

50th anniversary of THE teacher



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NOVA SCOTIA TEACHERS UNION

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More Cuts to Education Expected in 2012

When Education Minister Ramona Jennex attended the Provincial Executive meeting on October 21 she confirmed what many feared. Despite the new shipbuilding contract, the NDP government is continuing its plan to balance the province's books by 2013 even if that means more cuts to education.

More than 340 teaching positions were eliminated in the 2011 budget and the minister clearly indicated there will be further cuts this year.

"We are being very fiscally responsible because we are building for our children in many ways so we need an economy that is strong and not a bankrupt province," explained Jennex.

Jennex appeared at the meeting along with Deputy Minister Rosalind Penfound and Dr. Alan Lowe, Senior Executive Director Public Schools.

For more than 90 minutes, members spoke to the trio about the effects of the cuts already in place and about their fears that the system is nearing a breaking point. They pointed to larger class sizes, more combined classes, fewer supports for struggling students, and more demands on their already overburdened workload. Most of all they questioned how they will be able to meet individual student needs with more cuts on the way.

"When you are collecting numbers, please look at needs of individual students. Just because a school has fewer students, it doesn't mean education costs automatically go down. Some students need certain adaptations. In my school our enrollment went down but our needs doubled this year," expressed one member.

Jennex says concerns like that may be alleviated as the department is revisiting the Hogg formula as it is not effective in its current state.

During the class size discussion, members expressed concern about the new primary to three classroom cap size which was raised this year from 25 to 27. They said this is resulting in more challenges during the formative years. They were also concerned about the removal of a cap for combined classes.

Some teachers in junior and senior high have also indicated that their class sizes have increased this year.

Jennex said class size didn't seem to be an issue from her perspective as the province-wide average is under 21.

There are also concerns about existing curriculum and age four readiness since children can start school if they reach the age of five by December 31.

"When they are involved in read-to-self and read-to-others, they want to be read to so developmentally I question whether they are ready for the curriculum that is in front of them," one member said.

"The students that have not gone to preschool don't have preschool readiness skills so our curriculum does not allow for us to go back and teach how to hold pencils, how to hold your scissors, how to form your letters, those are not currently in our curriculum but we have to get those skills in place in order to move forward. So the primary teachers are feeling a little bit behind because they have to start with that."

In some cases, even children in Grade one are not fully toilet-trained.

Given all that, the member directly asked the minister if she would commit to reducing the maximum primary class size to 20 and review the grade primary outcomes.

Jennex says it is incumbent upon her department to be mindful of curriculum and that she will definitely look into the concerns.

"Would I change the caps at this time? Based on the information I have from 5



out of 8 school boards, no because class sizes look low," said Jennex.

The minister was also questioned on the Ben Levin report, which was released in May. Members are in favour of the recommendations and would like to see them implemented. The minister says there have been more than 900 responses to the report, and an official response was expected in late November. The minister said the response would also include a wider vision for the future of education.

President Alexis Allen broached the subject of workload and provided statistics from the *Stress and Strain in the Nova Scotia Teachers Union* report which shows that teachers spend 47.1 per cent of their time on non-teaching job activities such as data collection.

"Teachers are telling me that they have little time to work with students because they are so busy collecting data. There is so much required between SIS, data collection for PLCs, for accreditation, for large-scale testing analysis, and so many other requirements that it makes it difficult to meet all the needs of individual students."

The minister said data collection is part of the teaching practice but did add that the department may have to be clearer about communicating why certain data is collected.

"What I am hearing you say is we should be getting data for the right things," responded Jennex.

The issue of Professional Learning Communities was also discussed. Members asked when the minister would provide her response to the Professional Learning Communities Study Group report and

when the report would be released to the partners contributing to the Study Group. They were surprised and shocked to learn that there will not be a formal response nor any plan to release the findings. Members urged her to reconsider, and the NSTU president has since written the minister to reinforce that position.

The NSTU feels that in the absence of clear guidelines to effective practice, boards, administrators and teachers will continue to be engaged in ineffective and counter-productive practice that alienates the participants and defeats the goals of accreditation.

Members went on to explain the difficulties with the current PLC models. They said they felt the process was being done TO them from the top down, and that the professionalism and ownership was being taken away.

Another topic discussed was virtual schools. The Minister said although there is a plan to eventually make the entire high school curriculum available this way, there will always be room for teachers.

As the meeting wrapped up, Allen asked for Jennex's support when the NSTU begins a campaign in March 2012 to Take an MLA to School. This has been done in other Maritime provinces.

"It needs to be an entire day," emphasized Allen. "Schools have changed so much and we need you and your colleagues to understand exactly what it is like in today's classroom with the diverse needs and challenges."

The minister wrapped things up with a promise to take everything she heard into consideration.

executive highlights

OCTOBER 21, 2011

- Filed table officers report;
- Agreed to the composition of a Workload Committee under the Teachers' Provincial Agreement;
- Appointed the Substitute Teacher Committee for 2011-2012;
- Appointed a member to the Distance Education Committee;
- Appointed a SAA representative to the Teachers with Administrative Responsibilities Committee;
- Received the Personnel Committee Report approving an extension of the Personal Services Contract of the Executive Director of the NSTU for a period of 1 year to conclude July 31, 2013;
- Approved an amendment to Operational Procedure 4 (v) (a)(ii)(e) – NSTU Committees;
- Approved amendments to Operational Procedure 10 (t) & (u) – NSTU Locals;
- Approved a recommendation that the Finance & Property Committee review the yearly grants given to Professional Associations;
- Approved a recommendation to dissolve the Learning Support Professional Association;
- Approved amendments to Operational Procedure 5(e)(b)(i) & (ii) – Council & Other Committees;
- Granted six Out-of-Province Conference Grants of \$475. each, with two alternates;
- Received the audited financial statements of the NSTU Group Insurance Trust Fund.

Holiday Hours

Nova Scotia Teachers Union - closed at noon on December 23 and reopens on January 3, 2012

Johnson Inc. - closed at noon on December 23; closed December 27; open December 28 and 29; closed at 3:30 p.m. on December 30; and reopens January 3, 2012



people

John Huntleys visit NSTU



Six participants took part in the John Huntley Memorial Internship October 26 and 27. Through the two-day internship they learn about the programs and services their union provides for members.

They are shown above with counsellor Peter Mullally. Seated: Provincial Executive member for Digby-Yarmouth, Wally Fiander, Keli Brewer from Cape Breton and Michelle Lapointe from Inverness. Standing: Halifax County's Gertrude Jennex, Jessica Larkin of Shelburne, Mullally, Chris Weekes of Cumberland and Chris Doiron from Dartmouth. The next internship takes place in February.

Halifax Rep Retreat



Members from the Halifax and Dartmouth Locals take a break from their rep retreat held November 4-5 at Oak Island Inn. Left to right are: Éva Batiz and Emily Miller (both from JL Isley); Dartmouth president Kyle Marryatt, Halifax city president Keri Butler, Tina Egan (Hawthorn Elementary) and Karen Van Buskirk (Ian Forsyth Elementary).

NSLTA/AELNE Professional Development Day



NSLTA members take advantage of the CTF table during the vendor display. Shown are Tanya MacDonald and Tasia Sfalagakos, both teachers at Ridgecliff Middle School where the conference was held; Lindsay Stone, St. FX student; Michael Johnston from Crichton Park School and Rima Majaess a Citadel High teacher who participated in 2011 Project Overseas.



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

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Professional Development Conference



Shown above are the participants of the 2011 Professional Development Conference Celebrating Our Successes-Meeting Our Challenges held at the Delta Halifax November 4-5. Betty-Jean Aucoin, executive staff officer, is joined in this photo by vice-presidents of PD, members of the PD committee and members from other NSTU Locals.

Bus Safety Week Highlights Problems With Illegal Passing

The launch of the 2011 School Bus Safety Week included results of a driver survey showing a high number of dangerous driving incidents. Ninety thousand Nova Scotia students travel to school by bus every day and this year's theme focused on children and the driving public with the title "Be Aware: Know the Danger Zone." NSTU president Alexis Allen attended the launch.

During five days in September bus drivers from seven of the province's eight school boards kept track of the number of times they were illegally passed by other vehicles. They counted 214 incidents. Almost all of them (95 per cent) occurred when another vehicle was driving toward the school bus in the opposite lane.

"This tells us there is still a lot of work ahead to ensure the driving public knows the rules of road involving school buses," said Arminta Kennedy, Community Safety Manager with Safety Services Nova Scotia.

Bus drivers managed to get a plate number 23 per cent of the time. They also noted cars were less likely to stop in the afternoon than the morning.

"With so many of our students travelling on buses this is a good reminder that we must all be extremely cautious around school buses," said Allen. "It's important that everyone is aware of the rules and the procedures in place to avoid an accident."



NSTU president Alexis Allen takes a break from the school bus demonstration to pose with Arminta Kennedy, Community Safety Manager for CAPSC, Troy Phinney, Stock Transportation General Manager and his son Ethan.



Motorists are required to stop for a school bus when it is stopped with its alternating red lights flashing. This indicates that the bus is loading or unloading students and they will be crossing the street. The penalty for passing a school bus in this situation is a significant fine and six points added to a person's licence.

The launch included a bus demonstration and an explanation of the weather information the bus companies use to determine when the vehicles should stay off the road. A company called AMEC, headquartered in St. John's, NFLD provides detailed data. The company has satellite forecasting offices in Dartmouth, NS and Ottawa, ON. It is known for its expertise in meeting the needs of customers operating in weather sensitive industries and in severe environments. Key customers include five Canadian provincial governments, oil and gas companies drilling offshore, energy companies, and NAV CANADA.

For more information or for classroom resources please visit www.safetyservicesns.ca and www.schoolbussafety.ca.



www.teachersplus.ca

**Happy Holidays from the Board of Directors
and Staff at Teachers Plus Credit Union.**

Our Holiday Hours

Friday, December 23, 2011 *** 10:00 a.m. to 5:00 p.m.**

Monday, December 26, 2011 *** Closed**

Tuesday, December 27, 2011 *** Closed**

Wednesday, December 28, 2011 *** 10:00 a.m. to 5:00 p.m.**

Thursday, December 29, 2011 *** 10:00 a.m. to 5:00 p.m.**

Friday, December 30, 2011 *** 10:00 a.m. to 5:00 p.m.**

Monday, January 2, 2012 *** Closed**

Tuesday, January 3, 2012 *** 10:00 a.m. to 5:00 p.m.**

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Alex

from the nstu president

The real “Back to Balance” should be in health and wellness

One of the messages that I hear over and over again from teachers all over the province is that they no longer feel that they have “time to teach.” Many feel like they are on a treadmill, constantly running faster and harder but getting nowhere. If this image encompasses how you feel, you are not alone. And you aren't imagining things! According to the latest Nova Scotia School Boards Association numbers, over 300 full time teaching positions have been lost due to cuts to education funding. The loss of these positions has resulted in increased workload for teachers.

What does it mean for you—the teacher? In many cases, it means being stretched to the limit inside the classroom while at the same time being asked to do more outside the classroom. It is often a struggle to effectively manage workload while at the same time finding time for the host of activities, responsibilities and events in our lives. Not allowing ourselves to be completely consumed by teaching stresses is often the greatest challenge. There are, however, a number of other challenges facing our members that add stress and strain to their teaching lives. For example, some of our members are in the aptly named “sandwich generation,” dealing with both childcare and elder care; while this is a personal issue, it is placing mounting pressure on teachers and members of all professions.

A 2010 report by the CN Centre for Occupational Health and Safety at Saint Mary's University revealed that, on average, teachers work approximately 54 hours per week – 38 hours during the school day, 144 minutes during their lunch breaks, and 13 hours outside of school hours (mornings, evenings and weekends). The report states that “the most prevalent workplace stressor reported by teachers was high workload.” If this was the case in 2010, we can expect that the workload issues identified in this report have been exacerbated in 2011 by the loss of over 300 full time teaching positions.

Some of this intensification in workload is a result of the ever increasing need of teachers to collect data. Let's keep in mind that a teacher's day is not over at the end of the instructional day. Teachers volunteer to participate in extra-curricular activities such as coaching, while others take part in after school programs. Teachers spend time after school or at home marking or preparing for class.

So, how can teachers get “back to balance” and reclaim some of their time? I encourage all teachers to play an active and positive role in the school environment. Sometimes, however, you must ask yourself, “Who is ultimately responsible for looking after my well being?” The answer to that question, of course, is YOU. Assess what you can and cannot do given the pressures of your daily life. We all have families and friends who need our full attention at home as much as our students and colleagues need our full attention at school. Being stressed, overworked, and overloaded will inevitably affect both your school life and your home life.

The reason we all entered the teaching profession was to enlighten and educate our students. In spite of workload issues and stress, it is important to reward yourself when you know you've been particularly successful in the classroom. Connect with your colleagues and share your triumphs. Workplace stresses can often lead to isolation. Reaching out to your colleagues will help to build a strong, collegial community in your school which can make a huge difference in the work environment. Being part of a strong group will have the added benefit of building a sense of empowerment.

The Nova Scotia Teachers Union has negotiated benefits that provide for the health and well being of its members. If you are experiencing personal or work related stresses, by all means make an appointment to speak with one of the counsellors or to see one of the Early Intervention Program case coordinators at the NSTU. These benefits and services are there to help you prosper as individuals and as educational professionals.

As teachers we must learn to balance workload demands with the daily pressures of everyday life. While it is essential to be professional, teachers need to feel empowered to protect their well being. For more ideas on this topic, read *The Well Teacher* in this issue of *The Teacher*.

Your personal health and well being are essential to the health and well being of your students and classroom. Learn your limits and don't exceed them.

Le vrai « retour à l'équilibre » devrait porter sur la santé et le bien-être

L'un des messages que j'entends constamment de la part des enseignants partout dans la province est qu'ils ont le sentiment de ne plus avoir « le temps d'enseigner ». Beaucoup d'entre eux ont l'impression d'être sur un tapis roulant et de courir de plus en plus vite et de plus en plus fort sans arriver nulle part. Si cette image illustre bien votre sentiment, vous n'êtes pas seul. Et ce n'est pas non plus votre imagination! Selon les derniers chiffres issus de l'Association des conseils scolaires de la Nouvelle-Écosse, plus de 300 postes d'enseignant à plein temps ont été éliminés à cause des réductions du budget de l'éducation. La perte de ces postes a entraîné un surcroît de charge de travail pour les enseignants.

Qu'est-ce que cela signifie pour vous, l'enseignant? La plupart du temps, cela signifie que vous travaillez à la limite de vos capacités dans la classe tout en étant obligé d'en faire davantage en dehors de la classe. Il est souvent difficile de gérer efficacement la charge de travail tout en trouvant le temps nécessaire pour la foule d'activités, de responsabilités et d'événements qui occupent notre vie. Notre plus grand défi est souvent de ne pas nous laisser complètement dévorer par le stress de l'enseignement. Nos membres sont également confrontés à un certain nombre d'autres défis qui ajoutent stress et tension à leur vie professionnelle. Par exemple, certains de nos membres font partie de ce que l'on a très justement appelé « la génération sandwich » et ils doivent s'occuper à la fois de leurs enfants et de leurs parents âgés; bien qu'il s'agisse d'un problème personnel, ceci exerce une pression grandissante sur les enseignants et les membres de toutes les professions.

Un rapport 2010 du CN Centre for Occupational Health and Safety (centre pour la santé et la sécurité au travail) de l'université Saint Mary's a révélé que les enseignants travaillaient, en moyenne, environ 54 heures par semaine – 38 heures durant la journée scolaire, 144 minutes durant la pause du déjeuner et 13 heures en dehors des heures de classe (le matin, en soirée et en fin de semaine). Le rapport indique que « le facteur de stress le plus répandu signalé par les enseignants était le poids de la charge de travail ». Si c'était déjà le cas en 2010, nous pouvons assumer que les problèmes de charge de travail identifiés dans ce rapport ont été encore exacerbés en 2011 par la perte de plus de 300 postes d'enseignant à plein temps.

Une partie de cette intensification de la charge de travail résulte de l'exigence toujours croissante imposée aux enseignants de réunir des données. N'oublions pas que la journée d'un enseignant ne se termine pas à l'issue de la journée d'enseignement. Certains enseignants participent à titre bénévole à des activités extrascolaires, comme l'entraînement sportif, tandis que d'autres participent à des programmes après l'école. Les enseignants passent également du temps après la classe et à la maison à corriger des devoirs et à préparer des leçons.

Comment les enseignants peuvent-ils alors « trouver un juste équilibre » et reconquérir une partie de leur temps? J'encourage tous les enseignants à jouer un rôle actif et positif dans l'environnement scolaire. Toutefois, vous devez parfois vous demander « Qui est en fin de compte responsable de mon bien-être? » La réponse à cette question est, bien entendu, « VOUS-MÊME ». Évaluez ce que vous pouvez et ce que vous ne pouvez pas donner en fonction des exigences de votre vie quotidienne. Nous avons tous une famille et des amis qui ont besoin de toute notre attention à la maison tout comme nos élèves et nos collègues ont besoin de toute notre attention à l'école. Le fait d'être stressé, surmené et surchargé de travail va inévitablement nuire à la fois à votre vie scolaire et à votre vie privée.

Nous avons tous choisi la profession enseignante dans l'objectif d'éduquer et d'éclairer nos élèves. En dépit de la charge de travail et du stress, il est important de vous récompenser lorsque vous savez que vous avez particulièrement bien réussi dans la classe. Communiquez avec vos collègues et parlez-leur de vos réussites. Le stress au travail peut souvent entraîner un sentiment d'isolement. En établissant des contacts avec vos collègues, vous contribuerez à la création d'une communauté solide et collégiale dans votre école qui peut faire une grande différence dans l'environnement professionnel. Faire partie d'un groupe puissant aura l'avantage supplémentaire de renforcer votre sentiment de contrôle de votre destinée.

Le Nova Scotia Teachers Union a négocié des avantages sociaux qui protègent la santé et le bien-être de ses membres. Si vous éprouvez du stress, dans le cadre personnel ou professionnel, n'hésitez pas à prendre rendez-vous pour parler à l'un de nos conseillers ou consulter l'un des coordinateurs de cas du Programme d'intervention précoce du NSTU. Ces prestations et ces services sont là pour vous aider à prospérer en tant qu'individu et en tant qu'éducateur professionnel.

Nous, les enseignants, devons apprendre à trouver un juste équilibre entre les exigences de notre charge de travail et les pressions de notre vie quotidienne. Bien qu'il soit essentiel d'être professionnel, les enseignants doivent sentir qu'ils ont le pouvoir de protéger leur bien-être. Pour trouver plus d'idées sur ce sujet, veuillez lire l'article intitulé *The Well Teacher* dans le présent numéro de *The Teacher*.

Votre santé et votre bien-être personnel sont essentiels à la santé et au bien-être de vos élèves et de votre classe. Apprenez à connaître vos limites et respectez-les.

The John Huntley Memorial Internship Program

The remaining deadlines for applications for the John Huntley Memorial Internship Program for the 2011-2012 school year are February 15 and April 15.

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

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

Nova Scotia Teachers Union

The Pierre Lavoie Challenge comes to Nova Scotia

A successful school program in Quebec that aims at instilling healthy habits through proper nutrition and physical activity is coming to Nova Scotia thanks to one teacher's efforts. Régis Bélanger, a physical education teacher at École Beaubassin heard about "Le grand défi Pierre Lavoie" a few years ago and he is now in the process of involving many schools within the CSAP.

"This is a very good program in Quebec and it has helped many children and their families get involved in a healthier lifestyle," said Bélanger. "I think it will be a very big success here in Nova Scotia."

The program has recently expanded to British Columbia and Ontario, but this is the first Atlantic province to get involved. It is expected to eventually become a national challenge.

The project's caravan, which is called a "Véhicube", spent the day at École Beaubassin on October 18. It is a large eighteen wheeler, whose sides open up, creating a huge two storey display area. Students, in groups of 32, filter throughout the display. On the top floor, there are 16 exercise bicycles all equipped with computer virtual-workshop software called *Move More*. The lower floor of the Véhicube houses the *Eat Better* program. It is designed to expose youth to the basic concepts of healthy eating through a world of video games. It includes touch screens, three-dimensional food products, animated characters and a virtual shopping cart. There are two versions of the workshop, one for children six to nine years and one for children aged 10 to 12. Seven other CSAP schools were visited by the "Véhicube" during a two week period.



Physical education teacher Régis Bélanger stands with students in the vehicube.



The caravan promoting "le grand défi Pierre Lavoie" was set up in the parking lot at École Beaubassin October 18.

"The children get excited as soon as they walk into the "Véhicube", said Bélanger. "The programs are very appealing to them, easy for them to understand and are educational."

The program was started in 2008 by Pierre Lavoie. After two of his children died due to a rare disease called lactic acidosis, he decided to completely change his lifestyle and raise money to find a cure. He has since become a motivational speaker, a world-renowned triathlete and is now spreading his message of healthy living to schools through this challenge.

Students compete by gathering energy cubes. Each 15 minutes of physical activity during the month of May counts as one cube. If parents exercise with the child, they add cubes to their child's total. The children report their daily accumulation of cubes to their teacher.

In Quebec, as a reward, the winning schools of each region get to spend a weekend in the Olympic Stadium. There are a variety of planned activities such as going to La Ronde Amusement Park, a concert and witnessing Pierre finishing a 1000 km bike ride throughout the province of Quebec accompanied by his relay teams. As for the students of the CSAP, some may be chosen to participate in this weekend, but it has not yet been determined.

A vibrant red advertisement for the "Nova Scotia Recycles Contest". The central text reads "BE SUPER GREEN & WIN!" in large, stylized yellow and green letters. To the right is a logo for the "Nova Scotia RECYCLES Contest" featuring a recycling symbol. Below the main text, it says "HELP REDUCE WASTE BY 1/4 AND YOU COULD WIN... \$55,000 IN CASH, PRIZES & SCHOLARSHIPS!". The deadline information is: "Early Bird Deadline is Friday, December 9, 2011" and "All other entries must be postmarked by Friday, February 3, 2012". At the bottom left is the RRFB Nova Scotia logo and the website "www.rrfb.com". On the right side, there is a photograph of two children dressed as superheroes, wearing green masks and capes, with a recycling symbol on their chests.

Finding Balance, Finding Time

by Janine Kerr, NSTU Member Services Executive Staff Officer, Bruce Kelloway, NSTU Assistant Executive Director, and Maggie McFarlane, NSTU Researcher & Communications Assistant

It's not news that many teachers feel their carts are overloaded. The pressures of responding to the demands of students, parents and supervisors are onerous. Teachers juggle many responsibilities—inside the classroom, within the school environment, and in their personal lives. It is a complex profession and it seems to keep getting more complex. Teachers are dealing with issues that their colleagues of 20 or 30 years ago could not even imagine. Some of the responsibilities teachers now face include: individual program plans for students; spending many hours on data collection; dealing with social and learning issues; learning and implementing new programs and new curricula, including new technologies; increasing demand for administrative, clerical and committee duties; and the list goes on. All of these things can be made more stressful by everyday issues like student attendance, student discipline, pressure from parents, and personal issues in the home. Of course, teachers are also engaged in activities unrelated to school. Family, friends, leisure and community service are essential components of an enjoyable, well-rounded life. Making time for them matters. The “teacher profile” is one of a helper, a doer and someone who always “makes it happen,” sometimes in the face of personal sacrifice. How can teachers dial the pressure down and find a manageable balance among these competing interests?

Reflecting on your teaching self

Teachers choose a career in teaching because they are enthusiastic about imparting knowledge and interacting with students. That enthusiasm and passion, however, can sometimes lead to burnout. Teachers feel strongly attached to their students, colleagues and schools and often have trouble drawing the line and finding balance.

It is sometimes essential to stop and reflect. Think about where your time is being spent. Are you spending the majority of your time on your professional and personal priorities? (You may need to focus on what your priorities are in the first place.) Are you spending most of your work time on endeavours that are useful and meaningful for your students? If not, why?

Workload is not getting lighter, so how can teachers manage time?

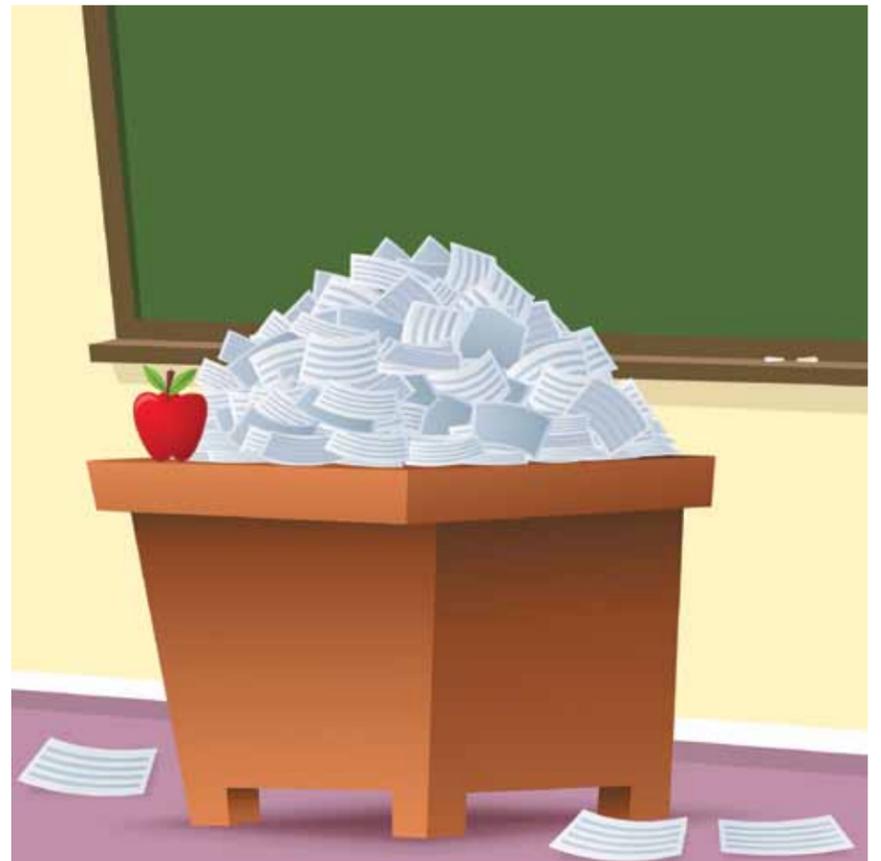
One way to look at time is to divide it into three time zones. Let's call the first time zone “Structured Work Time.” Structured Work Time encompasses the time you spend in the classroom, in scheduled meetings, and other work activities. The second time zone is referred to as “Unstructured Work Time,” which takes in all the work tasks that teachers do which fall outside the classroom but are still directly related to the school environment. Finally, we'll call the third time zone “Personal Time,” which, unsurprisingly, covers everything outside of work.

How much time do you spend in each time zone?

Zone 1, Structured Work Time, is fairly self-explanatory. The instructional day is predetermined, as are your assigned duties. Most teachers know what the average day will look like in its basic form.

Zone 2, Unstructured Work Time, is harder to pin down and harder to manage. What is essential to remember about your Unstructured Work Time is that it should be less about quantity and more about QUALITY. Making yourself aware of how much time you actually spend in this zone may surprise you. It is helpful to make a rough plan (if only in your head) about the time you plan on spending in this zone on a daily or weekly basis. This will help you manage your overall time far more wisely. Ask yourself—how often do I stay at work past the time I planned or expected? Let's say you generally stay past the instructional day for 90 minutes. How often do you extend that time to two hours? Three hours? Set yourself goals on what you need to get done in those 90 minutes and try to stick to them.

The reality of many professions is that work comes home. Evenings, weekends, and holidays are often spent assessing and planning. Consider the time you spend working at home. Are you rushing through your Personal Time in order to get to your Unstructured Work Time? If you are constantly putting things off at work because you're planning on “working on them at home,” chances are your



Unstructured Work Time is affecting your Personal Time. There is a limit to the amount of time you can spend in Zone 2. Reflect on what a realistic limit is for your individual circumstances. If Structured Work Time and Unstructured Work Time are making up the bulk of your life—including weekends and holidays—it's likely time to step back and make a reassessment in order to reclaim some of your Personal Time.

Unstructured Work Time also encompasses extra-curricular activities. These are things that teachers are great at organizing and participating in at their schools. These types of activities could include supervising a school dance, coaching a sports team, organizing a debate team, or giving additional help to students after school or during lunch. How much time do you spend doing these types of extra-curricular activities?

Setting realistic boundaries

You are responsible for setting the boundaries between the time zones. You have to decide how to best divide the time available to you. Increasing pressures in our personal lives—from caring for aging parents, to dealing with childcare, to coping with financial issues, to managing relationships with spouses—can affect teaching, just as stresses from teaching can affect our personal lives. If you are stressed in your personal life and stressed in your working life, you may be on the road to physical and mental burnout. Teaching is your career, but it does not take precedence over your physical and mental well being.

You may find yourself in situations

where you feel you are being pressured to devote more and more of yourself to Unstructured Work Time. Your teaching career is a long term commitment; you can only do so much in one school year. If you can't take on something this year, there may be room for it next year. You can't do everything at once. No one is “on” 100% of the time. Sometimes you have to pass up an opportunity or a request in order to preserve the balance between the zones. Teachers often feel guilty when they are unable to fulfill every request that comes their way. Don't be! You are likely already overloading yourself. Remember—your Personal Time is sacred; you need to create it, protect it, and cherish it. Your Personal Time is NOT less important than your work time.

Finding balance is a long term goal

While it is easy to write about “finding balance,” the reality is that learning to balance our time can often take a lifetime. If you find yourself constantly scrambling and scrounging for time, however, it's likely a good indicator that you need to step back and reassess how you are dividing your time and how you are handling the myriad of commitments in both your work and personal life. You might have to take this step back several times a year—possibly more often. The optional things teachers do bring richness and enjoyment and non-traditional learning opportunities to the school community. There are very few other work environments that see so much volunteer work done by its employees. Teachers should be proud of this commitment.



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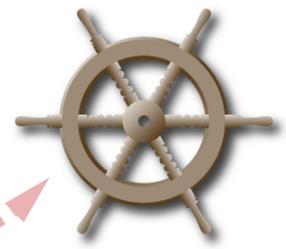


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Charting Your Course FOR PROFESSIONAL DEVELOPMENT



What Belongs in Our Coach's Corner

by Ron Brunton, Executive Staff Officer, Professional Initiatives



I want to begin this article by emphasizing the exceptional quality of teaching, administration and the public school program here in Nova Scotia. Regardless the measurement instrument, public education provided to the children and youth of our province is superb. But that does not mean there are no challenges. We know there are students we fail to reach and even communities struggling with the needs of 21st century life and the need to acquire the necessary tools to benefit from our society. The key to realizing those benefits is education and as educators we know that education is a process and a journey, not a product or a destination.

What is true for our students is equally true for ourselves. We benefit from public education and we support student learning best when we are able to engage in our own learning. Professional learning is our key to maintaining our excellence, repeatedly revitalizing our practice, enjoying our teaching and students, and providing the support they need in their journey. Unfortunately, the pressures of our jobs frequently makes finding the time and the means of professional learning very difficult.

A multi-partner committee that included voices from classroom teachers, school-based administrators, school board central office staff, the Department of Education, the university teacher education sector and the NSTU developed the Education Professional Development Report. One of the principles framing the recommendations for Theme 1, *Leadership for Effective Instruction and Student Learning*, is that "Every teacher benefits from engagement with an instructional coach/mentor and engaging with a coach is expected of every teacher to support their individual development."¹ This principle is embedded in the curriculum of the new Nova Scotia Instructional Leadership Program.

In order to realize the promise of coaching and mentoring, however, we need to

understand what good coaching is and is not and we need to put that understanding into practice.

First and foremost, coaching must be clearly separate from evaluation. Coaching is a component of professional learning and development. It provides an external view of our practice to help us see and understand what we are doing. We can all benefit from additional perspectives. If coaching and evaluation are linked, however, coaching is transformed into a remediation strategy; coaching becomes a consequence of a poor evaluation or a data source for evaluation. This link compromises the learning potential of coaching. Properly done, coaching encourages everyone within the school community to grow.

Properly done, coaching addresses five crucial concerns – the five Cs. The coach must focus on **consciousness** and thereby endeavour to increase the self-awareness, self-knowledge and self-monitoring by teachers. The coach must build a high trust **connection** with the teacher that frees the teacher to take on new challenges because she/he knows it's safe to do so. The coach must acknowledge and appreciate the teacher's current level of **competence**. Nova Scotia teachers have gone through one of the most demanding teacher education and certification systems in the world and are subject to regular and periodic evaluation. Therefore, although we can always learn, competence can be justifiably assumed. The coach must recognize that the teacher's motivation is to **contribute** to students' success and the general welfare of our province and country. Finally, the coach must release the teacher's **creativity**, with the understanding that creativity can never be coerced; it can only be invited.²

In order to implement the 5 Cs, a coach must be teacher centred. The focus is on helping the teacher identify her/his own strengths and challenges. The coach's expertise is not what should be on display. The coach must have a no-fault approach. This contrasts to a high-stakes approach that is evaluation. Instead, the focus is reducing defensiveness and increasing teacher engagement in professional development. The coach must focus on teachers' strengths, not weaknesses. We know that people are much more effective learners if they build and expand on what they do well rather than focusing primarily on areas of weakness.³

In other words, there must be a partnership between teacher and coach. Partnerships are built on equality, choice, voice, reflection, dialogue, application and reciprocity. "In a true partnership, one partner does not tell the other what to do; both partners share ideas and make decisions as equals."⁴ Coaches must ensure that teachers can make the decisions that affect them; their goals, practices and the interpretation of evidence. Teachers must feel free to express both their excitement and their concerns. Teachers' opinions matter, their voice must be heard. Teachers must

have the opportunity to reflect on what takes place in their classrooms and within the teacher-coach experience. The teacher and coach should be co-creating the ideas they develop around effective practice.

Coaches and teachers must engage in dialogue whereby neither one is trying to ensure their view "wins". The interaction is focused on problem-solving where each partner contributes and they work together through a discussion. As partners they need to work together to apply the change strategies they have discussed. They need to develop a plan on how to incorporate new approaches into the classroom setting and not leave it to the teacher by her/himself to figure out how to transform "theory" into classroom practice.

Finally, both coach and teacher should be learning. It is not a one-way process in which the coach "knows" and the teacher "learns."

Just as we can learn from our students, a good coach learns from the teachers with whom she works.⁵

Coaching has the potential to be an exciting process for professional learning for everyone, with our students being the ultimate beneficiaries. Many of us have seen so-called coaches that violate the principles articulated here. Inevitably, the result has been anger, frustration, demoralization and a basic resistance to change; the classic no-win situation. Coaching that adheres to these principles enables and empowers teachers, it recognizes their professional capacity and energizes them to expand their horizons and contribute new ideas and approaches in the classroom; the classic win-win situation. This is the only approach that makes sense and the only one capable of achieving positive results.

- 1 Report and Recommendations of the Education Professional Development Committee, September 2009, page 42
- 2 The Coach and the Evaluator, Tschannen-Moran, Bob and Tschannen-Moran, Megan, Educational Leadership, October 2011, ASCD publication (www.ascd.org), pp13-14
- 3 Ibid. p. 15
- 4 What Good Coaches Do, Knight, Jim, Educational Leadership, October 2011, p. 18
- 5 Ibid. pp 18-21

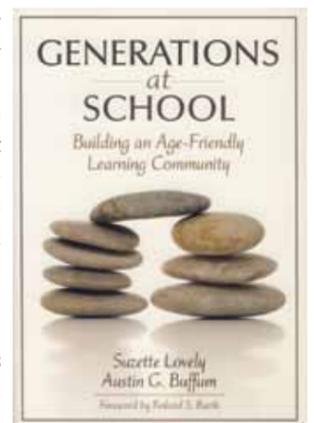


Charting Your Course FOR PROFESSIONAL DEVELOPMENT



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

This month's PD giveaway is *Generations at School: Building an Age-Friendly Learning Community*, by Suzette Lovely and Austin G. Buffum, a publication from Corwin, a SAGE Company. From the publisher's website: "Today's workforce comprises distinct generational cohorts—Veterans, Baby Boomers, Gen-Xers, and Millennials. *Generations at School* provides educators with the knowledge and tools to create and sustain true collaboration, teamwork, and consensus. Suzette Lovely and Austin G. Buffum introduce the traits and tipping points of these diverse age groups, while providing case studies and workplace alternatives for the hiring and retention of high-quality employees as well as practices for orientation, mentoring, and boosting school wide communication; guidelines for examining the generational footprint of an entire district, department, or school site; easy-to-apply strategies to promote cross-generational collaboration, performance, and harmony. When sound communication emerges and differences are understood, school districts can create communities that appreciate the uniqueness of each member and value the rich contributions from a multigenerational staff."



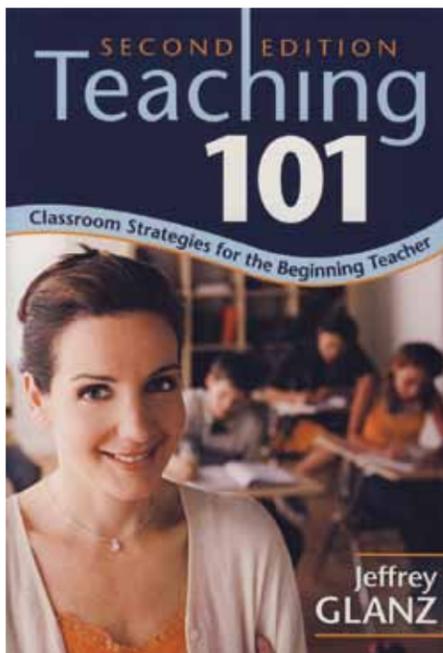
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Email your name, home address, and school or campus with FRESH in the subject line to theteacher@nstu.ca by January 6 to be eligible for the draw.

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



Social Justice Day at SSRSB

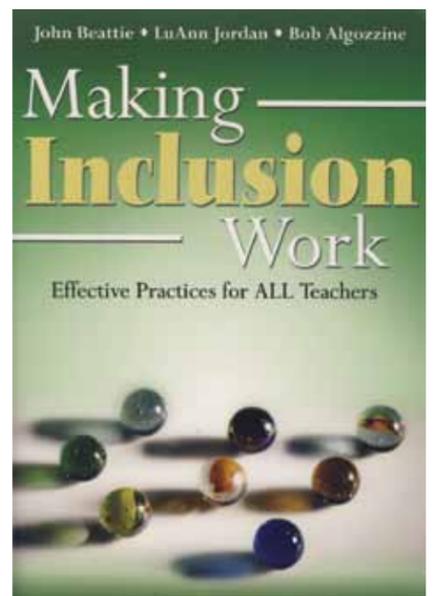


The South Shore Regional School Board hosted a Social Justice Day November 3 led by North Queens Community School students who recently participated in WE Day in Toronto—an event which saw 18,000 students gather to inspire plans of action for global change. North Queens teacher Julie Ramey is pictured here with some of the participants.

EQUITY COMMITTEE BOOK REVIEW

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

This month's equity book giveaway is Making Inclusion Work: Effective Practices for All Teachers by John Beattie, LuAnn Jordan, and Bob Algozzine, a publication of Corwin, a SAGE Company. According to the Corwin website, "In today's classrooms, teachers must meet the educational needs of students of all ability levels, including students with disabilities. This invaluable resource offers elementary and secondary teachers a deeper awareness of "what works" when teaching students with disabilities in general education classrooms. Grounded in extensive special education research, this book will enlighten teachers with a greater understanding of special education students and how to teach them successfully. For teaching students with the most common disabilities in classes with their nondisabled peers, general and special education teachers alike will get the most current information on issues such as: developing individualized education programs; teaching reading successfully; managing behaviour and motivating students; organizing classrooms and lessons effectively; using cognitive strategies successfully; making appropriate accommodations and modifications; assessing students, grading, and collecting data; working with parents and families; collaborating with other teachers and parents. Rooted in the best research and practice, this essential resource demonstrates how to teach inclusive classes successfully."





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Summit on Gifted Education and Talent Development at MSVU in May 2012

The Nova Scotia Teachers Union, the Department of Education and the Nova Scotia Educational Leadership Consortium are hosting the *Nova Scotia Summit on Gifted Education and Talent Development*. Participants will learn how to create and sustain a culture of enrichment in our schools by exploring enrichment teaching and learning and examining a wide variety of innovative ideas and practices.

Special focus will be on The Schoolwide Enrichment Model and its many components as recommended in the new provincial guide: *Gifted Education and Talent Development*. The extensive Summit program will feature large group sessions and small group breakout workshops that will be repeated each day so delegates can “do everything.”

It will also feature highly respected internationally known keynote speakers including **Dr. Joseph Renzulli**, the Neag Professor of Gifted Education and Talent Development at the University of Connecticut where he also serves as the Director of The National Research Center on the Gifted and Talented. He has spent his 40-year career in research focused on the identification and development of creativity and giftedness in young people. The programming model he developed with **Dr. Sally Reis** has been credited as the most widely used approach by schools throughout the world that serve to enrich and engage all students in enrichment opportunities. Dr. Reis, a past president of the National Association for Gifted Children and also a widely cited author, is a leading authority on gifted women, underachievers, and reading strategies for gifted children. The third keynote speaker is **Dr. Rachel McAnallen** who has devoted her life to sharing the joy and beauty of mathematics with learners of all ages. A professional educator for over half a century, she travels the globe teaching her subject at every grade level. **Dr. Rebecca D. Eckert** is an assistant clinical professor in the Neag School of Education at the University of Connecticut where she works with college students as they prepare to become teachers. Her work at The National Research Center on the Gifted and Talented included participation with the research team that developed and implemented the Schoolwide Enrichment Reading Model (SEM-R) in elementary classrooms, and that work continues now with middle school students and their teachers.

During the three-day Summit, participants will also enjoy browsing the publisher and vendor displays, being entertained by gifted and talented students, gathering informally for professional discussion, and interacting with the workshop presenters and keynote speakers. The comprehensive program promises to keep participants engaged from 9 a.m. to 9 p.m.

Delegates are encouraged to stay in the MSVU condo-like residences to maximize their learning, networking, and socializing opportunities. Daily rates for these apartment style units (4 bedrooms and a common area) are \$36.21 per room or \$144.83 for the entire unit. Single dorm rooms are also available for \$40.60 per day. These prices include parking, taxes and a full breakfast. As these are 2011 prices they may change slightly in 2012. For reservations please contact: reservations@MSVU.ca.

New Leadership Training for Principals and Vice-Principals

A new instructional leadership program is being offered through the Nova Scotia Instructional Leadership Academy by the Department of Education in partnership with the Nova Scotia Educational Leadership Consortium. The goal is to improve the capacity for school-based instructional leadership, aimed at increasing student learning and achievement in public schools in Nova Scotia.

“The unique thing about this program is that it has rich practicum experiences that allow administrators to practice what they are learning in the program’s courses every week,” explains Sue LeBel, program co-ordinator. “The participants all learn together and then get to apply that learning in their daily roles, and discuss it with their peers and instructors at the next class. It’s a wonderful hands-on way to learn that combines theory and practice.”

One of the strengths of the program is that each course is co-facilitated by a curriculum specialist and a principal. In this way, theory and practice blend together seamlessly and the curriculum is linked continuously to practice in schools.

The first cohort began in September with 32 principals who meet in either Windsor or Mulgrave every second Saturday. They come from all eight school boards. The second cohort, beginning in September 2012, will enable vice-principals to benefit from the program as well.

The core content of the Academy’s instructional leadership program focuses on increasing knowledge, skills, and competencies around seven standards of excellence in instructional leadership. Embedded throughout the program, as well, are opportunities for participants to develop a strong understanding of issues related to equity and diversity.

Instructors in the Academy program for Course I and Course II (*Best Practices in Instruction and Assessment*) are Brenda MacIsaac and Sue LeBel, and principal facilitators/co-instructors are Lily DeYoung and Terry Wadden. The program consists of six courses, including a unique coaching laboratory course, weekly practicum experiences, networking and “critical friends” experiences.

The program extends over three years and leads to a Diploma in Instructional Leadership. This credential will be granted by the Minister of Education and administered by the Department of Education. It will signify that holders of the Instructional Leadership Diploma have achieved and have demonstrated a level of competence in instructional leadership. Under the Regulations of the Education Act, the Instructional Leadership Program is a means for an administrator to upgrade his/her teacher certificate level.

For more information on the Instructional Leadership Program, check out the information at www.nselc.ca or contact Sue LeBel at slebel@nselc.ca



Nova Scotia Summit on Gifted Education & Talent Development

May 23-25, 2012
Mount Saint Vincent University

The Nova Scotia Educational Leadership Consortium, The Department of Education, and the Nova Scotia Teachers Union are pleased to announce the Nova Scotia Summit on Gifted Education and Talent Development.

Special focus will be on The Schoolwide Enrichment Model and its many components as recommended in the new provincial guide: *Gifted Education and Talent Development*. The extensive Summit program will feature highly respected internationally known keynote speakers, large group sessions and small group breakout workshops that will be repeated each day so delegates can “do everything.”

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AVRSB-February 23, 24, & 25, 2012

Module 8

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AVRSB- March 29- 31, 2012

SSRSB- April 19-21, 2012

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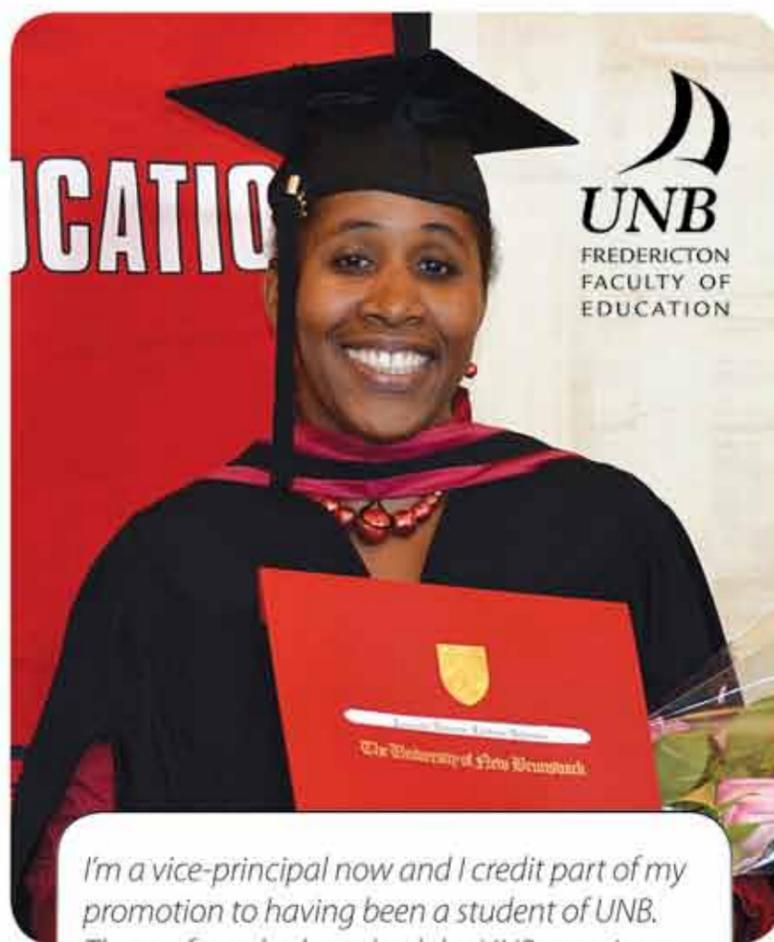
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Curriculum Corner

The year's first Curriculum Committee meeting started with a blend of familiar and new committee members as well as a trio of special guests. Among those returning are Stéphane Richard, Branda Zwicker and Nathan Orman. New Faces include Grant Frost, Joyce Lively, Cathy Doucet, Tanya Samson and Cindy MacKinnon, the committee's Provincial Executive representative. Always present is the group's stabilizing force and staff liaison, Ron Brunton.

The focus of the committee is to monitor the curriculum for significant updates, make recommendations on curriculum policy, study and research different aspects of the curriculum, and most importantly to relay information concerning trends and occurrences within the field of Nova Scotia's public school curriculum. Schools, school boards, teacher organizations (provincial, national, international), universities and the Department of Education all play a role and influence our province's curriculum.

During the first meeting of the new school year, the committee welcomed special guest Ann Blackwood, Director of English Program Services. Ann enlightened the committee on various enterprises the Department of Education is continuing and initiating. In addition to this information, educators are also encouraged to visit the Department of Education's ednet website to view the publication *Branching Out*, which gives even more insight into the department's initiatives. To view the current issues, go to the Department of Education's website or go directly to the document by using the following link: <http://lre.ednet.ns.ca/branching.shtml>.

Janet Porter was also present to discuss initiatives with the curriculum committee. Ms. Porter was able to shed light on current and new Language Arts supports as well as evaluations through the various Literacy Assessments. Concerns regarding the most recent Grade 3 Language Arts Assessment and the preparedness of younger students for such an assessment, in particular students who entered grade primary at the age of four, were voiced. Discussions also focused on the Grade 9 Junior High Literacy Assessment and the upcoming Grade 8 Junior High Mathematics Assessment.

John Fahie was present to field any questions about the Province's Student Information System. Implementation across the province is continuing as more schools, particularly elementary, are integrating the SIS into their teaching and assessment practices. Most concerns related to linking outcomes to most (if not all) aspects of evaluation and also that of teacher training in using the system. A new component of the SIS system, TIENET, was also discussed and will, when implemented, assist with IPP and other aspects of program planning.

The committee also had the opportunity to review the CTF publication *The Voice of the Canadian Teacher*. This document is an amalgamation of reports by teachers from across the country and its aim is to give concise and authentic accounts of the issues facing Canadian teachers. Its main goal is to be "...informing and influencing education policy decisions to enhance the quality of education all students receive." This document is an ideal document for not only teachers but also members of the public, municipal and provincial governments and school boards to review.

The committee's next meeting takes place January 6, 2012. Jim Rice, Director of Evaluating Services will be in attendance to discuss various topics.



Shown above are members of the Curriculum Committee. Back row: NSTU staff liaison Ron Brunton, Joyce Lively (Cape Breton District), Branda Zwicker (Lunenburg County), Stéphane Richard (CSANE), Cathy Doucet (Colchester-East Hants) and committee chair Nathan Orman (Shelburne). Front row: executive member liaison Cindy MacKinnon, Tanya Sampson (Richmond), and Grant Frost (Halifax County).

Beijing Teachers Participate in Conference Day 2011

Four teachers from Beijing No. 39 Middle School in Xicheng District, Beijing, China were guests of the Nova Scotia Teachers Union (NSTU) for October Conference Day 2011. NSTU President Alexis Allen extended the invitation to the four teachers to participate in the NSTU's Professional Associations Conference Day 2011, which in turn facilitated the visit. The four teachers who made the journey were Ms. Ni Qiuxia, a department head, Ms. Hu Yabin, a biology teacher, Ms. Zhang Yun, a history teacher, and Ms. Cheng Wenxia, a geography teacher.

Duncan Smith, a teacher at Saint Andrew's Junior High School in Antigonish, N.S., and guide to the Beijing contingent, explained how excited the teachers were to be visiting Nova Scotia and Canada as a whole: "This is huge for them. It's the first trip outside of China for all of them."

Beijing International School of Canada which is part of Beijing No. 39 School, uses Nova Scotia's public school program for its high school curriculum. The intent is to prepare Chinese students to apply to Canadian or American or other Commonwealth universities and all courses are taught entirely in English by high school teachers certified through the Nova Scotia Department of Education (DOE). Students who successfully complete this high school program, and pass the Nova Scotia graduation exams, graduate with an official degree issued by the DOE.

Beijing No. 39 Middle School is composed of approximately 800 students, with another 900 enrolled in the Beijing International School of Canada program. Ten out of 24 classes taught at the school are based on Nova Scotia's high school curriculum. Classes are small, with only about 15 students per class and all students receive one-on-one tutoring. Education is free in China until high school. Tuition for Beijing International School of Canada is 80,000 Yuan/year, which works out to approximately \$13,000 in Canadian dollars, with fees for accommodations, meals and registration costing about \$6,000 more.

The school adheres to the educational ideas of "people-oriented, harmonious development" and makes "every effort for the students' all-round growth." The school has recently been expanded, with new buildings covering approximately 13,000 square meters. Physics, chemistry, and biology labs, as well as specialized computer, art and music classrooms make up the school building. Other buildings include a library, reading room, a multifunctional hall, a table tennis hall, a gymnasium, a pool, and electric piano classrooms. The school also houses foreign students in residences similar to university residences in Canada.

All four teachers attended the Association of Teachers of English of Nova Scotia (ATENS) conference on October 28, 2011.

For more information on Beijing International School of Canada, please visit www.beijingisc.com.



On October 27, 2011, just hours after their arrival in Canada, four teachers from Beijing No. 39 Middle School and Beijing International School of Canada paid a visit to the Nova Scotia Teachers Union. The teachers were given a tour of the NSTU building and received gifts from the Professional Development department. Standing (l-r): Cathy Reimer, NSTU CTF committee member; Tim MacLeod, NSTU CTF committee member; Bill Redden, NSTU Executive Director; Eric Boutilier, NSTU First Vice-President; Alison MacPherson, NSTU CTF committee member; and Alexis Allen, NSTU President. Seated (l-r): Betty-Jean Aucoin, NSTU Professional Development Executive Staff Officer; Hu Yabin, Beijing biology teacher; Cheng Wenxia, Beijing geography teacher; Ni Qiuxia, Beijing department head; Zhang Yun, Beijing history teacher; and Duncan Smith, teacher, Saint Andrew Junior High School.



2011-2012 Pre-Retirement Seminars SCHEDULE



DATES	LOCATIONS
November 24 & 25 (Thursday & Friday) 28 & 29 (Monday & Tuesday)	HRSB - NSTU Building CCRSB - Wandlyn Inn, Amherst
December 12 & 13 (Monday & Tuesday)	AVRSB - Old Orchard Inn
January 11 & 12 (Wednesday & Thursday) 24 & 25 (Tuesday & Wednesday)	SSRSB - Best Western, Bridgewater HRSB - NSTU Building, Halifax
March 22 & 23 (Thursday & Friday)	CBVRSB - Venue to be determined

15 November 2011 Dates/locations subject to change

NOTICES

10th Annual Tea & Sale

Prescott Group will hold its 10th Annual Tea & Sale at 3430 & 3480 Prescott Street on November 26 at 10 a.m. to 2 p.m. Free admission and then participate in the silent auction, raffle and bake sale along with crafts, Prescott products, baked goods, seafood chowder/chili, coffee or tea and dessert. Donations for Feed Nova Scotia will be accepted at the door. For information email: info@prescottgroup.ca or phone 902-454-7387.

School Mental Health Resources and Programs from the Sun Life Financial Chair in Adolescent Mental Health at the IWK Health Centre and Dalhousie University

Every school has teachers, counsellors and other staff to whom students naturally “go to” when they have a problem. This one day training program is designed to provide those individuals and other appropriate staff within schools with the competencies needed to understand mental disorders in young people, to identify those who are at high risk of having a mental illness and to better communicate with health providers and parents. Practical and contextualized to the needs of school personnel, this program can complement the Mental Health and Curriculum Guide (and its accompanying Guide training program) or it can be used as stand-alone training for schools who want to better address the mental health needs of students. Ideally this program is delivered to a small group of educators (10-15 participants) who are joined by health providers working in the community. For more information, please contact Jeff O’Neill, BScOT at 902-470-6593 or slfc@iwk.nshealth.ca.

National Panel on First Nations Elementary & Secondary Education

Every child, no matter where they live in Canada, deserves a quality school and a quality education. The quality of First Nations education is improving, but not fast enough. Closing the gap between educational achievement for youth in mainstream society and First Nations’ youth is the single biggest boost we can give Canada’s economy, where demand for skilled and knowledge-based workers is growing faster than the supply. The National Panel on First Nations Elementary & Secondary Education is listening to First Nation communities and using their valuable insight and guidance to develop recommendations to achieve this national priority for today’s First Nations’ students. A joint initiative of the Assembly of First Nations and Aboriginal Affairs & Northern Development Canada, the Panel will deliver its report to the federal minister and National Chief by year end. What do YOU think? Participate in the panel by visiting firstnationseducation.ca/home/participate.

New Interactive Resource from MNet: Privacy Pirates

Media Awareness Network (MNet) has launched *Privacy Pirates*, a new interactive resource to teach children about online privacy and how to distinguish between public and private information when playing on the Internet. The game was unveiled by MNet’s Director of Education Matthew Johnson at the Prince Edward Island Teachers’ Federation Conference in Charlottetown, Prince Edward Island. In the game, children attempt to assemble a map leading to pirate treasure—introducing the concept that their information has value. Along the way, players encounter a variety of situations in which they are asked to give up information. Making the correct choice—based on the type of information they’re being asked to give, and the context in which they are being asked—is rewarded with an additional piece of the treasure map. *Privacy Pirates* was developed with financial support from Google. It is part of MNet’s extensive suite of digital literacy games, which are freely available on its website at www.media-awareness.ca/english/games/index.cfm.

Cyber Security Awareness Month

To mark Cyber Security Awareness Month, the Canadian Internet Registration Authority (CIRA) and Media Awareness Network (MNet) launched a new teaching unit to help students develop safe and secure online practices. While studies show Canadian youth are more tech savvy than older Internet users, they are also more likely to take security risks online. *Winning the Cyber Security Game* aims to give students in Grades 5-8 tools and strategies to mitigate and prevent negative online experiences. The new teaching unit complements the *Cyber Security Consumer Tip Sheet* for adults released by CIRA and MNet in April 2011. It covers a wide range of online security issues including online scams, viruses and spam. It also cautions youth of safety and privacy risks in environments that encourage people to share personal information. *Winning the Cyber Security Game* is available at www.cira.ca and is one of many digital literacy resources freely available on the MNet website at www.media-awareness.ca.

Call for Papers – Emergent Learning: Turning Tides in 21st Century Education

A new conference that challenges the way we think about education will take place on April 23rd and 24th, 2012 at the World Trade and Convention Centre in Halifax, Nova Scotia. We invite proposals addressing the following questions and topics: What is the place and role of creativity in the teaching and learning process?; How can we redefine our vision of education to be learner-centric?; What is the social, economic, and psychological impact of various educational systems as they relate to mental health, criminal justice, employability and predicted workforce competitiveness?; Explore best practices for whole child education; Children with learning disabilities already think out of the box; How can we embrace their brilliance without making them feel different? Please submit a 200-300 word proposal before December 1st, 2011 via email to paul.macinnis@bridgeway-academy.com. Presentations can have different formats: reading or presenting a paper, a musical presentation, a workshop, or a presentation of creative work. Selected international presenters will be invited to address the conference via video conferencing.

Apology & Correction

We’d like to clear up a mistake we made in the October issue of *The Teacher*. We told you Dr. Norm Fergusson is working on a book about the history of Margaret Graham, one of the NSTU’s key founders. The book is in fact, about the Canadian Women’s Press Club of which Graham was an integral part. Dr. Fergusson provided some information about Graham to the author, Professor Linda Kay at Concordia University. We apologize for any confusion.

EDUCATION WEEK April 22-28, 2012



RECREATION NOVA SCOTIA
presents



LUCKY DUCK LOTTO 2012

Now in its 33rd year, Lucky Duck Lotto is an easy, trouble-free ticket sales fundraising program designed to help schools and other non-profit groups raise funds for their programs and activities!

GREAT PRIZES:

1st Prize – \$3,000 cash

2nd Prize – \$500 cash

3rd Prize – Weekend Get-Away for two

Plus: Seven (7) draws for \$100 each. (Names of all groups selling 500 tickets or more are entered into a draw for a \$75 cash prize.)

Selling Dates: December 1st, 2011 to March 23rd, 2012.

There is no cost to the selling group. Tickets are \$1.00 each – 70¢ of every ticket sold remains with the ticket seller. Recreation Nova Scotia administers the program—providing prizes, tickets and seller’s kit. If your group is interested in participating, please contact the RNS office at 902.425.1128 or visit our website: <http://www.recreationns.ca/luckyduck>



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To register or
learn more, visit
edu.openacadia.ca
or call 1-800-565-6568.

French Proficiency Institute

July 9–20, 2012

Acadia’s French Proficiency Program offers French language teachers and other interested individuals the opportunity to upgrade their skills for professional or personal development. Participants in this 30-credit-hour program spend two summer weeks on our beautiful Wolfville campus, and may take select courses online during the year.

- Begin at a skill level that fits your learning needs, from beginner to advanced.
- Qualify for an Advanced Teacher’s Certificate 1 (ATC 1), upon approval from the Department of Education.



ACADIA
UNIVERSITY

Provincial Professional Development Day 2011

ATEC



Brainstorming Education was the theme for the 2011 ATEC (Association of Teachers of Exceptional Children) Conference. Shown are Barry Crozier, conference committee; Vickie Crozier, member-at-large; Mary MacCallum, member-at-large; Louis Detienne, president; Bonnie Lockhart, corresponding secretary; Bil MacMullin, conference committee; Cathy Cotton, conference committee; Jean MacDougall, secretary; Art MacDonald, vice-president; Wade Selig, conference committee; and Rick MacKinnon, treasurer. The conference was held at Empire Theatres, Dartmouth Crossing.

NSLTA/AELNE



Key participants in the Nova Scotia Language Teachers Association Conference Day pose for a photograph. Shown are Mukuna Lunda, member-at-large; keynote speaker Elizabeth Noseworthy, ESL specialist from Newfoundland and Labrador; Guy Briand; Kenna MacLean, VP of Core French; Tony Orlando, lifetime member; Carla Elliott, secretary; keynote speaker Michael Salvatori; Caroline Higgins, VP English as an additional language; Lori Stafford, member-at-large; Jean-Claude Bergeron, Department of Education; and NSLTA/AELNE president Colin Landry.

PETA Workshop



PETA participants Brenda Bruce and Barbara White-Flynn throw themselves a workshop called Fishing for Pickles: Making Music, Language and Art Come Alive in Your Classroom. This was one of 19 breakout sessions at the conference.

PISA



The Psychologists In Schools Association (PISA) spent Conference Day with Dr. Peg Dawson in a workshop entitled Smart but Scattered—Supporting Students with Executive Skill Difficulties. Shown are newsletter editor Carol Arthurs; president Marc d'Entremont; Nadine Mahon, secretary; Matthew MacLeod, treasurer; Dr. Dawson; Margie Nelson, conference chair; and past president Dan Stephenson.

SAA



Shown above are members of the School Administrators Association at their conference in Canning. Back row: Kevin Veinot, Patrick Murphy, Heather Harris, Karl West, Michael Landry, Steve Miller and Grant Dunn. Front row: Heather Morris, NSTU president Alexis Allen, Debbie Graves, Jean Corporon, Karen Dyke, executive staff officer Betty-Jean Aucoin and Greg Fox.



Provincial Professional Development Day 2011

PETA



The theme of the 2011 Primary Elementary Teachers Association (PETA) was *Understanding Children: Children Understanding* with keynote speakers Jonathan Alderson and Sharon Taberski. PETA president Brenda Newcombe is flanked by PETA executive member David Campbell and Anne Wheppy of Tattletales Bookstore, a strong PETA supporter.

Photo in upper right shows participants browsing the vendor displays.

Lower right, keynote speaker Sharon Taberski explains *Writing to Improve Comprehension*.

PETA Exhibits/Keynote



Negotiations Update

The Provincial Executive received a timeline on negotiations for public school teachers at the October 21 meeting. The Teachers' Provincial Agreement expires July 31, 2012. Beginning October 24, teachers were invited to apply for appointment to the Provincial Economic Welfare Committee (PEWC). Applications remain open until November 28. The Provincial Executive will appoint the members of PEWC at their December 2 meeting. By February 23 PEWC will submit a report to the executive and the Provincial Negotiating Committee will be appointed. March 1 is the earliest date the union can request opening of negotiations. The *Teachers' Collective Bargaining Act* requires the first meeting to be held within 20 days of the request to open or such later time that is agreeable to the parties.



SUBMISSION FOR PROVINCIAL PUBLIC SCHOOL NEGOTIATIONS 2011 (one item per page)

INDIVIDUAL MEMBER

PLEASE CHECK ONE BOX ONLY:

NEW ARTICLE _____ (OR) CURRENT ARTICLE _____ ARTICLE NUMBER _____

SUBJECT TITLE: _____

PROPOSAL: _____

EXPLANATION/CLARIFICATION/RATIONALE: _____

SIGNATURE: _____ SCHOOL: _____

DATE: _____ LOCAL: _____

Note: Must be Received by November 30, 2011

Send to NSTU, c/o Kate Ingram, 3106 Joseph Howe Dr., Halifax, NS B3L 4L7,
Fax at 902-477-3517 or email kingram@staff.nstu.ca.

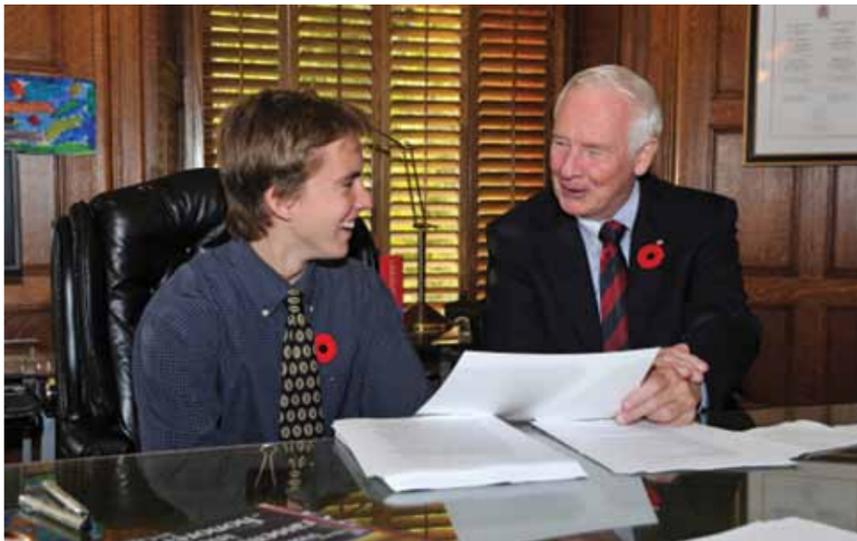
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Guysborough Academy Student Wins Ultimate Dream Job Contest Thanks to Teacher



Guysborough Academy student Jacob Halloran meets with Governor General David Johnston in Ottawa.

Grade nine Guysborough Academy teacher Tera Dorrington likes to encourage her students to think about the future. When she brought the “Ultimate Dream Job” contest to the Grade nine students in her homeroom, her goal was to make them consider their places in the “real world.” She certainly didn’t expect one of them to win the whole national contest.

Jacob Halloran, one of Dorrington’s grade nine students, won the Ultimate Dream Job Contest after submitting a photo and short essay outlining his dream job. Jacob’s dream job is to become a successful guitarist and to inspire others to play music. The contest was based on six weeks of online voting, and Jacob’s community, family and friends rallied behind him to get him to first place.

Jacob’s grand prize included a trip to Ottawa with a parent/guardian to meet the Honourable Andrew Sheer, Speaker of the House of Commons, Governor General David Johnston, and Cape Breton-Canso member of Parliament Rodger Cuzner on The Learning Partnership’s Take Our Kids to Work™ day, November 2, 2011. The prize package included two nights stay at the Lord Elgin Hotel as well as tours of national attractions and monuments.

The Ultimate Dream Job contest also awarded five schools who submitted the most entries with a prize of \$1000 each.

Dorrington is proud to discuss Jacob’s achievement, saying, “Jacob not only participated in the contest, he won the contest! What a bonus! I should have known he would excel in the contest—he was so eager to get involved when I mentioned it. In fact, he was the first one out of his seat to get the instructions.”

Dorrington is no stranger to contests. Her drama class placed second in a nationwide short film contest sponsored by MADD Canada last year, while her African Heritage Kujichagulia Youth Group placed first in a province-wide Aboriginal Languages Initiative Heritage contest.

Dorrington says, “I don’t enter to win. I feel it gives students an opportunity to get involved and to learn—to learn about themselves and their identities and also to learn what they are capable of doing, capable of becoming, and capable of achieving.”

The Ultimate Dream Job contest was sponsored by The Learning Partnership, a national charitable organization dedicated to developing a strong public education system. For more information on The Learning Partnership, please visit www.thelearningpartnership.ca.



Committee Corrections 2011-2012

DISTANCE EDUCATION COMMITTEE

Donnie Holland (Northside-Victoria); **Leonard Hornung** (Digby); **Patsy Height-Lewis** (Yarmouth); and **Simon Wilkin**, NSTU staff liaison

TEACHERS WITH ADMINISTRATIVE RESPONSIBILITIES COMMITTEE

Dawn Smith, Chair, Shelburne (2012); **Arnold Burke**, Cape Breton District (2012); **Debbie Davis-Maybee**, Colchester-East Hants (2013); **Shelley Morse**, Kings (2013); **Michael Stewart**, Lunenburg County, (2013); **Chris Nicholson**, SAA Representative; **Vince Gillis**, Executive Member liaison; and **Danny Eddy**, NSTU staff liaison

SUBSTITUTE TEACHER COMMITTEE

Elizabeth Keddy, Chair, Kings (2011); **Scott Hagell**, Colchester-East Hants (2011); **Peter Day**, Cape Breton District; **Jennifer Moriarty**, Halifax County; **Jeffrey Raine**, Digby; **Kathy Kerr**, Executive Member liaison; and **Grant MacLean**, NSTU staff liaison

Remembrance Day Flashmob Meets Many Outcomes

A video starring HRM students swept the Internet on the Remembrance Day weekend. And it also helped a Dartmouth High Drama 12 teacher reach several curriculum outcomes.

Just four days after it was released, more than 10,000 people had watched the video which was shot at the Halifax Farmers’ Market.

Teacher David Zinck got involved last June when former student Alex Somerville approached him to try an unusual project to mark November 11. Parent Barbara Wright, an employee with the Department of Veterans Affairs, provided uniforms, bussing and logistics.

“I was immediately interested because this had never been tried before. I have produced a lot of projects but never something like this,” said Zinck.

Flashmobs first appeared in 2003. A group of people assembles suddenly in a public place and begins what appears to be a spontaneous performance. At the end they all disperse as if nothing happened. The event is filmed, edited and then broadcast on the Internet through YouTube.

In this case, the Halifax All-City Music Soundtrax Choir planned to show up at the Halifax Farmers’ Market and sing a World War II era favourite “We’ll Meet Again.”

Zinck was in charge of training actors to appear in front of the choir and perform scenes from the time. His 33 students were enthusiastic about the project despite the tight timelines.

“They had a haunted house at the school over Halloween, so we ended up only having four classes to prepare,” said Zinck. “They got online and started researching that time frame, and went home and asked about family experience. In many cases, they played their own grandparents.”

Zinck helped them get into character by downloading monologues available on the Veterans Affairs website. He says this project met many of the outcomes of Drama 12.

“It shows how theatre understands and represents culture so powerfully and easily, and this really put the war into perspective for them in a way that reading about it never would. They really worked hard to try and feel the things their characters were feeling.”

The filming took place during the busy Sunday morning market. Zinck says the performers trickled in and took their places, and then on a cue from him, started the action.

“I didn’t know what to expect because the choir had never seen the actors, and the actors had only been practicing to a soundtrack,” said Zinck. “It ended up being powerful. As soon as they took their places the whole place went silent and passers-by were waiting to see what would happen.”

Zinck says he would love to try it again next year and next time have the flashmob travel to several places. You can see the results by putting the phrase “remembrance day flashmob” into an Internet search engine.



**Check out the complete list of
Deals & Discounts on the NSTU Website at
www.nstu.ca**

NSTU SECONDMENT RESOURCE FILE

Secondment application forms are available on the NSTU “Members-Only” website.

To obtain the secondment application form:

- Enter the NSTU members-only website
- Select “Union Affairs” from the menu
- Select “Secondments” from the drop-down menu

coming events

November is...

Osteoporosis Month (www.osteoporosis.ca); Diabetes Awareness Month (www.diabetes.ca); Crohn's and Colitis Awareness Month (www.cfc.ca); CPR Awareness Month (www.heartandstroke.ca).

December is...

World Aids Day (December 1 – www.worldaidsday.org); International Volunteer Day (December 5 – volunteermatters.unv.org); National Day of Remembrance and Action on Violence Against Women in Canada (December 6 - www.swc-cfc.gc.ca); Human Rights Day (December 10 – www.ohchr.org).

NOVEMBER 20

International Day of the Child

COLLECT YOUR QUARTERS! Get a bowl and start collecting your quarters now. When you fill your bowl, fill another. See how many children you'd be able to feed by November 20. This year, proceeds will go towards the work of Hunger Response Int. and to helping children living in poverty in Guatemala - where 8 out of 10 children are hungry. Then, on November 20th, substitute one of your regular meals for a simple bowl of rice. Think about how different life would be if you had only one similar meal a day and sometimes that had to last you longer than just one day. This is the way to Have a Rice Day! Count and roll your quarters. Send your donation to Hunger Response International, PO Box 2514, Abbotsford BC, V2T 6R3. Or make an online donation through Canada Helps or PayPal. For more information visit www.hungerresponse.org.

DECEMBER

School-community social action projects!

The Canadian Teachers' Federation in partnership with the Media Awareness Network is pleased to announce funding for projects to support a special initiative focusing on Digital Citizenship and Social Action. Technology and social media: How to use it to engage youth; How to use it to mobilize for a cause; Put your research into action at the community level. Applications for subsidies of \$500 or \$750 per project must be received by December 11, 2011. Projects must be completed by the end of the 2012 school year. Application is through www.imagine-action.ca. Once teachers have created a profile, they will be able to apply for funding. All projects registered with Imagineaction will receive recognition and access to material, human and cash resources. Thousands of students and their teachers are already making a difference through Imagineaction-supported projects that provide curriculum-based, student-centered, authentic learning in real life situations. Imagine the possibilities – join the movement now! For additional information, please contact info@imagine-action.ca or visit www.imagine-action.ca.

DECEMBER/JANUARY

Ashoka Changemakers celebrates ideas that make a difference

We invite you to share your ideas about helping First Nations, Métis, and Inuit learners succeed. Maybe you have a dream about wilderness skills training, or you have come up with a new approach to early childhood learning; perhaps you have designed a distance mentoring program, or have a new way to bring music to your school, or developed an approach to career and workplace training tailored for Aboriginal people. As long as your focus is learning, inside or outside the classroom, we want to hear about it! By entering your idea or project in the online Changemakers contest, you can win one of more than 30 cash prizes ranging from \$500 to \$5,000. All of the entries will be posted online, so that everyone can learn about your great ideas. Early entry prize deadline is December 7 and deadline for all entries is January 25. For more information visit www.changemakers.com/fnmi-learning.

JANUARY

MSVU Course Offering: Women, Contemporary Aboriginal Issues, and Resistance

This is an unusual ground-breaking offered-only-once seminar, frequently an in-depth/intensive workshop. With distinguished visiting professors, we will examine the past, present and future of many of the issues that leave us all disempowered: the legacy of Indian Residential Schools, missing and murdered women, the disappearance of matriarchal societies, and systemic problems of poverty, health, and education in marginalized communities. Topics to be covered include: Aboriginal history in the Atlantic; Focus on Youth and Families; What the Law can Fix and What it Can't; Women and the History of Resistance; the Past, Present, and Future of Media Images. This seminar is solution oriented, ideal for present and future educators, students of Sociology, History, Cultural, Political, Canadian, and Women's Studies. The course will be offered each Thursday, 4:30-7:00pm, during the Winter Term. For more information contact Dr. Rita Shelton Deverell, Nancy's Chair in Women's Studies, MSVU, at rita.deverell@msvu.ca.

MARCH 8-9

Girls 2012: A Conference

The Institute for Women, Gender and Social Justice at Mount Saint Vincent University is pleased to invite you to participate in a national conference on GIRLS that will address a range of topics relating to girls and young women of diverse sexualities, cultures, and ethnicities. Educators, researchers, counsellors, community workers, health professionals, artists, community members, parents, university and school students, and anyone interested in the well being of young women in today's society are invited. This two-day national conference, to be held March

8-9, will involve visual arts, performances, screenings, panel discussions, workshops, and presentations that explore the topic of GIRLS. The conference will also feature student-focused and student-led workshops and activities targeted to girls in Grades

6-12. Particular emphasis will be given to innovative programs, approaches and methodologies. Registration fees will be nominal. For more information please email: girls2012@msvu.ca with "Information Please" in the subject line.

DISCOUNT FOR NSTU MEMBERS

DISCOUNT CAR AND TRUCK RENTALS offers a discount to NSTU members. By quoting Account #974C/C each time you require a



rental vehicle it will save you up to 40% off leisure rates. Rates are guaranteed in Nova Scotia and New Brunswick. Vehicle rentals available are compact, midsize, full size, minivan, SUV, 1/2 ton pickup, crew cab, cargo van and cube truck. Visit the website at www.discountcars.ca. Central Reservations (P) 902-468-7171 or 310-RENT or (Toll Free) 1-888-636-9333; Email reservations@carrental.ca. Nova Scotia locations are Halifax (2710 Agricola St., 902-453-5153), Dartmouth (135 Ilesley Ave., Unit A, 902-468-5441), Halifax Airport (Quality Inn, 60 Sky Blvd., 902-873-3049), Kentville (7145 Hwy 1, 902-678-8594), Sydney (81 Victoria Road, 902-563-2806) and Truro (70 Juniper St., 902-895-6642). New Brunswick locations are Bathurst, Dieppe, Moncton, Fredericton, Sussex and Saint John.

10% DISCOUNT FOR NSTU MEMBERS

SunME Swimsuit Spa is a new concept destination linking the experience of swimsuit shopping and spa—the merging of these two paths—swimsuit shopping and spa services fulfills the need that the traditional “bathing suit shopping” doesn't offer to a relaxed beauty experience women deserve all in one environment.

The swimsuit spa has a talented team of individuals with a genuine passion for helping people feel and look good in swimwear. Our staff offers to our clients the styles and tools necessary to improve their overall swimsuit experience.

Contact our Beauty Team for an appointment for our glowing St. Tropez tanning, or our specialized esthetic services at 404-7007 or drop by walk ins are welcome. We are located at 1600 Bedford Highway, Unit 102, Bedford, Nova Scotia in the Sunnyside Towers across from Sunnyside Mall.



We want your News and Pictures!

We love getting content from NSTU members across Nova Scotia so please keep your cameras handy anytime your Local has a meeting or an event.

We also love to celebrate accomplishments in the classroom, PD events, awards and retirements. So send along your write-ups and photos (and tell us who is in the photo as well as who took it!)



Send your photos to:
The Teacher
ATTENTION: Mary Jane Webber and/or Sonia Matheson
3106 Joseph Howe Drive,
Halifax, N.S. B3L 4L7
or email: theteacher@nstu.ca

All pictures must be in jpeg format with a high resolution (300 dpi). Please do not use Blackberries, iPhones or other smart devices to take photographs for The Teacher. The quality is not sufficient for our printing process. Any questions? Call Mary Jane Webber anytime at 479-4708. **The deadline for the November/December issue is November 4th.**



NSTU MEDOC® Group Travel Plan & Trip Cancellation/Trip Interruption Plan

update

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

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 out of Canada, costs can easily escalate and it can cost thousands of dollars.

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. 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 deduction to the policy renewal, which is September 1st.

NSTU Trip Cancellation / Trip Interruption Plan

For over two years now, a Trip Cancellation/Trip Interruption Plan has been 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

- ❖ 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. For members purchasing Trip Cancellation/Trip Interruption coverage for the first time, premiums will be pro-rated from the date your coverage is effective until the policy renewal date (September 1st). Like the MEDOC® Group Travel Plan, coverage will renew automatically on September 1st of each year. The monthly premium is very competitive with the convenience of year-round coverage.

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).

Congratulations to our October book winners!

FRESH: 10 Things New Teachers Need to Succeed
PASCALE LANDRY of SAULNIERVILLE

EQUITY: Teaching for Diversity
— A Guide to Greater Understanding
TERRI McDONALD of SYDNEY

PD: Re-Envisioning the Correlates
— What Effective Schools Do
ANN SLATER of PICTOU



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The deadline for the January/February issue of The Teacher is December 16th.

Call 1-800-565-6788 or email theteacher@nstu.ca

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resources

Social Studies Titles from Learning Resources and Technology Services

Learning Resources and Technology Services ships multimedia curriculum resources to schools anywhere in the province. Dubbing programs become a part of your school's collection; we charge only for the price of the blank media used. Read the Public Schools Branch newsletter *Branching Out* available online at <http://lrt.ednet.ns.ca/branching.shtml>

Order pre-made titles from our lists online: visit http://lrt.ednet.ns.ca/media_library/express/Video_Express.shtml

EBSCO Periodical database (<http://search.epnet.com>) EBSCO provides a series of online bibliographic and full-text databases so that you and your students can find information, pictures and citations on curriculum related topics.

EBSCO offers access to a wide variety of professional databases like ERIC and to a highly specialized collection of over 450 full-text journals, designed for professional educators. EBSCO is available to all students and teachers in Nova Scotia through computers connected to Ednet, or at home with passwords that can be obtained from your school.

ImagesProject (<http://imagesproject.ednet.ns.ca>) Need a photo to use in a school project? Visit the ImagesProject, a web-based collection of images for Nova Scotia public school program use. Nova Scotia students and teachers who are on Ednet may freely download, use and modify images from the ImagesProject website for curriculum purposes.

These programs are available in limited numbers; once they're gone, they will no longer be available from our dubbing collection.

Remember Africville NOW ON DVD! (35 min.) *Social Studies 9-12*

This film combines contemporary and historical footage and stills to tell the story of the demolition of Africville from several viewpoints. We hear from former Africville residents, human rights workers and Halifax City officials at the time of the demolition.

A Tree for Boston NOW ON DVD! (14 min.) *Social Studies 7-12*

This short documentary describes Nova Scotia's tradition of sending the city of Boston a Christmas tree. Massachusetts's humanitarian aid after the Halifax Explosion is remembered each year through this Nova Scotian gift. The program briefly explains the events of the Halifax Explosion using archival footage and still images. As well, it explains the tricky job of selecting, harvesting and shipping the tree. The tree lighting ceremony held in Boston each year is featured.

El Contrato (51 min.) *Social Studies 7; Law 12; Sociology 12*

El Contrato follows Teodoro Bello Martinez, a poverty-stricken father of four living in Central Mexico makes an annual migration to Southern Ontario to pick tomatoes for conditions and wages that locals will not accept. Under government programs that allows growers to monitor themselves, the opportunity to exploit workers is as ripe as the produce they harvest. Abusive bosses, unhealthy conditions, and paying for benefits they don't receive are deflected by a long line of others back home who are willing to take their place. Despite their fear of repercussions, the workers voice their need for dignity and respect, as much as for better working conditions. The documentary ends as winter approaches and the Mexicans return home to their families, some pledge, that it's their final season in the north. Closed captioned.

Understanding and Using Maps and Globes 2-disc set (42 min.) *Social Studies 4-6*

This two-part program is designed to present students with explanations of how maps and globes are used to represent key concepts about our planet. Part one (19 min.) explores maps and part two (23 min.) presents information about globes. Vocabulary includes terms such as scale, compass rose, cardinal directions, symbols, latitude, longitude, equator, hemisphere, oceans and continents. The segment covering globes also includes material about using charts, graphs, and tables.

If the World Were a Village (24 min.) *Social Studies P-3*

At this moment, there are more than 6 billion people on the planet! It's hard to picture so many people - but what if we imagine the whole world as a village of just 100 people? Based on the award-winning book of the same name, this video tells us who we are, where we live, how fast we are growing, what languages we speak, what religions we practice and more. So come and learn about our global village. What you find may surprise you!

Souvenir of Canada (70 min.) *Social Studies 10-12*

Join internationally celebrated author Douglas Coupland on a journey to find out what makes Canadians, Canadians. This film offers a satiric take on "Canadian identity" by emphasizing images and icons associated with Canada and raising issues in a thought-provoking way. Douglas Coupland uses his own personal history and family life as a jumping-off point to touch on Canadian history since about 1960. Ultimately, the film reflects on what might be important or lasting in one's sense of what Canada is.

Suzuki Speaks (45 min.) *Social Studies 12*

Suzuki Speaks captures the passion and vision of world-renowned scientist and environmentalist Dr. David Suzuki, who delivers the most important message of his career. He speaks about humans and our place in the universe. His is a fresh perspective and a timely catalyst. This is a documentary that you won't just watch—you'll experience! In a stunning fusion of compositing, 3D effects and live footage, this video breaks new ground. Visual effects artist Torrance Hurd and his team peer into the mind of a top scientist.

Little Black School House (60 min.) *Social Studies P-3*

Produced, written and directed by Sylvia D. 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.

Education Media Library, PO Box 578, Halifax, N.S. B3J 2S9; 902-424-2440; 902-428-3176 (fax), email mediacir@ednet.ns.ca. Visit <http://lrt.ednet.ns.ca>.

Movember comes to Brookside Junior High



Staff members at Brookside Junior High show their support (and their moustaches) for prostate cancer. For the past three Novembers French math and science teacher Jay Thompson has organized his fellow staff members to either grow or sport moustaches for the cause in exchange for a donation. Shown left to right in the back row are Dan Flinn, Joanne Kirkpatrick (principal), Evelyn Lamplugh, Tonya Toole, Tracey Gray, Craig Nelson, Josh McNeil, Adele Poirier, Jeanette Brennan, Marjorie Conrad, Thompson, Ami Nixon, Blair Joudrey and Amanda Frost. Front row: Lisa Rounsfell, Barb Dowding, Tonja Kidd, Hal Bent and Kate Broadbelt. Thompson, Flinn, Nelson and Bent are the proud owners of real moustaches. Movember began in 2003 in Melbourne, Australia and has since raised more than \$22-million.

Teenmentalhealth.org

Teenmentalhealth.org is a project of the Sun Life Financial Chair in Adolescent Mental Health, a partnership between Sun Life Financial, Dalhousie University and IWK Health Centre. Dr. Stan Kutcher (Chair holder) and his team are working to create, develop and deliver nationally and internationally recognized research, education and clinical programs by collaborating with health care providers, policymakers, schools, the business community, non-profit organizations and the general public. The materials we have created are provided in a variety of mediums that include animations, face-to-face training programs, web-based training programs, easy to understand guides and books designed specifically for youth, parents, educators and health providers. Our knowledge dissemination work takes a variety of forms from media interviews, to junior high parent chats, partnership with NGOs, institutions, government and work with partners in mental health and the arts. Teenmentalhealth.org works in partnership with youth in order to design tools and content with youth, not just for youth. Not only do youth gain support, friendship and develop their skills, they in turn provide us with meaningful input, creative project ideas, and fun! Our council is relaxed and loves having new members. If you would like to join our council, please contact Jessica Wishart at Jessica.wishart@iwk.nshealth.ca.

MASTER OF EDUCATION PROGRAMS AT StFX



INSTRUCTIONAL LEADERSHIP

Instructional leadership is about the pivotal role of leaders in improving the quality of education. StFX is currently accepting applications from our program in Educational Administration and Leadership with a focus in Instructional Leadership. This part-time course-based program will commence with an intensive summer institute in July at the StFX campus followed by two-and-a-half years of online learning.

OTHER PART-TIME PROGRAMS

Students may also elect to 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, and the remainder of the program is completed online or at one of our regional centers in Halifax, Yarmouth, Truro or Sydney over a two and a half year time span. This program may be completed by either the course-based, project, or thesis route.

FULL-TIME GRADUATE STUDIES

StFX admits up to 12 full-time graduate students annually who wish to develop capacity in *teaching/leadership or applied research*. Students are paired with faculty who help them experience the richness of university teaching and/or research. Students who choose the research-based option will participate in funded research programs in collaboration with full-time faculty. Students admitted to the full-time program will receive a graduate scholarship.

For more information or to receive an information package, contact Continuing and Distance Education
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or email: med@sfx.ca.
Application deadline: February 15


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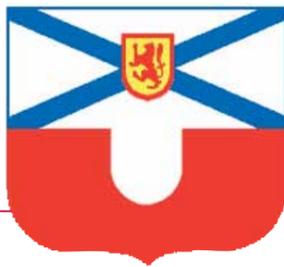
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- ▶ Softmoc
- ▶ Soles in Motion
- ▶ Staples / Business Depot
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For detailed information on each business - go to www.nstu.ca click on Communications ▶ Deals & Discounts and download the pdf.

Subject to change without notice. Updated November 1, 2011.

The Retired Teachers' Legacy Foundation

The Retired Teachers' Legacy Foundation was established in 1994 to honour the life and work of former teachers in Nova Scotia. One of the objectives of the Foundation is 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. The interest on deposits of the Foundation is disbursed annually to benefit sick and/or challenged children. The Retired Teachers' Legacy Foundation Award may benefit institutes that provide medical treatment and/or educational training for sick and/or challenged children on a not-for-profit basis. It may also benefit charitable organizations that work for the benefit of sick and/or challenged children.



Individual Memorial and Donation Cards are available from RTO Branches across Nova Scotia. We encourage anyone who wishes to make a donation to honour a deceased teacher or family member to get in touch with RTO Branches in their area. Thank you for your anticipated support.

George J. Landry, Chair
Retired Teachers' Legacy Foundation

classifieds

Classified rates are \$2.00 for the first 15 words; 25¢ per additional word upon presentation of a professional or NSCC Employee number. Non-members pay \$6.00 for the first 15 words and 25¢ per additional word.

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

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CROATIA - July 28 - August 4 2012 - Bike, Boat, Walk & Swim. Special tour dates requested by teachers during our vacation time. Please invite friends & family. Only 20 spaces left. Book now www.pedalandseadventures.com. Four Historic Towns on the tour. Biking is available but optional. Come and enjoy as you choose. No planning. The only outcomes covered are your own!

TEACHER EUROPEAN TRIP—JULY 2012 - Teachers, relatives and friends are invited to join an AMAZING trip of a lifetime! In July 2012, travel to London, Paris, Switzerland, Italy, Greece (with Island cruise) Turkey. For more information please email Sarah/Wally Fiander (TCRSB teachers) at sifiander@nstu.ca. See www.eftours.ca/eLiterature/DBD/12/EUS.pdf for itinerary.

AVAILABLE - French Reading & Phonetic Program for Grades 1 to 3 students from home. Only 17\$ per one-on-one session with a certified French teacher. Risk-free reading evaluation and classroom orientation. See what others are saying: www.teachercertifiedtutoring.com

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TEACHER NEEDED - Grade 10 science teacher needed February to June for Canadian program in Beijing,

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JOB SHARE - I am an experienced teacher who is seeking a job share position in Halifax. I am more than half way done a Masters in Literacy and am qualified to teach P-8. Please contact Pamela for full resume at pam_benigno@hotmail.com or 902-209-1344.

TEACHER EXCHANGE - A Permanent junior/ senior high Social Studies, English and Core French teacher with the HRSB is looking to exchange position with a teacher from CBVRSB for the 2012-2013 school year. Interested in a permanent exchange. If interested please contact me at eraucoin@staff.ednet.ns.ca

TEACHER EXCHANGE - Program support teacher with CBVRSB is looking to exchange positions with a teacher from the CCRSB for the 2012-2013 school year. A permanent exchange is possible. Please contact teachermove@yahoo.ca

TEACHER EXCHANGE - Early elementary teacher with the CBVRSB is looking to exchange positions with a teacher for the SSRSB for the 2012-2013 school year. A permanent exchange is possible. Please contact mdburton@staff.ednet.ns.ca

TEACHER EXCHANGE - Permanent junior/senior high learning center/resource teacher with the HRSB is looking to exchange positions with a teacher from CCRSB for the 2012-2013 school year. A permanent exchange is possible. It interested, please contact me at burtonch@staff.ednet.ns.ca.

TEACHER EXCHANGE - An elementary resource teacher with the HRSB is looking for the same with the CBVRSB for the 2012-2013 school year. A permanent exchange is also possible. If interested, please email dl@staff.ednet.ns.ca.

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