

Former teacher and lieutenant governor to head education review panel

On February 19, Education and Early Childhood Development Minister Karen Casey announced that Myra Freeman, former lieutenant governor of Nova Scotia and NSTU member and elementary teacher will lead a panel tasked with reviewing Nova Scotia's public education system.

Casey said that the new government is looking for a new direction for the system and, "This review is the first step to doing that. I encourage all Nova Scotians to give the panel their thoughts on how to improve public education. We want people to be part of the changes ahead for education."

"We're pleased to see that a former teacher is heading up the panel," says NSTU president Shelley Morse. "We are also looking forward to fulfilling our role as an important education partner in Nova Scotia on the advisory group that will be assisting the panel."

Morse is referring to the announcement of a partners' advisory group, which will assist the panel. According to the Minister, the NSTU will have a role on this advisory group. It will consist of a diverse group of organizations and educational partners, including those representing teachers, school boards, universities, African Nova Scotians, Mi'kmaq, Acadians, youth and business.

"We want to ensure that teachers are a large part of the discussion of the public education review panel," continues Morse. "It's important for teachers to have a voice, since they are at the frontline of learning for Nova Scotia's students."

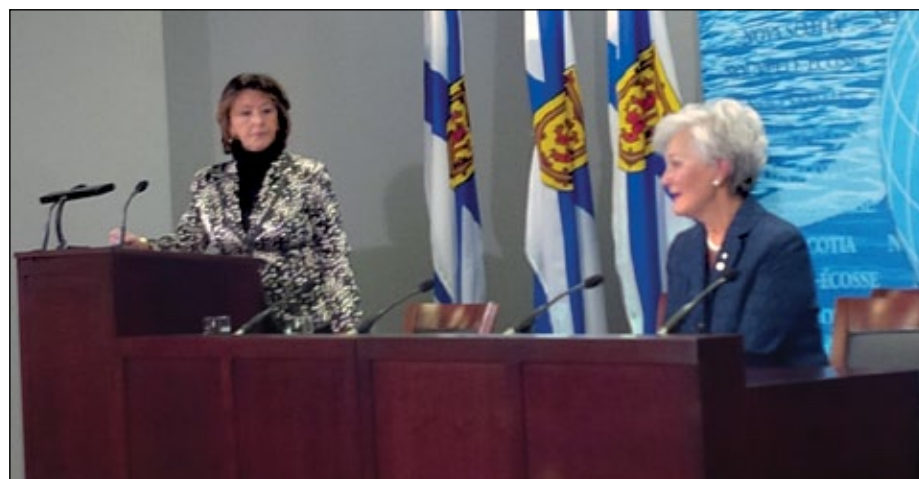
The other panelists are:

- Tina Dixon, Bear River, Digby Co., a parent and Education Director/ Special Needs Liaison at the Bear River First Nation.
- Mike Henderson, Brookfield, Colchester Co., a VP Manufacturing Stanfields Ltd. and long-time SAC member.
- Kyle Hill, Toronto, formerly of Yarmouth and Project Leader at Boston Consulting Group and Co-Founder of Teacher for Canada
- Gordon MacInnis, Sydney, Vice-President, Finance & Operations at CBU
- Donna O'Connell, Pugwash, Cumberland Co., a retired teacher. With 40 years in the education field, O'Connell was a classroom and special education teacher, guidance counsellor, student and special services supervisor with the Cumberland district school board and English programs co-ordinator with the Chignecto-Central Regional School Board.

According to Freeman, who served as lieutenant governor from 2000 to 2006 and was a teacher for more than 25 years, the panel will be working on devising tools and a process to seek public input. It's expected that the panel will make an announcement in early April on said process.

"We have a passion for youth and are committed to helping our youth," said Freeman of her panelists. "The process will be one of consultation and be inclusive and open."

Morse hopes that the open consultation will enable NSTU members to provide a hands-on context of what's working and what's not working in the current public education system in meeting students' needs. "Their expertise and experience should be included in any review of any aspect of our public education system."



Education and Early Childhood Development Minister Karen Casey with Myra Freeman at the February 19 announcement.

Morse re-elected NSTU president by acclamation

Shelley Morse has been re-elected NSTU president by acclamation for the 2014 – 2016 term.

"I am humbled by the confidence placed in my leadership and the support shown by the NSTU members," says Morse. I look forward to another two years of standing up for teachers, APSEA, and Community College members.

"I will continue to work closely with Local leaders and staff to protect rights and benefits. We will work to improve working conditions to ensure our students' learning needs are met through safe and positive workplace environments," she continues.

Her new two-year term will commence August 1, 2014 and run to July 31, 2016.

She was elected as the 43rd president to her first term June 2012 becoming the fifth president of the NSTU to be elected by universal suffrage. A classroom teacher for 28 years, Morse was most recently a teaching vice principal for eight years. Her teaching career began at Gaspereau Valley Elementary, she has also taught at Port Williams Elementary, Aldershot Elementary and New Minas Elementary schools.

Morse holds an Associate in Education diploma from the Nova Scotia Teachers College. She has a BEd, Diploma in Special Education, and MEd from Acadia University. She is currently completing courses for a Diploma in Business Administration from the Nova Scotia Community College. Morse received a Progress Women of Excellence Award in November 2012 under the education and research category for demonstrating a lasting contribution to the teaching profession and important role in the community.

She is the seventh woman to hold the top post of the Nova Scotia Teachers Union since its inception in 1895. Alexis Allen was the last NSTU president to be acclaimed to a second two-year term of office in 2010.



people

TPCU sponsors Education Week 2014



For the 12th consecutive year, the Teachers *Plus* Credit Union (TPCU) has been the proud sponsor of Nova Scotia's Education Week. The support of TPCU has helped to raise the profile of the Week and further demonstrated its commitment to public education and to Nova Scotia's teachers. TPCU President & CEO Steve Richard is shown with Education Week 2014 Chairperson Diane Racette. Both are holding this year's Education Week poster designed by NSTU graphic designer Paul Hamer. Racette is Directrice régionale with Conseil Scolaire Acadien Provincial and a member of the executive of the Association of Nova Scotia Educational Administrators. ANSEA is one of six organizations that comprise the Education Week Committee. This is ANSEA's first time chairing the committee. This year's Education Week theme is *Active Citizenship: Get involved. Take action. Be the difference/Citoyenneté active: Implique-toi, agis, sois la différence*. Education Week will be celebrated April 20 to 26 and the awards ceremony will take place on Tuesday, April 22 at the Rocky Lake Junior High School in Bedford.

APSEA signing

The signing of the agreement between the NSTU and our members who work for APSEA (Atlantic Provinces Special Education Authority) took place on December 20, 2013 at the APSEA building in Halifax. The last collective agreement expired on July 31, 2010. Negotiating sessions were held on May 15, June 25 to 27 and September 12, 2012. At the end of the September 12, 2012 session, a new collective agreement was not able to be concluded and the remaining three outstanding articles were sent to a Board of Arbitration. A full day hearing was held on June 3, 2013 with the Board of Arbitration delivering its ruling on June 26, 2013.

APSEA is a cooperative agency between the Provincial Departments of Education of New Brunswick, Nova Scotia, Newfoundland and Labrador & Prince Edward Island providing educational services for children and youth who are deaf, hard of hearing, deafblind, blind or visually impaired. The NSTU represents some 100 APSEA teachers in the provinces of Nova Scotia, New Brunswick and PEI. It does not represent APSEA teachers in Newfoundland and Labrador.



Standing: APSEA superintendent Dr. Bertram Tulk and NSTU president Shelley Morse. Seated: NSTU staff liaison Simon Wilkin; Heather Conrad, Director of Finance and Administration for APSEA; APSEA Local 1st vice president Jim Parsons, BVI (Blind and Visually Impaired) teacher and APSEA Local president Andrew McCara DHH (Deaf & Hard of Hearing) teacher.

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PA/PR committee holds first meeting

The newly formed Public Affairs/Public Relations committee held its first meeting of the 2013-14 school year on February 7. This committee is a merging of the public relations and the public affairs standing committees. This committee promotes involvement in public affairs by encouraging NSTU members to take an active part in government affairs pertaining to education and examines and reviews NSTU public relations and communications programs.



Seated: Keli Brewer (Cape Breton District); Lynn Simms (Lunenburg County); Steve Wells (Cumberland); and Effie Boutilier (Antigonish). Standing NSTU staff liaison Simon Wilkin; NSTU public relations coordinator Angela Murray; provincial executive representatives Tim MacLeod (Halifax County) and Wally Fiander (Digby-Yarmouth) and committee chair Paul Syme (Kings).

Comité de programmation acadienne

NSTU's Comité de programmation acadienne met at the NSTU building on February 24. This committee studies the curriculum and all proposed changes as it relates to Acadian schools under the direction of Conseil scolaire acadien provincial (CSAP). During this meeting, Tanya Comeau, Consultante en évaluation, CSAP was a guest presenter and she provided a report on evaluation and assessment.



Clockwise from the left: Cécile Thériault, Phillip Meuse, CSANE provincial executive rep Ian Comeau, Joel Chiasson, Tanya Comeau, NSTU staff liaison Gérard Cormier, Nathan Robar, Nadine Doiron and Marc Poirier.



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Dealing with transphobia in the school system

Differences between sexual orientation and gender identity, new guidelines for schools for transgendered students and updating NSTU policy were the focus of a unique professional development session presented to over 60 members of the Cape Breton District Local on February 5 in Sydney.

“We all have an orientation, sometimes we learn not to live it,” says session presenter Gérard Cormier, NSTU’s Coordinator of Outreach and Equity. “What we need to do is to make sure our students feel safe to be able to live who they are.”

Asked by the PD/Equity committee of the Cape Breton District Local, chaired by Ronnie Carew, to present *Transphobia in our Schools*, Cormier was very pleased with the turnout. “It’s great to see such a large crowd here,” he says.

After participants completed an ice-breaker activity Cormier discussed the differences between gender identity and sexual orientation. “Gender identity is between the ears,” adds Cormier. “How people perceive themselves has nothing to do with anatomy. Gender is a social and cultural construct.”

Cormier also discussed new guidelines from the Department of Education and Early Childhood Development being implemented within the next few months, which will focus on supporting transgender and gender non-conforming students and employees in schools. Cormier, along with NSTU executive staff officer Debbie McIsaac were the NSTU representatives on the committee that developed the guidelines in collaboration with the Nova Scotia Human Rights Commission, YouthProject, Nova Scotia Rainbow Action Project (NSRAP), Heartwood Centre for Community Development, and Departments across Government.



NSTU staff officer Gérard Cormier presents *Transphobia in Our Schools* workshop for the Cape Breton District Local on February 5.



Above are members of the Cape Breton District Local’s PD & Equity committee who organized the *Transphobia in the Schools* session. Seated: Pauline Martin (St. Agnes Elementary); Irene Grezel (CBVRSB); VP PD & Equity Ronnie Carew (Shipyard Elementary); Anna Mae Muise (Sherwood Park Education Centre); and Dawn Spracklin (Glace Bay High School). Standing: Cape Breton District provincial executive member Sally Captick; Maralyn Delaney (Brookland Elementary); NSTU executive staff officer Gérard Cormier; CBD treasurer Darlene Oliver (St. Agnes); Mike Mombourquette (Brookland); Heather Kearney (Breton Education Centre) and Barbara Nicholson (Mountainview School).

“These guidelines came about because of recent changes to the Nova Scotia Human Rights Act in December of 2012 that provides protection for gender identity and gender expression,” says Cormier.

In 2004, the NSTU developed *Policy 19 - Anti-Homophobia & Anti-Heterosexism* in which the NSTU advocates for an educational system that is safe, welcoming, inclusive and affirming for people of all sexual orientations and gender identities. “Our policy mentioned gender identity briefly,” continues Cormier. “This coupled with the amendments to the Nova Scotia Human Rights code made us look at our own policy to ensure that we were encouraging protections for all students and staff.”

To that end, Cormier went on to explain that the NSTU Equity Committee met with the community educator at the Youth Project, Nolan Pike, who is a transgender person to take a look at Policy 19. “It was determined that our current policy needed some amendments to include gender identity and gender expression.”

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Annual General Meeting
Will be held **Saturday, April 5th, 2014** At the **Quality Inn & Suites 980 Parkland Drive Halifax, NS** at **11:00 a.m.**
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There will also be a vote on by-law changes at the **Annual General Meeting.**
To learn more about the by-law changes please contact **Teachers Plus Credit Union.**



Teachers Plus Credit Union Educational Awards
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from the nstu president

Ashley Moore



Performance-based pay doesn't work for the teaching profession

Periodically, conversations in the public turn to performance-based pay for teachers and once again the concept has reared its ugly head. This time the conversation has been generated through a report released by the Canadian Council of Chief Executives, (Effective Management of Human Capital in Schools: Recommendations to Strengthen the Teaching Profession) which warrants the positive effects of such an initiative. The report was authored by a Toronto teacher Sachin Maharaj, and was commissioned by the CCCE through its Taking Action for Canada: Jobs and Skills for the 21st Century initiative.

I find it appalling that business executives would even venture down this road since they know nothing about teaching practices, or the work teachers do to support students inside or outside the classroom each day. What they should know, is that somewhere in a classroom(s) their former teachers helped them achieve success in their careers, and these foundations of learning have influenced where they are today. These dedicated individuals provided leadership, inspiration, individual attention, mentoring, coaching and delivered programs based on their caring and passionate nature, respect for students and achievement, and lifelong learning.

Many believe they possess vast amounts of knowledge regarding the teaching profession because they attended public school for 13 years. This view is only a snippet of the hours spent on teaching, marking and preparation, program development, differentiation, evaluation, meetings, committee work, and volunteering. Teachers do not spend their time publicly judging the performance of lawyers, judges, doctors, nurses, dentists, business people, etc., yet our profession is constantly under the microscope.

Once again, big business is trying to push their corporate agendas and insinuate themselves into a profession where their narrow views do not belong.

Merit pay schemes are not new. Very few people anywhere in the labour force, and no other professional group in the labour force are paid on the basis of measured outcomes. Wherever and whenever they have been introduced, they have ultimately been abandoned because, at best, they resulted in no significant improvement in student learning and, at worst, they undermined the quality of education while imposing enormous administrative costs. If merit pay actually worked, it would be the norm in schools today.

Pay-for-performance was first introduced in England around 1710 and became a national policy in 1862. It remained in place for 30 years. A similar policy introduced in 1876 in Ontario was abandoned in 1883. Merit pay programs have also been repeatedly introduced and abandoned in various jurisdictions in the United States. In every case, merit pay schemes have been criticized and eventually abandoned because of the negative effect they had upon teaching and learning. These schemes typically drove teachers and schools to narrow instruction, focused on marginal improvement, excluded borderline students and otherwise manipulated the system. With no long-term benefits being demonstrated, the impact of these expensive programs quickly diminishes.

Merit pay is based upon a false understanding of what motivates teachers and good teaching. Teachers want to do the best job they can, and the prospect of receiving merit pay has no discernable positive effect upon teacher behaviour. Improving teachers' working conditions, reducing class composition issues, and providing relevant, site-based professional development programs developed with the participation of teachers will do more to improve teaching dubious incentive programs.

The study discusses the lack of meaningful teacher evaluations as well, but this is not the case in our province. Under the current supervision and appraisal policies for the various school boards, every teacher in Nova Scotia must develop an annual individual professional growth plan that reflects their unique learning needs and focuses on goals to improve or augment sound pedagogy and teaching practices. The professional growth plan must include clear expectations, processes and time lines.

Administering merit pay systems fairly and objectively is difficult, particularly in professions where it is impossible to isolate the contribution of any single employee. Pay based on student achievement is flawed and does not take into account the numerous variables present in the school setting, many outside the control of the teacher, that affect student performance. Quantifying with accuracy the "merit" of an individual teacher in a valid, reliable, replicable and cost-effective manner is not possible.

Even businesses do not typically have systematic, individualized merit pay systems. Despite the oft-repeated notion that "merit pay" contributes to corporate success, it is hard to find private sector examples for such proposals, particularly where work of a professional nature is involved.

Merit pay does not work well in much of the private sector either. Where it is used it can promote perverse behaviour that has unforeseen and unfortunate outcomes. The American banking and financial sector was proof of that as businesspeople, driven by bonuses and the desire to maximize their performance incentives, helped bring about disastrous results in the US economy.

Jeffrey Pfeffer, professor of organizational behaviour at Stanford University's Graduate School of Business says, "Merit pay is not based on merit. Performance evaluations are biased; overwhelming studies show this. Even if merit pay was based on merit, the pay increases are not enough to motivate employees, but they are enough to irritate them."

For further information about this issue, I direct you to two excellent pieces from NSTU members. One is, *The Corporate Mentality: Why the CCCE Will Probably Never Understand Why I Teach* (<http://www.cca-ace.ca/blog/grant-frost/2014/02/7/corporate-mentality-why-ccce-will-probably-never-understand-why-i-teach>) by NSTU Halifax County Local member Grant Frost, which appeared in the Canadian Education Association blog. The other is by Dartmouth provincial executive member Ben Sichel, *Some advice for the CEOs advocating merit pay for teachers* (<http://noneedtoraiseyourhand.wordpress.com/>)

(Sources: Elementary Teachers' Federation of Ontario and the Canadian Teachers' Federation)

La rémunération au rendement ne marche pas pour la profession enseignante

Périodiquement, les conversations au sein du public se tournent vers la rémunération au rendement pour les enseignants et, une fois de plus, ce spectre hideux vient de resurgir. Cette fois-ci, la discussion a été suscitée par un rapport publié par le Conseil canadien des chefs d'entreprise, Effective Management of Human Capital in Schools: Recommendations to Strengthen the Teaching Profession (gestion efficace du capital humain dans les écoles : recommandations visant à renforcer la profession enseignante) qui garantit les effets positifs d'une telle initiative. Le rapport a été rédigé par un professeur de Toronto, Sachin Maharaj, et a été commandé par le CCCE dans le cadre de son initiative Agir pour le Canada : emplois et compétences pour le 21^e siècle.

Je trouve cela effarant que des chefs d'entreprise osent s'aventurer sur cette voie vu qu'ils ne savent rien des pratiques d'enseignement, ni du travail que font chaque jour les enseignants pour aider les élèves au sein et en dehors de la salle de classe. Ce qu'ils devraient savoir, c'est que c'est au sein d'une classe que leurs anciens professeurs les ont aidés à réussir dans leur carrière, et que ces fondements d'apprentissage ont influencé leurs accomplissements d'aujourd'hui. Ces personnes dévouées leur ont offert un leadership, une inspiration, une attention individuelle, un mentorat, un encadrement et ont fourni des programmes s'appuyant sur leur nature attentionnée et passionnée, leur respect à l'égard des élèves et de la réussite, et l'apprentissage permanent.

Beaucoup croient qu'ils possèdent de vastes connaissances au sujet de la profession enseignante parce qu'ils ont fréquenté l'école publique pendant 13 ans. Il s'agit d'une vision très fragmentaire des heures que les enseignants consacrent à l'enseignement, à la notation et à la préparation, à l'élaboration des programmes, à la différenciation, à l'évaluation, aux réunions, aux travaux de comité et au bénévolat. Les enseignants ne passent pas leur temps à juger publiquement la performance des avocats, des juges, des médecins, des infirmières, des dentistes, des gens d'affaires, etc., et pourtant notre profession est constamment observée au microscope. Une fois de plus, le monde des affaires tente de faire valoir ses propres intérêts et de s'immiscer dans une profession où son point de vue étroit n'a aucune place.

Les systèmes de rémunération au mérite ne sont pas nouveaux. Très peu de travailleurs parmi la population active (et aucun autre groupe professionnel) sont payés sur la base de résultats mesurés. Quels que soient l'endroit et l'époque où ils ont été introduits, ces systèmes ont finalement été abandonnés parce que, dans le meilleur des cas, ils n'ont occasionné aucune amélioration notable de l'apprentissage des élèves et, dans le pire des cas, ils ont affaibli la qualité de l'enseignement tout en générant des coûts administratifs énormes. Si la rémunération au mérite fonctionnait vraiment, elle serait aujourd'hui la norme dans les écoles.

La rémunération au rendement fut tout d'abord introduite en Angleterre vers 1710 et devint une politique nationale en 1862. Elle demeura en place pendant 30 ans. Une politique similaire introduite en 1876 en Ontario fut abandonnée en 1883. Des programmes de rémunération au mérite furent également introduits et abandonnés à plusieurs reprises dans diverses juridictions des États-Unis. Dans tous ces cas, les systèmes de rémunération au mérite ont été critiqués et finalement abandonnés en raison de leur effet négatif sur l'enseignement et l'apprentissage. Ces systèmes conduisaient généralement les enseignants et les écoles à limiter l'instruction, à mettre l'accent sur des améliorations marginales, à exclure les élèves « cas limite » et à manipuler par ailleurs le système. Sans avantages prouvés à long terme, l'impact de ces programmes coûteux diminue rapidement.

La rémunération au mérite est basée sur une compréhension erronée de ce qui motive les enseignants et favorise un enseignement de qualité. Les enseignants veulent faire le meilleur travail possible, et la perspective de recevoir une rémunération au mérite n'a aucun effet positif discernable sur le comportement des enseignants. Améliorer les conditions de travail des enseignants, réduire les problèmes liés à la composition des classes et offrir des programmes de perfectionnement professionnel pertinents et sur place, élaborés avec la participation des enseignants, tout cela contribuera bien davantage à l'amélioration de l'enseignement que des programmes incitatifs douteux.

L'étude aborde également le manque d'évaluations significatives des enseignants, mais ce n'est pas le cas dans notre province. Sous la direction et en vertu des politiques d'évaluation des divers conseils scolaires, chaque enseignant en Nouvelle-Écosse doit élaborer un plan annuel individuel d'épanouissement professionnel qui reflète ses besoins uniques d'apprentissage et porte sur des objectifs visant à améliorer ou à renforcer la pédagogie et les pratiques pédagogiques solides. Le plan d'épanouissement professionnel doit comporter des attentes, des processus et un calendrier précis.

Il est difficile d'administrer les systèmes de rémunération au mérite de manière juste et objective, en particulier dans les professions où il est impossible d'isoler la contribution d'un seul employé. La rémunération basée sur les résultats des élèves est inadéquate et ne tient pas compte des nombreuses variables présentes dans le milieu scolaire, dont beaucoup échappent au contrôle de l'enseignant, et qui affectent les résultats des élèves. Il n'est pas possible de quantifier avec précision le « mérite » d'un enseignant particulier d'une manière valide, fiable, reproductible et rentable.

Même les entreprises n'ont généralement pas de systèmes de rémunération au mérite systématiques et individualisés. Malgré la notion souvent répétée que la « rémunération au mérite » contribue au succès des entreprises, il est difficile de trouver des exemples de cela dans le secteur privé, en particulier lorsqu'il s'agit d'un travail de nature professionnelle.

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La rémunération au mérite ne fonctionne pas bien non plus dans la plupart du secteur privé. Lorsqu'elle est utilisée, elle peut favoriser des comportements pervers qui ont des résultats imprévus et malencontreux. Le secteur financier et bancaire américain en a fait la preuve lorsque des gens d'affaires, incités par les primes et le désir de maximiser leurs honoraires d'incitation au rendement, ont occasionné des résultats désastreux pour l'économie américaine.

Jeffrey Pfeffer, professeur de comportement organisationnel à la Graduate School of Business de l'Université de Stanford, déclare : « La rémunération au mérite ne repose pas sur le mérite. Les évaluations de performance ne sont pas impartiales; d'abondantes études le montrent. Même si la rémunération au mérite était fondée sur le mérite, les augmentations de salaire ne sont pas suffisantes pour motiver les employés, mais elles sont suffisantes pour les irriter. »

Pour de plus amples informations à ce sujet, je vous renvoie à deux excellents articles écrits par des membres du NSTU. Le premier s'intitule *The Corporate Mentality: Why the CCCE Will Probably Never Understand Why I Teach* (la mentalité d'entreprise : pourquoi le CCCE ne comprendra probablement jamais pourquoi j'enseigne) (<http://www.cca-ace.ca/blog/grant-frost/2014/02/7/corporate-mentality-why-ccce-will-probably-never-understand-why-i-teach>) écrit par Grant Frost, membre de la section locale du Comté d'Halifax du NSTU, et qui est paru sur le blogue de l'Association canadienne d'éducation. L'autre article est de Ben Sichel, membre du Comité exécutif provincial pour Dartmouth et s'intitule *Some advice for the CEOs advocating merit pay for teachers* (quelques conseils aux dirigeants d'entreprise qui prônent la rémunération au mérite pour les enseignants) (<http://noneedtoraiseyourhand.wordpress.com/>)

(Sources : Fédération des enseignantes et des enseignants de l'élémentaire de l'Ontario et Fédération canadienne des enseignantes et des enseignants)



NSTU SECONDMENT RESOURCE FILE

**Secondment application forms are available
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To obtain the secondment application form go to the NSTU website:

- Select "The NSTU" from the drop down menu
- Select "Staff" from the drop down menu
- Select "Secondments"

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The amended policy, which will be presented at Annual Council 2014 in May, is now referred to as: Anti-Homophobia, Anti-Transphobia & Anti-Heterosexism.

Cormier had participants at the workshop work in groups and look at specific areas that would need to be included in new NSTU policy. The areas discussed were: the right to safe restroom facilities; the right to be addressed by a name or a pronoun corresponding to gender identity; the right to privacy and to decide when, with whom, and how much private or personal info to share; dress codes; and the right to be addressed without gender prefixes. "These rights will also be incorporated into the guidelines coming from the Department," Cormier comments.

Cormier also shared some resources with the group and offered his workshop for schools and school staffs. He also reminded teachers and administrators to think about their own classrooms and schools with respect to gender. "How gendered are your schools and classrooms?" he asks. "Ensuring safe and respectful working and learning environments for all students, teachers and school staff for educational sites in Nova Scotia is an ongoing goal to try and obtain."

For more information on this presentation or other sessions offered by the PD department of the NSTU contact: NSTU central office at 1-800-565-6788 / 477-5621 or centraloffice@nstu.ca or gcormier@staff.nstu.ca.



NSTU CAMPAIGN GUIDELINES

NSTU Annual Council 2014 delegates running for Council Committees (CTF Delegate, Discipline, Professional, Pension, Appeals or Resolutions) have until **March 14** to submit their platforms for publication in the **April 8** issue of *The Teacher*.

The information should be given or sent directly to *The Teacher* office at theteacher@nstu.ca.

If you wish your Nomination Form to be included with the Council Workbook, it must be received by Central Office no later than **April 4**.

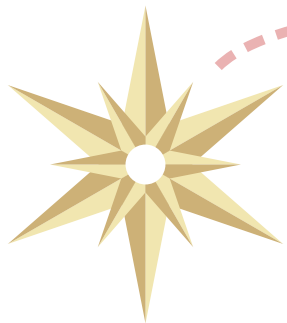
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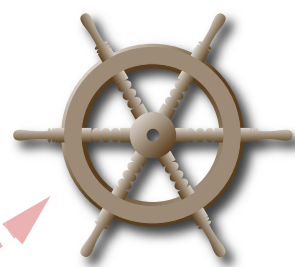
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Celebrating a decade of enhancing PD for adult educators

by Betty-Jean Aucoin, Executive Staff Officer, Professional Development

On November 3, 2003 Faculty and Professional Support members of the Community College Local put forward a petition to organize a new professional association in support of adult educators. Within their petition they noted that an Association of Adult Educators would allow adult public educators, especially Community College Faculty and Professional Support, to explore and enhance their professional development and to participate in the Provincial Professional Development Day of the NSTU. This would also allow for the recognition of the andragogical model used in public education. Four months after receiving the final approval from the NSTU Provincial Executive, these members hosted their first Association of Adult Educators conference at NSCC Marconi Campus, in Sydney.

Ten years later, AAE participates as one of 22 NSTU's professional associations. The Association of Adult Educators (AAE) offers high quality conferences focused on its mandate articulated within the first opening speech in 2004. Debbie McVeigh, AAE president addressed the first group of AAE members and outlined its mandate in support of adult educators, "AAE exists to foster excellence in the practice of teaching adults by providing opportunities to adult educators, to explore and to enhance professional development by sharing best practices, reviewing evidence-based literature and promoting gold standards within adult education." It continues to do this ten years later.

Over the past ten years, the Executive of AAE and conference committee have put forward excellent learning opportunities for their members and partners in education. A review of the conferences showcases a wide variety of themes supporting the needs of educators from all levels. Following are conference themes over the past



Debbie McVeigh, founding member and past president of AAE, now AAE treasurer, addresses delegates of the AAE conference on October 26, 2012 at NSCC's Marconi Campus.

decade: 2004 *Embracing Change*; 2005 *Always Learning*; 2006 *Who What When Where – the Y Generation Hits Post-Secondary*; 2007 *Meeting the Future Head-On*; 2008 *Healthy Educators and Healthy Students*; 2009 *The World in Our Classroom; When Learners are Our Teachers* (this was cancelled due to an impending strike); 2010 *Harvesting Educational Innovations*; 2011 *The World in Our Classrooms*; 2012 *Looking Forward as Educators* and most recent 2013 *Teaching...Learning...Caring*.

This year over 150 faculty, professional support, public school teachers and many partners returned to Marconi Campus participating in sessions on teaching, learning and caring. Don Fraser, former professor at Durham College presented a keynote and follow-up session on *The Eight Cornerstones of Great Teaching, Learning, and Careers*. Other topics were *Lessons in Sustainable Happiness*, *Meta Cognition*, *Cyber bullying*, *Sexting*, *Texting* and *Media Now*.

We are fortunate within the NSTU to have over 900 community college members representing 13 Community College campuses. As one of the largest Locals in our union representing faculty

and professional support staff, we are fortunate to have AAE volunteers who support the professional development of adult educators. Having the opportunity to present at and attend sessions at an AAE Conference, I note they provide excellent professional development for educators of children, youth and adults.

Congratulations and best wishes to AAE's Conference Planning Committee in their venture to plan the 10th Annual Conference this year. We look forward to seeing AAE put forward another great



Dave Royal provided the keynote address at the inaugural AAE conference on October 22, 2004. The theme of the conference was Embracing Change.

learning opportunity for our members enhancing the learning of Nova Scotia students.



Above are members of the first AAE conference planning team in 2004. Front row: Louis Robitaille, Pat Twast, Larry Johnston and Debbie McVeigh. Back row: Kevin Wilson, Paul Goyette, Goretta Kibyuk and Robert Scott. Missing: Barb Burke.

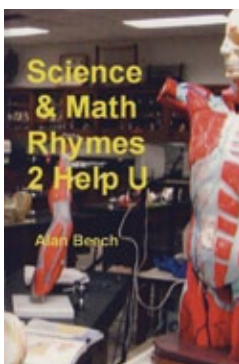
fresh

Putting new members in the KNOW!

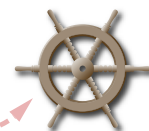
Email your name, home address, and school or campus with FRESH in the subject line to theteacher@nstu.ca by March 21 to be eligible for the draw.

Math and Science Rhymes 2 Help U
by Alan Beech

Math and Science Rhymes 2 Help U by Alan Beech a retired pharmacology professor, published by Beech himself, is a fun and literary way for students to learn about all aspects of science. Beech's fun use of haikus, limericks, prose and poetic verse combines important scientific concepts and information with the easy flow and likability of poetry.



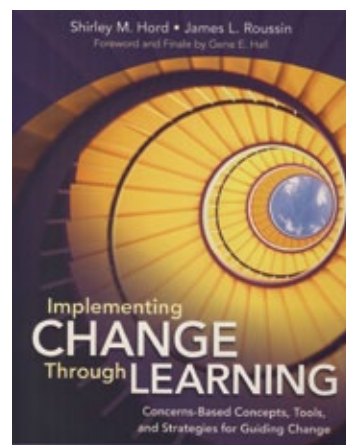
Charting Your Course FOR PROFESSIONAL DEVELOPMENT



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

Implementing Change Through Learning: Concerns-Based Concepts, Tools, and Strategies for Guiding Change
by Shirley M. Hord and James L. Roussin

Implementing Change Through Learning by Hord and Roussin, published by Corwin, is a guide to help teachers and staff come together as partners to implement positive change in the school environment. With information from experts in the Concerns-Based Adoption Model, readers will learn techniques and change management skills to transform the skeptics into believers.



NSTU recognizes teacher research in public education

The Nova Scotia Teachers Union’s professional development committee selected four teachers to receive education research awards, which were approved at the February 20 and 21 provincial executive meeting.

“I am continually amazed at the contributions our members provide in improving teaching and learning, and meeting student needs through educational research,” says Shelley Morse, NSTU president. “Our education research award program is just one way we recognize the value of research to the profession and individual professional development.”

The NSTU has been recognizing teachers for completed educational research since 2003. This year’s NSTU Education Research Awards encompass four projects covering subject areas of restorative practice, literacy, Assessment for Learning for math, and supporting behaviourally challenged students. The four NSTU members receiving education research awards are: Amy Boudreau (Halifax City); Holly MacDonald (Cumberland); David MacFarlane (Antigonish); and Brian MacIsaac (Pictou).

Amy Boudreau is a Grade 2/3 teacher at St. Joseph’s A. McKay School. Her research, *Relational Theory & Critical Race Theory as Social Practice in School: The Restorative Approach*, looks at how a restorative approach in education serves to create positive, inclusive and safe school climates and learning communities.

Holly MacDonald, Early Literacy Support and Program Support teacher at Cumberland North Academy’s research project was entitled *Helping the Struggling Reader to Develop Literacy Skills*. This project enhanced understanding of literacy skill development in early grade level students and established connections between curricular outcomes, direct intervention assessment, daily lessons and reflection.

Dr. J.H. Gillis mathematics and physics teacher, David MacFarlane, answered “Can Assessment for Learning Improve results on Summative Assessment?” in his research project. His study detailing assessment for learning (AFL) or formative assessment in his Grade 12 math and advanced math classrooms helped to see whether improvement in summative assessments such as the Nova Scotia Math 12 exam could be achieved through AFL.

The research project of Brian MacIsaac, principal at G.B. Saunders School, is the final component of his doctoral program. *Toward the Integration of Education and School Based Social Emotional Behaviour Supports: An Evaluation of the B.E.S.T. program in Northern Nova Scotia*, aims to contribute an analysis of successful school environments for socially, emotionally, and behaviourally challenged students. It’s intended to help clinicians, educators and school administrators determine whether the challenges of implementing school-based programming to childhood mental illness can be met.

“It’s great to recognize the extent to which our members engage in lifelong learning to better meet the needs of their students, improve our pedagogy and engage in personal growth,” adds Morse.

An annual fund of \$3,500 has been established to encourage and assist education research, with no individual award exceeding \$475. To be eligible, individuals must be active members of the NSTU. Recipients are chosen through a peer assessment review by members of NSTU’s professional development committee.



FEELING STRESSED?!

Attend this 1-day “Mindfulness Meditation for Educators” workshop on Saturday 12 April. Learn this very effective method for ‘stepping back’ from the ongoing momentum of habitual thoughts and emotions. Taught by Peter Goodman - 40 years experience.

We need to train our minds to be at peace.

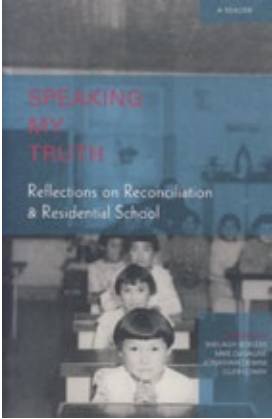
Contact: Robyn Zwickler,
HRSB Teacher @ RZwickler@hrsbc.ca, or Peter @ 422-3760



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

Speaking My Truth: Reflections on Reconciliation and Residential School – Selected by: Shelagh Rogers, Mike DeGagné, Jonathan Dewar and Glen Lowry

This series of essays by Rogers, DeGagné, Dewar and Lowry, published by the Aboriginal Healing Foundation, stems from the three-volume series Truth and Reconciliation. This edition contains first-hand accounts of those in residential schools and their experiences being separated from their families. It is a chance for us to question our historical ties with the aboriginal community and to create dialogue on reconciliation in Canada.



Overseas opportunities for Teachers in the Nova Scotia International Programs

Recruitment is underway for September 2014 openings in the Nova Scotia international programs. Teach in an exciting environment or apply your school leadership expertise to a new set of challenges. Nova Scotia programs in China (grades 10-12) and the UAE (grades P-12) offer:

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

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

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

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

‘A mind that is stretched by a new experience can never go back to its old dimensions.’ Oliver Wendell Holmes



Being Vocal the Right Way

by Krista Boychuk BSc OT (Reg NS)

As teachers the demands you make on your voice is significant, during each teaching day and throughout your career. Nothing ruins a day like a hoarse voice or sore throat.

Speech-language pathologist Heather MacLean of the Nova Scotia Hearing and Speech Centre at the QEII Health Sciences Centre offers the following tips to help keep your voice in tip-top shape and avoid misuse or abuse of your vocal chords. Her diligent service to many teachers throughout Nova Scotia in the areas of voice education, assessment and intervention is greatly appreciated.

1 Don't cough or clear your throat habitually.

- Use a 'silent' cough, huffing air out forcefully with no voice
- Yawn to relax your throat
- Swallow slowly, drink some water
- Hum: concentrate on vocal resonance sensations

2 Don't yell, cheer or scream habitually.

- Use non-vocal sounds to attract attention; clap, whistle, etc.
- Find non-vocal methods for managing child behavior

3 Don't strain to be heard in a noisy environment.

- Minimize conversations in loud environments
- Always face people to whom you are speaking
- Position yourself close to the listeners
- Wait until noise diminishes before speaking
- Learn proper voice projection techniques

4 Don't indulge in nervous vocal habits.

- Monitor and reduce using low pitched fillers: "um...", "ah..."
- Speak slowly and with proper breath support

5 Don't talk in a low-pitched monotone voice.

- Let your tone vary as you speak
- Provide adequate breath support

6 Don't hold your breath before beginning to speak.

- Keep your throat relaxed as you begin to speak
- Use the breathing muscles and airflow to start speech phrases

7 Don't speak beyond a natural breath.

- Avoid squeezing in the last few words with insufficient breath
- Speak slowly, pausing often to breathe naturally

8 Don't tighten your upper chest, shoulders, neck and throat.

- Allow your body to stay aligned and relaxed
- Breathe naturally, with abdomen and rib cage moving freely

9 Don't slouch or adopt poor posture.

- Learn good posture and alignment habits
- Provide breath support from your abdomen

10 Don't tense your tongue and jaw, or clench your teeth.

- Keep your upper and lower teeth separated



- Let your jaw move freely during speech
- Practice specific relaxation exercises

11 Don't place excessive demands on your voice.

- Allow for several periods of voice rest during the day
- When ill, rest your voice along with your body – it's sick too
- Learn to be sensitive to signs of vocal fatigue

12 Don't expose your voice to toxins.

- Minimize exposure to cigarette smoke, pollution, chemical agents, dry air, etc

- Stay well hydrated – drink 8-10 glasses of water a day
- Minimize dehydrating caffeine and alcohol

13 Don't make prolonged use of unconventional vocal sounds.

- Use a soft vocal tone instead of a harsh whisper
- If you must produce special vocal effects, make sure you are using proper techniques that minimize muscle tension and vocal abuse

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

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

YOGA IN SCHOOLS 7th Annual Summer Institute Teacher Training

A course that inspires growth, connection and inner peace.

This program will provide teachers with an introduction to Mindfulness Meditation, Yoga, Yoga 11, Yoga for Special Needs and Autism, with physical practice and experiential activities. These hours are part of the optional 200 hr certification which is required to teach Yoga 11 in schools. Graduates of the 200 hr certification program will receive all yoga programs designed by Jenny.

"This program has CHANGED my life personally and professionally!! I have learned the importance of taking time for myself."

—Daneen Dymond, Yoga in Schools Graduate, NB

"Joy and gratitude are palpable throughout the journey. This course is changing many lives, having lasting effects within the education system."

—Sue Stevenson, Principal, Parrsboro High

THIS PD WORKSHOP WILL LEAVE YOU FEELING REFRESHED, RENEWED AND INSPIRED.

Who can attend: This program is suitable for all teachers/specialist especially Phys. Ed., support staff and guidance.

Leaders: Jenny Kierstead, author of 6 yoga school programs and National award-winning educator, is founder of Breathing Space Yoga Studios. She has trained and mentored the many teachers introducing yoga to their schools. Blair Abbass has been teaching meditation and stress reduction for students and teachers for over 25 years and was the first teacher to bring Yoga 11 to HRSB.

Date(s): July 21st to the 24th

Location: Chocolate Lake Hotel, Halifax

Time: 9:00 a.m. – 3:30 p.m. **Fee:** \$ 500 + HST (check local PD for funding)

Contact: Jenny Kierstead and Blair Abbass (902) 444-YOGA (9642) / info@BreathingSpaceYogaStudio.ca

*Alternative start date Full program September 20/14

FOUR DAYS THAT CAN TRANSFORM YOUR LIFE AND YOUR TEACHING CAREER



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@staff.nstu.ca and provide your NSTU email address. This list provides information about the EIP and other wellness topics.

The deadline for the April issue of *The Teacher* is **March 14.**

Contact:
Sonia Matheson at
1-800-565-6788 /
theteacher@nstu.ca

NSTU Leader Profile

JACINTA GRACIE - Northside-Victoria

NSTU Provincial Executive



Jacinta Gracie has been a teacher for 34 years—half of this time she served as a substitute teacher and half of the time as a permanent teacher, 16 years of which have been spent at Memorial Composite High School in North Sydney.

She's from the Northside, started her career there, and remains a long-time member of the Northside-Victoria Local of the NSTU.

"It was great to come back to my roots, and take on a job I admired when I was a student," says the North Sydney native. "I loved it the first day I taught, and I still love it today. I don't know how you'd do it otherwise."

Gracie, who holds an Associate in Education diploma from the Nova Scotia Teachers College and a BBA and Curriculum Diploma from CBU, majored in math at teachers' college. "I started out as a math teacher, but moved into sociology and law," she says. Her current teaching assignment is sociology and law, both subjects she loves to teach.

She's currently serving her third year of what will be two, two-year terms on the provincial executive. She got involved in the NSTU just after she got her

permanent contract in 1999, as an NSTU rep. She was asked to join her Local on the social committee, and since that time has been in almost every position on the Northside-Victoria Local executive—VP Economic Welfare, secretary, VP of Professional Development and member at large.

Her continuing involvement in the NSTU is admittedly addictive in nature. "Once you get a taste of it, it's like a catch, you learn more to help yourself and help others," she says. "I like the challenge of being involved in the Union too. It provides so much to individual teachers and to the collective as well. It's important to learn about your Union and what it offers, and the best way to do that is to become involved."

She's served on a number of NSTU provincial committees—curriculum, economic welfare, the ad hoc committee on teacher librarians, and TWAR (Teachers with Administrative Responsibilities). In her capacity on the provincial executive, she has served on the Governance committee and currently serves on its nominating committee.

Her experience on the governance committee has opened her eyes to ongoing organizational issues. "There are so many challenges for the Union," she comments. "The structure of the organization can sometimes inhibit change and growth. Being fiscally responsible to the members is very important, and issues around the teachers' pension plan continue to be a challenge."

She's also well aware of challenges she and her colleagues face on a day-to-day basis at school. "Teachers' challenges are just overwhelming, due in large part to the approach school boards and the Department take in implementing initiatives and guidelines," continues Gracie. "There's so much clerical work now that teachers are responsible for, I wonder where they find the time, especially those with young families at home. I don't know how we get it all done." Ultimately she doesn't want to see students suffer because of demands on teachers' time.

She sees the role of the Union as crucial when it comes to demands on teachers' time. "The NSTU is trying to look after and speak for members and deal with school boards and the Department," she adds. "We are going down a very demanding road and a road of change. It's important for the NSTU to stay fresh and be aware of what's going on." Having involvement of members that live and breathe the public school system helps the Union to "understand the impact of this."

Retirement is on the horizon for Gracie. "I'm retiring soon, partly because I've been teaching for a long time, and partly because I'm looking forward to relaxing with my husband—who is a retired teacher."

Former provincial executive member and long time Northside-Victoria member Jack Toomey encouraged her to run for provincial executive, and serving as one of 23 members provincially has been a nice way to end her teaching career. "I was very pleased to become a member of the PE and am proud to serve on it."



Join the aviso Team!

Aviso magazine is looking for NSTU members who would be interested in serving on the *Aviso* Content Editorial Team.

Mandate

- To identify magazine article topics and writers.
- To review draft issues of the magazine prior to publication.

Consideration given to

- representation of the range in teaching assignments.
- representation across the province.
- experience in working with print publications.

Time Commitment

- Three meetings per year.

To submit an expression of interest include:

- name and contact information;
- work site;
- any other relevant information for consideration.

**Deadline for receipt of expression of interest is
4:00 PM, Tuesday, April 1, 2014 by email to:**

Simon Wilkin
Coordinator of Technology and Communications
(swilkin@staff.nstu.ca)

Nova Scotia Teachers Union
3106 Joseph Howe Drive
Halifax, NS B3L 4L7

StFX Master of Education in Leadership with a concentration in Mental Health and Wellness

The StFX Faculty of Education is proposing to offer a Master of Education Leadership cohort with a focus in Mental Health and Wellness for qualified in-service teachers and administrators beginning in the spring of 2014. This program will advance the leadership capabilities of participants to understand and promote mental health and wellness in public schools supporting the Department of Education and Early Childhood Development's belief that mental health and wellness are a foundation for successful learning and living. Courses will be presented either face-to-face; online or in a blended format on weekends, evenings and in intensive summer school experiences. The courses in the summer of 2014 will take place on campus in Antigonish and the remainder will be offered throughout the province.

Courses may include: Comprehensive School Health * Educational Foundations * Legal Issues relating to Mental Health and Youth, Child & Family Services * Current Research in Instruction * Introduction to Educational Research * Creating Safety in Schools and Preventing Bullying * Administration of Inclusive Schools * Dynamics of Change * Leadership and Administrative Theories * Professional Development and Supervision * Critical Research Literacy. The program will conclude with a Capping Experience.

For more information contact
1-877-867-3906 or email: med@stfx.ca
<http://sites.stfx.ca/continuingeducation/master>

Application information can be found at
<http://sites.stfx.ca/continuingeducation/master>

Application deadline: March 15, 2014



Instructor empowering first N.S. class of ‘green’ electricians

Contributed
(These articles were reprinted from the Chronicle Herald, NSTU Advertorial November 22, 2013.)

Brad Pineo is hoping the inaugural graduating class from the new Electrical Technician program at Kingstec will be the first wave of a culture of sustainability to hit the trades in Nova Scotia.

Pineo is heading up the new two-year diploma program that is seeing students on the apprenticeship path to be residential, commercial and industrial electricians, with the focus of a second year of study on alternative energy sources including photovoltaic (solar energy), wind power, and smart grid technologies.

“A lot of the students came because of their interest in electricity and they are looking for a career path that offers opportunities for employment in socially meaningful work. They realize that this kind of training is an important foundation to begin to build their skillset for future needs in the energy sector” says Pineo, a Community College faculty member of the Nova Scotia Teachers Union. “I believe that we’ve developed a world class facility to instruct our students and enable them to embrace alternative energy sources to integrate into their career paths. Perhaps they will be trade leaders in the industry someday.”

NSCC is moving to meet what’s expected to be higher demand for a workforce skilled in the design and installation of alternative energy sources in the near future.

There’s considerable interest in the new program which currently has 22 students ranging in age from 18 to age 52.

“They learn everything that starts them on a path to be electricians but we added new cutting-edge technologies along the way, so we’re striving to set a passion in these students so they’ll be great installers and planners of alternative energy in our province.”

Pineo lauds the college for investing in professional development and new equipment for the program. That included sending him to New Mexico and Colorado for training and the acquisition of training equipment specific to solar and wind energy.

“We are intending to offer new apprentices to electrical contractors in Nova Scotia that have knowledge in alternative energy sources,” said Pineo.

Don Regan is CAO with the Town of Berwick, one of the few communities in N.S. with its own utility which is exploring alternative energy.

While Berwick buys most of its energy from Nova Scotia Power or other suppliers, it generates some hydro and is in the midst of trying to develop a wind generation facility.

“The average domestic customer in Berwick is paying about seven per cent less than they would pay to NSP and we expect to improve on that,” said Regan.

Regan expects more homeowners to get on board with alternative energy as the capital costs of installation come down, while power prices continue to rise.

“I think that the Community College does well to anticipate that market and build capacity for it.”



Advisory role of instructors evolving

By Connie Thiessen
Special Features Writer
(These articles were reprinted from the Chronicle Herald, NSTU Advertorial November 22, 2013.)

In the Child and Youth Care program at the Truro NSCC campus, faculty member Jeff Reid says the emphasis isn’t just on textbook learning. Reid says increasingly faculty play the role of advisor in both helping students prepare to find work in the field after they’ve graduated and encouraging personal growth as students embark on what can be a challenging career.

“We try to engage with them not just in the classroom, but in a formal advising role where we try to problem solve with them and encourage them to become more self-aware,” explained Reid, who has 35 years of experience in the field. “We do that by connecting with them on a more personal level, getting to know them and their strengths and challenges and challenging them to push themselves above their bar.”

With a lot of competition for work, preparing cover letters and resumes and doing practice interviews are part of the course.

There’s also a focus on the students’ ability to handle stress, which will ultimately be part of the job.

“It’s a very competitive field.

You have to come in with the education but you also have to be the right sort of person in terms of the mental ability to deal with the stress and strain of working with young people in crisis.”

Reid says the classroom is often used as a test environment to prepare students to handle stress.

“I tell them when I’m pushing them, or frustrating them, it’s all part of being ready to go work in the field,” says Reid, who values determination as a key quality in a successful graduate.

“Determination in terms of not giving up on people, because generally a lot of the young people I’ve worked with have given up on themselves a lot of the time. Adults around them give up. Our students are sometimes frustrated and feel like giving up, but they have to learn that they can’t just walk away. There are always solutions that can be looked for.”

Nova Scotia Teachers Union president Shelley Morse says the leading-edge work being done by Community College members is something to be celebrated.

“Our Community College members teach and support in countless programs that meet the training and education needs for Nova Scotia’s future generations,” said Morse. “We’re proud of the innovative learning environment they offer students in enriching their lives and future careers and the communities in which they serve.”



Community College Members Make a Difference

We’re proud of our Community College members who are making a difference for their students, campuses and communities.

On the cutting edge of the latest technologies, they develop job and career skills, and provide flexible opportunities for lifelong learning.

Our members share real world experience and knowledge to help build a better Nova Scotia.

We applaud our faculty and professional support members for enriching their students’ lives and strengthening the communities in which we live.



Nova Scotia Teachers Union

STAY WITH DELTA HALIFAX... AND JUMP INTO SAVINGS WITH YOUR 2014 NSTU LEISURE RATE

Starting from \$96* per night plus taxes.



For reservations, call 1-800-268-1133 or visit us online at deltahotels.com/nstu/nak

* NSTU card must be presented upon check-in. NSTU rate includes self-parking for \$9.95, local + long-distance access fees and high-speed internet access. Under your NSTU rate, pets stay for free.



DELTA
HALIFAX

NSTU provides input to School Review Process

Public consultations on the school review process took place throughout the month of January around the province, encouraging Nova Scotians to discuss issues around the current school review process. The consultations committee, headed by Robert Fowler, gathered input from the public, school advisory councils, school boards, the NSTU, municipalities and others. Fowler is a former deputy minister to the premier, head of the Nova Scotia public service and clerk of the Executive Council and mayor of Bridgetown.

“School reviews have been challenging for families and communities. We want a full discussion on a solution that works for all—students, families, school boards and communities,” said Education and Early Childhood Development Minister Karen Casey in a news release issued on November 26, 2013.

“We recognize that school closure is a sensitive issue, one with no single “right” answer,” says NSTU president. “We also acknowledge that the emotions around closing schools are intense and often become heated.”

The NSTU provided a formal submission to the School Review Consultations Committee. The underlying tenet of the NSTU submission focuses on the education of students. “All decisions concerning whether or not to close a school must be rooted in the education of students,” says Morse. “This includes the impact on students of long bus rides and the availability of the essential services Nova Scotians should expect from their schools.”

The submission also outlines a focus on the educational advantages of consolidation and efficient use of resources, both educational and structural. “Heating empty space is wasteful environmentally and financially and should not be ignored for other reasons, especially for reasons not directly related to the education of the students.”

Morse further outlines that, “The decisions surrounding school closure must always be open, transparent and complete. The primary principle must be the education of students followed secondly by the efficient use of system resources.”

Finally, the NSTU submission offers a suggestion for the province to consider in trying to make decisions about school reviews, which are emotional for all involved. “The decision to close schools must be seen as being fair, transparent and objective, and to that end we recommend that they should be made by an appointed body similar to the Nova Scotia Utility and Review Board that would operate independently of both school boards and the Province,” concludes Morse.

The School Review Consultations Committee will develop recommendations based on the public consultation process and input from interested groups, which were given to Minister Casey by the end of February. The initial discussion paper released on November 26, can be found at www.ednet.ns.ca/schoolreviewprocess.



NSTU president Shelley Morse attended a School Review public meeting on January 15, which took place at Berwick and District School.

NSTU STANDING & OTHER COMMITTEES



Would you like to serve the NSTU at the Provincial Level?

The NSTU needs input from the widest-possible cross section of its members to make the most effective contribution to education. Members serve on most provincial standing committees for a maximum of two years,* so we are constantly in search of skilled and interested persons to make our committee structure operate successfully. Committee membership is open to Active and Active Reserve Members.

**NSTU Operational Procedures state: Appointment to a committee will be for one defined term of two years. In extraordinary circumstances, an extension of one year is permissible.*

- **APPEALS** - reviews applications for assistance on appeals under Section 26 of the Education Act and decides if the appealing teacher is to receive legal assistance from the Nova Scotia Teachers Union.

■ **COMITÉ DE PROGRAMMATION ACADIENNE** - studies the curriculum and all proposed changes in it as it relates to Acadian schools under the direction of CSAP and reports its findings to the Provincial Executive.

■ **CURRICULUM** - studies the curriculum of schools and proposed changes and reports the findings and recommendations to the Provincial Executive. **NOTE: Three appointments will be made, one of which is available to a CSANE member.**

■ **EQUITY** - is concerned with matters pertaining to the status of women, equity and diversity issues.

■ **FINANCE & PROPERTY** - prepares the annual budget for Council, keeps informed of the Union's financial position, supervises the payment of accounts, forwards financial statements to Executive meetings, determines the amount of travel expenses to Council and checks every NSTU expenditure on property.

■ **MEMBER SERVICES** - identifies bargainable items; prepares background information related to merits of negotiable items; identifies trends and developments in teacher bargaining across Canada; reviews economic forecasts; considers Council resolutions; plans workshops for REWC negotiations; reviews results of the most recent contract bargaining. **NOTE: One appointment will be made to the Member Services Committee to a Community College member.**

■ **PDAF** - reviews applications for financial assistance to support innovative curriculum projects and awards grants to successful applicants.
- **PENSION** - studies pension resolutions and keeps the Executive informed of trends and changes affecting teachers' pensions. **NOTE: Two appointments will be made to the Pension Committee, one from the Annapolis Region and one from the South Shore/Tri-County Region.**

■ **PROFESSIONAL DEVELOPMENT** - reviews and develops policy programs and ideas intended to improve the effectiveness of teachers as professionals and to advance education through research in Nova Scotian classrooms.

■ **PUBLIC AFFAIRS/PUBLIC RELATIONS** - promotes the involvement in public affairs by encouraging NSTU members (and others) to take an active part in government affairs pertaining to public education. Examines and reviews NSTU public relations and communications programs.

■ **TEACHERS WITH ADMINISTRATIVE RESPONSIBILITIES** - provides a voice, within the NSTU, for teachers with administrative responsibilities.

■ **SHEONORAIL BOARD OF DIRECTORS** - the Sheonorail Foundation is an arms-length charitable agency created to fund school and campus-based projects and research directed at reducing violence in schools and Community College campuses. The Board of Directors is the governing body of the Foundation; it develops Foundation policy, mandates Foundation initiatives and approves project funding.

■ **SUBSTITUTE TEACHER** - advises the Provincial Executive on issues affecting and of concern to substitute teachers. **NOTE: Appointments to the Substitute Teacher Committee are made at the October meeting of the Provincial Executive. Therefore, the deadline for receipt of applications to this Committee is October 10, 2014.**

■ I would be willing to serve on any committee.

Applications must be received in Central Office by Friday, June 27, 2014

Note exceptions: Substitute Teacher Committee (October 10, 2014)

Standing Committees will be appointed at the Executive Meeting scheduled for **August 2014**.

Applications may be made online, [click here to download](#) from the NSTU website at www.nstu.ca

(under Structure/Provincial Executive/Committees) and forward to:
Nominating Committee, Nova Scotia Teachers Union,
3106 Joseph Howe Drive, Halifax, N.S. B3L 4L7

The NSTU reserves the right to re-advertise any position if a sufficient number of applications are not received by the deadline.

May deadline for
The Teacher
is April 11.
Contact
theteacher@nstu.ca

PD day for Partners focuses on Workplaces without borders

The theme for this year's Partners for Human Rights (Partners) committee professional development day was Workplaces Without Borders, and featured an opening keynote, art session, and a guest panel. The day was hosted by NSTU committee representative and Partners PD committee chair Gérard Cormier at the NSTU building on February 11.

The non-profit Partners for Human Rights committee, is made up of organizations including the NSTU, the Nova Scotia Human Rights Commission, Department of Education and Early Childhood Development, Atlantic Jewish Council, Citizenship & Immigration Canada, Halifax Regional Police, Halifax Regional School Board, Dalhousie, Mount Saint Vincent and Saint Mary's universities, Native Council of Nova Scotia and other community groups. "Our work focuses on working towards respectful and inclusive communities," adds Cormier, who is also NSTU's equity and outreach staff officer.

Mohamed Yaffa provided the opening keynote for the Partners PD Day. His keynote focused on cultural competence. Yaffa has worked in the area of diversity and cultural competence for over 12 years, and has led many retreats and workshops for professional, religious, community and youth groups. Currently he is the lead for the Diversity and Inclusion Program for Capital Health.



Ali Duale and Daniel Blinn were featured speakers for the Partners PD Day.

Sabine Fels, Arts Express coordinator with the Halifax Regional School Board J.L. Ilsley Family of Schools facilitated an art session with artist and sculptor Miro Davis, who works with Fels on community and school art projects through the Arts Express program. Davis lead participants through an hands-on process using thin sheets of copper in the shapes of hands, in which participants were encouraged to depict their stories of borders and boundaries of their experience with human rights issues. "Using the maps of your hands I want you to tell a particular story that affected you—like being mistreated," says Davis.

"We're using copper because it's a very healing material, it's a beautiful metal and captures light, energy and heat," comments Davis. "It is also used as a status symbol for the Mi'kmaq," adds Fels. Members attending the PD day began the art session through a mini-palm reading in which participants explored the life, heart and head lines on their own palms. The copper hands formed a larger art piece in which they were affixed to a "peace dove." "Creating art is a very healing process," adds Fels. "You are here with yourself and others and for other people to experience and connect through art. This collaboration as a community piece, sees how many pieces come together as one voice."

The day ended off with a panel about cultural competency. The panel members were Ali Duale, a Muslim and former Somali refugee and NSTU member Daniel Blinn, a guidance counsellor at John Martin Junior High School. This panel shared personal experiences with respect to marginalized groups they are members of or work with. "This part of the PD day helps committee members to better understand their own cultural worldview and their attitudes towards cultural differences so the group can better communicate and interact with people across cultures," Cormier comments.



Above is the artwork created by participants at the Partners PD Day.

"The term refugee is the lowest category of human being," says Duale. "When you are a refugee you have no citizenship. I come from where a human right does not exist. Where I come from people are oppressed." Duale is the first Muslim to join the Halifax Fire Department. He's worked to get his fellow firefighters to understand that the symbol used on the firefighter badge is a Christian symbol—a cross. The badges are going through a design change and he wants to ensure that the symbol is more inclusive. "We are in public service, we don't represent one religion. I hope you'll keep an eye on the outcome of a new design for the badge."

Duale believes that fighting racism and for "The rights of other people can be done through education and dialogue. We need to sit and chat with others, and bring the people with the stories to the decision makers."

Blinn, who came out as a gay man at 18 says part of the reason he decided to become a guidance counsellor is because he has empathy for victimized students, having experienced homophobia in his life. "I couldn't come out as a teacher right away," he says. "I had a lot of distrust." He started his teaching career at Yarmouth High and was asked by a student to start a GSA. "I was very scared to do so at first, because I didn't want to be a target," he says. "But with the help of the RCH coordinator who had my back, we created a very successful GSA."

He says he hangs a pride flag on his office door, so all students will feel safe and welcomed. His next step: "I want to develop a GSA for teachers, and I'm grateful for the teachers' union without which I wouldn't feel comfortable speaking up."

Partners for Human Rights organize events to promote racial harmony and awareness of human rights issues in the community. The group hosts an annual event for International Human Rights Day on December 10 and encourages recognition of the International Day for the Elimination of Racial Discrimination on March 21.



At the Partners PD day are seated: Sabine Fels; co-chairs of Partners for Human Rights Floria Aghdamimehr and Ann Divine; and Miro Davis. Standing: NSTU president Shelley Morse and Partners PD committee chair Gérard Cormier.

2014
Pre-Retirement Seminar

May 8 & 9
(Thursday & Friday)

CBVRSB — Holiday Inn, Sydney



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executive highlights

February 20-21

- Filed Table Officers Report;
- Selected six candidates to the John Huntley Memorial Internship Program, along with two alternates; Kathy Fougere, Colchester-East Hants; Holly MacDonald, Cumberland; Paula Baker, Lunenburg County; Liam Timmons, Cumberland; Sherrie Graham, APSEA; Duncan Cameron, Halifax County.
Two Alternates: Melissa Gould, Cumberland; Megan Phelan, Cumberland.
- Appointed Community College members to the Community College Economic Welfare Committee: Laurie Dauphinee, Michael Kelly, Peggy Joiner and Seana Blanchard.
- Approved an amendment to Operational Procedures 9(a)(ii)(a) – Release Time for Purposes of Travel;
- Approved the draft budget to go forward to Annual Council 2014 for 2014-2015 with a recommendation it be adopted;
- Approved a resolution be forwarded to Annual Council 2014 regarding By-Laws, Article IX, 1 – Regional Governance;
- Approved an amendment to Operational Procedures 15. Provincial Executive;
- Approved a recommendation that a letter be sent to Halifax Region NSTU Reps and members regarding the February 19 online vote;
- Approved amendments to Regulation 4 (2A) of the *Teachers' Pension Act*;
- Approved recommendations in the Report of the Marking and Preparation Committee;
- Approved a recommendation that Model B be implemented for the 2014 Leadership Skills Development Institute;
- Approved a resolution be forwarded to Annual Council 2014 regarding By-Law, Article I – Membership, 12. Local Rebate;
- Approved a resolution be forwarded to Annual Council 2014 regarding By-Law, Article II, 3. (a) Membership Registry;
- Approved a resolution be forwarded to Annual Council 2014 regarding payroll information;
- Approved a recommendation that staff lobby the Nova Scotia Department of Education to make payroll information more accessible by allowing teachers to set up automatic emails with their biweekly payroll information.
- Appointed Past President Brian Forbes as the Independent Chairperson for Annual Council 2014;
- Approved dates for Provincial Executive meeting for 2014-2017;
- Approved a resolution be forwarded to Annual Council 2014 regarding amendments to Policy 19 – Anti-Homophobia & Anti-Heterosexism;
- Approved a recommendation that the motion from the February 2013 Provincial Executive meeting regarding Roundtable be rescinded;
- Approved six Resolutions to Annual Council 2014 amending By-Laws and Standing Orders;
- Approved Out of Province Conference Grants and Education Research Awards for \$475. each to: Colleen Scott, Shelburne; Wayne Costello, Halifax County; Tracy Marchand, Halifax County; Shannon MacFarlane, Halifax County; Julie Mireault-Wiseman, Halifax County; Josh McNeil, Halifax County.
Alternates: Andrew Stone, Halifax County; Suzanne Boylan, Halifax City.
Education Research Awards: Holly MacDonald, Cumberland; Amy Boudreau, Halifax City; Brian MacIsaac, Pictou; David MacFarlane, Antigonish;
- Appointed the Awards Selection Committee;
- Approved four Resolutions be forwarded to Annual Council 2014 regarding Substitute teachers;
- Approved a recommendation that staff enter into discussion with the Dept. of Education and Early Childhood Development to have all boards provide substitute teachers with a Board-issued photo identification card upon approval of their substitute application;
- Approved amendments to Operational Procedures 4 (xii) A. Public Affairs/ Public Relations Committee Mandate.

NOVA SCOTIA TEACHERS UNION



2013 - 2014 COMMITTEES

*At the February 20 and 21
Provincial Executive meeting,
the following NSTU members
were appointed to the
committee listed:*

STANDING COMMITTEES

*Community College Economic
Welfare Committee:*

Faculty Members:

**Laurie Dauphinee, Kingstec
Campus;**

**J. Michael Kelly, Marconi
Campus;**

Peggy Joiner, Truro Campus

Professional Support Member:

**Seana Blanchard, Waterfront
Campus**

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LESSONS
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at and takes them further.

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

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2014 REGIONAL ELECTION
INFORMATION FOR LOCALS



All regional elections will be conducted by electronic vote.

Region	Close of Nominations	Date of Election
Annapolis-Hants West-Kings	March 28	April 29
Antigonish-Guysborough	April 8	April 23
Cape Breton District	March 7	April 8
Colchester-East Hants	TBA	TBA
Community College	March 31	April 30
Dartmouth	March 28	April 30
Halifax City	March 17	April 22
Halifax County	March 20	April 10
Inverness-Richmond	March 31	April 29
Lunenburg County	April 1	April 23

Winter Huntley Internship

On January 30 and 31, seven NSTU members participated in the John Huntley Memorial Internship program, spending two days at NSTU’s central office in Halifax. The internship gives NSTU members an opportunity to learn first hand about the many programs and services offered to NSTU members.

Through engaging with NSTU staff in administration, professional development, public relations and communications, and member services departments, and with NSTU counsellors and Early Intervention Program occupational therapists, John Huntley interns get to experience the role staff play, and the programs and services they provide for NSTU members.



Above are the John Huntley interns shown with executive staff officer, professional development, Betty-Jean Aucoin. Seated: (l-r) Gillian Costelo (Halifax City), a learning centre teacher at Citadel High School; Sarah Offman (Dartmouth), a speech-language pathologist at Harbour View and a member of the executive of the Speech-Language Pathologists & Audiologists Association; and Anna Mae Muise (Cape Breton District) a resource teacher at Sherwood Park Education Centre.

Standing: Byron Butt (Lunenburg County), a Student Engagement Facilitator and Technology Integration Lead Nova Scotia Virtual School and South Shore Regional School Board and the VP of PR for his Local; Lunenburg County provincial executive member Michael Stewart, a principal at Bridgewater Elementary School; Michelle Gillis (Colchester East-Hants), a Grade 7 ELA and social studies teacher at Truro Junior High School; Nancy Bradley (APSEA Local), an itinerant teacher for students with visual impairments Atlantic Provinces Special Education Authority District 2 (Anglo East School District) in Moncton, and Aucoin.

The John Huntley Memorial
Internship Program

The remaining deadline for application for the John Huntley Memorial Internship Program for the 2013-2014 school year is
April 15.

Applications for active NSTU members are available through your NSTU rep, on the NSTU website at www.nstu.ca or at Central Office 477-5621 or 1-800-565-6788.

The internship provides members with an opportunity to learn more about the NSTU.

Nova Scotia Teachers Union

Students Receive Lieutenant Governor’s
Respectful Citizenship Award

Promoting healthy living with a community garden, creating anti-bullying committees, raising awareness about the value of cross-cultural diversity, and championing inclusivity in the classroom are some of the initiatives Nova Scotia students are using to promote respectful citizenship.

Students from across the province were honoured at Government House on Wednesday, Feb. 26, to receive the Lieutenant Governor’s Respectful Citizenship Award.

“I was impressed by the recipients’ passion and dedication to making their schools, communities and the province safe and accepting places,” said Lt.-Gov. J.J. Grant. “These students are the leaders of tomorrow, but they have started to make a difference today. Their work is to be commended and they are very deserving of this honour.”

The award recognizes students who demonstrate leadership and commitment to creating safe and inclusive spaces, where bullying behaviour is not accepted, and respectful and responsible relationships are promoted. It is the first award created during Lt.-Gov. Grant’s tenure.

Public schools, the Mi’Kmaq Kina’matnewey Board, and home schooled students who are registered with the Department of Education and Early Childhood Development or enrolled in private school could make nominations.

Of the 126 students nominated for the award, 68, both individual and as teams, were selected for 16 awards, two for each school board in the province. They were chosen by an advisory committee of representatives from the Office of the Lieutenant Governor, Department of Education and Early Childhood Development, Nova Scotia Teachers Union, Nova Scotia School Boards Association, Nova Scotia Federation of Home and School Associations and La Fédération des parents acadiens de la Nouvelle-Écosse.

The recipients of the award, and hometown, are:

- Trenton Ward, Glace Bay
- Riverview High School Gender and Sexuality Alliance, Coxheath, Cape Breton
- Caleb Talbot, Port Hawkesbury
- The Green Team, Guysborough
- Ella Webster, Bible Hill
- Riley MacEachern & Allison Ellis, Truro
- Grace Whebby, Dartmouth
- Erin Brown, Dartmouth
- Douah Shakshuki, Wolfville
- Stephen Bennett
- Robyn Whynot, Liverpool
- Lunenburg County RCMP Youth Advisory Committee, Lunenburg
- Janell Stewart, Yarmouth
- Mikya Francis, Digby
- Adele Orovec, Halifax (CSAP)
- Lauren Ead, Halifax (CSAP)

“We are very excited that our team got selected for this award. We are happy that our work is recognized in this way,” said Blade Turner, a member of the Lunenburg County Youth Advisory Council committee.

For more information, visit <http://antibullying.novascotia.ca/ns-lieutenant-governors-respectful-citizenship-award>.

Legal advice.

BOYNECLARKE LLP offers a comprehensive range of services to meet all your legal needs, including:

- **Family Law:** www.halifaxfamilylaw.ca
Visit our website for “10 Things Every Teacher Should Know About Family Law”
- Real Estate
- Wills & Estates
- Personal Injury

To learn more about the services we provide, contact us:

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www.boyneclarke.ca | 902.469.9500

Teachers who make a difference

Dr. Patrick Sherlock

Dr. Patrick Sherlock was surprised and shocked when he learned that he was being recognized as one of nine teachers who makes a difference, through the NSTU’s *Teachers Make a Difference* program.

“I was honoured by the nomination, but to be honest at first I was thinking about how I might decline the award,” he says. “I think about our teaching environment at the College compared to public school, and how we don’t have any where near the discipline challenges and are fortunate to have many resources to do our jobs.” He thinks about how difficult teaching can be in challenging environments, and knows of so many other hard-working teachers at the College and in the public school system, “who are deserving of the award.”

The *Teachers Make a Difference* campaign, now in its second year, helps to raise the positive profile of NSTU members, giving students the opportunity to nominate a public school teacher, APSEA or Community College member who has made a big difference in their life, and contributed to their school and community.

Sherlock, a Community College faculty member who teaches economics in NSCC’s Business Program at the Waterfront Campus, has also been an adjunct professor for Mount Saint Vincent University’s graduate and undergraduate education programs. He also spent time teaching in China and exemplifies lifelong learning, having obtained five degrees, including a doctorate in education in his 33-year career.

He notes the importance of the work of he and his colleagues. “College makes a huge difference for our students. It’s a life-altering experience and puts people on a path in changing their lives for the better.”

Nearing the end of his career, and humbled by the recognition, he says “it’s a nice thing to have at the end, an amazing way to celebrate my career.”

He also sees how a campaign like this does make a difference. “Making people aware of what really happens in teaching is important,” he comments. “The general public doesn’t always understand the depth of teaching and the profound impact it can have.” Shedding some light on how teachers make a difference, “makes people more aware of the very positive work we do.”



Dr. Patrick Sherlock is shown above with his Teachers Make a Difference certificate. NSTU president Shelley Morse presented Sherlock with his certificate and a cheque for \$300 at NSCC’s Waterfront Campus on February 18 while a large gathering of students and staff cheered him on. The \$300 will go towards the student food bank program at the campus. From left to right: NSTU Community College rep Cheryl MacDonald (Professional Support); Community College Local president Ferne MacLennan; NSTU president Shelley Morse; Dr. Pat Sherlock; NSTU Community College rep Seana Blanchard (Professional Support); and Community College Locals’ Vice-President of Professional Development Ronald Robichaud (Faculty).

The student who nominated Sherlock did so because: “He made me feel very comfortable about economics. I was intimidated by the course, he just made it very easy to understand and always had good insight and an upbeat attitude. Very awesome person!”



Working together to enhance student learning, health & engagement

The South Shore Regional School Board and South Shore Health held a presentation for members of both their Boards to provide an update on their unique partnership in supporting the health and learning of students on the South Shore.

Three years ago, South Shore Health and the South Shore regional school board established an eight-member committee to improve cooperation between the two organizations. “We meet five to six times annually,” says Jeff DeWolfe, SSRSB’s director of programs and student services. “The common goal is improving student learning and achievement of health outcomes.”

Research indicates that better-educated individuals live longer, healthier lives and strong school policies and positive school climates improve health and education outcomes for children and youth.

With this collaboration, DeWolfe says both the board and health authority have readjusted resources to provide better access to health services and preventative programs for students. The collaboration has seen the addition of SchoolsPlus Hubs, community health workers, clinical therapists, nurse practitioners, and student support workers. The health authority has the equivalent of seven full-time staff who work only in schools. “That’s unprecedented in this province, and it’s not the end point,” says Todd Leader, South Shore Health’s director of community health services. There are continued plans for the Board and Health Authority to expand their services.

“We also have to make sure that our school counsellors are supported and that there’s no stepping on each other’s toes,” adds DeWolfe. “Wherever the student wants to go for help is where they go.” DeWolfe goes on to say that the Board is working hard to connect the important role of school guidance counsellors with the team set up through this partnership. “Promoting the relationship between health workers and guidance is a high priority.” The Board has maintained the ratio of one school counsellor for every 500 students. “We are working very hard in defining roles and responsibilities within the partnership,” adds Leader.

Creating healthy, safe school environments has a positive effect on student learning says DeWolfe. Some of the curriculum connected programs with that have been implemented through this partnership include, the PATHS (Providing Alternative THinking Strategies)® for elementary schools, sexual health resources for junior and senior high and Health promoting Schools Initiative. The Board is looking to expand PATHS, build stronger connections between community health workers and SchoolsPlus outreach workers and increase the number of staff dedicated to supporting students in South Shore schools.



NSTU president attended the South Shore Health and South Shore Regional School Board presentation at the SSRSB offices on February 17. She is shown above standing with SSRSB superintendent Geoff Cainen. Seated are: Todd Leader, Director, Community Health Services, South Shore Health; Jennifer Naugler, SSRSB Chair and Jeff DeWolfe, SSRSB’s Director of Programs and Student Services.

**Congratulations
to our
book winners
from
February!**

**FRESH
ROSALIE
MacDONALD
of
New Minas**

**EQUITY
TIFFANY
MacNEIL
of
Ashdale**

**PD
DONNA
ALLAN
of
Halifax**

coming events

March is...

Journée nationale de la francophonie – le 20 mars (<http://www.francophonie.org/>); International Day of Happiness – March 20 (<http://dayofhappiness.net/>); World Poetry Day – March 21 (<http://www.un.org/en/events/poetryday/>); Purple Day – March 26 (<http://www.purpleday.org/>)

April is...

Day of Pink – April 9 (<http://www.dayofpink.org/>); Anniversary of the Battle of Vimy Ridge – April 9 (<http://www.veterans.gc.ca/eng/remembrance/history/first-world-war/vimy-ridge/>); National Volunteer Week – April 6-12 (<http://volunteer.ca/nvw2014/>); Canada Book Day – April 23 (No website)

MARCH 8

International Women's Day

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

MARCH 19 DEADLINE

Reading Matters School & Library Contest

Reading Matters is an exciting opportunity to spread the word about the importance of reading in schools and libraries. Contest closes on March 19. This is a fun and interactive contest to get everyone in your school and library involved and ask them why, "Reading Matters!" Visit <http://www.nationalreadingcampaign.ca/announcing-the-reading-matters-contest-for-schools-and-libraries/> for contest rules, regulations and more information how you can win one of five Kobo Auras.

APRIL 8 TO 9

Creating a Trans-Friendly Environment

This program, which will take place at the Tatamagouche Centre will help organizations and businesses build their capacity to support and promote spaces that are inclusive and positive for transgender and gender nonconforming adults and youth. Through engaging in a variety of creative tools and activities, participants will learn, question, challenge, and reflect on topics of gender, gender identity, and inclusive and positive spaces. Strategies will apply to both day-to-day interactions as well as organizational structures such as policies and infrastructure.

The Program Cost is \$380 (\$283 tuition+\$97 meals/accommodations), local Price: \$333 (program cost without overnight, without breakfast). Please register at least 2 weeks in advance to secure your place in this program. For more info: <https://www.tatacentre.ca/index.php/programs/details/2040>. Workshop leaders: Andrew Jantzen, social justice activist and Nolan Pike, Community Educator for the Youth Project.

APRIL 9

Day of Pink

April 9 is the Day of Pink, International Day against Bullying, Discrimination, Homophobia and Transphobia in schools and communities. Everyone is invited to celebrate diversity by wearing a pink shirt and by organizing activities in their workplaces, organizations, communities and schools.

The NSTU is one of 11 teacher organizations promoting this initiative. International Day of Pink is a program of Jer's Vision Canada's Youth Diversity Initiative (<http://www.jersvision.org/>), an organization which a leader in anti-bullying and anti-discrimination programming, recognized for its work with youth groups and organizations.

For more information on how you can get involved visit: <http://www.dayofpink.org/>

APRIL 9

6th Annual N.S. Crime Prevention Symposium

This year's Crime Prevention Symposium will be held on April 9 from 8:30 to 4:30 p.m. at the Marriott Harbourfront Hotel, Halifax. This year's theme is *Collaborating for Community Safety*. Keynote speaker is Dale McFee, Deputy Minister of Corrections and Policing, government of Saskatchewan.

Registration forms, workshop presenters and related events will be posted by March 12 at <http://novascotia.ca/just/Prevention/>. For information, contact the Crime Prevention Unit at crimepreventionunit@gov.ns.ca

APRIL 10 TO 13

Music Conference

The NSTU is a proud bronze sponsor of the National Orff Conference, *Ensemble 2014*, is taking place at the Halifax Marriott Harbourfront Hotel from April 10-13. Join your music colleagues in choosing from over 40 workshops (in French and English) that will inspire your classroom teaching and strengthen your music program.

For more information go to <http://orffcanadainconference2014.com/>

APRIL 22

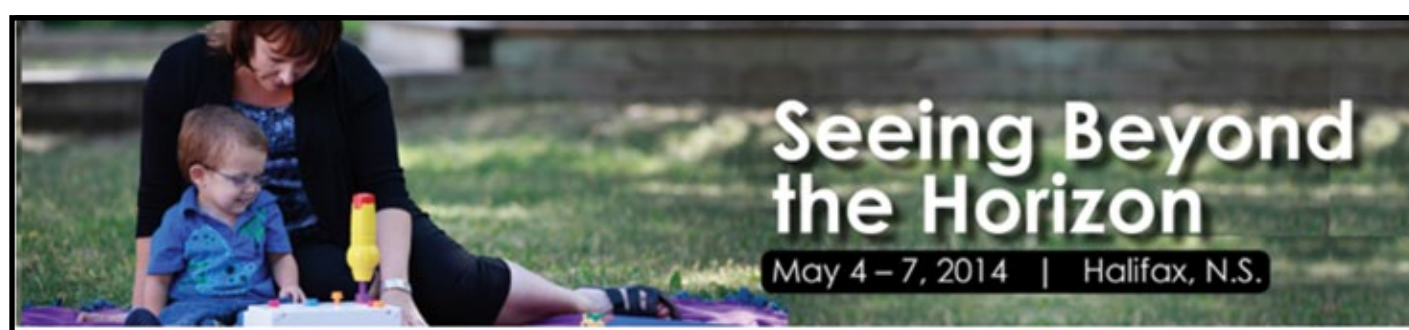
Earth Day Canada

Teachers and students interested in our environmental impact should visit Earth Day Canada at <http://www.earthday.ca/> for tons of information, ideas, activities and resources. Earth Day Canada contains links for teachers, students, and communities to help them find ways to help keep our Earth clean, happy and safe for generations to come. Although Earth Day falls on April 22 each year, the Earth needs our help all year long!

MAY 20 DEADLINE

Governor General's History Award for Excellence in Teaching

Nominees for this year's Governor General History Award for Excellence in Teaching are now being accepted. Please visit <http://www.canadahistory.ca/Awards/Teaching> to access the complete nomination form. Six recipients will win \$2500 along with a trip to receive their award from his Excellency, The Right Honourable David Johnston during a special ceremony in Ottawa.



Registration is now open. Reserve your spot today.

APSEA and CNIB are proud to present Seeing Beyond the Horizon: the 2014 Canadian Conference for Educators, Parents and Professionals of Children and Youth who are Blind or Partially Sighted.

Taking place on May 4-7 in Halifax (Nova Scotia), this conference offers a wide variety of informative and innovative workshops for parents, educators and professionals who work with children and youth living with vision loss.

Formerly known as the Canadian Vision Teachers' Conference, this four-day event allows participants to network and share knowledge, expertise and experiences within the field of blindness, low vision and deafblindness.

Date: May 4-7, 2014

Location: Halifax Marriott Harbourfront Hotel, Halifax, N.S.

Registration

In addition to a vast selection of workshops and breakout sessions, the conference will also host a number of exhibitors who will be presenting and demonstrating their products and services.

The Seeing Beyond the Horizon conference draws approximately 300 participants from coast-to-coast. Reserve your seat today by registering at apsea.ca/pep2014. Register by February 20, 2014 to receive our Early Bird discounted rate.

Venue and Accommodation

The 2014 Seeing Beyond the Horizon conference is being held at the Halifax Marriott Harbourfront Hotel, located at 1919 Upper Water St., Halifax, Nova Scotia.

If you require accommodations while attending the conference, a special room rate is available for all participants (rooms start at \$149 per night). The cut-off date for reservations is April 7, 2014. To book your room today, visit bit.ly/1bUXmw or call the Halifax Marriott Harbourfront Hotel at 1-800-228-9290 (Group code: APSAPSA).

apsea.ca/pep2014 • pepconf2014@gmail.com • 902.423.3457

Community College Local committees meet

On January 31 and February 1 members of the various Community College Local committees gathered for a common meeting weekend. Members of the various Community College Local committees shared a dinner meeting on Friday evening before meeting in their separate committees on Saturday morning. The sessions were also attended by NSTU president Shelley Morse.

The weekend provided an opportunity to express appreciation for the important ongoing work performed by the members of the Local's committees. It is expected that this joint meeting will become an annual event.

Community College committee chairs



Left to right: Ronald Robichaud (Faculty, Waterfront Campus); Melanie Sampson (Faculty, Strait Campus); Ferne MacLennan (Community College Local President); Damian Hall (Faculty, Pictou Campus); Jill Hiscock (Faculty, Kingstec Campus); Louis Robitaille (Community College Provincial Executive member); Peggy Joiner (Faculty, Truro Campus); Joe Salah (Provincial Executive Liaison); Sandy Dyke (Faculty, Kingstec Campus); Ann Windsor Hall (Professional Support, Pictou Campus); and NSTU president Shelley Morse.

Community College committee members



Front (l-r): Todd Verge (Faculty IT Campus); Gord LaRusic (Faculty, Truro Campus); Debbie VanVulpen (Faculty, Pictou Campus); Barbara Gillis (Faculty, Burridge Campus); Jill Hiscock (Faculty, Kingstec Campus); Debbie McVeigh (Faculty, Marconi Campus); Lillian Lake (Professional Support, Truro Campus); and Krys Galvin (Faculty, Truro Campus).

Back (l-r): Melanie Sampson (Faculty, Strait Campus); Cindy Edwardson (Faculty, Kingstec Campus); Jennifer Dickinson (Professional Support, Cumberland Campus); Mike Byrne (Faculty, Pictou Campus); James Lai (Faculty, Waterfront Campus); Leo Gillis (Professional Support, Pictou Campus); Suzanne Labrecque (Faculty, Truro Campus); Ferne MacLennan (Community College Local President); Mike Kelly (Faculty, Marconi Campus); Seana Blanchard (Professional Support, Waterfront Campus); Damian Hall (Faculty, Pictou Campus); Ann Windsor Hall (Professional Support, Pictou Campus); Louis Robitaille (Community College Provincial Executive member); Charles Probert (Faculty, Strait Campus); Peggy Joiner (Faculty, Truro Campus); Ronald Robichaud (Faculty, Waterfront Campus); Joe Salah (Community College Provincial Executive member); Betty O'Neill (Professional Support, Marconi Campus); Sandy Dyke (Faculty, Kingstec Campus); Bernadette Julian (Faculty, Marconi Campus); Kirby Coolen (Faculty, Pictou Campus); Debbie Nickerson (Faculty, Burridge Campus); and Ron Joiner (Faculty, Truro Campus).

NOTICES

Looking for the next ambassadors! French for the Future

French for the Future is looking for the next ambassadors! The application period for 2014 is now open and bilingual high school students can apply to represent their communities at the annual National Ambassador Youth Forum. This event will give students a chance to learn about issues regarding bilingualism in Canada in an interactive and leadership-oriented environment. Please visit <http://www.french-future.org/en/que-fait-on/fnja> for information and to access the application form.

Global Monitoring Report: making quality teachers a global priority

Please visit http://www.ei-ie.org/en/news/news_details/2848 for information on the Education for All (EFA) Global Monitoring Report. This report focuses on government policies and the extent at which they support teachers and the teaching community throughout the world.

Healthy Schools Day in Canada – April 8, 2014

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

Nominations Open Canadian Family Annual Teacher Awards

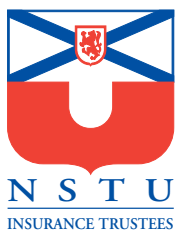
Canadian Family Magazine is now accepting nominations for its annual Teacher Awards. Now in its eighth year, the national program celebrates first-rate, community-nominated elementary and secondary school educators across the country.

“The Teacher Awards are a terrific way to give Canada’s top teachers the recognition they deserve,” said Brandie Weikle, Editor-in-Chief of Canadian Family. “In previous years, finalists and semi-finalists have garnered thousands of votes, even in small communities. It’s fantastic to see students, parents, friends and families come together and celebrate educators who truly go above and beyond.”

Nominations close on April 15, 2014. A panel of education experts will shortlist 12 semi-finalists, to be announced on May 26, 2014. An online vote at canadianfamily.ca will determine the three winners.

The three Teacher Awards winners will be featured in Canadian Family’s September issue (on sale August. 18, 2014), and each will win \$2,500 for programming and supplies, courtesy of program sponsor Johnson Inc.

For full nomination details about the #CFTeacherAwards, more information about the contest and to nominate a teacher for the Awards, please visit canadianfamily.ca.



Travelling Soon? Don't Leave the Country/Province without Travel Insurance

For many years now, the NSTU Group Insurance Trustees have made available to both active and retired members, a competitively priced Out-of-Province/Canada Emergency Medical Insurance Program. The MEDOC® Travel Insurance Plan offers NSTU members complete coverage for your travel insurance needs.

The Provincial Health Insurance Plan provides limited basic coverage while members travel outside of the Province. However, this coverage is not enough. If you have a medical emergency while travelling out of Province or outside of Canada, costs can easily escalate and cost thousands of dollars.

Some covered expenses under the NSTU MEDOC® Group Travel Plan include prescription drugs, x-rays, nursing services, air emergency transportation or evacuation, emergency dental services, bedside transportation, repatriation, return of vehicle, and board and lodging.

The MEDOC® Group Travel Plan provides year-round coverage from September to August. With a 35-day annual Base Plan, you are covered for an unlimited number of trips up to 35 consecutive days per trip during the policy year. For longer periods of travel, you can purchase a Supplemental Plan for additional protection to cover the period of time that you will be away. The Supplemental Plan provides coverage for one single trip longer than 35 days and includes the annual Base Plan coverage. Premium payments are made through monthly payroll or pension deduction to the policy renewal, which is September 1.

NSTU Trip Cancellation/Trip Interruption Plan

The NSTU Trip Cancellation/Trip Interruption Plan is also available to active and retired NSTU members. This plan helps protect travellers against unforeseen circumstances that may prevent or discontinue a trip. Coverage highlights of this plan are:

Annual Plan - once enrolled coverage is in place from September to August.

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Trip Cancellation - up to a maximum of \$5,000 per insured person per annual coverage period.

Trip Interruption - up to a maximum of \$5,000 per insured person for each covered trip.

Up to a maximum of \$3,500 for lodging, meals, car rental, telephone calls and taxi costs (\$350 per day).

Up to a maximum of \$1,000 for loss of, or damage to, baggage and personal effects during a covered trip.

Personal effects – actual cash value or \$500, whichever is less.

Document replacement – up to a maximum of \$200.

Baggage Delay – up to \$400.

You must be enrolled in the MEDOC® Group Travel Plan to apply for Trip Cancellation/Trip Interruption coverage. You will be enrolled with the same level of coverage as the MEDOC® Group Travel Plan.

It is easy to enroll!! Just contact Johnson Inc. at the numbers below for the application form(s).

If you have any questions, please call Johnson Inc. at 453-9543 (local) or 1-800-453-9543 (toll-free).

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resources



Digital Resources for Teachers

Visit our website <http://medialibrary.ednet.ns.ca> to access these and other digital classroom resources!

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- ImagesProject
- Branching Out
- Education Portal
- EBSCO Periodical Database
- Nova Scotia Virtual School

HEALTH AND NUTRITION VIDEOS!!

To order any of the titles listed below, please click here: <https://medialibrary.ednet.ns.ca/videos> or send me an email with the titles you are interested in (mediadub@ednet.ns.ca).

Eating Well With Canada's Food Guide Grades 10-12

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. (22 min.)

Nutrition and You Grades 5-8

This four-part series includes the following titles: Nutrition Basics, Balanced Diet, Healthy Eating Habits, and A Healthy Body. (83 min.)

Portion Control Grades 9-12

Using the power of video to its best advantage this program teaches teens how to choose the right food portions for their body type and metabolism and to visualize these portions in memorable ways. The goal of this program is to teach teens how to correctly measure food portions using everyday, easy-to-understand analogies. (23 min.)

Portion Distortion Grades 6-8

Using video to visualize portions, this program teaches viewers the difference between supersized portions and nutritionally correct portions. Once children understand the right food portions for their body and metabolism, they can make healthy judgments about food portions at every meal, every day, for long-term health. (19 min.)

Safe to Eat Grades 10-12

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. (20 min.)

Weight of the World Grades 10-12

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. (51 min.)

Say "Know" To Diets Grades 7-9

This program teaches teens to recognize the difference between fad diets and a healthy lifestyle of nutrition and exercise. Viewers will learn about the health risks of being overweight, but they will also learn to reject the unreasonable—and often unhealthy—body types that are commonly presented in the media. Armed with the information they need to take care of their bodies, your students will have the opportunity to develop a confident self-image that will serve them well as they embark on a lifetime of healthy choices. (20 min.)

Health: Begin the Journey Grades 10-12

This video offers the student fundamental theories for examining health issues facing the United States through the insight of the former Surgeon General. Introduces the concept of the relatedness of the mind, body and spirit in sustaining health. Students begin their own "Journey to Health" by meeting individuals facing various health issues in their own lives. (29 min.)

RESOURCES

TVO Parents: Helping parents help their kids succeed in school and life

TVO parents have partnered up with the Canadian Civil Liberties Education Trust (CCLET) in creating an open monthly discussion for children and students to have about the world around them. These scenarios were created to engage children and help them think critically about what they see. Please visit <http://tvoparents.tv.org/article/civics-kids-homeless> each month for a new scenario and a new chance to talk with your children or students about how they see and think of difficult situations we face in the world.

Critically Evaluating School Mental Health (CESMH): An Online Resource

With the growing need for more mental health programs in our schools, www.TeenMentalHealth.org has created a new online resource called Critically Evaluating School Mental Health. This resource contains information for educators who are interested in implementing mental health programs in their school by providing evidence and information on the effectiveness, safety and cost. Please visit the Teen Mental Health website or email info@teenmentalhealth.org for more information.

Planboard by Vetica Interactive Inc

This new online resource created by a local Ontario technology start-up is a platform shaping the future of education. This online lesson planning app and website helps teachers reach out to other teachers to assist them and provide guidance in areas of lesson planning and a slew of other great features. Please visit <http://www.vetica.com/> for more information.



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

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

Or email submissions to aviso@nstu.ca

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

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

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

Original pictures or images related to submitted content are appreciated.

The themes for the 2013-2014 academic year AVISO editions are:

Spring – Lifelong Learning

Racontez-nous votre histoire

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

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

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

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

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

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

Les photos/images originales reliées aux soumissions sont appréciées.

Les thèmes des éditions d'AVISO pour 2012-2013 sont les suivants:

Printemps – Éducation permanente

classifieds

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

FOR SALE - North Conway, NH - timeshare week in historic Eastern Slope Resort Inn. One week in mid July in two-storey fully equipped, sleeps 4. Deeded for 70+ years. \$6000. Contact: billwagstaff@me.com or 902-678-5776. Further details at easternslopeinn.com

TEACH OVERSEAS AND SEE THE WORLD - Maple Leaf Schools of China invites interested teachers, and administrators to join their team. Maple Leaf is the largest independent private school system in China. Included in their system are 7 modern High Schools and two P-9 Foreign National Schools which teach Canadian curriculum in English led by Canadian Administrators. For background and application information visit our website at www.mapleleafschools.com or contact Archie MacEachern at archie@mapleleafschools.com

TEACHING IN CHINA - Teach in China for two or four weeks in July 2014. Interested? Check us out at www.china-connection.ca

WANTED JOB SHARE FOR EXPERIENCED ELEMENTARY TEACHER - I am an elementary teacher with five years experience. Very flexible. Had terms, long terms and more in all grade levels and have a very diverse background in education. Currently enrolled in Masters in Diverse Learners. Interested in HRSB, perhaps South Shore Board. Willing to begin at any time, this year or next. For further info contact Alison 902-240-1810 or email aegelhoff@eastlink.ca

ELEMENTARY FRENCH JOB SHARE PARTNER WANTED - Seeking a qualified teacher with elementary French methods for a 40-50% job share in elementary Core French for the 2014-2015 school year in the Halifax/Dartmouth area. Please email sunflowers2020@hotmail.com

JOB SHARE - Job-share teacher 20%, French Immersion qualifications necessary. Grade Primary, 1 or possibly 2. School year 2014 or longer. Contact Manon Roy mroy@hrsb.ca, 902-435-7900.

JOB SHARE - Teacher with many years of teaching experience, both in elementary and secondary, looking for a one-day job share in Metro for the upcoming school

year 2014-15. Please contact Donna Myers Keating: 902-469-2165.

JOB SHARE - Permanent, severe learning disabilities itinerant teacher seeking to job share, September 2014. Some qualifications inc. Masters or equivalent, 5 years teaching experience. Contact Lisa at 902-240-2519.

JOB SHARE - Elementary French Immersion teacher seeking a 20% position with HRSB for the 2014-15 school year. 28-years experience in teaching French Immersion. Interested in either elementary English or French Immersion position. Excellent references. Please note the deadline for application is April 1. Contact Diane Losier at losierdt@staff.ednet.ns.ca

TEACHER EXCHANGE - Permanent resource teacher with AVRSB interested in an exchange with SSRSB or HRSB for the 2014-2015 school year. A permanent exchange is desired. If interested, please contact sgiovannetti@staff.ednet.ns.ca

TEACHER EXCHANGE - Permanent junior/senior high learning center/resource teacher with the HRSB is looking to exchange positions with a teacher from CCRSB for the 2014-15 school year. A permanent exchange is possible. If interested, please contact me at deani2009@hotmail.com

TEACHER EXCHANGE - Permanent elementary teacher with SSRSB interested in exchange within an hour of Halifax. Looking to exchange within SSRSB, but also HRSB or AVRSB. Permanent exchange desired. Contact: dmacburnie@staff.ednet.ns.ca

TEACHER EXCHANGE - Permanent jr. high French and social studies teacher with the CBVRSB is seeking an exchange to HRSB for the 2014-2015 school year. A permanent exchange is possible. If interested please contact amjbenoit@staff.ednet.ns.ca

TEACHER EXCHANGE - Permanent elementary teacher with HRSB interested in exchange with a permanent elementary teacher from CBVRSB for 2014-2015 school year. Possible permanent exchange desired. If interested please contact clarkd@staff.ednet.ns.ca

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