

NSTU holds 95th Annual Council

Some 259 voting delegates to the 95th Annual Council of the Nova Scotia Teachers Union debated resolutions dealing with issues including: providing appropriate staffing and adequate resources for students with special needs, especially at the high school level; ensuring that class caps are implemented effectively; providing equitable division of student programming needs for diverse classrooms; and ensuring adequate time, resources, and training is available to implement new initiatives. Most of the business of the meeting focused on resolutions to lobby government for change.

“Teachers have seen an inordinate amount of new initiatives and programming introduced through the implementation of the Minister’s Action Plan,” says NSTU president Shelley Morse. “We’re looking for the Department of Education and Early Childhood Development to give a six-month minimum notification of relevant materials and training before new policies and initiatives are implemented in the public education system.”

From April 29 to May 1, 60 resolutions were debated. Friday evening included NSTU president Shelley Morse’s final address to Council as president. Her term ends on July 31, 2016. “It’s been my sincere honour and privilege to have worked on behalf of NSTU members for the past four years. I thank all of you for your hard work, dedication, and commitment to members and your profession in all areas of the province,” says Morse.



Above NSTU president Shelley Morse gives her final address to Council as president.



Above Nova Scotia Nurses’ Union president Janet Hazelton addresses Council 2016 delegates.

Nova Scotia Nurses’ Union (NSNU) president Janet Hazelton also addressed delegates during the opening session and brought greetings on behalf of the NSNU and the Nova Scotia Federation of Labour, in which she serves as vice-president. “I’m looking forward to the continued relationship with the Nova Scotia Teachers Union and wish you well,” says Hazelton. “Given the current political climate we’re going to have to be committed and stay strong as union activists. Imposing collective agreements and wage restraints is not collective bargaining, it’s collective begging.” Hazelton also thanked NSTU president Shelley Morse for her support over the past four years, as NSNU was faced with legislation aimed at breaking healthcare unions apart.

Teacher leaders throughout the province also passed a motion to ensure that the current practice of inclusive programming meets its originally intended goals. “The inclusive classroom model poses many challenges for teachers at all levels,” says Morse. “It’s critical that the model works effectively for all students in all grades.”



CTF vice-president Mark Ramsankar addressed delegates during Annual Council.

Mark Ramsankar, a vice-president of the Canadian Teachers’ Federation and president of the Alberta Teachers’ Association addressed delegates on Saturday, April 30. Six candidates running for NSTU president had an opportunity to address delegates on Saturday as well.

Morse honoured outgoing provincial executive members and introduced and welcomed newly elected and acclaimed members, who will start their terms on August 1. New members joining the provincial executive are: Marc Breaugh (Lunenburg County-Queens) replacing Sandy Mitchell’s seat; Peter Day (Cape Breton District) will be taking the seat currently held by John Smith; Angela Deagle (Inverness-Richmond), was acclaimed to the seat held by Sheila Hawley; Chris Doiron (Dartmouth) was acclaimed to the seat replacing Ben Sichel; Crystal Isert (Halifax County) takes the seat vacated by Paul Boudreau; Ferne McLennan (Community College) will replace Sandy Dyke, who is retiring; and Allister Wadden (Annapolis-Hants West-Kings), will take the seat currently held by Kim Frank.

Cherie Abriel (Colchester-East Hants) was acclaimed to her second two-year term. Turk MacDonald (Halifax City) was re-elected to the seat held by Shawn Hanifen. Bill Murphy (Antigonish) was acclaimed to his second two-year term. Colleen Scott (Digby-Shelburne-Yarmouth) who was elected to a one-year term was acclaimed to a two-year term.

Morse also recognized former NSTU executive director Ron Morrison, who was marking his 50th Annual Council during the organization’s 95th edition.

NSTU Presidential Election Candidates 2016 Election to be held May 25th



Above are the six NSTU members running for NSTU president. (l-r): Cyril MacGillivray, Damian Hall, Liette Doucet, Shawn Hanifen, Wally Fiander and Paul Wozney. Their presidential platforms are found on pages 6-11.

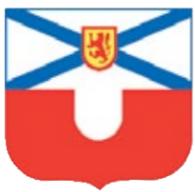
people

Shelburne County Local honours teachers during Education Week

The Shelburne County Local held its annual Education Week event on April 21 with a BBQ at Sandy Point Community Hall. This event honours Education Week nominees from the Local. The Shelburne County Local's provincial Education Week award recipient Amy Crowell was also recognized for her work relevant to this year's theme, *Media Literacy: Empowering Critical Thinking in a Digital Media World*.



From left to right are: NSTU president Shelley Morse; Shelburne County Local president Dawn Smith; and Education Week Award nominees Jennifer Smith, Sarah Acker, Sandra Walsh, John MacKay, Amy Crowell, Erica Nickerson and David Lyons; NSTU first vice-president Wally Fiander; and Digby-Shelburne-Yarmouth provincial executive rep Colleen Scott.



Comité de programmation acadienne



NSTU's Comité de programmation acadienne met at the NSTU building on May 6. This committee studies the curriculum and all proposed changes as it relates to Acadian schools under the direction of Conseil scolaire acadien provincial (CSAP). During this meeting, Cyril Camus, Conseiller en mathématiques et sciences, CSAP was a guest presenter and provided updates on math and science curricula.

From left to right: Cyril Camus, Melanie Belliveau, Tara McCormick, CSANE provincial executive rep Sue Larivière-Jenkins, NSTU staff liaison Stacy Samson, committee chair Suzanne Comeau and Phillip Meuse. Missing: Nathan Robar and Christophe Dol.



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Nova Scotia School Athletic Foundation celebration of School Sport

The NSTU continued its tradition in supporting the Nova Scotia School Athletic Foundation (NSSAF) by being a table sponsor for NSSAF's Celebration of School Sport, which was held at the World Trade and Convention Centre on April 28.

From left to right: Astral Drive Junior High phys ed teacher Gary Saleski; Cape Breton-Victoria Regional School Board Acting Healthy Living Consultant Mary Lou Andrea; NSSAF Board Chair Jackie Ashford Rae, vice-principal of Halifax West High; NSTU president Shelley Morse; NSSAF Executive Director Darrell Dempster; Pine Ridge Middle School resource teacher Stephanie Morse; Wolfville School principal Steve Keddy; and Pine Ridge Middle School phys ed teacher Cathy Rafuse.



Teachers, Educators Celebrated During Education Week 2016

Twenty-three teachers and two education partners from across the province received Education Week Awards on April 18, 2016 for the important role they play in guiding students in the area of media literacy. Lieutenant Governor J.J. Grant, and Education and Early Childhood Development Minister Karen Casey, presented the awards at a ceremony at Charles P. Allen High School in Bedford.

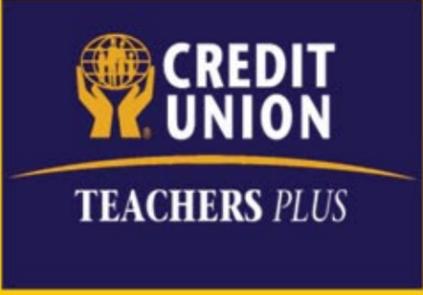
This year's Education Week theme *Media Literacy: Empowering Critical Thinking in a Digital Media World*, recognizes educators who are helping students develop the skills they need to understand, create, and critically interpret text in print, on screen, and in digital format. These champions are also teaching students how to be respectful, ethical, and responsible digital citizens.

(continued on page 5)



Shown are this year's Education Week Award recipients: **Back row:** Dave Lavigne, Glace Bay High School (Cape Breton District); Shaun Kennedy, Richmond Education Centre (Richmond); Lynda LeBlanc, William King Elementary School (Halifax County); Bruce Miller, Cape Breton Highlands Education Centre Academy (Inverness); Pierre Malenfant, École du Carrefour (CSANE); Karen Casey, Minister of Education and Early Childhood Development; Adam Davies, Nova Scotia School Boards Association partner award recipient; Lt.-Gov. J.J. Grant; Anne Lightbourn, Bridgetown Regional Elementary School (Annapolis); Erin Mullen, St. Mary's Bay Academy (Digby); Lorna Bennett, Park West School, (Halifax City); Sally Steeves, West Pictou Consolidated School (Pictou); Nick Baskwill, Kingston and District School, (Kings); Amy Crowell, Clark's Harbour Elementary School (Shelburne County); and John Tutty, South Queens Middle School (Queens).

Front row: Erin Dunn-Keefe, Bridgewater Junior Senior High School (Lunenburg County); Shan King, Winding River Consolidated School (Colchester-East Hants); Don Fougere, École Beau-Port (CSANE); Christopher Lumsden, St. Andrew Junior School (Antigonish); Michael Wilson, Chedabucto Education Centre/Guysborough Academy (Guysborough County); Katrina Mood-Ross, Drumlin Heights Consolidated School (Yarmouth); Denise Oake, Dr. T. L. Sullivan Middle School (Northside-Victoria); Anne d'Entremont, École secondaire de Par-en-Bas (CSANE); Janice Smith, Pugwash District High School (Cumberland); Shannon Patterson, Prince Andrew High School (Dartmouth); Peter Oldreive, Education and Early Childhood Development partner award recipient; and Tami Cox Jardine, Falmouth District School (Hants West).



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from the nstu president

Shelley Morse



Report to Council 2016

(Excerpt from Shelley Morse's Address to Council 2016)

It is hard to believe that the end of my term as your president is fast approaching. The work done by our NSTU volunteers never ceases to astound me. The sacrifices and time offered to the membership is tremendous and this organization doesn't exist without it. Members are quick to step up and do amazing work in the locals and regions—engaging members, informing them, protecting them. Being part of the NSTU comes with the benefit of unity. We have leverage because we are not alone in our struggles or triumphs. Our union is a member of Canadian Teachers' Federation (CTF) and Education International (EI), allowing us to be united with 32 million people worldwide.

The past four years have flown by and the organization has had its share of celebration and angst. We witnessed a government that slashed education budgets, adding enormously to the demands on our time, to a government who put money back into the system; however, most of the money went to areas that had not previously been reduced, or to fund something new from the Action Plan.

Both parties kept the NSTU busy in the media with interviews resulting in 74 newspaper articles, 63 radio talk shows or news clips, and 60 television appearances. Time was spent discussing issues ranging from cuts to education, to class size, to workload, to poverty, to the Action Plan, to contracts, Bill 148 and Syrian refugees, to name a few.

Through the expertise of our public relations coordinator, we issued press releases and advertorials, had a constant presence on social media, and aired commercials and advertisements from all parts of the province using our members, instead of actors, to direct our messages and inform the public.

I have thoroughly enjoyed my time spent with members while attending NSTU conferences, workshops, local and regional meetings, rep retreats, media tours, and school visits. I especially appreciated the opportunity to visit areas to give out 40 *Teachers Make a Difference* awards.

This year our new Status of Women Committee began its work to focus on women's issues in the profession and society. The NSTU is one of four teacher organizations in Canada with such a committee. With over 70 per cent of the teaching population in our province being women it is necessary to create awareness regarding significant issues. It is preposterous to think that in 2016 an income gap still exists between men and women doing work of equal value; that in some countries girls are not permitted to attend school; that we still struggle with gender parity; that 58 million children in the world are denied access to an education; that 50 per cent of the world's wealth is in the hands of 1 per cent of the population; and that in Canada, 1 in 7 children still live in poverty.

Last year I spoke about attacks on unions becoming more prevalent and how this creates a path for anti-union initiatives. Little did I know that three months later, Finance Minister Delorey would bring public sector Unions together to tell us about a new approach to collective bargaining across the public sector—an austerity approach that uses Unions and workers as an excuse to fix an economic problem that may, or may not exist.

Using debt relief as a premise, this government is looking to reduce benefits, freeze wages, and privatize essential services. The victors are the private sector, and businesses who get cut rate agreements on government infrastructure. The predictable losers during austerity are the unionized workers.

Teachers are often used as pawns in the political arena to gain votes and denigrate our competence. Nothing in education is sacred, or safeguarded from political change and new party reform, as governments try to make a mark for themselves in the public on the backs of teachers. Education is an easy target and you don't see any rapid changes to surgical procedures when a new party comes to power, yet we witness changes in education yearly, and often in the last three years on a monthly basis. Department policies treat students like they all come to school prepared to learn, and everyone enters on a level playing field. We know that is not the case. Poverty is the worst un-equalizer.

The politicians in the Liberal party care about what parents, children, and the electorate think, yet they show little concern for the teachers in the trenches. The Liberals are business oriented, but they continually ignore their front-line employees. McNeil wants schools to run like businesses. Everything is evidence-based, forgetting that we work with human beings, not robots. Teacher intuition and experience have been replaced with evidence-based learning and evidence-based decision-making—business terms. Initiatives are introduced like rapid fire with no time for training, or proper implementation practices.

Through standardized testing regimes the department has created parents who are consumed by anxiety regarding success. Government wants students to be ready for the working world, but tie our hands and negate our ability to make students

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Rapport à l'AGA du Conseil 2016

(Extrait du discours de Shelley Morse à l'AGA du Conseil 2016)

Il est difficile de croire que la fin de mon mandat en tant que présidente du NSTU approche à grands pas. Le travail accompli par nos bénévoles du NSTU ne cesse jamais de m'étonner. Leurs sacrifices et le temps qu'ils consacrent à nos membres sont énormes et cette organisation n'existerait pas sans eux. Les membres sont toujours prêts à s'engager et font un travail extraordinaire dans les sections locales et les régions – pour mobiliser leurs collègues, pour les informer, pour les protéger. Faire partie du NSTU donne l'avantage de l'unité. Nous avons de l'influence parce que nous ne sommes pas seuls dans nos luttes et nos triomphes. Notre syndicat est membre de la Fédération canadienne des enseignantes et des enseignants (FCE) et de l'Internationale de l'Éducation (IE), ce qui nous permet d'être unis avec 32 millions de personnes dans le monde entier.

Les quatre dernières années se sont écoulées très vite et notre organisation a connu sa part de succès et d'angoisses. Nous avons vu un gouvernement qui a réduit drastiquement les budgets de l'éducation, tout en ajoutant d'énormes exigences sur notre temps, puis un gouvernement qui a remis de l'argent dans le système; toutefois, l'essentiel de cet argent a été affecté à des domaines qui n'avaient pas subi de coupures auparavant, ou a financé des initiatives nouvelles issues du Plan d'action.

Les deux gouvernements ont maintenu le NSTU très occupé dans les médias et les nombreuses entrevues se sont traduites par 74 articles de journaux, 63 émissions-débats ou bulletins de nouvelles à la radio et 60 prestations à la télévision. Ce temps a été consacré à discuter d'enjeux comme les coupures budgétaires à l'éducation, la taille des classes, la charge de travail, la pauvreté, le Plan d'action, les contrats, le projet de loi 148 et les réfugiés syriens, pour n'en nommer que quelques-uns.

Grâce à l'expertise de notre coordonnatrice des relations publiques, nous avons émis des communiqués de presse et des publi-reportages, nous avons maintenu une présence constante dans les médias sociaux et nous avons diffusé des publicités et des annonces de toutes les régions de la province en faisant appel à nos membres, plutôt qu'à des acteurs, pour communiquer nos messages et informer le public.

J'ai beaucoup apprécié le temps que j'ai passé avec les membres lors de ma participation à des conférences du NSTU, à des ateliers, à des rencontres locales et régionales, à des retraites de représentants, à des circuits à l'intention des médias et à des visites dans les écoles. J'ai particulièrement apprécié la chance de visiter les régions à l'occasion de la remise des quarante prix de notre initiative Les enseignants font toute la différence.

Cette année, notre nouveau Comité de la condition féminine a entamé ses travaux pour se pencher sur les questions concernant les femmes dans la profession et la société. Le NSTU est l'une des quatre organisations d'enseignants au Canada disposant d'un tel comité. Étant donné que plus de 70 % du corps enseignant dans notre province est composé de femmes, il est nécessaire de sensibiliser le public au sujet des enjeux importants. Il est effrayant de constater qu'en 2016, un écart de revenu existe toujours entre des hommes et des femmes faisant un travail de valeur égale; que, dans certains pays, les filles ne sont pas autorisées à aller à l'école; que nous luttons toujours pour l'égalité entre les sexes; que 58 millions d'enfants dans le monde n'ont pas accès à l'éducation; que 50 % de la richesse mondiale est entre les mains d'un pour cent de la population; et qu'au Canada, 1 enfant sur 7 vit encore dans la pauvreté.

L'année dernière, j'ai parlé du fait que les attaques sur les syndicats devenaient plus fréquentes et que cela ouvrait la voie à des initiatives antisyndicales. J'étais loin de me douter que, trois mois plus tard, le ministre des Finances Delorey allait réunir les syndicats du secteur public pour nous parler d'une nouvelle approche aux négociations collectives dans le secteur public – une approche axée sur l'austérité qui utilise les syndicats et les travailleurs comme une excuse pour régler un problème économique qui pourrait exister ou non.

En partant du principe de l'allègement de la dette, ce gouvernement cherche à réduire les avantages sociaux, à bloquer les salaires et à privatiser des services essentiels. Les vainqueurs sont le secteur privé et les entreprises qui obtiennent des accords à tarif préférentiel pour l'infrastructure publique. Les perdants prévisibles des mesures d'austérité sont les travailleurs syndiqués.

Les enseignants sont souvent utilisés comme des pions sur l'échiquier politique pour gagner des votes et dénigrer notre compétence. Rien en matière d'éducation n'est sacré, ni protégé des changements politiques et des nouvelles réformes des partis, tandis que les gouvernements essaient de se gagner les faveurs du public sur le dos des enseignants. L'éducation est une cible facile et, alors qu'on n'observe aucun changement rapide dans les procédures chirurgicales lorsqu'un nouveau parti prend le pouvoir, nous voyons des changements en éducation chaque année et souvent, au cours des trois dernières années, chaque mois. Les politiques du

(French - continued on page 5)

Celebrating Education Week (cont'd)

(continued from page 3)

“Our wonderful educators play a critical role in steering our youth in handling digital media,” said Lt.-Gov. Grant. “They guide our youth to give them the skills to critically interpret what they see. Equally important, these educators teach our youth how to responsibly use digital media and make them good cyber citizens.”

“Media literacy and digital citizenship are essential to learning and to success in life and work, and they are reflected in our Action Plan for Education,” said Casey. “Working collaboratively with teachers, schools, school boards, communities, and partners, we are developing an innovative curriculum with an emphasis on math and literacy, and the early introduction of coding. Collectively, we have the ability to make a positive difference in the lives of our students.”

“As more and more of our media is delivered via digital means and we increasingly become media creators as well as consumers, it is vital that youth

learn not only the skills traditionally associated with digital or information literacy, but also those that ensure their full participation in digital society as mindful and engaged citizens, learners and workers,” said guest speaker Jane Tallim, co-executive director of MediaSmarts, a Canadian not-for-profit organization for digital and media literacy, who joined the event via Skype.

Education Week, which took place April 17 to 23, is a co-operative effort of the Nova Scotia Teachers Union, the Nova Scotia School Boards Association, the Nova Scotia Federation of Home and School Associations, la Fédération des parents acadiens de la Nouvelle-Écosse, the Association of Nova Scotia Educational Administrators, and the Department of Education and Early Childhood Development. This year’s Provincial Education Week committee was chaired by NSTU’s public relations coordinator Angela Murray.

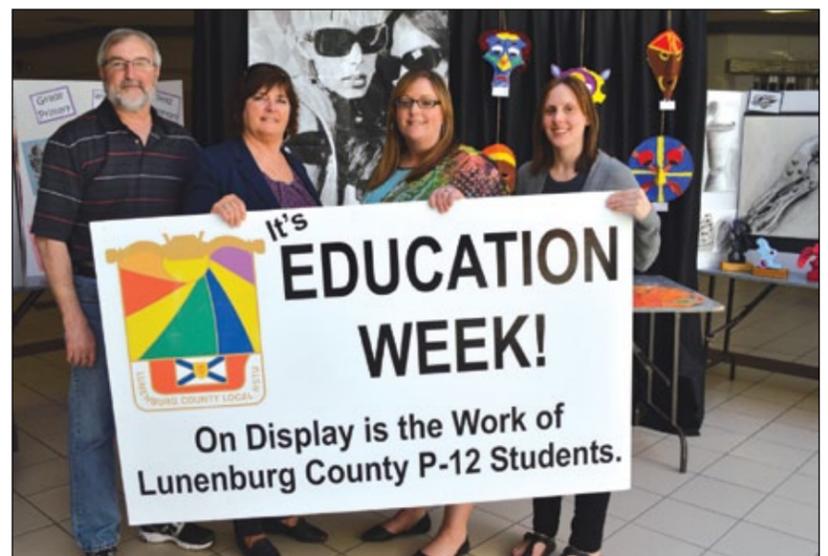


MediaSmarts co-executive director was the special guest speaker at this year’s Education Week Award ceremony, in keeping with the Media Literacy theme, she brought her address to delegates via Skype.



His Honour Lt.-Gov. Grant presented Education Week Award recipients with their certificates.

The Lunenburg County Local once again organized its mall display in celebration of Education Week. The display highlights the work of students from Grades Primary to 12.



Shown are (left to right): Lunenburg County RTO member Glenn Demone; NSTU president Shelley Morse; Lunenburg County Local’s Member-at-Large (Social) Mai-Ling Storm; and Lunenburg County Local’s vice-president of Professional Development Jillian Levy-Peverelle.

(English - continued from page 4)

accountable for their school lives and grades. We need to be able to address high absenteeism rates in meaningful ways; address low student engagement levels, and a lack of accountability, and shared responsibility, on the part of parents and students for achievement.

The government is creating a false sense of security for parents with their Action Plan designed to fix all woes - except it won't, because their plan ignores the real issues affecting test scores and learning: poverty, student mental health, safety, violence, racism, and discrimination. Government fails to recognize the significant work NSTU members do each day to ensure the success of students. Teacher professionalism and autonomy are basically ignored. If the government was truly concerned about education and not votes, they would let teachers teach instead of managing useless data, dealing with behaviour beyond our control, and conducting bias tests that rate the teacher, not the student.

(French - continued from page 4)

ministère traitent les élèves comme s'ils arrivaient tous à l'école prêts à apprendre, et comme si tout le monde était sur un pied d'égalité. Nous savons que ce n'est pas le cas. La pauvreté est le pire facteur d'inégalité.

Les politiciens du Parti libéral se soucient de ce que pensent les parents, les enfants et les électeurs, mais ils se préoccupent très peu des enseignants qui travaillent dans les tranchées. Les libéraux ont l'esprit d'entreprise, mais ils ignorent continuellement leurs employés de première ligne. McNeil veut que les écoles fonctionnent comme des entreprises. Tout est fondé sur des données probantes, sans tenir compte du fait que nous travaillons avec des êtres humains, et non des robots. L'intuition et l'expérience des enseignants ont été remplacés par l'apprentissage fondé sur des données probantes et les prises de décisions fondées sur des données probantes – termes du monde des affaires. Les initiatives sont introduites à un rythme très rapide et ne prévoient pas de temps suffisant pour la formation, ou les pratiques correctes de mise en œuvre.

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Par le biais du régime de tests standardisés, le ministère a créé des parents qui sont rongés par l'anxiété au sujet de la réussite. Le gouvernement veut que les élèves soient prêts pour le monde du travail, mais il nous lie les mains et anéantit notre capacité à rendre les élèves responsables de leur vie scolaire et de leurs résultats. Nous devons avoir les moyens d'aborder le taux élevé d'absentéisme de manière cohérente; d'aborder le faible niveau d'engagement des élèves et le manque de responsabilisation et de responsabilité partagée, de la part des parents et des élèves, pour la réussite scolaire.

Le gouvernement crée un faux sentiment de sécurité pour les parents avec son Plan d'action conçu pour corriger tous les problèmes – sauf que ça ne marchera pas, parce que ce plan ne tient pas compte des véritables enjeux qui influencent les résultats aux tests et l'apprentissage : la pauvreté, la santé mentale des élèves, la sécurité, la violence, le racisme et la discrimination. Les libéraux négligent de reconnaître le travail considérable accompli chaque jour par les membres du NSTU pour assurer la réussite des élèves. Le professionnalisme et l'autonomie des enseignants sont essentiellement ignorés. Si le gouvernement était vraiment soucieux de l'éducation et non pas seulement des votes, il laisserait les enseignants enseigner au lieu de leur demander de fournir des données inutiles, de gérer des comportements qui échappent à notre contrôle, et d'administrer des tests tendancieux qui évaluent les enseignants, et non pas les élèves.

TRUTH, TRUST, TRANSPARENCY VÉRITÉ, CONFIANCE, TRANSPARENCE

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

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

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

NSTU Leadership Experience

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

My Education includes

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

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

- Améliorer la communication entre le syndicat et ses membres
- Améliorer la réputation des membres du NSTU auprès du public

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

Je suis originaire d'Halifax et j'ai été enseignante au niveau élémentaire pendant 26 ans. Je suis actuellement présidente de la section locale d'Halifax. Mes qualités incluent l'intégrité, la passion, la détermination, le leadership, le courage et

la ténacité. Je suis artiste, photographe et prends plaisir à cultiver mon potager. Ma plus grande fierté vient de mon fils de 15 ans, Cameron.

Expérience de leadership NSTU

Je suis un membre actif du NSTU depuis 26 ans en temps que représentante d'écoles et ainsi que membre de l'exécutif de la section locale. J'ai été présidente de la section Locale d'Halifax pendant 10 ans (incluant APSEA pendant sept ans) et j'ai siégé au conseil représentatif du régional d'Halifax pendant 6 ans. J'ai été impliquée dans trois tours de négociations régionales, de relations entre enseignants-direction, fautes et développement professionnel.



VOTE/VOTEZ
Liette



VOTE WALLY FIANDER FOR NSTU PRESIDENT

With just a few weeks until the NSTU Presidential election, there are important factors which you need to consider before you cast your vote. You have read the platforms, listened to the speeches and read the posters on staffroom walls. ***I strongly believe, for many reasons, I am the best candidate to move the teachers in Nova Scotia forward.***

- **The President you choose** must be working positively to make our Union stronger.
 - ✓ **I believe** the next NSTU President needs to move forward with a sense of NSTU pride and a positive outlook toward building upon our existing strengths and leadership. As a Union, we are in the midst of a difficult time. We should not resort to attacks on one another. We must put aside any differences, open our minds to the ideas of our colleagues, and be prepared to carry the common goal of the group.
 - ✓ **I am the one candidate who** will be able to lead our Union in a strong, effective direction. I have and will represent all Union members from across NS with determination and focus.
 - 🗳️ **Please vote for me, Wally Fiander.**
- **The President you choose** must have spent their recent years in a public school classroom in order to have a full appreciation of the challenges we face at our worksites each day.
 - ✓ **I believe** one must be in a classroom today to fully appreciate the challenges faced by the ever-changing expectations. I understand about the vast amount of data which needs to be collected and submitted. I understand concerns around report cards and reporting periods, PowerSchool and TIENET. I know teachers are being asked to perform duties they have never trained for and I fully understand that the job we are expected to do today, is not the same job we were doing five years ago. I have also experienced the frustration of the violence teachers are exposed to.
 - ✓ **I am the one candidate who** knows and fully understands the concerns of NS teachers because they are my reality also, as I am a current public school teacher. Your daily concerns are my daily concerns, and they need to be addressed.
 - 🗳️ **Please vote for me, Wally Fiander.**
- **The President you choose** must be able to transition smoothly into the respective seat and navigate the system. The candidate you elect must be familiar with the many complex roles and understand the structure and inner workings of the NSTU.
 - ✓ **I believe** my strong NSTU background gives me the ability to navigate our existing NSTU structure and to immediately move toward our collective goals. It is not enough to strive for goals if you cannot understand the possible path to success, or are not aware of what your potential hurdles may be.
 - ✓ **I am the one candidate who** has a thorough understanding of the many roles and the respective responsibilities of the leadership and the NSTU staff through my extensive NSTU activity. This will prove vital in the role of President.
 - 🗳️ **Please vote for me, Wally Fiander.**

- **The President you choose** must be able to work with all fellow leaders from across the province and must have established the connections and prior relationships with not only our NS Teachers Union, Provincial Executive, Staff and members, but also with heads of other Unions and educational partners.



- ✓ **I believe** I have established many positive, working relationships with a large variety of members from all areas of the province throughout my NSTU involvement. I have built personal relationships and have gained the respect of the current leaders, as well as made connections with leaders of other union groups within the province, and leaders from teacher organizations in other provinces across the country.
- ✓ **I am the one candidate who** will use these strong relationships to unite our Union. It is through these personal relationships that we will prosper and grow as a strong unified body to represent all members.
- 🗳️ **Please vote for me, Wally Fiander.**

Please look at my list of experiences and realize that I was not able to obtain these elected positions at so many levels of the NSTU without proving myself over and over again. I have dedicated the past 19 years to serving the members of the NSTU and I have always led with intent. Members trust me and my leadership because they see me as open and approachable, honest and dedicated, and compassionate and knowledgeable. I have been elected into these positions because I am known to serve our members with selfless energy. Time and again, I have proven that I am extremely dedicated to the NSTU and passionate about its members. On May 25, I ask for your vote as NSTU President.

🗳️ **Please vote for me, Wally Fiander.**

~ Proven Effective Leadership ~

NATIONAL/ INTERNATIONAL

CAPTO spring 2015
CTF AGM 2015
Education International World Congress 2015

PROVINCIAL EXPERIENCE

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

REGIONAL EXPERIENCE

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



RRC Member at Large
Teacher Wellness Committee

LOCAL EXPERIENCE

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

NEGOTIATIONS EXPERIENCE

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

PERSONAL RELEVANT EXPERIENCES

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

@wally.fiander

wefiander@nstu.ca

wallyforpres.ca

DAMIAN HALL

For NSTU President

Moving Forward...
strength through UNITY

As I campaign throughout the province there is a question that has often been asked of me, and is now coming so frequently that I believe I must address it head on. None of the other candidates are asked this question; how can you reassure me and the members I represent, that you are aware of the issues in Public school and will be able to effectively represent us?

I started my career as a member of the Pictou Local. I served as NSTU rep and on the Local executive as VP-PD. Mental health workshops were unfortunately well attended, and the Locals were constantly having battles with the Boards over Article 60 money. We now see the 'Ministers Action Plan', where there are attempts to erode members rights. There are all kinds of points focusing on teacher issues; what about addressing the real issues such as overcrowding, decrepit buildings, lack of resources and the huge time wasted delivering data to the Boards and the Minister? Data entry, data for what? Does this improve the lives of students, does it make our lives easier? Why do we still have to make phone calls and prepare report cards if the data is already entered and available? This is a disconnect that must be addressed.

As a multi-term member on the PE (in my 5th) I have listened to and been part of many Public school issues since 2000. Of significance was the original Provincial position around inclusion. There were also discussions around ineffective policies regarding attendance and discipline.

As I travel to different schools, I am able to engage with, listen to, and learn from many teachers. Being part of these discussions over the years has helped gain an understanding of issues facing classroom teachers, but I'm still always learning.

My students were your students just a short time before they arrived in my classroom. We even use 'Gradebook', software that is unwieldy, non-intuitive and obstructionist.

Applying both my work and my academic backgrounds, I participated in the development of two curriculum documents: Skilled Trades 10 and Transportation 11. I was fully immersed in the details and nuances around teacher issues and challenges that are both similar and different to those that I face in my classroom on a daily basis.

I have a profound appreciation and empathy for what Public school teachers, CC Faculty and Professional Support, and Public school administrators are coping with. I can promise that I will never stop making an effort to be better. I care deeply about all the members that form the Nova Scotia Teachers Union.



"I'm lucky to have worked in some capacity with all 6 candidates running to be president of the NSTU. They're all great people and dedicated unionists, and I'm confident teachers will be in good hands no matter who wins in May.

That said, I've decided to support Damian Hall for NSTU president. Damian is smart, progressive, and honest. He's had decades of experience and knows the NSTU inside and out, but he's also not one to just go along with the status quo. He notices things that others don't, and he isn't afraid to speak out on things that matter. When he does, he does it intelligently and convincingly. As someone who's fairly new to being active in the union, I've often turned to Damian for guidance and straight talk about what's going on.

Damian sees the potential in our membership. I think he's the candidate who can bring us together and make us realize it."

—Ben Sichel, high school teacher, education commentator, Provincial Executive member, Dartmouth Local

NSTU ENGAGEMENT

5 Term Member NSTU Provincial Executive
(Board of Directors)

- Governance Committee
- Member Services Committee
- Nominating Committee

Chair, Community College Economic Welfare Committee

- Negotiating Team, 5 contracts

Provincial Professional Development Committee

Provincial Ad hoc Committee on Substitute Teachers

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

Local President, Community College Local

VP Professional Development, Pictou & Community College Locals

Finance Committee, Community College Local

Union Rep, Pictou & Community College Locals

Charter Member of AAE (Association of Adult Educators)



Contact:

DAMIAN HALL



jdhall@nstu.ca 902.759.6112

http://damian2016.com



Damian2016



@DamianHall_2016



VOTEZ VOTE
ON MAY 25
YOUR VOICE COUNTS

ÉLISEZ

Shawn Hanifen

for President 2016

ELECT

Leadership That Listens / Le leadership à l'écoute

My NSTU experience and activities include:

LOCAL

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

REGIONAL

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

PROVINCIAL

- ❖ Provincial Executive Member 2012 - November 16th, 2015
- ❖ Sheonorail
- ❖ Public Affairs
- ❖ APSEA Liaison
- ❖ John Huntley Participant
- ❖ Summer Leadership and Annual Council



L'expérience syndicale :

LOCAL

- ❖ VP of Public Relations Affairs-Public
- ❖ MAL de Public Relations Affairs-Public
- ❖ délégué votant, Conseil annuel
- ❖ École Rep pour Gorsebrook, Brookside et Ecole St. Catherine's

REGIONAL

- ❖ Halifax représentant
- ❖ Affaires-Public publiques Conseil-Relations

PROVINCIAL

- ❖ membre de l'exécutif provincial 2012 - 16 de novembre 2015
- ❖ Sheonorail
- ❖ Affaires publiques
- ❖ APSEA Liaison
- ❖ John Huntley Participant
- ❖ Summer Leadership et conseil annuel

I am asking for your support on May 25th to become your next President of the NSTU. I feel I have the right mix of union experience, vision and leadership to help navigate our union through these difficult times. I feel that my action on Teacher Certification, the Action Plan, Workload and Working Conditions and the last Negotiations has proven real leadership.



Je demande votre soutien le 25 mai prochain à devenir votre prochain président de la NSTU. Je crois que j'ai la bonne combinaison de l'expérience syndicale, de vision et de leadership pour vous aider à naviguer dans notre union de traverser ces temps difficiles. Je pense que mon action sur l'accréditation des enseignants, le Plan d'action, la charge de travail et les conditions de travail et les dernières négociations s'est révélée un réel leadership.

On the last, and perhaps most significant item, there is only one candidate who can say that they had the vision, leadership and experience to make the right decision for the members, as the lone provincial executive rejection vote, and the resolve to stand by those actions. Those actions supported those who rejected the contract, but more importantly the whole membership, in light of the recent court decisions in Ontario on Bill 115. Please reflect on where our union would be right now if we had ratified the past tentative agreement. Please vote for the person that you trust to have critical decision making skills and vision on what is best for the members, their needs and their rights.

Sur la dernière, et peut-être le plus important élément, il n'existe qu'un seul candidat qui peuvent dire qu'ils avaient la vision, le leadership et l'expérience nécessaires pour prendre les bonnes décisions pour les membres comme le lone exécutif provincial vote de rejet et la volonté de s'en tenir à ces actions. Ces actions soutenues ceux qui ont rejeté le contrat, mais surtout l'ensemble des membres, à la lumière des décisions récentes des tribunaux en Ontario sur le projet de loi 115. Veuillez réfléchir sur l'endroit où notre union serait maintenant si nous avait ratifié la dernière entente provisoire. Veuillez voter pour la personne en qui vous avez confiance de formuler des critiques compétences de prise de décisions et une vision de ce qui est le mieux pour les membres, leurs besoins et leurs droits.

On May 25th, please support me and elect a president who has proven that they will always base their decisions on that, nothing more, nothing less.

Le 25 mai, veuillez me soutenir et élire un président qui s'est avéré qu'ils vont toujours fonder leurs décisions sur cette, rien de plus, rien de moins.

The current challenges I want to lead our union on are...

- ▶ Negotiations
- ▶ Workload and Working Conditions
- ▶ Class Size and Composition
- ▶ Funding
- ▶ Violence Against Members
- ▶ Disconnect with the Department
- ▶ Bring Unity back to OUR UNION

Les défis actuels auxquels je tiens à conduire notre union sur le sont...

- ▶ Les négociations
- ▶ La charge de travail et les conditions de travail
- ▶ La taille et la composition de la classe
- ▶ financement
- ▶ La violence contre les membres
- ▶ débrancher avec le ministère
- ▶ ramener l'unité de retour à notre Union

Contact/Contactez

@ sehanifen@nstu.ca

f Shawn Hanifen for NSTU President

shawn_hanifen

http://www shawnhanifen.ca

Testimonials

We all understand that challenging times are ahead. I feel strongly that now is the time to choose a leader who recognizes these challenges and has a clear plan to meet them head on. Shawn has that plan. Through the education of our members, inclusiveness and transparent leadership, our union will be strong and united behind a capable leader with a bold vision. Shawn has the skills and values we need as a leader of our union.

—Gabe Rose

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

—Corey Binder

**On May 25, VOTE Shawn for President of the NSTU!
VOTEZ pour Shawn le 25 mai!**



Meet Cyril MacGillivray

Candidate for NSTU President

Background

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

Teaching Experience

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

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

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

Union Experience

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



My Perspective

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

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

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

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



Contact:

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Phone: 902.895.4154

Paul Wozney

for NSTU president

The veteran leadership of our union has failed to provide advocacy, transparency and purpose for our membership. We need leadership that will challenge the stale, deferential culture within the NSTU, ensure the strongest influence in our decisions is the voice of the membership and consistently exercise a strong, articulate public voice to restore the confidence of the member and the citizen in the NSTU.

I have proven my ability to create change and momentum within the NSTU already by establishing a lasting influence on economic welfare issues for substitutes and early career teachers by working locally, regionally and provincially over four years. My voice and diligence moved thinking and decisions at our highest levels. On May 25, I ask for your support to do the same for all members as NSTU president.




our story, our **voices**

A consistent, cross-platform media presence year round
Promote teaching by putting members & their stories front and center
Repurpose existing tools like *The Teacher* & members only website



end elitism

A teacher's salary for a teacher as president
Reform teaching-based executive staff roles
Use provincial committees to mentor new and emerging NSTU leaders



reclaim our **roots**

Combat regionalism & unify our ranks
Demand accountability of the employer & other stakeholders
Collaborate for unionism & social justice with other labour groups



restore **transparency**

Publish the voting record of all provincial executive members
Better govern the provincial executive's use of closed session tactics
Empower members to direct executive staff in committee & bargaining work

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

wozney2016.ca
pwwozney@nstu.ca



@Wozney2016



wozney2016



#wozney2016



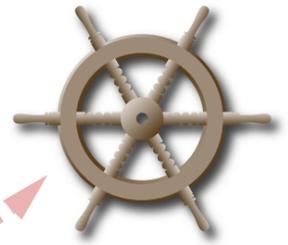
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Charting Your Course FOR PROFESSIONAL DEVELOPMENT

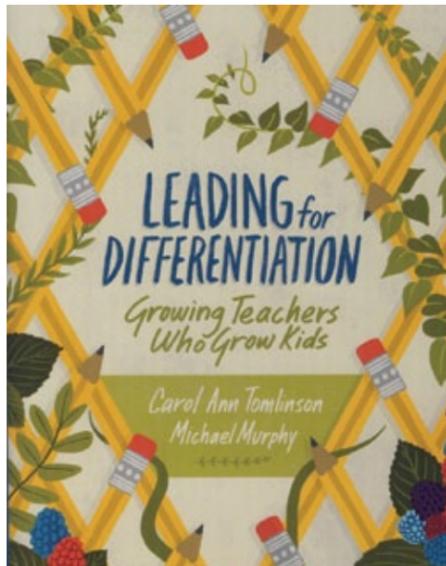


Effective, Meaningful and Enduring Professional Development

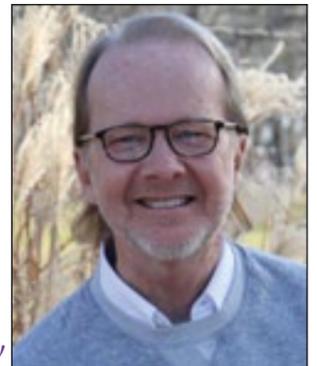
by Adela Njie, NSTU Executive Staff Officer, Professional Development

In my last article I wrote about professional development meeting personal growth. This time, I would also like to share another way in which Carol Ann Tomlinson's book on *The Differentiated Classroom: Responding to the Needs of all Learners*, interrupted my arrogance in thinking teaching my students was all about ME. Reading the book changed my attitude considerably towards my practice and left me with a desire to learn more about differentiation.

In April, I was able to move my learning further by attending the 71st ASCD (Association for Supervision and Curriculum Development) conference in Atlanta. One of the sessions I attended by Carol Ann Tomlinson & Michael Murphy on *Leading for Differentiation: Growing Teachers Who Grow Kids* talked about implementing differentiation. Differentiation is not new to school boards in Nova Scotia. Most school boards I believe have provided some form of professional development on differentiation; however, this approach is still not fully implemented in all schools. During an exercise on a school-wide movement towards differentiation, it became apparent that the three guiding definitions: vision, operational vision, and yearly change plans are missing from most professional development sessions and that this might be the stumbling block that stalls implementation and impacts practice. Murphy also reiterated that effective PD is not a quick delivery of information, the vision on the what, the why, and the how is important for implementation.



Carol Ann Tomlinson



Michael Murphy

Murphy and Tomlinson also state in their book; *Leading for Differentiation: Growing Teachers Who Grow Kids* that to bring meaningful change the journey to success involves mind-stretching, risk awkwardness, and inconvenience for all involved.

The authors also talked about a variety of factors that should be considered when implementing differentiation. One set of factors involves social-emotional fear and the technical fear during implementation. These factors I find are also given minimal consideration when professional development is offered to educators.

Another set of factors would be the motivating factors that influence change in a school setting. The roles are autonomy, purpose, and mastery/competence. Murphy and Tomlinson believe these factors play a vital role and will enable leaders to refocus the way they approach the challenge of growing teachers to grow kids.

My participation at the conference made me understand clearly why differentiation is still not imbedded in our practice, and why education leaders should also provide professional development in a collaborative and supportive environment for a more meaningful and enduring change.

According to the ASCD website, it is the "global leader in developing and delivering innovative programs, products, and services that empower educators to support the success of each learner." Since 1943 the association has been providing "expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead." It is a global organizations whose community of educators worldwide promote excellence in learning, teaching and leading. Next year's conference will take place in Anaheim, California.

Congratulations to our book winners from April...

FRESH - **PATRICE BOULIANNE (CSAP)**

EQUITY - **KRISTEN WALKER (CBVRSB)**

PD - **JOAN KENNEDY(SRSB)**

executive highlights

April 7

- Filed the Table Officers Report;
- Approved the granting of five (5) Local Service Awards at Annual Council 2016;
- Approved Dr. Anne Rodrigue be employed as a specialist to address the issues in Teaching Standards until September 30, 2016;
- Approved dates for Provincial Executive meetings for 2016-2019;
- Approved the 2016 edition of the Colchester-East Hants Local Constitution;
- Approved amendments to Operational Procedures 22 – Negotiations (A) (vi) & (xv);
- Approved a recommendation that the NSTU advocate that teachers receive proper supports to assist new immigrant and refugee students.

EQUITY BOOK REVIEW

Nova Scotia Teachers Union

Email your name, home address, and name of your school and/or campus with **EQUITY** in the subject line to theteacher@nstu.ca by June 3 to be eligible for the draw.

This month's Equity Book Giveaway is *Une goutte d'eau à la fois... Vers un modèle pédagogique de responsabilisation et de leadership culturel en milieu minoritaire* by Lise Paiement. Published by Les Éditions David, *Une goutte d'eau à la fois* demonstrates Paiement's passion and dedication to education and the Francophonie through her extensive experience in the Franco-Ontarian community. Through touching stories, a pedagogical approach based on seven principles from identity building accountability, through confidence, motivation and leadership is revealed. It thus identifies the conditions necessary for academic success and cultural affirmation in a minority setting. With this book, Paiement is accessible not only for teachers but also for all Francophones who are questioning their role. Her pedagogical approach is the product of continuous experiential research and constant questioning about her role as a teacher in a French school.



ESCAPE TODAY WITH A DELTA VACATION

Get a head start on summer and treat yourself to a Delta Staycation with your NSTU Leisure Rate starting at **\$99 per night**.

RESERVATIONS: 1-800-268-1133

Taxes not included. Based on single/double occupancy per night and includes self-parking for \$9.95, complimentary local and long-distance access fees, and HSA. NSTU card must be presented upon check-in.

WWW.DELTABARRINGTON.COM | WWW.DELTAHALIFAX.COM

2016 REGIONAL ELECTION RESULTS INFORMATION FOR LOCALS



All regional elections were conducted by electronic vote.

Region	Provincial Executive Member	Elected/Acclaimed
Annapolis-Hants West-Kings	Allister Wadden	Elected
Antigonish-Guysborough	Bill Murphy	Acclaimed
Cape Breton District	Peter Day	Elected
Colchester-East Hants	Cherie Abriel	Acclaimed
Community College	Ferne MacLennan	Elected
Dartmouth	Chris Doiron	Acclaimed
Digby-Shelburne-Yarmouth	Colleen Scott	Acclaimed
Halifax City	Turk MacDonald	Elected
Halifax County	Crystal Isert	Elected
Inverness-Richmond	Angela Deagle	Elected
Lunenburg County-Queens	Marc Breough	Elected

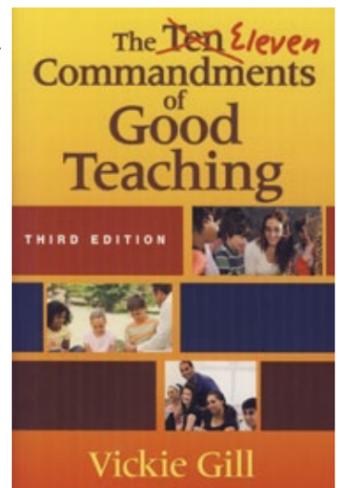
fresh

Putting new members in the KNOW!

Email your name, home address, and name of your school and/or campus with **FRESH** in the subject line to theteacher@nstu.ca by June 3 to be eligible for the draw.

The Eleven Commandments of Good Teaching (Third Edition)
by Vickie Gill

The Eleven Commandments of Good Teaching by Vickie Gill offers practical advice for anyone who loves teaching and who cares about helping students reach beyond expectations. This third edition of her bestseller contains new material to help teachers work with new technologies, evolving social climates, and limited budgets. From 21 years of teaching, Gill offers authentic classroom stories and concrete guidance to help her readers rediscover their profound joy for what Gill calls "the greatest of all professions".



College of Social
Sciences

TEACHER PARTICIPANTS NEEDED FOR RESEARCH STUDY!!!!

I am recruiting teacher participants as part of my data collection for my Dissertation project as part of the EdD program on which I am studying with the University of Glasgow, Scotland. My study aims to explore how teachers' experiences shape their understanding and perception of inclusive practices during the foundational elementary school years. It is my hope that this research will provide valuable insight into how teachers' experiences can alter their perceptions of inclusive practice and also their own practice.

Participant Criteria: Elementary Teacher with 1-5 years experience
Elementary Teacher with 10-15 years experience

Involvement: Online questionnaire OR phone interview
Discussion group (locations to be determined depending on ease for participants)

For more information, please contact:

Heather Cumming at h.cumming.1@research.gla.ac.uk

Healing Trauma Through Mindfulness

by Blair Abbass

When my father returned home from World War II, where he fought in some of the worst battles, he was tormented by recurring nightmares. It was common to see him awake in the middle of the night, with gun in hand, searching around the house for Germans. He was admitted to hospital and underwent several days of examination. Sadly, Post-traumatic stress disorder was not a known condition at that time and therefore, he was told by the doctor that there was nothing wrong with him. As he was leaving the hospital, he was instructed to “Stop acting like a baby and go home and be proud of serving your county.” Abraham never fully recovered from the trauma and suffered through a long inner battle of substance abuse until alcoholism eventually claimed his life.

Thankfully, we’ve come a long way in the understanding and treatment of trauma and its affect on virtually every part of our lives. While not all traumatic life experiences are as extreme as the above story, it does seem, according to research, that the effects of trauma, no matter how great, influence generations to come if not addressed appropriately.

Many of us have experienced traumatic events, without a language to properly process it, which was certainly true in my life.

As a teacher in my forties, while undergoing voice therapy, my therapist became more and more frustrated with my inability to follow her instructions. She then stopped and exclaimed, “Blair you’re holding your breath!” After some reflection, I realized that I was indeed literally holding my breath, and hadn’t noticed it before. I spent some time pondering when this pattern had developed and a situation clearly arose from my memory.

At the age of 11, my father was out drinking and didn’t return all night, leaving me alone in the house overnight. I recall lying awake in bed, terrified, as I listened to the floorboards of the old house creak in the wind. I held my breath all night long, so I could better hear if someone was breaking into the house. From that day forward, holding my breath became my coping pattern in times of stress and uncertainty. As I grew older, this pattern created throat and digestive ailments, which required treatment. Thankfully, my voice therapist drew my attention to this unskillful way of managing the fear of a potentially traumatic situation.

Now when a stressful situation occurs, I use a multidisciplinary approach to turning off my fight or flight reaction and turn on my mindfulness and cognitive therapy training. Today, I can mindfully turn my self-awareness to the deepening of my breathing and recite the mantra “just breathe” while affirming to myself that I am safe.

Treating Trauma Through Mindfulness

Sometimes we’re not even aware that trauma from the past is colouring our present moment reality, until we learn about the detrimental effects of unresolved trauma.

Imagine how many of us, including our students, are similarly affected by traumatic events gone unacknowledged?

After 35 years of teaching mindfulness in the classroom and seeing the great success with my students and staff, I have recently launched a four tiered mindfulness program, *Mindfulness in the Classroom*, encompassing cognitive therapy, mindfulness practices, movement and story telling. These four components have proven to be a holistically successful approach in dealing with trauma, which, if left unattended to, can inhibit a person’s ability to enjoy present moment awareness. When there is buried pain, one cannot be fully present, no matter how much will and discipline you have.

Starting point

So the question we, as educators, can ask ourselves is where do we start with regards to healing trauma?

The most important thing is to create a safe place to open the conversation. We can let students know that it’s okay to talk about the trauma they’ve incurred. Secrets allow the trauma to remain stored in the body, manifesting physically as illness or mentally as low self-esteem, which can lead to substance abuse or self-injurious behavior.

It is also important to know that everyone has a different threshold for enduring traumatic events, with factors such as age, emotional maturity, quality of parental attachments and social support, determining a student’s ability to cope. What might completely unhinge one person might have minimal effect on another, so we must engage our students with compassion and non-judgment.

Including the Body

Bringing movement into the treatment protocol helps us to gently begin to thaw the painful memories that can become frozen in the body. Through easeful flowing movements and restoring the body’s natural

breathing rhythm we can dissolve tension patterns and experience a new sense of freedom and deep relaxation.

One of our Yoga in Schools participants recently stated that she’s gone through years of talk therapy for past traumas, but wasn’t until starting yoga, where she included the body in the healing, that she began to experience true success in moving past her painful history.

Taking Action

The most common question we receive from the teachers we train is “How can I support students in skillfully dealing with traumatic events as they arise?”

With the onslaught of traumatic events around the world to which we are exposed in great detail by the media, our students can be deeply disturbed even if they’re not directly involved.

A great way to help students deal effectively with traumatic influences is to strongly encourage them to limit their exposure to repetitive newscasts that highlight global catastrophes, which are designed to maintain viewership. The next important step is mobilizing fear productively by taking positive action. The students could brainstorm how they might positively contribute to the victims of disaster, such as the many support groups that arose out of the Syrian refugee crisis. Taking positive action can transform feelings of helplessness into a sense of empowerment.

A few months ago I spoke with a woman who experienced trauma as a student in her teens. After skipping Grade 9 and jumping right into high school, she developed borderline personality disorder. Although she was intellectually bright, she was not at all emotionally mature enough to manage the transition. Knowing that her trauma caused the disorder, she chose to use the trauma as the impetus for something good, instead of staying frozen in her pain. She has formed a support group for people with personality disorders and uses yoga as one of her coping mechanisms for dealing with her ongoing challenges.

Everyone experiences their own storms at some point in their lives. By teaching our students to mindfully surf the waves of challenge by reaching out to share the burden, seek professional help if necessary and then taking positive action, we are helping to create more resilient, well-equipped individuals.

And if we’re willing to make lemonade out the lemons we are thrown in life, we might even be able to use the pain of the past as fuel for becoming the best version of ourselves.

Blair Abbass is an award-winning educator of 35 years. Founder of Yoga in Schools, Blair is the author of Mindfulness in the Classroom, which includes a segment on healing trauma through mindfulness. This new program was recently launched in the Mi’kmaq Kinámatnewey School Board in Nova Scotia.

For previous *The Well Teacher* articles,
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Blair Abbass has been teaching meditation and stress reduction for students and teachers for over 30 years and was the first teacher to bring Yoga 11 to HRSB.

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Teachers who make a difference

Muriel Hill-Latimer



NSTU president Shelley Morse presents Muriel Hill-Latimer with her **Teachers Make A Difference** award on April 1. They are shown with Cape Breton District Local president Sally Capstick and Riverview's vice-principal Joe Poirier.

career on such a positive note—"in such an upbeat way." Her colleagues will greatly miss her too. "We will miss all the social gatherings she organized," says vice-principal Joe Poirier.

And just because she has retired, doesn't mean she's not going to continue to make a difference. "I'll be around to help with graduation, and then will come back in the fall to volunteer at the school," she states.

When she comes back during the next school year, she wants to be a support for her colleagues. "I will help wherever I'm needed and support teachers where necessary, especially helping out with students with learning disabilities."

Muriel Hill-Latimer retired from teaching on March 31, but she was back at school on April 1—and it was no April Fool's joke. She came back to receive her *Teachers Make a Difference* award and a \$300 cheque for Riverview High School from NSTU president Shelley Morse.

A College of Cape Breton and Acadia University graduate, Hill-Latimer started teaching in 1982 and spent 18 years of her career as a special education teacher, teaching in over 35 schools including schools in Truro, Maitland, Walton and even a two-room school house in Gabarus.

"I was happy to come back and teach in my home area," says Hill-Latimer. She gradually switched from special education to English after completing her Master's of Education from Mount Saint Vincent University, and has been teaching at Riverview High School in Coxheath for over 20 years.

A Sydney River native, Hill-Latimer was nominated for the *Teachers Make a Difference* award three years ago, but she was still "surprised, overwhelmed and humbled," when she received the news that she was the chosen 2015 *Teachers Make a Difference* award recipient for the Cape Breton-Victoria Regional School Board. "I've decided to use the \$300 towards the school's library program," says the English 10 and 11 teacher.

"It was really humbling to be recognized through this campaign," she says. "I think this kind of recognition is important. Teachers need to be commended," she continues. "The staff here are so incredible—it truly could have been any one of them," so she admits that it was a little embarrassing to be the one chosen.

Her nominator highlighted Hill-Latimer's focus on building positive relationships with students in the written submission on the *Teacher Make A Difference* website: "She always encourages students to do their best and is genuinely invested in the outcome. She always is kind and makes sure students feel comfortable in class."

"It's how you make them (students) feel that's important," comments Hill-Latimer. She truly believes and tries to live by the adage that for every negative situation, there is always a positive. "I feel that positivity is all around us if we look for it," she comments.

Ms. Hill-Latimer says she was very involved in one of NSTU's professional associations earlier in her career, the Association of Teachers of Exceptional Children (ATEC) and was a special education adviser. "My involvement in this association helped me greatly in meeting the needs of my students over my career."

While she admits that she'll have trouble letting go, she was happy to leave her teaching

Teachers who make a difference

Maria Gorman



NSTU president Shelley Morse presents Maria Gorman with her **Teachers Make a Difference** award certificate on April 5. They are shown (l-r) with Carleton Consolidated School NSTU rep Mark Thornton, principal Jane Sweeney, and Yarmouth Local president Rollie Hannem.

that they (and their families) appreciate my passion for teaching."

On April 5, Gorman was recognized for her award at a school assembly in front of the entire student body. Her husband and son were also in attendance for her presentation.

"I think this is a fabulous initiative," she says. "Most teachers work incredibly hard to ensure we're delivering the best education possible to our students, and a simple thank you means the world to any of us. It's a wonderful motivator to try harder, and a great relief knowing you've chosen the right career path."

Gorman was also presented with her \$300 cheque for her school, which she will be giving to help support the school's breakfast program.

"Encouraging families to recognize the dedication and effort teachers put in on a daily basis is very important," she concludes. "It truly shows us that what we do every day counts!"

Maria Gorman has been teaching for less than a decade, but has already made a long-lasting impression on her students and their parents.

Gorman is one of 10 recipients of this school year's *Teachers Make a Difference* awards. Gorman, a member of the Yarmouth Local, who currently teaches at Carleton Consolidated Elementary School, is the Tri-County Regional School Board recipient.

Teaching since 2008, Gorman has worked mainly at the elementary level, and is currently the Grade 1-2 teacher at her school. "During my teenage years I babysat and worked regularly with children. Throughout university I ran our local YMCA Summer Day Camp, so I knew I was passionate about working with children."

That passion is something that has clearly come through for her students and their families. This is what her nominator wrote in the *Teachers Make a Difference* award submission.

"Mrs. Gorman truly goes above and beyond. She is an inspiration. She is up for any challenge and has time for all of the children. Nobody is left behind or left out. She has a very warm personality and truly cares about each child and their well-being as if they were her very own. We absolutely love her!"

While Gorman was recognized for her teaching at Plymouth School, it's clear that she will continue to strive and make a difference for her students' lives. She was also recognized for going the extra mile in understanding and learning about her students' learning challenges.

She was not familiar with the *Teachers Make a Difference* program when she found out that she was nominated, and the chosen recipient for her school board. "It was quite humbling to be nominated and recognized," she says. Teachers work so hard on a daily basis, hoping we're making a difference in the lives of our students. It was a wonderful feeling knowing that I do have an impact on my students, and

Teachers Make a Difference

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



Teachers who make a difference

Stephanie Hunt



NSTU president Shelley Morse presented Stephanie Hunt with her *Teachers Make a Difference* award during Education Week on April 21. **Shown from left to right:** Bluenose Academy NSTU rep Bev Langley, vice principal Raymond Aucoin, Teachers Make a Difference Award winner Stephanie Hunt, NSTU president Shelley Morse and vice-president public relations/communications for the Lunenburg County Local Barb Chapman.

Stephanie Hunt has spent her 18 years of teaching on the South Shore of Nova Scotia, and now she is this year's *Teachers Make A Difference* award recipient chosen for the South Shore Regional School Board.

"I would always see the advertisements on the television and we have had many discussions around our staff room tables about what an honour it would be to chosen," says Hunt of NSTU's *Teachers Make A Difference* campaign/program.

This is the third time Hunt has been nominated as a teacher who makes a difference. She is one of 227 NSTU members nominated this year, and one of 10 randomly selected to receive the award and \$300 toward her school's breakfast or library program.

Throughout her teaching career she has worked with students at Centre Consolidated School, the Lunenburg Academy, Aspotogan Consolidated Elementary School, Gold River/ Western Shore School and now, Bluenose Academy. "I began my career teaching at the elementary level teaching French, art, a variety of classroom positions and Resource," she says. "I spent most of these years teaching Grade 6, but for the past three years I have been teaching English and Health at the middle school level at Bluenose Academy." Hunt currently teaches Grade 7.

Hunt and her students were surprised by a visit from Bluenose Academy principal Denise Dodge-Baker and NSTU president Shelley Morse during class on April 21, in which she was presented with her *Teachers Make A Difference* award. NSTU Shelley Morse read to students what her nominator said about how she makes a difference.

"Mrs. Hunt was by far the best teacher for both of my children. Her methods of teaching are the greatest for my children. Her mild manner, but go-get-it attitude was exactly what my children needed. One is in her class this year and is already excelling. My other child had Mrs. Hunt a few years ago and he did amazingly well—better than any teacher he ever had."

Hunt was also amazed that she was being acknowledged for her teaching. "It has been an honour to be recognized for what I do—especially because I really don't feel like I go above and beyond. I personally feel I am doing my job," she comments. "I am fortunate to work with great students, staff and administration who make my job easy."

Even feeling this way she sees the significance of the appreciation. "It is worthy to celebrate our strengths and be recognized for the work we do, especially as noted by our students and parents," she affirms.

She also believes that celebrating teachers' work is imperative. "Often there are so many negative things put forth in the media with regards to teachers and the education system. It is important to recognize the amazing things teachers are doing every day in our individual schools—things I see every day as I work with a strong staff and group of dedicated professionals," she observes. "Great things are happening with our children, great strides are being made in education and we are engaging and inspiring our youth daily. These things should be celebrated!"

Negotiations Update – Public School

Negotiation sessions were held on April 13 & 14. The next dates for negotiations are scheduled for May 19 & 20 and May 25 & 26, 2016.

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

Community College

Negotiation sessions took place on March 30 & 31 and April 11 & 12, 2016. Further negotiation dates are in the process of being scheduled.

The current collective agreements between the Nova Scotia Community College and the Nova Scotia Teachers Union for faculty and professional support remain in full force and effect until new agreements are reached between the parties.

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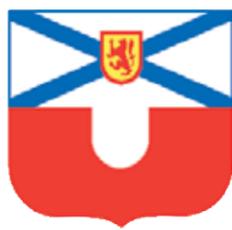
Council Highlights 2016



Local Service Awards 2016

Above are recipients of this year's Service Awards, which were presented at an Awards Luncheon on April 30 during NSTU's 95th Annual Council. These awards recognize outstanding contribution of NSTU members who serve at the Local Level for their hard work, dedication, and commitment to their members and profession.

Front row left to right: Margaret O'Neil (Antigonish); Holly MacDonald (Cumberland); Laurie Ross (Cape Breton District); Pat Hillier (Cumberland); Peter Boudreau (Halifax County); Carole Hipwell (Lunenburg County); Lee Goreham-Smith (Shelburne County); Arlene Hagen (Halifax County); and Shelley Morse (Kings). **Back Row:** Tim MacLeod (Halifax County); Robert George (Colchester-East Hants); Chris Phillips (Lunenburg County); Rod Hasey (Halifax County); Sandy Dyke (Community College); and Charles Yorke (Northside-Victoria). **Missing:** Patsy MacQueen (Cape Breton District).



Above are members of the APSEA Local (left to right): Halifax Rep Sam Harrison; first vice-president Shawna MacKay; and Local president Sherrie Graham.

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More Council Highlights

Annual Council Photo Booth

The NSTU continued with an Annual Council Photo Booth for the 95th Annual Council, April 29 to May 1. Delegates and participants had their photos taken with poster boards that included: #NSTUProud, #NSTUStrong, #NSTUCouncil, #TeachersInspire, I love teaching, and I love teaching because. Delegates were once again encouraged to tell the NSTU why they love teaching on video to remind the public why teachers do what they do and reinforce a passion for public education. Members were encouraged to share their photos on social media with the hashtags #NSTUProud #NSTUStrong #NSTUCouncil and #ILoveTeaching.



Above are members of the CSANE Local.



Above is NSTU president Shelley Morse with presidents of other teacher organizations from across Canada. Clockwise from the bottom: James Dinn, President, Newfoundland & Labrador Teachers' Association; Ann Hawkins, President, Ontario English Catholic Teachers Association; Guy Arsenaault, President New Brunswick Teachers' Association; Bethany MacLeod, President, Prince Edward Island Teachers' Federation; Mark Ramsankar, President, Alberta Teachers' Association and CTF vice-president and Morse.



Above are members of the Community College Local.

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Jennifer Dean-Levy, 2015 graduate

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coming events

May is...

Asthma Awareness Month - www.asthma.ca/; Food Allergy Action Month - Awareness Week, (May 8-14) - www.foodallergy.org/; Canadian Hemochromatosis Awareness Month - www.toomuchiron.ca/awareness-month/; Celiac Awareness Month - www.celiac.ca/; Speech and Hearing Awareness Month - www.canadianaudiology.ca/; Cystic Fibrosis Awareness Month - www.cysticfibrosis.ca/; Huntington Disease Awareness Month - www.huntingtonsociety.ca/; National MS Awareness Month - mssociety.ca/; National Physiotherapy Month - www.physiotherapy.ca/; LEAVE A LEGACY™ Month - www.leavealegacy.ca/; National Nursing Week (9-16) - www.cna-aic.ca/en/events/; Naturopathic Medicine Week (9-15) - www.cand.ca/Naturopathic_Medicine_Week.nmw.0.html?L=0; International Day Against Homophobia (17) - www.homophobia.org/; National Stroke Awareness Month - www.stroke.org/; World Hypertension Day (17) - ish-world.com/public/world-hypertension-day.htm; World Autoimmune Arthritis Day (20) - worldautoimmunearthritisday.org/; National Missing Children's Day (May 25) - mcsociety.ca/; National Multiple Births Awareness Day (28) - www.multiplebirthscanada.org/; World No Tobacco Day (31) - www.who.int/campaigns/no-tobacco-day/2015/event/en/

MAY 16 TO JUNE 19

10th Canadian Family Teacher Awards

The 10th Annual Canadian Family Teacher Awards for the 6th consecutive year is proudly presented by Johnson Insurance.

The nomination deadline has passed, however the **voting period continues May 16 to June 19** and the winner will be announced August 15, 2016.

Give an educator who goes above and beyond for their students, school and fellow teachers, the recognition they deserve.

Support a teacher at canadianfamily.ca

MAY 27 TO 29

WILD Connect Leadership Course, Truro

The WILD Connect Leadership Course will be held from May 27 to 29 at Gittens Lodge in Truro. Attendees participate in experiential outdoor activities and become certified in Canadian Wildlife Federation Project WILD and in Outdoor Council of Canada (OCC) Field Leader (Hiking). Suitable for school teachers and non-formal youth educators, the cost is \$125. It is offered through Hike NS in partnership with the NS Chapter of the OCC and supported by the NS Department of Communities, Culture and Heritage. www.hikenovascotia.ca

MAY 30 (DEADLINE)

Canada Science & Technology Museum National contest

The Canada Science and Technology Museum invites students ages four to 19 from across Canada to participate in a national contest celebrating the role of the arts in science. Participants are asked to create an original work of art in answer to the question *How Does Science Inspire You?* The contest offers Canadian youth an opportunity to be part of the renewal and modernization of the Museum, scheduled to reopen in fall 2017. Five winning submissions will be integrated into a massive mural on the hoarding walls surrounding the Museum's construction site in Ottawa this spring. Local graffiti artists from urban art organization House of PainT will replicate the winning artworks onto the walls, which will illustrate modern visions of science and technology through the eyes of established and fledgling graffiti artists. Each winner will also have the choice of one of the following prizes, valued at \$1,000, for their school or community organization: Option 1: Prusa i3 plus 3D printer kit with four spools of filament; Option 2: Set of six Sphero SPRK edition robotic balls; Option 3: Set of four Dash programmable robots, and 2 sets of Magna Tiles. **The deadline for submissions is May 30, 2016, at 6 p.m.**

Join students from across Canada who are inspired by science! For more information, visit contest.techno-science.ca

JUNE 15 (DEADLINE)

2016 Canadian Forum on Public Education — July 11 & 12

Join us for the 2016 Canadian Forum on Public Education—Wellness in our school: Time to act! organized by the Canadian Teacher's Federation (CTF) July 11 & 12 in Montreal.

The forum will provide an overview and generate deep discussions on wellness in Canadian schools from a variety of perspectives within the education community and mental health professionals.

Featured Speakers include: André Picard, health columnist, Globe and Mail; Jeremy Dias, founder of the Canadian Centre for Gender and Sexual Diversity; Mark Henick, mental health advocate; Louise Bradley and Sapna Mahajan, Mental Health Commission of Canada; Dr. Phil McRae, The Alberta Teachers' Association; Dr. Janice Graham-Migel, Canadian Counselling and Psychotherapy Association; Lisa Weintraub, Executive Director, Centre ontarien de prévention des agressions; Mary Simon, Inuit Tapiriit Kanatami and others.

Some of the key wellness issues to be explored will be: Mental Health and Stigma; Technology Related Stress; Teacher Wellness; Student Wellness; and Perspectives on Stress: Language, Sexual Identity, Indigenous.

This forum is open to teachers, school counsellors, school boards, Ministries of Education teacher unions/associations/federations, and NGOs. **Registration deadline: June 15, 2016.**

Reservation requests received after June 15 will be accepted on a space and rate available basis. Register online now: <http://www.ctf-fce.ca/en/Pages/Events/Canadian-Forum-on-Public-Education-2016.aspx>.

AUGUST 31 (DEADLINE)

Scholarship Program 2016

—Johnson Inc.

Johnson Inc. offers 50 scholarships, valued at \$1000 each to students completing high school in 2016 and beginning post-secondary education in the fall. To see if you fit the criteria, go to johnson.ca/scholarship

(continued on page 21)

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(continued from page 20)

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NOTICES

UPEI's Master of Education in Leadership in Learning

UPEI's Master of Education in Leadership in Learning is offering six cohorts designed for teachers with varied educational interests. These cohorts range from in-person, to blended, to totally online. They include: Education in Environmental Sustainability, School Librarianship, Mathematics Education, 21st Century Teaching and Learning, Global perspectives, and Differentiated Instruction and Inclusive Education. For more information on these cohorts including admission, costs and program schedule visit upei.ca/med.

Generation Z Survey

Globe and Mail reporter Erin Anderssen, who writes about mental health, social policy and family issues is seeking input from Grade 12 students in a youth survey for an article on Generation Z. The survey seeks out their views on the world, social justice, sexism, technology, drinking and drugs, sex, etc.

Following is the link to the English version of the survey: <http://bit.ly/1qbXUho>

Sondage en français: <http://bit.ly/1TPDR20>

For more info contact: Erin Anderssen, Senior Feature Writer, *The Globe and Mail*, eanderssen@globeandmail.com, Twitter: @ErinAnderssen, Work 613-566-3616, cell 613-794-8529.

Discontinuing Mother's Day/Father's Day Classroom Activities

Traditionally, many elementary teachers do an art lesson around Mother's Day or Father's Day. Dr. J. C. Wickwire Academy Guidance Counsellor Michael Worthylake and student support worker Shelly Whynot from the South Shore Regional School Board are asking teachers to consider stopping this practice.

Why Change a Long Held Tradition? "It's 2016. We know that we have students in our classrooms who have experienced trauma through the death, abuse or abandonment of a parent. Some children live with two moms and some two dads," writes Worthylake. "Some students are being raised by grandparents or foster parents."

Doing Mother's Day/Father's Day activities at school can reactivate past trauma involving a parent and make some feel like they don't belong.

"Growing up in foster care since I was six-years-old—along with eight other siblings all in foster care—we all found it very difficult, upsetting and embarrassing when the majority of the students were making special cards for their parents," says Whynot. "We would like you to consider stopping this practice. We also found it extremely difficult when each student was asked to do a family tree. This is just a reminder from someone who has lived through this."

Both Worthylake and Whynot have some options to consider.

It is okay to do nothing. Mother's Day and Father's Day are not part of teachers' provincial outcomes. Children who wish to celebrate Mother's Day and Father's Day's will do so with the support of their families and the extensive marketing from stores and card companies. In the unlikely event that a parent complains, educate the parent as to why.

On a different day, do an activity that expresses gratitude for someone who 'makes you, a better you'.

"We believe the time has arrived to stop this activity and we hope you will discuss this at your next staff meeting," concludes Worthylake. "Thank you for your consideration."



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Educational Leadership Consortium of Nova Scotia

The Aspiring Leaders Program

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

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

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

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

The Artisan Teacher • Dr. Mike Rutherford

August 9 & 10, 2016 • Inverary Inn Resort, Baddeck, NS

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



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

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

Register at www.nselc.ca after Jan 1 2016

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

1-800-565-5660

REGISTRATION FEE

\$520.00 (plus HST) = \$598.00

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

CONFERENCE AGENDA

Day One Registration: 7:30- 8:45 AM
Day One Workshop: 8:45 AM – 3:30 PM
Day Two Workshop: 8:45 AM – 3:30 PM

www.nselc.ca

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



Prince Edward Island Summer Writing Institute

August 18th & 19th, 2016
9 a.m. – 4 p.m.
Center 150
150 Industrial Crescent
Summerside

Two one-day sessions: focusing on how to use the Provincial Writing Continuum as a planning and teaching tool to help students improve their writing skills.

*The 19th will be a repeat of the 18th session



Sandra Herbst

Sandra Herbst, CEO for connect2learning, is a noted system leader, author, speaker, coach, consultant, and educator with extensive experience in assessment, leadership, and adult learning. She has worked in both elementary and secondary schools as a classroom and specialty teacher, school administrator, and program consultant.

Sandra works with schools, systems, and organizations, whether in person or online, tailoring her work to meet the learners' needs. She is a charismatic and highly energetic speaker and leader who is deeply committed to seeing the educational system contribute to the success of all learners.

Registration is free for:
English Language Schoolboard,
Commission scolaire de langue française,
Department of Education, Early Learning and Culture, B.Ed students.

For all others:
Registration on or before May 31st \$150
After May 31st \$195

Registration website:
<http://bit.ly/PEISummerInstitute2016>



contact info: T: 902-438-4848 F: 902-438-4874 email: crrichard@gov.pe.ca



What Happens To My Benefits When I Retire?

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

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

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

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

IMPORTANT THINGS TO REMEMBER

Provincial Master Life:

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

Optional Life:

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

Voluntary Accidental Death & Dismemberment:

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

Total Care Medical:

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

Total Care Dental:

Total Care Dental coverage may be continued into retirement and there is no

termination age. **Members must be enrolled in the Total Care Dental program prior to retiring.**

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

CAREpath – the Cancer Assistance Program:

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

Seniors' Care Assistance Program:

This program was introduced on January 1, 2016 and is sponsored by the NSTU Group Insurance Trust Fund for all active and retired members. This program is the only service in Canada that connects members, immediate family, and parents to a Registered Nurse who specializes in senior care assistance.

Summary:

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

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

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

resources

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

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

Going... Going... Get your copy of these Physically Active Lifestyles Videos before they're Gone!!

The following videos are available in DVD format for a limited time for only \$1.62 each except where noted. Go to <https://medialibrary.ednet.ns.ca/> to order your copy or email us at mediadub@ednet.ns.ca.

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

Exercise for Life

Health 7-9; Physical Education

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

Fitness for Every Lifestyle

Health 10-12; Physical Education

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

Health: Begin the Journey

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

Health 10-12; Physical Education

Hip Hop: Dancing in your Chair

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

Health P-12; Physical Education

Playground Safety

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

Health P-2; Physical Education

Rainy Day PE

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

Health P-3; Physical Education

Rainy Day Recess (primary)

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

Health P-3; Physical Education

Rainy Day Recess (intermediate)

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

Health 3-5; Physical Education

Roll Play

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

Health P-3; Physical Education; \$21.06



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RESOURCE

Educational resources on floriculture

Learning about nature and participating in hands-on activities such as gardening has proven to develop new skills such as responsibility, self-confidence, teamwork, and understanding, while establishing appreciating for nature and providing physical activity.

Gardening gives children a chance to learn necessary life skills often overlooked in the curriculums. To that end, PickOntario has created 'Curriculum Connections', a list of educational resources concentrating on flora education for various grade levels.

These include:

- Grade 1 Module: Students learn about their local environment and the methods associated with scientific analysis. This unit will get children in tune with the environment, its characteristics, needs and issues while learning how to grow plants in the classroom, recognize greenhouses, and build a garden.
- Grade 3 Module: This module focuses on the study of plants—the area of soil in the environment and the area of growth and changes in plants. This unit examines the nature of plants and the importance of plants as sources of oxygen, food, and shelter, and the need for humans to protect plants and their habitats.
- Grade 6 Module: Students will learn about the technological advances related to the study, discovery and travel in places outside of Earth. This science and technology program also offers opportunities for a variety of career exploration activities.

For more information on PickOntario's 'Curriculum Connections', please visit www.po.flowerscanadagrowers.com/resources. This educational content is free and can be used by anyone.

Schoolzania

Schoolzania is a free educational online application making learning fun!

Schoolzania utilized the social network revolution to build a unique educational space where teachers, students and parents can communicate. *Schoolzania* is suitable for all ages from Grade 1 to College and university students. It's a safe and friendly community to share knowledge, assignments, ideas and change the way of education.

Contact: Phone: 416.628.6152; Email: info@schoolzania.com; Website: www.schoolzania.com

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or email theteacher@nstu.ca

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

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

FOR SALE - Immaculate V6-2010 Hyundai Sante Fe Sport. Fully Loaded, Sunroof, V6 engine for more power, leather and cloth interior, Blue Tooth, four brand new tires, 10 year rust protection, low mileage, Bonus - four winter tires on rims. Has been fully dealer serviced (checks and maintenance), and lady driven. A steal for \$13,500.00. Phone: 902-452-1645.

FOR RENT - PEI - 3-Bedroom cottage for weekly rental. Very close to beaches and golfing. www.bayshorecharm.ca

JOB SHARE - French Immersion teacher seeking 0.4 (or less) job share with HRSB for 2016/17. I am

fluently bilingual but open to all opportunities. Please contact armenta.t@gmail.com

TEACHER EXCHANGE - Permanent elementary teacher with the HRSB interested in an exchange with a permanent teacher from either the SRSB or CBVRSB for the 2016-17 school year. Permanent exchange desired. Please contact cloq1971@gmail.com

TEACHER EXCHANGE - Permanent Grade six teacher with the CBVRSB interested in an exchange with a permanent teacher in the HRSB for the 2016-2017 school year. Possible permanent exchange desired. If interested, contact sailb8526@gmail.com

TEACHER EXCHANGE - Permanent resource and early literacy support teacher with the HRSB interested in an exchange with a permanent teacher from the CBVRSB for 2017-18 school year. Permanent exchange desirable. If interested contact dmlachowicz@nstu.ca

TEACHER EXCHANGE - Middle School French Immersion teacher in Cape Breton-Victoria Board seeking an exchange with teacher in Chignecto-Central Board for the 2016-2017 year. Permanent exchange desired. Please contact cnock@nstu.ca

TEACHER EXCHANGE - Permanent elementary teacher with HRSB interested in an exchange with a permanent elementary teacher from CBVRSB for 2016-2017 school year. Possible permanent exchange desired. If interested contact djclark@nstu.ca

aviso

We Want to Hear Your Story

Submissions are encouraged from Nova Scotia's public school teachers, community college faculty and professional support staff. Please mail to:

AVISO, 3106 Joseph Howe Drive, Halifax, NS, B3L 4L7

Or email submissions to aviso@nstu.ca

Manuscripts submitted should reflect AVISO's mandate as a professional journal for Nova Scotia's teaching profession. Manuscripts will not be returned. Any manuscript chosen to appear in AVISO may be edited for clarity, style, length and consistency.

Contributor guidelines are available to interested writers on the NSTU Website — www.nstu.ca

Please ensure email attachments are Microsoft Word, Rich Text Format or Text Only.

Original pictures or images related to submitted content are appreciated.

The themes for the 2015-2016 academic year AVISO editions are:

Spring – Widening the Perspective of Cross Cultural Competency

Racontez-nous votre histoire

Nous encourageons des soumissions des enseignants des écoles publiques, du personnel enseignant et de soutien des collèges communautaires. Veuillez envoyer vos soumissions à :

AVISO, 3106 chemin Joseph Howe, Halifax, NS, B3L 4L7

Ou bien envoyez vos soumissions par courrier électronique à : aviso@nstu.ca

Les manuscrits soumis devraient refléter la mission d'AVISO en tant que revue professionnelle des enseignants de la Nouvelle Écosse. Les manuscrits ne seront pas retournés. Les manuscrits sélectionnés pour la publication dans AVISO pourront être édités pour ce qui est de la clarté, du style, de la longueur et de la cohérence.

Les directives relatives aux collaborateurs sont disponibles en consultant le site Web du NSTU — www.nstu.ca

Les manuscrits envoyés par voie électronique doivent être en format Microsoft Word, Rich Text Format ou Texte seulement.

Les photos/images originales reliées aux soumissions sont appréciées.

Les thèmes des éditions d'AVISO pour 2015-2016 sont les suivants:

Printemps – Élargir la perspective de la compétence transculturelle