

## OUR *Beliefs*

It is the belief of the Nova Scotia Teachers Union that each individual has the capacity to learn. Learning is a personal, lifelong process vital to both the individual and social well-being of every citizen.

The NSTU believes that educators recognize and value the richness and complexity of each learner's abilities. Educators nourish the desire to learn and provide opportunity for each student to realize their learning potential.

The NSTU further believes that public education is a community-shared responsibility. Appropriately supported, public education through its diversity provides the optimal learning environment.

## OUR *Mission*

Public education cultivates in the learner the knowledge, skills, and attitudes necessary to be an effective citizen; to participate in the workplace; to be a lifelong learner; and to have a fulfilling life.

## OUR *Vision*

Public education values the multiple intelligences and complexity of each member of society. The NSTU's perspective of public education is defined in terms of principles, program, participants, and parameters.

## THE NSTU LOGO



The flag of Nova Scotia, like the Union, represents all areas of the province. It forms the cross bar of a T – for teachers, which is surrounded by a solid U – for Union. Unionism is the foundation and strength of the NSTU.

Together, these three key components, representing the province, its teachers and the Union, are interlocked into an overall protective shield which is a graphic representation of the goals set by the founding members and extended to thousands of members for more than 100 years.

Adopted at Annual Council 2009.

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THE  
NOVA  
SCOTIA  
TEACHERS  
UNION  
PERSPECTIVE  
ON  
QUALITY  
EDUCATION



# Principles

**Learning Culture:** There exists a responsible, reflective and interactive learning environment: a combination of beliefs, attitudes, and practices which recognizes the intrinsic value of learning and is shared by members of the community.

**Equity:** All students have fair and just access to a full range of quality programs and services needed to succeed in life.

**Range of Voices:** Recognizing the pluralism of our world, public education provides programs and activities that reflect the diversity of all students as well as the distinctiveness of each student.

**Relevance:** Public education offers a spectrum of relevant, meaningful programs and activities which respect individual values and reflect Canadian society.

**Entrepreneurship and Artistry:** Creativity, imagination, ingenuity, and risk-taking are valued and encouraged.

**Quality Relationships:** A caring and nurturing approach to education ensures that all participants are treated with respect and dignity.

# Program

**Breadth of Curriculum:** All students have access to a multi-dimensional curriculum.

Curriculum includes program supports such as library, guidance, and other services including those for special needs students.

As well, curriculum is sufficiently flexible to support interdisciplinary linkages.

**Global Perspective:** Curriculum has a global perspective that recognizes interdependency, sustainability, tolerance, and understanding as crucial to the development of our world. Curriculum fosters culturally, economically, environmentally, politically, and socially responsible citizens.

**Language of Delivery:** Curriculum is available in either official language and addresses the needs of First Nation peoples and linguistic minorities where numbers warrant.

**Variety of Resources:** Curriculum is delivered using an appropriate selection of human, physical, and technological resources.

**Career Preparation:** Curriculum has exploration opportunities that allows the student to evaluate and choose an effective life path.

# Participants

**The Student:** All students making an effort are assured of some success every day. Students who are unable or unwilling to take responsibility for their learning receive support and intervention. Public education provides each student the opportunity for the following.

- Intellectual Development – The student is able to develop the knowledge, skills, and attitudes necessary for lifelong learning.
- Personal/Social Development – The student is able to develop the self-confidence to learn from success and failure, have respect for and understanding of others, and take responsibility for personal actions.
- Lifework Planning – The student is able to develop an understanding of the relationship between an ongoing education and economic and personal well-being.

**The Educator:** Educators are integral components of the learning culture, have a sound philosophical base, and participate in ongoing professional development. Educators are designated as the following.

- Professionals – Educators are informed individuals who consistently improve their teaching within an atmosphere of collegiality. Educators adhere to their professional code of

ethics and, as individuals, are principled, open-minded, and reflective practitioners. Educators are enthusiastic lifelong learners committed to personal and professional growth. Educators value teaching and the student.

- Managers of Learning Environment – Using appropriate technology and methodology, the educator is the primary manager of the learning environment. Program planning and implementation occur in collaborative, cooperative settings.

**The Parent:** The student's home environment is critically important. Parents/guardians are responsible for providing a healthy environment supportive of teaching and learning.

**The Community:** Educators, students, board members and representatives of government agencies, business, labour and the general public value and support education and work together to assure the continual improvement of public education. Open dialogue ensures that the community is involved in and responsive to educational goals.

# Parameters

**Environment:** Educational sites are safe, healthy and pleasing environments conducive to learning and teaching.

**Time and Place:** Educational sites are flexible with respect to time and place in order to capitalize on a variety of teaching and learning opportunities.

**Leadership:** Leadership reflects the principles of sound vision, shared decision making, and public accountability with a commitment to continuous improvement and ongoing professional development.

**Funding:** Education programs in Nova Scotia are free to students in levels Primary to Twelve and publicly funded. Affordable fees shall apply to students enrolled in the Nova Scotia Community College.