

Teachers find difficulty meeting needs of all students in classrooms: national survey

Results of the largest online survey of teachers ever conducted by the Canadian Teachers' Federation (CTF) reveal that more than nine out of ten teachers cited class composition as a source of work-related stress. More than 8,000 teachers participated in the CTF voluntary survey, which set out to inquire about their work-life balance as well as potential sources of stress, both inside and outside the classroom.

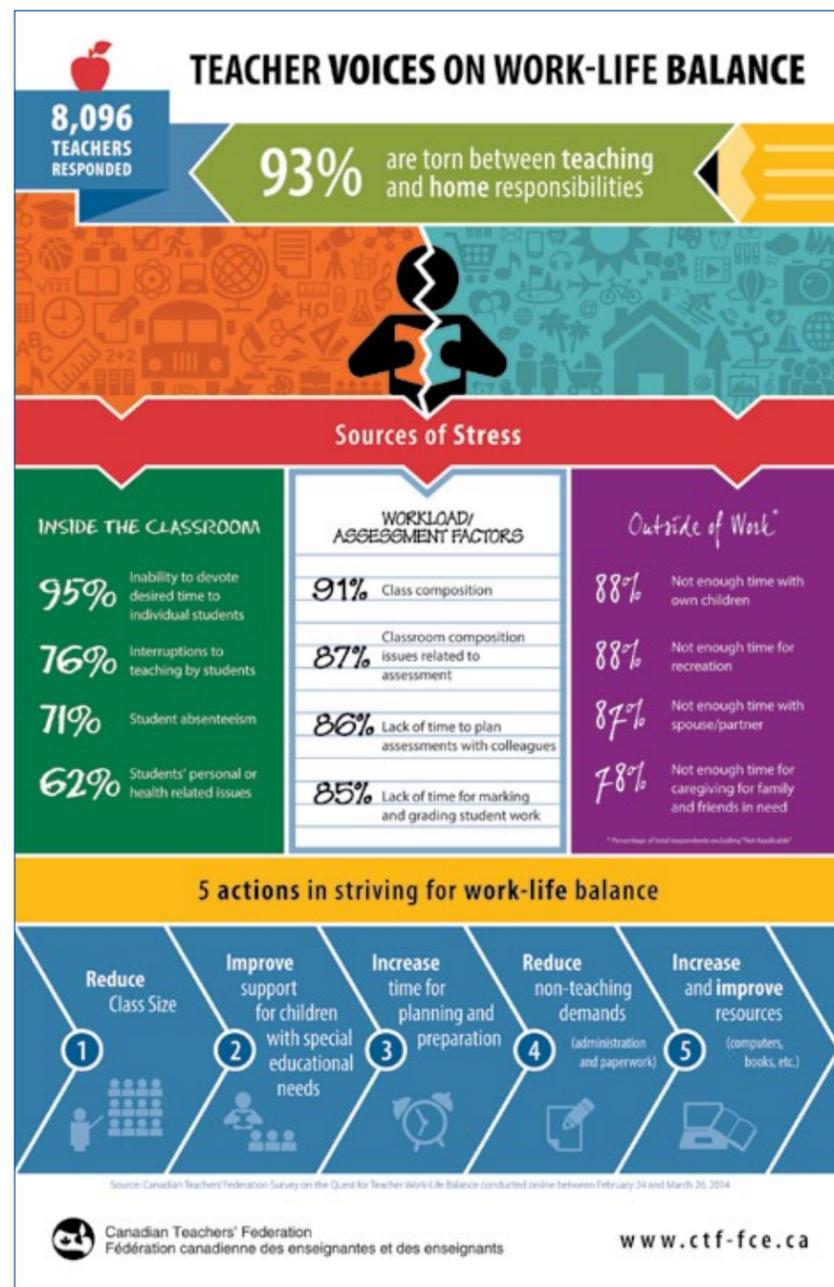
"In general, teachers feel they do not have adequate supports and services to address the broad range of special needs in their classrooms," says CTF president Dianne Woloschuk. The CTF findings come after the release of the People for Education report stating that student-teacher ratios in special education are on the rise while schools have unequal access to supports.

Inside the classroom, 95 per cent of teacher respondents experienced stress because it is harder to find time to meet the individual educational needs of students. Lack of time to plan assessments with colleagues was reported as a stressor by 86 per cent of teachers surveyed, while 85 per cent indicated marking and grading as a source of stress. Other stressors include increased administrative-related work and outdated technology.

"Ninety-three per cent of teachers who responded said they felt torn between their teaching and home responsibilities," says CTF president Dianne Woloschuk. "This does not come as a surprise in light of several teacher organizations workload studies conducted since 2000 showing the average teacher works approximately 53 hours per week."



Results from the CTF Survey on the Quest for Teacher Work-Life Balance were announced during this school year's final meeting of the Council of Atlantic Provinces Teacher Organizations (CAPTO) in Summerside, PEI, on May 5. **From left to right:** Newfoundland and Labrador Teachers' Association president Jim Dinn; president of L'Association des enseignantes et des enseignants francophones du Nouveau-Brunswick Phillippe Cyr, NSTU president Shelley Morse; CTF president Dianne Woloschuk; New Brunswick Teachers' Association president Peter Fullerton; and PEI Teachers' Federation president Gilles Arseneault. **Missing:** Nunavut Teachers' Association president Terry Young.



"Of those teachers who are also parents, 90 per cent of women and 81 per cent of men reported they did not have enough time to spend with their own children. As professionals, teachers' continued commitment to their students' success is coming at the expense of their personal lives," she adds.

Eighty-five per cent of Nova Scotia teachers who responded to the survey believe stress related to work-life imbalance had increased over the last five years. For Nova Scotia teachers, the factor that is causing the most stress under the workload category is class composition, with 76 per cent of teachers saying that this is significantly contributing to stress they are experiencing. The inability to devote as much time as teachers would like to each student is another factor causing significant stress at 72 per cent.

"The results of this survey are not surprising," says NSTU president Shelley Morse. "These factors require resolutions by the Department of Education and Early Childhood Development. We know that inclusion has been under-resourced since it was implemented and our members have been telling us for years that class composition issues are causing a lot of challenges, and that they don't have enough time to spend one on one with students."

Woloschuk says the CTF agrees with the concerns expressed by survey respondents who have identified five major areas for recommended change among 14 examined areas in the survey. These include reducing class sizes, improving support for students with special educational needs, increasing time for planning and preparation, reducing non-teaching demands such as administration and paperwork, and increasing and improving classroom resources such as books and computers. Such changes would help to improve teachers' conditions of professional practice which are closely tied to students' learning environments.

"Like other Canadians, teachers are aware of the importance of balancing their professional practice with their personal lives. However, the factors that affect teachers' working conditions have a very direct effect on our students' learning conditions," concludes Woloschuk.

The Survey on the Quest for Teacher Work-Life Balance was conducted online by the CTF and provincial/territorial teacher organizations across Canada between February 24 and March 26, 2014. Some 8,096 Canadian teachers responded.

people

NSTU members find value in Huntley Internship

April 3 and 4 saw six more NSTU members join the ranks of the John Huntley Memorial Internship program. The internship enables members to learn about NSTU programs and services by providing a two-day job shadowing opportunity at NSTU's Central Office in Halifax. Connecting with NSTU staff in administration, professional development, public relations and communications, member services, counselling services and the Early Intervention Program, John Huntley interns get to experience various NSTU employee roles, and the programs and services staff provides for NSTU members.

Intern Paula Baker had a positive experience during the two-day program. "It's difficult to adequately express my sincere gratitude for all the efforts you took to make our visit so memorable," she writes. "The two days gave us a chance to learn so much about the Union's programs and its people. I feel I have a much greater understanding of the NSTU—thanks for the John Huntley program. You made us feel valued and part of the team."



Above are the John Huntley interns shown with executive staff officer, outreach programs and equity services, Gérard Cormier, who is responsible for facilitating the John Huntley Memorial Internship Program. **Seated (l-r):** Liam Timmons (Cumberland Local), English and social studies teacher at Pugwash Regional High; provincial executive member for Halifax City Keri Butler, who is a chemistry teacher at J.L. Isley High school; Paula Baker (Lunenburg County Local), the principal at Aspotogan Consolidated Elementary in Hubbards; Holly MacDonald (Cumberland), an English literacy support learning centre teacher at Cumberland North Academy; and Sherrie Graham (APSEA Local), a BVI teacher for students who are blind or visually impaired in the Tri-County Regional School Board. **Standing:** Duncan Cameron (Halifax County), a social studies and healthy living teacher at Astral Drive Junior High; Gérard Cormier; and Kathy Fougère (Colchester East-Hants Local), principal at Bible Hill Central Elementary School.

NSTU and Strait Regional School Board sign regional agreement/Local agreement with the Nova Scotia Teachers Union (NSTU)

More than 525 members, teachers working for the Strait Regional School Board (SRSB) have a new regional agreement. SRSB officials and NSTU president Shelley Morse officially signed the contract during a ceremony held at the Board's Port Hasting's office on April 23. The contract contains articles not covered under the Teachers' Provincial Agreement such as working conditions, teacher assignments, teacher transfers as well as bereavement and leave benefits. It expires on July 31, 2017.

"We are fortunate to have a dedicated staff. This contract is evidence of the commitment of both the School Board and NSTU to work in a collaborative and professional manner to find solutions that are fair to all concerned," said superintendent of schools Ford Rice.

"The Strait Regional School Board has enjoyed an excellent working relationship with the Union," said Chair Mary Jess MacDonald. The Board would like to thank both bargaining teams for their leadership and commitment during the negotiations.

NSTU president, Shelley Morse echoed the comments of both Rice and MacDonald. "The Board and the Union have a strong professional working relationship which we all will work to continue," said Morse.

NSTU members ratified the contract in an online vote on April 15 after the negotiating team reached a tentative agreement after three negotiating sessions. Seventy per cent of NSTU members working for the SRSB voted 96 per cent in favour of the new contract.



Seated: (l-r) SRSB superintendent Ford Rice; SRSB Chair Mary Jess MacDonald; NSTU president Shelley Morse; and Strait RRC chair Bill Murphy. **Standing:** Director of Human Resources Sherman England; SRSB member, Antigonish Brian Murray; Inverness Local president Angela Deagle; Guysborough County Local president Eddy Avery; Richmond Local president Phil Sampson; Antigonish Local president Neil MacIsaac; Coordinator of Human Resources and Planning Sharon MacCuspik, and NSTU member services staff officer Allan MacLean.

Resolutions Committee

NSTU's Resolutions Committee held its last meeting before Annual Council on Friday, May 2. This committee of NSTU's Annual Council, whose members are elected during Annual Council, exclusive of the chair of the committee, administers the resolutions process for Council, which includes managing the policy review.



Seated: Myla Borden (Pictou); committee Chair, Keri Butler (Halifax City, executive liaison); and Shelley Luddington (Halifax County). **Standing:** NSTU staff liaison Debbie McIsaac; Turk MacDonald (Halifax County); and Dean Marchand (Antigonish).



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Education Week 2014 focuses on active citizenship

Teachers, students and education partners from across the province gathered on April 22, at Rocky Lake Junior High in Bedford to kick off Education Week.

The week, which ran from April 20 to 26, has been celebrated since 1935 honouring the commitment from teachers and partners to students.

Brigadier-General The Hon. Lt.-Gov. J.J. Grant, CCM, ONS, CD (Ret'd) and Education and Early Childhood Development Minister Karen Casey

presented the annual Education Week Awards to 23 teachers and four education partners.

(continued on page 5)



First row: Crystal Snyder, New Germany Elementary (Lunenburg County); Sue Stevenson, Parrsboro Regional Elementary and Parrsboro Regional High (Cumberland); Melinda Daye, NSSBA partner award; Carol McGillivray, Halifax Central Junior High (Halifax City); Minister of Education and Early Childhood Development Karen Casey; His Honour J.J. Grant Lieutenant Governor of Nova Scotia; Katherine Blois, Rawdon District Elementary, (Colchester-East Hants); and Weldon Boudreau, École Beaubassin and Mouna Westergard, École secondaire de Par-en-Bas (CSANE). **Second Row:** Christian Demers, École acadienne de Pomquet, (CSANE); Melanie Miller, West Hants Middle School (Hants West); Suzanne Greenlaw, Middleton Regional High (Annapolis); Dawn Chapman, Thorburn Consolidated School (Pictou); Jennie O'Brien, Digby Regional High (Digby); Eddie Avery, Chedabucto Education Centre/Guysborough Academy (Guysborough County); Amanda Brewer, Maple Grove Education Centre (Yarmouth); and Andrea Mood-Nickerson, Forest Ridge Academy (Shelburne County). **Third Row:** Rob Allen, Strait Area Education-Recreation Centre (Inverness); David Smith, NSFHSA partner award; Janice Hanna, Riverview High (Cape Breton District); Ambrose White, ANSEA partner award; NSTU president Shelley Morse; Cathy Reimer, Port Williams Elementary (Kings); Theresa Thompson, Dr. John Hugh Gillis Regional High (Antigonish); Debbie MacDonald, Prince Andrew High (Dartmouth); and Alex Bruce, EECD partner award. **Missing:** Theresa Halliday, St. Joseph Elementary School; Melanie Kennedy, Auburn Drive High School (Halifax County); Donna Machin, Richmond Education Centre/Academy (Richmond); and Julie Ramey, North Queens Community School (Queens).

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from the nstu president

Shelley Morse



Working conditions significantly affect teacher work-life balance

Ask any teacher to describe their working conditions, class composition, and demands on their time in relation to the education profession and you will get similar answers—overload, overwhelming, stressful, and unreasonable. Such adjectives define an unjust work-life balance.

Teachers are living a profession because that is what it has become—a life, not a career. The balance is gone. We are in a profession where we are physically surrounded by people and yet constantly talk of the isolation. Teachers are treated like machines—the workload and expectations of employers do not come close to being rational. There is no consideration of the human who is the educator. Mind, body, and spirit—that is what teachers are; human, which is what makes us great educators. Over the years teachers have been forced to value quantity over quality, and the quality of education is the concern. What teachers can offer the student in front of them as an individual learner is the concern.

How many studies do we need to tell us that education is one of the most influential factors in societal growth and change? How many studies do we have to read about educators being one of the most influential people in students' lives? We know it is not the curriculum taught that influenced the student. It is everything else brought to the classroom day after day. It is the human behind the profession. It is that quality we all see fading to the background while workload and employer demands are at the forefront.

Research indicates teachers work more hours per week than most Canadians as noted in the Alberta Teachers' Association study from February 2013. The study's author, Linda Duxbury, was surprised by some of the results, especially "how much time teachers spend doing things outside school hours—about 14 hours a week or approximately two days per week outside the more than 41 hours they spend at school."

A 2010 Prince Edward Island Teachers' Federation study found, "there was a significant decrease in the number of hours teachers spend instructing during the day, and yet an increase in the time preparing for this instruction. The time spent doing administrative tasks increased, as well as the number of hours spent on modifying the curriculum. There were decreases in time spent

on lunch, time spent mentoring other teachers, and extra time working with students."

The introduction of PowerSchool, Gradebook and TIENET in Nova Scotia has added considerable demands to teachers' time, such that teachers are forfeiting their personal lives to complete administrative tasks and collect data with no consideration for the hours worked outside of the regular school day. The collection of data also leads us to many other questions regarding the influx of edubusiness in public schools—Where is this data housed? Who has control of it? Who is analyzing it for business purposes? and Who owns the information we are collecting on students? How are mega corporations influencing our programs? Are we allowing corporations to cash in on our students? What price are we paying in terms of our teachers' health?

On May 5 the Canadian Teachers' Federation (CTF) released the results of its Survey on the Quest for Teacher Work-Life Balance. The national study produced alarming trends, but not surprising results. Teachers are torn between their teaching and responsibilities at home. There is insufficient time available to spend with their own children, for recreational pursuits, for time with their spouse/partner, or for caregiving.

Dealing with class composition issues was seen as the most significant stressor, followed by assessment practices, lack of planning time, and lack of time for marking and grading student work. Eight in ten teachers found that too much administrative paperwork was a contributing factor in the stress they were experiencing in their lives. Other factors included insufficient human and material resources, continuous change in curriculum direction and an overemphasis on standardized tests.

For teachers to find a sensible work-life balance, changes must include a reduction in class size at all levels; increased time for planning and preparation; improved support for children with special needs; a reduction in non-teaching demands; and an increase and improvement to resources. This concept is not new to those on the frontlines of education. We need to lobby governments across Canada for a resolution and have leaders commit to appropriate funding levels to support instruction and the inclusion model, sooner rather than later.

Les conditions de travail ont une influence considérable sur l'équilibre travail-vie privée des enseignants

Demandez à n'importe quel enseignant de décrire ses conditions de travail, la composition de ses classes, et le temps qui est exigé de lui en liaison avec sa profession d'éducateur et vous obtiendrez des réponses similaires – surmenage, sentiment d'accablement, stress et exigences insensées. Ces descriptions indiquent un mauvais équilibre travail-vie privée.

Les enseignants vivent leur profession parce que c'est ce qu'elle est devenue – une vie, et non plus une carrière. L'équilibre a disparu. Nous sommes dans une profession où nous sommes physiquement entourés de gens et pourtant nous parlons constamment de l'isolement. Les enseignants sont traités comme des machines – la charge de travail et les attentes des employeurs sont loin d'être raisonnables. On ne tient aucun compte de l'être humain qu'est l'éducateur. Un esprit, un corps et une âme – c'est cela un enseignant; un être humain, et c'est ce qui fait de nous de grands éducateurs. Au cours des années, les enseignants ont été contraints de privilégier la quantité aux dépens de la qualité et nous nous inquiétons à propos de la qualité de l'éducation. Nous nous inquiétons au sujet de ce que les enseignants peuvent offrir à l'élève qui est devant eux en tant qu'apprenant individuel.

De combien d'études avons-nous besoin pour nous dire que l'éducation est l'un des facteurs qui influent le plus sur la croissance et l'évolution de la société? Combien d'études devons-nous lire pour savoir que les éducateurs sont parmi les personnes qui ont le plus d'influence sur la vie des élèves? Nous savons que ce n'est pas le programme d'études enseigné qui influence réellement l'élève. C'est tout ce qui est offert en salle de classe jour après jour. C'est l'être humain derrière la profession. C'est cette qualité que nous voyons tous disparaître à l'arrière-plan alors que la charge de travail et les exigences de l'employeur sont au premier plan.

La recherche indique que les enseignants travaillent plus d'heures par semaine que la plupart des Canadiens comme signalé dans l'étude de l'Alberta Teachers' Association de février 2013. Linda Duxbury, auteure de l'étude, a été surprise par certains résultats, en particulier « le temps passé par les enseignants à travailler en dehors des heures scolaires – environ 14 heures par semaine, c'est-à-dire approximativement deux jours par semaine en plus des plus de 41 heures qu'ils passent à l'école ».

Une étude de la Prince Edward Island Teachers' Federation menée en 2010 a révélé ceci : « Il y a une diminution significative du nombre d'heures que les enseignants consacrent à l'instruction durant la journée et pourtant, il y a une augmentation du temps passé à préparer l'instruction. Le temps consacré aux tâches administratives a augmenté, ainsi que le nombre d'heures passées à modifier le programme d'études. Il y a une diminution du temps consacré au déjeuner, du temps consacré au mentorat d'autres enseignants et du temps supplémentaire consacré au travail avec les élèves. »

L'introduction de PowerSchool, Gradebook et TIENET en Nouvelle-Écosse a augmenté considérablement le temps exigé des enseignants, à tel point que les enseignants négligent leur vie personnelle pour accomplir des tâches administratives et collecter des données, sans qu'il soit tenu compte des heures travaillées en dehors de la journée scolaire ordinaire. La collecte des données nous amène aussi à nous poser beaucoup d'autres questions au sujet de l'incursion du commerce de l'éducation dans les écoles publiques – où ces données sont-elles stockées? qui en a le contrôle? qui les analyse à des fins commerciales? et qui a la propriété des données que nous recueillons sur nos élèves? Comment les grandes sociétés influencent-elles nos programmes? Permettons-nous aux grandes sociétés de tirer profit de nos élèves? Quel prix payons-nous du point de vue de la santé de nos enseignants?

Le 5 mai, la Fédération canadienne des enseignantes et des enseignants (FCE) a publié les résultats de son sondage sur la recherche de l'équilibre travail-vie privée pour les enseignants. Cette étude nationale a révélé des tendances alarmantes, mais des résultats peu surprenants. Les enseignants sont déchirés entre leur enseignement et leurs responsabilités personnelles. Ils n'ont pas suffisamment de temps disponible à consacrer à leurs propres enfants, à leurs activités de loisirs, à leur conjoint ou pour s'occuper d'autres membres de la famille.

Les problèmes de composition des classes sont considérés comme le plus important facteur de stress, suivis par les pratiques d'évaluation, le manque de temps de planification et le manque de temps pour corriger et noter les travaux des élèves. Huit enseignants sur dix ont indiqué que l'excès de paperasse administrative était un facteur contributif au stress qu'ils éprouvaient dans leur vie. Les autres facteurs étaient l'insuffisance des ressources humaines et matérielles, les changements constants d'orientation du programme d'études et l'importance excessive accordée aux tests standardisés.

Pour que les enseignants puissent trouver un juste équilibre travail-vie privée, il faudrait apporter les changements suivants : une réduction de la taille des classes à tous les niveaux; une augmentation du temps de planification et de préparation; une meilleure prise en charge des enfants présentant des besoins spéciaux; une réduction des exigences non liés à l'enseignement ainsi qu'une augmentation et une amélioration des ressources. Ces concepts ne sont pas nouveaux pour ceux qui travaillent en première ligne dans l'enseignement. Nous devons faire pression sur les gouvernements partout au Canada pour trouver une solution et exiger des dirigeants qu'ils engagent des fonds adéquats à l'appui de l'instruction et du modèle d'inclusion, et cela le plus tôt possible.



NSTU president Shelley Morse and executive director Joan Ling attended Education International's Second World Women's Conference in Dublin, Ireland, from April 7 to 9. The conference theme was *Women in Trade Unions and in Education: from Words to Action*, and it provided the opportunity for EI's affiliate representatives to share, analyze, and provide feedback on good union practices that have concretely improved equality for women and men in unions and in education. Shown are (l-r): Françoise Ruban (Alberta Teachers' Association); Morse; Susan Hopgood (EI president); Susan Swackhammer (Elementary Teachers' Federation of Ontario); Dianne Woloschuk (CTF president); Maureen Weinbeger (Elementary Teachers' Federation of Ontario); Joan Ling; and Haldis Holst (EI Deputy General Secretary).

executive highlights

APRIL 24, 2014

- Filed Table Officers Report;
- Selected six candidates to the John Huntley Memorial Internship Program, along with two alternates; Lillian Lake, Community College; Katrina Slaney, Shelburne; Melissa Gould, Cumberland; Megan Phelan, Cumberland; Stacy Samson, CSANE; Ann Marie LeLievre, Inverness.
- **Alternates:** Heather Kearney, Cape Breton District and Lori MacKinnon, Yarmouth.
- Approved nomination of NSTU president Shelley Morse as a candidate for the office of Vice-

President of the Canadian Teachers' Federation;

- Approved the granting of seventeen (17) Local Service Awards to be awarded at Annual Council 2014;
- Approved a recommendation that Operational Procedures be amended by adding a new article regarding member engagement;
- Approved Out-of-Province Grants in the amount of \$375.00 each; Paul Boudreau, Halifax County; Carol Clayton, Halifax County; Andrew McCarra, APSEA; Tanya Joyce, Halifax County; Betsy Jardine, Inverness; Lise d'Entremont, Halifax City; Belinda Josephson,

Lunenburg County; Phil Goora, Halifax County.

Alternates: John McInnis, Inverness and Heather Kearney, Cape Breton District.

- Approved Full Time Study Grants in the amount of \$2,000.00 each; Serena Matheson, Cape Breton District; Michelle McCarron, Pictou; Elizabeth Broadbent, Queens; Michelle Taylor, APSEA; Kelly Shaw, Community College.

Alternate: Katharine Martin, Colchester-East Hants.

- Approved Travel Fellowships in the amount of \$375.00 each; Sherry Cheek, Pictou; Shannon

Hartlen, Queens; Meg Ferguson, Halifax County; Shannon Green, Colchester-East Hants; Daniel Blinn, Dartmouth; Arno Raymakers, Northside-Victoria; Kelly Humphries, Lunenburg County; Eva Farmakoulas, Halifax County.

Alternates: Kelly Shaw, Community College and Amber Cowan, Halifax City.

- Approved amendments to Operational Procedures 9(b)(i)(a)(v) Conference Guidelines;

- Approved a recommendation that the NSTU withdraw resolutions 2014-13, 2014-63 and 2014-64.

(continued from page 3)

This year's theme was *Active Citizenship: Get Involved, Take Action, Be the Difference.*

"We recognize the exemplary efforts of Nova Scotia's educators, and all those who work in partnership to ensure a prosperous future for the next generation of Nova Scotians," said Lt.-Gov. Grant.

Recipients were recognized for encouraging students to be active in their communities and recognize the influential role they can have.

"Whether it's engaging students first hand in democracy in action through the Student Vote program, preparing students to be contributing citizens through curricular and extra-curricular activities such as *We Day*, or instilling leadership through sport, the educators and partners being recognized today have developed critical thinking, problem solving, and collaboration with and among students," said NSTU president Shelley Morse.

Recipients promote key aspects of active citizenship such as critical thinking, problem solving, collaboration, participation, and using the Internet and social media responsibly.

"These educators are empowering students, giving them the tools to be leaders in their communities," said Casey. "Thank you for fostering active citizens in Nova Scotia."

Teachers *Plus* Credit Union (TPCU) has been a long-time sponsor of the event. "We consider this to be an excellent opportunity for us to recognize the hard work and dedication of the Teachers of Nova Scotia," said Angela Boone, VP Financial Services, TPCU. "These teachers provide the tools, inspiration and positive environments that encourage our youth to excel in learning."

Boone also pointed out that TPCU has centered its community support on another program, Dr. Stan Kutcher's Go-To Educator Training: The Identification of Mental Disorders in the Secondary School Setting, and has done some work with high school students on financial literacy.

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.

THE PROVINCIAL EDUCATION WEEK COMMITTEE CONGRATULATES ALL RECIPIENTS OF THIS YEAR'S

EDUCATION WEEK APRIL 20 TO 26 2014 AWARDS



Annapolis Valley Regional School Board

- Suzanne Greenlaw, Middleton Regional High School
- Melanie Miller, West Hants Middle School
- Cathy Reimer, Port Williams Elementary School

Cape Breton-Victoria Regional School Board

- Theresa Halliday, St. Joseph Elementary School
- Janice Hanna, Riverview High School

Chignecto-Central Regional School Board

- Katherine Blois, Rawdon District Elementary School
- Dawn Chapman, Thorburn Consolidated School
- Sue Stevenson, Parrsboro Regional Elementary & Parrsboro Regional High School

Conseil scolaire acadien provincial

- Weldon Boudreau, École Beaubassin
- Christian Demers, École acadienne de Pomquet
- Mouna Westergard, École secondaire de Par-en-Bas

Halifax Regional School Board

- Melanie Kennedy, Auburn Drive High School
- Debbie MacDonald, Prince Andrew High School
- Carol McGillivray, Halifax Central Junior High

South Shore Regional School Board

- Julie Ramey, North Queens Community School
- Krystal Snyder, New Germany Elementary School

Strait Regional School Board

- Rob Allen, Strait Area Education Recreation Centre (SAERC)
- Edward (Eddie) Avery, Chedabucto Education Centre/ Guysborough Academy
- Donna Machin, Richmond Education Centre/Academy
- Theresa Thompson, Dr. John Hugh Gillis Regional High School

Tri-County Regional School Board

- Amanda Brewer, Maple Grove Education Centre
- Andrea Mood-Nickerson, Forest Ridge Academy
- Jennie O'Brien, Digby Regional High School

Partner Awards

- Alex Bruce, Department of Education and Early Childhood Development
- Melinda Daye, Nova Scotia School Boards Association
- David Smith, Nova Scotia Federation of Home and School Associations
- Ambrose White, Association of Nova Scotia Educational Administrators

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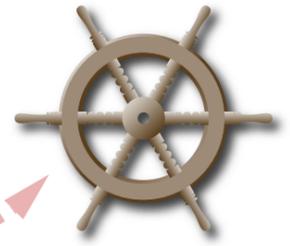


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Effects of Poverty in Our Schools

by Debbie McIsaac, Executive Staff Officer, Professional Initiatives

At the recent American Educational Research Association (AERA) annual meeting the focus was on the link between what is happening in educational research and the possibilities for tackling persisting issues in education and their innovative resolution to assist in improving learning and well-being of our students. One of the areas of research presented, which is always in the forefront of discussion among educators in our province, was the issue of poverty and its impact on learning.

New technologies can provide more choice and opportunities for customized learning, provide what is often seen as efficient ways of obtaining data to assess academic progress, and remediate problems that predict the needs of future learning, however; accountability for what is happening outside of school is often not considered. Researchers struggle with the concept of using such technologies to aid in closing the achievement gap between students on either end of the socio-economic continuum.

Teachers see first-hand the effects of poverty on students every day in their classrooms and schools. This can range from being too hungry or too tired to be actively engaged, feeling excluded because they do not have financial supports to participate in programs or activities to having little or no home support because parents or guardians are forced to work out of province or keep two jobs just to pay the bills.

The negative impact poverty has on student learning and development is well documented. Research conducted by the Canadian Teachers' Federation has shown that: *many low-income children experience reduced motivation to learn, delayed cognitive development, lower achievement, less participation on extra-curricular activities, lower career aspirations, interrupted school attendance, lower university attendance, an increased risk of lower literacy rates, and higher drop-out rates.* The most recent statistics on

Canadian child poverty shows Nova Scotia has the fifth highest provincial rate of child poverty (17.3 per cent) in the country. The presence of child poverty and the effect it has on shaping the learning experience and opportunities for our students, is played out daily in our classrooms.

Given that educators, in their day-to-day contact with students, experience the impact poverty has on student learning they recognize can play a major role in improving the learning and academic performance of children. Strategies to support these disadvantaged students should include providing teachers, administrators and other staff with on-going professional development and resources necessary to support the development of effective teachers and teaching to meet the ever-increasing needs of these students. CTF contends that to address poverty-related student needs, we must look at factors such as: *class size and composition; school resource personnel; and school budgets.*

The unfortunate reality we often see ourselves in, as educators, is being caught up in the misconception that teacher and teaching quality is the lone assailant on student performance. The media attention given to measures of student success such as standardized or large scale test scores does little to address the complex issues impacting the learning process and the fact that poverty has long been an indicator of how well a child will do in school. To use the results of these test scores to evaluate a teacher's or school's performance is not only a misguided approach to evaluation, but negates the importance of recognizing the effect of poverty on public education.

While we know the learning process is heavily impacted by influences outside of schools, teachers continue to be held increasingly more accountable for student performance. Although statistical models of testing may attempt to control for things such as student characteristics, it

is impossible to account for differences in classroom composition and the many home and school influences that reach far beyond the individual classroom teacher or collective school efforts. The assumption that these test scores measure the full range of achievement and students are randomly assigned to a teacher does not fit into the reality of the teaching environment. To assume that teachers teach similar students under similar conditions from school to school and student performance is not affected by learning conditions or socio-economic conditions is ignoring the fact that any measure which is influenced by factors outside of the teacher or school control is not a valid measure. The use of measures such as test scores to evaluate teachers and schools, labelling them as good teachers or poor teachers, high performing schools or

under-performing schools runs the risk of missing the big picture and what are the true factors influencing the ability of a child to succeed in school.

Poverty is an issue that more and more of our province's children are facing. As increasing numbers of children are entering schools with needs that schools are not prepared to meet, our classrooms are becoming more diverse than ever before making teaching and learning more challenging. If the focus was on student learning and the factors that impact the success of this learning rather than on the labelling of teachers and schools as poor or under-performing, and strategies and policies were put in place to support teachers and schools, a high standard of education and an equitable chance to succeed would be the possibility for all our students.



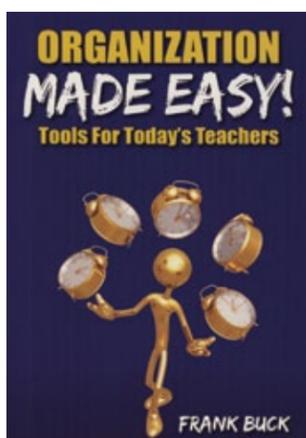
Charting Your Course FOR PROFESSIONAL DEVELOPMENT



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

Organization Made Easy! Tools for Today's Teachers
by Frank Buck

With a constant barrage of technology and information being thrown at teachers and administrators, *Organization Made Easy! Tools for Today's Teachers* by Frank Buck and published by Eye on Education, is a great resource to get them on track. Buck covers topics such as digital organization, how to declutter the classroom and ways to handle multiple projects, to help teachers manage their time, resources and reduce stress.



Shelburne County's Education Week celebration

The Shelburne County Local of the NSTU held its annual Education Week event on April 23 with a BBQ at Sandy Point Community Hall. This year's celebration featured musical entertainment by Shelburne County Local member Roddy Mossman. Mossman is a music specialist at Cape Sable Island/Clark's Harbour Elementary Schools and Forest Ridge Academy. Sixty active and retired teachers participated in the event, which included the presentation of 25-year pins, and a recognition of this year's Education Week nominees from the Local. The Shelburne County Local's provincial Education Week award recipient, Andrea Mood-Nickerson was also recognized. Honoured for her contribution to active citizenship, Nickerson told the crowd that she liked to be active behind the scenes, and would not have been recognized if it weren't for the contribution of the teachers and other staff she works with.



From left to right (front): Shelburne-Queens provincial executive representative Stacy Thorburn; provincial Education Week award recipient Andrea Mood-Nickerson, who teaches at Forest Ridge Academy; 25-year teacher recipients John Roscoe, who teaches at Hillcrest Academy; and Lana Finlayson, who teaches at Cape Sable Island/Clark's Harbour Elementary Schools; Education Week nominee Jody Harris, who is a teacher at Hillcrest Academy; and 25-year teacher recipient Lee Goreham-Smith, a teacher at Evelyn Richardson Memorial School. **Back row:** Colleen Scott, first vice-president; Gina Mundell; co-VP of professional development Wanda Nickerson; Shelburne County Local president Dawn Smith and co-VP of professional development and former provincial executive member John MacKay. **Missing:** Education Week nominees Sharman Banks (Cape Sable Island/Clark's Harbour Elementary Schools); and Francine Hopkins (Barrington Municipal High School).

The Teacher has one issue remaining.
The deadline is **May 23** (June issue).

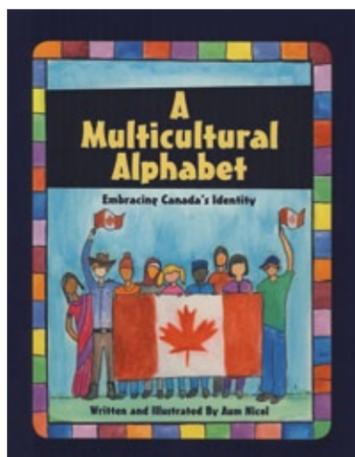
Contact: Sonia Matheson
at **1-800-565-6788 / 477-5621**
or **theteacher@nstu.ca**
smatheson@staff.nstu.ca

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 6 to be eligible for the draw.

A Multicultural Alphabet: Embracing Canada's Identity
by Aum Nicol

A Multicultural Alphabet by Aum Nicol and published by Friesen Press, is a fun and colorful look at why Canada is a wonderful country. Nicol uses the alphabet as a way to introduce her readers to some of our more unique qualities, our multicultural society and fun wordplay. This book is a creative and easy read to bring out the patriotic side in anyone.



fresh

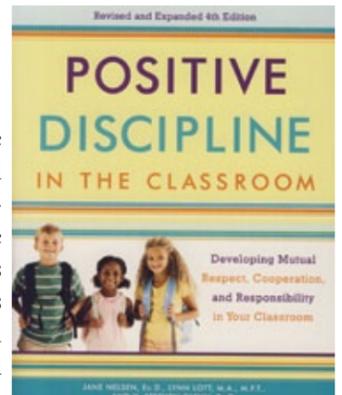
Putting new members in the **KNOW!**

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

Positive Discipline in the Classroom

by Jane Nelsen, Lynn Lott & H. Stephen Glenn

With over 2 million books already sold, Positive Discipline in the Classroom by Nelsen, Lott and Glenn, published by Three Rivers Press, is a no-nonsense approach to restore control and peace in the classroom. This new addition contains useful tips, tools and time-honoured strategies for teachers and even parents, when dealing with the demands of keeping students motivated and focused.



DEVELOPING SUCCESSFUL SCHOOLS

Cognitive Coaching® for Educational Leaders

Mount Allison University
Sackville, NB

July 7-10, 2014

An Instructional
Leadership Institute

Sponsored by:

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

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.

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

Balancing work and family care is an increasing challenge for NSTU members. The growing reality is that many members are in the category of “employed caregivers,” which is a caregiver who is employed full-time but also provides caregiving to family members. Caregivers provide care to family members in their own home or in the recipient’s home. This is a familiar reality for members who try to balance the demands of personal work and the additional responsibility of looking after an elderly relative.

According to Statistics Canada, the “sandwich generation” is made up of 30 per cent of Canadians age 45 to 64, whom are simultaneously responsible for their still-dependent children under 25 and their aging parents. Many Baby Boomers are part of the “club sandwich category,” as they’re responsible for grandchildren and grandparents too. Almost one in five employed Canadians have responsibility for both childcare and eldercare. One in four have responsibilities for the care of elderly dependents. This percentage is predicted to grow as the Baby Boom population ages. The caregiving for elderly dependents is usually provided for relatives who live nearby or in another location. This reality is reflected in the concerns of members who request counselling to address the concerns of managing this challenge.

The caregiving is influenced by a desire as a “labor of love” as well as the urgency of knowing “there is no one else who can do it”. Members of the teaching profession tend to be nurturers and often assume the caregiving roles in their families. The roles of caregiving include providing physical care and emotional support, as well as coordinating the care. This can put the caregivers at risk for “caregiving strain”

including physical, financial and emotional burdens.

A recent study sponsored by Desjardins Financial indicates that more Baby Boomers and Generation Xers are likely to fall into the sandwich generation as they delay parenthood and their parents live longer. Also with smaller family sizes, there are fewer family members to share the responsibilities of caring for aging parents, and relatives. The consequence is that many employees are getting worn down by demands on their time and a decreasing ability to separate work-life domains. Their research indicates that more men are becoming caregivers, however women are still the main caregivers. A high percentage (63 per cent) that survey respondents who are caregivers reported emotional consequences of juggling work and looking after family. The outcomes were stress, anxiety and frustration.

According to a recent IRPP publication, the types of support provided by caregivers for the aging is categorized into four areas. These include:

- Instrumental activities of daily living such as cooking, shopping, housework and home maintenance.
- Assistance with activities of daily living such as bathing, dressing, grooming, and administering medications and injections.
- Management of care as in finding out about and arranging for delivery of formal and informal services.
- Social and emotional support

provided to the care receivers and other caregivers and arranging and participating in social events to promote social engagement of the care receiver.

Providing this level of care can become very overwhelming and tilt the caregiver’s work life balance in an unhealthy direction. Juggling home and work duties can lead to life on overload and symptoms of burnout.

In counselling session with members who are caregivers, the most common troubling emotion expressed is guilt. Members express a desire to do more, coupled with

stress that results from limited time and overwhelming requests. The guilt goes with the territory and members are encouraged to replace the phrase “I feel guilty” with the term “I wish I could.” This turns “I feel guilty that I can’t

spend more time with my mother,” to “I wish that I had more time to spend with my mother.” Inappropriate guilt can drain the energy and time that is available. The caregiver usually has an honest desire to provide care and is doing the best they can. Feeling inappropriate guilt will interfere with efforts to build bridges and creative problem solving for structuring the care.

The question then is how to find coping mechanisms that allow us to do the best we can, to make our parents’ lives as comfortable and meaningful as possible, while managing to have a life of our own. How do we reduce caregiver strain so that we can have a healthier work life balance?



A review of help guidelines focuses on the following areas:

Plan Financially - Organize the financial situation in advance if possible. The difficult discussions of what level of care will be possible should be addressed before the parent needs extra care. Involve a financial planner in these discussions, and hold these discussions when the seniors are in good health and can discuss the issues rationally.

Address Your Stress – Have a realistic view of the demands and your personal resources. Acknowledge your feelings of anxiety, sadness, loss, guilt and also possibly resentment. Organize and delegate unreasonable expectations about what you can provide. Your own personal needs must be balanced with the needs of the person you’re caring for.

Take Care of Your Health – To provide care from a healthy position, it is important to exercise, eat well and get plenty of rest. This may seem impossible, but efforts must be made, so that you are able to provide care over a period of time. Monitor yourself for signs of burnout.

Take Advantage of Community Services – You can coordinate care without having to provide it directly. Many services can be purchased or delegated to other family and friends or volunteer organizations. Become familiar with the health care maze and work as a team with health care professionals.

Accentuate the Positive – Remember the intention that you have in caring for the individual. This is usually based in honoring the contribution that the parent has made in your life and a desire to treat the person with dignity. This period of life can actually bring you closer to family members. You can find joy in caregiving and satisfaction from managing the care of a loved one.

We are breaking trail in a way that the previous generation didn’t experience. This includes challenges and rewards. Hopefully we’ll become role models for the caregivers that we’ll need in our future. For further assistance in moving toward a healthier work life balance feel welcome to contact Counselling Services of the Nova Scotia Teachers Union.

Resources for further reading:
Parenting Your Parents, Support Strategies for Meeting the Challenge of Aging in the Family, Bart J. Mindszenty and Michael Gossion, M.D.

The Eldercare 911, Question and Answer Book, Susan Beerman, MS, MSW, Judith Rappaport, Musson, CSA.

Doris inc. A Business Approach to Caring for Your Elderly Parents, Shirley Roberts.

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

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

YOGA IN SCHOOLS 7th Annual Summer Institute Teacher Training

A course that inspires growth, connection and inner peace.

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

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

—Daneen Dymond, Yoga in Schools Graduate, NB

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

—Sue Stevenson, Principal, Parrsboro High

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

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

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

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

Location: Chocolate Lake Hotel, Halifax

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

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

*Alternative start date Full program September 20/14

FOUR DAYS THAT CAN TRANSFORM YOUR LIFE AND YOUR TEACHING CAREER



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The Well Teacher
articles, go to
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NSTU Leader Profile

ALISON MacPHERSON - First Vice-President

NSTU PROVINCIAL EXECUTIVE

Alison MacPherson was elected NSTU's first vice-president during Annual Council 2013 and is the first person to hold the position in the newly configured two-year term. Teaching for 33 years, the Howie Centre, Cape Breton native began her teaching career as a music specialist with what is now known as the Halifax Regional School Board in the St. Margaret's Bay Area as a circuit teacher. She spent the first half of her career in music, which included subbing in Sydney and teaching music for three schools in the town of New Glasgow.



She's been at A.G. Baillie School in that same town since 1983. "I've been in the same building for 30 years and teaching Primary for the past 16 years," she says. She's been an active NSTU member for many years and has served as a school NSTU rep and for the Pictou Local has served as the Treasurer, VP of Communications, VP of Public Affairs, and was the Local president from 2004-06 and part of the 2006-07 school year when she began her term with the Provincial Executive, replacing Allan MacLean, who was hired as an NSTU executive staff officer. "It was actually Allan MacLean who talked me into becoming the VP of Communications for the Local," she says.

She served as the Pictou representative on the Executive for four and half years and within that role was second vice-president and therefore chair of the Personnel committee. She served as chair of the *Aviso* Advisory board and was on the Nominating committee, Public Affairs committee, Professional Development committee, and the ad hoc committee on Inclusive Language. She currently serves on the Member Services committee.

MacPherson says she's been grateful to be a part of a very collegial group when she speaks of Local presidents and provincial executive members who serve NSTU members working for the Chignecto-Central Regional School Board. "It's like our own little NSTU PLC," she jokes.

The reason she first got involved with the NSTU was because, "There was nobody else at my school willing to be the school rep, and so I volunteered to do it." She then got more involved with the Pictou Local because, "It's really hard to know what the Union is all about, and one way to do that is to be involved as a table officer at the Local level. Involvement equals knowledge."

She also values the role the NSTU rep plays at schools and campuses around the province. "Schools that have the most active involvement are where reps lead the way for staff. Almost every teacher at my school while I was rep came to me because I was there and willing to help."

She also sees the positive influence NSTU participation has had on her career. "My involvement with the NSTU has enhanced my professional career. Being involved has enabled me to see why certain decisions affecting the profession are made and understand how and why they are thrust on teachers," she says. "You become more aware of your rights and are more willing to speak up."

Understanding the system is crucial she says, and being able to develop relationships with school board leaders, both elected members and administration is very important.

MacPherson was also a member of the Provincial Economic Welfare Committee and Negotiating Team that negotiated the last provincial contract for public school members and was an elected CTF delegate in 2011. She also attended CTF's 2013 AGM in her role as first vice-president. This experience has enabled her to get a national perspective on the challenges facing the teaching profession.

She echoes the comments other NSTU leaders have made about these challenges. "Protecting our rights in times when unions are used as scapegoats by policy makers and critics is vital," she comments. "Working conditions in our schools and on

our campuses are bearing the brunt of funding cutbacks and our membership is stressed and overwhelmed and looks for the NSTU to effect meaningful change."

She sees her role as first vice-president as an important one in bringing about necessary change.

"Some of the challenges I see for the NSTU include trying to offer the same services for a decreasing membership and the difficulty in trying to find new members to make a commitment to serve the NSTU while having lots of other interests and responsibilities. Teachers are being stretched in so many ways."

MacPherson's experience regionally and provincially has provided her with a good background for her role as the organization's first vice-president. "Leadership requires a competent level of knowledge of how an organization works today and a vision of how it should move into the future," she comments. "Leaders should have the confidence to make difficult decisions and the people skills to interact with members."

MacPherson also knows that her daily teaching experience complements her NSTU role. "My days are spent in the trenches, adjusting my teaching practices to meet the requirements of today's learners," she comments. "I use those skills to interact positively with members and am willing to do what is best for the Union and our members."

**For up-to-date information
on Deals & Discounts
for NSTU members (including RTO members),
please email theteacher@nstu.ca
or phone 1-800-565-6788
or visit the website at www.nstu.ca**

CONTACT 2014

TELLING OUR STORIES

Hosted by NLTA at the
Grenfell Campus
of Memorial University

Tuesday, August 5 (evening) – Friday, August 8 (noon)

Sponsored by NSTU, PEITF, NBTA, NLTA

My classroom

Creating a "just" classroom

Finding work/life balance

and more!

**To register for CONTACT 2014
please contact your Local President
or your Professional Association President.**

2014 Candidate for CTF Delegate

Grant Frost



Key Local NSTU Positions:

- 1st Vice-President, Halifax County
- Chair, Economic Welfare Committee

Key Regional NSTU Positions:

- Chair, Halifax Regional Representative Council Economic Welfare Committee
- Member, HRRC Bargaining Unit

Key Provincial NSTU Positions:

- Chair, Provincial Curriculum Committee
- Member, Joint Committee on the Teachers' Provincial Agreement

This year marks the second year of my work on my education blog, Frostededucation. This endeavour was born out of the frustration of hearing so many non-educators commenting on public education issues, and tearing apart a system about which they seemed to know nothing. Since 2012, I have written over 50 commentaries, and have been published in *The Cape Breton Post* and *The Chronicle Herald*. I have defended teachers' ability to write their own report card comments, have criticized government funding cutbacks, and have made it my personal mission to end the movement towards the corporatization of public education in this province. As a featured blogger for the Canadian Education Association, I have also tried to bring my message of empowering teachers to the national stage.

And at this year's NSTU Annual Council, I am running for the position of Canadian Teachers' Federation Delegate.

It is my hope that by becoming a CTF delegate, I can continue to expand the voice of Nova Scotia's public educators to a broader national audience and use those experiences to continue to defend public education here at home.

I ask for your support to help me do so.

Thanks!

Grant Frost

Frostededucation.com

2014 Candidate for CTF Delegate

Pam Langille



LOCAL EXPERIENCE (KINGS):

Offices:

- Table Officer (2009-Present)
- 1st Vice-President (2012-Present)
- Chair, Member Services Committee (2012-Present)
- Chair, Resolutions Committee (2012-Present)
- Chair, Nominating Committee (2013-Present)
- Vice-President of Professional Development (2009-2012)
- Chair, Professional Development Committee (2009-2012)
- AVRSB Teachers' Centre Board of Directors (Kings Local Rep, 2009-2010)

Committees:

- Member Services Committee (2009-Present)
- Resolutions Committee (2009-Present)
- Finance Committee (2013-Present)
- Professional Development Committee (2009-Present)

- Public Affairs/Public Relations Committee (2008-2012)
- New Teacher Committee (2008-2009)
- Substitute Teacher Committee (2008-2009)
- School rep (2008-2009)

REGIONAL EXPERIENCE (AVRRC):

Offices:

- Chair – REWC (2012-Present)
- Secretary - AVRRC (2012-Present)

Committees:

- AVRRC Member - Kings Local 1st Vice-President (2012-Present)
- Regional Economic Welfare Committee (2012-Present)
- Regional Grievance Committee (2012-Present)
- Regional Job Security Committee (2013-Present)
- Regional Finance Committee (2012-2013)
- AVRRC - Member-At-Large (2011-2012)

PROVINCIAL EXPERIENCE:

Offices:

- Chair - Ad hoc Committee on Member Engagement (2012-2013)

Committees:

- Member Services Committee (2013-Present)
- Ad hoc Committee on Member Engagement (2012-2013)
- Resolutions Committee (2009-2011)
- Substitute Teacher Committee (2008-2009)
- Council Delegate (6 years)
- John Huntley Memorial Internship participant (2008)

2014 Candidate for CTF Delegate

Mark Savoury



OFFICES HELD:

Local Experience (Dartmouth):

- ▶ President
- ▶ VP of Public Affairs/Public Relations
- ▶ Member-at-Large
- ▶ School Rep
- ▶ Chair of Local Nominating Committee
- ▶ Chair of Local Public Affairs/Public Relations Committee
- ▶ Regional Electoral Officer for multiple Local votes
- ▶ Annual Council Delegate (last 8 years)

Regional (Halifax Regional Representative Council):

- ▶ Chair of Regional Public Affairs/Public Relations Committee
- ▶ Chair of Regional Class Climate Committee

Provincial:

- ▶ Provincial Executive Member (2 terms)

COMMITTEE MEMBERSHIP:

Local (Dartmouth):

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

Regional (Halifax Regional Representative Council):

- ▶ Regional Representative Council member
- ▶ Grievance Committee member
- ▶ Public Affairs/Public Relations Committee member

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)

Hi, my name is **Pam Langille** and I am putting my name forward to represent the NSTU as a CTF delegate.

I am currently a member in the Kings Local. I have been volunteering at the Local, regional and provincial level for a number of years and would like to expand my experiences even further. The knowledge and proficiency I have gained through my union involvement and subsequent professional development has strengthened my skill set in teaching and union work considerably, and I would like to continue with this development at the national level.

I would like to learn more about issues concerning education and labour rights through a global perspective as well. CTF business, such as lobbying government and advocating for gender equality, social justice, the education of girls and women, and child poverty are of high interest to me. Being a CTF delegate would further build my capacity to engage myself and others in unionism.

If elected, I will work conscientiously to proudly represent the NSTU at the Canadian Teachers' Federation Annual General Meeting.

I ask for your support through your vote on May 17 at Annual Council. Thank you.

2014 Candidate for Resolutions Committee

Laura McCulley



My name is Laura McCulley from Kings Local. I got bit by the union bug when I was volunteered to be school rep in 2001 and I haven't looked back since. I have been the school rep at many different schools for more than eight years. I also have been attending Annual Council since 2001 minus a few maternity leaves.

I am a mother to three young children and have been married for 14 years, which I have usually celebrated at Annual Council. I teach Core French Grade 6-8 at Evangeline Middle School in New Minas. I also teach one section of Grade 7 Social Studies. I enjoy reading, swimming, scrapbooking and spending time with my family and friends.

While continuing as a school rep, I became chair of the Equity Committee for my Local for a number of years and then went on to serve on the Provincial Equity Committee. I have also been involved with New Teachers, Substitute, Banquet, Professional Development and Resolutions committees. Regionally, I served on the Regional Economic Welfare Committee. In addition to Equity, I also have served on the Provincial Appeals Committee and been a participant in the John Huntley Memorial Internship. I would really appreciate your support in my future union endeavour.



Did you know that workplace health and safety concerns can be grieved?

You probably know that the law in Nova Scotia requires your employer to provide you with a safe and healthy workplace. But did you know that the Collective Agreement requires this as well? Each Collective Agreement incorporates the duty of the employer under the Nova Scotia Occupational Health and Safety Act to “take every precaution that is reasonable in the circumstances to ... ensure the health and safety of persons at or near the workplace...” The obligation of school boards to ensure safe learning environments under the Education Act is also part of the Collective Agreement. This means that the failure of your employer to provide you with a safe and healthy workplace may be the subject of a grievance under your Collective Agreement.

The NSTU wants to encourage its members to seek the assistance of NSTU staff when they have health and safety concerns, whether they be about air quality, workplace hazards, or violence in the workplace. Yes, there are Joint Occupational Health and Safety Committees in each workplace, but the NSTU believes that its members need and deserve assistance in ensuring that health and safety concerns are properly heard and dealt with.

The NSTU plans to take the following concrete steps in the immediate future to ensure that school boards are living up to their legal obligation to provide teachers with a safe and healthy workplace:

Regular articles in *The Teacher* on workplace health and safety matters.

Starting in the 2014-2015 school year, the NSTU will be encouraging NSTU reps to sit on the Joint Occupational Health and Safety Committees. We believe that NSTU reps will have a strong voice on Occupational Health and Safety issues can help ensure a safe workplace.

In cases where the rep does not wish to sit on the committee we are asking NSTU reps to discuss the importance of Occupational Health and Safety with their school staff and selecting an NSTU member to sit on the committee.

Ensuring that the boards comply with their statutory obligation to conduct workplace violence assessments every five years, and, if required, to develop workplace violence prevention plans.

Encouraging teachers to seek assistance from the NSTU when they have health and safety concerns.

Collecting the contact information from all NSTU members sitting on JOHS Committees so that we can communicate directly to them when needed.

Watch for the next issue of the *The Teacher* for information about how to deal with workplace violence.

Remember: when you need support to deal with threats to your health and safety at work, the NSTU is ready to assist.

2014 REGIONAL ELECTION INFORMATION FOR LOCALS



All regional elections will be conducted by electronic vote.

Region	Close of Nominations	Date of Election
Annapolis-Hants West-Kings	Kim Frank	Acclaimed
Antigonish-Guysborough	Bill Murphy	Acclaimed
Cape Breton District	Sally Capstick	Re-elected
Colchester-East Hants	Cherie Abriel	Elected
Community College	Louis Robitaille	Acclaimed
Dartmouth	Ben Sichel	Re-elected
Halifax City	Shawn Hanifen	Acclaimed
Halifax County	Paul Boudreau	Re-elected
Inverness-Richmond	Sheila Hawley	Acclaimed
Lunenburg County	Sandy Mitchell	Elected

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.*

- **APEALS** - reviews applications for assistance on appeals under Section 26 of the Education Act and decides if the appealing teacher is to receive legal assistance from the Nova Scotia Teachers Union.
- **COMITÉ DE PROGRAMMATION ACADIENNE** - studies the curriculum and all proposed changes in it as it relates to Acadian schools under the direction of CSAP and reports its findings to the Provincial Executive.
- **CURRICULUM** - studies the curriculum of schools and proposed changes and reports the findings and recommendations to the Provincial Executive. **NOTE: Three appointments will be made, one of which is available to a CSANE member.**
- **EQUITY** - is concerned with matters pertaining to the status of women, equity and diversity issues.
- **FINANCE & PROPERTY** - prepares the annual budget for Council, keeps informed of the Union's financial position, supervises the payment of accounts, forwards financial statements to Executive meetings, determines the amount of travel expenses to Council and checks every NSTU expenditure on property.
- **MEMBERS SERVICES** - identifies bargainable items; prepares background information related to merits of negotiable items; identifies trends and developments in teacher bargaining across Canada; reviews economic forecasts; considers Council resolutions; plans workshops for REWC negotiations; reviews results of the most recent contract bargaining. **NOTE: One appointment will be made to the Member Services Committee to a Community College member.**
- **PDAF** - reviews applications for financial assistance to support innovative curriculum projects and awards grants to successful applicants.
- **PENSION** - studies pension resolutions and keeps the Executive informed of trends and changes affecting teachers' pensions. **NOTE: Two appointments will be made to the Pension Committee, one from the Annapolis Region and one from the South Shore/Tri-County Region.**
- **PROFESSIONAL DEVELOPMENT** - reviews and develops policy programs and ideas intended to improve the effectiveness of teachers as professionals and to advance education through research in Nova Scotian classrooms.
- **PROVINCIAL ECONOMIC WELFARE COMMITTEE** - responsible for preparing the Asking Package for the Teachers' Provincial Agreement.
- **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.
- **SUBSTITUTE TEACHER** - advises the Provincial Executive on issues affecting and of concern to substitute teachers. **NOTE: Appointments to the Substitute Teacher Committee are made at the October meeting of the Provincial Executive. Therefore, the deadline for receipt of applications to this Committee is October 10, 2014.**
- I would be willing to serve on any committee.

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

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

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.

Legislation changes affecting teachers key element of Member Services Conference

Challenges facing Canadian unions was the focus of Gail Gatchalian keynote remarks to NSTU members attending the biennial Member Services Conference at the Delta Halifax, April 11 and 12.

Gatchalian, a managing partner with Pink Larkin, presented *The New Attack on Unions: Challenges and the Way Forward*, which gave a national overview of legislative attacks affecting collective bargaining and the right to strike, and implications for bargaining. One case in Saskatchewan, involving public employees before the Supreme Court this month will have implications for all unions. "The outcome of this case will decide if the right to associate under the Charter, includes the right to strike," she says.

Gatchalian also spoke about the Liberal government's essential services legislation which affects all bargaining units in health-care and community services sectors. "Even though this piece of legislation may not govern teachers, it will still chill the bargaining process." It is of concern to the NSTU she says because it strips the collective bargaining process of the basic fundamental right to strike in a fair and reasonable way.

Even with the current challenges, Gatchalian reminded the audience that there is still hope, because Canadian courts recognize the importance of unions, and unions, including the NSTU still have the support and power of their members to stand up for collective bargaining rights.

The highlight of Saturday's sessions was a presentation by CyberSCAN Unit investigators Sonya Ferrara and Lisa Greenough. Nova Scotia's CyberSCAN unit, unique in Canada, was created as a result of the Cyber-Safety Act legislation introduced in April 2013. The five investigators devoted to this unit travel throughout the province



Gail Gatchalian

and work with victims, families, schools and others to investigate complaints, gather any evidence and help stop cyberbullying, and help to provide awareness about the Cyber-Safety Act.

Ferrara and Greenough focused around the role that the CyberSCAN Unit can play in handling cases of cyberbullying and the process they follow. CyberSCAN unit investigators have backgrounds in law enforcement, working with at risk youth as well as Child Protective Services. The unit currently has approximately 200 active cases, the majority of which are as a result of adults referring other adults for cyberbullying behaviours; however there are a number of open cases involving youth attending Nova Scotia schools.

Both investigators spoke of ever changing technology as it relates to cyberbullying behaviours. "As the role of technology continues to evolve, the unit will need to keep abreast of technology and social media changes to continue to help protect youth from cyberbullying," says Ferrara.

Statistics presented highlight youth's abandonment of social media platforms like Facebook and Twitter because parents and family members can monitor online behaviour on those particular sites. There has been a rise in the use of anonymous social networking sites such as Instagram, Ask.fm and Kik Messenger that are used primarily by youth.

The conference also featured presentations by NSTU executive staff officers: *The DeProfessionalization of Teachers* by Betty-Jean Aucoin; and *Education Act Changes - re: Anti-Bullying Legislation* by Bruce Kelloway.



Above are some of the participants of this year's Member Services conference and members of NSTU's Member Services committee. **Seated:** Chris Doiron, first vice-president, Dartmouth Local; Dana MacLeod, secretary, APSEA Local; Jane Dorey VP ec welfare & Strait REWC Chair, Richmond Local; and Angela Deagle, Inverness Local president. **Standing:** committee members Sarah Eddy (APSEA); NSTU staff liaison Mark MacPhee; Ryan Lutes (Halifax City), chair & NSTU first vice-president Alison MacPherson (Pictou); Pamela Langille (Kings); provincial executive liaison Joe Salah (Community College); Peggy Joiner (Community College); Phillip Samson, Richmond Local president; with NSTU president Shelley Morse. **Missing:** committee member Donald Westcott (Cape Breton District).



Overseas opportunities for Teachers in the Nova Scotia International Programs

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

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

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

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

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

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



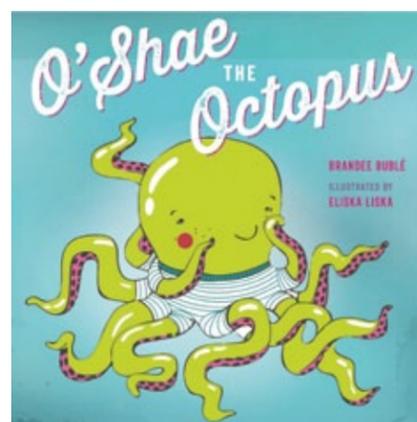
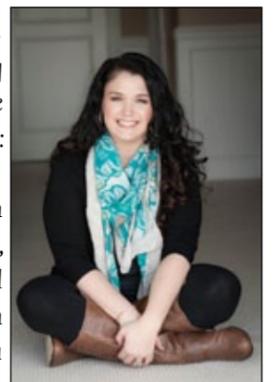
BOOK GIVEAWAY

The Teacher has a copy of *O'Shae The Octopus* to giveaway, compliments of the author Brandee Bubl . To be eligible for the draw email your name, home address, and school or campus name with **OCTOPUS** in the subject line to theteacher@nstu.ca by June 6.

O'SHAE THE OCTOPUS:

In *O'Shae The Octopus* [Simply Read Books], the heartwarming debut children's book from Brandee Bubl , we are introduced to one of the most delightful heroes to come out of children's books in years: O'Shae, an extra-special octopus who has ten arms instead of eight.

Vibrantly illustrated and exceptionally fun to read aloud, in a world where schoolyard bullying continues to make headlines, *O'Shae The Octopus* highlights one of the most important and enduring lessons a parent can teach their child: hard as it can be for others to accept your differences, embracing what sets you apart can truly make you sensational!



Inspired in equal part by Bubl 's experiences as a special needs educator, stay-at-home mom, and with her own dyslexia diagnosis as a child, *O'Shae The Octopus* was, in her own words, "written as proof to my children and myself that a 'label' never stopped me from reaching the stars. Instead of dwelling on what makes you different, look at yourself and see how it can make you shine." *O'Shae The Octopus* is available for pre-order via Amazon, and will hit bookstore shelves throughout Canada in June 2014.

THE RTO FOUNDATION AND LEGACY FUND

The Retired Teachers Foundation was formed at the 1995 AGM of the RTA (now the RTO) with the expressed purpose of honouring the work of former Nova Scotia teachers by awarding an annual grant or grants to institutes that provide medical or educational training to sick or challenged Nova Scotia children.



The distributed funds are derived from the interest accrued annually from the Foundations assets. Application forms are made available online at the RTO website, in the February issue of the RTO newsletter, and from any member of the provincial executive of the RTO. The Foundation is a registered charity and as such, can only consider applications from groups or institutes that have their own charity number.

The board of directors of the foundation are the members of the RTO provincial executive, and the table officers of the foundation are the table officers of the RTO. One additional member of the board is a member appointed by the NSTU, and the agent of the foundation is the treasurer of the RTO. As a registered charity, the board can only submit proposed changes, to its charter, after they have been approved at the AGM of the board. Proposed changes must not change the expressed purpose of the foundation.

We, the Provincial Executive of the RTO, urge individual NSTU members and Locals to support us in this useful cause. You can do this by making individual or group donations and helping with the distribution of materials. This is an opportunity for former and active teachers to become involved in a common cause.

Donations are usually made on the occasion of the death of a former Nova Scotia teacher and the necessary materials to make the donation are available from any member of the RTO executive or from any RTO branch president. A list of these people can be found at rto.nstu.ca. Furthermore, materials can often be found in local funeral homes. These materials include a note to the deceased members family that a donation has been made. A donation would also be accepted in the unfortunate death of an active teacher. Donations are processed by the NSTU on behalf of the RTO. The Foundation is allowed to receive donations of property or gifts as well as money.

Since its inception the foundation has awarded grants to the Enfield District Care Society, Education Nova Scotia, IWK hospital, Youth peer and parents programs, Highland Community Residential Services, Valley Early Childhood Development Program, Best Buddies of Halifax and the Queens Development Association.

Submitted by: John Donovan and Herbert Seymour



RTO past president Randy Holmesdale presents a cheque to Sarah Crisp, Program Coordinator of Valley Child Development Association on behalf of the RTO Foundation Grant.

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14597X	5" Kids Pointed Ultrasoft
14608X	6" Student Ultrasoft
14609X	7" Student Ultrasoft
14643X	8" Straight Ultrasoft - blue
14644X	8" Straight Ultrasoft - black
14645X	8" Straight Ultrasoft - rose

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Northside-Victoria Local honours members

The Northside-Victoria Local held a banquet to honour NSTU members for Excellence in Teaching and 25 Years of Service on May 1 at the North Sydney Yacht Club. Local president Milton Bonnar and provincial executive member Jacinta Gracie hosted the evening, which also included a presentation by NSTU president Shelley Morse to the Cape Breton-Victoria Regional School board recipient and Northside-Victoria Local member Gaye Dixon.



Above are the 25 Years of Service honourees. From (l-r): Jacinta Gracie, Shelley Morse, Heather Thompson, Judy Hillman, Mary Lou Andrea, John O'Brien, Charlene Ellis, Lisa Richards, Hugh MacNeil and Milton Bonnar. Missing: Mervin Criss, Donald White, Marilyn MacLeod, Elizabeth Sehl, Paula Jane Francis, Flora Cantwell and Joan Hiscott.



Above are the Excellence in Teaching honourees. Seated (l-r): Troy Ruddernam; Local president Milton Bonnar; provincial executive rep Jacinta Gracie; Jamie Clarke and Garland Standing. Standing: Michelle Pinaud, Karen Welton, Anita MacNeil, Tammy MacDonald, Kathy Scott, Maureen O'Handley, Ann Lavery, Tanya Chislett, Laura Currie, Anita Hardy-Williams, Angela Currie-Simms, Dana Koziel and NSTU president Shelley Morse. Missing: Brian Andrea.

Sheonorail Grant recipients

The Sheonorail Foundation Board of Directors met on Tuesday, April 22 and approved the following grant applications:

1. Jennie Harquail, New Glasgow Academy was awarded \$2,030 for their project titled "New Glasgow Academy Virtues Budget for Creating a Culture of Character in a School Community."
2. Susan Gaudet, Truro Junior High School was awarded \$2,000 for their project titled "Peaceful Play Builds P.R.I.D.E at Truro Junior High School."
3. Melanie Kennedy, Auburn Drive High School was awarded \$2,000 for their project titled "Using Social Media to Inspire Peace."

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

**FRESH
TAUNYA**

**Kinnie-Sheffield
of
Wolfville**

**EQUITY
JOLAINE**

**Arsenault Battikh
of
CSAP (Dartmouth)**

PD

**ROSEMARY
Davis
of
NSCC (Pictou)**

AUGUST 11-12, 2014

MOUNT SAINT VINCENT UNIVERSITY
166 BEDFORD HIGHWAY, ROSARIA STUDENT CENTRE - HALIFAX, NOVA SCOTIA

ANNE DAVIES & SANDRA HERBST LEADING EQUITABLE ASSESSMENT PRACTICES



Anne Davies Sandra Herbst

Anne Davies and Sandra Herbst, two of the world's foremost experts on assessment for learning, introduce the concept of Assessment Leadership for Learning and how you can move your system forward — whether your system is a school, a cluster of schools, a department, or an entire district.

This two day conference is a partnership between the NSELC and Education Leadership Canada® and will run in a workshop format allowing participants the opportunity to focus on Formative Assessment through the lens of equitable assessment practices for all students. Embedded in the two days will be multiple opportunities for reflection, processing and questioning where do we go from here? These sessions are designed for school teams and/or school communities who will provide an opportunity to plan together. Each team will receive supportive materials such as PowerPoints, graphic organizers and a loaded NSELC memory stick.

Register
Starting April 1
www.nselc.ca

REGISTRATION FEE

\$470 (plus tax)
(includes continental breakfast,
nutrition breaks and lunch each day)

WORKSHOP AGENDA

Registration: 7:30 a.m. - 9:00 a.m.
Day One Workshop: 9:00 a.m. - 3:30 p.m.
Day Two Workshop: 8:00 a.m. - 3:30 p.m.

HOTEL RESERVATIONS

Email patricia.drake@msvu.ca



Education Leadership Canada®, a division of the Ontario Principals' Council, offers multiple professional development opportunities for current and aspiring school leaders.

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The Nova Scotia Educational Leadership Consortium is a non-profit organization comprised of partners who share a common interest and commitment to public education. The NSELC offers a wide variety of professional learning programs which develop and expand learning for educators who are or aspire to be educational leaders. These programs are based on current research and best practices, and provide educators with the skills development they require to become more effective leaders.

NSELC, Suite 395, 3 Spectacle Lake Drive
Dartmouth, NS B3B 1W4
Phone: 902-422-3270

www.nselc.ca

Teachers who make a difference

Effie Boutilier

As a former VP of communications for the Antigonish Local, NSTU rep for her school, and member of NSTU's provincial Public Affairs/Public Relations committee, Effie Boutilier was well aware of the *Teachers Make a Difference* Campaign, but, "I was completely embarrassed when I found out that I was the chosen recipient for the Strait Regional School Board," she says.



NSTU president Shelley Morse presented Effie Boutilier with her Teachers Make a Difference plaque and \$300 cheque for the her school's library or breakfast program on April 29 during a meeting of the Antigonish Local executive. From left to right: Antigonish Local president Neil MacIsaac, Effie Boutilier, Shelley Morse and Antigonish-Guysborough provincial executive representative Tammy Landry.

The 31-year teaching veteran, currently an English teacher at Dr. John Hugh Gillis Regional High School in Antigonish was recognized by the NSTU's *Teachers Make a Difference* program, which honours teachers who have made positive contributions to their students' lives, schools and communities. Students and parents nominated 238 teachers from across the province last fall, and nine nominees were randomly selected for the honour.

Boutilier represents just one of many teachers doing great work inside the classroom and in extracurricular activities. She's been teaching at "the Regional" for the last decade, and since that time has been highly committed to the school's Debating Club, coaching students for the last 10 years. "That's my baby," she jokes. "The debate team is awesome." She's very proud of the accomplishments of the debating team, which keeps her pretty busy for most of the school year. "From October to May there is at least one tournament per month," she says. "Two of our students just returned from Nationals. And we've had students qualify for Nationals for the last four years." Boutilier recently travelled with a team of her debating club students who participated in the 2014 John Peters Humphrey Model UN, which took place at St. Thomas University in Fredericton from May 2 to 4. Other extracurricular activities she's been involved with over her career include coaching soccer, track and field and drama.

Humbled by the honour of being recognized and happy to hear that the selection was random, Boutilier sees great value in the program. "It's wonderful, it raises the awareness of how teachers make a difference in schools and the broader community," she comments. "It's great for parents and current and former students to have an opportunity to make a statement about teachers in their lives."

She's also quick to recognize her colleagues. "I work with amazing people who do so much for students in the classroom and beyond," she says. "You really see it all around you, all the travelling and extra time and effort that teachers undertake— it shows."

Boutilier had two students nominate her as a teacher who makes a difference, one thought she "was the bomb," the other wrote at length. "Mrs. Boutilier always takes the time to make sure you actually understand things. She takes the time to make sure all her students are doing ok, and understanding what they are supposed to be doing. Not only does she teach you things you need to know for Grade 12, she goes beyond that and teaches you things you may need in the future. She teaches in a way that makes things funner as well which makes her classes enjoyable!"

Teachers who make a difference

Marie Josée-Doucet

Cheticamp native Marie-Josée Doucet was taken aback when she received a call that she was chosen as one of this year's *Teachers Make a Difference*. One of nine NSTU members recognized this school year, Doucet is a Grade Primary teacher at École Beaubassin in Bedford and is the CSAP representative this year.



NSTU president Shelley Morse is shown with CSAP Teachers Make a Difference recipient Marie-Josée Doucet and principal of École Beaubassin Kevin Gallant (left) and CSAP Local president Ian LeBlanc. Morse presented Doucet with her plaque and \$300 cheque for the school's library and breakfast program at the school on April 25.

Now in her 20th year of teaching, Doucet, who studied at Université de Moncton, started teaching in her hometown of Chéticamp working with children with special needs in Grades 2,3,7,8 and 9. She has been at École Beaubassin for 14 years. "After 13 years teaching primary students, I can honestly say that working with this age group is where I belong," she says. "They have a certain innocence about them that makes them appreciate the little things. I see them grow and learn a little more each day and for me, that is very rewarding."

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

"I feel honoured to have been recognized and chosen for the *Teachers Make a Difference Award*," continues Doucet. "I love my job as well as the kids I work with and have worked with throughout the years. Every year brings a new group and even though some days can be challenging, the thought of making a difference in a child's life is very gratifying."

It's evident why Doucet was recognized by students and parents for making a difference. "For me, teaching means inspiring students to do their best and guiding them to do well in whatever they wish to conquer," she adds.

Doucet also acknowledges the significance of the *Teachers Make a Difference* campaign. "I think it is important for teachers to be recognized by students. It means we have made a difference in their lives and even the smallest impact may mean a great deal. So many of my students have touched my heart in different ways. Year after year, I feel privileged to be working with such incredible and wonderful little human beings!"

Following are just some of the reasons why Doucet was recognized for making a difference: "Mme Marie-Josée is the best teacher any child should have in the beginning of their first year of school. She is very patient and loves her children. My grand-child was fortunate enough to have her in his early years. She made a difference in how he conducts himself."

"Madame Marie-Josée is a kind, calming influence on even the most active child. She has the crucial role of assimilating children into the school system, guiding them into their new world, and helping them build a strong foundation. She is well loved by her students and parents alike."



coming events

May is...

National MedicAlert Month - www.medicalert.ca/; National Asthma Awareness Month - <http://www.asthma.ca/adults/>; 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/About-Physiotherapy/National-Physiotherapy-Month/; LEAVE A LEGACY™ Month - www.leavealegacy.ca/; National Nursing Week (12-18) - www.cna-aiic.ca/en/events/national-nursing-week/; Naturopathic Medicine Week (12-18) - [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 (20-23) - www.tbs-sct.gc.ca/eelawsa-eng.asp; International Day Against Homophobia (17) - www.homophobia.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/2014/event/en/

MAY 14 EARLY BIRD DEADLINE

All Things Marine

This summer, from July 14-18, the Huntsman Marine Science Centre in St. Andrews, New Brunswick is offering All Things Marine, a cross curricula maritime institute open to teachers 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! This hands-on marine experience will explore connections between biology, art, history, culture, cooking, and more. The all-inclusive course fee includes: four night dorm accommodations, meals, boat and lab fees, admissions, and taxes. You just need to find your way to the Huntsman in St. Andrews! Register before May 14 to receive an early bird discount.

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

MAY 16 TO 18

The Bluenose Marathon

With over 16,000 expected participants, the Scotiabank Blue Nose Marathon is once again under way. This year it will be a weekend-long event to accommodate the higher than normal participant enrollment and to extend the fun! The Johnson Insurance 5K run will take place on Saturday May 17 at 3:00 p.m. along with the Doctors of Nova Scotia Youth

run at 11 a.m. All other races will take place on Sunday, May 18.

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

MAY 20 DEADLINE

Governor General's History Award for Excellence in Teaching

Nominees for this year's Governor General History Award for Excellence in Teaching are now being accepted. Please visit <http://www.canadashistory.ca/Awards/Teaching> to access the complete nomination form. Six recipients will win \$2,500 along with a trip to Ottawa to receive their award from his Excellency, The Right Honourable David Johnston during a special ceremony.

JUNE 17 TO 19

Courage & Renewal Retreat: Now I Become Myself

A unique retreat-based approach to renewing personal identity, professional integrity and vocational vitality. Contact Tatamagouche Centre www.tatacentre.ca or 902-657-2231.

JULY 10 TO 11

EDUfest 2014

EDUfest 2014 session *Classroom Talk, Engagement, and Children's Literate Development*. Peter Johnson will be in Wolfville on July 10-11 to explore with teachers P-8 how the classroom choices we make, particularly our language choices, influence the qualities of the classroom learning community and how to make those choices wisely. The qualities of the learning community we build will impact children's comprehension, social relationships, intelligence, and how they handle challenge, adversity, uncertainty, and difference. Fee: \$100 Student/substitute teacher fee: \$50.

For more information or to register, go to the EDUfest 2014 website <https://edufest.ednet.ns.ca>

AUGUST 11 TO 13

EDUfest 2014 session — Online Mapping across the Curriculum: Engaging Students in Technology-Based, Inquiry-Based Learning!

Ashleigh Harris, Environmental Systems Research Institute, Inc. (ESRI) Canada; Jean Tong, Environmental Systems Research Institute, Inc. (ESRI) Canada will work with teachers Primary to 12, on August 11-13 at Dalhousie University, to integrate easy-to-use Web maps with ArcGIS Online that can be created by students and integrated into curriculum content across several subjects, across all Grades. Fee: \$40 Student/substitute teacher fee: \$20.

For more information or to register, go to the EDUfest 2014 website <https://edufest.ednet.ns.ca>

AUGUST 12 TO 14

EDUfest 2014 session — Healthy Art in Selfie Culture

On August 12-14, 2014 at NSCC Waterfront Campus, Dartmouth, artist Melissa Marr will encourage teachers to work collaboratively as they try a variety of mediums, including felting and fibre arts, printmaking, and sculpture, designed to address outcomes from health education and visual arts. Themes of identity, citizenship, empathy, media literacy, and healthy relationships will provide us with content to develop practical skills, samples, and ideas and to find meaningful approaches to art-making. All levels of experience are encouraged to attend. Fee is \$75/participant. Student/substitute teacher fee: \$30.

To find out more or to register go to the EDUfest 2014 website: <https://edufest.ednet.ns.ca>

AUGUST 15

EDUfest 2014 session — A Poem a Day Keeps the Bugaboos Away: Integrating the Writing and Reading of Poetry into Your Classroom Every Day

Dr. Sheree Fitch will be at NSCC Waterfront Campus, Dartmouth on August 15, 2014 to talk about creative ways to read, write, and share poetry so every day is a word play day and the muscle called imagination is strengthened. Together you will read, write, and share poetry and ideas. You'll come away with your head spinning with tips and a notebook full of exercises

to try with students while discovering just how joyful and useful and powerful poetry can be. Fee is \$50/participant. Student/substitute teacher fee: \$35.

To find out more or to register go to the EDUfest 2014 website: <https://edufest.ednet.ns.ca>

AUGUST 25

Ateliers de Développement Professionnel en didactique du Français été 2014

L'Association des enseignants de Langue de la Nouvelle Écosse en collaboration avec l'Alliance Française de Halifax et Canadian Parents for French vous invitent à une journée de formation en didactique du Français langue seconde **le 25 août 2014, de 8h30 à 16h30 dans les locaux de l'Alliance Française, 5509 rue Young, Halifax Nouvelle.**

Les intervenantes sont des enseignantes de Français Langue Seconde à l'Alliance Française Halifax: Mélanie LEBRETON (Atelier 1 : Ressources numériques « clé en main » : enseigner avec TV5monde) et Amélie LORPHEVRE (Atelier 2 : La pédagogie différenciée centrée sur l'apprenant).

Le coût est 55.00\$ (matériel, collation, repas du midi, certificat de participation et reçu remis à la fin de chaque atelier). Le Parking est sans frais dans les ruelles adjacentes à l'Alliance Française. Les membres NSTU ont accès à l'article DP 60 pour le remboursement, au Delta Halifax au coût NSTU 96.00\$ plus taxes.

INSCRIVEZ-VOUS en ligne AVANT le lundi 30 juin, 2014 sur le site : http://nslta_aelne.nstu.ca/ ou par courriel : rimamajaess@nstu.ca.

NOVA SCOTIA

EDUfest 2014

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Culturally Diverse Classrooms	Inquiry-Based Learning
Dance / Drama / Music / Visual Arts	Mathematics
EDUfest Kids	Physical Education
Environment/Sustainability/Conservation	Reading
Français – langue seconde	Student Services
Hands-on, Minds-on Science	Wood Production Technology
Healthy Living / Family Studies	

For further information on sessions and to register visit <https://edufest.ednet.ns.ca>
Sponsored by the Nova Scotia Department of Education and Early Childhood Development.

AUGUST 25 TO 29

Social Justice Youth Camp

Join youth, ages 15-19 for a camp that focuses on social justice, the environment, culture and diversity.

Contact Tatamagouche Centre: www.tatacentre.ca or 1-902-657-2231.

AUGUST 26 TO 27

EDUfest 2014 session — Inspiring Future Ocean Leaders

Dr. Michael Butler, International Ocean Institute – Canada will be at Brunswick

Place, Halifax on August 26-27, 2014 to explore with participants innovative methods for engaging students in interdisciplinary oceans education and encouraging the development of ocean-related careers. Through guest lectures, hands-on, minds-on activities, and a field trip, teachers will leave the workshop with creative tools that could further engage students in innovative activities about ocean education. Fee of \$50 includes field trip.

To find out more or to register go to the EDUfest 2014 website: <https://edufest.ednet.ns.ca>



Cumberland Local Education Week recipient Sue Stevenson (centre) is shown above with Tech Ed teacher Sharon Midwinter (left) and resource teacher Sheryl Johnson. Stevenson, the principal of Parrsboro Regional Elementary and Parrsboro Regional High School was a 2014 Education Week award recipient recognized for her role in many programs including the Green Schools Initiative. Midwinter, former Cumberland Local treasurer and NSTU rep organizes the school's green team, and Johnson is the schools current NSTU representative.

NOTICE

Free Lawn Bowls lessons - Dartmouth Lawn Bowls Club

The Dartmouth Lawn Bowls Club is offering FREE lessons to anyone who would like to try the sport of lawn bowling. The lessons will be held every Wednesday in May from 1:00 to 3:00 p.m. as well as Saturday, May 3, 10, and 24 from 1:00 to 3:00 p.m. New members are welcome at any time.

Lawn bowls is a great sport for anyone from ages 8 to 108. The club is located at 2 Mount Hope Ave., Dartmouth. More details are located on the club's website www.dartmouthlawnbowls.com

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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 your 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 Agency.
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 \$50,000 AD&D \$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. The Funeral Expense Benefit is provided by the NSTU Group Insurance Trust Fund, however, you must continue to be insured under the Provincial Master Life. Funeral Expense coverage is ending in July 2014.
Optional Life Insurance/ Spousal Life Insurance	\$30,000 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.
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 per cent 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 (effective May 2014) 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.

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. The Funeral Expense benefit ceases at age 65. As mentioned previously, the Funeral Expense benefit will end in July 2014.

Optional Life:

Members can enroll or increase coverage only while you are actively teaching. Optional Life coverage cannot be increased after you retire. Coverage ceases at age 65. Terminated coverage prior to age 65 is eligible for conversion. If you wish to enroll or increase your coverage before retirement, make sure you start the process well before you retire as medical evidence of insurability is required. This will allow sufficient time for the underwriter to assess your application as you must be actively at work on the effective date.

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 the 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 is a new program sponsored by the NSTU Group Insurance Trust Fund for all active and retired members permanently residing in Canada. This program provides assistance and support to active and retired members, spouses, and dependent children who suspect having cancer or have a diagnosis of cancer. Information has recently been sent to all members.

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.

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



Digital Resources for Teachers

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

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

Videos to Help Support Physically Active Lifestyles!

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

Exercise for Life Health 7-9; Physical Education

This video looks at why regular physical activity is so important, in terms of physical, social, emotional and intellectual health. This program examines the amount of exercise required per day, per week, and the different types of physical activities and organizations that individuals can participate in. (21 min.)

Fitness for Every Lifestyle Health 10-12; Physical Education

Part of the Journey to Health series, this video relates the importance of fitness to one's quality of life and ability to cope with the demands of everyday living. It also demonstrates new techniques for encouraging the development of physical fitness early in life and explores the components of fitness and a fitness program. (29 min.)

Health: Begin the Journey Health 10-12; Physical Education

Part of the Journey to Health series, this video offers the student fundamental theories for examining health issues facing the United States through the insight of the former Surgeon General. Introduces the concept of the relatedness of the mind, body and spirit in sustaining health. (29 min.)

Hip Hop: Dancing in your Chair Health P-12; Physical Education

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

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

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.)

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

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

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

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.

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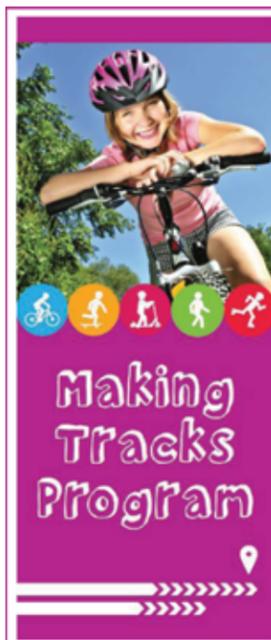
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www.boyneclarke.ca | 902.469.9500



Many schools and NSTU Locals throughout the province organized events for Education Week. Above is a "snapshot" of activities organized by A.G. Baille Memorial School in New Glasgow. The Lunenburg County Local of the NSTU organizes a student display at the Bridgewater Mall every year during Education Week, to highlight Lunenburg County students' work. Byron Butt, VP-PR for the Local and Sandy Mitchell, South Shore RRC chair and newly elected provincial executive representative are shown with this year's display.



NSTU president Shelley Morse made a special visit to the 90th birthday celebration of Doug Hale, one of this year's **Teachers Make a Difference** nominees. Hale was Morse's Grade 6 teacher. "He hasn't taught for over 30 years, so he said for someone to remember him 30 years later was incredible," says Morse. The person who nominated Hale had this to say about his influence: "Doug inspired students to be their very best. He really listened, taking time to get to know each student. He taught us to experience and respect nature, exposed us to art and culture and made learning fun. He was active in the community, volunteering frequently and supporting causes financially. He encouraged us to be active, too. Doug encouraged me to do public speaking, play piano in the community, learn to play the organ which is a big part of my life today, and to be a teacher. Dedicated, sincere, selfless, amusing—that's Doug Hale." A fitting tribute to a teacher who made a difference. Hale taught the majority of his career at Somerset & District School. Hale is shown above (centre) with former colleagues Margie Lamb (second from left), Mary Magee and Joan Jensen (far right); former teacher, administrator and Kings West MLA George Moody and Shelley Morse.

classifieds

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

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

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

E-BOOK AVAILABLE - Behind the Teacher's Desk, e-book by Chris Williams, a novel about hard-working, devoted teachers. Available on Amazon Kindle, iBookstore, Kobo and 8 other e-book sites.

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

FOR RENT - Romantic beachside cottage overlooking the warm waters of Northumberland Strait and PEI. Gorgeous sunsets in the water, long walks on the beach and clear swimming. Full amenities, 2 bedrooms, sleeps 6 comfortably with room for 8, large deck overlooking the beach and water. Pictures supplied upon request. Available from July 13-27. \$1500 per week. Email - oscameron@gmail.com

FOR RENT - Two-bedroom apartment in Antigonish from May-October. Will rent monthly or weekly. All utilities included. Close to StFX campus and arenas. Call 902-863-8171.

SUBLET AVAILABLE - One bedroom in a four-bedroom Townhouse on the Bedford Highway. Townhouse completely furnished. Two-minute drive to MSVU, 10-minute drive to downtown. Has a front and back deck - perfect for summer. \$450. Available May 1 - August 30. Call or text 902-694-8074.

WANTED JOB SHARE FOR EXPERIENCED ELEMENTARY TEACHER - I am an elementary teacher with over five years experience. Very flexible. Have

had terms, long terms and more in all grade levels and have a very diverse background in the education sector. For further info contact Alison 902-240-1810 or email aegelhoff@eastlink.ca

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

JOB SHARE - Qualified resource teacher looking to job share 20% within the HRSB 2014-15 school year. Presently job sharing. annmgiovannetti@gmail.com

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

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

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

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

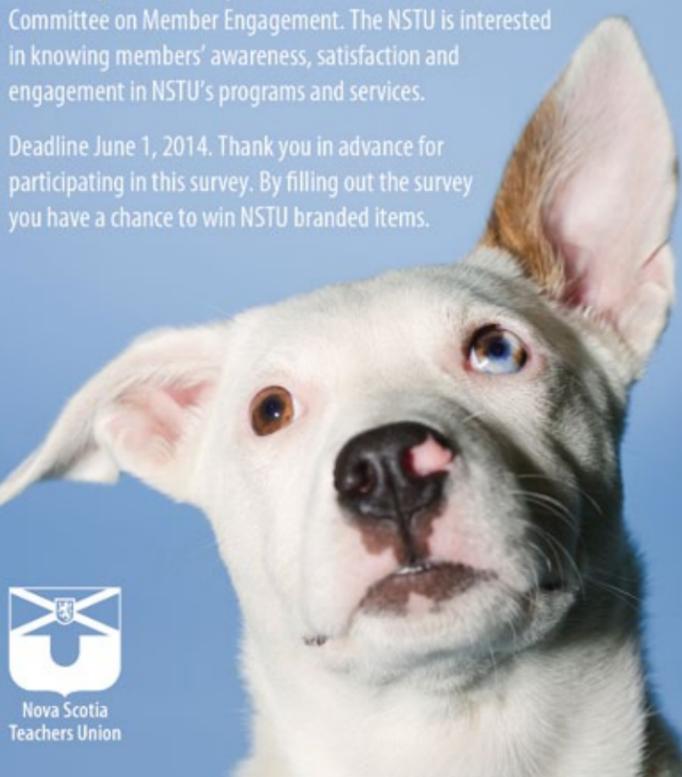
The NSTU wants to hear from you:

Please follow the link to fill out an online survey on member engagement/satisfaction:

Legerweb.com/NSTUMemberSurvey

This survey is a follow-up to the work of the 2012-13 ad hoc Committee on Member Engagement. The NSTU is interested in knowing members' awareness, satisfaction and engagement in NSTU's programs and services.

Deadline June 1, 2014. Thank you in advance for participating in this survey. By filling out the survey you have a chance to win NSTU branded items.



Nova Scotia Teachers Union

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