

2nd Canadian School Counselling Week celebrates 50th year of CCPA

This year's Canadian School Counselling Week, February 2 to 6, 2015, will coincide with the 50th year celebration of the Canadian Guidance and Counselling Association. CGCA was initiated in 1965 by school guidance counsellors and the association is now known as the Canadian Counselling and Psychotherapy Association (CCPA) www.ccpa-accp.ca.

"This week recognizes the important contributions of the School Counselling profession and the significant contributions of our school guidance counsellors to the personal, social, educational, career development, mental health and well-being of students," says NSTU president Shelley Morse. "Their role is crucial and necessary in all schools to address the changing needs of our students and help remove potential barriers to learning."

The Nova Scotia School Counsellors Association (NSSCA), a professional association of the NSTU, has been working with the Department of Education and Early Childhood Development in promoting the week in Nova Scotia. "The goal of Canadian School Counselling Week is to increase the public's awareness of the scope of programs and services that characterize the school counselling profession in Canada within the 21st century and beyond," says NSSCA president Janice Graham-Migel. "This special week will not only highlight the role school counsellors play in supporting student success, but will also build a sense of national identity within the school counselling profession."

In Nova Scotia, two posters highlighting school counselling have been sent to every school in Nova Scotia with a school counsellor. Various templates of promotional materials are available from the CCPA School Counsellors Chapter's website www.ccpa-accp.ca/en/chapters/schoolcounsellors/. Resources may be downloaded by school counsellors to advertise and organize plans for Canadian School Counselling Week. Resources include a press release and proclamation, sample posters, certificates and suggested activities. Links to the resources are also being provided on the NSSCA website nssca.nstu.ca/. Canadian School Counselling Week is part of a North American focus on the school counselling profession.

"On behalf of the Nova Scotia School Counsellors Association and the CCPA School Counsellors Chapter we are pleased to be a part of this week in celebration of the school counselling profession in Canada," continues Graham-Migel.

For further information, please contact Janice Graham-Migel, President, Nova Scotia School Counsellors Association at 902-876-4381, ext. 103, jgraham@nstu.ca or Belinda Josephson, President, CCPA School Counsellors Chapter at 902-541-8234 or bjoseph@nspes.ca.



NSTU to undertake new study on demands on teachers' time

The NSTU will be working with Saint Mary's University's Department of Psychology and researcher Dr. Kevin Kelloway, Tier 1 Canada Research Chair in Occupational Health Psychology and Director of the CN Centre for Occupational Health and Safety to conduct a study that reflects the current demands on teachers' time in Nova Scotia.

"We need up-to-date research about the workload reality of our members in classrooms, schools and campuses across the province," says NSTU president Shelley Morse. "We already know that the demands placed on teachers have increased by insurmountable proportions in recent years, and members are finding it more and more difficult to create an appropriate work-life balance."

The study will be conducted using a mixed method research approach, combining a survey and time diary, and is expected to begin early in the spring.

Part of the impetus for this study came from Council Resolution 2014-19. It reads:

BE IT RESOLVED THAT the NSTU staff investigate cost effective ways to conduct a study reflecting the current demands on teachers' time in relation to doing work-related tasks each day, both at school and at home. The findings/results of the investigation will be presented to the provincial executive at its' November 2014 meeting for possible action. (*Kings*)

At the December 5 provincial executive meeting, the executive was presented with a number of research options and upon considering those options, approved a recommendation that Kelloway be contacted to conduct a study on demands on teachers' time.

Kelloway and his team conducted a study in 2009-10 on stress and strain in the NSTU membership. The last large scale study commissioned by the NSTU examining workload issues was in March 2000. The study, *Intensification of Teachers' Time: The Nova Scotia Experience*, was conducted by Dr. Andy Harvey, who was associated with the Time-Use Research Program at Saint Mary's University.

Lieutenant Governor's Teaching Award deadline February 20

Each year an NSTU member is selected to represent the teaching profession in Nova Scotia through the Lieutenant Governor's Teaching Award in partnership with the Nova Scotia Teachers Union.

"This award highlights and celebrates the great effect and impact teachers and Community College members have on the students and communities they serve," says NSTU president, Shelley Morse. "We are pleased this award was re-established and honoured to continue to participate in this initiative."

His Honour, Brigadier-General the Honourable J.J. Grant, CMM, ONS, CD (Ret'd) Lieutenant Governor of Nova Scotia, re-established the Lieutenant Governor's Teaching Award last year, which was instituted by the Honourable Myra A. Freeman, CM, ONS, MSM in 2005 to celebrate the positive influence teachers have on the students and communities they serve.

Potential recipients are nominated by colleagues, active teachers, administrators or Community College members of the NSTU. The recipient will exemplify the outstanding leadership, dedication, commitment, and achievement by teachers to the youth of our province within our public schools and the Community College to foster the growth of their students, their communities and their profession.

To be eligible, the successful candidate must be an active teacher or administrator working in a Nova Scotia public school or Community College and a member of the NSTU. The Lieutenant Governor and the NSTU president will host an Award Recognition Ceremony for the recipient of the award at a date yet to be determined. The Lieutenant Governor's Teaching Award is generously supported by Johnson Inc.

Members of the Retired Teachers Organization (RTO) executive and a representative from the Office of the Lieutenant Governor comprise the award selection committee.

The deadline for the nomination forms is Friday, February 20, 2015 by 4:30 p.m. Nomination forms are found on the NSTU website at <http://www.nstu.ca/default.asp?mm=1.3.67.218.435>.

The 2014 recipient was Margot O'Leary. Previous NSTU members honoured with the Lieutenant Governor's Teaching Award are: Karen Wallace (2005); Dianne Raoul (2006); and Dr. Steven Van Zoost (2007).



people

AVRRC Rep Retreat

NSTU president Shelley Morse attended the Rep retreat for the Annapolis Valley Regional Representative Council (RRC) on November 14 and 15 at the Delta Halifax. This retreat brought together NSTU reps from the Annapolis, Kings and Hants West Locals for a weekend of professional development in supporting the key role NSTU representatives play in the functioning of their Union.



From left to right: Annapolis Local secretary Crystal Tattersall; NSTU president Shelley Morse; Hants West Local president Tami Cox Jardine; Kings Local treasurer Thérèse Forsythe; Kings Local president Natalie MacIsaac; Annapolis Local president Krista Wright; and Hants West social chair Karen DesRoches.

Shelburne County Local School/Campus tour

As part of the Shelburne County Local school/campus and media tour on November 26, NSTU president Shelley Morse met with Community College members from NSCC's Shelburne Campus.



From left to right: Shelburne County Local president Dawn Smith; NSTU president Shelley Morse; faculty members Wendy McGill and Thea Atkinson, School of Business; professional support member Nicki Taylor; and faculty member Anne Lovitt, School of Business.

Lieutenant Governor attends holiday reception



His Honour, Brigadier-General the Honourable J.J. Grant, CMM, ONS, CD (Ret'd) Lieutenant Governor of Nova Scotia was a special guest at the NSTU president's Holiday reception on December 11, 2014. He is shown (centre) with Her Honour Mrs. Grant, and **from left to right:** NSTU executive director Joan Ling; former assistant executive director Bruce Kelloway; NSTU president Shelley Morse and second vice-president Wally Fiander.

THE teacher
INVOLVING | INFORMING | INSPIRING
ISSN 0382-408X

Managing Editor: Angela Murray
Layout, Advertising & Circulation: Sonia Matheson

Published eight times a year (September-June)
by the Nova Scotia Teachers Union

Return undeliverable Canadian addresses to:
3106 Joseph Howe Drive,
Halifax, NS B3L 4L7
Phone: 902-477-5621 Fax: 902-477-3517
Toll free: 1-800-565-6788
Email: theteacher@nstu.ca
Website: www.nstu.ca

All materials for publication must be submitted
13 working days prior to printing date.

Submission deadlines for 2014-2015:

ISSUE	DEADLINE
March	February 20
April	March 20
May	April 17
June	May 29

Mailed under Canada Post Publications
Agreement Number 40063555.

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Happy
New Year!

Helping to alleviate poverty

This school year, the NSTU once again supported Feed Nova Scotia in lieu of printing and sending Christmas/holiday cards. NSTU president Shelley Morse presented a cheque for \$2,500 to Feed Nova Scotia's new executive director Nick Jennery at CBC Radio's new studios during Information Morning's Annual Feed Nova Scotia Food Drive on December 12. This donation was also coupled with a food and money drive by NSTU staff in December. The support from the NSTU helps Feed Nova Scotia's monthly support of close to 20,000 Nova Scotians who rely on food from its member agencies, in which over 150,000 meals are served monthly through its meal programs and shelters. Feed Nova Scotia also provides additional support during the Christmas season. Every dollar donated helps to distribute \$15.74 worth of food. The NSTU support translates into approximately \$40,000 for hungry Nova Scotians accessing Feed Nova Scotia's programs, 32 per cent of whom are under the age of 18. The NSTU is also helping to support Feed Nova Scotia through distribution of books about child hunger and poverty to elementary schools around the province.

From left to right: NSTU's Yarmouth Local president Rollie Hannem, NSTU president Shelley Morse, Feed Nova Scotia executive director Nick Jennery and Feed Nova Scotia's director of development and communications Karen Theriault.



Focus on Education for Human Rights Day

Human Rights Education was the focus of Nova Scotia's December 10, 2014 International Human Rights Day celebration. The event, which was held at Cole Harbour Place in Dartmouth, featured guest speakers, student presentations of song, dance, and included the presentation of the 2014 Nova Scotia Human Rights Awards to individuals and groups.

"Human Rights Day provides us an opportunity to reflect on our individual contributions to strengthening human rights in Nova Scotia," said Lena Metlege Diab, Minister responsible for the Human Rights Commission.

The day's program included a harmony breakfast, keynote address by Delvina Bernard, executive director of the Council on African Canadian Education, as well as performances by district high school choirs and drama groups including Cole Harbour High School singers, Halifax Regional School Board Youth Voice, Auburn Drive High School choir, and Citadel High's Drama Club that presented a Collective Creation and Multilingual Poem. This poem, facilitated by Citadel's language teacher Rima Majaess demonstrated cross-cultural proficiency. Spoken word poet Des Adams, vocalists Linda Carvery and Lana Grant, and Project ARC (Action, Responsibility, Choice) were other highlights.

Hosted by a different Nova Scotian community each year, the event is a partnership between the Nova Scotia Human Rights Commission and Partners for Human Rights. The non-profit Partners for Human Rights committee, made up of organizations including the NSTU and the Human Rights Commission, and community groups, is dedicated to working towards respectful and inclusive communities. Partners organize events to promote racial harmony and awareness of human rights issues in the community.



Pictured (l-r): Auburn Drive High School Mikmaul/Aboriginal student support worker Patricia Voisey; Auburn Drive High School music teacher Stephen Cameron; Cole Harbour High School math teacher Jerry Ayoub; Cole Harbour High School music teacher Tina Gallant; Citadel High School language teacher Rima Majaess; Citadel High School student support worker Diane Obed; Cole Harbour High School principal Ken Fells; NSTU president Shelley Morse; and Auburn Drive High School principal Karen Hudson.

Recipients of the 2014 Nova Scotia Human Rights Award were also recognized. Sgt. Craig Smith of Halifax and Scott Jones of Scotsburn were recognized for their work in human rights education with the Dr. Burley Allan "Rocky" Jones Award. The Nova Scotia Mass Choir was the recipient in the organization category.

Smith is the site supervisor of the Cole Harbour RCMP detachment and has demonstrated a longtime commitment to community development in the African Nova Scotian community through his work. Jones, left paralyzed after a violent attack in 2013, created the *Don't Be Afraid* campaign against homophobia. The Nova Scotia Mass Choir actively spreads acceptance and racial harmony through its music and composition and also raises awareness of some of the cultural contributions of African Nova Scotians.

Human Rights Day is an annual celebration in Nova Scotia commemorating the signing of the United Nations Universal Declaration of Human Rights. The Universal Declaration of Human Rights was adopted by the United Nations General Assembly on December 10, 1948, as a result of the experience from the Second World War.

To learn more about the Nova Scotia Human Rights Award visit <http://humanrights.gov.ns.ca>. The Nova Scotia Teachers Union continues to be a long time, proud supporter of the December 10 event.



Citadel High School students recite multilingual poem for Human Rights Day.



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from the nstu president

Ashley Moore



Equity in education key to student success

It's a new year, and my hope for 2015 is an education system in Nova Scotia that is fully funded with enough human resources and sufficient materials to better facilitate the delivery of programs and services.

Will this be the year the Department of Education and Early Childhood Development reduces millions of dollars in costs to the education system by eliminating standardized tests? Could this be the year those dollars go back to the classroom to alleviate the numerous issues created by large class sizes in Grades 3 to 12, and class composition problems at all grade levels?

When standardized tests were first introduced in this province, the Department, school boards, and senior management assured teachers they recognized that test scores would only be representative of one snap-shot in time in a student's achievement profile; that the only sound practices in measuring a student's overall progress and achievement would be through the various formative and summative assessments teachers administer throughout the year, and report on each term. However, over the years, the actions and reactions from the top tell a very different story. Standardized test scores are now driving programming allocation, professional development, program planning, and knee-jerk curriculum changes, with many biases and social justice issues surfacing because of the scores. Of course we need assessment tools, but they should be grounded in sound pedagogical practices, using measurement, not standardization. Ideally, there should be enough resources to meet the needs of all students, but until this becomes a reality, the inequalities will continue to happen. This is unjust and unacceptable.

Research from the Canadian Education Association suggests large-scale assessments do not lead to improved educational outcomes for students; do not allow for linguistic or other cultural differences among students; lead to student disengagement; and do not adequately assess 21st Century skills such as creativity, technological ability, problem solving, and critical thinking skills. Results from a study by Kearns (2011) found that youth believe standardized tests marginalize them and serve no purpose in helping them achieve. Students also "experienced various levels of shame, humiliation, embarrassment, and/or degradation," from test failure. As Canadian Teachers' Federation (CTF) president, Dianne Woloschuk, commented, "We tell students to think outside the box. Then we give them a box and tell them everything they learn must fit inside that box".

Standardized tests also bring forth misconceptions from some members of the public regarding the alleged success or failure of students based on the results, which usually becomes an avenue to comment on a perceived competence of a teacher or teachers. All without an educational background and/or serious consideration of the variables that affect the test scores in the first place.

Education departments are constantly seeking a so-called better practice while disregarding the most important factors affecting school success. I have yet to hear department officials speak about the non-school factors that influence our practices, and have a direct effect on student achievement. If we really want to disrupt the status quo, let's begin meaningful conversations regarding the negative impact that poverty, racism, discrimination, mental health, violence, and dysfunctional families are having on the students in our schools.

I heard Pasi Sahlberg speak last year and he talked about the current practices in schooling, and the current trend of education departments building on what has not worked: competition, standardization, test-based accountability, human capital, and choice. Instead, he proposes we need to focus on what does work: collaboration, personalization, trust-based responsibilities, professionalism, and equity. Sahlberg believes equity in the education system is the key to high levels of student achievement.

Year after year, demands on our time increases, and workload continues to grow disproportionately with little consideration of how the excessive pressures are affecting teachers and, in turn, the students. Teachers are pulled in too many directions and overwhelmed by change fatigue, aka death by initiatives, curriculum change or the latest fad in education. Compassion fatigue is distressing us as well to the point of taxing teachers' health and to the detriment of their family life. Spirit is being squashed and slowly declining due to the unreasonable demands placed on teachers. The employer needs to begin viewing education from a different lens through shared responsibility instead of extreme accountability; by valuing classroom-based assessment instead of standardized tests; and by promoting self-directed in-servicing, not just top down teacher training.

We must be treated as professionals! Teachers must be given autonomy in the classroom, and be afforded the opportunity to make informed decisions regarding their students' achievement based on observations, authentic assessments, and professional intuition.

L'équité en éducation est la clé de la réussite des élèves

Une nouvelle année est là et ce que j'espère pour 2015 est un système d'éducation en Nouvelle-Écosse qui soit pleinement financé avec suffisamment de ressources humaines et suffisamment de matériel pour mieux faciliter la prestation des programmes et des services.

2015 sera-t-elle l'année où le ministère de l'Éducation et du Développement de la Petite Enfance réduira le coût du système éducatif de plusieurs millions de dollars en éliminant les examens normalisés? 2015 sera-t-elle l'année où ces fonds seront reversés dans les salles de classe afin d'alléger les nombreux problèmes engendrés par la taille excessive des classes de 3e à 12e année et la composition des classes à tous les niveaux scolaires.

Quand les examens normalisés ont été introduits dans cette province, le ministère, les conseils scolaires, et les administrateurs ont assuré les enseignants qu'ils reconnaissaient que les résultats des tests seraient uniquement représentatifs d'un aperçu ponctuel du profil de réussite de l'élève; que les seules pratiques solides pour mesurer globalement les progrès et la réussite d'un élève seraient les diverses évaluations formatives et sommatives que les enseignants administrent tout au long de l'année et dont ils font un rapport chaque trimestre. Toutefois, au cours des années, les actions et les réactions au sommet ont raconté une toute autre histoire. Les résultats aux examens normalisés orientent aujourd'hui l'allocation des programmes, le perfectionnement professionnel, la planification des programmes et les modifications réflexes de programmes, et beaucoup de préjugés et de questions de justice sociale font surface à cause de ces résultats. Bien entendu, nous avons besoin d'outils d'évaluation, mais ils devraient se fonder sur des pratiques pédagogiques saines, basées sur les mesures, et non pas sur la normalisation. Idéalement, il devrait y avoir assez de ressources pour répondre aux besoins de tous les élèves, mais jusqu'à ce que cela devienne une réalité, les inégalités se poursuivront. Ceci est injuste et inacceptable.

Les recherches de l'Association canadienne d'éducation indiquent que les évaluations à grande échelle n'entraînent pas d'amélioration des résultats scolaires pour les élèves; elles ne tiennent pas compte des différences linguistiques et autres différences culturelles entre les élèves; elles aboutissent à une démobilité des élèves; et elles n'évaluent pas convenablement les compétences nécessaires au 21e siècle comme la créativité, la capacité technologique, la résolution de problèmes et la réflexion critique. Les résultats d'une étude par Kearns (2011) ont révélé que les jeunes sont convaincus que les examens normalisés les marginalisent et ne les aident en rien à réussir. Les élèves éprouvent également « divers sentiments de honte, d'humiliation, d'embarras, et/ou d'indignité » à cause de l'échec aux examens. Comme l'a commenté la présidente de la FCE, Dianne Woloschuk : « Nous disons aux élèves de sortir des sentiers battus. Puis nous leur montrons un sentier et nous leur disons que tout ce qu'ils apprennent doit suivre ce sentier ».

Les examens normalisés engendrent également des idées fausses de la part de certains membres du public concernant le prétendu succès ou échec des élèves en fonction des résultats, ce qui devient souvent un moyen de juger la compétence perçue d'un ou de plusieurs enseignants. Tout cela sans aucune expérience de l'éducation et sans tenir compte des variables qui influent sur les résultats des tests en premier lieu.

Les ministères de l'éducation sont constamment à la recherche d'une soi-disant meilleure pratique sans tenir compte des facteurs les plus importants qui influent sur la réussite scolaire. Je n'ai jamais entendu les représentants du ministère parler des facteurs extrascolaires qui influent sur nos pratiques et qui ont un impact direct sur la réussite des élèves. Si nous voulons vraiment bousculer le statu quo, engageons alors un dialogue pertinent au sujet de l'impact néfaste de la pauvreté, du racisme, de la discrimination, des problèmes mentaux, de la violence et des familles dysfonctionnelles sur les élèves de nos écoles.

J'ai assisté à une présentation de Pasi Sahlberg l'an dernier où il a évoqué les pratiques actuelles en matière de scolarisation et la tendance actuelle des ministères de l'éducation à s'appuyer sur ce qui n'a pas fonctionné : la concurrence, la normalisation, la responsabilisation axée sur les tests, le capital humain et le choix. Il propose de nous appuyer au contraire sur ce qui fonctionne : la collaboration, l'individualisation, les responsabilités basées sur la confiance, le professionnalisme et l'équité. Sahlberg est convaincu que l'équité dans le système d'éducation est la clé pour un niveau élevé de rendement scolaire.

D'année en année, les contraintes sur notre temps augmentent et notre charge de travail ne cesse de grandir démesurément sans tenir compte du fait que ces pressions excessives affectent les enseignants et, par conséquent, les élèves. Les enseignants se trouvent tiraillés dans tous les sens et sont accablés par la fatigue liée au changement, alias la mort à coup d'initiatives, les modifications de programme ou les dernières modes en matière d'éducation. La fatigue liée à la compassion nous bouleverse également au point de mettre en péril la santé des enseignants et au détriment de leur vie familiale. L'enthousiasme est étouffé et décline peu à peu en raison des exigences irrationnelles imposées aux enseignants. L'employeur doit commencer à envisager l'éducation d'un point de vue différent au moyen d'un partage des responsabilités plutôt que d'une responsabilisation extrême; en valorisant l'évaluation en salle de classe plutôt que les examens normalisés; et en encourageant la formation sur place autogérée, et pas seulement la formation des enseignants imposée du sommet.

Nous devons être traités comme des professionnels! Les enseignants doivent jouir d'une autonomie dans la salle de classe et doivent se voir donner la possibilité de prendre des décisions éclairées au sujet des réalisations de leurs élèves basées sur des observations, des évaluations authentiques et leur intuition professionnelle.

Kearns, Laura-Lee. 2011. *High-stakes Standardized Testing and Marginalized Youth: An Examination of the Impact on Those Who Fail.* (<http://files.eric.ed.gov/fulltext/EJ936746.pdf>)

What is the Value of Standardized Testing? www.cea.ace.calfacts-on-education

Kearns, Laura-Lee. 2011. *High-stakes Standardized Testing and Marginalized Youth: An Examination of the Impact on Those Who Fail.* <http://files.eric.ed.gov/fulltext/EJ936746.pdf>

Les faits en éducation : Quelle est la valeur des examens normalisés? www.cea-ace.calfacts-on-education

MULTIZONE

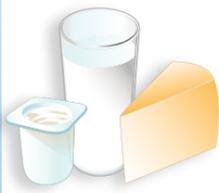
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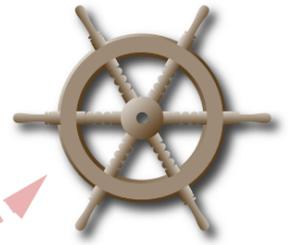


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Inspiring Family Studies in our Teaching — Celebrating 30 Years

by Karen L. MacIsaac, Family Studies Teachers Association President

A Little History

This year marks the 30th year for the Family Studies Association (FSTA) of Nova Scotia. Although we are a small group among our peers, we are a strong group who believe in the importance of family and all its facets which include: health and well-being, food and nutrition, consumer studies, textile arts, child development and our connection to everything.

FSTA was created at the fall conference in 1984 at Central Kings Rural High School. It was quite a big decision for us as it meant severing ties with Nova Scotia Home Economics Association (NSHEA) but the teachers supported the decision at the AGM. So this was our 30th year!

We used to be part of the N.S. Home Economics Association which was the Professional Association for all Home Economists in Nova Scotia. The teachers decided they needed to be a separate entity partially to build their visibility as educators and home economists. It also meant conferences were more focused on education and professional development.

During our 20th year as an association we hosted the Canadian Symposium in Halifax at the Ramada Inn. This year, the Canadian Symposium for Home Economics is held the end of February in Winnipeg, Manitoba.



The Family Studies Teachers Association (FSTA) held its annual conference at Agritech Park in Bible Hill on October 26 and 27. Cooking, nutrition, crafts and human relationships were some of the many topics covered during the Friday workshops. It was also an opportunity for the association to recognize some of its own members. Above, newly elected president Sue Hannem presents certificates honouring 30 years of service to Carol Hines; past president Laura Naugler; Linda Boulet and Helena MacDougall.

Being part of the association for the past nine years and the executive for the past three years, I have made great connections with peers, learned valuable information to take back to my classrooms and this reinforces just how important the Family Studies programs are for our students in our junior and senior high schools. Teachers in our junior and high schools, in all areas of family studies can take advantage of professional development in and out of province. These learning opportunities can help teachers learn new skills, make connections with other educators and keep our learning fresh and enthusiastic.



Like most professional associations of the NSTU, Provincial Professional Development Day is a major focus for our association. This is a time where the executive and host school or location put a tremendous amount of time and work into making it a success to benefit the educators who work in the area of family studies and teachers who want to learn more about health living, foods, textile arts, and the many facets that we are made up of. Plans are already underway for the 2015 October conference.



Conference 2002 Planning Committee — Standing Back (l-r): Brenda MacDonald, Erin MacPherson, Mystery Man from Richmond County, Linda Boulet, Maureen Cosman-Burke, and Donna Machin. Front (l-r): Shari MacGillivray, Anja Sampson, and Shirley Giffin. Unavailable for photo: Dianne Raoul, Joan MacIsaac, Jenny Aboud, and Nora Strapps.

Members

Our association hopes that members continue to share their success with each other and with us. Members can access the FSTA through our website under the NSTU. Being able to reach our membership with a quick message about news, registration deadlines, or PD opportunities is highlighted on our site and we have our newsletters available online to all members as well. “Ideas That Work” is an area in our newsletter that we promote to our FSTA members to incorporate into their curriculum. Members receive \$25 if their idea is chosen.

Artist Holly Karr was the keynote speaker at our October 2014 Conference, Then and Now, held at Northeast Kings Education Centre in Canning. She created a beautiful silk textile art piece depicting images about how life was and how life is now. Holly is often sought after for her public speaking, painting and talking on a variety of issues relating to creating and following your own path in life.

Continuing Education

Acadia University provides a certificate in Family Studies for those teachers who are interested in pursuing teaching in the area of family studies or for those who want to develop skill relevant to the curriculum area. UBC also has a Masters in Education in Human Ecology and Everyday Life available across Canada and it takes two and a half years—all completed online.

The FSTA also offers a fellowship grant for teachers to enhance curriculum and/or student-based projects.

Family studies is a thriving program in our province and with the dedicated educators who teach our future, we are not only inspiring the importance of family and the home, but also the health and well-being of all individuals.

The team of Anja Sampson and Lois Hudson from St. Andrew Junior School in Antigonish presented a workshop on family studies in the middle school at the combined Family Studies Teachers Association (FSTA), Teachers Association for Physical and Health Education (TAPHE) and the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) at Horton High School. Pictured to the left are Sampson, who worked with one group making soft pretzels and Hudson, who is supervising Bridgetown Regional High School teacher Deborah Gillis on a computerized sewing machine.

Nova Scotian appointed as Secretary General of the Canadian Teachers' Federation

The president of the Canadian Teachers' Federation (CTF) announced the appointment of Cassandra Hallett DaSilva as the Federation's new secretary general on January 6.

"The secretary general of CTF is a key position at the heart of Canada's teaching profession and education system," explains CTF president Dianne Woloschuk. "Hallett DaSilva, a former CTF international program officer, brings a wealth of understanding of Canadian schools and teacher organizations to the Federation. She is a seasoned teacher and educational leader with experience in her hometown of Halifax, in the Northwest Territories and Nunavut, and overseas in Tanzania.

"Her professionalism, values, bilingualism, and skills as a team builder and communicator will serve our federation extremely well into the future," explains Woloschuk.

"At a time when CTF is in the process of rebuilding and revitalizing, Hallett DaSilva's solid leadership will be a critical ingredient in our success. I have no doubt her knowledge and skills in nurturing relationships with staff, teachers and political leaders will ensure our success on many fronts," adds Woloschuk.

"We are also celebrating her appointment as the first woman ever to hold the position of secretary general in the Federation's 95-year history," says the CTF president. Hallett DaSilva is also a mother to two school-aged children here in Ottawa.

She assumed her duties as chief administrator of CTF on January 1, 2015, replacing Dr. Calvin Fraser who retired in December after serving eight years in that capacity.

Located in Ottawa, CTF is a national alliance of Member organizations, including the NSTU, representing nearly 200,000 teachers across Canada. CTF is also a member of Education International, which represents 30 million educators around the world.



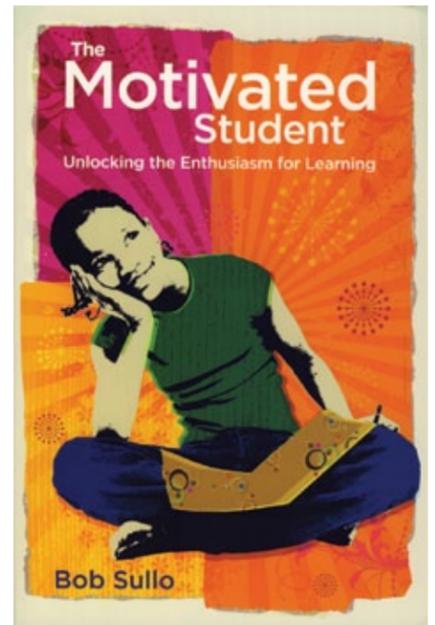
fresh

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 February 27 to be eligible for the draw.

The Motivated Student — Unlocking the Enthusiasm for Learning by Bob Sullo

The Motivated Student: Unlocking the Enthusiasm for Learning by education consultant and instructor Bob Sullo bypasses the traditional reward-punishment model and looks at the students' psychological needs to enhance their desire to learn. After interviewing successful teachers, counsellors and administrators he helps you understand your students and promote enthusiastic learning.

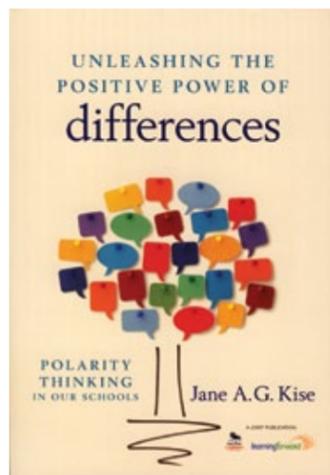


EQUITY BOOK REVIEW COMMITTEE

Email your name, home address, and school or campus with EQUITY in the subject line to theteacher@nstu.ca by February 27 to be eligible for the draw.

Unleashing the Positive Power of Differences by Jane A. G. Kise

Unleashing the Positive Power of Differences by education coach Jane A. G. Kise shows how to find common ground from education leaders to students. The book demonstrates the use of polarity thinking to recognize the positive and negative and work with polarities to lead change, create cooperation and develop higher-level thinking.



Congratulations to our Book Winners from November/December!

FRESH - Barbara MacKenzie-Murray,
Halifax Regional School Board

EQUITY - Samuel Samson,
Conseil Scolaire Acadien Provincial

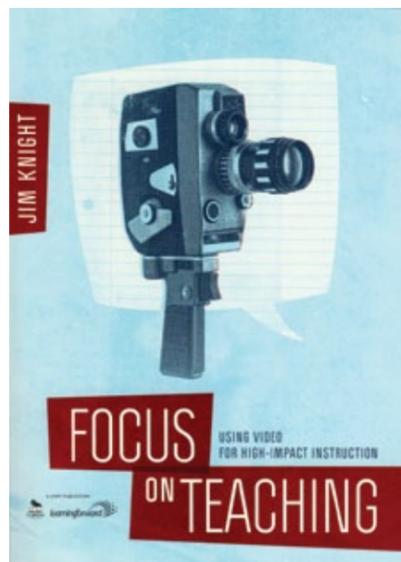
PD - Jennifer MacDonald,
Chignecto-Central Regional School Board

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 February 27 to be eligible for the draw.

Focus on Teaching — Using video for High-Impact Instruction by Jim Knight

Focus on Teaching is the latest book from professional development guru and best selling author Jim Knight and is published by Corwin. He explains how to use video to assess and improve your classroom whilst avoiding the potential pitfalls. You are shown how to use the latest technology to maximize your video recordings and how to be mindful of ethics and the comfort of participants.



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South Shore Regional School Board teacher, Lindsay Welsford, has been piloting a new program I developed, *Mindfulness in the Classroom: a doorway into a new way of thinking*. The results she reports are inspiring. After four months of daily practice, she has received feedback from her students such as: enhanced relationships with parents as well as improved relationships with themselves, leading to higher self-esteem.

The education system is always pursuing the latest, leading edge modalities while the latest movement that is sweeping across North America happens to be the 5,000-year-old practice of mindfulness.

This practice is spreading like wildfire because these simple techniques aim to provide students with the skills to focus on assigned tasks, amidst many distractions and outside influences.

Studies show that repeated training using intentional focus helps to direct one's attention despite the millions of competing external stimuli, such as noise, random thoughts, cravings, etc. (Jha, 2013). By intentionally setting our thoughts to a specific task, we rewire neural pathways used for focusing (Kozasa et al., 2011; Lu et al., 2014).

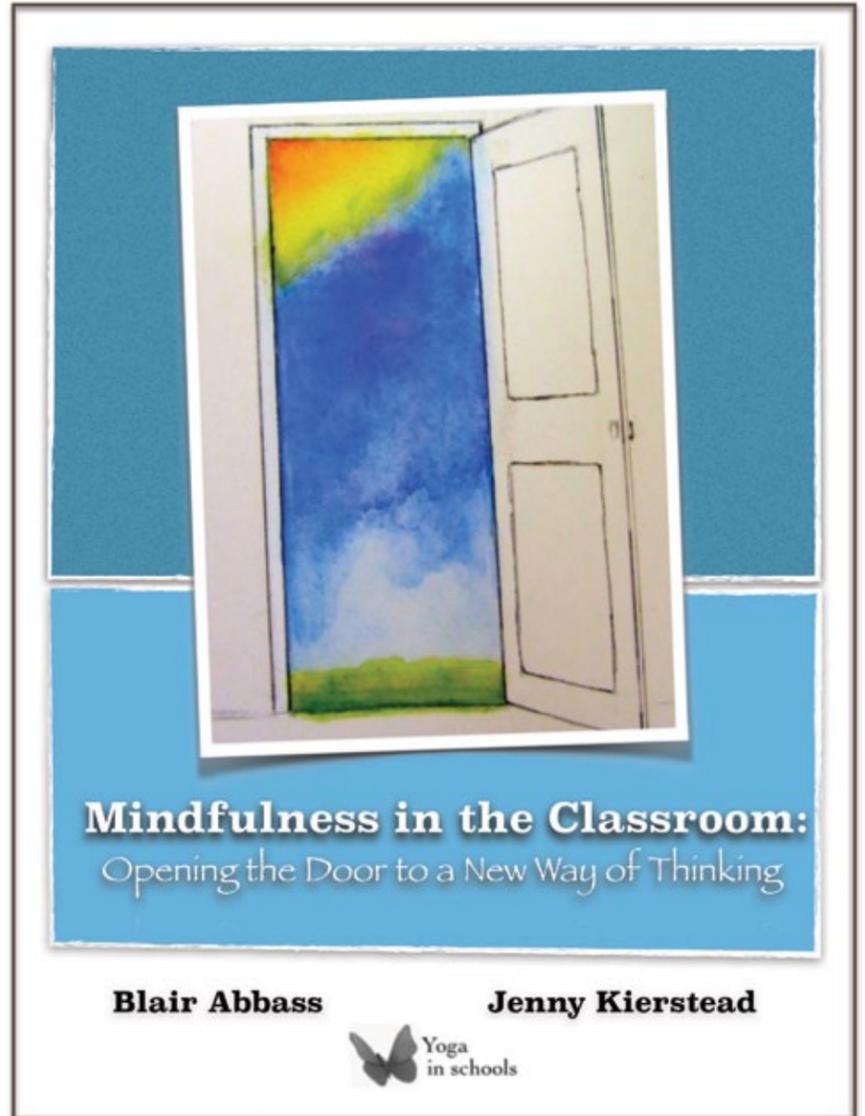
Students, however, aren't the only one's benefiting from this ancient discipline. During a random encounter with a *Yoga in Schools* graduate teaching Yoga Grade 11, she excitedly shared that although she loved the physical part of the training program, the most transformative aspect for her was the mindfulness. She attributes her vibrant health, balanced emotional states and enhanced relationships to her daily mindfulness practice.

What makes this particular program unique is the cognitive therapy/choice theory aspect that's included. Many people practice mindfulness techniques in its various forms but see no improvement in mental pathologies. For example, a student with anxiety issues can be trained to use mindfulness techniques to release anxious feelings. The challenge is that the anxiety is a symptom of a deeper issue that must be addressed to be truly healed. Otherwise, the anxiety-release cycle perpetuates. Applying cognitive therapy tools here, one could address this issue with the following free write exercise.

The student would write at the top of the page "The reason why I have anxiety." followed by an open stream of writing, listing everything that comes to mind for 5 to 10 minutes. At the end of the exercise, the student would re-read the list and add stars next to those that stand out the most, such as the common statement "I am not good enough."

This reflects a core negative belief that is usually embedded deeply into the subconscious mind. Although this belief is out of sight from day-to-day awareness, the symptom adversely affects the student's peace of mind. Here's where the therapeutic component can be applied. Working with the negative, fear-based statement, the student would create a new belief statement, affirming healthy neural pathways. In this scenario, the statement could be transformed into a phrase such as, "I have value and I am achieving great things in my life." Note that the statement leaves no room for ambiguity; it is totally affirming and written in the present moment. The student is then encouraged to place the affirmation in visible sights throughout the house, repeating the statement frequently with a sense of conviction. As Amy Cuddy says, "You need to fake it till you become it."

The student now has the sitting mindfulness practice, coupled with cognitive therapy techniques to override old programs, leading to lasting changes in one's perspective and way of thinking.



Personally speaking, as a boy reared with two immigrant parents, I developed a core negative belief that I was stupid. With no academic guidance at home, I barely scraped by in my grade school years.

Today, after two undergraduate degrees and two Masters in this work, I have outgrown my childhood limiting beliefs. A number of years ago, it was a poignant moment when I was introduced at a principal's meeting as being gifted. How did I go from scraping by as student to now a gifted teacher? I changed my mind about who I was and what I was capable of.

Blair Abbass is a retired teacher of 32 years and a contributor to the PSP Yoga 11 course and the Girl on Fire Empowerment program being piloted in New Brunswick schools. His Mindfulness Meditation Manual is being piloted in the classroom by Lindsay Welsford and overseen by Catherine Rahey for both regular stream and special needs students within the South Shore Regional School Board.

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

Please contact Darcell at dcromwell@staff.nstu.ca and provide your NSTU email address.

This list provides information about the EIP and other wellness topics.

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

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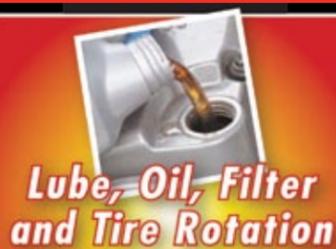
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NSTU Leader Profile

BEN SICHEL - Dartmouth

NSTU Provincial Executive

While still an early career educator, Ben Sichel knows the significant role the NSTU plays in creating a fair and equitable public education system.

“I’ve seen teachers’ unions do some amazing things and am excited by the possibilities for our own union, and the difference we can make for public education and for society in general.”

He sees his provincial executive position as a way to play an important part, and highly enjoys his participation around the provincial executive table. “I like seeing what’s going on around the province and looking at the big picture of public education, how our policies try to better the working conditions of our members and the learning conditions of our students.”

In his second year as the provincial executive member for Dartmouth and ninth year of teaching, Sichel has spent the past eight years as a social studies and languages teacher at Prince Andrew High School in Dartmouth. “I was fortunate to get a permanent contract because I could speak Spanish,” he says.

While completing his BEd at the University of Ottawa he did a Spanish exchange program and worked at an indigenous centred school in Guatemala. As a native of New Brunswick, Sichel is also a French speaker. His current assignment includes: Spanish, Mi’kmaq Studies, African Canadian Studies and French. He has also taught sociology, global geography and math, and has a BA in History and Math from Dalhousie University.

His union involvement was precipitated by the fact that about a half dozen of his Prince Andrew colleagues are active members of the Dartmouth Local. He was acclaimed for a one-year term (2013-14), on the provincial executive replacing Mark Savoury, who became the Dartmouth Local president. He was then elected to his current two-year term.

He has served on NSTU’s equity committee, and participated as a presenter in an NSTU Equity conference before joining the provincial executive. He continues to be involved in that committee as the provincial executive liaison, and has also liaised with NSTU’s substitute teacher committee. He is also a regular contributor to NSTU’s professional journal, *Aviso*.

“I have great admiration for our reps and Local presidents, who deal with the nitty, gritty,” he says. “I feel lucky to be able to discuss policy with very experienced educators and be in a front seat seeing what the Union is doing.”

He mentions the NSTU’s response to the Recommendations of the Report of the Minister’s Panel on Education—*Teacher Voice for Quality Education*—and the importance of our perspective being heard for the continued development of a public education system that supports all learners/students. “I like to keep an eye on education politics around the country and beyond,” he says. “There’s a lot of potential to get people involved in making communities better and our society more fair and equal.”

An avid blogger (<https://noneedtoraiseyourhand.wordpress.com/>) Sichel has penned many pieces on topics near and dear to his heart, including Canadian history, pedagogy, race and racism, education reform and—aboriginal education. Last April he presented for the national conference of the Canadian Association for the Practical Study of Law in Education (CAPSLE). Under the theme *Equality in Law and Education: The Small Under the Protection of the Great*, he and Mi’kmaq lawyer Naomi Metallic, who works in Aboriginal law, and human and constitutional rights, served on a panel on Aboriginal Education in Canada. “I like writing,” he says. “It helps me learn more about things I’m interested in, like how social justice and equity issues relate to public education.”

Sichel has also penned the Education Section of the Alternative Budget for the Nova Scotia chapter of the Canadian Centre for Policy Alternatives for the past two years.

Through his interest in Aboriginal education and social justice issues, Sichel attended the People’s Social Forum in Ottawa last summer. This Forum is a stimulating movement of debate and discussion, which aims to promote social activism as well as solidifying connections between the labour movement and others fighting for fair public policy.

Sichel obtained his Master of Curriculum Studies from Mount Saint Vincent University with a focus on inter-cultural education and equity. Through this work he has created a “Guys Group” at his high school. “It’s a safe, confidential space for teenage boys to talk about issues like drug use, risky behaviours, relationships,” he says. “It provides a forum for boys to express themselves during sometimes tumultuous times for them.”

Ever an advocate for all, Sichel is continually concerned with current



political policies and their effects on Canadians. “It’s ridiculous that we have people living in poverty in Canada. The endless cycle of cutting public services and saying we never have enough money for anything is a detriment to providing for all.”

He sees this attitude as a challenge for public education and teachers’ unions. “The perception that public services are a cost and not a benefit has taken hold,” he comments. “The idea that we can’t afford good public education and good public services is nonsense. We are one of the richest societies in the world. It’s how we choose to use our public wallet that’s important.”

He sees some scary US education policies creeping into Canada too. “The Charter schools threat is always there, which I think looks at problems in public education all wrong,” he says. “It also gives more control of public education to private hands, which is not the answer to our problems.”

Sichel also worries about a sense of disconnectedness that exists within the NSTU. “I think we have to be honest about the fact that many of our members don’t feel a connection to their union. We need to take a look at how we engage our members and our communities.”

“I like the idea of ‘Social Movement Unionism’” he says. This form of unionism is the philosophy of Lois Weiner, a professor of education at New Jersey City University, who says that, “Fighting corporate education reform is less about restoring the old system to its former glory than building a just one for the first time.”

He is however, very optimistic about NSTU’s place and ability. “We can be leaders not only in public education, but in democracy and human rights as well.”

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Conference Leaders:

Jenny Kierstead, author of 6 yoga school programs and award-winning educator, is founder of Breathing Space Yoga Studios. She is currently piloting her NEW Girl on Fire Program in NB schools.

Blair Abbass has been teaching meditation and stress reduction for students and teachers for over 25 years and was the first teacher to bring Yoga 11 to HRSB. He is currently piloting a program using his NEW Mindfulness Manual.

Leading Educators and Guest Speakers soon to be announced!

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

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- Tanya Thibeau, Yoga in Schools Graduate

Guidelines for Supporting Transgender and Gender Nonconforming Students

Education and Early Childhood Development Minister Karen Casey released on December 10, coinciding with International Human Rights Day, to support schools and school boards in protecting and respecting students as they assert their gender identity and right to gender expression.

The guidelines complement the amendments made to the Human Rights Act in December 2012 that protect transgender people from discrimination.

They will help schools and school boards to create a culture that is safe, respectful and supportive of transgender and gender nonconforming students.

“We are very excited that these guidelines will help educators, youth and their families better understand and include transgender youth in our community,” said Sheena Jamieson, support services co-ordinator of The Youth Project. “We support many transgender youth across the

province who run into challenges around being included, and we field questions from many educators who want to be better informed.

The guidelines will be a helpful tool in our work to better serve the needs of transgender students, and it means a lot that trans youth were a part of the development process.”

The guidelines were developed by a working committee that included members of school boards, the Nova Scotia Teachers Union, Human Rights Commission, The Youth Project and the Department.

“Our schools need to be safe, welcoming spaces where students of all backgrounds feel comfortable,” said Ms. Casey. “The Department and its partners are committed to implementing guidelines that respect the needs and the dignity of our transgender students, and all of our students.”

The guidelines identify seven areas of support that include using the student’s preferred name and pronoun, providing easy access to gender neutral washrooms and private change rooms, and providing all students with full access to physical education classes and extracurricular activities, including competitive sports, in a safe, inclusive and respectful environment.

“These guidelines will help our schools model the respectful culture needed to ensure all Nova Scotians are treated with dignity

and are free from discrimination,” said Lena Metlege Diab, Minister responsible for the Human Rights Act.

The guidelines also clearly spell out the roles and responsibilities of students, teachers and school boards in creating and providing a supportive environment. They include respecting the rights of all students with regards to their gender identity and gender expression, developing an action plan for transphobic incidents and promoting and celebrating transgender and gender non-conforming communities.

The department will work with school boards’ Race Relations, Cross Cultural Understanding co-ordinators to implement the guidelines. The guidelines can be found at <http://ednet.ns.ca>.

The NSTU professional development department offers workshops around creating safe classrooms for schools and Community College campuses. To book a workshop or for more information contact NSTU’s Executive Staff Officer, Outreach Programs and Equity Services Gérard Cormier at gcormier@staff.nstu.ca. The NSTU has also produced a series of posters for schools to encourage respectful working and learning environments for all gender identities and gender expressions. To obtain these posters for your school or campus, please contact the PD department of the NSTU at gducette@staff.nstu.ca.



The NSTU continues to work for change in creating and developing a safe learning environment for our members and the students they serve. Since 2004, NSTU policy has advocated for an educational system that is safe, welcoming, inclusive and affirming for people of all sexual orientations and gender identities. This poster is provided to encourage respectful working and learning environments for all gender identities and gender expressions.



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BOOK WINNERS!

Congratulations to the 2 winners of the book giveaways from the November/December issue.

The National Geographic gift set goes to LORI MacKINNON of Wedgeport.

The ACORN PRESS giveaway goes to JUDY MacLEOD of Big Bras d’Or.



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executive highlights

December 5

- Filed Table Officers Report;
- Selected six candidates to the John Huntley Memorial Internship Program, along with two alternates;
- Approved a recommendation that the Delta Contract be extended for one year to June 30, 2016;
- Selected a member to serve on the Member Services Committee;
- Selected a member to serve on the Provincial Economic Welfare Committee;
- Approved a request from Maureen Smith, Business Manager, to participate in a Re-employment following Retirement Plan effective March 1, 2015;
- Approved a recommendation that Dr. Kevin Kelloway, Saint Mary's University, be contacted to conduct a study on Demands on Teachers' Time;
- Approved an amendment to Operational Procedures 22 (A) (ii) (e) Negotiations be amended by adding "will be forwarded to the REWC Chair of the submitting region and," after the word nature;
- Approved a recommendation that Roundtable be removed as an agenda item of Provincial Executive meetings effective January 1, 2015;
- Approved a recommendation that a motion regarding French translation be referred to the Governance and Policy Committee for study and possible recommendations and then to the Finance & Property Committee for costing and report back to the April 2015 Provincial Executive meeting;
- Approved a recommendation that the Provincial Executive elections for both Provincial Executive positions for the Shelburne/Digby/Yarmouth electoral region be held in the spring of 2015. One position

will be for a two (2) year term and one position will be for a one (1) year term. The candidate with the most votes will be awarded the two (2) year term position and the candidate with the second largest number of votes will be awarded the one (1) year position. Further, the one (1) year Provincial Executive position will be deemed a full term and not a by-election as set out in Article IV, The Provincial Executive, 6 (d) Regional Representation;

- Approved a recommendation that the NSTU participate in the research study Nova Scotia teachers' attitude towards retirement and how this is facilitated by technology.

January 15-16

- Filed Table Officers Report;
- Approved the proposed contracts for services by StFX University for the Leadership Skills Development Institute for the dates August 17-19, 2016; August 16-18, 2017 and August 15-17, 2018;
- Approved a recommendation that the NSTU advertise a secondment for a maternity leave replacement for an Executive Staff Officer in Member Services to begin March 2, 2015 and end on July 31, 2015;
- Processed the 2014 Policy Review on General for Council 2015: reaffirmed 20 policies; amended 5 policies; referred 4 policies;
- Approved an amendment to Operational Procedures 5 (b)(i) NSTU Group Insurance Trustees;
- Appointed Past President Brian Forbes as the Independent Chairperson for Annual Council 2015;
- Ratified the December 2014 edition of the Pictou Local Constitution;
- Approved a recommendation that staff review the Model Local Constitution with possible recommendations coming forward;

- Approved a resolution be forwarded to Annual Council 2015 regarding Policy 42 – Technology Integration Principles;
- Approved Signing Officers of the NSTU for 2014-15 effective January 1, 2015;
- Approved seven Out-of-Province Conference Grants for \$425 each and one Educational Research Award for \$475;
- Appointed the Awards Selection Committee;
- Approved a recommendation that NSTU staff support Local SAA School Administrator Branches in offering three workshops on the following topics; *Honour in the Workplace*, *The Contract* and *Open Space Café* on a requested basis;
- Approved a recommendation that Local Executives, RRCs and SAA are encouraged to

collaboratively host and co pay a meet and greet for administrators within their region on a mutually agreed basis. At this meet and greet the three entities work together to showcase the workings of the Local, RRCs and SAA on behalf of members inclusive of members with administrative responsibilities;

- Approved a recommendation that a presentation regarding the Development Successful Schools Conference be included on the agenda of the Local Presidents' Conference in April 2015;
- Approved an amendment to Operational Procedure 14 (e) Provincial Professional Development Day.



NOVA SCOTIA TEACHERS UNION

2014 - 2015

At the December 5 Provincial Executive meeting, the following NSTU members were selected to the following:

Selected six candidates to the John Huntley Memorial Internship Program, along with two alternatives: Nadine Doiron, CSANE; Farah Ahmad, Halifax County; Keith Partridge, CSANE; Gina Mundell, Shelburne County; Peter Day, Northside-Victoria; and Suzanne Greenlaw, Annapolis; Alternates: Ian Kent, Queens and Shelley Luddington, Halifax County.

Selected a member to serve on the Member Services Committee: Robert Lelievre, Inverness Local.

Selected a member to serve on the Provincial Economic Welfare Committee: Paul Syme, Kings Local.

At the January 15-16 Provincial Executive meeting, the following NSTU members were selected for the following:

Out-of-Province Conference Grants: Thérèse Forsythe, Kings; Kimberley King-Keller, Dartmouth; Kimberley Reyno-Briscoe, Halifax City; Krista Simm, Northside-Victoria; Heather Michael, Halifax County; Garren Surette, Queens County; and Lily Tam, Halifax County; Alternates: John Dobrowolski, Halifax City and Denise Johnston-MacDonald, Dartmouth.

Education Research Awards: Heather Michael, Halifax County.



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- ANXIETY** - Practical Intervention Strategies
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Halifax, NS: June 3-4
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Halifax, NS: June 16



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- DIVERSITY AND CULTURE** - Strategies for Working with Differences
Halifax, NS: April 16
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“A **very successful** two days with the presenter. Very plain talk, **relevant**, and they learned a lot. The critical pieces were that the presenter was tuned in to his **Canadian audience** and he preplanned with them and **customized** the work.”

—Rick Pooley, assistant superintendent,
School District #91 Nechako Lakes, British Columbia

RTI is not a series of implementation steps to cross off on a list, but a way of thinking about how educators can ensure each child receives the time and support needed to achieve success.

The presenters have worked with hundreds of schools throughout North America and can help your school make RTI efficient, effective, and equitable.

Learn why bureaucratic, paperwork-heavy, compliance-oriented, test-score-driven approaches fail—and then learn how to create an RTI model that works. Acquire four essential guiding principles—collective responsibility, concentrated instruction, convergent assessment, and certain access—and experience a simple process for bringing these principles to life in your school.

Learning Outcomes

- Drive implementation using the four guiding principles.
- Create a school leadership team to steer the shift to a culture of collective responsibility.
- Utilize collaborative teacher teams to define essential learnings.
- Create a toolbox of effective interventions.
- Build a schoolwide intervention team to address complex issues such as motivation, attendance, and behavior.



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Exploring Body Image Issues in the Classroom

by Heather Thompson, Vice-president, Peel Elementary Teachers' Local

Did you know that one-in-four boys between 10 and 14 years old diet despite being a healthy weight? And, that girls and boys who diet are in fact at 324 percent greater risk for obesity than those who do not diet? Body-based harassment continues to be socially acceptable and the reality is that students bring these real life issues into the classroom. However, sometimes teachers are unsure of where to turn for resources, support and next steps.



Heather Thompson

Beyond Images, a free, online body image curriculum from NEDIC (National Eating Disorder Information Centre)

provides students in Grades 4 to 8 with the opportunity to explore key issues around body image and self-esteem as well as media messaging, while developing critical thinking skills. Lessons can be downloaded from BeyondImages.ca, where there is an instructional webinar, tips and background information to further teachers' understanding of the key issues related to body image and self-esteem.

As teachers try to balance new ideas, with required curricula, board and ministry initiatives, bringing Beyond Images can assist students with developing critical thinking skills, combating body-based harassment, and meeting the requirements of planning collaborative inquiries that are meaningful.

Heather Thompson is co-author of the Grades 4 to 8 curriculum which can be accessed at www.BeyondImages.ca.

Beyond Images is a program of the National Eating Disorder Information Centre (NEDIC). NEDIC is a Canadian not-for-profit organization committed to the prevention of eating disorders. For more information visit NEDIC.ca or call the toll-free helpline at 1-866-NEDIC-20 or 416-340-4156.



FACT SHEET

- More than half of children report being involved in appearance based bullying. Beyond Images curriculum helps build a better understanding and resilience toward negative messaging among students and in the schoolyard.
- Based on research, Beyond Images focuses on providing age-appropriate information and activities to make a positive difference in combatting appearance based bullying and negative stereotypes.
- Nearly 1,000 teachers have used Beyond Images in their classrooms since it became web enabled in 2013.
- 23,717 students from across Canada have completed Beyond Images curriculum.
- Developed by Canadian educators, Helen Vlachoyannacos and Heather Thompson, Beyond Images fills a gap in media literacy and meets curriculum outcomes in all provinces.

23,717 students have completed the curriculum

948 educators across the country have downloaded the curriculum

beyondimages
a self-esteem and body-image curriculum

BeyondImages.ca explores how and why media messages are constructed and lets students create one of their own

FREE
self-esteem, body image and media literacy curriculum

20+
lesson plans for Grades 4 through 8

It is an important topic and your lessons gave us a great jumping off point.
— Toronto Catholic District School Board

Excellent program. Very current. Thank you!!
— Seven Oaks School Division, Manitoba

> 1/2
More than half the children report being involved in appearance-based bullying

- Beyond Images has four one-hour lesson plans for each grade (4 through 8), 20 free lessons in total. Each lesson plan can be taught as a stand alone or done as a unit, and includes tips and backgrounders for teachers.
- This comprehensive media literacy curriculum also includes:
 - Lesson objectives
 - Lesson plans and contemporary mixed media examples
 - Student worksheets
 - Evaluation rubrics
- The self-esteem and body image curriculum is free and can be downloaded at BeyondImages.ca.
- Beyond Images is generously supported by the Dove Self-Esteem Project

For more information about Beyond Images or the National Eating Disorder Information Centre, please call 416-340-4156 or toll-free at 1-866-NEDIC-20.

beyondimages
a self-esteem and body-image curriculum

GRADES 4-8

LESSONS 20+

\$0

at www.beyondimages.ca

MORE than half of children report being involved in appearance based bullying. *Be part of the solution.*

A positive body-image can lead to better self-esteem, emotional stability, happiness and confidence in children.

TEACHER ADVANTAGES: a comprehensive media literacy curriculum written by teachers that includes:

- Lesson objectives
- Lesson plans and contemporary mixed media examples
- Student worksheets
- Evaluation rubrics
- Curriculum outcomes matched for all provinces
- Free!

Beyond Images helps students understand how and why media messages are constructed – and then learn to make their own. Beyond Images explores current concepts of what it means to 'fit in'.

Join us on this journey of self-discovery and build understanding and resilience towards negative messaging in students and in the schoolyard. Beyond Images meets students where they're at and takes them further.

Developed by the National Eating Disorder Information Centre (www.nedic.ca)
Beyond Images is generously supported by the Dove Self-Esteem Project



Carol Coutts: Music is her playground

by Michael Coutts

Basinview Drive Community School music teacher Carol Coutts is going above and beyond to make a difference for students. This spring, Coutts and Basinview School are working with the IWK in hosting age appropriate mental health workshops as well as a concert to raise money and awareness. Coutts works daily to ensure each child at her school feels included and special, as she is an avid supporter of mental health awareness.

Coutts was inspired to start a project to raise awareness and money for mental health by her 17-year-old son a little over a year ago when he asked for a donation to the IWK's mental health department for Christmas, as well as when she realized the impact music can make in times of struggle. She believes raising awareness will make life easier for all students at her school facing mental health difficulties, and pull people together. "Hearing young voices sing with passion gives me hope that we can make a difference somehow," she says.

Coutts had always wanted to be a teacher since a young age, having loved school. She shared special connections with her teachers and wanted to be like them. Her decision to pursue music education came from a long love of music and her skills in the field were displayed in junior high when she wrote a song for her teacher and got her choir to sing it as a surprise at a concert. "If I can create a musical connection, that magic, and have a moment worth remembering for the student, then I feel amazing," comments Coutts, reflecting on why she loves her job.

In 2012, Coutts co-produced a CD with Cape Breton musician Keith Mullins entitled *Basinview Rocks: Music is Our Playground* to raise money to build a playground at Basinview school. *Basinview Rocks* collaborated the students of the school with big name Canadian musicians, featuring artists such as David Myles, Joel Plaskett, Ashley Moffat, Mark Bragg and many more. "*Basinview Rocks* was a dream come true for me. I had spent 10 years cultivating relationships with Canadian singer-songwriters and developing connections between them and my students," she comments. "Creating a permanent keepsake of that was very meaningful for me. When we had the concert and I saw hundreds of voices singing along with professional performers it kind of knocked me over. The whole audience felt that magic. It was beyond special."

The CD project spanned months of prep and recording and proved to be an emotional experience for Coutts, all the children and parents involved, as well as



Carol Coutts

the musicians. The *Basinview Rocks* project started strong by winning a \$1,000 grant from Awesome Halifax, a private organization committed to advancing impressive local projects and continued to gain publicity and praise as more and more musicians became involved. "It was a little intimidating, but most of all exciting," Coutts says about working with famous musicians. When the time came that the CD was finally released, Keith Mullins produced a release concert where the musicians performed with the children of Basinview School. The project raised a total of over \$10,000, enough to build the new playground the community school desperately needed. Coutts uses her music to do wonders for the students and parents of her school and everyone around her, and will continue to inspire others through her continued projects.

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Friday 5:30-7:30

Basic Parenting - an overview

Friday 8:00-10:00

Basic ADHD

Saturday 9:00-11:30

Autism Spectrum Disorder

Saturday 12:30-3:00

Basic Behavioural Management 1

Saturday 4:00-6:30

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South Shore teacher uses her Border collie to support students

At the end of September, 2014 New Germany Rural High School had a new member join its staff—but this one has four legs, and is only five years old. His name is Tucker, and he is a border collie who belongs to English and resource teacher Sherrene Delaney, who provides part time behaviour support for students.

“He comes in every day, except on in-service days,” says Delaney. She says he’s even changed his home routine. “At first he didn’t want to eat his breakfast at home. I think he was afraid he wouldn’t get to go to school.” She says Tucker is waiting by the door ready to go every school day.

Delaney got the idea through a friend of a friend, Eileen Higginbotham, a special education teacher in P.E.I., who designed the Prince Street School Puppy Project in Charlottetown.

Tucker’s main assignment is to work with a group of junior high school boys on behaviour support programs. Tucker is part of their motivation and rewards for exhibiting positive behaviour while at school. “All the boys have “Tucker Time” set up in their schedule,” says Delaney. “They come down to my classroom and take him for a walk. He is a great motivation tool for the boys, and he can pick them out of a crowd of students.”

Delaney had to convince her principal Steven McGill that it was a good idea, and make sure the school community was on board. Delaney says one of the biggest hurdles was to ensure that staff and students did not have any pet allergies. She and McGill continue to keep parents informed of the program to alleviate any concerns.



“I live down the street from the school, and whenever I teach, he is in my classroom.” Delaney teaches Advanced English 10 and 11, English 11 and 12, and AP English 12. “Some of the boys Tucker works with will stay with him while I teach English,” she says. “The students Tucker works with specifically are in Grades 7, 8 and 9, so it’s great for them to be exposed to a higher grade as well.”

Vice-principal Jennifer McMullen says she sees amazing results from the students. “They are taking ownership, showing responsibility and initiative and are able to show attachment to Tucker,” she says. “It’s a very positive relationship for them.”

Delaney says he’s really a part of the school environment now. “The boys also learn that there is a lot of work to be done when you are a pet owner, and that you sometimes need to put a dog’s needs above your own.”

While Tucker works mainly with students, who are part of the alternate school within NGRHS, he has also been doing some out patient calls says Delaney. “If there is a particular student who is having a meltdown on any given day, Tucker has been called in to help settle down the student.”

“He’s even helped to get some students to come back to the school if they’ve left school property,” she adds.

Tucker can also be found visiting students in the learning centre. On free time he also accompanies one of the behaviour support students in visiting with one of the school’s special needs students.

“His presence has gone a long way in forming positive relationships between students and helping to develop skills of compassion and empathy,” continues Delaney. “It’s amazing to see the progress in these students.”

Delaney says there have been a multitude of teachable moments experienced since Tucker arrived last fall. “The students also realize that Tucker has good days and bad days, just like them,” continues Delaney. “He doesn’t like the sound of the garbage trucks or buses, so when those things happen, the students try and comfort him.”

“Some of the students have difficulty in seeing how certain behaviours lead to certain consequences,” adds Delaney. “They are starting to learn more about their roles in certain situations and self-identify how things could be different.”

“The growth we’ve seen in students meeting outcomes in a different way with the presence of Tucker is great,” adds McMullen.

Delaney says they are thinking of involving Tucker in some of the school’s community-based or service learning programs, like visiting the local nursing home.

“To see the looks on their [students] faces now...” adds McMullen almost in tears. “Where they only stood out because of negative behaviours, and now they are being recognized for other things—they feel special and valued.”

Delaney says this program works for NGRHS because Tucker is a well-trained dog that has done pet therapy, who lives down the street from the school, but most of all, “Tucker has the perfect personality for the job.”

You can even find Tucker getting in on the school ground action from time to time. “He plays basketball with the kids.”

To learn more about Tucker’s journey at New Germany Rural High School follow Delaney’s blog at: <https://tailsofaworkingdog.wordpress.com/>.

Retired Teachers Organization FOUNDATION GRANT Application Form



Name of Applicant _____

Address _____

Postal Code _____

Phone No. _____ Fax No. _____

Federal Charitable Status Number _____

Program Coordinator _____

Brief Description of Program _____

Number of children involved in this program _____

Percentage of total number of children in the program who are sick and/or challenged _____

How will this grant make a difference? _____

Regular source(s) of funding for your organization _____

- Note:**
1. By signing this application, you will also be authorizing the Retired Teachers Foundation to verify your business number and check any other relevant facts about your organization.
 2. Please attach a one-page letter to elaborate on information requested in this form.

Signature _____ Date _____

**Please submit form with additional information
no later than March 31, 2015 to:**

**RTO Legacy Foundation
c/o President, RTO, 3106 Joseph Howe Drive, Halifax, NS B3L 4L7**

The recipient of the grant will be chosen by the Board of Directors at the April 16, 2015 meeting to be held at 4:00 p.m. at the NSTU Building. All RTO members are welcome to attend.

The Objectives of the Retired Teachers Foundation are:

- A. To operate a fund exclusively for the benefit of sick and/or challenged children in the province of Nova Scotia;
- B. To solicit; accept; receive; acquire by grant, donation, legacy gift, bequest; or otherwise; any kind of real or personal property and to enter and carry out agreements, undertakings and conditions in connection therewith;
- C. To disburse annually the interest on deposits.

Guidelines:

1. This annual disbursement is to honour the life and work of former teachers in Nova Scotia;
2. This annual disbursement is to benefit sick and/or challenged children younger than the age of 21 years;
3. This annual disbursement may benefit institutes which are defined as a society or organization founded for an educational, medical, social or similar purpose;
4. This annual disbursement may benefit charitable organizations that work for the benefit of sick and/or challenged children.

NSTU's holiday greeting focuses on alleviating poverty

This year's Holiday Greeting, which was broadcast on CBC, CTV, Global and Eastlink television during the last two weeks of December focused on how NSTU members support many community programs and support their students and families and encouraged others to help alleviate child poverty.

"It's heartening to see the amazing work our members do to help others, and the actions they lead with their students in supporting community initiatives that help to alleviate child poverty," says NSTU president Shelley Morse. "During the months of November and December in particular this activity increases as well. Food Bank drives, We Stop Hunger programs and donations to homeless shelters are a few of the many initiatives teachers and Community College members support with their time and resources."

This year's greeting was filmed at Barrington Municipal High School, Shelburne County and featured students who participate in the BMHS club. The club has been supporting the youth homeless shelter in Yarmouth for a few years and the holiday greeting featured students compiling backpacks filled with personal care items to donate. This is one of many activities students and staff have done to support the shelter over the years from clothing drives to baking and delivering goodies for the holidays. Members of this club earned their way to participate in We Day Atlantic celebrations in Halifax on November 28.

"We were given a very warm welcome by the Barrington High School community," adds Morse. "It was a pleasure to feature the great work being done at the school."



BMHS Club students featured in this year's NSTU Holiday Greeting are shown with NSTU president Shelley Morse and Shelburne County Local president Dawn Smith (centre). Also shown in the back row: healthy living teacher Wade Banks (far left); resource and life skills teacher Francine Hopkins, who works with the BMHS club; art and drama teacher Nathan Orman, who serves as the webmaster for the Shelburne County Local; biology and chemistry teacher and NSTU rep for the school Gary DeViller; EA Stella Nickerson, who was the "set dresser" for the shoot; and principal Cathy Breen.



NOTICE OF ELECTIONS (SPRING 2015)

Election of NSTU Provincial Executive Members

I. Background:

NSTU By-Law Article IV *The Provincial Executive* outlines the structure and duties of the NSTU Provincial Executive.

• Definition

There shall be an Executive of the Council, to be composed of the President, the immediate Past-President (one year position only), the first Vice-President, twenty-one (21) members elected on a regional basis at the Local level, including one member elected by all the members of the CSANE Local, and two (2) members elected by all the members of the Community College Local. A majority of the members of the Executive shall constitute a quorum.

• Duties

The Executive functions in the name of the Council between sessions. It shall perform its duties in a manner that is consistent with the will of the Council as expressed through resolutions passed by the Council. In addition, the Executive shall carry out duties imposed specifically by the Teaching Profession Act and;

- appoint and dismiss an Executive Director and such other paid employees of the Union as it may deem necessary and determine their duties, remuneration and terms of employment, including bonding;
- provide suitable offices and equipment for carrying on the work of the NSTU;
- direct and supervise the business, property and affairs of the NSTU between Council meetings, and all decisions that are deemed policy by the Executive shall be forwarded to the upcoming Council as resolutions;
- determine the place and date and make arrangements for workshops and special Council meetings;
- issue a post-Council press release;
- provide assistance with organizing Locals and Regional Representative Councils and Professional Associations;
- shall ratify constitutions of Locals, Regional Representative Councils and Professional Associations by following regulations outlined in the NSTU Guidebook;
- determine the boundaries of the Locals;
- publish a magazine or other official publications;
- cause the books and accounts of the Council to be audited annually by a chartered accountant and cause the report of the auditor to be submitted to Council;
- have the power to convene an emergency meeting of a Local or a meeting of the NSTU members in a given area; and
- is empowered to exercise on behalf of the Union, as the Executive deems advisable from time to time, the powers of the Union under the Teachers' Pension Act and report thereon to the Council at the next following meeting of the Council.

• Representation

NSTU Standing Order 10 *Composition of the Provincial Executive* delineates the representation by regional.

10. Composition Of the Provincial Executive

- Members of the NSTU teaching in the following regions shall elect twenty-one members to the Executive subject to the following conditions:
 - elections shall be held fifteen (15) days or more prior to the first meeting of the Council;
 - the regions and the numbers to be elected from each region shall be as follows:

Annapolis-Hants West-Kings	2 members
Antigonish-Guysborough	1 member
Cape Breton Industrial	2 members
Colchester-East Hants	1 member
Community College	2 members
Conseil syndical acadien de la Nouvelle-Écosse	1 member
Cumberland	1 member
Dartmouth	1 member
Digby-Shelburne-Yarmouth	2 members
Halifax City	2 members
Halifax County	2 members
Inverness-Richmond	1 member
Lunenburg County-Queens	1 member
Northside-Victoria	1 member
Pictou	1 member

II. Election Locations

Region	To be Elected
Annapolis-Hants West-Kings (2)	1 member
Cape Breton Industrial (2)	1 member
Community College (2)	1 member
CSANE (1)	1 member
Cumberland (1)	1 member
Digby-Shelburne-Yarmouth (2)	2 members (one for 2 terms and one for 1 term)
Halifax City (2)	1 member
Halifax County (2)	1 member
Northside-Victoria (1)	1 member
Pictou (1)	1 member

III. Eligibility

NSTU By-Law Article I-10(a) (iv) The right to vote and hold office at the Local and/or provincial level.

IV. Time Line

- A regional election must be conducted at least 15 days prior to Annual Council.
- Nominations close 30 days prior to Election Day in a region.
- The Regional Nominating Committee sets the exact dates for the election and close of nominations in a region.
- Contact your Local President to obtain the dates for the Close of Nominations and Election Day.

V. Contact Person:

For further information regarding the 2015 Regional Elections, contact Marcia Hirtle at mbirtle@staff.nstu.ca or 1-800-565-6788.

coming events

February is...

African Heritage Month (<https://ansa.novascotia.ca/>); Heart Month (<http://heartandstroke.com/>); Psychology Month (<http://www.cpa.ca/psychologymonth/>); Eating Disorders Awareness Week (<http://nedic.ca/news/edaw-2015/>); White Cane Week (<http://ccbnational.net/>); World Cancer Day (<http://www.who.int/>); Pink Shirt Day (<http://pinkshirtday.ca/>)

FEBRUARY 3 - MARCH 25

Evergreen Learning Grounds Workshop Series - Winter 2015

Teachers, parents, staff, and high school students are invited to join this free workshop series by Evergreen. Attend both sessions and learn how to design healthy, natural spaces for exploration, learning and play.

Join other participants in an interactive workshop to help start your school ground greening project! These workshops are appropriate for schools planning new projects or adding a phase to an existing project.

To qualify for design assistance from Evergreen, each school must have a minimum of two representatives attend both workshops.

Register now! Workshops are limited to 30 people.

Workshop Descriptions

Getting Started Workshop — How do you get going on greening your school

grounds? Come learn the nuts and bolts of a proven participatory process. See successful local projects and programs from around the world. Meet others who are embarking on projects or those who want to learn more and advance their plans to make a greener school ground.

Design Workshop — This workshop will take you through the process to create a conceptual plan of big ideas for your site. From this, we'll explore the realities of designing for your school ground: Simple design elements to consider; Constraints and opportunities—basing plans on the site audits you have completed; A conceptual plan: think big, but start small; Consider ongoing maintenance and species selection.

For the workshop series dates & locations, go to http://evergreen.ca/downloads/pdfs/NS_Winter%20Workshop%20Series_2015%20Fin.pdf

To register, contact Rhea Dawn Mahar, Evergreen Associate at 902-424-3107; Email: nova.scotia@evergreen.ca. Please leave your name, number, names of school colleague(s) also registering and school affiliation (or other affiliation). [Evergreen.ca](http://evergreen.ca)

FEBRUARY

African Heritage Month 2015

African Heritage Month 2015 will mark the launch of the Provincial Heritage Day holiday, honouring Viola Desmond and in addition, UNESCO has declared 2015 to 2025 the

"International Decade for People of African Descent: Justice, Recognition, Development."

This year's theme will be *Justice: People, Places and Events*. Please visit <http://ansa.novascotia.ca> to find out information on this year's celebrations and events.

FEBRUARY

Heart Month 2015

Heart Month is celebrated in February to give Canadians an opportunity to learn more on how to prevent heart disease and strokes.

Numerous volunteers across the country go door-to-door advocating and fundraising to improve the health and knowledge of one of our country's most prevalent forms of illness. Please visit the Heart & Stroke Foundation website for more information <http://heartmonth.heartandstroke.ca>

FEBRUARY

Winter Walk Day — February 2015

Schools and youth groups may register at <http://saferoutesns.ca/programs/winter-walk-day> and qualify to win a prize. The event is a partnership of the Ecology Action Centre, Heart & Stroke Walkabout and Recreation Nova Scotia's Take the Roof Off Winter campaign, which promotes healthy outdoor winter activity in Nova Scotia.

FEBRUARY 27 DEADLINE

Polar Expressions Publishing—Student Contests - Short Story

Get your students writing and participate in the Polar Expressions Publishing Short Story contest for students from Kindergarten to Grade 12. With many prizes to be won totalling over \$10,000!

For more information go to <http://www.polarexpressions.ca/StudentContests.html>

MARCH 20 DEADLINE

Canada Day Challenge 2015

Youth 8 to 18 years old across Canada who can tell us what makes them proud to be Canadian by submitting their best, most dynamic drawings, photos or pieces of creative writing that represents everything that Canada is as a strong, proud and free nation, have a chance to win great prizes. These include trips for two to Ottawa to celebrate Canada Day on Parliament Hill: go backstage, meet some of Canada's most inspiring people, tour museums, galleries, the iconic Parliament Buildings and be part of a special summer exhibit at the Canadian Museum of History!

Winners will also receive a chance to work with the National Film Board of Canada to create their very own short films about their adventures in Ottawa.

Please visit <http://www.pch.gc.ca/eng/1292268977681/1292268977684> for complete contest details.

MARCH 22 DEADLINE

41st NSTU Annual Bowling Tournament

This year's bowling tournament, hosted by Halifax County Local teachers, will be held on April 18 & 19 at the Woodside Bowlarama, 31 Atlantic St. in Dartmouth. New teams are invited to participate (min. 5 - max. 8). Cost is \$260.00 per team. Individual teachers can contact the tournament chair to be placed on a team. [Registration deadline is March 22.](#)

For further information contact the tournament chair, Peter Balcom at 902-462-5952 (h) or 902-471-0528 (c); email pgbalcom@gmail.com

Master of Education Programs at StFX



PART-TIME DISTANCE PROGRAMS

Students may complete Master of Education programs in *Educational Administration and Leadership* or a variety of *Curriculum and Instruction* areas. These part-time programs require one month of study on campus in July. The remainder of the program can be completed online over a two-year period. These programs may be completed by course-based, project, or thesis routes.

SCHOLARSHIPS AVAILABLE FOR FULL-TIME GRADUATE STUDY

StFX admits a limited number of full-time graduate students annually who wish to develop capacity in teaching/leadership or applied research. Students are paired with faculty who provide them with internship opportunities related to university teaching and field experience in the BEd program and/or research. Students who choose the research-based option will participate in funded research programs in collaboration with full-time faculty.



INFORMATION

For more information or to receive an information package, contact:

1-877-867-3906

Email: med@stfx.ca

<http://sites.stfx.ca/continuingeducation/master>

Application deadline: February 15th

Here's what StFX MEd students have to say...

- "People showed genuine interest and curiosity about what I do, how I teach, my school environment and who I am, and in return I gained a great amount of knowledge from listening to their experiences."
- "The personal and professional development that takes place in the presence of each other creates a common experience that extends to the online classes, making the program feel like a continuum, rather than pieces that create a whole."
- "It has been both formative and relevant to my teaching and I recommend the experience whole-heartedly."

RTO CURLING BONSPIEL

(Sponsored by the Shelburne County Retired Teachers Branch)



Where: Barrington Regional Curling Club, Sherose Island, Barrington, N.S.

When: Friday, February 20 & Saturday, February 21/2015

Fee: \$100/team (four or five players) Maximum 16 teams.

Guaranteed three, six-end games. **Registration deadline:** Friday, Feb. 13/15 (Teams must have at least two retired, active or substitute teachers.

Individual curlers are welcome and will be placed on teams needing players)

Contact: Wayne Mullins 902-637-3262 or wayne1950@hotmail.ca

Team Skip: _____

Phone: _____

Email: _____

Available for first draw Friday evening at 4:30 p.m. ____ or at 6:00 p.m. ____

Reception on Friday evening!

Send registration, made payable to Shelburne County RTO, to:

Mr. Wayne Mullins

Box 3, Comp. 4, Scott's Mill Road, Barrington, N.S. B0W 1E0

Breakfast and Lunch will be available for purchase at the club on Saturday.

Local Accommodations

Horizon Chalets & Motel (eight units)

3412 Hwy. 3 Barrington Passage

902-637-2242

Cape Sable Cottages

Newellton, Cape Sable Island

902-745-0168

Red Cap Restaurant & Motel (six units)

West Pubnico (30 min. from rink) 902-762-2112

Shelburne area (35 min from rink)

(Book early as the N.S. Senior Men's Championship

starts the same weekend in Shelburne)

MacKenzie's Motel and Cottages

Shelburne 902-875-2842

Wildwood Motel

Shelburne 902-875-2964

Boulder Cove Cottages

(Five Harbour front Cottages, each will sleep six adults comfortably.)

Churchover 902-875-1542

Roseway River Cottages

902-875-3812

Water Street Lighthouse Bed & Breakfast

Shelburne 902-875-2331

NOTICES

Valentines for Veterans

It may be wintertime but did you know you can help bring a little extra warmth to some very deserving people on Valentine's Day? Each year grateful Canadians create thousands of handmade valentines for Veterans who live in long-term care facilities. Reaching out with a heartfelt message of thanks is a wonderful way for youth to remember the brave men and women who have served in uniform over the years. Learn about our popular CEValentines for Vets' initiative today!

www.veterans.gc.ca/eng/remembrance/get-involved/valentines-for-veterans

Veterans Affairs Canada offers a wealth of free, bilingual resources that can be used to help young people learn more about the courageous Canadians who have served our country in the cause of peace and freedom from the 19th century to today. Explore the CEEducators¹ section of our web site and see what we have for yourself. www.veterans.gc.ca/eng/remembrance/information-for-educators

Nova Scotia Teachers College (NSTC)

Are you a NSTC grad? Are you an Alumni Association member? Do you attend Annual Reunions? Get (re)connected with your TC classmates and other grads. Come to Truro for a fun weekend. Join the Alumni Association!

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



NSTU's University liaison program

As part of NSTU's partnership and long-standing relationship with universities offering BEd programs and offering ongoing services for pre-service teachers and its University liaison program, NSTU staff officers provide presentations and sessions on a variety of topics including professionalism, the NSTU contract, NSTU's Professional Code of Ethics and classroom management. On January 7, staff officer Betty-Jean Aucoin presented Positive Classroom Procedures to first and second year elementary and secondary BEd students at Acadia University.



Shown with Aucoin (centre left) and students in the photo are Acadia's School of Education Dr. Allison Petrie, Assistant Professor (centre) and Director of Acadia's School of Education Dr. Ann Vibert (right).

Corrections

Mea Culpa

Staff at *The Teacher* would like to apologize to the following members for mis-identifying them in recent issues of *The Teacher*.

- Lori MacKinnon was mistakenly referred to as Lori Smith in two instances in the October 2014 issue of *The Teacher* on page 1 and 10.
- Belinda Snow was referred to as the second vice-president of the NSTU on page 2 of the November/December 2014 issue. She was a former second vice-president, but is currently a provincial executive member (Annapolis-Hants West-Kings). Wally Fiander is the current second vice-president.
- On page 10 of the November/December 2014 issue under the AAE Conference photo, it should have stated that AAE vice-president Seana Blanchard, a professional support member from the NSCC Waterfront Campus was the AAE conference committee chair and Kevin Wilson from the Marconi Campus was the registrar.
- Community College faculty member Brian Pyke's last name was spelled incorrectly on page 16 of the November/December 2014 issue.

All of these mistakes were corrected for the online editions of *The Teacher*. We apologize for any inconvenience this may have caused.

Looking to upgrade or diversify your skill sets?

Look to Acadia University.



Master of Education Programs

Acadia offers Master of Education programs in Counselling, Curriculum Studies, Inclusive Education, and Leadership.

Both full-time and part-time programs are available, and courses can also be taken as an independent student prior to applying to a specific program.

Apply by March 15 (December for Counselling programs) MEd.openacadia.ca

MEd Curriculum Studies: Creativity

To foster a creative learning environment for today's students, teachers need to think creatively in planning, in classroom design, and in navigating provincial standards.

This two-year part-time program starting in July offers teachers of all disciplines an opportunity to focus, reflect, and build on creative capacity in their practice.

Apply by March 15 creativity.openacadia.ca

MEd Curriculum Studies: Music

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

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

Apply by March 15 musiced.openacadia.ca

Certificate in French Proficiency

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

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

Apply by May 1
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Ready to learn?
Let's get started. **1.800.565.6568**



We Day Atlantic 2014

November 28 marked the second instalment of We Day Atlantic at the Scotiabank Centre in downtown Halifax, in which 8,000 students and their teachers from the Atlantic provinces came to celebrate their involvement in social justice activities.

“This event inspires teachers and students to continue the important work they do to better their local and global communities,” says NSTU president Shelley Morse, who attended the event.



NSTU president and NSTU members meet We Day founder Marc Kielburger. NSTU members shown, clockwise from the bottom are: Allison Bain (Yarmouth); Ashley Stone (Richmond); Troy David (Kings); Peter Day (Northside-Victoria); and Holly MacDonald (Cumberland).



NSTU president with Digby Rural High School teacher Jennie O'Brien and members of its Me2We Club.



Admiral Westphal Elementary's Kim Michaud; principal Shelley Scribner, and Bertha Moore with NSTU president Shelley Morse.



Oceanview Education Centre's Ellen Blundon, Dianne McNeil and Brenda Donahue at We Day Atlantic Canada.



Through inspirational words from celebrities and others including Mia Farrow, Mama Helen, Spencer West, and Canadian astronaut Dr. Dave Williams, the We Day participants were empowered to continue their local and global actions.

Local 12-year-old student and cancer survivor, Parker Murchison revved up the crowd as he lived out his life-long dream of speaking on the We Day stage. “The first gift cancer gave me was perspective,” he shared. “Living a great life is a choice!”

We Day founders Craig and Marc Kielburger motivated the crowd throughout the day and highlighted journalist, author and activist Amanda Lindhout, who shared her shocking story of being held captive and imprisoned in Somalia for over a year. She talked about how one woman, who risked her own life for her empowered her to “be the change.” “Power is not about guns and oppression,” she said. “True power is what you carry inside of yourself and how you choose to respond to your circumstances.”

Throughout the day, students also heard inspiring words from world-renowned musicians including Neverest, Kardinal Offishall, Karl Wolf, JRDN and Shawn Desman.

All participants worked hard to earn their tickets to We Day by committing to taking on one local and one global action. Since the first We Day in 2007, young people world-wide have collected 5.6 million pounds of food for local food banks, logged 14.6 million volunteer hours and raised \$45 million for local and global causes. Through this commitment, they are discovering new causes, finding their

(continued on page 21)



NSTU president Shelley Morse is shown with Thorburn Consolidated teachers Dawn Chapman and Tony Corbin.



NSTU president Shelley Morse with Governor General's Caring Canadian Award winner and Tamarac Education Centre student Matthew Landry & teacher Sheldon Beaton.

(continued from page 20)

voices and becoming active leaders in their schools and communities. See more at: <http://www.weday.com/2014/12/thats-a-wrap/#sthash.5LaTlPRX.dpuf>

Nineteen years ago, inspired by the life and courage of 12-year-old Pakistani child labourer, Iqbal Masih, Craig Kielburger and his friends started Free the Children to highlight child exploitation. The movement has grown to over 2-million young people who have discovered that they are not too young to make a difference. Craig Kielburger and his brother Marc founded We Day to inspire youth to come together to make the world a better place.



NSTU president with North Queens Community School Social Justice Club teachers Cameron Strong, Yvonne Fancy, and Margo Wentzell.



Central Kings teachers Leta Totten and Stan MacVicar.



PACK YOUR BAGS AND GET AWAY...

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Romance package and romantic dining available at both hotels

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Based on single/double occupancy per night and includes self-parking for \$9.95, complimentary local and long-distance access fees, and HSA. NSTU card must be presented upon check-in.

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NSTU CAMPAIGN GUIDELINES



The 2015 deadline for candidates' information is **March 20** for the April 8 issue. This information should be given or sent directly to *The Teacher* office at theteacher@nstu.ca

The following guidelines are for NSTU members running for the following positions/committees during Annual Council 2015: First Vice-President, CTF Delegate, Discipline Committee, Professional Committee and Resolutions Committee.

8. Committee Campaign Guidelines

In respect of electoral campaigns for committees elected at Council, the following guidelines shall apply:

- (a) Active campaigning within the Council Chambers is prohibited. Passive campaign activity within the Council Chambers is permitted;
- (b) Locals are prohibited from directly making any monetary or non-monetary contribution to any candidate's campaign. Such contributions do not include expenditure of funds designated for the Local (e.g. Local meeting room at Annual Council). (2013-4)
- (c) Campaign spending by or on behalf of each candidate may not exceed \$100. Such expenses are the sole responsibility of the candidate.
- (d) All candidates must submit an approved financial statement report form to the Annual Council Elections Committee within sixty (60) days from the conclusion of Annual Council. This statement is to include a list of all contributions with non-monetary items being assessed at dollar value, and an itemized list of expenditures;
- (e) The Annual Council Elections Committee shall refer the financial statements of candidates to the Provincial Executive for review. These financial statements will be published in *The Teacher*.
- (f) Publicity: Each candidate is permitted to insert in an issue of *The Teacher* prior to Council:
 - (a) One head and shoulder photograph of himself/herself;
 - (b) Biography of personal, educational and career achievements, of no more than 150 words;
 - (c) A personally prepared platform of objectives, no more than 300 words in length.
- (g) Items must be sent to *The Teacher* fifteen (15) working days before publication and these will appear in alphabetical order.
- (h) Paid advertisements in any medium (press, radio, TV, *The Teacher*) are prohibited.
- (i) The number of campaign posters and/or banners on display in the hotel at Annual Council may not exceed a total of twenty-five (25) for each candidate. When Annual Council is held at a facility where Local delegates are divided between two facilities, the number of posters will be increased to thirty-five (35). A campaign poster shall include any poster, banner or sign posted by or for a member running for an elected position that makes a reference to the candidate and/or the position being sought. (2011-9)
- (j) Upon request, each candidate shall be given a list of the room numbers at the main facility used by NSTU delegates, alternates, official observers and guests once delegates have been accommodated. Distribution of campaign materials to rooms shall be limited to those rooms so identified. Such identification shall not allow the name of the occupant of the room to be determined.

9. General Campaign Guidelines - Active and Passive Campaigning

With respect to all elections, the following definitions shall apply:

- (a) Active campaigning shall be considered any display or action that involves the presentation of partisan information in a manner that is difficult for a group of delegates to avoid. Examples of such active campaigning include the display of campaign posters, the shouting of campaign slogans, shouting out in support of a candidate other than during the normal address to delegates, distributing materials throughout Council chambers including the placing of campaign materials anywhere within Council chambers prior to, during or following a Council session, and demonstrations in support of a given candidate. (2011-13)
- (b) Passive campaigning shall be considered any display or action that is observable only by people in the immediate vicinity of the campaign material and involves no explicit action to promote or advance those materials at the time at which the material is seen or heard. Examples of such passive campaigning include the use of writing materials containing references to a candidate, the wearing of campaign clothing, buttons or ornaments, and the presence of a single copy of a candidate's campaign literature at the delegate's seat and table spot. (2011-12)
- (c) A candidate or representative of the candidate is permitted to place up to one (1) item per delegate per session at the tables in Council chambers prior to the start of the session. This would replace campaign material distribution at other times. A candidate would still be permitted to greet delegates as they enter Council chambers. (2011-10)
- (d) In the event that campaigning for any other NSTU election takes place during Council, the guidelines for the Council Committee election campaigns applicable to the conduct of the campaign during Council, shall apply.
- (e) Active campaigning for election to a position not related to the structure of the NSTU is prohibited.



update

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

At this time of year many members have already booked travel or are considering booking travel in the very near future to get some relief from the Nova Scotia winter. One of the many important items to consider when travelling is travel insurance.

A *Globalnews.ca* article in August 2013 stated that based on a recent survey by BMO Insurance, only half of Canadians who travel purchase travel insurance. Getting sick or being injured while outside of Canada can be very costly and in some cases be financially devastating.

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

The Trustees would like to remind members that in September 2014, Medavie Blue Cross became the new provider of the NSTU MEDOC® Group Travel and Trip Cancellation/Interruption Plan. At that time, rates were reduced by 15% from the previous carrier, while maintaining the current coverages. New travel cards were distributed to plan members in July 2014. If you currently are enrolled in the NSTU MEDOC® Travel Plan, please ensure you have the proper cards before you travel.

NSTU MEDOC® Out-of-Province/Canada Emergency Medical Insurance

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

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

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

NSTU Trip Cancellation/Trip Interruption Plan

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

*Annual Plan - once enrolled coverage is in place from September to August.
Trip Cancellation - up to a maximum of \$5,000 per insured person per annual coverage period.*

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

- *Up to a maximum of \$3,500 for lodging, meals, car rental, telephone calls and taxi costs (\$350 per day).*
- *Up to a maximum of \$1,000 for loss of, or damage to, baggage and personal effects during a covered trip.
Personal effects – actual cash value or \$500, whichever is less.
Document replacement – up to a maximum of \$200.
Baggage Delay – up to \$400.*

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

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

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

AS A MEMBER YOU GET MORE. THEN YOU GET

MORE

NSTU members enjoy discounts, personalized service and additional coverage. Plus, get a home or auto insurance quote for a chance to **win BIG** and **win MORE** – a new BMW 3 Series, **PLUS** a dream trip to the Bahamas, **PLUS** \$5,000 cash.*



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Call 1-877-742-7490
(Mention your group code 62 when you call.)



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*Johnson Inc. ("Johnson") is a licensed insurance intermediary. Home and auto policies are primarily underwritten by Unifund Assurance Company ("Unifund"). Unifund and Johnson share common ownership. Auto insurance not available in BC, SK or MB. Eligibility requirements, limitations, exclusions or additional costs may apply, and/or may vary by province or territory. *Contest runs from Aug 1/14 to July 31/15. Contest open to persons who, at the time of entry, are: (i) members of a participating Johnson affinity group, (ii) residents of Canada (excluding QC, NU) and (iii) of age of majority in their province of residence. No purchase necessary. Eligible policyholders automatically entered. Limit of three (3) entries per eligible person. Chances of winning depend on number of entries received. A time limited skill-testing question is required. Total prize value is approx. \$60,000 CAD. Vehicle may vary from illustration. BMW Canada Inc., including its parent company, subsidiaries, divisions and other operating entities, has neither authorized, sponsored, nor endorsed this contest. BMW, BMW model designations and all other BMW related marks and images are the exclusive property and/or trademarks of BMW AG. Full contest details at www.johnson.ca/MORE. MVM012015

resources

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Digital
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for
Teachers

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

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

Videos you can download for African Heritage Month!

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

African & African-American Folktales

<http://www.learn360.com/ShowVideo.aspx?ID=227562>

Three captivating tales provide insight into African and African-American culture. The trilogy contains an explanatory tale, a whimsical and humorous West African story, and a selection from the "Brer Rabbit" tales. Narrated by renowned storyteller Donna Washington, the video includes commentary about each tale's historical, social, and literary significance. *Appropriate for Grades P-5. (20 min.; 1993)*

Africville, can't stop now!

<http://www.learn360.com/ShowVideo.aspx?ID=758992>

This documentary looks at the community of Africville and how being forced out affected the people who lived there. Forty years after the residents of Africville were forced out of their Halifax neighbourhood, their descendants are still seeking a resolution. This focuses on three men: Eddie, Irvine and Nelson Carvery who deal with the loss of their community in different ways. Eddie continues his almost half-century protest at Seaview Park where Africville once stood. His brother Irvine is working to have the community's church rebuilt. Their cousin Nelson is focused on keeping people hopeful and moving forward. *Appropriate for Grades 9-12. (46 min.; 2009)*

Black Mother Black Daughter

<http://www.learn360.com/ShowVideo.aspx?ID=1093135>

A film by Sylvia Hamilton, *Black Mother Black Daughter* explores the lives and experiences of black women in Nova Scotia, their contributions to the home, the church and the community and the strengths they passed on to their daughters. Some of the women appearing in the film are Edith Clayton, a basket maker; Pearleen Oliver, an historian; Dr. Marie Hamilton, an educator and community leader; and Daurene Lewis, a weaver and politician. Documentary footage, still images, interviews and songs present the strength and lives of Nova Scotia's Black community. Also appearing is the dynamic female a capella quartet *Four the Moment*. *Appropriate for Grades 6-12. (29 min.; 2009)*

Eliza Parker: Fighting for Freedom

<http://www.learn360.com/ShowVideo.aspx?ID=761147>

Sixteen-year-old Toni Parker tells the story of her great-great grandmother Eliza Parker. After escaping slavery in Maryland, Eliza settled in the free state of Christiana, Pennsylvania where she met her husband William. On September 11th, 1851, the young couple was harbouring two runaway slaves when a slave-owner, accompanied by an armed posse, came to claim the men back. Eliza and her husband refused, and called for help from members of their self-defense organization. After fighting off the attack, Eliza and William made their way to Canada and set up home in the Free Black community, The Elgin Settlement, which today, is located in North Buxton, Ontario, the town where Toni Parker and other descendants still live. From the series *Mother Tongue*. *Appropriate for Grades 9-12. (23 min.; 2006)*

Keep On Keepin' On

<http://www.learn360.com/ShowVideo.aspx?ID=758994>

Produced, written and directed by Sylvia Hamilton, this short film is a visual poem to Nova Scotia from the point of view of an African descended person whose ancestry dates back nearly two hundred years in Nova Scotia. It is a testimony to a people, who in spite of the odds, "keep on keepin' on". This film covers a wide range of curriculum outcomes and is appropriate for all grade levels. *Appropriate for Grades 6-12 (4 min.; 2006)*

RESOURCES



Voices into Action: Fighting Antisemitism Together program

FAST, Fighting Antisemitism Together, is an educational program implemented across Canada to combat issues of antisemitism and all forms of intolerance, bigotry, racism and hatred. A key goal of FAST is to teach children and young people that hatred has no place in Canada. A principal tenet of FAST is that the best way to fight hatred is through education and that classrooms are powerful environments for positive change.

Since 2005, the FAST middle school program, Choose Your Voice for Grades 6, 7, and 8 has reached over 2 million Canadian students in approximately 19,000 schools in every province and territory. Early in the spring, FAST is going to launch Voices into Action, a free online antiracism educational program that meets provincial requirements for secondary school curriculum and brings key social justice issues to the forefront of Canadian classrooms. For more information visit: http://www.fightingantisemitism.com/cyv_kit.html

Canada Winter Games Resource

Every two years, thousands of Canada's best and brightest athletes from over 800 communities compete in a multi-sport event for youth—the Canada Games. This year the Canada Games take place February 13 to March 1, 2015 in Prince George, British Columbia.

One of the goals of the Canada Games is to help youth from across the country "Catch the Spirit" of the Canada Games. To that end an educational resource called Catch the Spirit, designed for teachers, by teachers, engages students from Primary to Grade 8. The package has been designed to integrate with existing curriculum, so it can be used as a part of current lesson plans or as a separate lesson altogether. The Catch the Spirit package will educate students about the history and significance of the Canada Games and the elements that make the Canada Games unique: arts and culture, Official Languages and the integration of healthy living and sport in everyday life. It is designed to be used in different classroom settings, not just as a part of a physical education curriculum.

You can download this FREE classroom resource at the following link: <http://www.canadagames2015.ca/experience-the-games/canada-games-catch-the-spirit>

The Little Black School House

<http://www.learn360.com/ShowVideo.aspx?ID=758996>

Produced, written and directed by Sylvia Hamilton, this film reveals the complicated truth of Canada's segregated schools and demonstrates the resourcefulness, intelligence and determination of their students and teachers. It tells the little known story of the women, men and children who studied and taught at Canada's racially segregated Black schools and is a poignant and unflinchingly honest evocation of the struggle of African Canadians to achieve dignity and equality through education. This film also provides an historical perspective on recent calls to create "Black-focused" schools, after ongoing claims from within the Black community that their students are being ill served by the education system. *Appropriate for Grades 9-12 and for teacher professional development. (60 min.; 2007)*

Music of the World

<http://www.learn360.com/ShowVideo.aspx?ID=227861>

The host leads the viewer on a discovery of the tabla and African drum. Young players show how each is played separately and how the two different drums from different cultures sound together. From the series *Open Your Ears*. *Appropriate for Grades P-5. (3 min.; 2003)*

Nova Scotia: Against The Tides

<http://www.learn360.com/ShowVideo.aspx?ID=741731>

The Nova Scotia story speaks to the waves of black immigrants who eventually contributed to the formation of the province. The people who came brought with them behaviours and attitudes of the Southern U.S. and its practice of slavery, and they established a segregated society. The history of the area, the connection to West Africa and a description of the three main black communities are featured. From the *Hymn to Freedom Series*. *Appropriate for Grades 9-12. (58 min.; 1994)*

Portia White: think on me

<http://www.learn360.com/ShowVideo.aspx?ID=758995>

Produced by Sylvia Hamilton, this program uncovers the unique life of Canadian born contralto Portia White who achieved unparalleled international success during the tumultuous 1940s. This lyrical documentary blends rare archival footage and haunting performance recordings of Portia White, interviews with family members, former colleagues and students who after years remain inspired by her. This program is the first major work about the life and career of this extraordinary Canadian singer. *Appropriate for Grades 9-12. (50 min.; 2000)*

Sing Out Freedom Train

<http://www.learn360.com/ShowVideo.aspx?ID=129491>

Climb aboard the Underground Railroad in this musical drama. You'll hear the songs and stories of a small group of slaves as they follow Harriet Tubman north to Canada. Witness the strength they draw from spirituality. Please preview this video. *Appropriate for Grades 6-12. (50 min.; 1993)*

Slavery: A Canadian Story

<http://www.learn360.com/ShowVideo.aspx?ID=741750>

Using illustrations, maps, archival documents and photographs, this Quebec story guides viewers through the history of slavery in Lower Canada from the first documented slave sale in 1626 to the present-day black community of Montreal. Please preview prior to using this video as it contains subject matter which may not be appropriate for all audiences. From the *Hymn to Freedom Series*. *Appropriate for Grades 9-12. (58 min.; 1994)*



Halifax City & Dartmouth Locals Rep Retreat

The Halifax City and Dartmouth Locals hosted a joint retreat for their NSTU representatives on November 21 and 22 at Oak Island Inn. NSTU president Shelley Morse joined in NSTU reps in their annual professional development opportunity. Reps learned more about how to engage NSTU members, their roles as NSTU reps, and joint occupational health & safety committees through workshops conducted by NSTU staff officer Gérard Cormier, and presentations from provincial executive members, Local presidents and NSTU members.



From left to right: Dartmouth Local treasurer Robert Wigle; NSTU rep at Citadel High School in Halifax City Malick Adams; NSTU rep at Halifax Regional School Board Glen MacDuff; Halifax City Local president Liette Doucet; NSTU president Shelley Morse; Halifax City provincial executive member Keri Butler; NSTU rep for Ian Forsythe School in Dartmouth Gerri d'Entremont; Dartmouth Local president Mark Savoury; and Dartmouth provincial executive member Ben Sichel.



2014-2015 Pre-Retirement Seminars SCHEDULE



DATES	LOCATIONS
February 5 & 6 (Thursday & Friday)	HRSB (NSTU, Dr. Tom Parker Bldg, Halifax)
11 & 12 (Wednesday & Thursday)	SSRSB (Best Western, Bridgewater)
18 & 19 (Wednesday & Thursday)	HRSB (NSTU, Dr. Tom Parker Bldg, Halifax)
April 20 & 21 (Monday & Tuesday)	AVRSB (Old Orchard Inn, Greenwich)

November, 2014

Dates/locations subject to change

Lieutenant Governor's Teaching Award



NOMINATE A COLLEAGUE

Nominate a colleague you believe represents the teaching profession in Nova Scotia: someone who exemplifies the outstanding work done daily by teachers. If you know of a worthy candidate, please submit a nomination form today. Candidates must be nominated by three colleagues. For more information, ask your NSTU representative for the 2015 nomination form, or check our website, www.nstu.ca. The annual Lieutenant-Governor's Teaching Award was instituted by the Honourable Myra A. Freeman, CM, ONS, MSM., in partnership with the NSTU to celebrate the positive influence teachers have on the students and communities they serve. His Honour, Brigadier General the Honourable J.J. Grant, CMM, ONS, CD (Ret'd) Lieutenant Governor of Nova Scotia, re-established this award in 2013.

**NOMINATION DEADLINE IS 4:30 P.M.
FEBRUARY 20, 2015**

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

DESTINATION WEDDINGS - Do you want to save as much as 80% on your wedding, have a honeymoon in an exotic location built in, have only your best friends and family there to celebrate with you and have little fuss in planning? Perhaps a Destination Wedding is for you. We have experience with 111 successful weddings - contact Danny @ 902-431-4932 or 1-855-902-4937 or danny@almontravel.ca for more information.

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

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

SEEKING JOB SHARE PARTNER - 30% elementary Music position for 2015-2016 school year. School is in the Nova family of CCRSB (an easy commute from Halifax or Truro). Job share partner will be responsible for one school of my circuit position. Please email sproulg@ccrsb.ca for more information.

JOB SHARE - Looking for jobshare in Jr. High Science or Music, OR High School Science, within CCRSB. Contact BowmanL@ccrsb.ca by February 15.

JOB SHARE - Permanent contract teacher at Bridgetown Regional High School, AVRSB, offering 40% job share for 2015-16 school year. French required. Classes include Core French 9 & 10; Integrated French 9 & 11. Email shandley@staff.ednet.ns.ca or call 902-538-1722 for more information.

JOB SHARE - Looking for 20% job share in Resource or Learning Centre with HRSB 2015-16. Take advantage of Flexible Pension Option and work only 80%. Call Sheila at **902-478-2772**.

JOB SHARE - Elementary French job share partner wanted. Seeking a qualified teacher with elementary French methods for a 40-50%

job share in elementary Core French for the 2015-2016 school year in the Halifax/Dartmouth area. Please email sunflowers2020@hotmail.com

TEACHER EXCHANGE/JOB SHARE - I am seeking an exchange or job share with an elementary teacher in the AVRSB. I hold a permanent elementary position in HRSB. A permanent exchange is possible. Please contact Vaunda at vaunda.macdonald@hrsb.ca

TEACHER EXCHANGE - CBVRSB teacher/guidance counsellor looking for an exchange with another from AVRSB or HRSB. Willing to leave guidance in order to complete exchange. Please contact Jennifer Morrison j_morrison@nspes.ca. Permanent exchange is desired.

TEACHER EXCHANGE - Elementary teacher with the AVRSB interested in a one year and possibly permanent exchange with an elementary teacher with the HRSB for the 2015-16 school year. If interested, please contact emjohnson@nspes.ca

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

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

TEACHER EXCHANGE - Looking for a permanent elementary teacher from the AVRSB interested in an exchange with a permanent elementary teacher from the HRSB. A permanent exchange is desired. Please contact christy.wilson@hrsb.ca

TEACHER EXCHANGE - I am looking to do a teacher exchange for the 2015-16 school year. P-12 Guidance Counsellor in the Strait Regional School Board looking to do an exchange with a GC in HRSB or school within up to one hour commute of HRM. Housing available in town of Antigonish, 70% Guidance with a small teaching load. Please contact guitarzan61@hotmail.com



On December 3, 2014 Primary students from Joseph Howe School in Halifax traveled to the NSTU building for the annual tree trimming. Students create their own pieces of art to don the tree that is featured in the front lobby of NSTU's Central Office, the Tom Parker Building. NSTU president Shelley Morse is shown with students and teachers Karen Bing and Katherine Steeves.