NOSTA NEWS

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At this years zone conference, attended by your executive, we made a fun video for Teacher's Day! For the video, check out the BCTF's facebook page. Can you spot your executive in this shot?

Ah, November. The month when the excitement of September has officially worn off, the daylight seems to disappear before we've even finished teaching, and the photocopier has chosen precisely the wrong moment to decide to have a jam. Between report cards, goal setting conferences, and the everyday adventures of public education, it's easy to find ourselves running on caffeine and sheer determination. But November is also an excellent time to **remember** that we don't have to navigate the challenges of teaching alone. Our collective ***strength*** lies in supporting one another, asking important questions, advocating for the resources our students deserve, and ensuring our voices are heard. This month, we're exploring some timely issues affecting BC teachers, sharing a little collective agreement wisdom, and hopefully providing a laugh or two along the way. So grab your favourite warm beverage, find a comfortable spot (perhaps one without a stack of marking), and settle in. We've got plenty to talk about!

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Congrats to Last Month's Contest winner: Karen Kehl
Find the hidden words (Bold/Italics) and email your guess to officemanager@nosta83.com to be entered into this months contest

Accessibility in SD83

Did you know that every BC school district is required to have an Accessibility Committee, an Accessibility Plan, and a process for receiving feedback from the public under the Accessible British Columbia Act? The legislation was created to help organizations identify, remove, and prevent barriers so that everyone can participate fully in learning, working, and community environments.

In SD83, the Accessibility Committee works to improve accessibility across our schools, workplaces, programs, services, facilities, and communications. The committee helps identify barriers and provides input on ways to make our district more inclusive and accessible for students, staff, families, and community members.

If you have experienced or observed an accessibility barrier, or have suggestions about how SD83 can improve accessibility, you are encouraged to share your feedback through the online Accessibility Feedback Form. Community input helps the district identify challenges and opportunities for improvement.

For more information, to review the District Accessibility Plan, or to provide feedback, visit the SD83 Accessibility webpage, https://www.sd83.bc.ca/accessibility



Your Remedy Is Available!

A friendly reminder that remedy provisions take effect in October, meaning members should now be able to access and use their remedy.

Please review the Unused Remedy Agreement, available on the NOSTA website, to familiarize yourself with your options and ensure you are making use of the remedy available to you.

Know your rights. Use your remedy. Reach out when you need support.

Unused Remedy Committee

NOSTA is accepting applications from all members to form a NOSTA Unused Remedy Committee.
More info and the application can be found here. (or scan QR)
Applications are due Nov.10.

A Reminder About Personal Care

We have heard concerns that classroom teachers and Learning Resource Teachers (LRTs) are being asked to assist with students' personal care when Personal Care Certified Education Assistants (CEAs) are absent.

We want to remind members that teachers should not be expected to provide personal care and that is CUPE work. Staffing shortages should not result in teachers being asked to take on these responsibilities. Without the proper training and knowledge, you are placing yourself in a potentially vulnerable situation.

If you are being asked to provide personal care, confirm you are being directed to, ask for the directive in writing and then please contact NOSTA for support and guidance.

New Trustees - Same Big Quesetions

Our district is governed by five elected school trustees, who serve four-year terms. Together, they make decisions that shape public education in ***our*** communities.

Their key responsibilities include:

- **Setting priorities:** Establishing the district's strategic direction and educational goals.
- **Approving budgets:** Deciding how district resources are allocated to schools, staffing, programs, and services.
- **Creating policies**: Establishing policies that guide district operations.
- **Hiring and overseeing the Superintendent:** The Superintendent manages day-to-day operations, while trustees provide governance and oversight.
- **Advocating for public education:** Representing community needs and advocating to the provincial government for resources and support.
- **Listening to stakeholders:** Engaging with students, families, teachers, support staff, and community members.
- **Employer responsibilities:** As a board, overseeing employment matters, including responsibilities related to ***collective*** agreements and labour relations.

What don't trustees do? Individual trustees cannot independently make district decisions, direct teachers or principals, or manage daily school operations. Their decision-making authority exists collectively as the Board of Education.

Why Should Teachers Care?

School trustees influence decisions about funding priorities, staffing resources, educational programs, and working conditions. While the provincial government establishes much of the funding and legislative framework, trustees make important local decisions about how those resources are used.
In short: The provincial government sets much of the framework, the school board establishes local priorities, and educators experience the effects of those decisions in their classrooms.

SD83 New Board of Trustees

Corryn Grayston (Inc/Accl)
Brent Gennings (Inc/Accl)
Roxanne Landry (Accl)
Claire Askew
Melissa Parmenter

SD83 has an inaugural board meeting scheduled for November 3, followed by a regular meeting November 17.

But, I don’t teach Social Justice...

“I don’t really teach social justice. I teach math.” Or science. Or PE. Or primary. Or shop.
It is easy to think of social justice as something we teach: a unit on residential schools, a novel about racism, a lesson about poverty, a Pride display, a conversation about climate justice. Those things matter, but social justice is not a curriculum. It is a lens through which we view our students, our schools, and our own practice. You don't need to teach about social justice to practise it.

Want to read more?
Check out the full article on our website.



Who gets heard?

Barrier: Unequal participation and voice

Notice: Who speaks most often in your classroom, staffroom, or meetings? Who rarely contributes?

Reflect: Do our routines unintentionally favour confident, outspoken, or quick-thinking people?

Act: Make one small change that creates another way to contribute–written responses, thinking time, or inviting ideas privately.

Calling BC K-12 educators – what do you need to teach career education well?

I'm leading a province-wide study at **Kwantlen Polytechnic University** to find out, and would really appreciate learning about your experience, whether or not "career educator" is in your title.



Take a short, anonymous **10-15 minute survey** on what helps, what gets in the way, and what would make career education easier to teach.

Respondents can enter a draw for a **$250 gift card!**

and opt in to a **follow-up focus group.**

Take the survey by **December 3, 2026:**

https://www.surveymonkey.ca/r/BCcareered

To learn more before you decide, you're welcome to read the study information letter here

Thank you for the work you do, and for sharing your experience with us.