NSTU holds asking package meetings

NSTU members from across the province gathered to get their first look into current contract negotiations at asking package meetings hosted by Locals, held around the province on May 28 and 29.

Each meeting opened with an hour-long presentation by an NSTU member services staff officer outlining what both sides have placed on the table, followed by a question and answer session. While the asking packages list everything Government and the NSTU aspire to secure in negotiations, members were cautioned to expect the tentative collective agreement to look much differently.

Contract negotiations opened on May 9 with the exchange of asking packages, additional talks were held on June 4th and 5th. Future talks have been set for September 16th and 17th. The contract imposed on public school teachers in Bill 75 officially expires July 31, 2019.

NSTU President Paul Wozney says the union’s goal is to negotiate a fair deal for teachers that also includes tangible improvements to classroom conditions. In spite of a turbulent relationship with the current government he hopes the collective bargaining process will be respected this time around.

“Over 120 years the NSTU and government were able to reach contracts at the table without job action or punitive legislation, and our hope is that what happened in 2017 was the exception and not the norm,” says Wozney. “The Premier has stated that he understands what teachers want in their contract and we are going to give him the chance to prove that.”

He adds, “At the same time members can rest assured, we are not going to sit on our hands if this government again tries to take liberties with our collective rights.”

In the creation of its asking package the NSTU undertook an unprecedented consultation with membership and received over 400 submissions.

“I want to thank members for their participation with the Provincial Economic Welfare Committee in the development our package,” says Wozney. “The level of engagement provides our negotiating team with greater confidence as we embark on what could be a lengthy and challenging process.”

NSTU relaunches Act For Education website

Through the work of NSTU’s Political Action committee, the Act For Education website, which was originally created and developed in the fall of 2016, has been revamped and relaunched.

“Issues like overcrowded classrooms, teacher shortages, and not enough help for kids with special needs, persist,” says NSTU president Paul Wozney. “It continues to be difficult to give students the individual support they deserve, and students are depending on parents, teachers and the government to work together to find solutions.”

At actforeducation.ca you will find sharable information about the current state of our public education system along with the opportunity to interact directly with your MLA and the Premier to demand better for students.

“Parents and teachers are doing our best to support our young people, now we need to government to step up and do its part. It’s time to fix the problems in our schools. Let’s invest in our kids’ futures, by investing in them,” adds Wozney.

Provincial Executive planning session

On June 1 the provincial executive held its annual planning session, in which it ended the year in partnership with internationally renowned Restorative Practices leaders Dr. Jennifer Llewellyn and Richard Derible. This day-long session helped to inform the NSTU how upcoming consultations with members around NSTU governance and structure can happen restoratively and help to reshape our union. Shown: executive director Janine Kerr, Dr. Llewellyn, Richard Derible and president Paul Wozney.

2018 NSTU Summer Hours

NSTU Summer Hours will be Monday to Thursday 8:00 a.m. to 4:00 p.m. and Fridays 8:00 a.m. to 12:00 p.m.

These hours will be in effect from Tuesday, July 2 through to and including Friday, August 30.

The NSTU office summer shutdown will be July 15 to July 26 inclusive.
NSSAF Celebration of Sport

For the seventh consecutive year, the NSTU has supported the Nova Scotia School Athletic Foundation’s (NSSAF) Celebration of School Sport through a table sponsorship. This year’s event took place at the Halifax Convention Centre on May 3. NSTU president Paul Wozney attended the event and is shown with student athlete award winners, and coaches. clockwise from the bottom: Wozney; Glace Bay High School social studies teacher and outstanding service award recipient Ryan DeGiobbi (soccer); GBHS athlete award recipient Colin Rosta (hockey); GBHS parent and coach Kathy Donovan (basketball and softball); GBHS student athlete award winner Kasie MacKinnon (basketball, soccer, volleyball, softball, hockey and track); Oxford Regional Education Centre student athlete award winners Emma Galbraith (soccer, basketball and softball) and Andrew Rideout (soccer, badminton and track); Oxford Regional physical education teacher and coach Deane Smith (basketball, badminton and track); and Oxford Regional principal Duane Starratt.

Council to Improve Classroom Conditions

The May meeting of the Council to Improve Classroom Conditions took place at the NSTU building on May 21 and 22. Chignecto-Central Regional Centre for Education representative Jennifer Bruce completed her two-year term at the meeting. She is shown (centre) with the Council’s facilitator, retired NSTU executive staff officer Jim King, and Doreen Redmond, the Department of Education and Early Childhood Development’s executive lead to the Council and EEDC’s Executive Director, French Program Services. The NSTU thanks Bruce for her service to the Council and NSTU members.
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Reflecting on a year of change and growth

Dear NSTU Siblings,

It always seems impossible that June is here, yet it never fails to arrive with a sense of surprise. Along with the hustle that comes with finishing up the year, June naturally leads to reflection on how we got here and how we can approach the year to come.

We opened 2018-2019 navigating the exit of our former Community College siblings and the forced removal of principals, vice principals and other teachers with administrative duties. Beyond the fiscal implications, there were relational and functional ones too. Budget, construction and member services all faced significant question marks. The Provincial Executive began almost four months behind with business. The Auditor General once again sounded the alarm over the Teachers’ Pension Plan, and we prepared (with uncertainty) for the first round of bargaining after our last contract was imposed by legislation. The challenges were many. But we didn’t fade.

We established a positive relationship with the new leadership of the Public School Administrators Association of Nova Scotia. While they opted to provide their own services, we continue to have the ability to work collaboratively.

Not only did the Provincial Executive deal with a mountain of overdue business, we worked hard to realize efficiencies that would minimize the impact of lost revenue. We worked together, completed the work of our agenda at seven of our eight meetings and we did it while consistently improving transparency and communication. Members heard from leadership more often, and more clearly on key decisions and actions.

On pension, we took the lead. We demonstrated our willingness to be a full partner in improving the health of our plan through media interviews and by appearing at public accounts for the first time in decades. We approached the government with a plan to bring in external experts to provide a range of ideas both sides could use to realize improvements. We highlighted the stability and collaborative function of our plan’s structure and worked within it to realize solutions that Nova Scotians and plan members can partner on.

We took an updated approach to gathering member input to prepare for collective bargaining. We moved out of our traditional model, highlighted dedicated email account and simplified criteria around submissions. Your response was incredible. Member input included over 400 submissions, triple the amount received prior to the last round. You showed up in force to presentations outlining what we heard from you and presented to the government, and what the government wants to negotiate.

You left no doubt that YOU are the NSTU and that our package definitively represents your priorities at the bargaining table.

At Council 2019, we listened to member feedback and made adjustments that restored collegiality, respect and professionalism. We debated and made decisions on over 70 resolutions, and members from across the province contributed to a momentous budget and approved an updated constitution that addresses needed change forced upon us by Bill 72. We heard an interim report on the structural review underway and upcoming steps to engage with members about how we can grow and shift as an organization.

Provincial Executive and many NSTU staff ended the year in partnership with internationally renowned Restorative Practices leaders Dr. Jennifer Llewellyn and Richard Derible determining how upcoming consultations with members with members can happen restoratively and reshape our union. Whereas this year began swirling in chaos, we ended it with a view to reflection on how we got here and how we can approach the year to come.

I am humbled to share this work and tremendous work in trying times. Local Presidents, Local Executives, Regional Administrators and leaders are positioned in 2019-2020 to determine what we need and the change necessary to thrive as a union.

To reflection on how we got here and how we can approach the year to come.

As we moved forward, we learned that restored collegiality, respect and professionalism. We debated and made decisions on over 70 resolutions, and members from across the province contributed to a momentous budget and approved an updated constitution that addresses needed change forced upon us by Bill 72. We heard an interim report on the structural review underway and upcoming steps to engage with members about how we can grow and shift as an organization.

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I want to honour our Executive Director and NSTU staff for their invaluable guidance and tremendous work in trying times. Local Presidents, Local Executives, Regional Representative Councils, Professional Associations and NSTU Committees have all made invaluable contributions to moving us forward. The Provincial Executive made up its mind to work as a team and move our union forward. I am humbled to share this work with them, and believe we are well positioned for further growth in the year to come.

Finally, I thank you. Members have taken steps of faith in every corner of this province as we entered a new year. Our Union is stronger and more united than we were just a year ago. Our voice is stronger and can be heard.

The universe is always at peace...if only we can use our eyes, ears, and minds. Let’s join hands, and see what we can be.

Richard Derible

Chers frères et sœurs du NSTU,

Il semble presque impensable que le mois de juin soit déjà là, et son arrivée ne cesse jamais de nous surprendre. En plus du tourbillon d’activités qui accompagne la fin de l’année, le mois de juin nous amène naturellement à réfléchir à la manière dont nous en sommes arrivés là et à la manière dont nous pouvons aborder l’année à venir.


Mais nous n’avons pas dû abandonner.

Nous avons établi une relation constructive avec les nouveaux dirigeants de l’Association des administratrices et administrateurs des écoles publiques de la Nouvelle-Écosse. Bien qu’ils aient choisi de fournir leurs propres services, nous conservons la capacité de travailler en collaboration.

Non seulement le Comité exécutif provincial a traité une multitude d’affaires en retard, mais nous avons également travaillé assidûment pour réaliser des gains d’efficacité en vue de minimiser l’impact de la perte de revenus. Nous avons travaillé ensemble et sommes parvenus à apporter les travaux à l’ordre du jour de sept de nos huit réunions, tout en améliorant constamment la transparence et la communication. Les membres ont reçu des nouvelles sur la direction plus fréquentes et plus claires au sujet des décisions et des mesures essentielles.

Au sujet du régime de retraite, nous avons pris les devants. Nous avons démontré notre volonté d’être un partenaire à part entière en vue de l’amélioration de la santé de notre régime par le biais d’entretiens avec les médias et en résumant devant le Comité des comptes publics. Nous avons accueilli des représentations de personnes intéressées qui ont présenté leurs propres idées pour améliorer le régime de retraite. Nous avons établi une relation constructive avec les leaders de renommée internationale au sujet des pratiques réparatrices, Jennifer Llewellyn (Ph. D.) et Richard Derible, en vue de déterminer comment les prochaines consultations avec les membres pourront se dérouler de manière réparatrice et façonner notre syndicat.

Alors que cette année a démarré en plein chaos, nous avons conclu en reconnaissant l’incertitude comme une chance, une occasion unique pour

suites à la page 17
Disposition of Annual Council Resolutions 2019

Goverence

2019-1 ADOPTED
BE IT RESOLVED THAT the NSTU By-Laws be amended by substitution. 
Provincial Executive

2019-2 ADOPTED
BE IT RESOLVED THAT the NSTU Standing Orders be amended by substitution. 
Provincial Executive

2019-3 ADOPTED
BE IT RESOLVED THAT the following policies be rescinded:
Policy 1 – Budget Requirements
Policy 2 – Civil Action – Legal Protection
Policy 4 – Conflict of Interest
Policy 7 – Executive Director and Executive Staff Qualifications
Policy 8 – Executive Staff Additions
Policy 11 – Privacy – Member Data
Policy 12 – Professional Associations
Policy 13 – Provincial Executive Committees
Policy 14 – Provincial Executive Directives
Policy 15 – Provincial Executive Meetings
Provincial Executive

2019-4 ADOPTED
BE IT RESOLVED THAT Policy 16 School/Educational Site Administrators be amended by substitution. 
NEW Policy 16. COLLEGIATE RELATIONSHIP AMONGST EDUCATIONAL SITE STAFF
The NSTU recognizes the key role of public school administrators as educational leaders. The NSTU believes in the value of the collegial relationship between administrators and teachers. The collegial approach removes barriers to teachers who aspire to become instructional leaders, assuming administrative roles. The NSTU believes that the classification of administrators as managers fundamentally changes the nature of the administrator – teacher relationship, and is a barrier to the collegial relationship. Further, the NSTU believes that the collegial relationship is strengthened by having administrators who are:
(a) full, active members of the NSTU;
(b) able to access NSTU Professional Development;
(c) modeling life-long learning;
(d) exemplary and compassionate teachers with a deep understanding of instructional practice; and,
(e) focusing on their primary role as lead teachers as opposed to being managers. 
Provincial Executive

2019-5 WITHDRAWN
BE IT RESOLVED THAT NSTU By-Law Article III – The Council, Section 1, be amended to include a new subsection (g): The elected Local President of each Local Union shall be one of the representatives to Annual Council from each Local Union. 
Hants West, Kings

2019-6 WITHDRAWN
BE IT RESOLVED THAT NSTU By-Law Article III, 1(b) be amended to add “selected or” before the word “elected”. 
Halifax City

2019-7 WITHDRAWN
BE IT RESOLVED THAT NSTU By-Law Article III 10 of the NSTU constitution be revised to change the word “elected” to “selected”. 
Dartmouth

2019-8 ADOPTED
BE IT RESOLVED THAT the NSTU amend Policy 10: Merchandise – Fair Trade Purchasing to include: The NSTU make reasonable efforts to reduce the purchasing and consumption of single-use plastic items (including: water bottles, cutlery, bags, etc.) at NSTU meetings and events. 
Cumberland-East Hants, Cumberland, Dartmouth

2019-9 WITHDRAWN
BE IT RESOLVED THAT the NSTU Guidebook, Section III, Standing Orders, Article 5 Subsection (a) (i) and Subsection (c) (ii) be deleted. 
Cape Breton District

2019-10 ADOPTED AS AMENDED
BE IT RESOLVED THAT NSTU Governance Standing Order 10 (b) be amended to read: “The number of full-time Executive or similar positions shall be increased only with the prior consent of Annual Council”. 
Dartmouth

2019-11 ADOPTED
BE IT RESOLVED THAT NSTU By-Law Article 1, 9(c) be amended to be read the last Monday in March instead of the first Monday in March. 
Halifax City

2019-12 ADOPTED
BE IT RESOLVED THAT NSTU Standing Order 4 (c) iii (f) be amended to add “, and include suggestions on how to improve it so it could be submitted to Annual Council the following year”. 
Halifax City

2019-13 ADOPTED AS AMENDED
BE IT RESOLVED THAT the Annual Membership Fee for Active Members of the Nova Scotia Teachers Union be increased by $100 to $850 effective August 1, 2019. 
Provincial Executive

2019-14 ADOPTED AS AMENDED
BE IT RESOLVED THAT the per diem membership fee for substitute teachers be increased by $0.40 to $2.80 effective August 1, 2019. 
Provincial Executive

Costed

2018-10 ADOPTED
BE IT RESOLVED THAT the NSTU hire an Executive Staff Officer in Member Services, effective August 1, 2019. 
Kings

2019-15 ADOPTED
BE IT RESOLVED THAT an amount of $550,000 from the Reserve Fund be used to balance the 2019-2020 Budget. 
Provincial Executive

Economic Welfare & Working Conditions

2019-23 ADOPTED
BE IT RESOLVED THAT NSTU By-Law Article III – The Council, Section 1, subsection (d) be amended by striking out the words “if they do not hold Local Office” and replace with the words “at Annual Council”. 
Kings

2019-24 ADOPTED
BE IT RESOLVED THAT Council takes resolution 2018-6 from the table. 
St. John's

2018-6 Postponed to Council 2020
BE IT RESOLVED THAT the NSTU withdraw from the Nova Scotia Federation of Labour (NSFL) and all its subsequent requirements at its earliest convenience. 
St. John's

2019-25 ADOPTED
BE IT RESOLVED THAT the NSTU initiate formal research, through a 3rd party collaboration to understand priority areas such as identifying the frequency, severity and types of violence teachers are experiencing in the workplace each day. The results of the evidence-based research should be presented to the Provincial Executive by March 2021 for action based on the findings. 
Kings
2019-45 ADOPTED
BE IT RESOLVED THAT the NSTU adopt the following policy on Commercialism in Schools:
S: The new policy would then read:
Commercialism in Schools:
The NSTU believes that, in all but the most limited cases, Public Schools should be free of commercial enterprises, including but not limited to advertising, franchising, and for-profit businesses. As such, the NSTU believes:
(a) access to students must only occur with proof of sound educational objectives;
(b) commercial advertising aimed at children should be banned on Public School properties and school buses;
(c) commercial enterprise must not exploit students as a captive audience;
(d) sponsorship agreements must be consistent with sound educational values;
(e) sponsorship acknowledgement should only be made in appropriate ways;
(f) commercially sponsored classroom and curricular materials should be clearly marked as such.
Provincial Executive

2019-46 ADOPTED
BE IT RESOLVED THAT Policy 62 School/Educational Site Construction or Major Renovations be replaced by substitution:
Policy 62 as amended would then read:
62. School/Educational Site Construction or Major Renovations
It is the position of the NSTU that when Regional Centres for Education/Boards are constructing new schools or implementing major renovations of existing schools, NSTU members must be involved in the development and design of such projects.
Provincial Executive

2019-47 ADOPTED
BE IT RESOLVED THAT Policy 64 Student Attendance be amended by substitution:
Policy 64 as amended would then read:
64. Student Attendance
School attendance is critically important for student success, as such the NSTU believes:
(a) Regional Centres for Education/Boards shall have student attendance policies which:
(i) delineate procedures for data entry, identification, intervention and follow-up;
(ii) consider a spectrum of educational programs to serve as interventions;
(iii) involve chronic absenteeism by specialized personnel; and,
(iv) consider the use of community-based teams (e.g. academic, social service, medical, legal, ethnic) to address student attendance issues.
(b) Individual schools shall have practices which provide for:
(i) consistent and accurate monitoring of student attendance;
(ii) the immediate attention by site-based administrators when a pattern of absenteeism is noted;
(iii) ongoing discussions among school staff, parents group, and community agencies which allow for cooperative approaches for addressing student attendance problems.
Provincial Executive

2019-48 DEFEATED AS AMENDED
BE IT RESOLVED THAT the NSTU invite the Department of Education and Early Childhood Development to collaborate in creating a plan of action to encourage more interest in teaching as a life-long profession. This should include an equity lens.
Colchester-East Hants

2019-49 ADOPTED AS AMENDED
BE IT RESOLVED THAT the NSTU invite the Department of Education and Early Childhood Development to share their short and long term plans for bargaining unit recruitment and retention.
Colchester-East Hants

2019-50 ADOPTED
BE IT RESOLVED THAT the NSTU request the Department of Education and Early Childhood Development address the inequities created for students when a substitute teacher cannot be found for a day and Resource, ELS, Reading Recovery, Learning Disability Specialist, Guidance teachers are requested to cancel student programming and cover for the absent teacher.
Colchester-East Hants

2019-51 ADOPTED
BE IT RESOLVED THAT the Department of Education and Early Childhood Development be urged to create and maintain for every course in the PSE an easily accessible online database, which includes for each course the most current outcomes, lists of all supporting materials and resources assigned to each course, and suggestions and materials to support diverse learners.
Digby

2019-52 ADOPTED
BE IT RESOLVED THAT the Department of Education and Early Childhood Development be urged to separate the elementary and secondary school calendars to better reflect the differing marking and grading requirements at each level.
Digby

2019-53 ADOPTED
BE IT RESOLVED THAT the Department of Education and Early Childhood Development be urged to ensure that all resources allocated for piloted courses or official rollouts be available by the beginning of the contractual year in which they are expected to be implemented.
Digby

2019-54 ADOPTED
BE IT RESOLVED THAT the Department of Education and Early Childhood Development be urged to provide clear, consistent, and timely direction, in writing and through adequate PD, for all new initiatives.
Digby

2019-55 ADOPTED
BE IT RESOLVED THAT the NSTU urge the Department of Education and Early Childhood Development to provide full-day PD at least one month prior to anticipated implementation for technology initiatives; this PD is to be within the instructional day inclusive of marking and preparation time.
Halifax County

2019-56 ADOPTED
BE IT RESOLVED THAT the NSTU lobby the Department of Education and Early Childhood Development to develop a province-wide policy to provide immediate and ongoing support to members when they experience a serious loss at their site such as the death of a colleague or student.
Halifax County

2019-57 ADOPTED
BE IT RESOLVED THAT the NSTU invite the Department of Education and Early Childhood Development to work with the NSTU to investigate and clarify the roles and responsibilities of School Counsellors across Nova Scotia and to share those findings with educational stakeholders.
Provincial Executive (Nova Scotia School Counsellors Association)

2019-58 ADOPTED AS AMENDED
BE IT RESOLVED THAT the NSTU invites the Department of Education and Early Childhood Development to work with the NSTU to support School Counsellors and School Administrators to ensure adequate School Counselling support is allocated to schools reflecting both the student population and the need for service in schools.
Provincial Executive (Nova Scotia School Counsellors Association)

General

2019-59 ADOPTED
BE IT RESOLVED THAT Policy 19 – Anti-Homophobia, Anti-Transphobia and Anti-Heterosexism be amended by substitution with a Policy on Gender Identity, Gender Expression, and Sexual Orientation Discrimination.
Policy 19 as amended would then read:
19. GENDER IDENTITY, GENDER EXPRESSION, AND SEXUAL ORIENTATION DISCRIMINATION.
We strive for a safe, welcoming, and inclusive education system that addresses the realities of gender and sexual minorities. As such, the NSTU will promote, support, and protect the rights of students, families, and members to:
(a) be treated with respect and acceptance, free from discrimination and hegemony;
(b) freely and collectively express their gender identity and sexual orientation;
(c) be provided safe, welcoming, and inclusive learning content, spaces, and facilities;
(d) have diversity and inclusion in the NSTU, in schools, and within system priorities and programs; and
(e) affirm and deliver sexual orientation, gender identity, and gender expression education.
Provincial Executive

2019-60 ADOPTED
BE IT RESOLVED THAT Annual Council 2019 rescind resolution 2017-58.
Colchester-East Hants

2019-61 ADOPTED
BE IT RESOLVED THAT Policy 96 – Safe Workplace and Member Conduct be amended by substitution.
Policy 96 would then read:
96. INTERNAL TO THE NSTU OCCUPATIONAL HEALTH AND SAFETY
(a) Health and safety in the workplace is a shared responsibility.
(b) The NSTU, as an employer, is responsible for protecting its employees by ensuring a safe workplace, free from occupational health and safety hazards.
(c) Employees are responsible to work safely and to report hazardous conditions to their supervisor.
(d) Occupational hazards include, but are not limited to:
(i) situations which may cause an immediate acute illness or injury;
(ii) situations where prolonged exposure may cause a progressive illness or injury; and
(iii) environments which may aggravate existing ailments.
(e) Employees who become ill or are injured due to occupational hazards in the workplace shall receive the full support of the NSTU.
(f) The NSTU shall, establish and maintain procedures in keeping with the Occupational Health and Safety Act to ensure incidents of workplace injury and illness are mitigated as much as possible, reported, documented, and dealt with efficiently and effectively.
Provincial Executive

2019-62 ADOPTED
BE IT RESOLVED THAT Policy 98 Sexual Harassment be amended by substitution. Policy 98 as amended would then read:
POLICY 98 – INTERNAL TO THE NSTU – RESPECTFUL WORKPLACE
(a) The NSTU, as an employer as well as a Member organization, has a responsibility to ensure a safe work environment free from abuse/harassment. Abuse and harassment include, but are not limited to:
(i) physical, verbal, emotional, and mental abuse;
(ii) sexual harassment;
(iii) bullying, including cyberbullying; and,
(iv) intimidation.
(b) The NSTU shall recognize that employees and/or members may experience abuse/harassment by fellow staff and/or members.
(c) NSTU employees or Members subjected to abuse/harassment shall receive the full support of the NSTU.
(d) The NSTU, in accordance with the Nova Scotia Human Rights Act, shall establish and maintain procedures to ensure incidents of abuse/harassment are mitigated (as much as possible), reported, documented, and dealt with efficiently and effectively.
Provincial Executive
Gouvernance

2019-1 ADOPTÉE
IL EST RÉSOLU QUE le règlement intérieur du NSTU soit modifié par substitution.
Comité exécutif provincial

2019-2 ADOPTÉE
IL EST RÉSOLU QUE les ordres permanents du NSTU soient modifiés par substitution.
Comité exécutif provincial

2019-3 ADOPTÉE
IL EST RÉSOLU QUE les politiques suivantes soient abrogées :
Politique 1 – Exigences en matière de budget
Politique 2 – Actions en justice – Protection légale
Politique 3 – Conflit d’intérêts
Politique 7 – Qualifications du directeur exécutif et des cadres de direction
Politique 8 – Augmentation du nombre des cadres de direction
Politique 11 – Protection des renseignements personnels des membres
Politique 12 – Assurances professionnelles
Politique 13 – Comités de l’exécutif provincial
Politique 14 – Directives du Comité exécutif provincial
Politique 15 – Réunions du Comité exécutif provincial
Comité exécutif provincial

2019-4 ADOPTÉE
IL EST RÉSOLU QUE la politique 16, Administrateurs d’écoles et d’établissement d’enseignement, soit modifiée par substitution.

NOUVELLE POLITIQUE 16. RELATIONS COLLEGIÉES ENTRE LES MEMBRES DU PERSONNEL DES ÉTABLISSEMENTS D’ENSEIGNEMENT
Le NSTU reconnaît le rôle clé des administrateurs des écoles publiques en tant que leaders pédagogiques en exerçant des rôles administratifs. Le NSTU est convaincu que les relations collégiales entre les administrateurs et les enseignants ont un impact positif sur la relation d’équipe. De plus, le NSTU est convaincu que la relation collégiale est renforcée par la présence d’administrateurs ayant les caractéristiques suivantes :
(a) sont des membres actifs au sein du NSTU ;
(b) sont en mesure d’avoir accès au perfectionnement professionnel (PP) du NSTU ;
(c) agissent comme modèles pour l’apprentissage continu ;
(d) sont des administrateurs exemplaires et bienveillants qui ont une compréhension approfondie de la pratique pédagogique ;
(e) mettent l’accent sur leur rôle principal d’enseignant principal plutôt que sur celui de gestionnaire.
Comité exécutif provincial

2019-5 RETIRÉE
IL EST RÉSOLU QUE le règlement intérieur du NSTU, article III – Conseil – partie 1, soit modifié pour inclure un nouveau paragraphe (g) : « Le président du de la section locale doit être l’un des délégués de la section locale à l’AGA du Conseil. »
Halifax West, Kings

2019-6 RETIRÉE
IL EST RÉSOLU QUE le règlement intérieur du NSTU, article III, 1 (b) soit modifié en ajoutant le mot « choisiss ou » devant le mot « élus ». 
Halifax City

2019-7 RETIRÉE
IL EST RÉSOLU QUE le texte de la résolution 16. RELATIONS COLLEGIÉES ENTRE LES MEMBRES DU PERSONNEL DES ÉTABLISSEMENTS D’ENSEIGNEMENT soit modifié pour inclure le mot « choisiss ou » devant le mot « élus ». 
Halifax City

2019-8 ADOPTÉE
IL EST RÉSOLU QUE le NSTU modifie la politique 10, Achat de fournitures – Commerce équitable, en y ajoutant : Le NSTU déploie des efforts raisonnables pour réduire les achats et la consommation d’articles en plastique à usage unique (y compris : bouteilles d’eau, couverts, sacs, etc.) lors de ses réunions et activités. 

Comité exécutif provincial

2019-9 ADOPTÉE
IL EST RÉSOLU QUE le Conseil de la section, Section III, Ordres permanents, article 5, les paragraphes (a) (i) et (e) soient supprimés.
Cape Breton District

2019-10 ADOPTÉE TELLE QU’AMENDÉE
IL EST RÉSOLU QUE l’ordre permanent 10 (b) de gouvernance du NSTU soit modifié comme suit : Le nombre de postes de direction à temps plein ou de postes analogues ne peut être augmenté qu’avec l’accord préalable de l’AGA du Conseil.

Dartmouth

2019-11 ADOPTÉE
IL EST RÉSOLU QUE le règlement intérieur du NSTU, article I, 9 (c), soit modifié pour indiquer le dernier lundi de mars au lieu du premier lundi de mars.

Halifax City

2019-12 ADOPTÉE
IL EST RÉSOLU QUE l’ordre permanent 4 (c) ii (f) soit modifié pour ajouter « et inclure des suggestions sur la manière de l’améliorer afin qu’elle puisse être soumise à l’AGA du Conseil l’année suivante ».

Dartmouth

2019-13 ADOPTÉE TELLE QU’AMENDÉE
IL EST RÉSOLU QUE la cotisation annuelle des membres actifs du Nova Scotia Teachers Union soit augmentée et passe de 100 $ à 890 $ à compter du 1er août 2019.

Comité exécutif provincial

2019-14 ADOPTÉE TELLE QU’AMENDÉE
IL EST RÉSOLU QUE les frais d’adhésion journaliers des enseignants supplémentaires soient augmentés et passent de 0.40 $ à 2.80 $ à compter du 1er août 2019.

Comité exécutif provincial

Suite donnée aux résolutions de l’AGA du Conseil 2019

Résolutions chiffrées

2018-10 ADOPTÉE
IL EST RÉSOLU QUE le NSTU embauche un autre cadre de direction des Services aux membres à compter du 1er août 2019.

Kings

2019-15 ADOPTÉE
IL EST RÉSOLU QU’UN montant de 350 000 $ issu du fonds de réserve soit utilisé pour équilibrer le budget 2019-2020.

Comité exécutif provincial
1920-16 RÊTIRÉE
IL EST RÊSOLU QUE le règlement intérieur du NSTU, article III, Conseil, section 1, paragraphe (d) – soit amendé en remplaçant les mots “s’ils n’exercent pas de fonctions dans la section locale” par “sur les mots “à l’AGA du Conseil”.

Hants-West

1920-17 ADOPTÉE
IL EST RÊSOLU QUE l’Ordre permanent du NSTU n° 18 : Fédération canadienne des enseignantes et des enseignants, soit modifié par l’ajout du nouveau paragraphe suivant : Lors d’une année d’élection présidentielle, le président élu du NSTU sera inclus dans la délégation à la FCE en tant qu’observateur à l’AGA. Les coûts encourus seront couverts par le NSTU conformément aux directives de la FCE.

Kings

1920-18 REJETÉE TELLE QU’AMENDÉE
IL EST RÊSOLU QUE le règlement intérieur du NSTU, article I (9) (b) soit modifié par substitution et se lire comme suit : « Le NSTU versera aux sections locales un remboursement égal à 17 % du total des cotisations syndicales reçus de tous les membres ». 

Dartmouth

1920-19 RENOUVÉE TELLE QU’AMENDÉE AU COMITÉ DE COORDINATION DES ASSOCIATIONS PROFESSIONNELLES
IL EST RÊSOLU QUE le NSTU travaille avec les associations professionnelles du NSTU pour développer leur capacité d’offrir une parité ou la totalité des sessions de formation interne de la journée de conférence par vidéoconférence, ou autres technologies appropriées, aux membres du NSTU qui ne peuvent se rendre sur le lieu de la conférence.

Cape Breton District

1920-20 ADOPTÉE
IL EST RÊSOLU QUE l’article III du règlement intérieur du NSTU – Comité exécutif provincial, partie 1 – Composition, soit modifié en remplaçant le chapitre 20 par le chapitre 21 devant « membres élus sur une base régionale » au paragraphe (a) et en remplaçant le chapitre 2 par le chapitre 2 à « CSANE » au paragraphe (b) vi). 

Gulf

1920-21 RÊTIRÉE
IL EST RÊSOLU QUE l’ordre permanent 10 du NSTU soit modifié pour changer le nombre de membres à être de 1 membre à 2 membres pour le CSANE.

CSANE

1920-22 ADOPTÉE TELLE QU’AMENDÉE
IL EST RÊSOLU QUE le NSTU mette sur pied un comité spécial chargé d’étudier les questions qui touchent directement et particulièrement les membres et les écoles en milieu rural.

Digby, Richmond

1920-23 ADOPTÉE
IL EST RÊSOLU QUE le NSTU maintienne une campagne de publicité interne active qui encourage la participation des membres entre les négociations contractuelles.

Digby

1920-24 ADOPTÉE
IL EST RÊSOLU QUE le Conseil retire la résolution 2018-6 des délibérations.

Yarmouth

2018-6 Reporté à l’AGA du Conseil 2020
IL EST RÊSOLU QUE le NSTU se retire de la Fédération du travail de la Nouvelle-Écosse et de toutes ses exigences ultérieures dans les meilleurs délais.

Yarmouth

1920-25 ADOPTÉE
IL EST RÊSOLU QUE le NSTU entreprend des recherches officielles, par le biais d’une collaboration avec une tierce partie, pour comprendre les domaines prioritaires et déterminer la fréquence, la gravité et les types de violence que les enseignants subissent chaque jour au travail. Les résultats de ces recherches fondées sur des données probantes devraient être présentés au Comité exécutif provincial d’ici mars 2021 afin que des mesures soient prises en fonction de ces résultats.

Kings

Bien-être économique et conditions de travail

1920-26 ADOPTÉE À L’UNANIMITÉ
IL EST RÊSOLU QUE la politique 42, Violence, intimidation et harcèlement, soit modifiée par substitution.

La politique 42 se lireait alors comme suit : 42. VIOLENCE, INTIMIDATION ET HARCELLEMENT L’apprentissage et l’enseignement se font de manière optimale dans un environnement sécuritaire ; par conséquent, le NSTU croit que : (a) l’employeur est responsable de protéger les membres et d’assurer un milieu de travail sécuritaire, exempt de violence et de harcèlement. La violence et le harcèlement comprennent, sans toutefois s’y limiter : (i) la violence physique, verbale et psychologique; (ii) le harcèlement sexuel; (iii) l’intimidation, y compris la cyberintimidation. (b) L’employeur doit reconnaître que les membres peuvent être victimes de violence ou de harcèlement de la part des élèves, des parents, des tuteurs ou du personnel. (c) Les membres victimes de violence ou de harcèlement reçoivent le plein appui de l’employeur et du NSTU. (d) L’employeur, conformément à la Nova Scotia Human Rights Act (loi sur les droits de la personne de la Nouvelle-Écosse) et en consultation avec le NSTU, doit établir des politiques et des procédures pour s’assurer que les incidents de violence ou de harcèlement soient attribués (le plus possible), signalés, documentés et traités de manière efficace.

Comité exécutif provincial

1920-27 ADOPTÉE
IL EST RÊSOLU QUE la politique 44, Négociations collectives, soit modifiée en supprimant le paragraphe (d).

Comité exécutif provincial

1920-28 ADOPTÉE
IL EST RÊSOLU QUE la nouvelle politique – Santé mentale en milieu de travail soit adoptée.

SANTÉ MENTALE EN MILIEU DE TRAVAIL
Le NSTU croit que : (a) l'intervention des risques psychologiques en milieu de travail est une prolongation de la responsabilité de l'employeur de s'assurer que les enseignants ont un lieu de travail sûr. (b) L’employeur, conformément à la Loi sur la santé et la sécurité au travail et en consultation avec le NSTU, établit des politiques, des procédures et des pratiques qui : (i) démontrent la volonté de l'employeur de promouvoir le bien-être mental; (ii) permettent aux enseignants d'avoir accès à des programmes et à des ressources internes en matière de santé et de mieux-être; (iii) créent une culture de respect et de confiance; (iv) atténuent la stigmatisation à l’égard de la maladie mentale; (v) diminuent le préjudice psychologique. (c) Les facteurs qui doivent être pris en compte pour améliorer la santé mentale en milieu de travail comprennent, sans toutefois s’y limiter : (i) la surcharge de travail; (ii) les défis liés à l’équilibre entre la vie professionnelle et la vie personnelle; (iii) le manque de confiance et de transparence; (iv) l’accès à des outils et à des ressources en matière de santé.

Comité exécutif provincial

1920-29 ADOPTÉE
IL EST RÊSOLU QUE la politique 90 – Santé et sécurité au travail soit modifiée par substitution.

La politique 90 se lireait alors comme suit : 90. SANTÉ ET SÉCURITÉ AU TRAVAIL L'apprentissage et l'enseignement se font de manière optimale dans un environnement sécuritaire ; par conséquent, le NSTU croit que : (a) La santé et la sécurité au travail sont une responsabilité partagée. (b) L’employeur est responsable de protéger les membres et d’assurer un milieu de travail sécuritaire, exempt de risques pour la santé et la sécurité. (c) Les membres sont responsables de travailler de manière sécuritaire et de signaler les conditions dangereuses à leur superviseur. (d) Les risques professionnels comprennent, sans toutefois s’y limiter : (i) les situations qui peuvent causer des maladies ou des blessures imminentes; (ii) les situations où une exposition prolongée peut causer des maladies ou des blessures; (iii) les environnements susceptibles d’aggraver des maladies existantes. (e) Les membres qui tombent malades ou se blessent en raison de risques professionnels en milieu de travail reçoivent le plein appui de l’employeur et du NSTU. (f) L’employeur, conformément à la Loi sur la santé et la sécurité au travail et en consultation avec le NSTU, établit des politiques et des procédures pour s’assurer que les accidents de travail et les maladies professionnelles sont réduits (le plus possible), signalés, documentés et traités de manière efficace.

Comité exécutif provincial

1920-30 RENOUVÉE AU COMITÉ PROVINCIAL DU BIEN-ÊTRE ÉCONOMIQUE
IL EST RÊSOLU QUE, lors de la prochaine ronde de négociations, le NSTU cherche à obtenir au moins trois jours de congé payés par membre, par année scolaire.

Amherst

1920-31 REJETÉE
IL EST RÊSOLU QUE le NSTU explore des options entourant la disponibilité de prestations d’assurance-maladie complémentaire lorsque deux membres du NSTU sont mariés.

Dartmouth

1920-32 ADOPTÉE
IL EST RÊSOLU QUE lors de la prochaine ronde de négociations, le NSTU cherche à encourager la participation des membres à des activités formelles et non formelles de qualité et de développement professionnel ou la formation nécessaires pour permettre à un membre de faire son travail seront prévus pendant la journée d'intervention.

Colchester-East Hants

1920-33 RENOUVÉE AU COMITÉ PROVINCIAL DU BIEN-ÊTRE ÉCONOMIQUE
IL EST RÊSOLU QUE, lors de la prochaine ronde de négociations, le NSTU cherche à obtenir les prestations parentales complémentaires de l'assurance-emploi donnant droit à 18 mois de congé.

CSANE

1920-34 ADOPTÉE
IL EST RÊSOLU QUE le NSTU efforce d’obtenir un libellé contractuel qui garantisse que le perfectionnement professionnel ou la formation nécessaires pour permettre à un membre de faire son travail seront prévus pendant la journée d'intervention.

Dartmouth

1920-35 RETIRÉE
IL EST RÊSOLU QUE lors de la prochaine ronde de négociations, le NSTU cherche à favoriser l'embauche des membres de sciences sociales du NSTU pour fournir un accès quotidien aux services et au soutien en santé mentale aux élèves de chaque école.

Cape Breton District

1920-36 RETIRÉE
IL EST RÊSOLU QUE lors de la prochaine ronde de négociations, le NSTU cherche à obtenir les prestations parentales et complémentaires de l'assurance-emploi donnant droit à 18 mois de congé.

CSANE

June 2019, The Teacher, Page 9
Le NSTU est d’avis que l’éducation publique entièrement financée est un droit fondamental de chaque Néo-Écossais; de plus, le financement devrait être basé sur des programmes, sur des principes éducatifs de qualité et sur l’accessibilité universelle. À cette fin, le NSTU croit que notre système scolaire public devrait être entièrement financé par le gouvernement de la Nouvelle-Écosse pour:

(a) fournir les ressources, le matériel, les infrastructures et l’équipement (y compris la technologie) nécessaires de façon équitable dans l’ensemble de la province;
(b) assurer des services internes appropriés et opportuns pendant la mise sous œuvre de nouveaux programmes, outillage d’évaluation, programmes d’étude ou de nouvelles pratiques en matière de production de rapports.

De plus, le NSTU estime qu’aucun fonds public ou incitatif fiscal ne devrait être utilisé pour aider à financer des écoles privées ou à charte, ou des programmes de bons d’études.

De plus, le NSTU croit que:

1. la publicité commerciale destinée aux enfants devrait être interdite sur les terrains des écoles publiques et dans les autobus scolaires;
2. l’entreprise commerciale ne doit pas exploiter les élèves comme un public captif;
3. lestent de commande doivent être conformes à des valeurs éducatives saines;
4. la reconnaissance des commanditaires ne devrait pas être faite que par des moyens appropriés;
5. le matériel scolaire et pédagogique commandité par des entreprises devrait être clairement identifié comme tel.

Le NSTU est d’avis que l’éducation publique entièrement financée est un droit fondamental de chaque Néo-Écossais; de plus, le financement devrait être basé sur des programmes, sur des principes éducatifs de qualité et sur l’accessibilité universelle. À cette fin, le NSTU croit que notre système scolaire public devrait être entièrement financé par le gouvernement de la Nouvelle-Écosse pour:

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3. les tent de commande doivent être conformes à des valeurs éducatives saines;
4. la reconnaissance des commanditaires ne devrait pas être faite que par des moyens appropriés;
5. le matériel scolaire et pédagogique commandité par des entreprises devrait être clairement identifié comme tel.
Comité exécutif provincial

(c) Les employés sont responsables de travailler de manière sécuritaire et de signaler les conditions dangereuses à leur superviseur.

(d) bénéficier de diversité et d'inclusion dans le NSTU, les écoles, ainsi que les priorités et les besoins que les minorités sexuelles et de genre peuvent exprimer librement et collectivement.

(b) le NSTU doit reconnaître que les employés ou les membres peuvent être victimes de violence ou de harcèlement de la part d'autres employés ou membres.

(Le NSTU, conformément à la Nova Scotia Human Rights Act (loi sur les droits de la personne de la Nouvelle-Écosse)) doit établir et maintenir des procédures pour s’assurer que les incidents de violence ou de harcèlement sont traités de manière efficace.

Comité exécutif provincial

Généralités

La santé et la sécurité en milieu de travail sont une responsabilité partagée.

La politique 96 telle que modifiée se lirait alors comme suit :

98. POLITIQUE INTERNE SUR UN MILIEU DE TRAVAIL RESPECTUEUX DU GENRE ET L'ORIENTATION SEXUELLE

La santé et la sécurité en milieu de travail recevront le plein appui du NSTU.

La politique 98 telle que modifiée se dirait alors comme suit :

98. POLITIQUE INTERNE SUR UN MILIEU DE TRAVAIL RESPECTUEUX DU GENRE ET L'ORIENTATION SEXUELLE

(a) Le NSTU, à titre d'employeur et d'organisation membre, a la responsabilité d'assurer un milieu de travail sûr et exempt de violence ou de harcèlement. La violence et le harcèlement compromettent, sans toutefois s'y limiter :

i. la violence physique, verbale, psychologique et morale;

ii. le harcèlement sexuel;

iii. l'intimidation, y compris la cyberintimidation.

(b) le NSTU doit reconnaître que les employés ou les membres peuvent être victimes de violence ou de harcèlement de la part d'autres employés ou membres.

Les employés ou les membres du NSTU victimes de violence ou de harcèlement recevront le plein appui du NSTU.

(d) Le NSTU, conformément à la Nova Scotia Human Rights Act (loi sur les droits de la personne de la Nouvelle-Écosse) doit établir et maintenir des procédures pour s’assurer que les incidents de violence ou de harcèlement sont traités de manière efficace.

Comité exécutif provincial

2019-52 ADOPTÉE
IL EST RÉSOLU QU'IL domicilie l'argumentaire et le développement de la politique d'inclusion des minorités sexuelles et de genre.

2019-53 ADOPTÉE
IL EST RÉSOLU QU'IL établira et maintiendra des procédures conformes à la Loi sur la santé et la sécurité au travail pour s'assurer que les blessures et les maladies professionnelles sont réduites (le plus possible), signalées, documentées et traitées de manière efficace.

2019-54 ADOPTÉE
IL EST RÉSOLU QU'IL assure que les employés ou les membres du NSTU victimes de violence ou de harcèlement de la part d'autres employés ou membres.

Les employés ou les membres du NSTU victimes de violence ou de harcèlement recevront le plein appui du NSTU.

(d) Le NSTU, conformément à la Nova Scotia Human Rights Act (loi sur les droits de la personne de la Nouvelle-Écosse) doit établir et maintenir des procédures pour s’assurer que les incidents de violence ou de harcèlement sont traités de manière efficace.

Comité exécutif provincial

2019-55 ADOPTÉE
IL EST RÉSOLU QU'IL institue le Comité d'éducation et du développement de la petite enfance à offrir une journée complète de PP au moins un mois avant la mise en œuvre prévue des initiatives technologiques, le PP doit avoir lieu pendant la journée d'enseignement, en dehors du temps de correction et de préparation.

Halifax County

2019-56 ADOPTÉE
IL EST RÉSOLU QU'IL considère que le NSTU fasse pression sur le ministère de l'Éducation et du Développement de la petite enfance pour qu'il élaborera une politique provinciale visant à offrir un soutien immédiat et continu aux membres lorsqu'ils subissent une perte grave dans leur emploi, comme le décide d'un collègue ou d'un client.

2019-57 ADOPTÉE
IL EST RÉSOLU QU'IL invite le ministère de l'Éducation et du Développement de la petite enfance à collaborer avec le NSTU pour étudier et clarifier les rôles et les responsabilités des conseillers scolaires de la Nouvelle-Écosse et pour communiquer avec les conseils des intervenants du secteur de l'éducation.

Comité exécutif provincial (Nova Scotia School Counsellors Association)

2019-58 ADOPTÉE TELLE QU'AMENDÉE
IL EST RÉSOLU QUE le NSTU invite le ministère de l'Éducation et du Développement de la petite enfance à travailler avec le NSTU pour aider les conseillers et les administrateurs scolaires à veiller à ce qu'un soutien adéquat en matière de conseillers scolaires soit apporté aux écoles en tenant compte à la fois de la population étudiante et du besoin de services dans les écoles.

Comité exécutif provincial (Nova Scotia School Counsellors Association)

2019-59 ADOPTÉE
IL EST RÉSOLU QU'IL adopte la politique 19 – Lutte contre l'homophobie, la transphobie et l'hétérophobie.

2019-60 ADOPTÉE
IL EST RÉSOLU QUE le NSTU appuie officiellement la campagne « Fight for 15 ».

2019-61 ADOPTÉE
IL EST RÉSOLU QU'IL adhère à la résolution 2019-57 du Comité exécutif provincial.

2019-62 ADOPTÉE
IL EST RÉSOLU QU'IL appuie officiellement la campagne « Fight for 15 ».

2019-63 ADOPTÉE
IL EST RÉSOLU QUE le NSTU adopte un sondage auprès de toutes les écoles ayant des programmes de prématernelle afin de faire l'inventaire des locaux, des ressources, etc., qui sont perdus sur place et en communiquant les résultats avec le public d'ici le 1er novembre 2019.

Colchester-East Hants

2019-64 ADOPTÉE
IL EST RÉSOLU QUE le NSTU examine la fréquence et le calendrier des réunions des présidents des sections locales et des CRR, qu'il fasse rapport de ses conclusions et qu'il discute de ses recommandations avec les présidents des sections locales et des CRR lors de leur première réunion en 2019.

Dartmouth

2019-65 ADOPTÉE TELLE QU'AMENDÉE
IL EST RÉSOLU QUE le NSTU adopte un sémaphore de principe qui traite des inégalités dans le modèle de financement actuel de l'éducation publique en Nouvelle-Écosse.

2019-66 ADOPTÉE
IL EST RÉSOLU QUE le NSTU sensibilise le public aux inégalités en matière d'accès à Internet et à la technologie.

Colchester-East Hants

2019-67 ADOPTÉE
IL EST RÉSOLU QUE le NSTU explore une barème de cotisations proportionnelles basé sur le salaire de ses membres et fasse un rapport à l'AGA du Conseil 2020.

Cambridge

2019-68 ADOPTÉE
IL EST RÉSOLU QUE le NSTU fasse passer le projet de lois en temps opportun.

Dartmouth

2019-69 ADOPTÉE
IL EST RÉSOLU QUE le président du NSTU examine la fréquence et le calendrier des réunions des présidents des sections locales et des CRR, qu'il fasse rapport de ses conclusions et qu'il discute de ses recommandations avec les présidents des sections locales et des CRR lors de leur première réunion en 2019.

Dartmouth

2019-70 RETIRÉE
IL EST RÉSOLU QUE les subventions du NSTU pour les conférences à l'extérieur de la province soient offertes aux membres tous les deux ans au lieu de tous les trois ans.

Dartmouth

2019-71 ADOPTÉE
IL EST RÉSOLU QUE le NSTU encourage ses associations professionnelles à étudier la possibilité de tenir les prochaines journées de conférence provinciales dans des régions différentes, en dehors de la région métropolitaine d'Halifax, afin d'assurer un accès plus équitable pour tous les membres.

Digby

2019-72 ADOPTÉE
IL EST RÉSOLU QUE le NSTU effectue une recherche pour examiner la durée du mandat et le nombre de mandats consécutifs autorisés pour le président d'autres organisations syndicales et d'enseignants de premier plan et fasse un rapport au Comité exécutif provincial d'ici octobre 2019.

Halifax City

2019-73 ADOPTÉE
IL EST RÉSOLU QUE le NSTU prépare un rapport décrivant les avantages de l’adoption à la Fédération du travail de la Nouvelle-Écosse et les coûts qui y sont associés en date du 30 avril 2019 et le présente au Comité exécutif provincial d’ici novembre 2019.

Halifax City

2019-74 ADOPTÉE
IL EST RÉSOLU QUE le NSTU effectue un sondage auprès de ses membres dans le but de déterminer leur satisfaction au sein de notre organisation, de cerner les sujets de préoccupation ou les raisons de se réjouir et de prendre des mesures au besoin.

Kingston

2019-181 ADOPTÉE
IL EST RÉSOLU QUE le Comité exécutif provincial examine les modifications apportées à la structure de l’AGA du Conseil annuel, notamment la réduction du nombre des participants et le passage à une réunion biennale et qu'il fasse un rapport aux sections locales par le biais de ses membres, avant décembre 2020.

Halifax County
Executive Director’s Remarks to Annual Council 2019
(below is an excerpt of Janine Kerr’s remarks in Annual Council 2019)

I’m honoured to address you for the first time as your Executive Director.

I’m going to talk a bit about the past, the future and conclude with the present.

The Past.

Objectively, our last few years have been awful. The big three that stick out for me are:
1) the failed collective bargaining process that resulted in a legislated contract
2) the decision of the Community College Local to leave the NSTU and
3) the most recent legislation, Bill 72 that, most significantly stripped administrators from their union, our union.

All three were negative outcomes for the NSTU.

In my view, what is essential is that we learn from these things. Like most or all of you, I have lost sleep and obsessed about how we tentatively agreed but failed to ratify three collective agreements and about the Glaze reforms. Government did us wrong, unequivocally. Before, during, and after bargaining. And maybe they will continue to do us wrong. We can only truly hope and do better if we honestly, without ego, reflect on what we would do differently if we could go back in time. I assure you that reflection has happened and will continue to happen. It must.

Let’s talk about the future.

This organization has the opportunity, and I would even suggest the imperative, to redefine itself. We are smaller now but that could make us more nimble and more focused. We represent public school teachers—which includes specialists—and APSEA teachers only. How will this change our culture and where are the opportunities?

While preserving the collegial model and keeping the table set for an eventual return of administrators, it is essential to get back to basics of member wants and needs.

What do members want and need?

I’m confident that overall you want excellent service. This means excellent service to individuals who require support and representation, and also excellent service to the collective in the form interventions for example by staff at ECECD in matters of curriculum, policy, safety, and workload. It means communications, public and media relations. It also means pension and benefits, professional learning, bargaining and other advocacy. It means investing in and building these relationships.

Excellent service to members is not exactly revolutionary. What does that really mean?

Last year Council adopted Resolution 2018-7, which called for an external audit of NSTU’s governing structure.

This work has begun and Provincial Executive has received an interim report from Grant Thornton. The current state of the NSTU was analyzed: governance and structure, priorities, and funding and services to members.

Essentially, there were three main conclusions:
1) While we have conducted member engagement and satisfaction surveys, our information is not current and we must directly engage with members to determine current member priorities.
2) NSTU has an enormous number of required committees (minimum of 178) and a large governance structure. The structure of our organization must be driven by current member priorities and members should understand the role each part of our governance structure plays to meet those needs.
3) Finances—to serve members properly, we need to operate in a financially sustainable way. This is especially critical to maintain a strong bargaining position. If our financial house is not in order, we can’t credibly threaten job action. The stronger and more stable our financial health, the better positioned we are for contract negotiations.

What’s the plan? There are three parts.

1) Member-needs consultation: This will include regional focus groups and small group interviews. NSTU Leaders will likely be asked to participate as “key stakeholders” who have the deepest knowledge and engagement. There will also be deliberate efforts to hear the voice of our rank and file members who aren’t or haven’t been engaged.
2) Once we know members’ needs it’s essential to prioritize those needs. What do our members want us to spend most of our time and resources on? Without the prioritizing, you only have a list of things people want. This stage will be an online survey for all members. We need to refine what is most important and target most of our resources to the things that are most important.
3) After needs are identified in priority, modifications will be suggested to our governance structure flowing directly from member priorities.

We expect that recommendations to improve our governance structure to better align with member priorities will be ready in early winter next year, with a view to develop resolutions for Annual Council 2020.

That will be our future.

Let’s get back to the present.

Pension: Unfunded liability was has been in the news. At the end of December 2018 we were funded at 75 per cent. That means the fund is short by $1.4 billion. The beneficiaries of the plan (us) are responsible for half of the deficit and the government is responsible for the other half. This year will see the Teachers’ Pension Board receive independent recommendations about what should be done. These will be challenging, complicated conversations, and we are ready.

Collective bargaining: In the fall, government began saying publicly that the unfunded liability of the pension plan would be handled at the bargaining table. We don’t bargain pension and we never have.

A lot of water under this bridge makes it tricky to be even cautiously optimistic—but I am. Your team is strong, and prepared. We want to negotiate and ratify a collective agreement, if possible. Job action is also possible and we are ready.

I’d like to acknowledge my colleagues—you NSTU staff. I’m inspired and proud to work with and for these folks. They are smart and hardworking and committed to you and your colleagues and public education. Thank you.

Discours de la directrice exécutive à l’AGA du Conseil 2019
(ceci est un extrait du discours de Janine Kerr à l’AGA du Conseil 2019)

C’est un honneur pour moi de m’adresser à vous pour la première fois en tant que directrice exécutive. Je vais parler un peu du passé, de l’avenir et conclure par le présent.

Le passé.

Objectivement, les dernières années ont été très difficiles. Les trois grands événements qui ressortent le plus nettement pour moi sont les suivants:
1) L’échec du processus de négociation collective qui a abouti à un contrat imposé par la loi.
2) La décision de la section locale du Collège communautaire de se retirer du NSTU.
3) La toute récente législation, le projet de loi 72, qui a, pour l’essentiel, forcé les administrateurs scolaires à quitter leur syndicat, notre syndicat.

Ces trois événements étaient des résultats négatifs pour le NSTU.

À mon avis, ce qui est essentiel est que nous tirions les leçons de ces événements. Comme la plupart d’entre vous, j’ai perdu le sommeil et j’ai été hantée par le fait que nous avions préviosement accepté trois conventions collectives sans parvenir à les ratifier et par les réformes du rapport Glaze. Le gouvernement nous a fait du tort, cela ne fait aucun doute. Avant, pendant et après les négociations. Et peut-être continuera-t-il à nous faire du tort.

Nous ne pouvons que réfléchir et faire mieux que si nous réfléchissions honnêtement, en mettant notre ego de côté, à ce que nous ferions différemment si nous pouvions revenir en arrière. Je vous assure que cette réflexion a eu lieu et se poursuivra. Elle est nécessaire.

Parlons de l’avenir.

Cette organisation a la possibilité, et je dirais même le besoin impérieux, de se réinventer. Notre syndicat est plus petit maintenant, mais cela pourrait nous rendre plus agiles et mieux ciblés. Nous représentons uniquement les enseignants des écoles publiques (y compris les spécialistes) et les enseignants de la CESP. Comment cela va-t-il changer notre culture et quelles sont les nouvelles possibilités?

Tout en conservant le modèle collégial et en restant prêts pour un éventuel retour des administrateurs scolaires, il est indispensable de revenir à l’essentiel en ce qui concerne les besoins et les souhaits des membres.

Que veulent les membres et de quoi ont-ils besoin?

Je sais que l’ensemble, vous voulez un excellent service. Cela signifie un excellent service aux personnes qui ont besoin d’appui et de représentation, ainsi qu’un excellent service à notre collectivité, sous la forme par exemple d’interventions par le personnel du MEDPE en matière de curriculum, de politique, de sécurité et de charge de travail. Cela signifie des communications, des relations avec le public et les médias. Cela signifie également des pensions et des avantages, une formation professionnelle, des négociations et autres formes de défense des intérêts. Cela consiste à investir dans ces relations et à les renforcer.

Un excellent service aux membres n’est pas un concept révolutionnaire. Qu’est-ce que cela signifie vraiment?

L’année dernière, le Conseil a adopté la résolution 2018-7, qui préconisait une vérification externe de la structure de gouvernance du NSTU.

Ce travail a commencé et le Comité exécutif provincial a reçu un rapport provisoire de Grant Thornton. La situation actuelle du NSTU a été analysée : gouvernance et structure, priorités, financement et services aux membres.

Les trois conclusions principales étaient essentiellement les suivantes :

1) Bien que nous ayons effectué des sondages sur l’engagement et la satisfaction des membres, nos informations ne sont pas courantes et nous devons nous adresser directement aux membres pour déterminer leurs priorités actuelles.
Online Registration Opens
NSTU Members – Monday, September 16
Non-NSTU Members – Monday September 23
Closes – October 11
(no refunds after October 11)

For registration and conference details go to www.nstu.ca

While we encourage members to have a NSTU web account, please be advised that one is NOT required to register for a conference. A member may register utilizing any email address.

NO ON-SITE REGISTRATION
Register Early!

June 2019, The Teacher, Page 13
Moving beyond the tap on the shoulder: new online resource aims to empower women for teacher organization leadership

by Francine Filion

Back in high school when I ran for a seat on the students’ council, a group of young women showed up at my doorstep one evening to help me with crafting catchy slogans and jazzy campaign posters. I remember thinking “Wow!” because I had not even asked for their help! Their unexpected support boosted my morale as I witnessed first-hand the power of women working together for a common goal. Funny enough, I can’t recall winning the election, but I fondly remember the fun we had working together that evening in the fall.

Fast forward 30 years, to my time working as Director of Communications at the Canadian Teachers’ Federation (CTF-FCE), from January 2000 to October 2018. I was fortunate to have had the privilege of working alongside wonderful women within the CTF, its member organizations, Education International and the broader labour movement. Here again, I witnessed the sample principle of collaboration between women as I did back that evening for my high school students’ council election campaign.

I recently saw an article posted in Forber magazine “Power of the Pack: Women who support women are more successful”, which made reference to recent Harvard University research suggesting that a way for women to overcome some of the cultural and systemic hurdles is “to form close connections with other women, who can share experiences from women who have been there, done that—from how to ask for what you’re worth to bringing your unique talents to leadership.”

Throughout my 18+ years, I have viewed the CTF as a catalyst for change and for connecting women teacher members and leaders nationally. Here’s why.

When I first arrived at the CTF, the Status of Women Advisory Committee had been dissolved for years. It wasn’t until 2006 when it was re-established by delegates at the organization’s Annual General Meeting. One of the Committee’s goals: “advise the Executive Committee on long-term directions, strategies, policies and regulations that relate to the status of women in education.”

It only made sense to resurrect this committee since women make up nearly 72% of the K-12 teaching profession in Canada. Plus, women were (and still are) underrepresented at board of directors meetings and annual general meetings.

It is through its Advisory Committee on the Status of Women, the Women’s Symposium and Women’s Caucuses that the CTF brings member organizations together to facilitate the exchange of ideas, strategies and policy development.

After some internal reorganization in 2009, I was assigned administrative liaison for the Advisory Committee, a role I proudly held until my retirement. Although I enjoyed my role in communications, the work supporting the Status of Women Committee was the highlight of my career at the Federation, not only because of the depth and breadth of knowledge I acquired but because of the wonderful women I met along this journey.

I witnessed the building of strong circles of trust and cooperation between teacher leaders, teacher members, member organizations and CTF staff. Yes, there were challenges and hurdles along the way, as we are all human beings. But at the end of the day, everyone had their hearts set on advancing and promoting the rights of women and girls.

Here are some examples in which member organizations were exceptionally supportive and involved:

- Annual CTF Women’s Symposium cover a wide spectrum of themes such as social justice, human rights, racism, violence against women and girls, human trafficking, the realities of post-modern families, and, of course, women in union leadership;
- Development of policy and resolutions through a gender lens (simply search the term “gender” in the CTF Handbook);
- CTF-FCE International and Social Justice Program;
- Equal Voice’s historic 2017 Daughters of the Vote;
- Participation in the trade union delegation at the sessions of the Commission on the Status of Women of the United Nations. And now, a new addition to this roster of collaboration and support:

Introducing FemLeadFém, a comprehensive web-based women’s leadership resource recently launched at the CTF-FCE Women Symposium “Women Deliver Public Education” on June 3 in Vancouver.

It was last year at the 2018 Symposium where the idea for this resource first saw the light of day. The event gathered over 80 women teacher leaders and members in Charlottetown, to exchange ideas and strategies focused on election campaigns, ways to seek work/life balance, effective collective bargaining strategies and to learn more about mentorship initiatives to attract younger women to the fold.

The new CTF-FCE resource picks up on the Equal Voice slogan “Be Her. Support Her. Celebrate Her.” Not only does it provide a pragmatic approach for running effective election campaign strategies, it offers inspirational advice in video testimonials from women teacher leaders who have “been there, done that and bought the t-shirt.” Over time, the bilingual resource is going to grow and expand as a reliable bank of ideas and strategies customized for women in teacher organizations.

By inspiring more women to run for office within their teacher organizations, we hope to increase the representation of women at the political helm of CTF and member organizations. Tapping women on the shoulder is certainly one way to encourage women to run. But we need to support them with the tools and strategies to be more effective.

As for me, I plan to continue to support women who are running for office in my community. During last fall’s municipal election campaign, I supported candidate Emilie Coyle, by knocking on doors and delivering flyers. Once again, the circle of collaboration and support between the women on her campaign team was inspirational. I have met some brilliant young women who are picking up the mantle from my generation. Although Emilie didn’t get elected, she did give the incumbent some serious cause for concern by significantly closing the vote results gap from the previous municipal election.

Not long after I started writing this article, Emilie’s political campaign organizer reached out to me and asked to work on a campaign of another phenomenal woman in my riding in the run-up to the next federal election. And so, I will work again with the same team of determined women in support of Angella MacEwen, senior economist with the Canadian Union of Public Employees.

So a big thank you to those young women who supported me back in 1973 – Bonnie, Louise and Moira. Thank you to the many women leaders who have made such an impact on my life.

Francine Filion is a former Director of Communications for the Canadian Teachers’ Federation.

This article is re-printed with permission. It was originally published in CTF’s #31 June 2019 issue of Perspectives. The full issue is found here: http://perspectives-ctf-fce.ca/

The NSTU has its own Status of Women Standing Committee, which came into effect during the 2015-16 school year. Its next conference will take place during the 2019-20 school year.

Charting Your Course FOR PROFESSIONAL DEVELOPMENT

Email your name, home address, and the name of your school with PD Giveaway in the subject line to theteacher@nstu.ca by June 30, 2019 to be eligible for the draw.

Collaborative Professionalism: When Teaching Together Means Learning for all

by Andy Hargreaves and Michael T. O’Connor

This Corwin Impact Leadership Series resource explores collaborative professionalism as a next big step in the movement for educational improvement. According to Hargreaves, “professional learning and development is most effective when it takes place within a culture of collaborative professionalism where teachers work and plan together, take shared responsibility for all students’ learning in each other’s classes and schools, and undertake inquiry in teams to solve problems in their schools.” This is a book for teachers, and leaders who want to be collaborative professionals.
May 31, 2019

Approved a recommendation that the Technology Committee be disbanded by July 2020;

Approved amendments to the following Operational Procedures:
- Operational Procedure 3 – Committees;
- Operational Procedure 4 – NSTU Committees;
- Operational Procedure 5 – Council & Other Committees;
- Operational Procedure 6;

Filed the Table Officers Report;

Selected members to attend the Nova Scotia Federation of Labour Biennial Convention;

Appointed all Standing Committees for 2019-2020;

Approved a recommendation that an advertisement be placed to fill two positions on the Comité de programmation académique, one coming from the Central Region;

Approved terms for members of the Distributed Learning Committee;

Approved a Travel Fellowship in the amount of $475.00;

Elected 2nd Vice-President: Shaun Doyle

Elected Secretary-Treasurer: Wade Van Snick

Governance & Policy Committee: Mary Currie, Peter Day, Doug Read, Angela Gillis, Ian Kent, Angela Doyle, Suanna Halley, Jo-Leigh MacPhie and Ian LeBlanc

Nominating Committee: Mike Jamieson, Russell Comeau, Kirk Evans, Natalie MacIsaac, and Karen Knox

Personnel Committee: Shaun Doyle, Doug Read, Angela Doyle, Jaqueline LeVert

Approved a resolution be forwarded to Annual Council 2020 regarding Policy 2 – Discrimination;

Approved amendments to Operational Procedure 14 – Provincial Executive, F. Meetings of the Provincial Executive, I. Unceded Territory Recognition;

Approved Signing Officers for 2019-2020;

Approved a resolution be forwarded to Annual Council 2020 regarding Standing Order 7 – Campaign Guidelines;

Approved the agreement regarding Permits to Teach for Substitutes with the Tri-County Regional Centre for Education and

Department of Education and Early Childhood Development for the 2019-2020 school year;

Approved the agreement regarding Permits to Teach for Substitutes with the CSAP and Department of Education and Early Childhood Development for the 2019-2020 school year;

Approved a recommendation that the Professional Development Committees allocate the funds for Study and Research Grants;

Approved the disposition of Annual Council Resolutions 2019 be filed;

Approved a recommendation that a letter of introduction from the Status of Women Committee be sent to the following organizations: CAPPTO Assessees, NSFL, CUPE, NSGEU, NSNU and Unifor.

Referred a motion to staff from the Status of Women Committee regarding a Twitter account;

Approved a recommendation that a letter of introduction from the Status of Women Committee be sent to the following organizations: CAPPTO Assessees, NSFL, CUPE, NSGEU, NSNU and Unifor.

Approved a recommendation that the NSTU staff explore implementation of a media/social media school for locals;

Approved amendments to the Model Constitution, Operational Procedures Appendix A;

Approved amendments to Operational Procedure 1 – Annual Council;

Approved a recommendation that Operational Procedure 9 B. 1. vi. be deleted;

Approved a recommendation that Operational Procedure 34 B. be deleted and the remainder to re-numbered;

Amended Operational Procedure 14 – Provincial Executive, H. Provincial Executive Honoraryarium;

Amended Operational Procedure 26 – Professional Development Support Services, A. 1. Local Support Programs;

Amended Operational Procedure 14 M. – Removal of a Provincial Executive Member;

Approved amendments to the NSTU Employees Pension Plan.

FRESH — Trisha Munroe — HRCE

EQUITY — Sheila Hawley — SRC

Puttning new members in the KNOW!

Mindfulness fro Teachers: Simple Skills for Peach and Productivity in the Classroom by Patricia A. Jennings Forward by Daniel J. Siegel

Mindfulness for Teachers: Simple Skills for Peach and Productivity in the Classroom published by WW Norton and Co. draws on basic and applied research in the field of neuroscience, psychology, and education and the author’s experience as a mindfulness practitioner. It provides exercise in mindfulness, emotional awareness, movement, listening and much more. Jennings’ research focuses on mindfulness-based approaches to improving the social and emotional classroom context and student learning.

Congratulations to our May Book Winners!

FRESH — Trisha Munroe — HRCE

EQUITY — Sheila Hawley — SRC

Putting new members in the KNOW!

Email your name, home address, and the name of your school with FRESH in the subject line to theteacher@nstu.ca by June 30, 2019 to be eligible for the draw.

Email your name, home address, and the name of your school with EQUITY in the subject line to theteacher@nstu.ca by June 30, 2019 to be eligible for the draw.

Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying (2nd Edition) by Sameer Hinduga and Justin W. Pathcin

This second edition published by Corwin is an excellent resource that provides doable strategies to help schools prevent the problem of cyberbullying that empowers all members of the school community to work together. This accessible resource provides tools to help prevent and respond to cyberbullying in your school community.
The Member Assistance Program of the NSTU provides one-on-one counselling for NSTU members and their families. For more information contact nurse@nstu.ca or phone 1-800-565-6788 and ask to speak with the nurse.

The “Resilience” (Employee and Family Assistance Program) provides counselling in-person, by phone, or through a secure online service. For more information call 1-877-955-6788 or for online service go to www.myresilience.com and quote contract #39146.

References:
Healthy Minds @ Work. The Canadian Centre for Occupational Health and Safety. https://www.ccbsa.ca/healthyminds

The Canadian Teachers’ Federation (CTF) has made this issue a priority. In November of 2018, CTF struck a Task Force on Teacher Mental Health, which is a multidisciplinary, multi-stakeholder, and peer-reviewed research project. The aim of the project is to produce findings that will be used to influence policy, collective bargaining, inservice training, and teacher and student practice across the country. The NSTU is participating in this project and anticipates surveying members during the 2019-2020 school year.

There are tools and resources to help both individuals as well as organizations address the issue of workplace mental health. The Canadian Centre for Occupational Health and Safety has developed Healthy Minds @ Work, which offers supports for employers and organized labour in their efforts to address psychological health and safety in the workplace. The Mental Health Commission of Canada has developed Mental Health First Aid, which is directed at individuals, teachers, and organizations as well as mental health professionals and their associations have been studying mental health wellness within the workplace for decades. It is becoming widely accepted that psychological health and safety falls under the greater umbrella of occupational health and safety, which clearly addresses the shared responsibility of employers and employees to create and maintain a psychologically safe workplace.

Employment and Social Development Canada (ESDC) acknowledges that workplaces affect an individual’s mental health, both positively and negatively. Both employees and employers benefit from a psychologically healthy workplace. ESDC notes the benefits as: improving employer engagement, morale, satisfaction, retention, recruitment, and productivity; reducing absenteeism, grievances, health costs, and workplace injuries; as well as reducing the number and duration of medical and disability leaves. Further, ESDC recognizes the link between psychological health and occupational health and safety.

The Canadian Mental Health Association (CMHA) in February of 2016 published a report entitled Workplace Mental Health in Canada – Findings from a Pan-Canadian Survey. The survey was multi-disciplined but the third largest single group, approximately one eighth of respondents, was from the education sector. The conclusions from the report specifically address the need for improvement in the workplace. These details are the foundation that must be addressed to improve mental health in the workplace and the factors that must be addressed to improve mental health in the workplace. These details are the foundation for the NSTU’s new policy on Mental Health in the Workplace, which was adopted at Annual Council 2019 this past May.

Policy Section III – Economic Welfare and Working Conditions

10. MENTAL HEALTH IN THE WORKPLACE

The NSTU believes:
A. Allowing psychological hazards in the workplace is an extension of the Employer’s responsibility to ensure teachers have a safe place to work.
B. The Employer, in accordance with the Occupational Health and Safety Act and its consultation with the NSTU, shall establish policies, procedures, and practices which:
   I. demonstrates the Employer’s willingness to champion mental wellness;
   II. allows teachers access to internal health and wellness programs and resources;
   III. creates a culture of respect and trust;
   IV. alleviates the stigmatism regarding mental illness; and,
   V. mitigates psychological harm.

The facts which must be addressed to improve mental health in the workplace include, but are not limited to:
I. work overload;
II. challenges with work-life balance;
III. lack of trust and transparency;
and,
IV. access to tools and resources regarding health.

Reference: 2019.8

The Canadian Teachers’ Federation (CTF) has made this issue a priority. In November of 2018, CTF struck a Task Force on Teacher Mental Health, which is a multidisciplinary, multi-stakeholder, and peer-reviewed research project. The aim of the project is to produce findings that will be used to influence policy, collective bargaining, in-service training, and teacher and student practice across the country. The NSTU is participating in this project and anticipates surveying members during the 2019-2020 school year.

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More info: YogaInSchools.ca

Four days that will transform your life and those you teach.

Inspire growth, inner peace and connection in your students.

Yoga in Schools Canadian Conference 2019
This summer’s Canadian Conference themed Power of the Facilitator will have all-levels workshops designed to support and empower all female-identifying students. The workshops will have a theoretical component along with movement practices to inspire confidence and resilience.

Track Include:
- Strategies for thriving as a female-identifying person
- Find national practices for healing trauma in women
- Workshops for building self-awareness in girls with learning differences
- Improving voice performance from local artists
- Call on the curriculum that is empowering young women across Canada
- Conference Host: Jenny Klindworth and Dr. Amber Abbott and their team of leaders in women’s issues and well-being

Who can attend? This program is suitable for all female-identifying individuals

Date: July 18th-20th, 2019
Location: Check out Lululemon
Registration closes July 15th, 2019
Fee: $220.00 (includes all meals, accommodations, and workshop materials)

New Certification Program: A studio intensive Yoga Teacher Training Program, July 2-21st - with this 4-day conference included.

Register early to catch the early bird fee by calling 802-444-8642 or info@BreathingSpaceYogaStudio.ca

The NSLTA is pleased to announce that it will be hosting a full conference on October 29th. Workshops will be offered for French second language teachers, Immersion teachers, EAL teachers and teachers of other languages. Look for the conference listing in early September on the NSLTA website.

La AELNE est heureuse d’annoncer qu’elle offrira une conférence d’automne le 25 octobre. Des ateliers seront offerts pour les enseignants de français de base, immersion, anglais comme langue supplémentaire, et d’autres langues. Veuillez consulter le site web du NSTU au début septembre pour plus de détails.
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.

**Spotlight On... Elementary Learning and Development!**

In addition to our lending and duplication collections, the Media Library also has videos that can be downloaded or streamed. You can access these videos in many ways… if you are at school, you can simply click the links below. If you are at home, simply log into either your EduPortal or your Google Apps for Education account, click on the link for Learn360, and then use the links below to access these video series and many more.

**Happy 50th Anniversary, Sesame Street!**

Grounded in research and best practices in early childhood education, Learn360’s 150+ short Sesame Street videos cover critical skills in social emotional development, math, science, and language & literacy. Join Big Bird, Rosita, Cookie Monster, and all your Sesame friends for joyful shared learning on the Street.

**The Electric Company**

Hosted by LeVar Burton for more than 20 years, Reading Rainbow teaches reading skills, habits, and attitudes. The magazine-style format takes kids on real-life journeys with celebrity guest readers and “Kid on the Street” book recommendations.

**Alphabet Stories**
https://bit.ly/2Vjpn5q

Produced by Victory Arts for TVO, this creative series of mixed media videos for preschool kids showcases a variety of words that start with a letter from the alphabet, and tells a fun story that encompasses all of the words into one wild, wacky and imaginative tale. (2014)

**Little Smart Planet Series**
https://bit.ly/21H0yYtFW

Learning is fun with this series that covers: Mathematics, Science, Social Studies, and English and Language for children.

**Super Geek Heroes Series**
https://bit.ly/2IF5dK1

Super Geek Heroes focuses on curricular areas such as health, literacy, numeracy and social-emotional development. Narrated by children, it encourages viewers to interact with the content as they watch.

**Reading Rainbow Series**
https://bit.ly/2VT1mhVh

Produced by LeVar Burton for more than 20 years, Reading Rainbow teaches reading skills, habits, and attitudes. The magazine-style format takes kids on real-life journeys with celebrity guest readers and “Kid on the Street” book recommendations.

**Auto-B-Good Series**

Welcome to the City of Auto where you will meet 9 animated vehicles, each with his or her own unique personality, along with a supporting cast of over 50 other vehicles that populate this richly diverse community of cars. This series of videos will captivate, entertain and educate students in all areas of character development from respect and courtesy to sharing and generosity and everything in between.

**Brought to you by the educators at Sesame Workshop, The Electric Company is a series of research-proven, high-energy video clips from the award-winning program. With a focus on phonemic awareness, letter/sound correspondence, content-area vocabulary, and word-learning strategies, these engaging short videos will spark your students’ imaginations and engage them in active learning.**

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**SAME GREAT LOCATIONS, SERVICE, AND STAFF. SAME GREAT NSTU RATES**

Welcome NSTU members to the same great hotels with the same great rates you have come to know. Hotel Halifax and The Barrington Hotel have a new website and phone number. Call or reserve online for your NSTU Leisure Rate starting at $115.00 today!

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**North Sydney – Guest House**

**The Barrington Hotel**

**Happy 50th Anniversary, Sesame Street!**

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**Congratulations to our May Book Winners!**
**The Well Teacher — Adam Boyd — AVRCE**

The Well Teacher is on sale for $35.00 (reg. $39.95) until June 12. For further information email theteacher@nstu.ca.

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**Spotlight On… Elementary Learning and Development!**

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**The Teacher**

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**June 2019,** The Teacher, Page 17
The NSTU Member Assistance Program – How Can We Help?  
Frequently Asked Questions

It has been another stressful year for teachers! Although we are approaching the end of the school year, the impacts of the stressful year do not end just because the school year is coming to a close. The NSTU Group Insurance Trustees want to remind you about the programs in place to support members over the summer months. Below are answers to frequently asked questions on the unique services offered by the NSTU:

Q: What programs and services are available to NSTU members and their dependents for dealing with depression and other mental health issues?

A: Resilience® Employee and Family Assistance Program

The ‘Resilience’ Employee and Family Assistance Program provides a number of services to members, their partners, and dependent children. Counselling services are provided to assist with coping with alcohol and drug abuse, anger management, marital/family/separation/divorce/custody issues, addictions, and many other issues members and their eligible dependents could be facing. The counselling is designed to provide support and understanding, and to help build coping skills and teach ways to effectively manage issues and problems. ‘Resilience’ also provides Plan Smart and Career Smart Services that are designed to allow you to take a pro-active approach to every challenge and life transition and assist you in obtaining the information and support you need. These services include: childcare and parenting caregiver support services, elder and family care services, legal advisory services, financial advisory services and many others.

Direct access is provided 24 hours per day, seven days a week at 1-877-955-NSTU (6788) and services can be provided in a way that is most convenient and comfortable for you, whether that be in-person, by phone, or through a secure online service. You can also access these services through the NSTU by dialing 1-800-565-6788, press 4.

NSTU Counselling Services

The NSTU has two internal counsellors who provide confidential short-term counselling services to members, their partners, and dependents. This service is designed to provide help and intervention at an early stage of difficulty. If there becomes a need to refer for long-term counselling after assessment, members are referred to an appropriate community based professional. The NSTU counsellors also provide intervention for schools in conflict and crises. You can contact the NSTU Counselling Services at 1-800-565-6788, press 4.

Early Intervention Program

The NSTU also have staff two Early Intervention Case Coordinators to provide assistance to members working or absent from work experiencing injury or illness and struggling to remain at work or return to work. The Early Intervention Program Case Coordinators are occupational therapists who focus on maintaining or improving a person’s independence. The goal of the Early Intervention Program is to help decrease the incidence and duration of disability. Participation in this program is voluntary and confidential and EIP staff will travel to your community to provide services. You can contact the Early Intervention Program at 1-800-565-6788, press 4.

Q: It is estimated that 1 out of every 5 Canadians today is dealing with a mental health issue. What services are available to members who may be dealing with or may have a family member dealing with a mental health issue?

A: Resilience® provides counselling services to help cope with stress and psychological disorders. Depression Care Services are also available through Resilience® and is designed to provide assistance for individuals suffering from certain types of depression.

Direct access is provided 24 hours per day, seven days a week at 1-877-955-NSTU (6788) and services can be provided in a way that is most convenient and comfortable for you, whether that be in-person, by phone, or through a secure online service. You can also access these services through the NSTU by dialing 1-800-565-6788, press 4.

Independent Psychological Assessment

Through the NSTU MAP, active members can access a Halifax based clinical psychologist that will perform a psychological assessment for members in need. The purpose of this program is to assist NSTU members to access timely assessment which will lead to quicker treatment. Reports are provided to the Member Assistance Program at the NSTU for discussion with the member with regard to treatment options and further direction. This program can be accessed through the NSTU by dialing 1-800-565-6788, press 4.

Q: Are there any other services, or MAP features, members should be aware of when they are in need?

A: One of the very unique features of the NSTU MAP is access to a nurse who is an NSTU staff member. The nurse is available to assist members and provide direction on how best the NSTU MAP can address individual needs. The NSTU nurse can be accessed at 1-800-565-6788, press 4. In addition, you can e-mail the NSTU nurse at the NSTU at nurse@nstu.ca.

CAREPath

Cancer Assistance Program

The CAREPath Cancer Assistance Program is provided to NSTU members, partners, and eligible dependent children. If you, your partner, or dependent children suspect having cancer, are diagnosed with cancer, or are living with cancer, the Cancer Assistance Program through CAREPath is ready and able to provide you with support. This service connects the member with a personal oncology nurse with the support of leading oncologists who are there to guide the individual through every step of the cancer experience or diagnosis through to the end of active treatment. The program covers all types and stages of cancer and CAREPath nurses have the knowledge and experience to be able to advocate for the member and their family.

The CAREPath Cancer Assistance Program can be accessed directly by dialing 1-844-453-6788 or through the NSTU at 1-800-565-6788, press 4.

Seniors’ Care Assistance Program

The Seniors’ Care Assistance Program is the only service in Canada designed specifically for senior members, immediate family, and parents to a registered nurse who specializes in senior care assistance. The program helps members understand their senior care choices and ensure they get the right care every time.

The program is based on three main principles: Connect, Access and Care. The Seniors Care Assistance Program will Connect you to publically funded senior care resources. Bayshore HealthCare nurses will assess all funding options and financial queries and help you and your family understand and access alternative ways to pay. Bayshore HealthCare nurses will also help you and your family manage Access to senior care and support services by finding and accessing services that are right for your family member. Bayshore also takes Care to ensure that recommended services such as nursing care, personal care, companionship, house cleaning, home retrofit and mail deliveries are fully assessed and approved by Bayshore HealthCare and are provided by organizations you can trust. The Seniors’ Care Assistance Program can be accessed directly at 1-844-453-6788 or through the NSTU at 1-800-565-6788, press 4.

HealthCareAssist Program

The HealthCareAssist program is a comprehensive navigation service that provides NSTU members, spouses and dependent children with answers, guidance and support before, during and after treatment, in the event of an illness or health crisis.

HealthCareAssist provides individual case management of all types of medical conditions. These conditions include cardiovascular conditions, stroke, diabetes, kidney conditions, and multiple sclerosis, just to name a few. A Nurse Case Manager provides a single point of contact, creates continuity of care and ensures patients receive the right treatment, at the right time, in the right place.

HealthCareAssist combines CAREPathi team of highly trained and caring nurses with Cleveland Clinic Canada’s global network of physicians and specialists.

Here is how HealthCareAssist helps:

• Dramatically improves the overall quality of care, recovery and outcomes.
• Provides in-depth assessment of treatment plans to ensure they are consistent with medical best practice.
• Explains options for tests and treatments specific for the individual.
• Facilitates access to diagnostic tests, treatments and clinical trials.
• Through Cleveland Clinic Canada, provides virtual doctor-to-doctor consults with the patient’s local treating physicians after completing medical second opinions.
• Guides patients to alternate treatment locations in and outside Canada, when requested or required.
• Delivers telephonically, making the service timely and efficient.

The HealthCareAssist Program can be accessed directly at 1-844-453-6788 or through the NSTU at 1-800-565-6788, press 4.
Virtual school science teacher Eliza Abbass has combined her love of teaching science and long-time involvement in science fairs into an opportunity for her virtual high school students.

“This semester students from my first term Advanced Chemistry Grade 11 class participated in the science fair program,” says Abbass. Based out of North Nova Education Centre, Abbass, who has been teaching for 15 years—two of which have been in the virtual school environment—encourages students to get involved in science fair as part of an independent project for her Advanced Chemistry 11 class.

“Two students from Dr. John Hugh Gillis Regional High and eight from East Antigonish Education Centre participated in the Strait Regional Science Fair. Abbass has been involved in science fairs at the local, regional, provincial and national level for a decade. Abbass sees the science fair experience as one that is particularly rewarding for distributed learning students. “Science fairs really help students learn more about the field of science,” comments Abbass. “For my virtual school students especially, it’s a great way for them to meet their peers, enhance their skills and have fun with their friends.”

Abbass was pleased with her students’ participation in Nova Scotia’s science fair program. “One of my advanced Chemistry students who completed a Science Fair project for my virtual class won a spot to go to the National Science Fair,” she says. “The National Science Fair as a whole went great,” she continues. “I am actually looking into extending science fair projects to other (classes) offered at the virtual high school.”

Abbass will continue to teach in the virtual school environment. This semester she has Chemistry 12 and Advanced 12 in one virtual classroom and Oceans 11 students in another virtual classroom, and even though she’s “sort of always on-call” during her workday for her students, she loves teaching in the virtual school environment. “I get to have more one-on-one time with my students,” she says. She sees the value in students from across the province having access to courses they would not be able to take at their home school, for many reasons. “There are still barriers though,” she adds. Barriers include the state of and lack of high-speed Internet access in many parts of the province and the fact that some students are not permitted to be in their home school and teaching them virtually can be challenging.

To that end, the active Pictou Local member, who will be serving as the treasurer during the 2019-20 school year, is excited about another opportunity. “I’m excited to be a member of the province’s Distributed Learning Committee,” she says. “I hope I can contribute to making Nova Scotia’s virtual school better for all student participants.”

Distributed Learning teacher uses science fairs as a teaching tool

Virtual School Advanced Chem 11 students are shown at the class science fair organized by Abbass at East Antigonish Education Centre.

Eliza Abbass is shown doing some guided trouble-shooting with one of her virtual school Chemistry students.

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For Rent – New cottage on beautiful spring-fed lake in the Annapolis Valley. 3 bedrooms – sleeps 5 comfortably. Contact Helen Whalen, new bost. $500 weekly – availability June-September contact Paula 902-293-6203 or paulamck06@gmail.com.

Furnished 3 bedroom/2 bath beach house available between Parkville and Quispamsis on beautiful Fundy Coast. Off-season rates available $350 weekly/ $1,050 monthly. Please email hrcepe14@outlook.com or call 202-248-3446 for more information and pictures.

Seeing Stars Kit by Lindamood-Bell for sale. Contains all teaching materials and instruction book to implement one-to-one, small-group, or classroom based interventions for orthographic and phonemic awareness, word attack and recognition, spelling, and reading fluency. Brand new. Contact amchadwick@nstu.ca for more information and pictures.

For Rent – Condo Rental – available April 1st, 2019. 1 bedroom – sleeps 3. $350 weekly/ $1,350 monthly. Please email melissam@hrce.ca

For Rent – Permanent HRCE Physical Education teacher Permanent secondary teacher the HRCE for the 2019-2020 school year. Job share would be 20% French Immersion. Must have be French proficiency certificate. Please contact sfowler@gnspes.ca

For Rent – Furnished 3 bedroom/ 2 bath beach house available between Parkville and Quispamsis on beautiful Fundy Coast. Off-season rates available $350 weekly/ $1,050 monthly. Please email hrcepe14@outlook.com or call 202-248-3446 for more information and pictures.


For Rent – Crib, wifi, barbecue, row boat. $800 weekly – availability June-September contact Paula Landry: 902-293-6203 or paulamck06@gmail.com

For Rent – Large 3 bedroom – sleeps 5. $600 weekly – availability June-September contact Donna Lameman and Helen Whalen; and RTO Richmond Branch rep Marlene Boyd. For Rent – Furnished 3 bedroom/2 bath beach house available between Parkville and Quispamsis on beautiful Fundy Coast. Off-season rates available $350 weekly/ $1,050 monthly. Please email melissam@hrce.ca

For Rent – Condo Rental – available April 1st, 2019. 1 bedroom – sleeps 3. $350 weekly/ $1,350 monthly. Please email melissam@hrce.ca

Permanent exchange possible. Please contact to do an exchange with a teacher in the CBVRCE for 2019-2020 school year. Job share would be 20% music partner for 2019-2020 school year. Job share would be 20% French Immersion. Must have be French proficiency certificate. Please contact sfowler@gnspes.ca

Permanent HRCE Permanent French Immersion teacher seeking job share partner for 2019-2020 school year. Job share would be 20% French Immersion. Must have be French proficiency certificate. Please contact sfowler@gnspes.ca

Permanent HRCE Music teacher seeking job share partner for 2019-2020 school year. Job share would be 20% music at Cobequid District Elementary School in Noel. Please contact Laura Bowman if interested.

Permanent HRCE French/Social Studies teacher looking for an exchange with a permanent teacher in the HRCE. Permanent exchange desired. Please contact mfranrc1@hrce.ca

Permanent HRCE Physical Education teacher looking for an exchange with a teacher in the CBVRCE for 2019-2020. Permanent exchange possible. Please contact hrcepe14@outlook.com

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AUGUST 6-9∗SAINT JOHN, NB
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Contact your Local President or PA President for more details

CONTACT 2019

Celebrating over 40 years of Atlantic Teacher Organizations

Phys Ed is Not Just Gym Tour

NSTU president Paul Wozney accompanied TAPHE president Justin Oliver on some school visits to celebrate excellence in physical education on Tuesday, May 21. Wozney stopped in at Bayview Community School and Charles P. Allen High School as part of the tour.

“Phys Ed is not just gym,” says Wozney. “It’s leadership development through fitness and community like martial arts and yoga and dance. It’s learning that connects students to health, to knowing their own bodies and passions as athletes and contributors to sport, recreation, performing arts and community building. It means supporting students to apply a coachable mindset to other classes and areas of study and to learn from a place of physical and mental health in community with others. Our physical and health education colleagues show students how to engage all parts of themselves in living a full and healthy life.”

He is shown with Selena Davidson-Eso of Bayview Community School, who is a recipient of the 2015 Lieutenant Governor’s Teaching Award, and in May of this year was awarded the 2019 National Award for Teaching Excellence in Physical Education from Physical and Health Education Canada. This award honours Canadian teachers who provide outstanding teaching performance with an exceptional ability to motivate students to participate in a lifetime of physical activity and further Physical Education in Canada. Wozney (centre) visited his school as part of the tour and is shown with Colleen Harris, a personal development and yoga teacher and personal development and phys ed teacher Jody Bucci.