

Six vie for NSTU Presidential Election May 25, 2016

Nova Scotia's public school teachers, administrators, school psychologists and other specialists working for the public education system, along with Community College faculty and professional support staff and teachers with Atlantic Provinces' Special Education Authority go to the electronic polls on Wednesday, May 25 to choose among six candidates for NSTU president.

The six running for NSTU president are: Liette Doucet; Wally Fiander; Damian Hall; Shawn Hanifen; Cyril MacGillivray and Paul Wozney.

This is the first of two election issues of *The Teacher*. All presidential candidates have an opportunity to publish a platform. You will find these starting on page 6. The May 2016 issue will also carry campaign statements. Candidate coverage is limited to these two editions.

Election posters for candidates have also been produced and have been distributed to NSTU worksites throughout the province.

An all candidates' forum will also take place during Annual Council on

Saturday, April 30 at 2 p.m. Candidates will be allowed a seven-minute presentation that will be followed with a 30-minute question-and-answer period. This will be recorded and will be available online for all members to view at nstu.ca.

Under the Teachers' Collective Bargaining Act all NSTU members employed on the designated voting day shall be eligible to vote, including members on maternity leave, parental leave, educational leave, deferred leave or sick leave as long as dues are paid for the school/work year. Active reserve members and substitute/auxiliary teachers who are teaching on voting day may also vote.

Candidates running for NSTU president had to declare their intention by February 19, 2016 and official campaigning began on March 21. All candidates have their platforms posted on the NSTU website as well.

If needed, a run-off vote will be held on June 2. To become president of the NSTU you must win with a majority of votes (50 per cent plus one).



Liette Doucet



Wally Fiander



Damian Hall



Shawn Hanifen



Cyril MacGillivray



Paul Wozney

2016 NSTU CAMPAIGN GUIDELINES

The 2016 second deadline for Presidential candidates' information is **April 29** for the May 17 issue. This information should be given or sent directly to *The Teacher* office at theteacher@nstu.ca

Guidelines are for NSTU members running for the following positions/committees during Annual Council 2016: CTF Delegate, Discipline Committee, Professional Committee and Resolutions Committee. Complete Campaign Guidelines can be found in the January/February issue of *The Teacher* or on the NSTU website at <http://www.nstu.ca/data/documents/pdf/ft-janfeb2016.pdf>



people

Tri-County Regional School Board and NSTU Sign New Local Collective Agreement

The Nova Scotia Teachers Union and Tri-County Regional School Board signed a new regional collective agreement on March 8 at the Tri-County Regional School Board (TCRSB) office in Yarmouth. The signing of the agreement was the culmination of two days of negotiations that took place November 9 and 10. A tentative agreement was reached on November 10. It was ratified by 62 per cent of eligible voters, NSTU members from the Digby, Shelburne and Yarmouth Locals who work for TCRSB in an online vote on January 14, 2016 with an 89 per cent acceptance. The term of the agreement runs from March 8, 2016 to July 31st 2019.



Shown in the photo seated: NSTU president Shelley Morse and TCRSB board chair Donna Tidd. **Back row:** NSTU executive staff officer Louis Robitaille; TCRSB superintendent Lisa Doucet; Shelburne Local president Dawn Smith; Yarmouth Local president Roland Hannem; Digby Local president Josée Desjardins; negotiating team chair Colleen Scott (Digby-Shelburne-Yarmouth provincial executive member) and TCRSB's coordinator of employee and labour relations Scott Surette.

For an up-to-date listing with details of **DEALS & DISCOUNTS** for NSTU members (including RTO members), please visit the website at www.nstu.ca or email theteacher@nstu.ca or phone 1-800-565-6788.

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3106 Joseph Howe Drive, Halifax, N.S. B3L 4L7

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You may find past issues posted on our website: www.nstu.ca

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Huntley Internship—Spring Session

The third installment of this year's John Huntley Memorial Internship took place on March 31 and April 1 at the NSTU's Central Office on Joseph Howe Drive in Halifax.

Six more members, including two new provincial executive members participated in the program. This two-day internship offers NSTU members the chance to "job shadow" NSTU staff and learn more about the many NSTU programs and services provided to members. Through engaging with NSTU staff at all levels in the administration, professional development, public relations and communications, and member services departments, and NSTU counsellors and Early Intervention Program occupational therapists, NSTU members walk away with a renewed sense of the importance of the Union in their professional lives. This is the 15th year the program has been in place. The very first John Huntley interns participated February 14 to 16, 2001.



Seated: provincial executive APSEA member Andrew McCara, who is a DHH (deaf and hard of hearing) teacher with the Atlantic Province's Special Education Authority out of the Dartmouth office; Shelley MacKenzie (Antigonish), who is a Grade 8 teacher at St. Andrew Junior School; and Debbie Nickerson (Community College), who is a faculty member from NSCC's Burridge Campus, who teaches the Mental Health Recovery and Promotion program.

Standing: Annapolis-Hants West-Kings provincial executive executive representative Thérèse Forsythe, who teaches Grade 10 math at Horton High School; Tisha Gaudet (Digby) who is a Grades 7 to 9 French Immersion teacher at St. Mary's Bay Academy; executive staff liaison Stacy Samson; and Ron Nugent (Halifax County) who is a guidance counsellor at Georges P. Vanier Junior High School.

The John Huntley Memorial Internship Program

The remaining deadline for application for the **John Huntley Memorial Internship Program** for the 2015-2016 school year is **April 15, 2016**.

Applications for active NSTU members are available through your NSTU rep, on the NSTU website at www.nstu.ca or at Central Office 902-477-5621 or 1-800-565-6788.

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

Nova Scotia Teachers Union

International Women's Day Breakfast



NSTU president Shelley Morse attended the first annual Nova Scotia Federation of Labour's celebratory International Women's Day breakfast on March 8. Morse is shown (far right) with (left to right): Executive Director of the Nova Scotia Nurses' Union (NSNU), Jean Candy; MLA Maureen MacDonald; president of the Nova Scotia Federation of Labour Danny Cavanagh; and NSNU president Janet Hazelton. The guest speaker for the event was Christine Saulnier, Director of the Nova Scotia Chapter of the Canadian Centre for Policy Alternatives.

NSTU members join other unions for rally outside Liberal Party AGM



NSTU president Shelley Morse is shown with some members of the provincial executive and other NSTU members in Cornwallis Park on Hollis Street in Halifax on April 2.

On April 2 Nova Scotia Teachers Union members joined other Nova Scotia unions in a peaceful assembly. The gathering was in opposition of government's austerity measures and against Bill 148, a proposed provincial bill that could impose wages on public sector workers.

"We were all demonstrating outside the Liberal Party AGM to send a message to government about decisions that are affecting workers, industries and communities in Nova Scotia," says NSTU president Shelley Morse. "It was important for our new prime minister to understand the disappointment many Nova Scotians have with this provincial government."

The Nova Scotia Liberal Party annual general meeting, which took place April 1 to 3 at the Westin Hotel, featured a visit from prime minister Justin Trudeau on April 2.

Besides opposition to Bill 148, a variety of issues were raised by union members outside the hotel. These include changes to the provincial film tax credit, opposition to a quarry in Fall River, potential privatization of provincial registries, the development of natural gas storage tanks near the Shubenacadie River and calls from striking Chronicle Herald employees for provincial anti-scab legislation.

2016 Staples Super-Power Your School Contest

The first round of finalists for the sixth annual Superpower Your School has been

chosen by Earth Day and Staples Canada! The finalists, being recognized for their contributions to the environment, included schools from Halifax, Cape Breton, and Chéticamp.

Elementary Schools

- Dr. TL Sullivan Middle School, Cape Breton, NS

- St. Joseph's Alexander McKay Elementary School, Halifax, NS

Secondary Schools

- Auburn Drive High, Cole Harbour, NS
- École NDA, Chéticamp, NS
- Halifax West High, Halifax, NS
- Sackville High, Lr. Sackville, NS

Staples & Earth Day Canada teamed up to give away \$25,000 in new technology to 10 eco-focused schools, coast to coast. Teachers and principals of publicly-funded schools were encouraged to share what their schools are doing to help the environment at www.staples.ca/powereco for their chance to win. The 10 finalists will be announced soon!

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- Chequing Account
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Education Week 2016



Shelley Morse
President, Nova Scotia Teachers Union

On behalf of the Nova Scotia Teachers Union and our public school, Community College, and APSEA members, I congratulate the teachers and education partners who are making a difference in the lives of students, schools, and communities through their commitment to this year's EducationWeek theme **Media Literacy: Empowering Critical Thinking in a Digital Media World**/ Les compétences médiatiques : savoir faire preuve d'esprit critique à l'ère des médias numériques

Through media literacy, teachers encourage students to assess, understand and appreciate their own multimedia culture, and help them become active, engaged and critical media consumers and citizens. Teachers and education partners know the power of media in today's world and continually incorporate opportunities that focus on student-centred learning. Through the integration of technology in innovative ways to engage students, using social media for social good and recognizing the influence media have on youth, today's educators are advocating safe and inclusive spaces that enable students to become respectful, responsible and ethical digital citizens.

I also acknowledge the longtime support of the Teachers Plus Credit Union, the corporate sponsor of Nova Scotia's EducationWeek since 2003. Teachers Plus Credit Union continues to demonstrate its commitment to teachers and public education in Nova Scotia.

Please join me in celebrating the achievements and commitment of this year's EducationWeek award recipients.



Honourable Karen Casey
Minister of Education and Early Childhood Development

As educators we care about student success. We want our students to do better and we strive to ensure they are prepared to lead productive lives in our changing world.

In our society, change is occurring rapidly—particularly when it comes to technology and information. Along with these shifts comes greater social responsibility. Educators play an important role in guiding students and helping to shape the next generation of Nova Scotians.

To support student success, government introduced Nova Scotia's Action Plan for Education just over one year ago. Working collaboratively with teachers, schools, school boards, communities, and partners, our focus has been on improving the learning and teaching environment in our schools. We have implemented dozens of initiatives, including an innovative curriculum with an emphasis on math and literacy, and the early introduction of coding to support problem-solving and critical thinking. These accomplishments set the stage for more good work. Building a modern, successful public education system requires cooperation and hard work by everyone. Collectively, we have the ability to make a positive difference in the lives of our students every day.

This year's Education Week theme, **Media Literacy: Empowering Critical Thinking in a Digital Media World**, focuses on the important role educators play in ensuring students have the skills they need to understand, create and critically interpret text in print, on screen, and in digital format. These media are a primary means of communication in the world of today's student and media literacy is essential to learning and to success in life and work. The educators and partners we are honouring this year are champions of teaching students to be respectful, ethical and responsible digital citizens.

On behalf of the department, I would like to express my sincere thanks to this year's award recipients and to all of the EducationWeek partners for your commitment to our students and their success.



Lisa Doucet
President, Association of Nova Scotia Educational Administrators

On behalf of the Association of Nova Scotia Educational Administrators, I would like to extend congratulations to the teachers and education partners being recognized for their leadership, hard work, and dedication to media and digital literacy in our schools and communities. Your work in this area is pivotal to opening up the world

of media and digital literacy to our students.

The theme for Education week 2016 is **Media Literacy: Empowering Critical Thinking in a Digital Media World**. Teachers and education partners work hard every day to ensure our students engage in educational experiences which provide opportunities to develop those critical thinking skills through media and digital literacy. As media and digital literacy are very important parts of our students' lives it is essential that we have dedicated role models who guide them in critical thinking, leadership, and digital citizenship. The EducationWeek Awards ceremony is a time to highlight and celebrate the work of the teachers and partners being recognized for their dedication and leadership in providing students with the media and digital literacy skills required in today's media world.

I would like to take this opportunity, on behalf of the Association of Nova Scotia Educational Administrators, to thank you, the recipients of the 2016 EducationWeek Award, for your invaluable contributions which touch the lives of students in the classrooms, schools, and communities across our province.



Charla Dorrington
President, Nova Scotia Federation of Home and School Associations

On behalf of the Nova Scotia Federation of Home and School Associations I would like to extend our congratulations on your ongoing efforts to promote and support EducationWeek in Nova Scotia.

The Theme for 2016 "Media Literacy" is relevant with the recent changes to our education system here in Nova Scotia. With the changing tides in education "Media Literacy" is more important than ever. As our education system evolves the ability to access, analyze and evaluate the importance of media literacy grows.

Thank you for your efforts, which demonstrates continued active participation in our communities as well as continuing to engage the education partners which contributes to the global promotion of education in Nova Scotia.



Camille Maillet
Président, Fédération des parents acadiens de la Nouvelle-Écosse

Le thème de la Semaine de l'éducation en Nouvelle-Écosse, « Les compétences médiatiques : savoir faire preuve d'esprit critique à l'air des médias numériques », soulève une question importante pour l'éducation de nos enfants.

La littératie médiatique et la littératie numérique sont des concepts récents. Dans l'ensemble, on s'entend pour dire que les habiletés et compétences de ces deux disciplines sont liées et sont sur la liste des compétences essentielles à

apprendre pour nos jeunes.

Aujourd'hui, nous vivons et travaillons dans un monde axé sur les médias et l'information.

La littératie médiatique signifie être au cœur des médias de masse et, par conséquent, des technologies numériques qui occupent aujourd'hui une place de choix. Les élèves ne sont plus de simples consommateurs d'information mais des participants actifs. Aujourd'hui toute une gamme d'habiletés est nécessaire comme la pensée critique, la gestion des communications et le traitement de l'information pour répondre aux exigences et aux réalités de la culture numérique. Ce changement nous oblige donc à élargir l'apprentissage de leurs compétences dans ce domaine.

La littératie numérique est l'ensemble des habiletés personnelles, technologiques et intellectuelles qui sont nécessaires pour évoluer dans un monde numérique. La technologie numérique a une place indispensable pour tout citoyen souhaitant participer pleinement à la vie en société. La compétence numérique nécessaires à nos jeunes fait référence aux aspects sociaux, éthiques, légaux et économiques qui s'y rattachent.

En cette semaine de l'éducation la fédération des parents acadiens de la Nouvelle-Écosse souhaite remercier tous les éducateurs et parents qui travaillent sans cesse pour apprendre à nos enfants, à devenir de futur citoyen numérique responsable, respectueux et conscients des règles d'éthique.



Susan Ritchie
President, Nova Scotia School Boards Association

On behalf of the Nova Scotia School Boards Association (NSSBA), I extend sincere congratulations to the EducationWeek 2016 Award Recipients.

Communication methods and information sharing is coming at us in tidal waves of content. Digital and media literacy skills are becoming increasingly important, especially for our young people as they navigate through school, relationships, and life in general. This year's theme, **Media Literacy: Empowering critical thinking in a digital media world** recognizes those in the education field who are dedicated to helping students find their way

through vast amounts of content and information. While much of these lessons are delivered in the classroom, the NSSBA partner award recipient has demonstrated a commitment to ensuring media literacy is promoted in their school board.

All of the individuals being recognized with an EducationWeek Award have shown their dedication to supporting student development by encouraging critical thinking skills. Students are being encouraged to examine the information presented to them, and to look at print, screen-based and digital text through a critical lens. These skills will serve our students well throughout their lives.

Once again I would like to congratulate all of the award recipients for their commitment to the students of Nova Scotia.

**Media Literacy:
Empowering Critical
Thinking in a Digital
Media World**

The Provincial Education Week Committee congratulates all recipients of this year's Education Week 2016 Awards

Annapolis Valley Regional School Board
Nick Baskwill, Kingston and District School
Tami Cox Jardine, Falmouth District School
Anne Lightbourn, Bridgetown Regional Elementary School

Cape Breton-Victoria Regional School Board
Dave Lavigne, Glace Bay High School
Denise Oake, Dr. T.L. Sullivan Middle School

Chignecto-Central Regional School Board
Shan King, Winding River Consolidated School
Janice Smith, Pugwash District High School
Sally Steeves, West Pictou Consolidated School

Conseil scolaire acadien provincial
Anne d'Entremont, École secondaire de Par-en-Bas
Don Fougère, École Beau-Port
Pierre Malenfant, École du Carrefour

Halifax Regional School Board
Lorna Bennett, Park West School
Lynda LeBlanc, William King Elementary
Shannon Patterson, Prince Andrew High School

South Shore Regional School Board
Erin Dunn-Keefe, Bridgewater Junior/Senior High School
John Tutty, South Queens Middle School



Strait Regional School Board
Shaun Kennedy, Richmond Education Centre/Academy
Christopher Lumsden, St. Andrew Junior School
Bruce Miller, Cape Breton Highlands Education Centre/Academy
Michael Wilson, Guysborough Academy

Tri-County Regional School Board
Amy Crowell, Clark's Harbour Elementary School
Katrina Mood-Ross, Drumlin Heights Consolidated School
Erin Mullen, St. Mary's Bay Academy

Partner Awards
Peter Oldreive, Department of Education and Early Childhood Development
Adam Davies, Nova Scotia School Boards Association

Media Literacy

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Curriculum Corner

Submitted by David MacFarlane

The Curriculum Committee held its second meeting of the year on February 19 and was pleased to have the opportunity to be joined by several Department of Education and Early Childhood Development (EECD) directors and consultants. The focus of

this meeting was to update the committee on the implementation of the Minister's Action Plan for Education.

Monica Williams, Executive Director, Centre for Learning for Excellence opened our meeting by giving an overview of the Action Plan and highlighting what has been implemented and what is next in the implementation process. A question raised by committee members was whether there was a plan for evaluating the effectiveness of the programs and initiatives that have been implemented stressing the concern of the time teachers spend tracking students and inputting data, which impacts instructional time. Williams assured the committee that part of the process is to look at how the actions have been initiated and how they are being consolidated in the classroom. Sue Taylor-Foley, Executive Director of Education, Innovation, Programs and Services, cited examples of steps taken by EECD such as the monitoring of the open Moodle site to see what teachers are accessing and viewing repeatedly. There will also be a survey with Primary to 3 teachers on how they find the current report card changes and whether there are enough resources for them to implement the program successfully. Taylor-Foley also reported on the classroom visits conducted by EECD staff to P-3 lead team teachers and how pleased staff was to be invited into other classrooms to share in teachers learning environments.

Taylor-Foley then made mention of the formation of a business council to address the gap in opportunities for students to become entrepreneurs. The council links education and business through mentorship in the business environment. A concern expressed by the committee was the influence of the business community on the curriculum. Taylor-Foley stated that it was not the business community influencing curriculum, as it is not their role, but they may have ideas that could be beneficial.

Williams informed the committee that a new policy for attendance is in development. A discussion paper for consultation is soon to be available, which will have opportunity for input. She also discussed the program for excellence and new teaching standards that are being developed with input from teachers, NSTU, Universities, Boards, SAC's, and EECD personnel. The goal is to have uniform standards throughout the province.

Jennifer Burke, newly appointed Director of Curriculum Development, briefed the committee on the implementation process for the new Grades 4 to 6 curriculum. Burke emphasized the new curriculum recognizes that teachers want to have information at their fingertips. A sample of the Grade 4 Social Studies Curriculum was given to the committee, which clearly demonstrated the integration of concepts and key ideas within the curriculum. Burke praised the efforts of the teachers that served on the professional development team stating they went above and beyond expectations. Burke and Taylor-Foley discussed that the PSP has not been reviewed since 1996 and is overdue for a review and it is their expectation that this will begin soon.

Ann Marie Melnyk, Special Education Consultant, shared the IPP review, which had been completed to ensure individual program plans were meeting the needs of students. The report identifies a number of common themes and offers several recommendations directed to both the department and school boards. EECD recognized the need to have provincial criteria for placing a student on an IPP. These criteria have been updated in TIENET and do not allow a program planning team to proceed without having met all the criteria. There is a provision that allows the principal to override the system on individual circumstances when the need arises. This is meant to ensure that students who have been placed on IPPs are there for the right reasons and are receiving the appropriate supports.

What was obvious in the meeting was the consultation process that the department has embraced. The EECD personnel repeatedly spoke of the consultation process they have entered into in all facets of the Action Plan with teachers playing a significant role in the process.

Negotiations Update – Public School

Negotiation sessions were held on February 10, 11, & 12 and are scheduled for April 13 & 14, May 19 & 20, and May 25 & 26.

Due to the retirement of Diana Eisenhauer, the Minister has added Monica Williams, Executive Director, Centre for Learning Excellence as a replacement to the Minister's bargaining team.

The current Teachers' Provincial Agreement remains in full force and effect until a new agreement is reached in accordance with the Teachers' Collective Bargaining Act.

Community College

Negotiations for both bargaining units opened on February 23, 2016. Campus Representatives were given summaries of the Union's Asking Packages on February 26. Negotiation sessions took place on March 30 and 31 and further sessions are scheduled for April 11 and 12

TRUTH, TRUST, TRANSPARENCY VÉRITÉ, CONFIANCE, TRANSPARENCE

NSTU members in both public school and community college systems face unprecedented challenges. As president of the Nova Scotia Teachers Union, I will work tirelessly to:

- Improve communication between the Union and its members
- Raise the public profile of NSTU members
- Educate the public as to what teachers, faculty and professional support members do and face on a daily basis
- Ensure the workplace safety of NSTU members
- Fight for realistic standards addressing class composition and class size
- Address workload issues
- Restore full and fair collective bargaining



Les membres du NSTU dans le système public et dans le système du collège communautaire font face aux défis sans précédent. Comme présidente du NSTU, je vais travailler inlassablement pour :

- Améliorer la communication entre le syndicat et ses membres
- Améliorer la réputation des membres du NSTU auprès du public
- Informer le public des rôles et des responsabilités auxquels font face dans leur quotidien les enseignants, les membres de faculté et de soutien professionnel
- Assurer la sécurité des membres du NSTU
- Se battre pour des attentes réalistes vis-à-vis de la composition et de la taille des classes
- S'occuper des problèmes de charge de travail
- Restaurer une négociation collective complète et juste

About Liette Doucet

I am a native of Halifax and have been a senior elementary teacher for 26 years. I am currently serving as president of the Halifax City Local. I am a very proud soccer mom to my 15-year-old son, Cameron. In addition to teaching and my work as an NSTU leader I am an artist, a photographer and I enjoy growing my own food. My personal qualities include integrity, passion, commitment, leadership, courage and tenacity.

NSTU Experience

I have been an active NSTU member for 26 years, both as a school representative and as a Local executive member. I have been president of the Halifax City Local for 10 years (including APSEA for seven) and chair of the Halifax Regional Representative Council for six. I have been involved in three rounds of

regional negotiations, management-teacher relations, grievances and professional development.

My Education includes

- B.A., St. Mary's University
- A.Ed., Nova Scotia Teachers' College
- B.Ed., St. Mary's University
- M.Ed. in Curriculum Studies (Science), Mount St. Vincent University
- M.Ed. in Curriculum Studies (Technology), Mount St. Vincent University
- Negotiation and Conflict Management Program, Dalhousie Continuing Education

Au sujet de Liette Doucet

Je suis originaire d'Halifax et j'ai été enseignante au niveau élémentaire pendant 26 ans. Je suis présentement présidente de la section locale d'Halifax. Mes qualités incluent l'intégrité, la passion, la détermination, le leadership, le courage et la ténacité. Je suis artiste, photographe et prends plaisir à cultiver mon potager. Ma plus grande fierté vient de mon fils de 15 ans, Cameron.

Experience NSTU

Je suis un membre actif du NSTU depuis 26 ans en temps que représentante d'écoles et ainsi que membre de l'exécutif de la section locale. J'ai été présidente de la

section Locale d'Halifax pendant 10 ans (incluant APSEA pendant sept ans) et j'ai siégé au conseil représentatif du régional d'Halifax pendant 6 ans. J'ai été impliquée dans trois tours de négociations régionales, de relations entre enseignants-direction, fautes et développement professionnel.

Éducation

- B.A., St. Mary's University
- A.Ed., Nova Scotia Teachers' College
- B.Ed., St. Mary's University
- M.Ed. in Curriculum Studies (Science), Mount St. Vincent University
- M.Ed. in Curriculum Studies (Technology), Mount St. Vincent University
- Negotiation and Conflict Management Program, Dalhousie Continuing Education

Contact Liette

Email: lsdoucet@nstu.ca
Website: voteliette.com
Facebook: [#VoteLiette](https://www.facebook.com/VoteLiette)
Twitter: [#VoteLiette](https://twitter.com/lsdoucet)
Telephone: 902-497-9254



Contactez Liette

Courriel : lsdoucet@nstu.ca
Site web : voteliette.com
Facebook : [#VoteLiette](https://www.facebook.com/VoteLiette)
Twitter : [#VoteLiette](https://twitter.com/lsdoucet)
Téléphone : 902-497-9254

**The courage and commitment you deserve!
Vote Liette for NSTU president on May 25th.**



VOTE WALLY FIANDER FOR NSTU PRESIDENT

I was born and raised in Yarmouth, NS. I grew up in a large family of eighteen children. You can only really understand what growing up in a family that size is like if you have experienced it yourself. Sixteen older siblings meant that I quickly developed a thick skin and broad shoulders. It also means that I have a deep understanding of the importance of family, and the importance of coming to the supper table the first time I am called.

During my years at the Nova Scotia Teachers College, I first realized my spirit for unionism. The government of the day had decided that they should close the College and I quickly became active in the campaign to stop them. While we were not successful in that venture, it began my future of standing up for what I knew was right, even when the odds were against me.

Shortly after completing my degree, I began my teaching career at the Yarmouth High School. After twenty years, I am still teaching sciences at Yarmouth High where I have been actively participating in many aspects of school life. In my second year of a contract, I started to attend NSTU Local meetings and quickly found myself in an election where I became the Vice-President of Economic Welfare. That year, the Southwest Regional School Board decided to reduce teachers in effort to balance their budget. This set my NSTU career into action. I have consistently been filling leadership roles at various levels within the NSTU since that time.

Looking forward, I see two major areas within the NSTU which need improvement: Working Conditions and Communication.

WORKING CONDITIONS

Teachers of Nova Scotia are at a breaking point and can't give any more. The NSTU must reverse the deterioration of working conditions in our schools. While we must recognize the difficulty that declining enrollment brings, we do not need to accept the austerity agenda that the current governments have adopted. We will need to change the attitudes of the public to create a genuine belief that education is an investment and not a drain on our provincial purse. Further, many positive changes could be made which would be cost neutral, but if these changes are to improve our working conditions they must be driven not by a government-directed paper, but by teachers.

We seem to have lost the focus of shaping lives to the data-based goals of standardized tests and scores that cannot accurately reflect the actual academic ability of the student, let alone assess the achievement of the full person. Unfortunately, we have become enslaved to the scores and data so often referenced in the media.

I find it disheartening that today the teaching profession has become unfriendly to families. The teaching profession was once one which was attractive to the family-oriented person, not just because of the hours worked, but because the intrinsic satisfaction of the job is appealing to the same personality type. Today, sadly, the profession has become one in which teachers struggle to balance teaching with being a parent. Teachers are spending longer hours at school and bringing more work home than we have in the past.

Recently the number of violent acts committed against teachers has dramatically increased. Teachers should be in charge of their classrooms and not have to fear being hurt while at work. We must work to protect teachers from all forms of violence or injury.



The atmosphere created by these unreasonable conditions undoubtedly contributes to the growing number of teachers who are struggling with mental illness. These teachers need real support, but just as important, is the need to advocate for working environments which do not create illness in the first place.

Finally, we need to recognize the root of many of these difficulties, and others, is child poverty. We must continue to support programs and groups whose goal it is to put an end to this. We should be voicing this position publicly and participating in activities which promote an end to child poverty.

COMMUNICATION

There is a perception held by some members that the NSTU is broken. I believe this is an unfounded notion. Granted, in December we did see differing opinions on key issues, but I believe that difference in opinion is healthy. The real issue is one of communication and trust. Much of the turmoil this past winter was based on misunderstanding, misinformation and lack of information. While the NSTU did work to get the message out through the traditional means, as well as employing

a few new ideas, there is still work to be done in that area. If teachers are to make headway on any issue, we must do it together, united as one. Differences need to be recognized and celebrated, not held tight like a wedge between us. The NSTU, under its new President, must bring all members together and engage in union activity. We must unite and move forward.

The NSTU needs to look at new ways of communicating with its members. Ever-changing technology and social media, combined with the changing dynamic of our members as teachers retire and younger teachers are hired, has changed the landscape and the means of communication. We must utilize forms of two-way communication for members so that they can have meaningful input and be heard on issues.

Outside of our own members, the NSTU needs to be more vigilant in getting our message to the public and to the media. When teachers listen to or read the demoralizing commentaries often found in the media, they need to know that the NSTU will defend them publicly. While the NSTU addresses this, it is at the mercy of the media outlets to get the teachers' point of view out. We need to better utilize other forms of media better to ensure that the information is in the public domain.

We need a President who has first-hand knowledge of the issues faced in the classrooms today and one who is currently working under these very conditions in the classroom. If we are to continue to move forward with success in improving working conditions in schools, we will need experience in our leadership. We will need a leader with a background in negotiations, and thorough understanding of our rights and how we fought so hard to achieve what we have. I have gained much of that experience over the last two decades. I have been, and still am, in the classroom. I am known to be open and honest, and ready to discuss issues with teachers. I have served to protect our collective interests through some hard times. I have proven my ability as a leader in several levels of our organization and look forward to continuing my work as your President.

I have been able to make difficult decisions when I need to and I am prepared to push back when the situation warrants. I am now asking that you allow me the opportunity to continue in my efforts to work on your behalf. I am confident that I will be an effective voice for teachers of Nova Scotia as the NSTU President. Please choose a proven effective leader as your next NSTU President. Please vote for me, Wally Fiander

~ Proven Effective Leadership ~

NATIONAL/ INTERNATIONAL

CAPTO spring 2015
CTF AGM 2015
Education International World Congress 2015

PROVINCIAL EXPERIENCE

First Vice-President
Second Vice-President
Provincial Executive Member
Provincial Bargaining Team
Personnel Committee (Chair)
Appeals Committee (Chair)
Member Services Committee (Chair)
Public Affairs Committee
Public Relations Committee
Single-Tier Bargaining Team
Provincial Economic Welfare Committee
NSTU Structure Review Committee
Distance Education Committee
NSTU Representative on Science 10 Curriculum Review Committee
Attended Lt. Gov. Excellence in Teaching Award Presentation 2015 on behalf of NSTU
Spoke at NS Education Week Teachers Awards Ceremony 2015 on behalf of NSTU

REGIONAL EXPERIENCE

RRC Chair
REWC Chair
Regional Negotiations Chair
Regional Negotiations Committee
Grievance Committee Chair
Job Security Committee



RRC Member at Large
Teacher Wellness Committee

LOCAL EXPERIENCE

Local President
First Vice-President
Vice-President Public Affairs/Public Relations
Public Affairs/Public Relations Committee
Finance Committee
Resolutions Committee
Speaker at several NSTU Retirement ceremonies

NEGOTIATIONS EXPERIENCE

Regional Contract Negotiations (three different rounds, TCRSB)
Single-Tier Bargaining Committee
Served on PEWC (two rounds)
Provincial Bargaining Team
Negotiated NSTU Professional Executive Staff Contracts (Once as Member, once as Chair)
Negotiated NSTU Professional Support Staff Contract (Chair)

PERSONAL RELEVANT EXPERIENCES

Presented at N.S. Law Amendments Committee (two separate occasions)
Search Director, Yarmouth County Ground Search and Rescue
Board of Directors, Yarmouth County Ground Search and Rescue
Training Officer, Yarmouth County Ground Search and Rescue
Presenter at Several Special Association Conferences
Presenter at multiple NSTU Representative Retreats
Presenter at O2 Teacher Training Sessions
Presenter at Science In-services TCRSB
Educational Consultant NS SCIENCE 10

@wally.fiander

wefiander@nstu.ca

wallyforpres.ca



DAMIAN HALL

For NSTU President

Moving Forward...
strength through UNITY

“I have been an NSTU member for 19 years, engaging in both local and provincial activism. All too often, the NSTU follows the past. I believe all members should have a voice in how the organization develops and responds to our ever-changing needs. I am confident Damian will listen to all members. With his strength, sense, and determination, Damian is the clear choice for our future.”

—Angela D. Gillis
3/4 Teacher, Halifax City Local

NSTU ENGAGEMENT

5 Term Member NSTU Provincial Executive
(Board of Directors)

- Governance Committee
- Member Services Committee
- Nominating Committee

Chair, Community College Economic Welfare
Committee

- Negotiating Team, 5 contracts

Provincial Professional Development Committee

Provincial Ad hoc Committee on Substitute Teachers

25 Year Delegate to Annual Council, Pictou &
Community College Locals

Local President, Community College Local

VP Professional Development, Pictou & Community
College Locals

Finance Committee, Community College Local

Union Rep, Pictou & Community College Locals

Charter Member of AAE

(Association of Adult Educators)

I am honoured to be part of an organization that gives this kind of opportunity to any member; the ability to represent all union members.

The President of the Nova Scotia Teachers Union has great responsibility. They must be an effective public voice for the policies of our Union. They must be an effective voice when dealing with the Employer, whether the Department of Education and Early Childhood Development, their agents through the boards, or the Community College. They must be an effective voice when it comes to negotiations, through the collective bargaining process. To be successful in these roles, the president must be strongest in their key role; listening to the members.

The President of NSTU must be the glue that binds our Union as one cohesive, strong whole. This is key, as the existence of the organization seems to be in peril. There are attacks from outside, with politicians, self-proclaimed ‘experts on education’ and parts of the public claiming we are past our prime. Of greater concern to me, is the seeming discord and disharmony evident within our Union. Government would be very happy to stand on the sidelines and watch us dismantle ourselves. We must not let this happen. We must show the Employer that we are working as one well-oiled machine.

As President, to address part of this apparent disconnect, I would hold more frequent and meaningful face-to-face planning sessions with members, through local leaders.

For the President to be truly effective, they must listen to members. Our members are the core; the foundation of our Union.... It’s your Union: C’est votre syndicat.

If the President hasn’t heard the members, how can they speak for them? I am able to listen. I will be the voice of the membership. Whether Public School or Community College, French or English, the President of Nova Scotia Teachers Union is responsible to all of the members, and I will fulfil that role. I fully understand that a strong voice at the negotiating table includes a clear vision of what members believe. Through 5 rounds of Community College negotiations, as a member of strong teams, I have been able to make improvements for our Local’s members. We recovered 10 unpaid teaching days that were added in 1998. It was incremental, but we succeeded. We recovered the ability to accumulate sick leave. We gained a new article around Faculty workload, which includes the ability to appeal to a joint committee. Professional Support members have a similar opportunity. In professional development, there are clauses around paid ‘self-directed learning days’ and an individual learning account. **These should be options for all NSTU members.**

When we were prepared to strike in 2009, our members were engaged and we had the support of the entire NSTU. It worked.

This is what we must do now, we must focus on the organization, we must focus on our members’ needs, and we must not get distracted. If elected as your President, I have the skill, the ability, and the experience to bring the entire organization together so we will be the force that we need to be. I ask for your support on May 25th, merci and thank-you.



Contact:

DAMIAN HALL



jdhall@nstu.ca 902.759.6112

<http://damian2016.com>

 Damian2016

 @DamianHall_2016



**VOTEZ VOTE
ON MAY 25
YOUR VOICE COUNTS**

ÉLISEZ

Shawn Hanifen

for President 2016

ELECT

Leadership that Listens



My NSTU experience and activities include:

LOCAL

- ❖ VP of Public Affairs-Public Relations
- ❖ MAL of Public Affairs-Public Relations
- ❖ Voting Delegate, Annual Council
- ❖ School Rep for Gorsebrook, Brookside and St. Catherine's

REGIONAL

- ❖ Halifax Regional Representative Council
- ❖ Public Affairs-Public Relations



PROVINCIAL

- ❖ Provincial Executive Member 2012-2015
- ❖ Sheonorail
- ❖ Public Affairs
- ❖ APSEA Liaison
- ❖ John Huntley Participant
- ❖ Summer Leadership and Annual Council

I feel that I have the right blend of leadership and union experience for the many challenges that will face our union in the public schools and community college. One only needs to have read the papers, or watched the news these past 18 months to see that our organization and profession has been under attack. The current government has led this attack on issues around teacher certification, snow days, the Action Plan and finally the collective bargaining process.

During this time I have lobbied at the provincial executive level to meet these concerns head on and address them on behalf of our membership. On the teacher certification I put forward a motion to have the president write a letter on behalf of the membership to the minister, a tied motion that was broken and defeated by the president. On the Action Plan I requested, and was supported by over 2/3 of the executive, to have a special meeting (a requirement when the President declines the request) to have the provincial executive give input from the membership.

Finally, during the tentative agreement that was presented to the provincial executive, I was the lone "nay" vote from the provincial executive that represented the majority of the membership. Furthermore, on November 16th I resigned as the NSTU Provincial Executive Member for Halifax City Local, rather than support the decision of the majority of the Provincial Executive, because in good conscience I could not recommend a contract that was dictated to our membership through the bullying tactics of the current provincial government. On December 1st the membership of the NSTU rejected this contract and our current leadership has had to find a way to move forward. I ask who you want as your president going forward on this and other challenges. Someone who already thought the tentative agreement was good enough for the membership or someone who did not?

The following is a list of some of the challenges that I will continue to dedicate myself to work on, if elected your president.

Negotiations (Salary and Benefits)

The current round of public school negotiations has been a challenge to both the government and our union. The process was for the government to dictate the terms of the agreement and it used the public to do so. The Action Plan and the constant attack on the profession was, in my opinion, the start of the government's plan to single out our union to achieve the fiscal restraint it wanted. The year leading up to negotiations was spent by this government trying to lower the public opinion of teachers because our group were the first being negotiated with. Additionally, if we had accepted the deal there is no real guarantee that parts of the Action Plan would not still be implemented, or at the least that it would be dusted off in four years for the next round of negotiations. This was a strategic move by the government and while it worked on some of the leadership in our union, it did not work with all, as shown by the vote on December 1st. This was an opportunity that was lost by the leadership of the NSTU because a "No" from the provincial executive on the tentative agreement would have been a resounding "No" from the membership and made us more united as a collective.

With the community college negotiations now underway, who do you want as the president during this time? I feel I have the leadership and understanding necessary to make tough decisions and base it on the best interest of the members and will not give in to a government that wants to take away collective bargaining.

Pension is a benefit that as a union we need to be proactive in our approaches going forward. We need to stress the importance to our NSTU Trustee Representatives the importance of returning some sort of indexing to retirees. While the president is not a trustee they are a spokesperson for the membership and need to be vigilant on having the Trustee's accountable for the plan and its growth, in comparison to other similar plans, to become healthy enough for some sort of indexing. Imagine retiring with a good living wage, surviving thirty years and be living on a pension below a liveable amount.

Workload and Working Conditions

Workload still lists high on the demands of teachers. While at the provincial executive table I brought forth issues around the constant changes in report cards, TIENET, PowerSchool and the constant downloading of initiatives onto our members. These unrealistic demands need to be properly addressed by our union with both the department and boards.

Class Size and Composition

Class size and composition issues need to be addressed as this is one of the major components attributing to workload. Caps need to be set in the junior and senior highs. Classes are becoming too large to allow for adequate teacher-student interactions and composition issues around inclusion need to be addressed. Class size and composition has to be taken into consideration with IPP's, adaptations and behavioural plans.

Funding

While the current government did restore funding levels there has been no new investment in educational funding. Nova Scotia's per student funding still falls well below the national average. Increased funding would have a major impact on the education system in reducing class sizes and increasing the support at all levels of public education. This would better prepare our students for post secondary education and training. High schools and the NSCC need to receive more investment from the government on new initiatives and apprenticeship programming. This investment would assist to drive the economy by creating a highly educated workforce.

Violence against Members

This is an important challenge for the next president to give more attention to and hold the department and boards more accountable so our members feel safe in their workplaces. In recent years the executive staff officers have worked diligently in this area utilizing OH&S regulations to help members in need. Still cyberbullying, harassment, threats, abuse from student and parents occur in our workplace at alarming rates and more can be done.

Disconnect with EEC

This issue has been an ongoing concern in my time on the provincial executive. The amount of "educational changes" from the department to the boards has been startling. There are many examples of this that are listed as workload issues above. Teachers are being micro managed by the department and then additionally by boards, sometimes in contradiction of one another. There needs a strong voice for the members saying enough is enough.

Give the NSTU back its Unity

There was a positive to come from the rejection of the tentative agreement. The percentage of members that voted showed there is still member engagement. The time is now to take advantage of this opportunity by having good communication between the NSTU leadership and the general membership. The greatest strength of this union should be leadership's relationship with the locals through the school representative. These school representatives bring the issues and challenges of the members to light at our locals and it is imperative that those challenges provincial in nature come to the table and are addressed. As a union we have to listen more at a local level to provincial challenges and then make decisions in the best interests of our members.

Testimonials

My name is Tim Norris, and I am supporting Shawn Hanifen to be our next provincial president. I have known Shawn both professionally and personally for the past ten years. He has a vast knowledge of policy and years of union experience. He demonstrated this understanding when he was the only Provincial Executive member who voted against accepting the latest contract offer from the government. As he predicted, the proposed legislation was an empty threat that could easily be challenged in court. We have heard former presidents talk the talk then fail to address the concerns of teachers when challenges arise. The 'Let it blow over' strategy that has been employed over the past few years has obviously not been a sound tactic. The last thing we need is another president who is nearing the end of his/her career. Shawn will have many years of teaching left and will have to live with the consequences of the decisions made during his tenure. I have been a union rep and have listened to teachers complain for years about the union and how nothing ever changes. In my opinion, if we don't elect Shawn as president we lose the right to complain about the need for change. This is our chance.

—Tim Norris, Brookside Junior High

I am so happy to hear that Shawn is running for NSTU president. I have known Shawn for the past 10 years through union meetings and through school events. Shawn is a dedicated teacher and he is very knowledgeable about issues that affect teachers' everyday. He is a vocal leader and is willing to stand up for the rights of teachers. We need a voice like Shawn to be our next NSTU president.

—Colleen Harris, JL Iisley High School

I've known Shawn for the past 15 years on a personal and professional level. Without question I endorse Shawn for our NSTU President. I can tell you that Shawn represents many characteristics that I value in leadership. He is honest, sincere, compassionate, personable and hard working. He will stand up for our rights and be committed to having our voices heard.

—Cory Binder, Clayton Park Junior High

Contact SHAWN at:

Email: sehanifen@nstu.ca

Facebook: Shawn Hanifen for NSTU President

Twitter: shawn_hanifen

Phone: 902-449-6325

Website: <http://shawnhanifen.ca/>

A VOTE for YOU, Make it Count

On May 25, VOTE Shawn for President of the NSTU Votez pour Shawn le 25 mai



Meet Cyril MacGillivray

Candidate for NSTU President

Background

I grew up in Antigonish County and attended public school there. After high school, I began working in the carpentry trade. Like so many Nova Scotians, work eventually lead me to Alberta. My first experience with a union environment came in 1979 when I joined the United Brotherhood of Carpenters in Edmonton, Alberta. My experience introduced me to member working conditions, member collective bargaining rights, member professional development, and the importance of member involvement for a strong, successful union. When work declined in Alberta, I secured a job playing hockey in British Columbia. At this point, I realized I wanted a professional career, as opposed to moving from job to job. Carpentry and sports were always my main interests, so it seemed a good fit to attend the NSTC to become an Industrial Arts teacher. I completed an Associate in Education Diploma in 1987, a B.Ed from St FX in 1989, a M.Ed from SMU in 1995, and a Technology Diploma from UCCB in 1997. In the interim I married and became the father of four lovely daughters, three of whom completed the Nova Scotia Public School Program. My wife and I have been married for 26 years and have one daughter still in public school.

Teaching Experience

My teaching career began in a small northern community in Manitoba in 1987. I was hired to initiate the first Industrial Arts program in a school made up of close to 100 students. I taught junior and senior high school students, and worked with special needs elementary aged students. My first assignment back in my home province was at Gaetz Brook Junior High School. I was fortunate enough to teach with the Halifax School Board for six years, taking assignments at Astral Drive Junior High, and Musquodoboit Rural High School. My family moved and I accepted a position with the Chignecto Central Regional School Board, teaching at CEC for 10 years.

In 2006 I accepted a position as the Community-Based Learning Consultant for the Strait Regional School Board. My responsibility involved implementing the O2 and Co-Op Programs in six high schools within the board. I also assisted two schools in First Nations' communities in their efforts to provide Co-Op Education. I returned to the classroom in 2010 and am currently teaching at Dr. John Hugh Gillis High School...the high school I attended as a student.

As is the case with nearly all teachers, I took on many extra curricular activities associated with the schools in which I was teaching. The activities included coaching junior high volleyball and baseball, yearbook advisor, starting the boys hockey team at CEC, constructing sets for musicals, participating in design and skills competitions, and providing opportunities for students to gain insight into careers in various sectors, including construction, manufacturing, shipbuilding, and technology innovation.

Union Experience

I have been a member of the NSTU since 1989. Like most teachers who have been members of NSTU for many years, my focus has been in the classroom. My professional attributes and energies have been dedicated to classroom teaching. I have seen a number of changes over the years, and have come to realise that the negotiations that occur between the NSTU and the Province, result in changes in schools and classrooms. I used to think that others could make policy and contract decisions but I just wanted to attend to good teaching and positive outcomes for students. Since becoming involved with the Antigonish Local and the NSTU Provincial Equity Committee it has become apparent to me that the best way to affect positive change in schools and in classrooms is for teachers to be involved in the policy and contract negotiations spearheaded by the NSTU.



My Perspective

I have worked on major projects with trades people from all over the world during my years with the carpenters union. The issues that were important to them were improving working conditions, collective bargaining rights to secure good wages, keeping up to date with changes in the trade, and ensuring every member realises their voice counts. Does this sound familiar to you?

These are some of the same issues that are impacting teachers in classrooms today. The pillar values of improving working conditions in the classroom, securing good wages, professional development, and member communication need to firm the foundation if classroom teaching is to flourish. Teachers need to be able to perform their responsibilities well and work to their full potential so that students can reach full learning potential. Education and Early Childhood Development (EECD), and school boards make significant contributions toward educating youth today. Without doubt, the most important contribution to student learning is the classroom teacher who stands in front of students each and every day. If I am NSTU President, all efforts, finances, and energy, will be spent on the most important resource to good teaching—the teacher. All the action plans in the world will be for naught if teachers feel that they are not valued or respected professionals.

The role of the NSTU President is to keep this in mind while working for members every day. Teachers are working hard every day, doing what is expected of them. Teachers are expecting the NSTU to do what is expected, which is to look out for their interests as professional educators.

I look forward to meeting with many of you, and hope to hear your concerns and ideas. We are moving in uncertain times. The next President needs to unite all members, and have a strong voice for teachers. As NSTU members we will, and need to appreciate many and varied opinions, but in the end, all of us must move in the same direction so that unity and therefore strength will see us through challenging days ahead.



Contact:

Email: camacgillivray@nstu.ca

Phone: 902.895.4154

Paul Wozney

for NSTU president

teacher, member,
annual council delegate,
regional committee chair,
resolution writer,
blogger, writer,
parent of three students
attending
Nova Scotia public schools.



our story, our **voices**

end elitism



reclaim our **roots**

restore **transparency**



I invite you to interact about how we can
come together to take back our union at:

wozney2016.ca
pwwozney@nstu.ca



@Wozney2016



wozney2016



#wozney2016



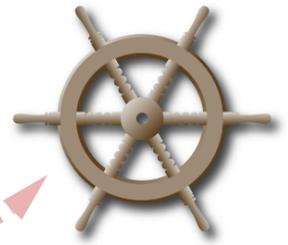
wozney2016



<https://goo.gl/TkfrE3>



Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Charting Your Course—Professional Development meets Personal Growth

by Adela Njie, NSTU Executive Staff Officer, Professional Development

Mindful Training – Emerging Professional Development for stress management and the social-emotional demands of teaching.

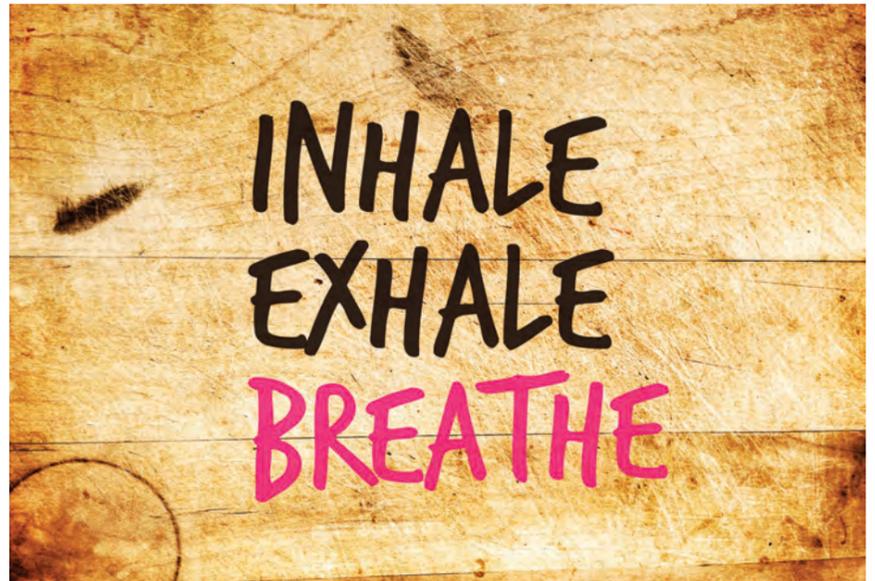
In the past articles information was shared on various Professional Development programming offered by the NSTU. This time I would like to focus on the impact professional development has on my profession and in my personal life. Professional development that has had a lasting impact is one on Mindfulness Training. Most professional development sessions are focused on improving student learning, or teacher practice. Recent research shows that there is an emerging necessity for Mindfulness Training for stress management and to help teachers respond to the social and emotional demands of the profession.

In an article *Mindfulness Training and Teachers' Professional Development: An Emerging Area of Research and Practice* by Roeser, Skinner, Beers, and Jennings, the authors state that Professional Dispositions or habits of the mind are a domain relevant to effective teaching. They define habits of mind as “those dispositions toward behaving intelligently when confronted with problems, the answers to which are not immediately known”. The article also cites (Helsing,) who shares that human service occupations like teaching, because of their social nature, involve high levels of uncertainty, emotion, and attention to others, and require habits of mind that demonstrate mental flexibility, emotion regulation, and relationship management skills. Mindfulness can influence habits of mind—such as tolerance for uncertainty, attentional focus, cognitive flexibility, and emotion regulation—improving teachers' occupational health and wellbeing, which was the most requested PD session this year by NSTU Locals and schools. What is “mindfulness” you might ask? “Mindfulness is awareness that arises through paying attention, on purpose, in the present moment, non-judgementally,” (Kabat-Zinn).

My interest in mindfulness started after participating in Professional Development on Social Emotional Learning. It did not occur to me before this training that my emotions had an impact on my practice. I behaved as if my emotions stayed home while I went to work, and I never questioned how they influenced my practice, and my interactions with my students, colleagues, and school community at large. Even though emotions are an integral part of the lives of educators, there is very little professional development offered in this area.

Practicing mindfulness has allowed me to create a space that is less reactive and more responsive. It influences how I embrace or resist new learning, challenges, changes, or situations. I have gone from being an arrogant teacher who blames others for my thoughts, feelings and actions, to understanding that my thoughts, feelings and actions are conjured by no one else but my mind. I have become less focused on what I perceived was being done to me, and more observant on my reaction to people, situations and change.

Meetings, PD days, and other tasks seem less daunting as my arrogance and resistance have greatly diminished as a result of Mindful Practice. Being present allows me to observe my mind. It is now apparent that my mind loves to reorganize the truth to suit my perceptions and my needs. Being assigned a project, or a task by an administrator that I did not expect, was because they did not like me. It had nothing to do with class numbers, changing demographics, or my expertise. When more accountability is requested, my mind interprets it as micromanagement. Mindfulness also allows me to recognize my emotional triggers in a profession where constant change is prevalent.



In the book *Hijacked by your Brain* Ford and Wortmann provide information on how to create a partnership between our emotional triggers and the centers of the brain that create calm. Their formula (SOS) Step back, Orient and Self-Check as a way to focus and free oneself of stress is similar to being present. Situations that used to send me into flight, fight, or freeze mode have less of an impact on me now than they had 20 years ago.

Emotions such as frustration, anger, stress, sadness, that are fear based, I now consider as learning opportunities. I wait for my amygdala to be calm so it can communicate with my prefrontal cortex, which is responsible for logic, analyzing, and reasoning. I have less verbal tantrums about my colleagues, students, and other drivers on the road. Furthermore, my social interactions are less critical and more dynamic.

Mindful practice has also improved my creativity, as I see more possibilities than limits. The quote that is a constant in my life is one by Eckhart Tolle “The mind is a superb instrument if used rightly. Used wrongly, however, it becomes very destructive. To put it more accurately, it is not so much that you use your mind wrongly -- you usually don't use it at all. It uses you.”

Mindfulness lets me rewrite my story, and decide who drives my bus. I also understand that the movie I have created in my head about my life situation is mine. To blame others for not following my script, even though they are not aware of what it entails is very arrogant on my part and keeps me playing the role of victim in my movie. As I learned from a speaker at the ASCD (Association for Supervision and Curriculum Development) conference I recently attended last week, “Blame is not a strategy for improvement.”

Mindfulness is the cornerstone of my sanity in the ever-changing landscape of education and every professional development opportunity provides fuel for professional and/or personal growth.



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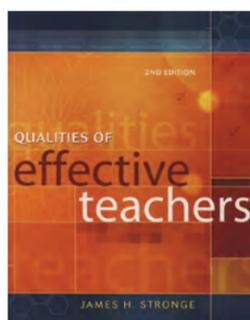
Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Email your name, home address, and school or campus with PD in the subject line to theteacher@nstu.ca by May 6 to be eligible for the draw.

Qualities of Effective Teachers by James H. Stronge

Learn how effective teachers establish and maintain learning-focused classrooms, organize time, and monitor student progress in *Qualities of Effective Teachers*. This second edition, written by James H. Stronge, includes new tips and tools for engaging at-risk students and high-ability students. It also provides skills checklists and an expanded bibliography, which helps provide further insight and exploration.



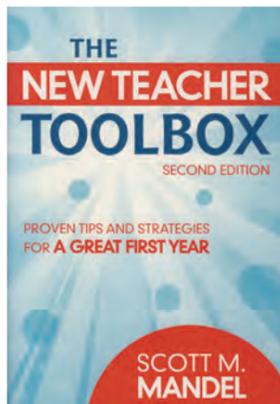
fresh

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 May 6 to be eligible for the draw.

The New Teacher Toolbox by Scott M. Mandel

The *New Teacher Toolbox*, by Scott M. Mandel, is a one-stop resource for all your first-year teaching needs. This second edition provides a complete guide for novice teachers with tips for everything from establishing an ideal classroom environment to making it through teacher evaluations. Enjoy a great first year with these proven tips and strategies!



Congratulations to our Book Winners
from March 2016!

FRESH - VICKIE MORROW, CCRSB
EQUITY - MARIE DOUCETTE, AVRSB
PD - KIM WILSON, HRSB

2016 REGIONAL ELECTION INFORMATION FOR LOCALS

All regional elections will be conducted by electronic vote.



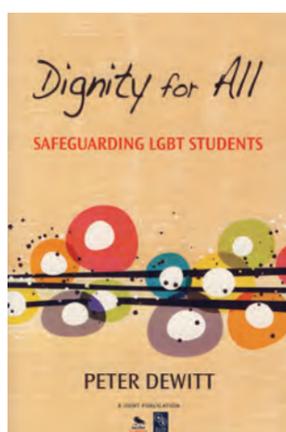
Region	To be Elected	Date of Election
Annapolis-Hants West-Kings		April 13
Antigonish-Guysborough	Bill Murphy by acclamation	
Cape Breton District		April 6
Colchester-East Hants	Cherie Abriel by acclamation	
Community College		April 13
Dartmouth	Chris Doiron by acclamation	
Digby-Shelburne-Yarmouth		April 12
Halifax City		April 13
Halifax County		April 7
Inverness-Richmond	Angela Deagle	
Lunenburg County-Queens		April 7

EQUITY COMMITTEE BOOK REVIEW

Email your name, home address, and school or campus with EQUITY in the subject line to theteacher@nstu.ca by May 6 to be eligible for the draw.

Dignity for All Safeguarding LGBT Students by Peter DeWitt

Dignity for All is a practical and compassionate guide for safeguarding LGBT students. Peter Dewitt provides insight and ideas to lead the way to including LGBT students. The book provides professional development ideas and real-life examples to help inform educators of the issues and methods for building acceptance in a diverse world.



DEVELOPING SUCCESSFUL SCHOOLS

Visible Learning -
Evidence to Action!

Mount Allison University
Sackville, NB

July 5-8, 2016

An Instructional
Leadership Institute

Sponsored by:

New Brunswick Department of Education
and Early Childhood Development
New Brunswick Teachers' Association
Prince Edward Island Teachers' Federation
Nova Scotia Teachers Union
Newfoundland and Labrador Teachers' Association
Nunavut Teachers' Association

Institute Resource Person

PETER DeWITT

PETER DEWITT (Ed.D.) is a former school principal in Upstate, NY and is a Visible Learningplus trainer. Before becoming a principal he taught elementary school for 11 years.



His syndicated blog, Finding Common Ground, is published by Education Week, he is a freelance writer for Vanguard Magazine, and he is a regular commentator on the BAM Radio Network.

Peter has participated in keynotes and facilitated workshops internationally in London, Sweden and Denmark. He's also travelled to New Zealand to work with Cognition Education and Deb Masters, Director of Visible Learningplus. While in New Zealand he spent time visiting Visible Learning Schools and meeting with the New Zealand Ministry. Additionally, Peter presented at state and national conferences around the U.S. including the National Association of Elementary School Principals (NAESP) Conference and the Association of Supervision and Curriculum Development (ASCD) Conference.

His book *Dignity for All: Safeguarding LGBT Students* was published by Corwin Press in March 2012. Peter's forthcoming releases are *Flipped Leadership Doesn't Mean Reinventing the Wheel* (Corwin Press, Connected Educator Series) and *Climate Change: How Do I Foster a More Inclusive School Climate* (ASCD, Fall 2014).

Follow Peter on Twitter: @PeterMDewitt

Program Overview

Visible Learning—Evidence to Action!

Visible Learning is an in-depth school change model of professional learning and development. The Visible Learning research began with a simple question: what affects student learning the most? Visible Learning is based on the principles of Visible Learning that have developed from John Hattie's research and his two books: *Visible Learning* (2009) and *Visible Learning for Teachers* (2012). It takes the theory of this research and puts it into a practical inquiry model for schools to ask questions of themselves about the impact they are having on student achievement.

During our time together we will explore the latest research from John Hattie while exploring how to build and develop visible learners in our schools. We will learn how to gather, collate and examine evidence from your school and transfer this into action that will make a positive difference to the outcomes of students.

As the research suggests, we will also look closely at the idea of Feedback in helping make learning Visible. We will spend time defining what effective feedback is and how to get the greatest impact from the feedback that you give. We will also consider the feedback that teachers receive and how to make a positive difference to the outcomes for students in your school.

Participants will understand the following core principles:

- Know Thy Impact – How do you know the impact on student achievement of what you are doing?
- Visible Learners – What are the characteristics of Visible Learners and how do you know if your students have these traits?
- Visible Learning schools – How do you align your school's strategies and structures for what matters most in teaching and learning?
- Inspired and passionate teaching - What are the characteristics of inspired and passionate teachers and how do you know if your teachers have these traits?
- Effective feedback – What type of feedback is being communicated between teachers, between students, and between teachers and students?

This Institute is intended for School/District and other educational administrators from Atlantic Canada. A limited number of participants will be accepted. Educators who are members of the sponsoring organizations - registration fee is \$300. All others \$400. (Preference will be given to members of the sponsoring organizations.) All participants must pre-register. Registration Deadline is April 29, 2016.

For Nova Scotia registration information, contact:

DEBBIE McISAAC

Nova Scotia Teachers Union

Professional Development

3106 Joseph Howe Drive,
Halifax, N.S. B3L 4L7

Phone: 902-477-5621 / 1-800-565-6788 (toll-free in N.S.)

Fax: 902-477-3517

Email: dmcisaac@staff.nstu.ca

Family, faith and a sense of humour help Cindy cope with Parkinson's Disease

by Parkinson Canada

"You should have seen me back then. I'd be sitting on the tailgate of the station wagon with the youngest on my lap. My middle son would be tearing around on his tricycle and we'd be watching my eldest boy play baseball; cheering him on," remembers Cindy Smith as she looks back on her days as the mother of three young sons, with her husband Tim away with the navy. That was just before learning she had Parkinson's disease, at 35 years of age.

In 1996, she'd gone to her family doctor about a jiggling finger on her left hand. She thought maybe she had a wonky muscle or tendon. She was surprised when her doctor referred her to a neurologist. The specialist said he knew by the way she walked into his office, with limited arm movement, that she had Parkinson's disease. There is no simple blood test or other diagnostic tool to confirm a diagnosis.

They did several tests, including an MRI, to rule out other possibilities.

"I was taken aback," says Cindy. "I didn't know much about Parkinson's, except that it was something old people got."

For the first year or two, Cindy didn't take any medication and carried on as a busy Mom with a husband in the navy. She didn't have too many symptoms at the time that affected her lifestyle. Eventually, she started taking levodopa and within four years, the family moved from Dartmouth to Hilden, close to Cindy's family and Tim got a job on land. "We knew that eventually I was going to need more help."

Aside from close family and friends, Cindy did not announce her disease to others and she didn't have to deal with telling an employer. She and her husband didn't tell the children when they were young and the children didn't ask any questions in the early years. "It was a busy time," says Cindy. "There were beavers, cubs and scouts; sports and school. We did it all. Everybody pitched in and Tim was no longer at sea."

Cindy did go to a Parkinson's support group – once. She was by far the youngest person there and most of the participants were using walkers or wheelchairs and Cindy just found it frightening and depressing. (Writer's note: Today, there are Parkinson Canada support groups especially for people with Young-onset Parkinson's disease (YOPD))

By the time Cindy was 50, and in her second decade living with the disease, she was finding it much more difficult to cope. She was taking pills every two hours to deal with her symptoms. "I'd have very short windows of time to do anything. I could take a shower, or hang some clothes on the line, or peel the potatoes. I would start something and then I'd have to get someone else to finish it. Some nights, I'd have to wake Tim to help me move in bed to get comfortable. I couldn't move on my own."

Eventually, Cindy was put on the list for a procedure called deep brain stimulation (DBS) surgery. It is brain surgery that is performed while the patient is awake; placing electrodes precisely within the brain. The stimulator device is implanted in the chest (like a pacemaker) and a battery pack is worn outside the body.

Cindy underwent two procedures in the spring of 2012, one for her left side, and three weeks later a second procedure to address the right side of her body. "My head was shaved and painted orange from the disinfectant," says Cindy. "I was quite a sight. The neurosurgeon had a sense of humour and after he opened my skull, I remember him saying: 'Well, Cindy, this is a good looking brain you've got here.'" Cindy continued to joke with him through the operation. "I had to keep saying my name and my address, while he was working. Sometimes I'd say a different name, or address, just to lighten things up."

Once the stimulation device was calibrated, Cindy had to gradually wean herself off her medications, with her doctor monitoring, before the full effects of the DBS kicked in. "It was totally worth the risk. I had very few symptoms and took no medication for a few years." Unfortunately, DBS does not stop the progression of the disease. Cindy now takes some medication and is dealing with other health issues, but still she feels better than before the DBS.

Cindy credits her sense of humour, the support of her family and her church family with her ability to cope with this complex disease. She does worry about the future, especially the possibility of dementia, which is a common symptom of Parkinson's, especially in its later stages.

In the meantime, she is grateful for the research that has provided medications and treatments like DBS, which have improved her quality of life. She looks forward to the discovery of a cure for Parkinson's. For now, she is enjoying being a grandmother and just laughs when her son, who now has his own two-year-old boy, asks her how she did it all when they were young.



Cindy Smith shares a dance with her husband Tim.

DID YOU KNOW...

Each day in Canada, more than 10 people are diagnosed with Parkinson's disease.

Cognitive symptoms are common in Parkinson's; more than 60% experience memory limitations, anxiety and depression.

By 2031, the number of Canadians diagnosed with Parkinson's is expected to double.

For people with Parkinson's, time spent in residential care is up to 75 times higher than those without a neurological condition.

People with Parkinson's disease have the highest rate of prescription drug use compared to other neurological conditions.

Individuals with a neurological condition like Parkinson's may lose a total of 15 healthy years and die prematurely.

April is Parkinson Awareness Month

Parkinson's changes everything.
Learn more at parkinson.ca/DidYouKnow

Risk factors for Parkinson's

Researchers agree there are multiple risk factors associated with Parkinson's disease; environmental and occupational factors have been explored most recently. Research studies have identified a number of risk factors associated with Parkinson's including:

- ▶ Genetics (about 10 per cent of cases)
- ▶ Increasing age
- ▶ History of influenza
- ▶ Exposure to pesticides, insecticides, chemical solvents, and wood preservatives
- ▶ Increased levels of education
- ▶ History of head injury
- ▶ Exposure to high intensity body vibrations from heavy equipment
- ▶ Rural living and well water consumption
- ▶ Use of statins (cholesterol lowering drugs)
- ▶ Natural hair colour (lighter hair (blonde and red) particularly for younger onset of Parkinson's.)

Research also shows certain occupations associated with an increased risk of Parkinson's may include:

- ▶ Physicians
- ▶ Teachers
- ▶ Farmers and horticultural workers
- ▶ Legal professions
- ▶ Professional sports (hockey, football, boxing – in particular)
- ▶ Hairdressers
- ▶ Gas station jobs
- ▶ Aircraft mechanics
- ▶ Welders and heavy equipment operators
- ▶ Carpenters

For more information about Parkinson's disease and for help and hope for those living with Parkinson's, please visit www.parkinson.ca, email info@parkinson.ca or call 1-800-565-3000.

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

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

Teachers Make a Difference

To learn more about how teachers make a difference go to nstu.ca



Teachers who make a difference

Kelly Barteaux



NSTU president Shelley Morse presented Kelly Barteaux with her *Teachers Make a Difference* certificate on March 9 at Auburn Drive High School in Dartmouth. They are shown (l-r) with Auburn's principal Karen Hudson; NSTU rep and math teacher Preman Edwards; NSTU rep and visual art teacher Catherine Thompson; and English teacher Ashton Verge-Ross.

When you look at Kelly Barteaux's English classroom at Auburn Drive High it's easy to see why she is a *Teachers Make a Difference* award winner. Like an early elementary classroom with centres, Barteaux's classroom has a clothing/prom dress section, a food section and toiletry section. "I was raised to believe that when children come to us we are to take care of them, so I provide prom dresses for students, regular everyday clothes and also feed children every day," she says.

Her student nominator reiterates why she is worthy of the award. "My English teacher cares about me. She checks in with us if it is an off day. She feeds us and never looks for recognition. She gives away prom dresses to students at no charge and has clothing in her room if we need anything. She knows how to teach. She so deserves this award."

In her 25th year of teaching, Barteaux has been nominated for a fourth year in a row through NSTU's *Teachers Make a Difference* program. Her teaching philosophy includes covering the curriculum and outcomes, but she also knows how important it is to, "Give timely feedback to students and help them in anyway I can to succeed," she comments. "I won't ever give up on a student and know there are lots of occasions where students can't get there because of extenuating circumstances. I try and help out wherever I can."

She began her career teaching ESL in the Czech republic, followed by a year teaching in Canada's North in Big Trout Lake, Northern Ontario. "When I returned to Nova Scotia, I taught at Caledonia Junior High, Prince Arthur Junior High and Prince Andrew—followed by 11 years at Graham Creighton Junior High." Currently an English teacher, in her ninth year at Auburn Drive High School, Barteaux has also taught Law, Core French, Sociology, History, Geography, CLM, Native Studies, and all secondary levels of English and Social Studies.

She was "absolutely floored" when she received a call about the award. "I was aware of this program but was not aware that I had been nominated every year since its inception," she adds.

"It was very flattering to know that someone took the time to write up a nomination for me and that it had been chosen," she says. "I try to make a difference every day that I teach, and most often, those differences do not come from what is being taught. It may be something as simple as feeding a student who hasn't yet eaten today."

Barteaux is thrilled that as part of her award, her school receives \$300 towards the breakfast or library program. "I love that a donation is made to the breakfast program or the library at the recipient's school," she says. "Our breakfast program is putting the money to good use."

Barteaux says it's vital for NSTU members to be recognized. "So many teachers do so much more than just teach," she remarks. "In this day and age, I don't know many who just teach. The teachers I know really care about their students. They feed them; they clothe them. They pay for necessities for students out of their own

pockets. They put in so many extra hours for them. I can't think of another profession where these kinds of things happen."

Barteaux says that she, like her colleagues don't do what they do for accolades. "So many teachers do this for their entire careers and are never recognized. It would be wonderful to see more incentive programs for teachers put into place. Even a phone call or an email saying, 'Hey! I see what you are doing for our students. Thanks!' would be appreciated."

She doesn't view her helping students as going above and beyond either. "I see it as everyday regular work. It's what I do—all I know how to do."

This is the fourth year that the NSTU has run the *Teachers Make A Difference* campaign. This year saw 308 nominations representing 227 NSTU members.



Teaching and administrative opportunities in the Nova Scotia International Programs

Live and work in a new culture; teach the Nova Scotia curriculum or bring your school leadership expertise to an exciting learning environment.

Schools offering the Nova Scotia program are currently seeking teachers and administrators for September 2016.

Nova Scotia international programs in the People's Republic of China (Grades 10-12) and the United Arab Emirates (Grades P-12) offer:

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



For a list of opportunities see:
www.internationalprograms.ednet.ns.ca

Learn how teaching yoga can bring joy to a school.

Inspire growth, inner peace and connection in your students.



YOGA in schools | CANADIAN CONFERENCE

This conference offers workshops for every level, from the curious beginner to the certified yoga instructor, and for the first time in Canada provides complete Yoga in Schools training. Workshop titles include: Introduction to Yoga, Yoga Grade 11, Yoga for Special Needs and Autism, NEW Girl on Fire Empowerment Program, NEW Mindfulness Manual, Yoga and Story telling as well as multi-level posture classes.

Conference Leaders:

Jenny Kierstead, author of 8 yoga school programs and award-winning educator, is founder of Breathing Space Yoga Studios.

Blair Abbass has been teaching meditation and stress reduction for students and teachers for over 30 years and was the first teacher to bring Yoga 11 to HRSB.

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

Date(s): July 18th-21st, 2016
Location: Chocolate Lake Hotel, Halifax, Nova Scotia
Fee: \$ 500.00 + HST

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Full 200hr Yoga in Schools & studio intensive Yoga Teacher Training, July 4-24th - with this 4 day conference included.

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Register early to secure your spot! Call 902.444.YOGA or email info@BreathingSpaceYogaStudio.ca to register.

The Learning Partnership's Entrepreneurial Adventure Program

The Learning Partnership's Entrepreneurial Adventure Program (EA) - EA is a way to engage students in exciting learning opportunities that teach financial literacy, social responsibility and Nova Scotia Curriculum Learning Outcomes.

Entrepreneurial Adventure is one program of The Learning Partnership, a national charity dedicated to building stakeholder partnerships to support, promote and advance publicly funded education in Canada. Since 1993, more than 6.1 million Canadian students have participated in The Learning Partnership's programs. Programs include: Take Your Child to Work Day; Turning Points; and Entrepreneurial Adventure!

About Entrepreneurial Adventure

Entrepreneurial Adventure (EA) pairs teachers and business partner volunteers to help students develop innovative ventures, from concept to launch. EA is designed to develop students' enterprising spirit by teaching essential 21st century skills, including financial literacy, innovative thinking, collaboration, oral presentation skills, marketing approaches and social responsibility. It is a hands-on entrepreneurial journey for students in Primary to Grade 12, which takes place right in the classroom. Proceeds from the ventures are donated to local, national and international charities.

Business volunteers play a key role in the success of the program. In collaboration

with the classroom teacher the business partner works with students from January through May to help them build and implement a successful venture. In this changing labour market, it is vitally important to give students an early opportunity to develop an entrepreneurial spirit and help them create their own future.

J.K. MacAdam, a commercial community analyst with the Atlantic Provinces Division of BMO, volunteers weekly in a Grade 6 class at Ridgecliff Middle School in Beechville. MacAdam is astounded by the energy of students embarking on their first EA Venture. "The class was amazing yesterday," he said. "They picked their shortlist of business ideas by doing a 4P analysis to make sure it can



A member of the Grade 6 class at Ridgecliff Middle School prepares a healthy fruit smoothie for the class' EA venture.



Students from Rocky Lake Junior High 704 class along with their business partner display their EA project—bath bombs.



work. The kids have so many ideas and are always thinking one step ahead." Together with teacher Paul Myatt, MacAdam is working directly with students as they learn about how to analyze ideas to raise funds, develop a real business plan and how to work as a successful team.

Currently all 11 classes participating in EA have been paired with business partners from BMO, although the opportunity to become involved is extended to any current or retired business person from the local community. Carmelita Rowe, retired HRSB principal, is the manager for EA in Halifax. In her role, Rowe helps teachers learn about this valuable teaching resource and finds business partners to work with teachers and students. Teachers in HRM, interested in bringing an entrepreneurial experience to their students, can reach Carmelita Rowe by email crowe@thelearningpartnership.ca

EA's Value to Nova Scotia

Education Minister, Karen Casey, released Nova Scotia's Action Plan for Education in January 2015. The plan speaks to the need for students to have entrepreneurial experiences as part of their education. There appears to be a clear fit between EA and the province's action plan. Minister Casey states that education cannot do it alone and that we must promote relationships with other stakeholders in our communities. She invites our business leaders to come forward with their knowledge, skills, technologies, and, most of all, their willingness to support and assist young Nova Scotians. The action plan cites a recent survey that shows only 12 per cent of Nova Scotia's students envision themselves as future entrepreneurs. We need to encourage more students to consider entrepreneurship as an attractive career choice says Minister Casey. "To foster this shift in thinking, business and education must work together to provide students with more opportunities to learn about the world of business. By enabling our students to gain access to the experience

and expertise of local business operators, we can encourage the development of the attributes of successful entrepreneurs, such as innovation, creativity, problem-solving skills, personal initiative, and teamwork."

Cameron DeBaie, teacher at Brookside Junior High, has involved his students in an Entrepreneurial Adventure for the second year. "As an educator, it has been a huge blessing to participate in the Entrepreneurial Adventure. Many teachers may think that by participating in the program, they are adding more work and often think of the program as not being linked to the curriculum. I have found that the program aligns with many disciplines in our curriculum including language arts, mathematics, health and social studies. I encourage all teachers to sign up and give the program a chance. See how easily it is to integrate into your regular curriculum."

Can other Nova Scotia Schools participate in Entrepreneurial Adventure?

Currently EA is offered to schools within the Halifax Regional School Board. The Learning Partnership EA National Manager, Sue Pfeffer, Toronto, is interested in hearing from teachers in other areas of the province who may want to bring this entrepreneurial experience to their classrooms. Sue can be reached at spfeffer@thelearningpartnership.ca. With sufficient interest in a municipality, TLP senior staff will consider providing an EA manager to support EA programs in schools elsewhere in Nova Scotia. To learn more about Entrepreneurial Adventure and other TLP Programs visit www.thelearningpartnership.ca.

Halifax Area Showcase – You're Invited!

Halifax-area students currently involved in EA will participate in an Entrepreneurial Showcase at Sunnyside Mall, Bedford, from 6 to 8 p.m. on May 26. Everyone is invited to this free, public event to see the next generation of entrepreneurs in action.



CERTIFICATE IN TECHNOLOGY EDUCATION



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If you are a teacher of technology presently working in Nova Scotia, you can upgrade and diversify the technology background with the Certificate in Technology Education.

Next cohort is **September 6, 2016** with a registration deadline of **August 1, 2016**.

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South Colchester Academy national finalists in Samsung Solve for Tomorrow Challenge

Voting closes on April 18

On March 21, South Colchester Academy was named as one of 11 finalist schools in Canada's first-ever Samsung Solve for Tomorrow (SFT) Challenge. Thanks to their innovative, STEM (Science, Technology, Engineering, Mathematics)-inspired community solutions, each of the 11 finalist schools will receive \$20,000 in Samsung classroom technology. The schools move closer to one of two Grand Prize packages, which include additional Samsung technology and an exciting STEM experience at their school with well-known Canadian YouTubers Mitchell Moffitt and Gregory Brown of AsapSCIENCE.



The 11 finalists were judged from a pool of 55 semi-finalist submissions, each of whom created a short video documenting their school's STEM solution to a local community issue. South Colchester Academy students applied STEM to prevent river flooding of their school's soccer pitch.

The finalists now move on to the public voting phase to select one of two Grand Prize winners, with the second Grand Prize winner selected by the judging panel. Canadians can vote for their favourite project at www.solvefortomorrow.ca until April 18, 2016. The two Grand Prize winning schools will be announced on April 25, 2016.

Along with YouTubers Moffitt and Brown of AsapSCIENCE, the Solve for Tomorrow Challenge is supported by The Learning Partnership, a national charitable organization dedicated to advancing public education in Canada, and Let's Talk Science, a charitable youth development organization which creates and delivers free STEM learning programs and services that support educators and strengthen student learning outcomes.

To learn more about the contest rules and regulations please visit <http://pages.samsung.com/ca/solvefortomorrow/English/rules-reg.html> and check out @SamsungCanada and #SamsungSolve on Twitter, Facebook, and Instagram.

The deadlines for the last two issues of the *The Teacher* for 2015-16 are April 29 (May) & May 27 (June).



Did you know?

Noggins Corner Farm offers curriculum based, hands-on educational tours (both spring and fall) for students in Grades primary through to Grade 6!

Spring:

- Awesome Bees and Super Seeds
- Wetlands and Ponds – Learning to protect our swampy friends
- Soil – Exploring a Precious Resource
- Habitat Investigations – Who lives Where?
- The Food Chain – Who is a predator and who is prey?

Fall:

- Fall Harvest at the Farm
- Investigating Soils – Exploring a Precious Resource
- Historical Journey – Travelling Back in Time!
- Evolution and Technology



For more information, please visit our website www.nogginsfarm.ca or contact Cristen at 902-542-5515 ext. 23 email tours@nogginsfarm.ca

Like us on Facebook: "Noggins Corner Farm Corn Maze and Activities"



Growing smiles since 1760

executive highlights

March 3-4

- Filed the Table Officers Report;
- Selected four candidates to the John Huntley Memorial Internship Program, along with two alternates: Crystal Tattersall, Annapolis; Debbie Nickerson, Community College; Diana Diblee, Halifax City; Shelley MacKenzie, Antigonish. Alternates: Tisha Gaudet, Digby; Ron Nugent, Halifax County.
- Selected members to serve on the Council Elections Committee: Jennifer Moriarty (Chair), Dartmouth; Kevin Harnish, Colchester-East Hants; Preman Edwards, Halifax County; Charles Yorke, Northside-Victoria.
- Selected members to serve on the Council Steering Committee: Jaylen Chase (Chair), Lunenburg County; Paul Betuik, Halifax County; Jo-Leigh MacPhee, Kings.
- Approved a recommendation that the NSTU Nominate Shelley Morse as a candidate for Vice-President of CTF at the 2016 CTF-AGM;
- Approved the granting of nine (9) Local Service Award be awarded at Annual Council 2016;
- Approved Audited Financial Statements as of July 31, 2015 to be forwarded to Annual Council 2016;
- Approved the draft alternate budget to go forward to Annual Council 2016 for 2016-2017 with a recommendation that it be adopted;
- Approved a resolution be forwarded to Annual Council 2016 regarding the hiring of an Executive Staff Officer for Member Services;
- Approved a resolution be forwarded to Annual Council 2016 regarding Policy 77 – Appropriate Online Cyberconduct;
- Approved an amendment to Operational Procedures 22 – Negotiations (A), Procedures for Provincial Negotiations (ix);
- Approved a resolution be forwarded to Annual Council 2016 regarding Policy 76 – Acquired Immune Deficiency Syndrome (AIDS);
- Approved an amendment to Operational Procedures 10 – NSTU Locals (s) Council of the Local Sub-Units 1. (b);
- Referred motions regarding Operational Procedures 4 – NSTU Committees (viii) (a)(v) & (viii)(b)(ii) to the Governance & Policy Committee;
- Approved a recommendation that the Disposition of Annual Council 2015 Resolutions Report be forwarded to Annual Council 2016;
- Approved amendments to Operational Procedures 22 – Negotiations, (B) Procedures for Community College Negotiations;
- Approved a recommendation that negotiations continue with the inclusion of the full bargaining team;
- Approved an amendment to Operational Procedures 10 – NSTU Locals (c) NSTU Representative;
- Approved a recommendation that staff explore options for implementing a restorative (relational) approach within the NSTU and report back to the Provincial Executive;
- Approved a recommendation that commencing with the 2016-2017 edition of the NSTU Guidebook, only the Constitution and Policy be produced in a printed format. The Operational Procedures shall be available in electronic format only from that point forward.
- Approved an amendment to Operational Procedures 1 – Annual Council Procedures (m);
- Approved a Resolution be forwarded to Annual Council 2016 regarding By-Law Article I, 10 Membership Rights;
- Approved a Resolution be forwarded to Annual Council 2016 regarding By-Law Article V, 2 Elections.



Students and faculty from NSCC's Strait Area Campus Culinary Arts and Tourism Management Services programs organized "The Chef's Table" on April 1, offering a night of wining and dining to the community. Students created and served a five-course meal featuring local food and drink in celebration of their success. Above is faculty member Brooks Hart (right) with one of his students preparing bread for the evening's meal.

Teacher can win a walk-on role on CBC television's Mr. D

CBC Television's *Mr. D* is offering a walk-on role for its sixth season to a deserving teacher. "This is the first time we're offering a chance for a teacher to have a walk-on role," says Gerry Dee, creator and star of *Mr. D*. "It was an idea we'd been kicking around for awhile, and we wanted to give enough lead time for Season 6, which will be filmed this summer in Halifax."

A StFX BEd graduate, Dee has a background in stand-up, and has used both the skills of teaching and stand-up in his acting role as *Mr. D*. Dee also admits that it will be a no brainer for a teacher to come on the show. "They'll probably get one line in the episode and they will be an actual teacher, playing a teacher on TV," he adds.

The school site for *Mr. D* is Citadel High, known as Xavier High in the show. "It's an homage to StFX," says Dee. After obtaining his BEd, he spent a few years teaching at his alma mater in Ontario.

Dee adds that teachers are used to performing, having an audience through their classroom experience. When he plays *Mr. D*, he says he actually feels like he's teaching—while the situations, plot, and dialogue are quite exaggerated.

Dee says that, "lots of teachers watch the show and are fans of the show, so now someone can vote their favourite teacher onto a sitcom, it's pretty cool."

"Not everyone likes it, but it is a comedy," he adds. He hopes that the show allows people to laugh at themselves and points out that the situations on the show don't depict, "things I did as a teacher myself."

Dee is doing a stand-up show on May 27 at the Scotiabank Centre (see ad to the left) and is offering teachers a 15 per cent discount. To nominate your favourite teacher to win a walk-on role on *Mr. D* go to the following link: <http://www.cbc.ca/mrd/contest>. The winner will receive a trip for two to Halifax, which will include: return flights, accommodation for three nights, one day on the set of *Mr. D*, a walk-on role on the sixth season of *Mr. D*, and \$500 spending money.

Study shows Canadian teachers very positive about technology in their classrooms, while facing challenges to successful implementation

As part of its ongoing study Young Canadians in a Wired World, MediaSmarts, Canada's centre for digital and media literacy, partnered with the Canadian Teachers' Federation (CTF) and its Member organizations to survey online more than 4,000 teachers across Canada about technology use in their classrooms. The findings, released in the report *Connected to Learn: Teachers' Experiences with Networked Technologies in the Classroom*, show a high adoption of various technologies in Canadian classrooms, while highlighting the challenges and barriers for teachers and students alike.

"Teachers understand the importance of ensuring that young Canadians learn the digital literacy skills they need to participate in the workforce and in society as engaged, responsible citizens," said MediaSmarts Co-Executive Director Jane Tallim. "We hope these findings will be used to inform policy and practice to support them in achieving these goals."

CTF believes networked technologies can contribute to a rich learning environment for students. "However, we need to carefully examine the relationship between pedagogy, curriculum and technology and to find ways how new technologies can support daily teaching practice for student learning, our top priority," said CTF President Heather Smith.

The findings show that overall, 97 per cent of teachers said their schools provide them with at least one type of networked device such as desktop computers, laptops, notebooks, Smart Boards or tablets. This suggests teachers are not only teaching students how to use the technology but also enabling the use of technology for learning. This is supported by previous research with students conducted in 2013 as part of the *Young Canadians in a Wired World* study.

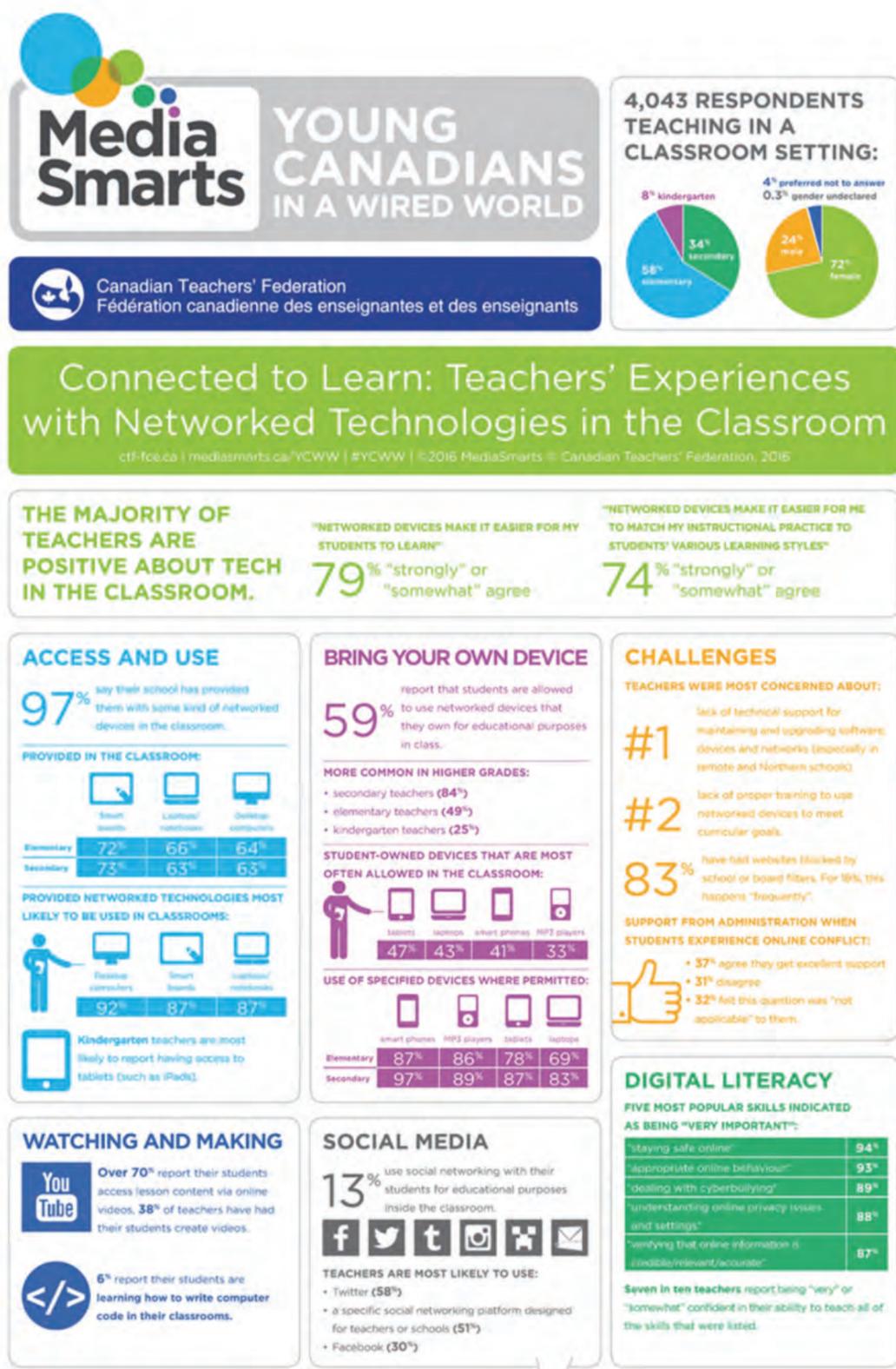
How do teachers feel about the role of technology in the classroom? For the most part, quite positive: 79 per cent agree networked devices made it easier for students to learn, and 74 per cent agree such devices helped them match their instructional practice to students' learning styles.

However, many teachers still face

roadblocks in using networked devices to their fullest potential. Lack of support, professional development and up-to-date software were cited as major challenges. Furthermore, 83 per cent of teachers said their school IT systems had blocked access to educational sites, and 19 per cent said this happened frequently. Overall, half of Canadian teachers surveyed said they receive insufficient support to use new technologies to meet curricular goals.

Results from this study support findings from a 2012 CTF national survey of elementary and secondary teachers that highlighted a number of conditions required to make the use of new and emerging technologies more effective in the classroom. Conditions include on-going teacher professional learning on the best ways to use new technologies to support student learning, and increased teacher professional autonomy to determine when and how to use these technologies to support learning.

For the full report, *Connected to Learn*, you can visit MediaSmarts.ca. The full report is also available on the CTF website www.ctf-fce.ca.



Congratulations!!

The Teacher would like to congratulate the winners of the book sets from March's issue:

1st Set: Elementary Grades (P-5)

WINNER: PHYLLIS YORKE of
Parrsboro Regional Elementary



2nd Set:

Middle School, Grades (6-9)

WINNER: LYNN SMITH
of Gaetz Brook Jr. High School



3rd Set:

High School (Grades 10-12)

WINNER: BYRON BUTT
of Bridgewater Jr./Sr. High School



Principal, Tokyo, Japan

Canadian International School in Tokyo, Japan (www.cisjapan.net) is seeking a person for the position of Principal for the upcoming September 2016 school term. The school offers a K to 12 Canadian curriculums as well as the International Baccalaureate's program for the primary years.

There are currently over 300 students attending the school, all students receive in addition to the core curriculum regular instruction in music, art and physical education, as well as Japanese language and culture.

The school is accredited by the Prince Edward Island Department of Education and by the Western Association of Schools and Colleges (WASC), and is a member of the Japan Council of International Schools (JCIS) and EARCOS (East Asia Regional Council of Schools). It is also recognized by the Japanese Ministry of Education.

The individual will have previous experience in administrative positions either as a Vice Principal or Principal. Interested persons please forward their CV in confidence to:

Eddy Teranishi CPA, CGA
#233-2688 Shell Road
Richmond BC
V6X 4E1

eddy@teranishiandassociates.com

NSTU REP PINS

The NSTU Rep pin is available for purchase by NSTU Locals, for their NSTU Reps. At only \$2.50 each, these brushed pewter pins are sure to be recognized at your school or campus.

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NSTU Public Relations Department

Phone 902-477-5621 or

Toll-Free 1-800-565-6788

or Email: pr@nstu.ca



Educational Leadership Consortium of Nova Scotia

The Aspiring Leaders Program

This professional learning opportunity is to support teachers who aspire to become a school based administrator. The Aspiring Leaders Program extends over 13 months and begins August 2016. The program includes two summer institutes and 7 Friday/Saturday seminars. An 8 day residency program will be integrated throughout the program.

Applications are now being accepted for the 2016-17 Cohort of this exciting program being offered by The Educational Leadership Consortium of Nova Scotia (NSELC) in partnership with the Department of Education and Early Childhood Development.

For more information on the program visit the Aspiring Leaders Program webpage at www.nselc.ca or contact Terry Wadden, Executive Director, Educational Leadership Consortium of Nova Scotia (NSELC) at twadden@nselc.ca or 902-422-3270.

Application Process: Applications will be made available through participating School Board websites. Selections will be based on identified criteria and an interview by a panel of Board personnel.

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 will be a CSANE member.**
- **EQUITY** - is concerned with matters pertaining to equity, diversity and social justice.
- **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.
- **INSURANCE TRUSTEES** - oversee the operation of the NSTU Group Insurance Plan which offers Life, Optional Life, Accidental Death & Dismemberment, Total Care Medical/Total Care Dental, LTD, MEDOC® and Home & Auto. **NOTE: Two appointments will be made, one from the Halifax Region and one from the Strait Region.**
- **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 negotiators; reviews results of most recent contract bargaining. **NOTE: One appointment will be made to a Community College member.**
- **PENSION** - studies pension resolutions and keeps the Executive informed of trends and changes affecting teachers' pensions. **NOTE: One appointment will be made from the Halifax 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.
- **SHEONORIL BOARD OF DIRECTORS** - the Sheonoril 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.
- **STATUS OF WOMEN** - promotes ways of enhancing the status of women in the teaching profession and in society.
- **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 14, 2016.**
- I would be willing to serve on any committee.

Applications must be received in Central Office by Friday, May 13, 2016

Note exception: Substitute Teacher Committee (October 14, 2016)

You may download the NSTU Standing/Other Committees application form from the NSTU website or apply online by going to the following link (you do not require an NSTU webmail account to apply online):

<http://www.nstu.ca/the-nstu/structure/provincial-executive/committees/>

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

coming events

April is...

Anniversary of the Battle of Vimy Ridge – April 9 (www.veterans.gc.ca/eng/remembrance/history/first-world-war/vimy-ridge); National Dental Hygienists Week - April 9 to 15 (www.cdha.ca); National Volunteer Week – April 10-16 (volunteer.ca/nvw2016); Day of Pink – April 13 (www.dayofpink.org/); Daffodil Month - Cancer Awareness (www.cancer.ca/en/?region=ns); Parkinson's Awareness Month (www.parkinsonmaritimes.ca); National Organ and Tissue Donor Awareness Week - April 20 to April 27 (www.legacyoflife.ns.ca/); World Hemophilia Day - April 17 (www.wfh.org/en/news--events/events/world-hemophilia-day-2015-EN); Earth Day

- April 22 (www.earthday.ca/); World Malaria Day - April 25 (www.who.int/campaigns/malaria-day/2016/event/en/); National Day of Mourning - April 28 (www.ccohs.ca/events/mourning/)

APRIL 11 TO 29

Shakespeare Selfie Writing Challenge

CBC's annual Shakespeare Selfie writing challenge (<http://www.cbc.ca/books/2015/10/the-2016-shakespeare-selfie-writing-challenge-for-students.html>) for Grades 7-12 students opens April 11,

and runs until April 29. It's an amazing way to teach Shakespeare - especially around the 400th anniversary of his death this year. This year, cbcbooks.ca is giving away books as part of the challenge. BOOK GIVEAWAY: As well as an iPad mini for the grand prize winner in each category (Grades 7-9 and Grades 10-12), the school library of each grand prize winner will receive 50 young adult books from these different Canadian publishers: Simon & Shuster Canada, Raincoast Books, Groundwood, Arsenal Pulp Press, Penguin Random



House Canada, Great Plains Teen Fiction, HarperCollins Canada and Scholastic.

APRIL 13

Day of Pink

April 13 is the Day of Pink, International Day against Bullying, Discrimination, Homophobia, Transphobia, and Transmisogyny in schools and communities. Everyone is invited to celebrate diversity by wearing a pink shirt and by organizing activities in their workplaces, organizations and schools. For more information www.dayofpink.org

APRIL 22

Earth Day 2016

This year Earth Day is [#Rooting4Trees](https://twitter.com/Rooting4Trees). Teachers and students interested in our environmental impact should visit Earth Day Canada at www.earthday.ca for tons of information, ideas, activities and resources, links for teachers, students, and communities to help them find ways to help commit to planting 25,000 legacy trees for Earth Day 2016.

How to Get Involved Today: Download [#Rooting4Trees](https://twitter.com/Rooting4Trees) posters and website tools today and help spread the word! Then during Earth Month, from April 1 – 25, visit earth-day.ca to participate in the [#Rooting4Trees](https://twitter.com/Rooting4Trees) crowdfunding 'pledge and plant' campaign and help Earth Day Canada grow a forest of 25,000 trees this April. More about the [#Rooting4Trees](https://twitter.com/Rooting4Trees) campaign.

Even though Earth Day is celebrated on April 22 each year, we should do our part to keep the Earth the best we can all year long!

APRIL 23 DEADLINE

The Government of Canada History Awards for Teachers

Participate now in the Government of Canada History Awards for Teachers. These Awards are open to high school teachers across Canada. Teachers are invited to submit their best project to help mark some of the important milestones and commemorations taking place in Canada over the coming years. The projects will help create a guide for all teachers to mark these important anniversaries.

The award consists of up to 30 prizes of \$2,000 each – Up to \$60,000 in award money. Read the full rules and regulations here to learn more about the award. The project must be based on one of three themes selected for 2016: *French-English Relations*, *Canada in the 20th Century*, and *Topics in Aboriginal History*. Read more about this year's themes and milestones here. **The deadline for entries is April 23rd, 2016.** Click here to submit your project for the 2016 awards.

For more info: www.canadahistory.ca/History-Awards/Teaching-Award/Home

APRIL 29 DEADLINE

13th annual National Ambassador Youth Forum now open for applications!

French for the Future invites all bilingual Grade 10 and 11 students to submit their applications and join this year's 2016 National Ambassador Youth Forum (NAYF), held in **Toronto, ON, from August 22 to 26, 2016**. Students from across Canada will be selected to become the organization's newest ambassadors for the French language!

The Artisan Teacher • Dr. Mike Rutherford August 9 & 10, 2016 • Inverary Inn Resort, Baddeck, NS

The NSELC, in partnership with the **Rutherford Learning Group**, is pleased to offer an exciting professional learning opportunity for P-12 teachers and educational leaders. The two day conference will focus on strategies for high performance teaching that enhance student learning. Participants will be introduced to patterns of skillful instruction. They will become familiar with the 23 themes of teaching that enable teachers to create classrooms with high levels of student engagement, effort, clarity, thinking, performance, and success. Conference participants will recognize the themes in their own teaching, determine their skills and strengths, and enhance their practice.



Dr. Mike Rutherford, educator, author, speaker, and creator of the *Skillful Observation Coaching Laboratory* program and *The Artisan Teacher* multi-media series is recognized as a leading international authority on adult learning, professional leadership, instructional coaching, and teacher efficacy.

Dr. Rutherford's work with administrators enrolled in the Nova Scotia Instructional Leadership Academy has illustrated the impact that the themes of the Artisan Teacher have had on leadership that supports best practices in instruction and assessment. The Artisan Teacher Conference offers an opportunity for teachers in Nova Scotia to learn from Mike's dynamic research-based work.

Register at
www.nselc.ca
after Jan 1 2016

When booking at the Inverary Resort Baddeck, reference the NSELC Artisan Teacher Conference to get the preferred room rate.

1-800-565-5660



www.nselc.ca

REGISTRATION FEE

\$520.00 (plus HST) = \$598.00

Includes :
conference materials,
lunch each day,
nutrition breaks,
and
a copy of *The Artisan Teacher: A Field Guide to Skillful Teaching*

CONFERENCE AGENDA

Day One Registration: 7:30- 8:45 AM

Day One Workshop: 8:45 AM – 3:30 PM

Day Two Workshop: 8:45 AM – 3:30 PM

Contact—nselc@nselc.ca or (902) 422-3270

(continued from page 20)

To participate, students must submit their application through French for the Future's website by **April 29, 2016**.

The purpose of the NAYF is to bring together Canada's youth to engage in cultural and linguistic exchanges to learn about the different issues surrounding official bilingualism in Canada in a leadership-oriented environment.

There are no registration fees. Travel, food and lodging are provided for all participants.

For more information on the NAYF and the selection criteria, please visit French for the Future's website at www.french-future.org

MAY 20 TO 22

The Blue Nose Marathon

The Scotiabank Blue Nose Marathon is the largest fitness event in Atlantic Canada! As we



enter our 13th year, our weekend event continues to grow. For 2016, it is expected as many as 13,000 runners and walkers will take to the streets of Halifax and Dartmouth in a celebration of active, healthy, lifestyles. Mic Mac Mall has made a commitment to support the community through the BURSARY PROGRAM, providing up to 160 free registration spots for the Johnson Insurance 5KM Run. Check out http://bluenosemarathon.com/wp-content/uploads/2013/01/BNIM_5K-BURSARY-APPLICATION-2016.pdf The Johnson Insurance 5K run will take place on Saturday May 21 at 3:00 p.m. along with the Doctors of Nova Scotia Youth run at 11 a.m. All other races will take place on Sunday, May 22.

Please visit bluenosemarathon.com for more information.



**CANADIAN
RED CROSS**

TEACHER TRAINING

**Humanitarian Education:
Exploring Humanitarian Law**



Global Affairs Canada / Affaires mondiales Canada



The Syrian Refugee Crisis and violations of International Humanitarian Law around the world have made humanitarian education in the classroom more relevant than ever.

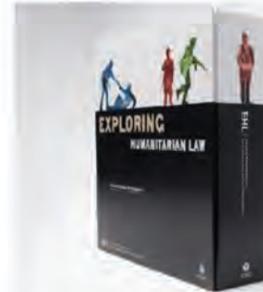
- **Exploring Humanitarian Law (EHL)** is an education program for young people (13-18) to learn about humanitarian action, international law and justice.
- The EHL toolkit is an **approved resource** with the Department of Education and meets outcomes in citizenship, interdependence, communication and more.
- Participants in the EHL Teachers Training will receive a **toolkit and certificate** and **learn practical methods** to teach about humanitarian values, humanitarian responses to armed conflict, war crimes and international justice.

May 11-13, 2016 9 am- 4 pm
Canadian Red Cross, 133 Troop Avenue,
Dartmouth, NS

- Open to Senior and Junior High School Teachers
- Training provided by trained, local teachers and Canadian Red Cross personnel

Registration is FREE

For more information or to register contact:
michael.stephens@redcross.ca 1-877-260-9673



**EHL Toolkit
includes:**

- ✓ 36 hours of educational activities & prepared lesson plans
- ✓ Teachers' resource manual
- ✓ Films & Case Studies
- ✓ English & French

NOTICES

Graduate Education programs at Mount Saint Vincent University still accepting applications

We are still accepting applications for September 2016 and January 2017 admission to many of our exciting and dynamic grad programs! Full-time and part-time enrollments available.

We offer Master's programs in seven areas of concentration:

- * Curriculum Studies
- * Literacy Education
- * Educational Foundations
- * Lifelong Learning
- * Educational Psychology
- * School Psychology
- * Elementary Middle School Education

And we also offer the inter-university PhD program in Educational Studies.

To learn more, please visit <http://www.msvu.ca/en/home/programsdepartments/education/graduateprograms/default.aspx>.

To apply for admission, please visit www.msvu.ca/gradapplication.

Questions? Email graduate@msvu.ca.

The Art of Peace: A Day Camp for Children



*A fun-filled week of art, drama,
puppetry, writing, yoga, solar cooking,
basketry, tie-dyeing and more...*

Through art, we will explore the following themes:

- Monday *What is Peace?*
- Tuesday *Peace in Me*
- Wednesday *Peace in our Families & Communities*
- Thursday *Peace with Nature*
- Friday *Peace in the World*

- Who:** For ages 8 - 13
- When:** July 25 to 29 - 9:00 am - 4:00 pm (extended hours available)
- Where:** Saint Mary's University, 923 Robie Street, Halifax, NS
- Cost:** \$175.00 (\$50.00 extra for extended hours)
Please bring a bag lunch. Snacks will be provided.

Registration form available at www.peacefulschoolsinternational.org
More information: info@peacefulschoolsinternational.org
or 1.902.420.5113



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, Monday, May 9, 2016 by email to:**

Debbie McIsaac
Executive Staff Officer, Professional Initiatives
(dmcisaac@staff.nstu.ca)

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



update

NSTU Group Insurance Trustees Mental Health and Wellness Grant

As teachers, we are very aware of the mental health and wellness needs of students in Nova Scotia. In an effort to assist members, the NSTU Group Insurance Trustees, with support from Johnson Inc., have initiated a Mental Health and Wellness Grant to fund projects and programs that support the mental health and well-being of children and youth in the schools and campuses across Nova Scotia.

This grant was established to support innovative initiatives that promote the well-being of our youth and children in coping with the pressures of growing up.

To be eligible to apply for this grant, the individual must be an active member of the NSTU at the time of application. Active members are persons described by Section 12 of the Teaching Profession Act and Article 1 (2) of the By-Laws of the NSTU.

The NSTU Group Insurance Trustees will be awarding grants once per year. The application process will include the project, description, innovation and creativity, impact on students, materials and budget, and overall impression.

Applications must be received by the Registered Nurse on or before 4:00 p.m. on April 27, 2016. To review the information sheet and download the application form and budget sheet, go to: www.nstu.ca/nstu-members/group-insurance/nstu-group-insurance-trustees-mental-health-and-wellness-grant/

Detailed information is provided at the link, however, if you have any questions, please contact the Trustee in your geographic area.

Halifax Region – Susan Noiles – senoiles@nstu.ca

Strait Region – Phil Doucette – pgdoucette@nstu.ca

Tri-County/South Shore Region – Wanda Rodgeron-Fuller –
wmmrodgersonfuller@nstu.ca

Chignecto Region – Sharon Midwinter – swmidwinter@nstu.ca

Annapolis Region – Michael Cameron – cams10@nstu.ca

Cape Breton Region – Ronnie Carew – recarew@nstu.ca

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and more....

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Call collect if outside of Canada 1-604-689-1717

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resources

media
LIBRARY
@LRTS

Digital
Resources
for
Teachers

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

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

Going... Going... Get your copy of these Science Videos before they're Gone!!

The following videos are available in DVD format for a limited time for only \$1.62 each. Click [HERE](#) to order your copy or email us at mediadub@ednet.ns.ca.

Changing Phases of Matter (14 min.) **Science 4-6**
In this program, students will witness how a substance, such as water, can exist in several dramatically different phases. Easy-to-understand examples illustrate how phase changes occur. Additional concepts and terminology: states of matter, particles, solid, liquid, gas, plasma, melting, freezing, vaporization, boiling, evaporation, condensation, and sublimation.

Describing Matter and Its Properties (14 min.) **Science 4-6**
Matter is everywhere around us. This colorful video uses everyday examples to illustrate how matter is described, observed, and measured. Additional concepts and terminology: mass, weight, volume, density, hardness, texture, shape, flammability, size, and physical and chemical properties of matter.

Investigating Chemical Reactions (14 min.) **Science 4-6**
From cooking food to enjoying the warmth of a fire, we use chemical reactions every day. This exciting video highlights the major characteristics and types of chemical reactions. Additional concepts and terminology: reactants, products, physical and chemical changes, chemical equation, reaction rate, and indicators of chemical reactions.

Weather Around Us (14 min.) **Science 4-6**
This program introduces students to some of the fundamentals of weather including air pressure, wind, and moisture. The basic principles of cloud formation and precipitation are explored. Important terminology includes: heat energy, atmosphere, troposphere, sun, local winds, global winds, humidity, water vapor, evaporation, condensation, and precipitation.

Weather On The Move (14 min.) **Science 4-6**
This video program investigates some of the key elements responsible for weather formation. Different types of air masses and their origins are investigated, as are the formation of weather fronts. Specific weather phenomenon including tornados, hurricanes, and thunderstorms are illustrated in detail. Other important terminology includes: air mass characteristics, warm front, cold front, low pressure, storm surge, cumulonimbus clouds, and lightning.

In Matter: Atoms, Elements and Chemistry (60 min) **Science 4-6**
This series of 19 animated episodes introduces viewers to matter and atoms and includes segments on the properties of matter, chemical reactions and the periodic table.

In the Clouds: Air, Weather and Water (60 min) **Science 4-6**
This series of 19 animated episodes reveals the wonders of water and how it moves and includes segments on the atmosphere, cloud formation and regional weather changes.

In the Body: Organs, Health and Nutrition (60 min) **Science 4-6**
This series of 21 animated episodes takes you inside the amazing machine that is the human body and includes segments on organ systems, how cells survive and nutrition facts.

In Force: Gravity, Friction and Work (60 min) **Science 4-6**
This series of 18 animated episodes presents the laws of motion and includes segments on reacting to two or more forces, unbalanced forces and simple machines.

In addition to our lending and duplication collections, the Media Library also has videos that can be downloaded or streamed. Please log into the EduPortal and click on the link for "Online Video Library/Learn360" to access these digital titles.



RESOURCES

Free Resources to Empower Inclusive Classrooms

Educators today are faced with the challenge of integrating technology into the classroom and teaching students of all learning styles and abilities, including students with accessibility needs. By providing accessible technology in the classroom, students with a wide-range of learning styles are given equal education opportunities.

Microsoft is dedicated to building accessibility into its products and

to providing accessibility resources for educators, fostering learning for all. Windows PCs and tablets, like Surface, support students with different needs, including those with temporary and permanent learning and literacy, vision, hearing, speech, and mobility impairments.

To learn the 5 FREE ways you can empower your inclusive classroom, download the Accessibility Resource Guide for Educators at microsoft.ca/freeguide.

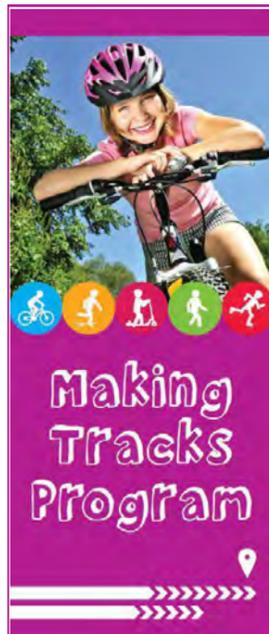


For advertising information for The Teacher,

contact Sonia Matheson at

902-477-5621 or 1-800-565-6788

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The Teacher Help program—supporting teachers of students with mental health disorders

The Canadian Institutes of Health Research (CIHR) eHealth Innovation Partnership Program (eHIPP) recently funded a Nova Scotia-based online education program geared toward providing Grades 1 to 12 teachers with information that supports students with neurodevelopmental disorders (NDDs).

The Teacher Help program, led by Dr. Penny Corkum from Dalhousie University, was one of 22 funded projects announced on March 3, 2016. It was the only successful application from Nova Scotia and was ranked number one in the Canadian-wide competition. The project received approximately \$300,000 in funding from CIHR, which was industry matched for a total of approximately \$600,000.00.

NDDs include disorders such as Attention-Deficit/Hyperactivity Disorder, Learning Disabilities, and Autism Spectrum Disorders. The Teacher Help program provides information about evidence-based interventions that teachers can use directly in the classroom. In addition, the program provides guidance through a coach on how to implement these interventions.

“Research shows that early intervention and a supportive school environment are critical for academic and life success for those with neurodevelopmental disorders,” said Dr. Corkum, a registered psychologist and professor with the Departments of Psychology and Neuroscience, Psychiatry, and Pediatrics at Dalhousie. “However, teachers often want more information and supports to help them provide the best learning environment to these children. This program has the potential to greatly reduce the cost of these disorders to the Canadian health system and create lasting benefits for teachers, youth, and their families.”

The Teacher Help program brings together Canadian researchers and clinicians who specialize in NDDs, knowledge users and industry to develop, evaluate, and disseminate an innovative and novel approach to supporting classroom teachers who work with children with NDDs. Future versions of this program will include help for teachers working with children with other mental health disorders. The project was developed in collaboration with the Nova Scotia Department of Education and Early Childhood Development.

Dr. Corkum and the research team are partnering with Velsoft® Training Materials, an internationally known software company out of New Glasgow, to build this program. Teachers in Nova Scotia are currently testing the platform. A Canada-wide evaluation of this program will happen next school year. If the program is successful, Dalhousie University's Industry Liaison and Innovation will help to make this program sustainable over time so teachers can use it across Canada to help children with neurodevelopmental disorders.

Almost all teachers (97 per cent) who participated in the Canadian Teachers' Federation survey reported needing additional knowledge and skills about mental health in youth in order to work effectively with these students. Of the mental health disorders commonly experienced by youth, neurodevelopmental disorders (NDDs) have been identified as the most pressing classroom concern (as stated in Froess-Germain & Riel, 2012).

aviso

We Want to Hear Your Story

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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.

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