looking for Underwriters to service the account. As Administrators, they handle Member enquiries, perform Accounting (Deduction Reconciliation) procedures, provide Client Systems, yearly benefit statements, and day-to-day services to Members under the direction of the Trustees. They administer all plans including Total Care/Medical, Total Care/Dental, Provincial Master Life and Accidental Death & Dismemberment, Optional Life Insurance, Spousal Optional Life, Voluntary Accidental Death & Dismemberment and Long Term Disability. Johnson Inc. also offer other plans such as MEDOC® Travel, MEDOC® Trip Cancellation / Trip Interruption, and Home and Auto Insurance.

Members are not insured by Johnsons but by Underwriters (individual Insurance Companies) who have quoted on our business to provide coverage for Members. They also review applications and set the criteria for insurability, process claims, issue cheques and recommend changes as a result of new legislation. In short, the Underwriting Companies provide the insurance to Members.

In conclusion:

- The Insurance Trustees monitor Trust Funds and make policy decisions,
- Johnson Inc. provide all necessary Administration and Consulting advice to the Members and the Group Insurance Trustees for the proper and complete Administration of the Plans, and
- The Underwriters provide the actual coverages listed below:
 - Provincial Master Life/Accidental Death & Dismemberment—Manulife Financial
 - Optional Life – Manulife Financial
 - Spousal Optional Life – Manulife Financial
 - Voluntary AD&D – AXA Assurances Inc.
 - Total Care / Medical – Medavie Blue Cross
 - Total Care / Dental – Medavie Blue Cross
 - Long Term Disability – Manulife Financial
 - MEDOC® Travel – ETFS
 - MEDOC® Trip Cancellation / Trip Interruption – ETFS
 - Home and Auto Insurance – Unifund Assurance Company

As a reminder, the NSTU Group Insurance Trustees do not oversee the Nova Scotia Teachers' Pension Plan.

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

resources

Environmentalus educatoralis—a thriving sub-population discovered in Nova Scotia!

by Rebecca McQuaid, Education & Engagement Unit—Atlantic, Environment Canada

How would a species guidebook describe the magical Environmentalus educatoralis, more commonly known as the environmental educator? To find out what characterizes these wondrous creatures, let's take a closer look at a sub-population recently discovered in Nova Scotia, Canada. They exhibit specialized group behaviour which I've been invited to observe...

Members of the greater Nova Scotia Environmental Network, the Environmental Education Caucus (EEC for short) is comprised of

individuals and organizations working in the informal, non-formal and formal education sectors. At monthly gatherings, members give updates on current and upcoming events and activities, and have the opportunity to problem-solve and brainstorm with others of their species.

"The EEC is a supportive network. As a unit, we are able to share our resources and expertise more widely. For example, this past autumn we held our annual pre-service teacher education day at a

local university," says Heidi Verheul. "The students really recognize our environmental resources as value-added for the classroom."

It is all in an effort to increase capacity, communication and cooperation toward expanding and improving environmental education throughout their territory. They do this mainly through networking, collaboration and sharing.

"It is great to see individuals, students, teachers, government and non-government representatives all working together to promote resources and collective messages. It definitely increases our capacity to deliver quality environmental education in the province," agrees Susan Glynn-Morris. It is obvious that the group exhibits exceptional cooperative behaviour.

For example, the annual Solstice Social professional development day in June invites current and potential members (as well as interested individuals) to gather together to learn about new and effective ways

to engage others on environmental topics. The Social also aims to celebrate successes and to recognize the great work of the collective. You too can attend this free event if you join the email listserv and watch for updates: groups.google.com/group/ns-eec. The listserv also provides a forum for sharing resources, circulating event notices and making inquiries to the group.

There are usually new faces at every meeting, one of the most exciting things about the Environmentalus educatoralis working group. Denise Hansen explains: "I've been a part of this group since it began in 2003 and every time I come to a meeting there is at least one new face in the room. It's great! It really speaks to our ability to get things done when we're always drawing new individuals and talents into the mix."

To learn more about this sub-population of Environmentalus educatoralis, please visit: www.nsen.ca/environmentaleducation.php.

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(Please provide your Group ID Code: 62)



Johnson Inc. Insurance

Home and auto insurance is available through Johnson Inc., a licensed insurance agency. Policies are primarily underwritten by Unifund Assurance Company (Unifund). Unifund and Johnson Inc. share common ownership. AIR MILES® reward miles awarded on regular home and auto insurance policies underwritten by Unifund. At the time the premium is paid, one AIR MILES reward mile is awarded for each \$20 in premium. Contest runs from March 1, 2010 to December 1, 2010. No purchase necessary. Those already insured through the NSTU Johnson Inc. home and/or auto program are also entered. Chances of winning depend on the number of entries received. Winner must correctly answer a skill-testing question. Certain conditions may apply. For full contest details visit www.johnson.ca/nstu ®™Trademarks of AIR MILES International Trading B.V. Used under license by LoyaltyOne, Inc. and Johnson Inc. (for Unifund). JSLFeb2010

resources

Dubbing Resources from Learning Resources and Technology Services

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

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

EBSCO Periodical database (<http://search.epnet.com>) **EBSCO** : provides a series of online bibliographic and full-text databases so that you and your students can find information, pictures and citations on curriculum related topics. EBSCO offers access to a wide variety of professional databases like ERIC and to a highly specialized collection of over 450 full-text journals, designed for professional educators. EBSCO is available to all students and teachers in Nova Scotia through computers connected to Ednet, or at home with passwords that can be obtained from your school.

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

***NEW* The Great Food Revolution (180 min.) Food and Nutrition 10/12 ; Physically Active Living 11** This series of four programs takes viewers on a gastronomic journey. Explore how food has been transformed – from the stuff that merely gets us through the day to a \$4 trillion industry, a status symbol, and the subject of myriad magazines, TV shows and websites. Titles in this series: The great food revolution; The battle to get on your plate; 24 hours, 24 million meals : feeding New York; and, Food of the future.

Safe to Eat (20 min.) Food and Nutrition 10/12; Physically Active Living 11 Originally broadcast on CTV's "W-FIVE", this program looks at food safety, food industry standards of other countries as well as testing done by the Canadian Food Inspection Agency on foods that are imported. This program also looks at the controversy surrounding the "Product of Canada" label.

Eating Well With Canada's Food Guide (22 min.) Physical Education 10; Food and Nutrition 10; Physically Active Living 11 This Canadian production gives you information about what each of the arcs in the rainbow represent, information on healthy eating habits and food labelling. Our two hosts, Steve and Tara take students through a comprehensive and informative review of what today's students should know about nutrition and staying healthy. We also introduce students to foods that are eaten by other cultures and vegetarians. The importance of staying active is also discussed.

Weight of the World (51 min.) Food and Nutrition 12; Physically Active Living 11; Global Geography 12 It's been called the world's first man-made epidemic, and it's killing us. In this riveting documentary, Dr. Stephan Rossner of Stockholm, an expert on obesity, leads us through startling evidence of how our society has created this toxic environment. Cheaper production, supersized fast foods, and a \$12 billion advertising industry are lethal when mixed with a car-dominated culture, urban sprawl and labour-saving technologies. Although North America is the epicentre of obesity, this disease is being exported worldwide as a by-product of western culture. Featuring lively animation and hard-hitting science, *The Weight of the World* reveals that obesity is not an individual problem, but one that requires changes in public policies and attitudes..

P.E.I. GMOs (Land & Sea) (23 min.) Food and Nutrition 10/12; Global Geography 12 Premier Pat Binns from Prince Edward Island sparked the debate and suggested advantages in making Prince Edward Island a GMO-free zone. Farmers are divided on the issues whether the province should be free of genetically modified food or not. Currently the standing committee on agriculture, forestry and environment in P.E.I. is conducting hearings on the issue. (Original CBC air date: May 22, 2005)

Atlantic Beef (Land & Sea) (23 min.) Food and Nutrition 10/12 The Maritimes had a thriving beef industry until a few years ago when Maple Leaf took over the last federally inspected processing plant in the Maritimes that processed beef. The new owners switched to pork and local beef farmers had to ship their cattle to Ontario for processing. Maritime beef producers joined forces and built their own meat processing plant on Prince Edward Island with partners, Coop Atlantic and the P.E.I. Government and Maritime farmers hope the new processing plant will not only reduce costs, but give them more control over the price of their beef. (Original CBC air date: October 31, 2004)

***NEW* Organic Milk (Land & Sea) (23 min.) Food and Nutrition 10/12** It's not easy going green! That's the message from a small group of dairy farmers in Nova Scotia who have spent the last two years looking for a way to get local, organic milk onto store shelves. The farmers say that have a perfectly workable plan but have been stymied by provincial regulators. The Dairy Farmers of Nova Scotia - the group that regulates the collection and distribution of milk in the province - argues the farmers' plan for organic milk "is a square peg in a round hole," and more time and thought are needed before organic milk can be brought to market. (Original Air Date: April 19, 2009).

***NEW* Back to the Landers (Land & Sea) (23 min.) Food and Nutrition 10/12** Imagine living without electricity or indoor plumbing and growing your own food. Well that's what a lot of the 'back to the landers' did in the 1970's. Meet some "back to the landers" and see how their lives have changed and witness how history is repeating itself with a new generation trying to live off the land. (Original Air Date: August 2, 2009)

Education Media Library 424-2440; 428-3176 (fax), P.O. Box 578, Halifax, N.S., B3J 2S9, Email us at mediacir@ednet.ns.ca. Visit our website at <http://lrt.ednet.ns.ca>.

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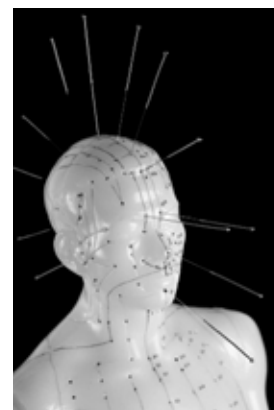
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CADRE DE DIRECTION

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."

1. Doivent remplir le formulaire de demande qui est disponible sur le site nstu.ca ou qui peut être obtenu en contactant le Nova Scotia Teachers Union au numéro 1-800-565-6788.
2. Doivent fournir un curriculum vitae précisant leurs diplômes scolaires et universitaires et leurs qualifications professionnelles, résumant leur expérience dans les domaines indiqués ci-dessous et indiquant des références.
3. Doivent avoir droit à un numéro professionnel d'enseignant valide de la Nouvelle-Écosse ou être membre du NSTU employé par le Collège communautaire de la Nouvelle-Écosse.
4. Doivent avoir une bonne connaissance pratique du système d'enseignement en Nouvelle-Écosse et du Nova Scotia Teachers Union.
5. Doivent être capables de travailler avec des adultes dans des milieux professionnels divers et posséder d'excellentes compétences de communication et de facilitation.
6. La capacité de s'exprimer couramment dans les deux langues officielles serait un atout.
7. Ce poste oblige à se déplacer et à travailler en fin de semaine et en soirée.

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 des programmes de mentorat et de stages. »

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