

Greenfield Elementary students host Youth Summit on Child Poverty

On April 24, as part of Education Week celebrations, close to 130 students from 26 schools in Cape Breton came together to talk about poverty for the first ever Keep the Promise (KTP) Youth Summit on Child Poverty hosted by Greenfield Elementary School in New Waterford.

The impetus for the summit came from Greenfield students Adam MacLean and Joella MacIsaac and their art teacher and teacher advisor Diane Lewis who attended a Canadian Teachers' Federation (CTF) KTP Town Hall event last November in Ottawa.

Launched in 2013 KTP is an initiative to re-ignite a 1989 public commitment to end child poverty in Canada by 2000. "It's unacceptable that 26 years later, one in three children in Cape Breton are living in poverty," says Lewis.

MacLean and MacIsaac were chosen to attend the Ottawa event and represent Nova Scotia from essays they wrote about poverty. Lewis accompanied students to the event that featured senators, MPs, educators, and CTF Board members including NSTU president Shelley Morse, who is also a CTF vice-president.

"It's important for you to use your voice and help to fight child poverty," said Morse to students in attendance at the Summit. "You are the future and your voices should be heard."

Joella MacIsaac and Chloe MacDonald, both members of the Greenfield KTP team are very clear about what they think their peers and others can do to "Keep The Promise." "It's important to spread the word about child poverty and donate to causes that help stop it," says MacIsaac. "I would like to see more adults talk about it and spread the word to their friends to help by donating to food banks and homeless shelters," says MacDonald. Both students say it's about opening up pocketbooks and opening up hearts to address the problem.

Students at the day-long Summit heard stories from community members who experienced poverty growing up, including Cape Breton Regional Municipality Mayor Cecil Clarke and Wayne MacKay, who works for the Department of Health and Wellness. "Mayor Clarke surprised me in his opening statements when he told students he grew up in a single parent family, often without enough food in the house," adds Lewis.

Through a living library approach, students spent time with representatives from a dozen or so service agencies that help to combat poverty in their communities. Agencies in attendance included the Glace Bay Foodbank Society, Cape Breton Family Place Resource Centre, Every Woman's Centre, Carmel Centre and the Salvation Army. They even got to hear from Joanna La Tulippe Rochon, who wrote the first Nova Scotia Child Poverty Report Card. "The Living Library presenters gave students concrete examples of what it is like to run a food bank, clothing depot or homeless shelter," continues Lewis.

Through the Greenfield KTP student website (<http://greenfieldkeptthep.wix.com/gf-keep-the-promise>) students are encouraged to submit artwork, poetry project ideas or create their own site or just connect with Greenfield School students.



From left to right, standing: Greenfield principal Joyce Morrison; Shauna MacLean, mother of Adam MacLean; Greenfield KTP student team members Kelsie Neville, Sophie Curtis and Amy Wilson; Diane Lewis; NSTU president Shelley Morse; Greenfield guidance counsellor Bernadette Romeo; and Joanne MacIsaac, mother of Joella MacIsaac. **Seated:** Greenfield KTP student team members Joella MacIsaac, Chloe MacDonald and Adam MacLean.

Lewis was very pleased with the outcome of the Summit. "To say I am happy with the results of the day would be an understatement," she comments. "It exceeded my expectations. All of our hard work paid off. The children were so thoughtful, insightful when they had the chance to process the day and plan what they will do with this information when they go back to their schools."

What is the next step for the Greenfield KTP group? "Our focus now is to finish and launch a book we are self publishing on the Blurb website with start up money from Imagination," she says. They are also designing a post card about child poverty that the NSTU will print and distribute to politicians.



Imagination is a CTF social justice program that encourages student-driven social-action offering teachers funding opportunities for school-community social action projects tied to the Imagination themes. For more information visit: <http://www.imagine-action.ca/>.



NSTU hopes provincial budget can meet student needs

NSTU president Shelley Morse says that the provincial budget announced on April 9 has some investment for public school students in Nova Scotia, but needs to go further to meet student needs.

"The budget boasts \$20.4 million for public education. This includes a cap of 25 for Grades 3 and 4, but teachers at other levels are still dealing with class size and composition issues," says Morse. "We had hoped that the government would look at extending caps to the Grade 5, middle/junior and senior high levels."

Morse says the Government has stated that its most strategic investment is in its people. "We hope they will remember this and really start to recognize the value that teachers provide to the future of Nova Scotia," she adds. "Teachers are the front-line leaders in education and need autonomy, time and resources to deliver programs and services well."

The budget also outlines money for mental health clinicians, and early math and literacy programs. "Adding mental health clinicians to the system should help in alleviating

the many concerns that our teachers have in supporting students with mental health issues," she says. "We hope that it will make a difference, for at-risk youth, but not undermine the primary role our school guidance counsellors play in meeting social, emotional and educational needs of students."

Morse wonders if the budget can meet the coming changes for education. "Many changes are coming with respect to the Minister's Action Plan for education," says Morse. "We hope the budget presented will provide enough funding to adequately resource the coming changes, and that the implementation of the plan will not be placed solely on the backs of teachers."

Since the budget was announced, Morse has heard further concerns from members regarding class composition issues and combined classrooms. "With the new class cap implementation, teachers may see overcrowding in Grade 5 classrooms and there is no funding in place to address class size and composition issues in Grades 6 to 12, which continue to be a concern year after year."

people

Pension Symposium 2015

NSTU president Shelley Morse participated in the biennial NSTU Pension Symposium on April 17 and 18 at the Delta Halifax. The symposium provided NSTU Local presidents, provincial executive members and members with an update on the NSTU Pension Plan, including changes, structure, and valuation; an overview of public sector pension plans in Atlantic Canada; information on the Nova Scotia Pension Corporation and Actuarial Assumptions and a presentation on the emotional effects of retirement.



Pictured here from left to right are: Adam Boyd (Hants West), Wanda Nickerson (Shelburne County), Inverness Local president Angela Deagle, Byron Butt (Lunenburg County), provincial executive member Stacy Mitchell (Lunenburg County), Dawn Uhlman (Queens), and Shelburne County Local president Dawn Smith.

NSTU president Shelley Morse met with Northside-Vicortia Local president Milton Bonnar and members of the Local's executive as part of a tour of schools on April 16 and 17. **From left to right:** Kim Dunning, VP Communications; Northside-Victoria Local president Milton Bonnar; Christopher Nicholson, Treasurer; Chad Hanrahan, VP Public Affairs; Charles Colson, VP Economic Welfare; Peter Day, VP-Social; Darlene Baretta, Secretary; provincial executive representative Jacinta Gracie and NSTU president Shelley Morse.

Equity Committee

The NSTU Equity Committee held its second meeting of the school year on April 17 at the NSTU building in Halifax. This committee explores current practices, attitude and research regarding diversity, equity and social justice and examines trends and issues with regard to equity in the teaching profession. At the April 17 meeting Amy Boudreau, a teacher with the Halifax Regional School Board talked to the group about restorative practice in action. Evan Coole and Mary-Dan Johnston also attended the meeting to discuss the issue of a living wage. Both restorative approaches and living wage issues are being dealt with in resolutions at Council 2015.



From left to right, seated: Cyril MacGillivray (Antigonish); committee chair Vera Ryan (Yarmouth); provincial executive rep Ben Sichel (Dartmouth); Jill Burton (Inverness); and Katrina Slaney (Shelburne County). **Standing:** Donna Lee Parker (Cape Breton District); Colleen Moore (Community College); guest speaker Amy Boudreau; and NSTU executive staff liaison Gérard Cormier.

Northside-Victoria Local School Tour



Kings Local recognizes quarter century club teachers

Each school year, the Kings Local celebrates and honours members that have completed 25 years of service in the teaching profession. This year's event took place on April 15 at the Old Orchard Inn in Greenwich and through personal anecdotes from recipients and flashback photos from 25 years ago, those in attendance were able to see "Oh How Things Have Changed," which was the theme of the event. This annual event sees Annapolis Valley Regional School Board members in attendance along with Local executive, provincial executive members and the NSTU president bringing greetings.



From left to right: NSTU president Shelley Morse; Kings Local VP of Communications, event organizer and recipient Donna Griffin (West Kings District High); Nova Keddy (Central Kings Rural High); Kelly Harnish (Central Kings); Kings Local president Natalie MacIsaac; Josee LeClerc-Mann (Central Kings); Tim Moore (Central Kings); Ian Collins (Central Kings); Erna Fraser (AVRSB Regional Office); Dan Kalkman (West Kings District High); and Cathy Burgess (Glooscap Elementary). **Recipients missing from the photo and/or unable to attend the event are:** Cyndi Corbett, Catriona Fletcher, and Patty Moulton (Dwight Ross Elementary); Pat Casey, Lynn Charlton, and Kitty House, (Kingston and District); Heather Easson, Lynn Little, and Eveline Keyser (West Kings); Janice Turnbull (Central Kings); Suzanne Waholl (Aldershot Elementary); and Dena MacDonald and Bev Roy (Wolfville School).



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Education Week 2015



Above are this year's Education Week Award recipients: **Seated:** Karen Wallace, Falmouth District School (HantsWest); Gilles Boudreau, Brookhouse Elementary (Dartmouth); Kathy Wells, Cumberland North Academy (Cumberland); Sandra Himmelman, Hebbleville Academy (Lunenburg County); Cameron Strong, North Queens Community School (Queens); Minister of Education and Early Childhood Development, The Honourable Karen Casey; Katie St-Martin, FPANE partner award; Clara Wadman, Glace Bay High (Cape Breton District); Shana MacPherson, Debert Elementary (Colchester-East Hants); Liane Comeau, École secondaire de Clare (CSANE); and Eric Shantz, École Bois Joli (CSANE). **Standing:** Karen Shupe, Digby Elementary (Digby); NSSBA president Sue Ritchie; Danielle McNeil Hessian, ANSEA partner award; Jonny Marshall, Bridgetown Regional High (Annapolis); Elizabeth Sehl, Dr. T. L. Sullivan Junior High (Northside-Victoria); Robert MacDonald, Richmond Education Centre/Academy (Richmond); Mike MacIsaac, St. Mary's Education Centre/Academy (Guysborough County); Rob Ryan, Tamarac Education Centre (Inverness); Andrea Huskison, NSSBA partner award; Tiffany MacNeil, H.M. MacDonald Elementary (Antigonish); Laura Kennedy, Sir Charles Tupper Elementary (Halifax City); Adam Aldred, Barrington Municipal High (Shelburne County); Stephanie Wallace, Carleton Consolidated Elementary (Yarmouth); Chantal Samson-Haley, École Beau Port (CSANE); Brian DeMone, Sackville Heights Junior High (Halifax County); and Karri Ann Noel, West Pictou Consolidated (Pictou). **Missing and unavailable to attend the ceremony:** Dave Galloway, Horton High (Kings); Department of Education and Early Childhood Development partner award John Cochrane, and NSFHSA partner award Diane Power.

Teachers, Educators Celebrated During Education Week

Teachers and education partners across the province were celebrated on April 20, for their dedication to their students, schools and communities for this year's theme *Schools as Communities: Open Hearts, Open Minds, Open Doors/Les écoles communautaires citoyennes: ouverture de cœur, ouverture d'esprit, ouverture des portes.*

Education Week took place April 19 to 25, and has been celebrated since 1935, honouring the commitment of teachers and partners, to students.

Education and Early Childhood Development Minister Karen Casey presented Education Week Awards to 23 teachers and five education partners at École du Carrefour in Dartmouth.

"Teachers and school staff are the foundation of our schools," said Casey. "The educators being honoured today are the difference between a school being simply a building or part of the community. Collaborating with schools and communities is an important part of our action plan for education, and it is very fitting that today we are honouring great educators who do this every single day."

(continued on page 5)

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from the nstu president

Ashley Moore



Respect Respond Rejuvenate

For teachers, this school year has been marred by public innuendo, media scrutiny and the corporate agenda. In our profession we regularly deal with opinions from people who continuously assume they know about the idiosyncrasies related to the inner workings of education and student learning; accelerated only by their involvement in school life as a student in Grades Primary to 12 many years previous. All this to the detriment of the amazing work teachers do for students every year.

Despite these sentiments, I am most disheartened by the rhetoric from Government as of late. The release of the Minister's Action Plan has misrepresented and exaggerated the education system's vulnerabilities. The demoralizing actions of Government have been a new kind of hurt, one that has scarred the education system in a matter of months. These scars run deep and will surface in ways not realized for years to come. The employer's attacks on education have not been financial, but instead have been to the very heart of the education system—the teachers. These are not scars that can be healed with monetary gains, these scars will only begin to heal when Government values teachers publicly in their attitudes and in their actions. This approach reminds me of the "Harlow's Monkeys" experiment where warmth and comfort were chosen over the basic concrete needs of food, water, and shelter. I reference this study to make the essential point that while the previous government hurt the education system financially, which is a concrete need, it has not compared to the hurt inflicted by our current government.

When teachers are attacked professionally, inevitably they are attacked personally. The mob mentality against the teaching profession is growing exponentially. There are very vocal citizens chomping at the bit, waiting for Government and the corporate sector to make derogatory comments directly related to teachers. Government officials have been intentionally feeding negativity as a strategy to get the public on side in preparation for its next round of unreasonable actions, such as not honouring pre-approved programs for certification upgrades. Has anyone in Government honestly considered the true non-monetary cost of these actions? The public education system in this province will not evolve for the better by treating it like a chess game, with moves being decided by political motivation. There will be no stability or sustainability in our education system with this approach. The relationship between Government and teachers is too damaged, and too deep to repair with any ease.

Year after year we are expected to do more with less. Our plates are not only overloaded and overflowing, they now require sideboards. We see new initiatives each year with few tasks being removed. The latest fad in education is quickly adopted, but the add-ons come with little training or consideration for the workload currently expected.

Teachers usually enter the profession because of a passion and love of teaching and learning. As I travel around the province visiting schools I repeatedly hear that the job has changed too much, and less and less time is being spent on instruction and making connections with students, and more on work for meaningless data collection or tasks better suited to data entry clerks. Technology has not made our lives easier, it has made us 24/7 employees. Many teachers feel they have no autonomy, are not given respect for professional judgement, or shared responsibility for student learning. Trust and collaboration are practically non-existent.

Teachers pour their hearts and souls into their work and often refer to their decision to become a teacher as a calling. When you hurt teachers professionally, you hurt them to the very core of their being. If the employer continues to break teachers' spirits, they will inevitably break the education system. This leaves me wondering how education reform through the new 3Rs fits into that action plan!

Teachers need positive energy and respectful dialogue from the top to rejuvenate the profession.

Respecter, répondre, revivifier

Pour les enseignants, cette année scolaire a été gâchée par les insinuations du public, les priorités du milieu des affaires et le feu des projecteurs des médias. Dans notre profession, nous sommes régulièrement confrontés aux opinions de gens qui assument constamment qu'ils connaissent les rouages internes de l'enseignement et de l'apprentissage des élèves; opinions renforcées par leur participation à la vie scolaire en tant qu'élève de la maternelle à la 12e année, il y a bien longtemps. Tout cela au détriment du travail exceptionnel que font les enseignants chaque année pour les élèves.

Malgré ces sentiments, je suis très découragée par la rhétorique du gouvernement ces derniers temps. La publication du plan d'action a donné une fausse image et a exagéré les vulnérabilités du système éducatif. Les actions démoralisantes du gouvernement ont créé une nouvelle forme de préjudice, qui a laissé des cicatrices dans le système éducatif en moins de quelques mois. Ces cicatrices sont profondes et risquent de se rouvrir de manière inattendue pendant de nombreuses années. Les attaques de l'employeur contre l'éducation n'ont pas été de nature financière, mais elles ont atteint le cœur même du système éducatif – les enseignants. Ce ne sont pas des cicatrices qui peuvent être guéries par des gains monétaires; ces cicatrices commenceront seulement à guérir lorsque le gouvernement valorisera publiquement les enseignants par ses attitudes et par ses actes. Cette approche me rappelle l'expérience des « singes de Harlow » qui préféraient la chaleur et le confort aux nécessités concrètes comme la nourriture, l'eau et l'abri. Je mentionne cette étude pour souligner qu'alors que le précédent gouvernement avait endommagé le système éducatif au plan financier, ce qui est une nécessité concrète, ce n'était rien en comparaison de la souffrance infligée par notre gouvernement actuel.

Lorsque les enseignants sont attaqués professionnellement, ils sont inévitablement attaqués personnellement. L'hystérie collective est en croissance exponentielle. Il y a des citoyens qui se font beaucoup entendre et qui trépignent d'impatience, en attendant que le gouvernement et le milieu des affaires fassent des commentaires désobligeants à l'intention des enseignants. Des représentants du gouvernement ont intentionnellement alimenté la négativité en l'utilisant comme stratégie pour amener le public à se ranger à leur côté, en préparation de la prochaine série de mesures insensées, comme de ne pas honorer les programmes pré-approuvés pour la mise à niveau de la certification. Quelqu'un au gouvernement a-t-il franchement pris conscience du véritable coût non monétaire de ces actes? Le système d'éducation publique de cette province n'évoluera pas dans un sens favorable si on le traite comme un jeu d'échecs, dont les coups sont décidés par des motivations politiques. Avec cette approche, notre système d'enseignement ne sera ni stable ni viable. La relation entre le gouvernement et les enseignants est trop endommagée et les dégâts sont trop profonds pour être réparés facilement.

D'année en année, nous sommes appelés à en faire plus avec moins. Nous avons tellement de pain sur la planche que la planche est non seulement surchargée et débordante, mais elle risque même de finir par se casser. Chaque année, nous voyons arriver de nouvelles initiatives tandis que peu de tâches sont éliminées. La toute dernière mode en éducation est vite adoptée, mais ces nouveautés sont introduites avec peu de formation ou de considération pour la charge de travail actuellement attendue.

Les enseignants entrent généralement dans la profession à cause de leur passion et de leur amour de l'enseignement et de l'apprentissage. Tandis que je voyage dans toute la province en visitant des écoles, j'entends constamment répéter que le travail a trop changé, que de moins en moins de temps est consacré à l'instruction et à l'établissement de liens avec les élèves et que de plus en plus de temps est consacré à la collecte de données inutiles ou à des tâches convenant mieux à des commis à la saisie de données. La technologie n'a pas rendu notre vie plus facile, elle a fait de nous des employés 24 h sur 24, 7 jours sur 7. De nombreux enseignants ont le sentiment qu'ils n'ont aucune autonomie, que leur jugement professionnel n'est pas respecté et qu'ils ne partagent pas la responsabilité de l'apprentissage des élèves. La confiance et la collaboration sont pratiquement inexistantes.

Les enseignants se donnent cœur et âme à leur travail et parlent souvent de leur décision de devenir enseignant comme d'une vocation. Lorsque vous blessez les enseignants au plan professionnel, vous leur faites mal au cœur même de leur être. Si l'employeur continue à briser le moral des enseignants, il finira inévitablement par briser le système éducatif. Cela me pousse à me demander comment la réforme de l'éducation par le biais des nouveaux 3R s'inscrit dans ce plan d'action!

Les enseignants ont besoin d'énergie positive et de dialogue respectueux issus du sommet pour revivifier la profession.



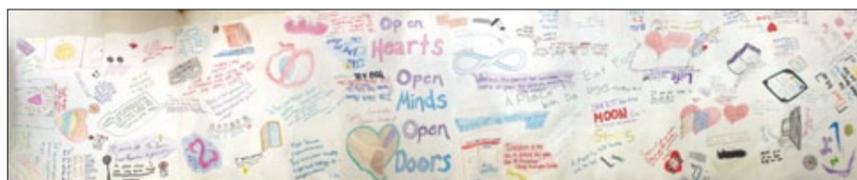
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Above is a banner created by students at Bayview Education Centre in Inverness. This was displayed in celebration of Education Week and was shown for parents and community during the school's Open House. See more Education Week articles on pages 3, 5, 20 & 21.

(continued from page 3)

NSTU second vice-president Wally Fiander brought remarks on behalf of NSTU president Shelley Morse. "I witness firsthand the safe and supportive environments teachers and administrators create for students and community members," said Fiander. "Like Education Week itself, teachers and education partners know the value of partnership and collaboration in providing quality public education for all."

Recipients were recognized for supporting student development through service learning, community projects and co-operative education, and for encouraging students to be active in their schools and communities.

Guest speakers for the event were Cindy Dickie, principal of Berwick & District School and Julie Glaser, Director of Community Development, Town of Berwick. They shared their story of school/community partnership through a community

2015 Candidate for First Vice-President

Wally Fiander



Over the past decade, the issues which Nova Scotian teachers have had to deal with have changed dramatically. From ever-changing technology, to classroom sizes to implementation of inclusion without proper resources, teachers are constantly making sacrifices at the expense of their personal and professional lives. This past year, teachers in Nova Scotia have been repeatedly attacked in the media with any issue that could be used against us. We have watched the media take issue with the rights which the NSTU had to fight hard to achieve, once again with great sacrifice.

Snow days and Professional Development seem to have been on the minds of the media more than the real issues. A quick look at the life of a teacher would show that improving the working conditions for teachers will do far more towards improving our education system than trying to get our students into the classroom for 195 days each year. Teachers' working conditions clearly have deteriorated dramatically over the past decade. We have lost the focus of shaping young 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. That has come with its price.

To move forward with success in improving working conditions in schools we will need strong experience in our leadership. We will need tireless, efficient leaders with a firm background in negotiations and a thorough understanding of our rights and how and why we fought so hard to achieve what we now have. The past two decades have provided me with continuous learning and hands-on opportunities as well as first-hand valuable experience in these fields. I have served to protect our collective interests through some hard times and I have proven my ability as an experienced leader in several levels of our organization, so I look forward to continuing my work as your First Vice-President. I have experienced the joy of helping colleagues in need, networking with like-minded Union activists across the province and learning from those with more experience than I have. This experience has provided me with a wealth of opportunities that keeps my interest in the NSTU active and my dedication deep. My involvement in the NSTU is a major part of my professional career. I have always taken my responsibility within the NSTU seriously.

This May, 261 teachers from across this province will join together and debate many resolutions which will set the direction of the NSTU. There will be a number of elections at Annual Council this year and I am asking that you allow me the opportunity to continue in my efforts with the NSTU and work on your behalf as First Vice-President. I am confident that I will be an effective voice for teachers going into these upcoming negotiations as well as at the Provincial Executive table. My long-standing history and active involvement with the NSTU have shown that I am able to make difficult decisions when I need to, but also that I am prepared to push back if the situation warrants it.

At Annual Council 2015, I ask that you choose a proven effective leader as your next Vice-President. Two decades of union activism has given me valuable knowledge and insight that one can only gain from experience. **Please vote for me, Wally Fiander.**

PROVINCIAL EXPERIENCE

- ▶ Second Vice-President
- ▶ Provincial Executive Member
- ▶ Personnel Committee (Chair)
- ▶ Appeals Committee (Chair)
- ▶ Member Services Committee
- ▶ Public Affairs Committee
- ▶ Public Relations Committee
- ▶ Single Tier Bargaining Team
- ▶ Provincial Economic Welfare Committee
- ▶ Structure Review Committee
- ▶ Distance Education Committee
- ▶ NSTU Representative on Science 10 Curriculum Review Committee

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

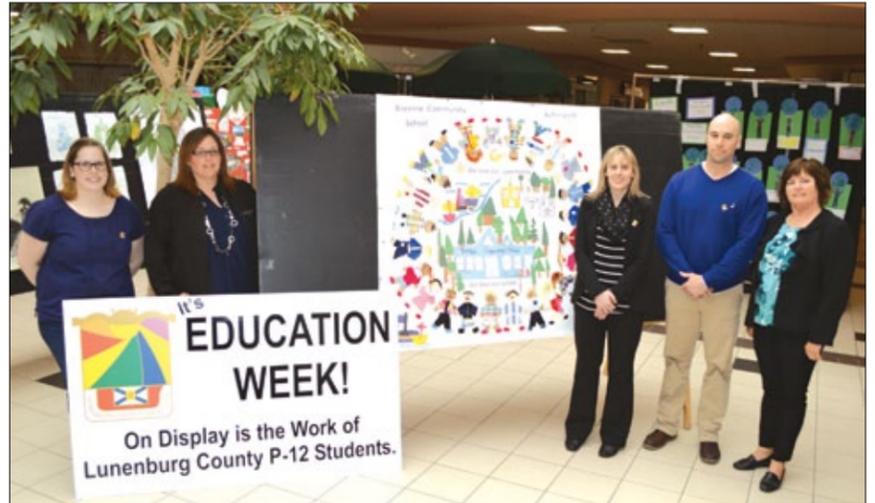
LOCAL EXPERIENCE

- ▶ Local President
- ▶ First Vice-President
- ▶ Vice-President Public Affairs/Public Relations
- ▶ Public Affairs/Public Relations Committee
- ▶ Finance Committee
- ▶ Resolutions Committee

tragedy that provided an opportunity to create a program that benefits students, adults and their town. (See full story pages 20-21).

Education Week is a co-operative effort of the Nova Scotia Teachers Union, the Nova Scotia School Boards Association, the Nova Scotia Federation of Home and School Associations, la Fédération des parents acadiens de la Nouvelle-Écosse, the Association of Nova Scotia Educational Administrators and the Department of Education and Early Childhood Development. This year's Week was generously sponsored by the Teachers Plus Credit Union.

The Lunenburg County Local has been organizing mall displays to help celebrate Education Week for many years, and this year the annual display took place at the Bridgewater Mall from April 23 to 25. Grades Primary to 12 student work from schools in the Local are featured for the event.



Shown from left to right are members of the Local's executive and other volunteers with NSTU president Shelley Morse: Sara MaGee (NSTU rep, Newcombville Elementary); Mai-Ling Storm (Member-at-Large Social); Jillian Levy-Peverelle (VP of Professional Development); Marc Breaugh (VP of Public Relations); and Shelley Morse.

2015 Candidate for First Vice-President

Grant Frost



Grant Frost for First Vice-President!

I got my start in education way back in 1994 when I graduated with my BEd from Dalhousie University. Despite being told about "all" the teaching jobs that were about to open up, pickings at that time were pretty slim. So, in November of '94, I found myself on a reserve 75 miles North of Flin Flon, Manitoba, and in my very first teaching job.

First Nations education would be my focus for the next ten years, minus a one year stint with the AVRSB, and although it was tremendously rewarding, it was not without its challenges. The First Nations schools that I worked in both out west and at home in Cape Breton were not unionized, and for ten years I experienced first hand what that looks like for teachers.

That is why, when I decided to move to Halifax in 2004, one of my first priorities was to get involved with "The Union".

Well, another ten years have gone by, and in that time I have been active at the Local, regional and provincial level, as well as regularly writing **educational commentary** for a variety of publications. And whether writing about report card comments or negotiating Local contracts, I have consistently held that teachers need to be treated like the professionals they are, and have publically challenged those who say otherwise.

This is a difficult time for our profession. We are facing attacks by private interests, the challenges of a decreasing and aging population, and a poorly informed public who continue to demand more of schools and our members. Rural schools are in trouble like never before, and policy makers seem more interested in public opinion than in public education. These challenges need to be met head on with new ideas, a firm resolve, and a strong, united voice.

If elected, I will work tirelessly with the other executive members to meet the challenges of the future, and will bring a new voice to the table. At this year's annual council, I ask for your support.

Vote Frost First in '15!

LOCAL OFFICES

- ▶ First Vice-President, Halifax County
- ▶ Chair, Local Economic Welfare Committee
- ▶ Table Officer, Halifax County Local

REGIONAL

- ▶ Chair, Regional Economic Welfare Committee
- ▶ Member, Regional Economic Welfare Committee
- ▶ Member, Regional Grievance Committee
- ▶ Member, Regional Asking Package Committee
- ▶ Member, Regional Bargaining Committee

PROVINCIAL

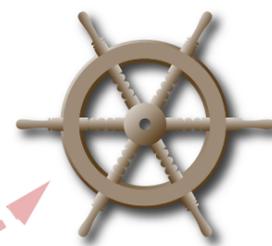
- ▶ Member, Joint Committee, Teacher Evaluation
- ▶ Vice-President, Educational Drama Association of Nova Scotia
- ▶ Chair, Curriculum Committee
- ▶ Member, Curriculum Committee
- ▶ Member, PA/PR Committee
- ▶ Member, Joint Committee, Teacher Evaluation

NATIONAL

- ▶ Member, Editorial Board, Education Canada Magazine, Canadian Education Association



Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Issues in educational research and links to improving student learning and well-being

by Debbie McIsaac, NSTU Executive Staff Officer, Professional Development

Recently I attended the American Educational Research Association 2015 Annual Meeting and conference, *Toward Justice: Culture, Language, and Heritage in Education Research and Praxis*, along with approximately 14,000 educators, graduate students, researchers and policy makers with diverse interests and expertise in education. On the last and fifth day of the conference I crossed paths in a session with one of our teachers from the South Shore Regional School Board, Ian Kent. In his words, he was blown away with the sheer volume of sessions and keynotes referencing every topic you could possibly think of relating to education. He appreciated the Canadian context of the referenced research which reminded him of how 'lucky' we are to be teaching where we are with the supports we have, as well as being able to attend sessions that were relevant to his personal and professional development.

The theme for this conference was a call to examine the meaning of culture, language, and heritage in education research and praxis with the aim of advancing justice, both locally and globally. A great deal of the research presented, in over 2,600 sessions, focused on how experiences of people are shaped by principles and practices of justice and how scholarly interests can align more closely with the interests of justice as they impact those who have, and continue to be marginalized and excluded.

Much of the focus in the presentations was on identifying the link between what

is happening in educational research, the issues in education and possible resolutions to assist in improving learning and well-being of students. With the overwhelming number of sessions offered, covering so many diverse topics of research, selection can be a challenge. Following the main theme of social justice, I was able to attend, to name a few, presentations on the impact of putting listening at the centre of interactions in educational settings and what that means for enacting justice; giving students a voice in providing valuable input towards improved educational and social conditions in schools and communities; understanding the relationship between social justice education and its impact on adolescent empowerment; the consequences of neoliberal policies such as standardization, on school reform and student learning; and national and international perspectives on teacher satisfaction and working conditions. In consideration of my professional interests at this time and where we, as an organization, are in the context of an education review and the recent release of the Minister's Action Plan, *The 3 Rs: Renew, Refocus, Rebuild*, I decided to focus my time and energy on sessions dealing with issues of teacher workload and teacher satisfaction.

Research tells us the most significant influence on student learning, after socio-economic status, is the quality of the teacher-student interaction. Research and our own experience also tell us that

workload is the single greatest impediment to ensuring the quality of the teacher-student relationship and the ability of teachers and administrators to learn new strategies to assist students. Teacher satisfaction and working conditions not only impacts teacher recruitment and retention, but also can attribute to student achievement either positively or adversely. Results of the Teaching and Learning International Survey (TALIS) in 2013, which surveyed 34 countries and education systems focused on working conditions and school learning environments, seeking to increase understanding of the impact of multiple aspects of teachers' experiences and practices on the teaching profession and conditions for high quality teaching and learning. This study shows that teacher-job satisfaction has a significant impact on the learning environment, which in turn, is impacted by policy decisions.

Research has shown that teachers who are less satisfied and have negative perceptions of working conditions are more likely to leave their positions, which in turn can have negative effects on student achievement. In the United States, a recent study showed that almost half of new teachers leave in the first five years of entering the profession, with disproportionately higher attrition in high poverty and lower performing schools. Teachers reported that they are more likely to leave due to poor working conditions than low salary.

Perceptions regarding administrative support also have a growing influence on teacher satisfaction. A study conducted on school principals' leadership looks at the principals' contribution to student achievement through their impact on the school, its organization and climate and upon teachers and teaching. The impact principals have on the organization of teacher work, school organization, and relationships between school and community, influences the climate and conditions under which the staff, especially teachers, work. This influences teacher satisfaction and feelings of self efficacy. Dr. Charles Ungerleider speaks to the increasingly demanding role of the school principal and the ever-challenging range of responsibilities. There is an increasing authority placed upon the



principal to meet the demands of social diversity, special needs, retaining students, competing in the world economy, and the overall demands of school accountability. The data provides a clear indication that principals need to be visionary leaders, experts at teaching and learning, instructional leaders, human resource managers, financial managers, etc., with the ability to build collaborative, positive school climates to create an environment to enrich student learning.

Throughout the sessions I attended, the data and conversations held, are a clear indication that teachers and administrators both locally and globally are facing challenging times. To get a clearer picture where educators in Nova Scotia fit into the larger picture, the NSTU has entered into a research study with Dr. Kevin Kelloway, Canada Research Chair in Occupational Health and Psychology and Dr. Lori Francis, Professor of Psychology at Saint Mary's University. The study will look at the demands on teachers' time in relation to doing work-related tasks each day, both at school and at home. The demands on teachers' time has increased considerably, impacting on health and well-being as well as the work environment. As we so often hear, a teacher's working conditions are a student's learning conditions therefore, to provide the best possible education, the teacher's workload must be manageable and realistic.

The research will involve a sample of teachers in the public school system taking part in a "day reconstruction" study in which they will complete a survey detailing the activities of the day through the use of an electronic platform to distribute the survey and collect the data. The study is scheduled to take place mid-May with the results made available by the end of June. If contacted, I encourage you to take part in the study and contribute to a piece of very important data that will endeavour to capture the demands on teachers' time.



Charting Your Course FOR PROFESSIONAL DEVELOPMENT



Email your name, home address, and school or campus name with PD Giveaway in the subject line to theteacher@nstu.ca by June 5 to be eligible for the draw.

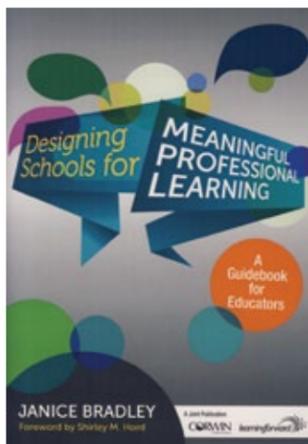
Designing Schools for Meaningful Professional Learning—A Guidebook for Educators

By Janice Bradley, Foreword by Shirley M. Hord

If you're looking for a professional learning program that makes a lasting difference in the quality of teaching within your school or district, Janice Bradley—a highly respected educator—shows how to promote your faculty's professional growth and accountability through job-embedded learning. This book helps leaders in education to

- Work together with faculty to develop and implement a five-part plan for professional learning designed to meet your school's unique needs;
- Connect professional learning with practices that have the greatest positive effect in the classroom;
- Link professional development to teacher evaluation in which trust is built;
- Learn best practices from schools that have implemented Bradley's methodology, and benefit from user-friendly strategies and tools.

Empower and inspire your teachers/faculty and watch your students achieve more.

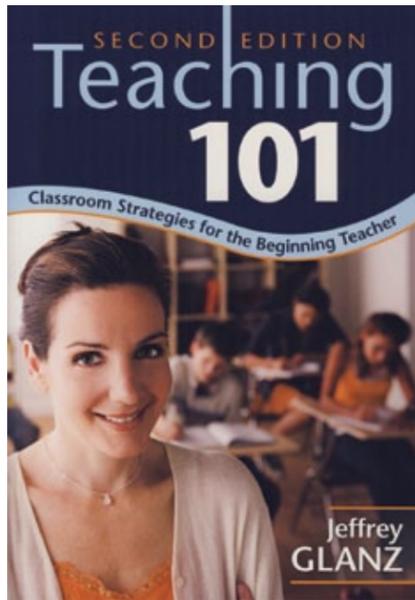


fresh

Putting new members in the KNOW!

Email your name, home address, and school or campus with FRESH in the subject line to theteacher@nstu.ca by June 5 to be eligible for the draw.

This month's giveaway is *Teaching 101: Classroom Strategies for the Beginning Teacher*, Second Edition, by Jeffrey Glanz, a publication of Corwin, a SAGE Company. From the publisher's website: "The noble profession of teaching plays a vital role in inspiring students to achieve excellence. This new edition of one of the most comprehensive introductions to teaching available provides essential knowledge and actively engages new teachers practicing to become exceptional teachers. This wide-ranging guide provides tools such as questions and activities at the end of each chapter, websites and readings vital for further study, and a self-assessment instrument to help readers succeed in their first year. The second edition includes more information on curriculum development and technology, more sample lesson plans, a new section on bullying, new activity sheets, and many checklists with immediate application procedures. Teaching 101 is an invaluable resource that teachers can reference throughout their careers to expand their skills and perspectives."



executive highlights

April 9, 2015

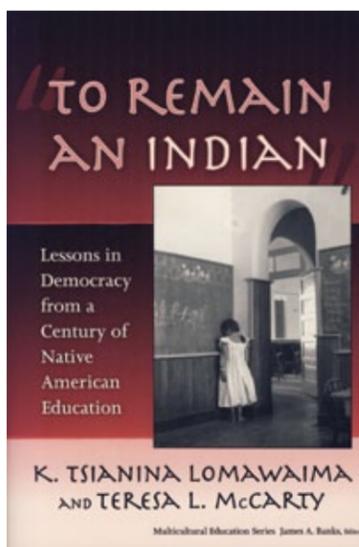
- Filed table officers report;
- Approved a recommendation that a vote take place on April 23, 2015 to determine the term of office for the two acclaimed Provincial Executive candidates from the Digby-Shelburne-Yarmouth regions. The candidate receiving the highest number of votes shall receive the two-year term and the second place candidate shall receive the one-year term;
- Approved the secondment of Louis Robitaille to an Executive Staff Officer position in Member Services;
- Approved a request from Fran Reddy Chisholm for Re-employment following retirement under Article 26.2 of the Professional Services Staff Agreement;
- Approved the granting of nine (9) Local Service Awards at Annual Council 2015;
- Approved changes to the Pension Regulations under the Teachers' Pension Act regarding applications for Disability Pension;
- Approved Provincial Executive dates for 2015-2018;
- Approved Out-of-Province Grants in the amount of \$425 each;
- Approved Full Time Study Grants in the amount of \$2,000 each;
- Approved Travel Fellowships in the amount of \$375 each;
- Approved a recommendation to adopt Operational Procedures for the Removal of a Provincial Executive Member.

EQUITY COMMITTEE BOOK REVIEW

Email your name, home address, and school or campus with EQUITY in the subject line to theteacher@nstu.ca by June 5 to be eligible for the draw.

This month's Equity book giveaway is *To Remain an Indian: Lessons in Democracy from a Century of Native American Education* by K. Tsianina Lomawaima and Teresa L. McCarty from the Multicultural Education Series, James A. Bank, Editor.

This book, published by Teachers College Press, Teachers College Columbia University, New York and London, chronicles the resilience and imagination of generations of Native American educators. Learning from Native American experiences can help to promote diversity and human rights while learning about a critical examination of US education policies and practices from early 20th century incarnations of colonial education through the contemporary standards movement. This book features the voices of individuals whose official history has been silenced.



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

How do you think **Sir John A. Macdonald** should be remembered?



Tell us by Making **Your Own Heritage Minute** with your class to win great prizes!



STORIES OF SIR JOHN A.

Ce concours est bilingue – visitez HistoiresdeSirJohnA.ca pour en savoir plus!

StoriesofSirJohnA.ca

StoriesofJohnA

Congratulations to our book winners from April...

FRESH — Shouting Won't Grow Dendrites

THERESA JENNINGS
of Sackville High School (HRSB)

EQUITY — Free the Children

BROOKE MILLER
of East Pictou Middle School (CCRSB)

PD — Stand in My Shoes and The Juice Box Bully

TRACY TRENHOLM
of Northport Consolidated Elementary School (CCRSB)

针灸 I STOP PAIN 天元堂
Acupuncture & Chinese Herb Centre



Attention Teachers:

- ❖ All the acupuncture treatments are performed by Dr. (TCM) Wei Yuan and Tom Tian from China with more than twenty years of clinic experience.
- ❖ With what can our treatment help you?
 - ▶ **Stress management:** including depression, anxiety, insomnia.
 - ▶ **Acute and chronic pain treatment:** headache & migraine, neck and shoulder pain, back pain, tennis elbow, arthritis and many more.
 - ▶ **Sport injury and car accident injury**
 - ▶ Health maintenance program to promote your energy level.

Your treatment is 80% covered by your health benefit under acupuncture and direct billing to Blue Cross is available. So arrange a time to visit us, you deserve a healthier and happier life. Call **902-444-3111** to make an appointment. The clinic is located at 6021 Young Street (at Robie Street). You can also visit the website at www.istoppain.ca to get more information.

2015 Candidate for CTF Delegate

Tami Cox Jardine

- ❖ Teacher, Falmouth District School, AVRSB
- ❖ President, Hants West Local
- ❖ 26 years as an educator
- ❖ Fluent in English and French

EXPERIENCE:

Local:

- ❖ President, Hants West Local
- ❖ VP Communications, Public Relations & Public Affairs
- ❖ Committees - Social, Rep Retreat Planning,
- ❖ Professional Development, Finance
- ❖ School Rep in Hants West Local and previously in Colchester-East Hants Local
- ❖ Substitute & New Teacher Liaison

Regional:

- ❖ Regional Representative Council Member
- ❖ Regional Nominations Committee
- ❖ Teacher Management Committee

Provincial:

- ❖ Annual Council Delegate - eight times
- ❖ Professional Development Committee
- ❖ Elected to Professional Committee 2014
- ❖ Executive Member Nova Scotia Teachers for Literacy & Learning
- ❖ Leadership Institute (2010 to 2014)
- ❖ CONTACT Participant 2004, 2010
- ❖ Other: Department of Education and Early Childhood – Summer Institute for Technology Integration Facilitator (2001-2014)

I am interested in becoming involved at the national level as an elected delegate for the Canadian Teachers' Federation, supporting educators. The Canadian Teachers' Federation represents 200,000 educators throughout Canada as a national organization that provides valuable programs and opportunities as well as a unified voice for teachers. Being involved at the Local, regional and provincial levels of the Nova Scotia Teachers Union, I have developed a solid understanding of the purpose in having a collegial model of unionism in the teaching profession. As an experienced educator who always enjoys new professional development opportunities, I would be energetic and enthusiastic to interact with other educators in both English and French as a CTF Delegate. I thank you in advance for your consideration.



2015 Candidate for CTF Delegate

Peter Day

OFFICES HELD:

- ▶ Vice-President of Social Committee for the Northside District Local 2014/15
- ▶ Member-at-Large for the Northside-Victoria District 2008-2009, 2013/14
- ▶ Chair of the Provincial Substitute Committee 2012/13
- ▶ Secretary for the Cape Breton District Local 2010-2013
- ▶ Vice-President of Public Affairs/Public Relations for the Northside-Victoria Local 2009/10

COMMITTEE MEMBERSHIP:

Local

- ▶ Public Affairs/Public Relations for the Northside-Victoria Local
- ▶ Social Committee for the Northside-Victoria Local
- ▶ Professional Development Committee for the Cape Breton District Local
- ▶ Social Committee for the Cape Breton District Local
- ▶ Public Affairs Committee for the Cape Breton District Local
- ▶ Professional Development Committee for the Northside-Victoria District

Regional

- ▶ Member of the Regional Representative Council for the Northside Victoria Local
- ▶ Member of the Regional Representative Council for the Cape Breton-Victoria District

Provincial

- ▶ Provincial Disciplinary Committee
- ▶ Provincial Substitute Committee
- ▶ Attendee/Voting Delegate for Annual Council 2008-2014
- ▶ Attendee of the Leadership Development Conference 2009-2014

Since I began teaching in the Cape Breton-Victoria Regional School Board I have been extensively involved with Union affairs. I have sat on many committees and held various leadership positions, locally, regionally, and provincially. This experience, combined with my passion for teaching and improving our educational system for teachers and students alike, allows for an excellent representation as the CTF delegate.

I am currently teaching Grade 3 at Florence Elementary, however, I have taught full time at ten different schools in the last nine years. Because of the experience I have with changing schools and grade levels each year, I feel that I can relate and empathize with the needs and concerns of elementary, middle school and high school teachers alike.

Throughout my experience within the Union, I have always enjoyed the learning and the sharing of information and practices of other Locals. It is because of this that I wish to represent the Nova Scotia Teachers Union as the CTF delegate; the information, practices and experiences of teachers across the country made available to all members of our own Union.

I am asking for your support in the upcoming election and in return I can offer my commitment to giving 100 per cent of my energy and enthusiasm to this position.



2015 Candidate for CTF Delegate

Mark Savoury

OFFICES HELD:

Local Experience (Dartmouth):

- ▶ President
- ▶ VP of Public Affairs/Public Relations
- ▶ Member-at-Large
- ▶ NSTU Rep
- ▶ Chair of Local Nominating Committee
- ▶ Chair, Local Public Affairs/Public Relations Committee
- ▶ Regional Electoral Officer for multiple Local votes
- ▶ Annual Council Delegate (last nine years)

Regional (Halifax Regional Representative Council):

- ▶ Chair of Halifax Regional Representative Council
- ▶ Co-Chair of Regional Management Teacher Committee
- ▶ Chair, Regional Class Climate Committee
- ▶ Chair of Regional Public Affairs/Public Relations Committee

Provincial:

- ▶ Provincial Executive Member (two terms)

COMMITTEE MEMBERSHIP:

Local (Dartmouth):

- ▶ Resolutions Committee member
- ▶ Nominating Committee member
- ▶ PA/PR Committee member

Regional (Halifax Regional Representative Council):

- ▶ Grievance Committee member
- ▶ Chair of Regional Public Affairs/Public Relations Committee



Provincial:

- ▶ Provincial Economic Welfare Committee (PEWC) member
- ▶ Personnel Committee member
- ▶ Nominating Committee member
- ▶ Public Affairs Committee (Provincial Executive Liaison)
- ▶ Public Relations Committee (Provincial Executive Liaison)

Why do I want to be a CTF delegate?

Since beginning my career as a teacher in Dartmouth, Nova Scotia, I have become increasingly involved in unionism at the Local, regional and provincial levels. I have enjoyed every role that I have taken on, within the NSTU, and I have gained invaluable experience. I have also learned a tremendous amount in terms of the complexities of educating, leading, and inspiring our members, while also working behind the scenes to lobby, negotiate, represent and stand up for them too. I feel that it is only natural that I now expand my knowledge and skills by getting involved at the national level and that journey begins as a CTF delegate.

Since 1920, the Canadian Teachers' Federation (CTF) has been the national voice of teachers in promoting quality education, the status of teachers and equality of opportunity through education. They work on behalf of over 200,000 members in Canada and offer valuable assistance, programs and opportunities for all of us. It wasn't until I served on the Provincial Executive that I learned about how much we (the NSTU) rely on the research that CTF does, to ensure that we know what is happening in other provinces. This helps us tremendously when we prepare for bargaining with the provincial government. They also have a proud tradition of offering phenomenal opportunities to teachers through programs like Project Overseas.

I have a strong track record that has been built on honesty, integrity, hard work and my ability to connect with and lead others. If chosen for this position I will bring all these attributes to the role while also harnessing my energy, creativity and willingness to learn. I thank you for your consideration and I hope you will lend me your support.

Orff NS Workshop

by Charlotte Myers
President, Orff Nova Scotia

If you attended the workshop with Rick Layton and Jacque Schrader (Annapolis, Maryland, USA) on Saturday, April 11, you left rejuvenated with a smile on your face and some excellent material to use in your music rooms. *“Language, Movement, and Music Woven Through the Grades”* said it all because there was something for everyone. Interspersed with hints on classroom management the activities incorporated balloons, movement, hand drums, recorder, singing, and body percussion. Layton and Schrader were a musical tag team encouraging participants to use and adapt the material to their students’ needs and levels. Participants included music teachers from six different Nova Scotia school boards and several music colleagues from New Brunswick. As they say... a good time was had by all! Check out www.orffnovascotia.com for future events, courses, and more.

The school boards represented were: Chignecto-Central Regional School Board (CCRSB); Cape Breton-Victoria Regional School Board (CBVRSB); Halifax Regional School Board (HRSB); Strait Regional School Board (SRSB); Tri-County Regional School Board (TCRSB); and Annapolis Valley Regional School Board (AVRSB).



Rick Layton plays keyboard as participants learn a dance.



A group photo of participants with clinicians Rick Layton and Jacque Schrader (far left, back row) at the end of an invigorating workshop.



Brent Wadden (CBVRSB) takes part in an activity with mallets



Jennifer Hiseler (AVRSB), Dawn Kerr (HRSB), and Krista Harris (AVRSB) work on their recorder technique.



Nancy Fitzgerald (TCRSB) and Laura Bowman (CCRSB) love their drumming.



Looking to upgrade or diversify your skill sets?

Look to Acadia University.



Master of Education Programs

Acadia offers Master of Education programs in Counselling, Curriculum Studies, Inclusive Education, and Leadership. Both full-time and part-time programs are available, and courses can also be taken as an independent student prior to applying to a specific program.

Apply today: MEd.openacadia.ca

MEd Curriculum Studies: Music

This two-year part-time program is designed to help teachers develop as leaders in music education. Participants will refine their teaching abilities with expanded knowledge of both the theories behind music instruction and the application of those theories to the classroom.

The upcoming cohort program, our fourth, will begin with two courses in July in our summer institute on campus; summer courses in 2015 and 2016 will be combined with online courses during rest of the year.

Apply today: musiced.openacadia.ca

Certificate in Math Teaching

In this part-time program, middle school teachers will develop a greater understanding of the math topics and concepts central to the provincial curriculum, including how to assess math learning and issues at these grades. The program is designed for grade 4-8 teachers who are currently teaching mathematics without a strong background in mathematics. The program is not intended for Math majors and will not support certification at the high school level.

Participants complete ten courses over two years, with courses offered during evenings and weekends during the school year, complimented by online work, and in a compressed, intensive format in the summer.

Apply today: teachmath.openacadia.ca

Certificate in French Proficiency

Upgrade French language skills with this 30-credit hour certificate. Courses will be offered on-campus from July 6-17, 2015. Select courses are available online.

Teachers who complete the program may qualify for Advanced Teacher’s Certificate (ATC 1), upon prior approval from the Nova Scotia Department of Education.

Apply today: fp.openacadia.ca

Ready to learn? Let's get started. **1.800.565.6568**



NSTU Leader Profile

IAN COMEAU - Conseil syndical acadien de la Nouvelle-Écosse (CSANE) NSTU Provincial Executive

Ian Comeau has been teaching for 17 years in his hometown of Clare, at École secondaire de Clare. He spent a few years at Clare District High School with the Tri-County Regional School Board, but has spent the majority of his teaching career with the Conseil scolaire acadien provincial (CSAP).

He has also been a very active member of the Conseil syndical acadien de la Nouvelle-Écosse (CSANE) and for the past five years has served as CSANE provincial executive member. “I’ve been an NSTU rep, a sub-Local treasurer and president and a first VP for CSANE,” he says. In his provincial executive role, he has served as liaison to the Comité de Programmation Acadienne, the public affairs and the public relations committees. He also completed the NSTU’s Parliamentary Procedure course.

Comeau represents one of two provincial Locals of the NSTU, the other being the Community College Local. The NSTU represents members teaching for the CSAP in the 22 schools throughout Nova Scotia. Communicating and meeting face-to-face with members of his Local can be challenging he says, especially since they are very spread out geographically.

“I got involved with the NSTU initially because of my love of politics,” he comments. “It’s also great to be empowered with knowledge through involvement in the Union.”

He also sees his involvement, particularly as a provincial executive member as a way to have an, “impact on the profession in a positive way. Finding solidarity to present issues and challenges within the profession can make a difference.”

He says that with the differences within the composition of NSTU’s Locals, “it sometimes feels like 22 against one,” he adds jokingly. “I do think it’s important for the other Locals (and teachers from around the province) to know about our unique situation and our challenges.” He is talking about uniqueness in being the only Acadian school board, that teaches both French and English as a first language in the province, and its geography, which can sometimes prove challenging in the area of governance.

“Even within our geographic regions, Southwest, Central and Northeast, there are differences,” he adds. He is speaking mainly about the composition of students in the regions. In the area where he teaches, the majority of students are Acadian. In the Central Region, there are fewer Acadians and more out of province francophone descendants and the same for the Sydney area with the addition of more Anglophone descendants.

He teaches high school math and science, entrepreneurship, physics and wood construction tech at his school this year. “I blend entrepreneurship and construction tech, so my students create products that are sold in the community,” he says. “As a proud Acadian, I am always bringing the community into the classroom as much as possible.” The “Schools as Communities” concept is especially prevalent in Comeau’s school district as he and colleagues continually enhance Acadian culture within their curriculum.

“I do a lot of work with le CDÉNÉ,” he adds. CDÉNÉ stands for Le Conseil de développement économique de la Nouvelle-Écosse, which is an agency that promotes economic development within the Acadian culture in Nova Scotia.

This year he is particularly proud of his students’ involvement in a “Dragon’s Den” like event that took place at Université Sainte-Anne. “Students from schools in the region pitched their product and one of my students took home the first place prize.” His student’s business, which is up and running in Clare, repairs smart phones and tablets. “She works mostly on iPhones,” he adds. “She’s starting to get very busy.” Comeau likes to see his students use the skills they are learning in school and broadening them into the community.

As Comeau is nearing the end of his term on the provincial executive, he hopes that healthy debate around the table will continue. “I would like to see there be more time for debate,” he adds. “It’s important to create synergy around the table and sometimes getting to solidarity and understanding takes time.”

He is concerned about the lack of what he calls “politics” within the NSTU, where some members get acclaimed in their positions as Local presidents or provincial executive members. “It’s important for there to be elections, it shows that people have passion for their positions.”

He also worries about the burnout he sees in the profession. “Teaching is important and teachers are passionate about what they do, but many need to realize that they have limits and they need to balance their work and life.”

He has had to balance that for himself. Between he and his common-law spouse they have five children—two nine-year-old girls, 10 and 12 year-old boys and a 12-year-old girl. “It will be even more challenging when they are all teenagers,” he jokes.

For future involvement, Comeau says he’s happy to step aside and let others take on leadership roles within his Local, but “I will still be an ambassador.”

Ian Comeau a enseigné pendant 17 ans dans sa ville natale de Clare, à l’École secondaire de Clare. Il a passé plusieurs années à la Clare District High School, au sein du Conseil scolaire régional Tri-County, mais il a passé la majorité de sa carrière d’enseignant auprès du Conseil scolaire acadien provincial (CSAP).

Il a également été un membre très actif du Conseil syndical acadien de la Nouvelle-Écosse (CSANE) et, durant les cinq dernières années, il a exercé le rôle de représentant du CSANE au Comité exécutif provincial. « J’ai été représentant du NSTU, trésorier et président de sous-section locale et premier vice-président du CSANE, » dit-il. Dans le cadre de son rôle au Comité exécutif provincial, il a fait fonction d’agent de liaison avec le Comité de programmation acadienne, le Comité des affaires publiques et le Comité des relations publiques. Il a également suivi le cours de procédure parlementaire du NSTU.

Comeau représente l’une des deux sections locales provinciales du NSTU, l’autre étant la section locale du Collège communautaire. Le NSTU représente les membres qui enseignent pour le CSAP dans 22 écoles de la Nouvelle-Écosse. Les communications et les rencontres en personne avec les membres de sa section locale peuvent être compliquées, dit-il, à cause du fait qu’ils sont très dispersés géographiquement.

« Je me suis initialement impliqué au sein du NSTU à cause de mon amour de la politique, » commente-t-il. « Il est aussi fantastique de renforcer nos capacités par les connaissances grâce à la participation au syndicat. »

Il considère également sa participation, en particulier en tant que membre du Comité exécutif provincial, comme un moyen d’avoir un « impact positif sur la profession ». Établir une solidarité pour présenter les enjeux et les défis au sein de la profession peut faire toute la différence. »

Il dit qu’étant donné les différences dans la composition des sections locales du NSTU, « on a parfois l’impression d’être 22 contre un ». « Je crois qu’il est important que les autres sections locales (et les enseignants de toute la province) soient au courant de notre situation et de nos défis uniques. » Il parle de la situation unique d’être le seul conseil scolaire acadien, qui enseigne à la fois le français et l’anglais langue première dans la province, et de sa géographie, qui peut parfois poser des problèmes en matière de gouvernance.

« Même au sein de nos régions géographiques, sud-ouest, centre et nord-est, il existe des différences », ajoute-t-il. Il parle surtout de la composition des classes dans les régions. Dans la région où il enseigne, la majorité des élèves sont acadiens. Dans la région du centre, il y a moins d’Acadiens et davantage de descendants de francophones venus de l’extérieur de la province et c’est la même chose pour la région de Sydney, avec en plus davantage de descendants d’anglophones.

Cette année, il enseigne les maths et les sciences de niveau secondaire, l’entrepreneuriat, la physique et la technologie de construction en bois dans son école. « J’allie l’entrepreneuriat et la technologie de construction, et mes élèves créent des produits qui sont vendus dans la collectivité, » dit-il. « Je suis fier d’être Acadien et je tente toujours d’amener autant que possible la collectivité dans la salle de classe. »

Le concept des « écoles comme collectivités » est particulièrement répandu dans le district scolaire de Comeau car lui et ses collègues mettent constamment en valeur la culture acadienne au sein de leur programme d’études. « Je fais beaucoup de travail avec le CDENE, » ajoute-t-il. Le CDENE est le Conseil de développement économique de la Nouvelle-Écosse et c’est un organisme qui favorise le développement économique au sein de la culture acadienne en Nouvelle-Écosse.

Cette année, il est particulièrement fier de la participation de ses élèves à une activité style « tanière du dragon » qui s’est déroulée à l’Université Sainte-Anne. « Des élèves issus de diverses écoles de la région ont présenté leur produit et l’un de mes élèves a remporté le premier prix. » L’entreprise de ses élèves, qui est maintenant opérationnelle à Clare, répare les tablettes et les téléphones intelligents. « Elle travaille surtout sur les iPhone », ajoute-t-il. « Et elle commence à être très occupée ». Comeau aime voir ses élèves utiliser les compétences qu’ils acquièrent à l’école et puis les élargir au sein de la collectivité.

Tandis que le mandat de Comeau au Comité exécutif provincial touche à sa fin, il espère qu’un débat sain se poursuivra autour de la table. « Je voudrais voir davantage de temps consacré au débat », ajoute-t-il. « Il est important de créer une synergie autour de la table et parfois, parvenir à la solidarité et à la compréhension prend du temps ».

Il est préoccupé par l’absence de ce qu’il appelle la « politique », car certains membres sont élus par acclamation à leur poste de président de section locale ou de membre du Comité exécutif provincial. « Il est important qu’il y ait des élections, cela montre que les gens sont passionnés par leurs fonctions. »

Il s’inquiète également du surmenage qu’il constate dans la profession. « L’enseignement est important et les enseignants sont passionnés par ce qu’ils font, mais beaucoup doivent se rendre compte qu’ils ont des limites et qu’ils ont besoin d’équilibrer leur vie professionnelle et personnelle. »

Il a eu à trouver cet équilibre dans sa propre vie. Entre lui et sa conjointe, ils ont cinq enfants—deux filles de 9 ans, deux garçons de 10 et 12 ans et une fille de 12 ans. « Cela sera encore plus difficile quand ils seront tous adolescents », plaisante-t-il.

Quant à sa participation future, Comeau dit qu’il est heureux de se retirer et de laisser d’autres personnes assumer les rôles de leadership au sein de sa section locale, mais il ajoute : « Je resterai toujours un ambassadeur ».



DEVELOPING SUCCESSFUL SCHOOLS

Cognitive Coaching® for Educational Leaders

Mount Allison University
Sackville, NB

July 6-9, 2015

An Instructional Leadership Institute

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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

Program Overview

Cognitive Coaching® for Educational Leaders

The mission of Cognitive Coaching® is to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Research indicates that teaching is a complex intellectual activity and that teachers who think at higher levels produce students who are higher achieving, more cooperative, and better problem solvers. It is the invisible skills of teaching, the thinking processes that underlie instructional decisions, which produce superior instruction. Cognitive Coaching® is a research-based model that capitalizes upon and enhances teachers' cognitive processes.

In the seminar, participants learn how to:

- develop trust and rapport
- develop an identity as a mediator of thinking
- utilize conversation structures for planning, reflecting and problem resolving
- develop teachers' autonomy and sense of community
- develop higher levels of efficacy, consciousness, craftsmanship, flexibility and interdependence
- apply four support functions: coaching, evaluating, consulting, collaborating
- utilize the coaching tools of pausing, paraphrasing, and posing questions
- distinguish among the five forms of feedback
- use data to mediate thinking

These sessions will be a continuation of the Cognitive Coaching work offered in 2014 but will be tailored to also provide powerful, "quality added" thinking and skills for educators who are attending for the first time (or who were unable to attend last year). This work focuses on building capacity and enhancing practice.

This Institute is intended for School/District and other educational administrators from Atlantic Canada. A total of 60 participants will be accepted. Educators who are members of the sponsoring organizations - registration fee is \$300. All others \$400.

DEADLINE: WEDNESDAY, JUNE 3, 2015

For Nova Scotia registration information, contact :
BETTY-JEAN AUCOIN
NSTU - Professional Development,
3106 Joseph Howe Drive,
Halifax, NS B3L 4L7

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

Fax: 902-477-3517

Email: bjaucoin@staff.nstu.ca

Institute Resource Person

JOHN CLARKE

John Clarke has facilitated programs that promote the development of enhanced teaching practice, the creation and maintenance of positive and successful school cultures and the establishment of quality work environments. He has been a trainer, facilitator and presenter for schools, school districts and professional organizations across Canada, the United States and Australia for 25 years.



John is a Training Associate for Thinking Collaborative (www.thinkingcollaborative.com), offering "Adaptive Schools" and "Cognitive Coaching" Seminars to schools, school districts and organizations. John also, presently, works with school districts to create long term professional development plans aimed at student achievement, enhanced teacher practice and organizational success.

Special Qualifications

John has over 30 years experience as a counsellor, teacher and principal at the Junior and Senior High School levels. He holds a Master's Degree in counselling psychology.

Richmond Local School & Media Tour



NSTU president Shelley Morse visited schools within the Richmond Local, met with members of the Local executive and the local media on April 13 and 14. **From left to right:** NSTU president Shelley Morse; past president Bernie LeBlanc; Paul MacLean, VP Economic Welfare; Shaun Kennedy, treasurer; Richmond Local president Phil Samson; Paula Landry, VP Communications/PA-PR; and provincial executive representative Sheila Hawley.



NSTU president Shelley Morse is shown above with Adam Cooke, a reporter with The Port Hawkesbury Reporter. She met with Cooke during the Richmond Local Media Tour on April 14.

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Teachers who make a difference

Carmen Anderson



NSTU president Shelley Morse presented Carmen Anderson with his *Teachers Make a Difference* certificate and cheque for \$300 to be used toward his school's breakfast program during a Shelburne County Local meeting on April 1. **From left to right:** Shelburne County Local president Dawn Smith; Carmen Anderson; NSTU president Shelley Morse and Shelburne-Queens provincial executive representative Stacy Thorburn.

Carmen Anderson thought he might be a chemical researcher, and his early career was headed that way until he worked as a chemistry lab instructor in his last year of a science degree at St. Francis Xavier University (StFX) and then went on to work as a research chemist in the Fisheries Research and Technology Lab at the Technical University of Nova Scotia. "I felt that something was lacking in my life," he says. "It was that same desire to work with students that I had developed at StFX, so I returned back to StFX to complete a Bachelor of Education degree."

He's never looked back, and has been teaching since 1983, "and I thoroughly enjoy it." And the joy he has for teaching shows. Anderson was the Tri-County Regional School Board recipient of this year's *Teachers Make a Difference* Award. The program, now in its third year, encourages students and/or parents to nominate a teacher who has made a difference in their lives, school and community. Each recognized recipient of the *Teachers Make a Difference* program receives a \$300 donation towards their school or campus breakfast or library program, or food bank.

Anderson has taught chemistry, physics, biology and senior high mathematics at Our Lady of Mount Carmel Roman Catholic School in Norris Arm, Newfoundland, Halifax West High School; St. Mary's Rural High School in Sherbrooke; Lockeport Regional High School and Shelburne Regional High School, where he currently teaches. "I have taught Concepts and Topics in High School Mathematics, linear algebra, and Intro to Mathematical Statistics in the Certificate of Mathematical Science in Education for Saint Mary's University," he adds.

Anderson was a proud member of the Mathematics 12 Advisory Team with the Department of Education from 2003 to 2011. In 2010 he completed a Master of Education in Curriculum and Instruction at StFX. He has also enjoyed mentoring high school teachers in mathematics and chemistry. "I feel that each day in my teaching career is completely different from any other day, unlike what I was experiencing as a research chemist," he continues. "I enjoy watching students grasp what I am teaching—watching that light bulb finally come on and the smile on their faces. I enjoy the many visits from students who go on to post-secondary education or who go onto work and come back bubbling with excitement telling me they enjoy what they are doing."

Anderson's students in turn feel the passion he has for his teaching practice. Here is what the student who nominated him had to say: "Mr. Anderson is the best teacher I've ever had. It's clear he loves the subjects he teaches, and wants to share his knowledge with his students. He is always friendly and happy, and will go the extra mile to make sure his students are getting the knowledge they need. He will put in any extra time needed to ensure the success of his students, whether it be an hour after school, or a Saturday afternoon. He is just an all around amazing teacher and person!"

Anderson has also been a committed Shelburne County Local NSTU rep for Lockeport Regional and Shelburne Regional High giving almost 20 years of his time in dedicated service as an NSTU volunteer.

Anderson feels that each teacher in Nova Scotia is worthy of the *Teachers Make a Difference* nomination. "In one day teachers not only teach, they manage behaviour, plan lessons, counsel students, coach students, and assess learning—the list is endless," he comments. "Teachers help students to grow up to be young adults by inspiring them to become lifelong learners and problem solvers. We make the content we teach relatable and applicable to the real world. We get students to take risks in their learning and challenge them to do a little bit more than they think they can do."

Anderson believes that these kinds of campaigns and programs help to demonstrate that teachers have value. "It is very important that teachers are recognized for what they do. Appreciation expressed through recognition confirms that our work is valued," he adds. "All people want to be respected and valued for what they do. When people are valued, their satisfaction and productivity rises and they are motivated to maintain or improve their good work."

Teachers who make a difference

Natasha Burke-Morash



George D. Lewis School principal Paul Gartland and NSTU president Shelley Morse are shown with *Teachers Make a Difference* recipient Natasha Burke-Morash.

George D. Lewis School in Louisbourg, Cape Breton had a special celebration during Education Week. On April 24 the school held a school and community assembly for one of their own.

NSTU president Shelley Morse travelled to the school to present Grade 7 to 9 English and Social Studies teacher Natasha Burke-Morash with her *Teachers Make a Difference* Award, which includes a \$300 donation to her school's breakfast program.

Family, friends, community members, teaching colleagues, school staff and students attended the assembly. Even former students, now in Grade 10 at Riverview Rural High came to recognize how their teacher makes a difference. Burke-Morash was the lucky recipient from the Cape Breton-Victoria Regional School Board randomly selected from teachers nominated at the Board.

"I was shocked when I got the call from the NSTU," says Burke-Morash. She had seen the *Teachers Make a Difference* campaign advertised on television, but was still surprised she had been nominated for the program. "I was overwhelmed and honoured just to be nominated," she says. "In our profession there are so many negative things that we hear all the time, and there are so many teachers that go above and beyond."

It was a very emotional experience for her to learn that she would be honoured for an award. "To be singled out is just so amazing, I actually cried for 10 minutes when I found out." They were tears of joy of course. "It's so great to be recognized by a former student."

NSTU's *Teachers Make a Difference* program, which took place from October 6 to November 2, encouraged students and/or their parents to nominate a teacher who has made a big difference in their lives, and contributed to their school and community. This year the campaign garnered 401 nominations representing 310 NSTU members.

Burke-Morash, who has been teaching in her community school for the past 10 of 12 years of teaching, is not only busy teaching in her subject area, which she "loves," but she does much more for her school. She coordinates the student travel program, runs the Student Vote program, organizes events and ceremonies for graduating students, and has served on the School Advisory Council for 10 years.

As if that wasn't enough, she also directs the school play for Grades 4 and up students in conjunction with the Louisbourg Playhouse. Being involved in the play production for the last 10 years has been very rewarding she says. "It's so great to see students blossom," she says. "Some very shy students who never open their mouths really open up. All the students love being involved."

To add to the previous list of extracurriculars, she also runs food drives, is involved in her local church and organized students in putting together "bags of hope" for patients at the Cape Breton Cancer Centre that contain items such as a book, mints, and a journal. The bags also include handwritten letters by students, offering words of hope.

Her mantra for teaching is this. "I don't cover the curriculum, I uncover it," she says. "If I'm boring, the kids will be bored. I make sure I cover the curriculum but I try and bring it to life." She recalls coming in to her classroom dressed as a soldier when she was covering WWII in the social studies curriculum. She tries to infuse fun into her teaching.

She made a great impact on the former student who nominated her. "She taught in a way we students could understand, she cared about her students, she was nice, and understanding in so many ways. She taught me a lot more in a way I understood. I am so grateful for her because she is a caring and loving teacher and I miss seeing her smile and having amazing classes with her," writes the student in the nomination.

She says the *Teachers Make a Difference* program allows people to bring a focus to the great things teachers do. "It helps to shed a light on great things teachers do on a daily basis. The importance making connections with kids."

When she hears from one of her parents that a student of hers is excited to come to school, it's all worth it. "That's why I come to school every day," she says.

Teachers Make a Difference

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



New Glasgow Academy uses Virtues Program to promote a peaceful school climate

Staff and students at New Glasgow Academy (NGA), the new Primary to 8 school which opened its doors in the fall of 2014 have committed to enhancing their school culture and transform their school community through implementation of The Virtues Project™ thanks in part to the Sheonoroil (Peace with Honour) Foundation. New Glasgow Academy integrated two former elementary schools and a junior high school.



Above: The Virtues Project™ cards from Angie Roper-Campbell's Grade 1 classroom.

"We were bringing together three schools, and had the PEBS program in place, but we wanted to have something on the ground floor for both younger and older students and all staff," says Jennie Harquail, NGA's guidance counsellor and project team member. The goal of implementing the program is to ensure that the school community becomes a "virtues community" in which all staff and students and community members are involved.

According to The Virtues Project™ website (<http://www.virtuesproject.com/>), the initiative was founded in Canada in 1991 to inspire the practice of virtues in everyday life by empowering and encouraging excellence and ethics in the workplace and creating safe, caring, and high performing learning communities. People worldwide commit to acts of service and generosity, to heal violence with virtues.

The Five Strategies™ that the team at NGA are implementing through the Sheonoroil Foundation grant are: Speak the Language of the Virtues; Recognize Teachable Moments; Set Clear Boundaries; Honour the Spirit; and Offer Companionship.

"We've visually represented the virtues throughout the school so students and staff are reminded on a daily basis about the program," continues Harquail, who is also the NSTU rep at NGA. Virtues cards are used in staff meeting to remind staff to focus on the gifts of character, virtue words will be placed on the risers of the stairs throughout the school. "We will also eventually try to use the virtues words on the screens around the school too."

The school has a virtue of the month. For the month of April it was cooperation. Each classroom has a virtues tree in which the names of students are placed on leaves and added to the branches when they demonstrate or get "caught" using the



Jennie Harquail (left) and Stacey Munroe (right) stand in front of Amanda Bonvie's (centre) Virtues tree with some of her students.

virtue of the month. Each month there is a draw from the leaves and a student from each classroom has a pizza lunch with principal Allison Wilson and vice-principal Glenn McCarron and members of the PEBS team at the school.

"It has worked perfectly," says Stacey Munroe, an EPA who coordinates the in-school suspension program and is a member of the Virtues project team. "We are noticing that there has been more use of basic courtesies like saying please and thank-you, and I'm sorry. We also see students showing compassion and empathy for other students."

Both Munroe and Harquail are very pleased with how the program is going. "What's great about the Virtues program is that it's got all the bells and whistles, we were able to get a grant from Sheonoroil, some money from the board for printing and our school library purchased books and CDs for parents to borrow," continues Harquail. "The school paid for the training for staff."

Harquail says that staff has also welcomed the program. "What's also great for teachers is that it doesn't feel like a big add on," says Harquail. Grade 1-2 teacher Amanda Bonvie concurs. "My students are really excited with this program and it ties in with health and social studies. It's simple and flows into curriculum outcomes."

Some of her students comment on how much they like the virtues tree and that practicing virtues makes them feel happy, excited and considerate. "What's really great is that my students are recognizing the positive in others," adds Bonvie.

Harquail, Munroe and Bonvie also admit that the reward of the pizza lunch is a great motivator for students. "They are always really excited when they are selected for the pizza lunch," says Munroe.

Grade 1 teacher Angie Roper-Campbell combines the PEBS, restorative approaches and the virtues program in her classroom. "When they are experiencing conflict, they go to the "talking corner" in the classroom to talk their issues out," she says. She's impressed with the skills her students are developing through this program.

Munroe says that at the beginning of each school year the virtues will be selected, some of these have included compassion, kindness, patience, respect and truthfulness.

Established in 1999 as an independent foundation to focus on all forms of violence in the public school and Community College education system, the Sheonoroil Foundation extends financial resources to anti-violence programs that have a direct and immediate impact on public school classrooms, students, teachers, staff, administration and community. If you are interested in finding out more about the Sheonoroil Foundation visit the website at <http://sheonoroil.nstu.ca>, or contact Gérard Cormier at the NSTU at 1-800-565-6788 or email sheonoroil@nstu.ca. **The deadline for the next round of proposals is November 13, 2015.**



Amanda Bonvie's Grade 1-2 class talk about the virtue of the month.



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Noise Exposure and Workplace Health & Safety

Hearing loss, both temporary and permanent, due to noise exposure can be a major health and safety concern for teachers. Music, physical education and technology education teachers are especially vulnerable to this injury; however, all teachers are potentially exposed to excessive noise and may be at risk of damaging their hearing.

Excessive noise damages tiny sensory cells deep inside the ear and hearing loss can occur so gradually that you may not realize it is happening. Further, the adverse health effects of noise are not restricted to hearing loss but may include interference with communication, loss of concentration, decreased level of job performance, sleep deprivation, and various physiological responses that can result in discomfort or in the development of diseases.

The length of exposure to noise is as critical as the volume. Although students may be exposed to the same or even higher noise levels while in some classes, the duration of their noise exposure is usually much shorter than that of teachers who may teach several periods of the same class in a day. Consequently, the risk of hearing loss due to noise exposure in some classrooms may be potentially significant for teachers but not as likely for students.

In Nova Scotia, the Workplace Health and Safety Regulations govern occupational noise exposure and limits such exposure to 85 decibels averaged over eight hours. However, a simple way to test the noise level is to stand at arm's length from someone and talk to him or her. If you must raise your voice to be heard, the noise around you is probably excessive. Further, if your ears ring or sounds seem muffled after the noise stops, your hearing has been affected, at least temporarily.

While workplace design is the best way to decrease noise exposure, other ways to reduce noise exposure include relatively simple measures such as using hearing protection equipment like earplugs to more complicated solutions such as installing sound-absorbent materials on walls or ceilings. Another option may be to have a sound-level survey conducted in the workplace in order to assess noise levels. If necessary, a noise dosimeter can be used to measure the noise exposure to which an individual is subjected over a period of time.

If you believe noise is a problem at your workplace, you should first bring your concerns to the attention of your principal/supervisor. If you are not satisfied with your principal's/supervisor's response, you should then bring your concerns to the Joint Occupational Health and Safety (JOHS) Committee and ask the Committee to make specific recommendations to the principal/supervisor in writing. The principal/supervisor has to respond within 21 days.

Finally, if the JOHS Committee has not addressed your concerns adequately, you may bring your concerns to an Officer with the Occupational Health and Safety Division of the Nova Scotia Department of Labour.

The NSTU encourages its members to be proactive in creating and maintaining a safe and healthy work environment and to contact their NSTU Staff Officer for assistance at any time. An NSTU Staff Officer can assist members in

obtaining timely and effective responses from principals/supervisors, the JOHS Committee or the Department of Labour and can help ensure that a member's concerns are addressed in a satisfactory manner, or assist with the filing of a grievance, if necessary.

(Sources: "Occupational Health and Safety Manual" (2008) British Columbia Teachers' Federation; "Student Worksafe 10-12: Resource



for Teachers" (2013) Workers' Compensation Board of British Columbia; Alberto Behar et al., "Noise Exposure of Music Teachers" (2004) 1 Journal of Occupational and Environmental Hygiene 243.)

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.
- **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: One appointment will be made from the Cape Breton 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: Five appointments will be made one of which will be an APSEA member.**
- **PDAF** - reviews applications for financial assistance to support innovative curriculum projects and awards grants to successful applicants.
- **PENSION** - studies pension resolutions and keeps the Executive informed of trends and changes affecting teachers' pensions. **NOTE: Three appointments will be made: one from the Chignecto-Central Region, one from the Cape Breton Region and one from the Strait 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.
- **SHEONOROIL BOARD OF DIRECTORS** - the Sheonoroil 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. **NOTE: Two appointments will be made, one of which will be a retired member.**
- **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 9, 2015.**
- I would be willing to serve on any committee.

Applications must be received in Central Office by Friday, May 15, 2015

Note exception: Substitute Teacher Committee (October 9, 2015)

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/default.asp?mn=1.373.376.395>

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

coming events

May is...

Asthma Awareness Month - www.asthma.ca/; Food Allergy Action Month - Awareness Week, May 10-16) - www.foodallergy.org/; Canadian Hemochromatosis Awareness Month - www.toomuchiron.ca/awareness-month/; Celiac Awareness Month - www.celiac.ca/; Speech and Hearing Awareness Month - www.canadianaudiology.ca/; Cystic Fibrosis Awareness Month - www.cysticfibrosis.ca/; Huntington Disease Awareness Month - www.huntingtonsociety.ca/; National MS Awareness Month - mssociety.ca/; National Physiotherapy Month - www.physiotherapy.ca/; LEAVE A LEGACY™ Month - www.leavealegacy.ca/; National Nursing Week (11-17) - www.cna-aic.ca/en/events/; Naturopathic Medicine Week (11-17) - [www.cand.ca/Naturopathic_Medicine_Week.nmw.0.html?&L=0](http://www.cand.ca/Naturopathic_Medicine_Week.nmw.0.html?&L=0;); Aboriginal Awareness Week (19-22) - www.tbs-sct.gc.ca/ee/awusa-eng.asp; International Day Against Homophobia (17) - www.homophobiaday.org/; National Stroke Awareness Month - www.stroke.org/; World Hypertension Day (17) - ish-world.com/public/world-hypertension-day.htm; World Autoimmune Arthritis Day (20) - worldautoimmunearthritisday.org/; National Missing Children's Day (May 25) - mcs.ca/; National Multiple Births Awareness Day (28) - www.multiplebirthscanada.org/; World No Tobacco Day (31) - www.who.int/campaigns/no-tobacco-day/2015/event/en/

MAY 8 TO 16

Hack-a-Week 2015 and Internet of Things Discovery Day

Great opportunity for students and teachers. Hack-a-Week 2015 organized by Saint Mary's University's (SMU) computer science

faculty offers valuable hands-on experience for students with a unique educational opportunity through participation in a computer programming competition. It also demonstrates to students and teachers how educational institutions can link with industry and the digital economy. This event, now in its 15th year, is organized by Professor Pawan Lingras of SMU and Colin Melia of Microsoft. The week runs from May 8 to 16 and is open to both high school and university students. Microsoft will also be premiering The Internet of Things (IoT) Discovery Day on May 8 that will include hands-on workshops for both students and teachers. Hack-a-Week 2015 and the Internet of Things Discovery Day provides students with a real world educational experience and offers attending teachers with a valuable PD opportunity.

Details of the event - <http://cs.smu.ca/hackaweek/>

Details of the launch day Microsoft Discovery Day - <http://cs.smu.ca/hackaweek/docs/SMU-IoT-20150508-Details.pdf>

Registration - <http://www.eventbrite.ca/e/smu-hack-a-week-2015-tickets-16057094201?ref=ebtnebregn>

MAY 15 TO 17

The Blue Nose Marathon

The Scotiabank Blue Nose Marathon is the largest fitness event in Atlantic Canada. For 2015, up to 14,000 walkers and runners are expected on the streets of Halifax and Dartmouth. In our 12th year, we're adding the Heritage Gas Marathon Team Relay. Teams of four to eight people can sign up for a great time on the official marathon route. The Johnson Insurance 5K run will take place on Saturday, May 16th at 3:00 p.m.

along with the Doctors of Nova Scotia Youth run at 11:00 a.m. All other races will take place on Sunday, May 17.



Please visit bluenosemarathon.com for information on registration, race times and how to get involved.

AUGUST 10 TO 13

Summer Institutes 2015 - Autism Atlantic Consulting Services

Kym Hume, MEd & Yvonne Rafuse, MEd Teaching Students with Autism Spectrum Disorder

Learn the fundamentals of teaching students with autism, with a focus on how to structure for success in your classroom, resource room, learning centre, and other school environments. Explore effective strategies for teaching and learning using visual supports and environmental structures, including the following topics:

- ▶ What is Autism Spectrum Disorder, characteristics and learning style. Best practices and evidence-based interventions and approaches.
- ▶ Supporting Executive Functioning Deficits in students with ASD P-12.
- ▶ Supporting behaviour, developing problem solving strategies & social skills.
- ▶ Implementing strategies that support positive behaviour and self regulation such as Social Stories, Comic Book Conversations, Power Cards, The Incredible 5 Point Scale, Zones of Regulation, Video Modelling and more.
- ▶ Program planning using the Ziggurat model.
- ▶ "Make and Take" visual material to take back to your classroom (Tuesday & Wednesday evening sessions).
- ▶ Optional breakout sessions for secondary teachers:
- ▶ Life Skills at the high school level;

- ▶ Developing independence
- ▶ Puberty

Location: St. Francis Xavier University, Antigonish, N.S. **When:** August 10-13

Registration Fee (permanent and/or full-time teachers): \$540.00

BEd Student and/or Substitute teacher fee: \$460.00 (Fees include nutrition breaks and "make & take" materials)

*On-campus accommodations in Bishops Hall (\$40 Single, \$60 double), with meal packages available upon request.

Testimonials

I hope that lots of teachers attend your in-services, modules, and institutes. When your passion and knowledge about Autism are combined with your enthusiasm and superb teaching abilities, the results are phenomenal. What a win/win situation for students/teachers/administrators/parents.

I cannot possibly explain how much your institute has helped from setting up work stations to visual schedules to supporting students with anxiety...it's been wonderful!

Having attended many autism sessions in the past, it was nice to hear a new perspective. SO much information presented in a manner that will be easily brought back and implemented within my classroom. Thank you!

For registration form, email autismatlantic@gmail.com.

MAY 20 (EARLY BIRD DEADLINE)

All Things Marine

From July 20-24 the Huntsman Marine Science Centre in St. Andrews, NB is offering All Things Marine, a hands-on marine experience, to teachers, families and friends. Join us as we explore the unique and diverse environment of the Bay of Fundy. What we catch and collect is what we will study! **Register before May 20th to receive an early bird discount.**

For more information visit our website www.huntsmanmarine.ca or call (506) 529-1200.



Nova Scotia Educational Leadership Consortium

The Artisan Teacher Conference

Featuring Dr. Mike Rutherford



August 11 and 12, 2015

Best Western Plus Dartmouth
15 Spectacle Lake Drive
Dartmouth, NS
(902) 463-2000

August 11 and 12, 2015

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.

REGISTRATION FEE

\$470.00 (plus HST) = \$540.50

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

Register at www.nselc.ca

When booking at the Best Western Plus Dartmouth, reference the NSELc Artisan Teacher Conference to get the preferred room rate.

(902) 463-2000



www.nselc.ca

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

Blue Marble Initiative

Students at West Colchester Consolidated School in Bass River celebrated Earth Day, April 22, in a big way through the Program Development Assistance Fund (PDAF) sponsored project Blue Marble Initiative: Earth Day Workshop. “This initiative engages students in highlighting the interconnectedness of all things on Earth, the Blue Marble,” says project coordinator, Sybil Flemming.

Flemming is in a unique position of having a connection with all 137 students in the Grade Primary to 9 school. She teaches P to 6 Music, 7 to 9 Science, 8 and 9 Family Studies, 7 Healthy Living and also serves as the school guidance counsellor.

Community member Dr. Karen Ewing, MD instigated the Blue Marble Initiative, and the project team members include Flemming, program support teacher Sherry Patriquin and library specialist Leah Unicomb. “We are so fortunate to have Dr. Ewing’s support and guidance for this program,” says Flemming. The concept of the Blue Marble is based on the Earth as seen from space. Flemming points out that our Blue Marble is facing many environmental challenges, including global warming, species at risk, and rising sea levels, and actions must be taken now. “The Blue Marble Initiative aims at raising hope in the midst of these issues.”

Through the project, Grades Primary to 6 students now have access to resources that address conservation, environmental activism and peace, while meeting learning outcomes in the P to 6 science curriculum. “The activities and resources complement the existing science curriculum while raising awareness of the uniqueness and fragility of all forms of life on Earth,” continues Flemming. “We want this initiative to be used as a starting point in challenging students to be life-long supporters of a sustainable planet.”



Students build a web of life as a way to experience the interconnectedness of all of Earth’s creatures as part of the Earth Day workshop at West Colchester Consolidated School.

Flemming says that the project is also cross-curricular in nature and includes activities and outcomes met in music, art and literacy. She’s also pleased that the junior high student volunteers are meeting outcomes in their caregiving course by mentoring and assisting younger students.

The Blue Marble Initiative kicked off on Earth Day during an afternoon school-



Students create their own Earth Day T-shirts as part of the Blue Marble Initiative Earth Day workshop. Tech-ed junior high students and those taking the child care course were able to meet outcomes through their involvement with the Blue Marble Initiative.

wide event, which included some 19 stations that students could visit and get their Blue Marble passport stamped. “Some of the things students are doing include signing a declaration of caring for the Earth, creating post cards regarding caring for the planet to mail to government officials and using yarn to illustrate the interconnectedness of the web of life,” adds Flemming. Flemming also points out that students will recognize their school and other places as ‘Hope Spots’ for the Earth, and visit stations that highlight water conservation, rising sea levels, endangered species and animal habitats, and their importance for a sustainable



Above are some of the Earth Day Workshop project team members with Chignecto-Central Regional School Board superintendent, who dropped by for the event. From left to right: Gary Clarke; West Colchester Consolidated principal Clint Oakley; Grade 9 students Shelby Rushton and Noah Tremblay; Dr. Karen Ewing, MD; and teachers Sherry Patriquin and Sybil Flemming. Team member missing from the photo: Leah Unicomb.

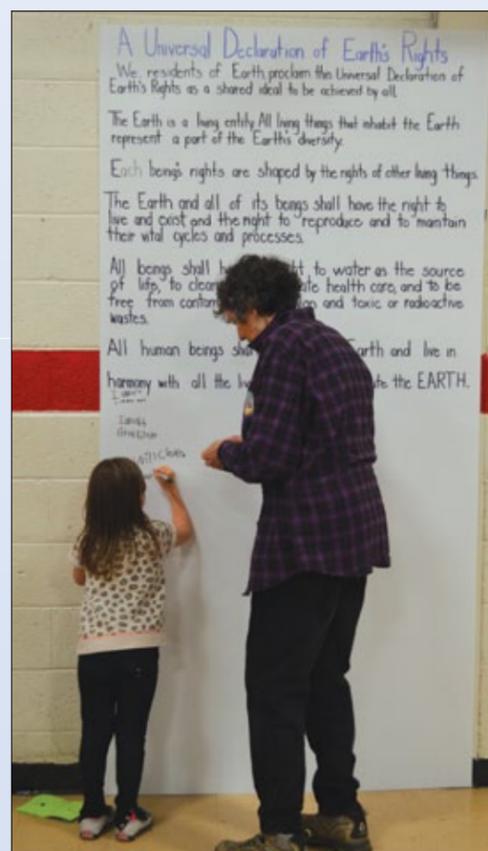
environment. “Students are also creating personal Earth Day T-shirts, participating in a domino activity to demonstrate how one event on the planet can impact others, and using large blue bags to demonstrate changes in sea level.” Representatives from the SPCA, Resource Recovery Fund Board, Shubenacadie Wildlife Park, and the Colchester Waste/Resource Management were involved in stations included in the Earth Day event.

The \$2,000 from PDAF was used to not only fund the afternoon Earth Day activities, and



Students engage in one of 19 stations included in the Blue Marble Initiative and learn about the importance of the honeybee to the Earth’s ecosystem.

purchase supplies for the event, but to also purchase books—close to 40 titles of appropriate reading levels, which will become part of the school’s permanent collection of resources. The Blue Marble Initiative is designed to be on-going. Team members hope to share their activities and lists of resources with science teachers in Nova Scotia.



A student signs A Universal Declaration of Earth’s Rights.

“This project is intended to foster a desire in students to continue to make sustainable connections throughout their schooling and become active stewards of the Earth.”

The PDAF program encourages innovative program development in Nova Scotia’s public schools. Co-sponsored by the NSTU and the Department of Education and Early Childhood Development with an annual sum of \$200,000, it provides financial support for projects directly related to the Public School Program. Application deadlines coming up are June 1 and August 1 by 4:00 p.m.

For more information visit the Professional Development portal of the NSTU website at www.nstu.ca or contact NSTU executive staff officer, Gérard Cormier at 1-800-565-6788 or 902-477-5621 or gcormier@staff.nstu.ca or pd@nstu.ca.

NOTICES

Sustainability in Education Policy Network survey

The Sustainability in Education Policy Network (SEPN) is requesting educators to participate in an ongoing national survey on sustainability practice and policy in the Canadian education system. SEPN is a research-based partnership between Canadian and international policy and educational institutions, whose research examines the relationship between sustainability education policy and practices in early childhood to Grade 12 and post-secondary education across Canada. The goal of the project is to enable educational change for a more sustainable future. To access the survey and for more information please go to this link: https://usaskssl.eu.qualtrics.com/SE/?SID=SV_50BaaK6vvpz7y8B. The survey will close once the quota is reached.

For further information or for any questions, please contact Nicola Chopin, Project Manager, at (306) 966-2319 or nicola.chopin@usask.ca.

Congratulations to our book winners from March...

FRESH - Never work harder than your students & other principles of great teaching

HARRY PHINNEY

of Liverpool Regional High School (SSRSB)

EQUITY - Many Voices, Many Journeys

CATHY FIELD-CURRIE

of Sherwood Park Education Centre (CBVRSB)

PD - The Bullying Prevention Handbook

SARAH GILBERT

of Kingston & District School (AVRSB)

Nova Scotia Teachers College (NSTC)

Are you a NSTC grad? Are you an Alumni Association member? Get (re)connected with your TC classmates and other grads. Join the Alumni Association!

For more information: Email info@nsteacherscollege.ca; Website <http://nsteacherscollege.ca>; Twitter - @NSTCALumni; Facebook - <http://on.fb.me/1yfyvXO>; Alumni Association of NSTC, P.O. Box 25005, Truro, N.S. B2N 7B8.

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Conquer Childhood Cancers

Organize a head-shaving event at your school & raise critical funds for childhood cancer research.

Email sarah@childhoodcancer.ca for more information.

*Organizing an event can count towards your 40 hours of community involvement.

childhoodcancer.ca

CONTACT 2015

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Oceans of Opportunity

CONFERENCE ON NEW TECHNIQUES AND CLASSROOM TEACHING

AUGUST 4-7 SAINT JOHN, NB
UNIVERSITY OF NEW BRUNSWICK, SAINT JOHN CAMPUS

NFA **T** **NBCTA**

For more information or to register for **CONTACT 2015**, please contact your Local President and/or Professional Association President.

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Berwick & District School and Town of Berwick opens hearts, minds and doors

Recipients and guests at this year's Education Week ceremony were given an opportunity to hear about a unique collaboration between Berwick & District School, and the Town of Berwick, and how they turned a community tragedy into an amazing school/community partnership.

Cindy Dickie, principal of Berwick & District School and Julie Glaser, Director of Community Development for the Town of Berwick imparted to the audience how the tragic death of Harley Lawrence became an impetus for a long-lasting positive relationship. Both Dickie and Glaser were new to the school and the town in the fall of 2013. "Within seven weeks of being on the job, we had a crisis in town," says Glaser. "Harley Lawrence who had been living on the streets of Berwick throughout the summer was murdered in the bus shelter he slept in."



Cindy Dickie and Julie Glaser were the featured speakers at this year's Education Week ceremony on April 20.

In an effort to promote community healing head-on Glaser reached out to the school to begin discussion and work to address the issue. "What started out as an incomprehensible tragedy became an opportunity," Glaser told the audience. "In a year and a half into the relationship, the Berwick School and the Town of Berwick have partnered on everything from downtown beautification and community branding, community gardening and suppers, a speaker's series addressing personal growth and parenting, a "makery", to anti-discrimination work that has gone not just County but Valley wide."

Dickie outlined some risks involved around what parents might say, what kids might say etc., but, "This was an example of when the teachable was right in front of us," she said. "I believe we have a moral and professional duty to help kids process the world around them. We felt we had to be part of it but in the most responsible, respectful and purposeful way."

Dickie said they took the students' ideas about Harley's death, how this related back to the community, etc. "We facilitated them in sharing all of that with their own classes and the older grades in our school."

The students played a key role in starting a community conversation. "The students presented their process and ideas to Town Council, which impressed pretty much everybody," Glaser said. "From there they led the



Above is student artwork turned into a downtown beautification banner.

(continued on page 21)

Discovery Centre

NEW for 2015!

FREE for Grades 6 & 7

Explore Energy

Grade 6
What's the Alternative?

Using our signature blend of interactive activities, we examine the energy picture in Nova Scotia and explore region-specific energy alternatives that could change how our province is powered in the future.

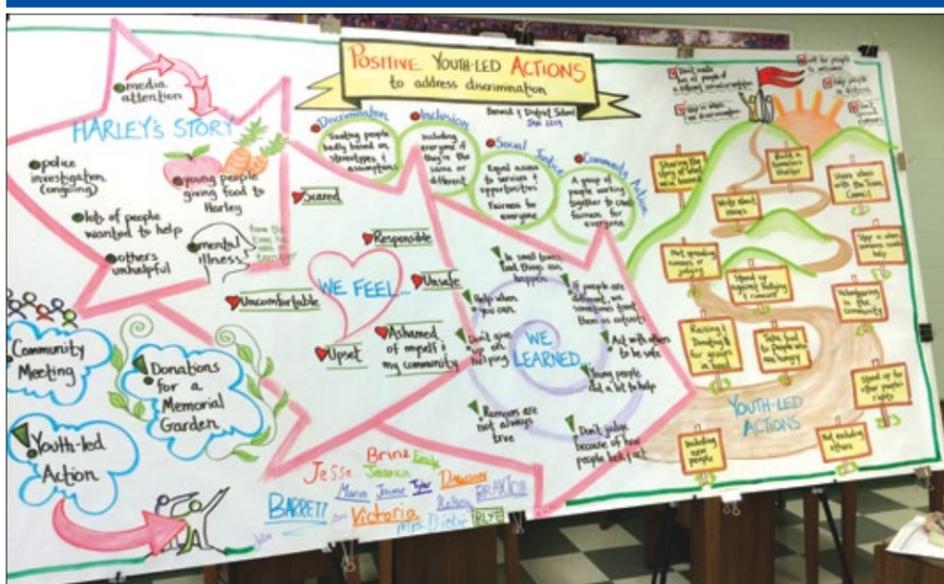
Grade 7
Exploring the Deep

Using highly intuitive hands-on components and real-world examples from Nova Scotia's offshore industry, students will explore the science driving coastal energy exploration in our complex ocean ecosystems.

To register, email:
rjameson@thediscoverycentre.ca
or call 902-492-4422 x 2239

ENERGY EDUCATION PROGRAM

Sponsored By:



The storyboard above was created by students at Berwick & District School about their feelings around the tragic death of Harley Lawrence.

Community Gathering to work through Harley's death, which brought on others to pursue the Harley Lawrence Memorial Garden creation."

Students shared a storyboard they created about what had happened in their town, how it affected people in the community, and what they felt could be done to make things better. As you can see from the photo included in this story, their ideas touched on topics like discrimination, inclusion, social justice, and community supports.

Glaser said that during this time Kings County was working on an action plan to end racism and discrimination. "The youth engagement piece of that action plan had yet to be realized. So our work led the development and implementation of that piece and we enlisted four other schools to join us. At the same time, we launched a GSA project and brought together students to create teaching aids to help teachers understand the issues currently faced by rural students in relation to gender and sexuality."

Dickie pointed out that there are many examples of finding the opportunity in the challenge. "We have empty classrooms, but we also had a wellness survey that indicated our students needed more things to do, and that very few of them were involved in community activities outside

of the school, and many of them felt stress on a daily basis. So empty classrooms (a challenge) started to get filled with value added opportunities to address those survey results."

Now, Annapolis Valley health has an office in the school, a wellness room was created, and a dedicated space for community artists to work with the kids and others after hours is also included. "When town members came to Julie to discuss a "makery" ... we offered our family studies room," added Dickie. "A makery is a concept whereby community members lead learning opportunities for all ages in all kinds of things—knitting, cooking, sewing, beading, crafting ... generally, making."

Glaser reminded the Education Week award winners being recognized for creating Schools as Communities, what the day was all about. "What is honoured here today is really the power of relationships to not just inspire but to make change happen," she said. "It's about working on projects where there is common interest, as opposed to common boundaries."

Dickie and Glaser demonstrated so clearly how their relationship and partnership opened minds, hearts, and doors.



Students work on the Harley Lawrence Memorial Garden.

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What Happens To My Benefits When I Retire?

It is approaching the time of year when many teachers will begin to consider or may have already decided to retire from the teaching profession at the end of this school year.

The NSTU Group Insurance Trustees want to ensure that you are aware of exactly what occurs at retirement with respect to your NSTU Group Insurance Program coverages.

Listed below is a summary of the coverages that are available to Retired Teachers under the age of 65 and any cost sharing that may be available to you. Also, we have listed a few important items to remember as you consider the coverage you will have at retirement.

PLAN	RETIRING UNDER AGE 65
Total Care Medical	Total Care Medical continues. Premium is paid 100 per cent by the Province of Nova Scotia, APSEA, or Community College for a Single or Family Plan for Retired Teachers in receipt of a N.S. Teacher's Pension cheque or a Public Service Superannuation Pension (PSSP). You must apply for coverage within 60 days of receipt of your first pension cheque. A form is included in the package from the Nova Scotia Pension Services Corporation.
Total Care Dental	Total Care Dental continues if enrolled at the date of your retirement. Premium is paid 100 per cent by you and is deducted monthly from your N.S. Teacher's Pension cheque or your bank account if receiving a PSSP.
Provincial Master Life & Accidental Death & Dismemberment	\$50,000 Life \$50,000 AD&D \$2,000 Critical Illness for member \$3,000 Dependent Life - Spouse \$1,500 Dependent Life - Children \$3,000 Funeral Expense Coverage may be continued. Premium is paid 100 per cent by you and is deducted from your N.S. Teacher's Pension cheque or your bank account if receiving a PSSP.
Optional Life Insurance/ Spousal Life Insurance	\$30,000 to \$300,000 Premium is paid 100 per cent by you and is deducted from your N.S. Teacher's Pension cheque or your bank account if receiving a PSSP. Effective October 1, 2014, you or your eligible spouse can apply for or increase coverage as a retiree up to age 65 by submitting medical evidence of insurability.
Voluntary Accidental Death & Dismemberment	\$5,000 to \$300,000 Premium is paid 100% by you and is deducted from your N.S. Teacher's Pension cheque or your bank account if receiving a PSSP. You can only continue the coverage in effect prior to retirement.
NSTU MEDOC® Group Travel Plan	Available to all Members. Premium is based on age and is deducted from your N.S. Teacher's Pension cheque or your bank account if receiving a PSSP. Pre-existing conditions apply.
NSTU MEDOC® Trip Cancellation / Interruption Plan	Available to all Members. Premium is based on age and is deducted from your N.S. Teacher's Pension cheque or your bank account if receiving a PSSP. Pre-existing conditions apply.
Voluntary Critical Illness	Available to all members under age 75 up to \$300,000 of coverage. Coverage is also available for your spouse and eligible dependent children. Premium is paid 100% by you and is based on age. You may apply at any time. Pre-existing conditions apply.
Resilience® Employee/Family Assistance Program	Available to all active members and is sponsored by the NSTU Group Insurance Trust Fund. This program is not available to retired members.
CAREpath Cancer Assistance Program	Available to all active and retired members and is sponsored by the NSTU Group Insurance Trust Fund. This coverage continues after retirement with no termination age.
MHCSI Supplemental Prescription Drug Benefit	Available to all active and retired members enrolled in the Total Care Medical plan. This program provides a benefit of \$2 per prescription filled at an eligible Lawtons / Sobeys pharmacy. For active members and retirees under age 65, the Total Care Medical \$5.00 co-pay per prescription is reduced to \$3.00 per prescription. This benefit provides a reduction to the prescription drug co-pay. Members also receive a Lawtons Discount Card.
Home/Auto	Coverage continues. Premium is deducted from your N.S. Teacher's Pension cheque or your bank account if receiving a PSSP.
Nova Scotia Teachers Plus Credit Union	The requested amount will be deducted from your N.S. Teacher's Pension cheque or your bank account if receiving a PSSP.

update

IMPORTANT THINGS TO REMEMBER

Provincial Master Life:
Coverage reduces to \$10,000 at age 65, however, you can convert the terminated coverage to an individual policy of insurance.

Optional Life:
Effective October 1, 2014, retirees under the age of 65 and their eligible spouse under 65 may apply for Optional Life / Spousal Life Insurance by submitting medical evidence of insurability. At age 70, the benefit will reduce to a maximum of \$50,000. Anyone who has less than \$50,000 of coverage will continue with the lesser amount. Coverage cancels at the end of the month of your 85th birthday.

Voluntary Accidental Death & Dismemberment:
Members can enroll or increase coverage only while you are actively teaching. Coverage ceases at age 75. If you wish to enroll or increase coverage before retirement, make sure you start process before the end of May, as you must be actively at work on the effective date. Coverage decreases at age 70 to \$100,000 and there is no Permanent Total Disability, Home-Maker Weekly Indemnity or Hospital Indemnity coverage.

Total Care Medical:
Members must remember to enroll within 60 days of the receipt of your first pension cheque if you are currently enrolled. Prescription drug coverage under the Total Care Medical program ceases the end of the month prior to you turning age 65. Coverage under the Nova Scotia Seniors' Pharmacare program commences the first of the month that you become age 65. Therefore, there will be no lapse in prescription drug coverage.

Total Care Dental:
Total Care Dental coverage may be continued into retirement and there is no termination age. Members must be enrolled in the Total Care Dental program prior to retiring.

For members who have deferred their pension and have not continued their Group Insurance coverage, they have 60 days from receipt of their first N.S. Teacher's Pension cheque or Public Service Superannuation Pension cheque to enroll in the Total Care Medical and Dental Plans.

CAREpath – the Cancer Assistance Program:
This program is sponsored by the NSTU Group Insurance Trust Fund for all active and retired members permanently residing in Canada. CAREpath provides assistance and support to active and retired members, spouses, and dependent children who suspect having cancer or have a diagnosis of cancer.

Summary:
There are many issues to consider as you move toward retirement. As well, there are many benefits available to you to continue through retirement to make your life a bit easier.

The Trustees encourage members to ensure that you consider your insurance needs prior to retirement to avoid any surprises after having finished your teaching career.

If you have any questions with respect to your NSTU Group Insurance coverage at retirement, please do not hesitate to contact the Administrator, Johnson Inc. at (902) 453-9543 or 1-800-453-9543 (toll-free).

resources

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Digital
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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 to 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!

Videos to help support Physically Active Lifestyles!!

Videos you can download!

In addition to our lending and duplication collections, the Media Library also has over 10,000 videos that can be download or streamed. To access these videos, please log into the EduPortal and either click on the link for "Online Video Library/Learn360" or use any of the links below to access these videos and many more.

Breakfast: Most Important Meal of the Day

<http://www.learn360.com/ShowVideo.aspx?ID=926241>

Greater physical stamina, better concentration at school or work, a more efficient metabolism—the evidence is overwhelming that a healthy breakfast is the key to a productive day. Yet it's the meal most likely to be skipped by children, teenagers, and adults alike. This video brings home the importance of the day's first meal by exploring the numerous mental and physical benefits of a nutritious breakfast. The kinds of foods that best fuel the body in the morning are also listed. Appropriate for Grades 6-8. (25 min.; 2003).

Eat to Win: Nutrition for Athletes

<http://www.learn360.com/ShowVideo.aspx?ID=516547>

Your body can't help you compete if you don't help your body by eating a balanced diet. Encourage students to understand and make healthy food choices that will enable them to be at their best in sports competitions and in everyday life. Nutrient myths, what to eat and when, and necessary energy sources are all covered in this fast-paced, motivating video. Appropriate for Grades 7-12. (21 min.; 2006).

Empowering Pilates for Teens

<http://www.learn360.com/ShowVideo.aspx?ID=334246>

Easy enough for even the most uncoordinated individual but extremely challenging in its simplicity, this program gives a basic, 40-minute workout designed to improve flexibility while toning and strengthening the major muscles of the body. Appropriate for Grades 7-12. (41 min.; 2009).

Nutrition for Infants and Children

<http://www.learn360.com/ShowVideo.aspx?ID=927609>

This video explains the importance of good nutrition for newborns, infants, and toddlers and examines its beneficial effects on their growth and development. Filled with how-to and when-to advice, the video also discusses the relative merits of breastfeeding and bottle-feeding, potential food allergies, the importance of a balanced diet and physical activity even at a young age, and special dietary preferences like vegetarianism. A good video for Child Studies 9. Appropriate for Grades 9-12. (27 min.; 2006).

Videos to help support Physically Active Lifestyles!!

The following videos are available to purchase in DVD format from the Media Library:

Hip Hop: Dancing in your Chair Health P-12; Physical Education (\$1.62)

Here's exercise that's easy and fun, and no one has to leave their seat to get into it! An exciting, all-original soundtrack, innovative choreography and dynamic dancers deliver a rhythmic workout that energizes and inspires all ages and abilities. Try these one-minute activities to build strength, flexibility and endurance. Appropriate for all ages. (25 min.)

Playground Safety Health P-2; Physical Education (\$1.62)

Children learn that by acting properly on the playground equipment they will have more fun and reduce injuries. Children learn playground rules—using equipment for its designed purpose, taking turns, what to do when approached by strangers, and what to do if someone is injured. (15 min.)

Rainy Day PE Health P-3; Physical Education (\$1.62)

Features aerobics to music staying in personal space with "boogie" warm-ups featuring arm movements (clapping, stretching, circling, patty cake, and swimming), body movements (arms moving with hips, trunk twisting, neck twisting), and leg movements (marching, jumping, slow jogging, double jumps, grapevine step, celebration hand jive dance). Also features rhythm activity using lummi sticks to music. (26 min.)

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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Rainy Day Recess (primary) Health P-3; Physical Education (\$1.62)

Enjoy the perfect indoor recess. This exercise program is designed especially for the recess break. This creative workout is divided into three equal parts—"Alphabet Boogie" warm-up, "Recess Rumble" aerobic workout, and "Follow the Leader" cool down. Features rhythmic activities utilizing all muscle groups. These easy-to-use routines are designed to be performed at students' desks. (11 min.)

Rainy Day Recess (intermediate) Health 3-5; Physical Education (\$1.62)

Maximize classroom space and have fun with this invigorating program. Students will look forward to bad weather once they've experienced the Geography Jam and other new moves. Get heart rates up to refresh students and prepare them for more learning. (12 min.)

Roll Play Health P-3; Physical Education (\$21.06 = 13 dvds)

This 13-DVD series will engage your students in really fun physical education without having to resort to hard to understand, rule laden games. Although Roll Play is intended primarily as a tool for use in Phys. Ed. classes, there is a Language Arts component to it as well which could easily be incorporated into cross curricular activities. --- **NOTE:** Each 16-minute episode bundles 4 x 4 minute segments.



RESOURCE

E-learning resource for working with students with autism spectrum disorder

School staff working with students with autism spectrum disorder have more support with a new regional training course that was launched on April 2, World Autism Awareness Day. The new e-learning resource was launched by the Council of Atlantic Ministers of Education and Training and the Atlantic Province's Special Education Authority's Autism in Education Partnership.

Available in both English and French, the course includes 40 hours of online content that provides consistent training across all four provinces. The course focuses on autism spectrum disorder and its impact on learning, the principles of learning and behaviour, how to support communication and social skills development and more. Educators who will benefit include, learning centre teachers, specialists, speech language pathologists, psychologists and teacher assistants.

This interprovincial initiative is part of the ongoing effort to provide more support to students with autism. For more information visit ednet.ns.ca.

2015 REGIONAL ELECTION INFORMATION FOR LOCALS



All regional elections will be conducted by electronic vote.

Region	Provincial Executive Member	
Annapolis-Hants West-Kings	Thérèse Forsythe	Acclaimed
Cape Breton District	Ron MacIntosh	Elected
Community College	Damian Hall	Acclaimed
Cumberland	Hope Lemoine	Elected
CSANE	Susan Larivière-Jenkins	Acclaimed
Digby/Shelburne/Yarmouth	Lori MacKinnon (two-year term)	Acclaimed
	Colleen Scott (one-year term)	Acclaimed
Halifax City	Keri Butler	Acclaimed
Halifax County	Tim MacLeod	Acclaimed
Northside-Victoria	Darlene Bereta	Elected
Pictou	Nancy Doyle	Acclaimed

Prime Minister's Awards / Prix du Premier ministre
Competition now open! / **Le concours est ouvert!**
 Deadline: April 30, 2015 / Date limite: le 30 avril 2015
May 15 / 15 mai

Nomination deadline extended until May 15, 2015!

Prime Minister's Awards for Teaching Excellence and for Excellence in Early Childhood Education

Do you know an outstanding teacher or early childhood educator?

You now have an additional two weeks to nominate them for Canada's most prestigious teaching award.

Visit www.pma.gc.ca to download your nomination package today!

Awards are worth up to \$5,000! Winners honoured by the Prime Minister.

Please spread the word, and help ensure that more outstanding Canadian educators receive the recognition they deserve!

For more information, please contact the Prime Minister's Awards Office at 613-991-4255 or pma-ppm@ic.gc.ca

Prolongation des mises en candidature jusqu'au 15 mai 2015 !

Prix du Premier ministre pour l'excellence dans l'enseignement et pour l'excellence en éducation de la petite enfance

Connaissez-vous un enseignant ou un éducateur de la petite enfance exceptionnel ?

Vous avez maintenant deux semaines de plus pour présenter leur candidature pour le prix le plus prestigieux de l'enseignement au Canada.

Visitez www.ppm.gc.ca pour télécharger la trousse de mise en candidature dès aujourd'hui ! Des prix pouvant atteindre jusqu'à 5 000 \$ sont décernés !

Le Premier ministre rendra hommage aux lauréats.

N'hésitez pas à passer le mot afin que des éducateurs canadiens exceptionnels puissent être reconnus à leur juste valeur !

Pour obtenir plus d'information, veuillez communiquer avec le bureau des Prix du Premier ministre en composant le 613-991-4255 ou par courriel à l'adresse pma-ppm@ic.gc.ca.

classifieds

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

Non-members pay \$6.00 for the first 15 words and 25¢ per additional word.

To book, call Sonia Matheson at 1-800-565-6788 or email theteacher@nstu.ca

IS RIVER CRUISING ON YOUR "BUCKET LIST"?

We at AlmonTravel (www.almontravel.ca) can advise based on personal experience with the following: European River cruise (Main, Rhine and Danube), Portugal (Douro), Southern France (Rhone and Saone), Egypt (Nile), China (Yangtze) and American Queen Sternwheeler (Mississippi). Contact Danny (danny@almontravel.ca) or 902-431-4932 or 855-902-4937. For best options, book a year in advance.

DESTINATION WEDDINGS - Is a Destination Wedding and exotic honeymoon with family and friends something someone close to you has dreamed about? Savings can be as much as 70% less than an at-home wedding. AlmonTravel (www.almontravel.ca) has experience working with 115 couples from across Canada. Contact Danny at danny@almontravel.ca or 902-431-4932 or 855-902-4937.

SEASIDE COTTAGE FOR RENT ON THE BEACH - Two-bedroom, all-furnished, BBQ and Kayak (double). In Caissie Cape on the Northumberland Strait. Near convenience store and 25-minutes from Moncton. \$750 week. mariebelliveau@gmail.com 902-221-7017.

FOR RENT - Florida Condominium for rent Fall 2015 in Estero (near Naples) - Owned by Halifax couple. Beautiful community includes pools, golf, tennis, nearby beaches and shopping. Tropical climate. Enjoy great Florida weather at reduced rates during this quieter season. Email pmccallum@hfx.eastlink.ca for details.

FOR SALE - Lovely two-bedroom cottage on beautiful Lake Torment, East Dalhousie, NS. One hour 20 minutes from Halifax, 40 minutes from Bridgewater. One bath, five appliances, year round, 175 ft waterfront. Fully, tastefully furnished, laminate, ceramic tile throughout, full walkout basement. Email: jta71588@gmail.com. Pics available. \$214,000.

SECLUDED BEACHFRONT HOME IN PEI - A quality winterized home with two beds and baths, a painter's studio, a writer's den with an open concept finished with knotty pine floors and ceiling. The property is on a secluded point of land at the end of John Alex Lane, Point Prim. The property is sheltered within a mature stand of trees.

Go to www.creativedigitalrealms.com for videos and picture gallery. Email edd@eddtwohig.ca or phone at 902-691-2866.

DARTMOUTH SHORT-TERM RENTAL - Furnished two-bedroom, two-bathroom home on quite cul de sac in Brightwood area. Available mid-June until end of October. Utilities included in rent. For further details email hollyj12@gmail.com

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

SEEKING JOB SHARE PARTNER - Qualified resource teacher looking to job share 20% within the HRSB for 2015-16 school year. Presently job sharing. wartsila55@yahoo.ca

JOB SHARE - Elementary French job share partner wanted. Seeking a qualified teacher with elementary French methods for a 40-50% job share in elementary Core French for the 2015-2016 school year in the Halifax/Dartmouth area. Please email sunflowers2020@hotmail.com

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

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

TEACHER EXCHANGE - I am looking for a Secondary Teacher in the Chignecto-Central Regional School Board to do a teacher exchange with a Secondary Teacher from the Halifax Regional School Board for the 2015-2016 school year. If you are interested, or know someone who is looking for this exchange, please contact me at gsinclair@hrsb.ca

The Teacher deadline for June's issue is May 29.

Contact Sonia at theteacher@nstu.ca

NEW DEALS & DISCOUNTS

FOR NSTU/RTO MEMBERS ONLY!



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