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NEW BRUNSWICK TEACHERS' ASSOCIATION

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www.nbta.ca



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New Brunswick
Teachers'
Association

A Message from the President

It is interesting how a single event can trigger diverse emotions and thoughts. The death of Wayne Nightingale, former Executive Director of the New Brunswick Teachers' Federation, was such an event for me. I entered the teaching profession in the early 1980s, just as Wayne was making a name for himself as a problem-solver and a seeker of common ground as he negotiated collective agreements on behalf of teachers in New Brunswick.

I briefly met Wayne Nightingale once in my years here at NBTA but his name is one that I have heard often, always spoken with an air of respect and admiration. It was with these emotions that I attended Wayne's funeral, representing NBTA members. However, his death led me to wonder why he had such a great positive influence on those who worked closely with him and on those, such as me, who did not know him well but who have benefited greatly from the skills he exhibited.

Wayne Nightingale battled cancer for thirteen years with the same flair, dogged perseverance and wit that he

had exhibited during his career as Executive Director and Chief Negotiator with NBTF. The stories told about him were many and each helped to paint a picture of a man who was honest, true to his word, creative and intelligent. It is not difficult to understand why the name Wayne Nightingale is one that will remain as a cornerstone of the corporate memory of NBTF. **Many of the benefits that NB teachers profit from today came as a result of Wayne's forward thinking and ingenuity during times not unlike those that we are experiencing today.**

The Deferred Salary Leave Plan was developed, at least in part, in response to a large number of education graduates seeking employment in a tight job market. Sound familiar? By offering "B" contract teachers the opportunity to have a portion of their salary deducted over several years, so it could be used to fund a 'no strings attached' leave of absence, full time teachers were provided a chance to experience a change and new teachers were given improved opportunities for employment.

As NBTF Chief Negotiator beginning in 1973 and continuing until his retirement in 1995, Wayne Nightingale was instrumental in gaining enviable collective agreements' benefits, many of which we may take for granted today. The first maximum class size provision was negotiated in the 1971-72 collective agreement stating a normal class as 30 students with no class exceeding 40 students. The Federation objective has been to reduce class size in order to reduce teacher workload and to improve the teaching-learning environment. Over the years, improvements to this Article have been achieved as maximum class sizes have been reduced and specific grade level and combined class maximums have been added. It is significant that NB teachers are perhaps the only ones in Canada to have this 'hard cap' on class size. In all other provinces, limits on class size are at the whim of the government in power.

Our first child was born in 1983 and I learned this week that, if he had been born three years earlier, I would not have had 30 days paid maternity leave. The



NBTA President Heather Smith teaching a geography lesson to Grade 3 students at Hillsborough Elementary School in November 2012. The resource is the NBTA sponsored Born to Read NB book "A Lullaby for New Brunswick". Heather plans to teach dozens of these lessons around the province before her term ends at the end of July.

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1981-83 agreement was the first to have an article for maternity, adoption and paternity leaves separate from the sick leave article. Had our son been born in 1980, the 30 days would have been available to me as a paid leave but I would have had to use sick days to cover it. In order to have 30 sick days accumulated, I would have been required to teach for 2 full years without having taken any sick days.

These are but a few examples of the history of how and when the benefits we enjoy in our present collective agreement have been achieved. Our daughter, a History major, tells me that our past is important to our future and I have to say that I tend to agree. Otherwise, it is too easy to take for granted the benefits we enjoy today.

Here's my Hinky Pinky challenge for this News. As a perennial optimist, this is never anywhere I would have to visit but... Where would pessimists go to get treated? Give it a try; maybe brainstorm the two-syllable, two-word answer at a staff meeting. I'd love to hear from you! Happy New Year everyone!



The NBTA: Teacher Democratic Rights and Social Media

By Blake Robichaud, NBTA Staff

It has become increasingly evident that social media can be a powerful tool. In areas of the world where people strive for democratic rights, it has supported freedom of expression and played a key role in helping people organize against authoritarian regimes. At the same time, we have also been witness to cases where the impact of social media has had a negative impact upon individual rights. A lone parent making an accusation against a teacher can have an almost unlimited audience. Statements that could be only partly true or completely false may be accepted by thousands as fact. The right to be considered innocent until proven guilty can be infringed upon when the court of public opinion has already made its ruling.

What does this great potential of social media mean for teachers? As noted above, there are positives and negatives. It can provide the Association with an additional way of informing and engaging members. A conservative estimate would be that we have about 4,000 Facebook users among our members and the number of Twitter users is growing by leaps and bounds. With so many teachers involved, the NBTA is trying to have a stronger presence in social media this year. Several times per week we post and/or tweet something relating to grants, opportunities, professional learning, contests, or awards. Pho-

tos of some of the over 400 teacher volunteers serving the NBTA are also shared. If you truly wish to know what the NBTA President does this is available at the touch of a button. Follow her (@HSmithNBTA) and you will see a list of the almost constant series of meetings and sessions she attends on behalf of and in support of teachers.

Of course, social media for teachers goes far beyond NBTA feeds. There are fantastic opportunities for professional collaboration and learning and thousands of wonderful educational resources that can be accessed. **Teachers should not be scared of social media, but simply be cautious in its use.** They are teachers 24 hours a day and by virtue of their positions are held to a higher standard of behavior, however, this doesn't mean they are limited to only professional use of social media. Simply tweeting an opinion about the Toronto Blue Jays doesn't undermine people's perception of you as a professional (except possibly in the eyes of some Boston Red Sox fans), but if this is done during class time and/or is an angry tirade laden with expletives, it could.

Caution should be exercised by teachers when using social media, or in fact any electronic communication, when the public education system is the topic. Teachers are not being denied

an individual voice, just a *public individual voice*. The NBTA is a democratic organization specifically structured to gather the collective views of teachers, have them discussed and reviewed by elected teachers, and then expressed publicly by its President, the sole spokesperson of the Association. The President does not have an independent voice. As Heather Smith has often stated to reporters, "For two years, I have no personal opinions, at least, not public ones." The volunteer and elected teachers serving with the NBTA at the school, branch and provincial levels comprise approximately 10% of our membership. Their invaluable expertise and day-to-day experiences in our classrooms and schools is vital and literally hundreds of meetings take place each year to gather their input. Elected teacher representatives develop and approve NBTA policies and positions based upon this input and the statements from the NBTA President are guided by these decisions.

Exercise your democratic rights. The NBTA wants to hear your voice. Speak with your School Reps, Branch President or Director or contact NBTA President Heather Smith directly. They all encourage and appreciate our input because every piece makes a collective voice stronger and clearer.

Prime Minister's Award for Teaching Excellence - Matt McGuire

Matt McGuire was acting as principal of Kingsclear Consolidated School last September when the announcement came across his temporary desk that he had received a Prime Minister's Award for Teaching Excellence. Avoiding self-promotion, he stacked it with other correspondences awaiting the return of Principal Karen Godsoe-Daigle. Therefore, it wasn't until several weeks later that the news really came out. McGuire was nominated by the principal, staff and several parents. He gives full credit to his colleagues for the honour.

"I was floored. It was amazing, but I am part of a fantastic staff which inspires me every day. Without them, I would be just another wheel without an axle."

The Award citation reads:

If a student is reluctant to find an extra curricular activity to participate in, Matthew McGuire will create one for them. He encourages them to make their own decisions by building on their interests and spontaneous events, and directs them to take responsibility for finding an answer to a question. Tech-savvy and always ready to branch out to some real-world experience, McGuire has built a classroom that has been defined as a "classroom without walls".

Matt was especially pleased that the Prime Minister's Award certificate was

presented to him by Keith Ashfield, although the latter was recovering from some health issues. The Fredericton Member of Parliament and McGuire are both from Lincoln.

It has been a full year for McGuire and for the staff of Kingsclear Consolidated. Last summer, five out of six of the teaching staff travelled to Memphis, Tennessee to attend the Lausanne Learning Institute along with their principal. Kingsclear teachers presented 15 sessions in total out of the over 200 offered. This was quite a showing considering there were 600 educators from 13 countries in attendance. McGuire says, "What makes me particularly proud is that we had to be creative and work especially hard to get the resources we needed for our initiatives. Quite a few schools had received large lump sums for their projects, and that's okay too, but our successes have come from the ground up."

While the Memphis sessions they attended were very useful, McGuire found the most valuable aspect was the chance to make global connections with teachers. Some of these relationships are being utilized now in some of his current projects. "Mystery Skyping" involves classes receiving calls from various places around the globe. Students ask only "Yes"

or "No" questions seeking information about time zones, physical environments, geographical landmarks, weather questions, etc. while using resources such as maps, atlases and the net to track down their visitors. Another project involves joint story writing with students from Australia. A Canadian student will write a page in the ongoing story in class, and on the other side of the world, his or her partner will complete the next page during our night time. A very recent project also involves classes in Virginia and the Netherlands, along with 100 other students from classes around the world, in monitoring a live-feed of bald eagle nests.

"The more connections you make, the more opportunities there are to choose the projects that will best suit the needs and interests of your students."

McGuire says he is a teacher and not just a techie. "I do love technology and it's a great tool for learning which I use in my classroom. However, there is so much else to be experienced and learned holistically. Another passion of mine is the environment, and our school compost and gardening projects are just as valuable for our students."



Congratulations also to:

2011/2012 Minister's Excellence in Teaching Award

Timothy Beatty (Riverview High)
Nora Elliot (Lakefield Elementary)
Robert (Bob) Johnson (District 8 Office)
Jane Conley (Deer Island Community)
Sylvie Poirier (Florenceville Elementary)
Lisa Anderson (Dalhousie Regional High)
Carolyn Simmons (Gretna Green Elementary)
Jeannette Collette (Oromocto High)
Jared Mallard (Bliss Carmen Middle)

MindShare Learning's 2011/2012 Inspirational Video Challenge

Seth Richardson (Sir James Dunn Academy)

One of Canada's Top Ten Newsmakers by MindShare Learning

Bill Kierstead (James. M. Hill Memorial High)

Nominate a Colleague for an NBTA Major Award

NBTA Centennial Award

The NBTA Centennial Award is presented each year to an individual in recognition of having made a significant contribution to education in New Brunswick. It has traditionally honoured a long and prestigious career of involvement in the profession.



The Vince Sunderland Memorial Award for Outstanding Educational Leadership

The Vince Sunderland Memorial Award for Outstanding Educational Leadership, sponsored by the Department of Education, is presented each year to an NBTA member who is a principal or vice-principal, or to an in-school administrative team who:

- demonstrate(s) the qualities of a successful educational leader by: encouraging best practices of curriculum delivery and assessment; demonstrating excellent interpersonal skills; leading by example
- foster(s) a positive school climate characterized by: community involvement; a collegial atmosphere; a safe and inviting learning environment

Bell Aliant Award for Excellence in Teaching

The Bell Aliant Award for Excellence in Teaching is presented to an NBTA member recognized by peers and the community as a teacher who exhibits excellence in teaching through ongoing commitment to students and pedagogical approaches. The award is sponsored by Bell Aliant as part of its commitment to rewarding excellence in various professions.

More details on all awards at www.nbta.ca (under "The Profession")

Deadline for all nominations is April 1, 2013

NBTA Provincial Committees

We need your input!

Role: NBTA Committees provide in-depth research, advice and recommendations on specific topics to the NBTA Board of Directors.

Structure: NBTA Committees are made up of five teachers, including a member of the NBTA Board of Directors, unless otherwise specified.

Commitment: NBTA Committees meet up to three times per year with the release time provided through the Collective Agreement (Art. 36.06). The regular term on a committee is two years.

Availability of Positions: As a general rule, committee members are replaced so that continuity is ensured. Therefore, due to the two-year terms, there is an average of two positions open on each committee each year.

Selection Process/Timeline: Committee members are chosen by the President in consultation with the Vice-President. Members who are selected will be contacted by the President and are officially confirmed by the Board of Directors in October.

NBTA Committee Application Form

Name: _____

School: _____

The names and Terms of Reference for various NBTA committees are currently under review and could be significantly changed for 2013-2014. To help the NBTA determine which committee(s) might be of interest to you, could you please write a brief paragraph expressing your interest, qualifications and expertise.

Deadline to Apply: April 30, 2013

Send applications to NBTA President Heather Smith or summarize the pertinent information and submit via e-mail: heather.smith@nbta.ca or erna.leger@nbta.ca

Crash Test Dummies' Mitch Dorge visits Bliss Carman Middle School

By Kathy Whynot, Bliss Carman Middle School

On Tuesday, October 23, 2012, grade 6-8 students at Bliss Carman Middle School were treated to an inspirational, thought-provoking and hilarious presentation by Mitch Dorge. A gifted drummer, composer and record-producer, Mitch is probably most famous for being the guy holding down the beat for the Crash Test Dummies. However, after the presentation, students at BCMS will probably remember him as a smart and funny public speaker and a really cool guy.

During the 1 1/2 hour presentation, Mitch spoke frankly and honestly with the students about the real effects of drug and alcohol abuse. He shared compelling stories and chilling facts about how drugs are made and what kind of effects they can have on people's lives. He did not share a message of "doom and gloom" and preach about how drugs are bad. What he did was lay out the facts in a real and honest way, showing the students that he trusted them to make the best decisions for themselves. He spoke passionately about how much he loves his life and what he does for a living, and that living

an amazing life is very hard to do if you are altering your brain on drugs. He also entertained the crowd by inviting students on stage with him to practice playing "musical instruments" such as the rubber chicken and an elastic rope - but that part has to be seen to truly be appreciated.

When the presentation ended at 3 pm, Mitch was invited to stay and jam with BCMS's extra-curricular Jamming Club and graciously - and excitedly - agreed. Soon, there was a full on Jam session happening on the stage, with Mitch in the middle of it. Mitch remarked on his way out the door, "Bliss Carman does it again! Last time I visited Bliss Carman, the response left me speechless. The atmosphere in the school itself was uber positive and I was looking forward to visiting again. It hit me again the moment I walked in the front door. The reception was huge and the place was alive with energy and it didn't let down for a moment, this time with the added bonus of being able to jam with the budding Bliss Carmen musicians. Rock, and the world rocks with you!"

BCMS students and staff were thrilled to not only hear Mitch's presentation, but to get to know him on a more personal level as well. In the words of one excited Grade 8 student, "That was pretty terrific." Thanks, Mitch - these are the kinds of days we remember!



Exercising the Brain

By Alex Yaychuk, Physical Education Specialist, Nashwaaksis Middle School

I recently had the opportunity to attend the annual Teachers Association for Physical and Health Education (in partnership with the NSTU) Conference held in Yarmouth, Nova Scotia. And, although the 3-hour scenic ferry ride mixed with the beautiful October weather and the delicious fresh lobster all played a part in my decision to attend, it was the guest speaker at this year's provincial conference that enticed me to make the trip. His name is Dr. John Ratey and I can assure you he did not disappoint.

Dr. Ratey, an Associate Clinical Professor of Psychiatry at Harvard Medical School, has authored several books and over 60 peer reviewed articles on the topics of Aggression, Autism, ADHD, and other issues in neuropsychiatry. His most recent book, entitled, **SPARK: The Revolutionary New Science of Exercise and the Brain** has quickly become a cornerstone in new age physical education programs around the world. In *SPARK*, Dr. Ratey discusses the critical importance of engaging the mind through physical activity. The success of *SPARK* has generated a great deal of further study in the field of physical activity and it has consequently begun a revolution within the field of education. And as good as the book is, it turns out that Dr. Ratey in person is even more convincing.

Over a span of 3 hours and detailing several case studies from schools all over North America and Asia, Dr. Ratey successfully explained that the only true way we as a species can learn is by growing brain cells (Neurogenesis) and the **BEST POSSIBLE WAY KNOWN TO MAN** to achieve this process is by exercising! Dr. Ratey suggests that as little as 10 minutes of moderate to vigorous physical activity can engage the "Learning part of the brain" for up to 3 hours. As a physical educator, hearing these words from a Harvard Doctor is music to my ears.

In an education system where Math and Language Arts assessments seem to dictate a school's success, Physical Education often seems to get put on

the back burner. Yes, we all can agree that our children need to get their "play" time and that the fight against obesity and other diseases related to poor health is important but what we do not often associate Physical Education with is higher academic achievement...until now.

Without going into the scientific details of the matter, imagine that our students' brains have the physical ability to grow bigger and stronger. Evidence suggests that with this specific brain growth one's decision making improves and impulsive behavior decreases. Our students' ability to sit patiently and focus improves as well. Now imagine that the greatest way to maximize this effect takes only a few simple ingredients: An increased heart rate in a fun social environment that promotes skill development... Sound familiar? According to Dr. Ratey, this can all become a reality with increased Physical Education time during a typical school week.

Unfortunately, many schools do not have the luxury of offering physical education for all students every day of the week. This, in Dr. Ratey's eyes, is a monumental flaw in today's Education system. This is why his priority is not to convince Physical Education teachers of these scientific facts, but rather **TO PERSUADE CLASSROOM TEACHERS** to embrace our students' need for movement. If a child is struggling to sit still in his or her chair, it is more than likely not because the student wishes to annoy, but because he or she simply needs to stand up and move. Dr. Ratey's message is clear, "Our kids are not getting any smarter sitting in chairs in classrooms". Dr. Ratey adds that for every time a classroom teacher pleads with

a child to sit still in his or her chair we rarely see an improvement in the overall behavior of the student. This is perhaps a thought that more classroom teachers need to embrace in order to see positive results.

What does this all mean for the hardworking classroom teacher attempting to cover all necessary areas of the curriculum in a limited amount of time? To put it simply, if we are indeed attempting to teach the **WHOLE CHILD** without considering the positive impact of exercise and movement on our students' brains, then we are ignoring a powerful learning tool that we can all benefit from...physical activity.

I implore all teachers and administrators at all grade levels to read *SPARK* and work together with their school physical education specialist on strategies to combine movement and physical activity in their daily lessons (a quick online search for '[Energizing Brain Breaks](#)', '[Classroom Fitness Blasts](#)' and '[Action-Based Learning](#)' is a good starting point). I often hear teachers say that knowledge is power, and we now KNOW that exercise can promote learning. Keeping this in mind, both the P.E specialist and the classroom teacher have a role to play in continuing the learning-exercise revolution.



Good Samaritan Teachers



Two Elementary Council Executive members returning home from a planning session in Miramichi in October were in the right place at the right time for a 17-year old student from Grand Falls. **Sarah Cogswell and Linda Ferguson** (both from Bristol Elementary) were well into their drive on the Renous highway when they came upon the young man standing by the side of the road waving his arms.

Initially believing him to be a hitchhiker and being a little concerned

about their personal safety they drove a little way past, but soon returned to see if he was okay.

It turned out that the student had fallen asleep at the wheel, and the car had left the road, flipping several times before ending up in a water-filled bog. He had only gotten out of the car with difficulty and was soaked and freezing, dressed only in a t-shirt and pants with no shoes. Soon he was wrapped in a blanket and sitting in the teachers' car, and despite the reception challenges in that area

911 had been contacted. He was very thankful that they had stopped, particularly on such a low-traffic road. It took about 45 minutes for the police, fire and ambulance vehicles to arrive.

Sarah gives all the credit to Linda for not only doing all the right things in an emergency situation, but for also helping her overcome her own fears in the situation. "Linda was a real hero for sure. I wish everyone could have seen her in action."

31st Annual New Brunswick Mathematics Competition (for Grades 7, 8, 9)

Friday May 10, 2013

Forms will be sent to the principals by the beginning of February. Preliminary application forms should be returned by Friday, March 8, 2013 and final application forms should be returned by Friday, April 5, 2013. Forms can also be submitted electronically by accessing: <http://www.math.unb.ca/mathcomp/>

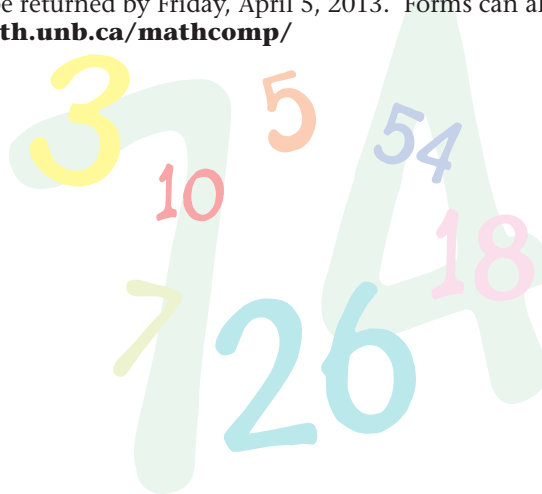
For further information contact:

University of New Brunswick

Fredericton - Barry Monson
(506) 458-7326, bmonson@unb.ca
Saint John - Tim Alderson
(506) 648-5622, tim@unbsj.ca

Université de Moncton

Moncton - Paul Deguire
(506) 858-4155, paul.deguire@umoncton.ca
Edmundston - Amel Kaouche
(506) 737-5165, amel.kaouche@umce.ca
Shippigan - Yvette Duguay
(506) 336-3451, yvette.duguay@umcs.ca

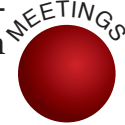


What Really Busy Teachers Need to Know About

Their Pension

by Michael Ketchum, NBTA Staff

1. The New Brunswick Teachers' Pension Plan is funded at 90% (March 2012). The second highest funding level of all provincial teachers' pension plans in Canada.



2. It may be possible to transfer Pensionable Service from another Province to your current pensionable service in New Brunswick.



5. It is possible to receive full pensionable service while teaching part time during the 5 years prior to retirement through a Work Time Flex Plan (WTF).

3. The following are types of service that are eligible to be purchased as pensionable service; Supply Teaching days, Maternity Leave, Leave of Absence, Leave for full time education.



4. While on a Deferred Salary Leave and Educational Leave, teachers receive full pensionable service

Interest-Free Loans for 2012-2013 School Year

Up to \$1,500.00 in any one school year shall be made available to statutory NBTA members on leave who are improving their professional qualifications through educational programs. Application forms are available on the NBTA website (www.nbta.ca) under Resources > Forms.

Further information may be obtained by contacting Larry Jamieson by phone at (506) 452-1721 or by email at larry.jamieson@nbta.ca

**The application deadline for
2013 - 2014 is:
March 31, 2013**

Governments' Incremental Assaults on Democracy Undermine our Canadian Principles and Values



By CTF President Paul Taillefer

Many Canadians have, of late, bemoaned the decline of democracy and have expressed worry about the state of their political representation. These views have been supported by the recent release of the results of an online survey.

On Dec. 3, Samara, a not-for-profit organization aimed at improving political participation released the results of its online survey of 2,287 Canadians. Of note, just 55% of respondents were very or somewhat satisfied with the way democracy works in Canada, down from 75% in 2004. A majority of respondents also expressed the view that elected officials do a better job representing the views of their party than that of their constituents.

This discontent was felt across the country. Are we surprised? A reading of newspaper headlines over the past few years has given proof to these results. When Federal and Provincial governments of all stripes interfere in collective bargaining and reduce the voices of those most vulnerable in our society, it is easy to express the view that democracy is under assault.

Teachers and their organizations have been targets of this trend where the political imperative overrules democracy and our elected officials use the rule of law to advance policy that is ideological or expeditious.

On the national scene, we have seen a philosophical shift where Canada's foreign aid agency – the

Canadian International Development Agency (CIDA) has moved towards a more active role in promoting Canada's economic interests abroad and reduced its focus on poverty reduction. This has resulted in a shift towards aiding Canadian mining companies while cutting off financing to organizations with a distinguished record of international aid such as CTF and Kairos.

Of late, the federal Conservatives, have also moved to restrict the ability of unions and teacher organizations to effectively represent their members through the adoption of Bill C-377, a bill which will unnecessarily burden these organizations including -- CTF and its Member organizations – with the responsibility, through changes to the Income Tax Act, for extensive financial reporting, the likes of which have never been seen before. The pretext for this is a need for transparency for members, even though most provinces and territories - and unions and teacher organizations themselves - have mechanisms in place that allow free access to those financial records.

In Ontario, the provincial Liberal government - once the champion of public education - has passed Bill 115 which curtails the right to free collective bargaining and imposes a collective agreement on the province's teachers. The bill also gives the government unprecedented powers over school board negotiations with no accountability through legislative debate.

Teachers across the country are standing up to these kinds of initiatives and trying to engage the public and their students in a larger debate about the current state of our democratic institutions. Teachers take their civic responsibilities seriously and are engaged in sharing that commitment with their students and the community. They adhere to CTF's policy on civic education which states that all education programs must be designed to prepare students to become responsible members of society. That's a pretty tall task as it involves more than getting students to obey the rule of law, to pay taxes and to vote. Education programs must promote student inquiry, must familiarize them with the issues which affect their communities and define their lives and incite them to become engaged.

Teachers always look for authentic learning experiences for their students. There is some irony in the way in which governments are providing them with the tools to do this.

More than ever, as is evidenced by the results of the Samara report, teachers in classrooms across Canada need to encourage students to take an interest in democracy and in public service. By standing up to ensure that democratic processes are respected, teachers are helping to ensure that in the future, public interest will increase and policy debate will reflect the values which we, as a society, hold dear.

Depression: Helping Students in the Classroom

(adapted from an article by Thomas Huberty)

Submitted by Paula Harlow, Resident in Psychology, Anglophone South

New Brunswick Association of School Psychologists

Depression is a term we are hearing more often regarding children and adolescents. With sufficient information, teachers can detect depression and are in a good position to seek help for the student. In the classroom, depressed students may appear unmotivated and uncaring about their work when, in fact, they are unable to function to their level of ability. Often, they have difficulty with sustaining attention, effort, and social relationships. Left untreated, depression can lead to continued academic and social problems, substance abuse, social alienation, risk-taking behavior, and suicidal thinking and behavior, perhaps into adulthood.

Depression is a constant mood of feeling down or sad that impairs the ability to function. No two people with depression show it in the same way. However, there are some behaviors that may be signs of depression:

- Depressed mood for more than 2 weeks
- Loss of interest or pleasure in almost all activities
- Irritability or anger
- Changes in appetite or weight
- Sleeping too much or too little
- Decreased energy or physical activity
- Feelings of worthlessness, guilt, and low self-esteem
- Difficulty thinking, concentrating, or remembering
- Difficulty getting necessary things done, such as homework
- Difficulty making decisions
- Negative thoughts about self, the world, or the future
- Repeated thoughts of suicide, including planning or attempting
- Tired and listless
- Feeling blah or seeming to have no feelings at all

- Blaming self for things that are not his or her fault
- Decreased personal hygiene and self-care efforts
- Excessive crying or weepiness over relatively small things

Depression is complex, particularly when it co-exists with other emotional and behavioral problems. The good news is that, with proper intervention, most children and youth can overcome depression and lead happy and productive lives. In some cases professional therapy and medications may be needed, which may be beyond the scope of the school. Although a student might need some direct counseling or therapy, there are many things that teachers and others can do to help the depressed student. Some suggestions include:

Develop a relationship. Approach the depressed student and try to develop a working and collaborative relationship. Many times, depressed students are seeking someone who cares about them, although it might not seem that way. Above all, don't give up on them.

Remember that these students are not choosing to be depressed. They want to feel better and to do well. When depressed, they lack the personal resources to do their best work. Punitive approaches are not recommended in these cases and, instead, it is best to give extra help or support.

Consider making adjustments or accommodations in assignments or tasks. This approach does not mean that expectations are lowered or that the student with depression should be given unearned grades. However, give more time, break assignments into smaller pieces, offer extra help in setting up schedules or study habits, or pair the student with others who express an interest in helping.

Provide opportunities for success. To the extent possible, arrange experiences so that the student can be successful and be recognized for successes.

Seek help from support personnel. Consult with your school psychologist to get suggestions of what to do for specific students. Each case is different and requires individual planning.



POSTER CONTEST

The **NBTA Equity in Education Committee** challenges NB students to exercise their creativity and submit an entry to the Words that Hurt Poster Campaign.

Goal:

The NBTA Equity Committee recognizes the power of words and their impact both positive and negative on our schools. We are launching a poster campaign seeking original slogans and accompanying artwork from our students. We invite students to send us their interpretation of what words are the most powerful/painful to them today. We believe that submissions by kids for kids will have the most impact to engage our theme **Words that Hurt**.

The three submission categories are One (K-5), Two (6-8) and Three (9-12). Any student may enter as often as they like for their grade category.

Criteria:

- 1) Each concept/design/photo/artwork is original.
- 2) Entries are to be 11 X 17 with a half inch margin (white border).
- 3) On the back of each submission include:
 - a) category submission level
 - b) student's name
 - c) grade
 - d) school
 - e) school address
 - f) school telephone
 - g) submitting teacher's email address.
- 4) The deadline for submissions to the NBTA office is **April 1st, 2013**.
Send: Equity Poster Contest
Attention: Kimberley McKay
NBTA, P.O. Box 752
Fredericton, NB E3B 5R6
- 5) All entries will be judged on overall impact, effectiveness in conveying the theme, originality and artistic merit.
- 6) Entries will not be returned to the submitting schools.
- 7) Winning entries may be edited or altered before being professionally produced.



Prizes:

- 1) There will be a student prize awarded in all three submission categories.
- 2) The winning concept posters will be professionally produced, printed and distributed to all Anglophone schools.
- 3) The three students with the winning entries will each receive a \$100 iTunes gift card and a framed copy of their professionally produced poster.
- 4) All decisions of the judges are final.



So, You Have Decided to Retire?

Below is a checklist of things you should do when you have decided to stop teaching and receive your pension:

- If you are unsure of your pension service, check with the Compensation & Employee Benefits Division, Office of Human Resources (Pensions Branch) to make sure that you are indeed eligible for retirement. Include your Social Insurance Number (SIN) and birth certificate in any communication with the Pensions Branch.
- Notify your Superintendent, in writing, of your intention to retire:
Specify the date of retirement (always at end of the month - e.g., June 30, 2013)

Note: In the case of a disability pension, these steps will only occur once the teacher has received approval for his/her disability pension from the Compensation & Employee Benefits Division, Office of Human Resources.

- Make arrangements with a financial institution to have your retirement allowance placed in a RRSP account or any other registered investment mechanism. The banking institution, trust company or credit union, etc. will then undertake the necessary steps (complete TD2 form) so that the amount is deposited directly into a RRSP account without going through your hands. Otherwise you might end up paying tax at a high rate on that amount.
- If you are age 60 or over, do not forget to apply for the Canada Pension (CPP).

Forms to fill out at District Office:

1. Termination Notice / Benefit Request — Claim for pension benefits (copy of birth certificate(s) required)
2. TD1 — Personal exemptions for income tax purposes after retirement
3. Direct Deposit form (blank, void cheque required)
4. NBTF Group Insurance form indicating what you plan to do regarding your group insurance coverage. This will allow the Compensation & Employee Benefits Division to make the necessary deductions from your pension cheque.

Note: It is important that the Compensation & Employee Benefits Division receive the necessary forms properly filled out (notice of termination and TD1) at least 90 days prior to the month you expect to receive your pension. The School District will look after sending these forms where appropriate.

Pension cheques are received on the 23rd/24th of each month, except December. For any additional information on the above process, please contact:

**Michael Ketchum, NBTA, P.O. Box 752,
Fredericton, NB E3B 5R6 Tel. 452-1722**



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WINTER/SPRING WORKSHOPS COMING TO NEW BRUNSWICK

FREDERICTON

COUNSELLING SKILLS - An Introduction and Overview

April 8-10, 2013

The workshop provides an opportunity to acquire basic communication skills and practical strategies to help people. Participants will learn about the process of counselling and using a problem-solving model, how to work with clients to identify issues and implement plans and activities to address areas of concern

UNDERSTANDING MENTAL ILLNESS

April 11, 2013

This workshop is designed for managers, human resource professionals, social service providers and anyone seeking a better understanding of the complexities that surround mental illness. Participants will learn about common adult mental illnesses and their symptoms, causes and treatment.

MONCTON

ADDICTIONS AND MENTAL ILLNESS - Working with Co-occurring Disorders

March 18, 2013

Many people struggling with a mental illness are also struggling with an addiction. Caregivers may often be at a loss for where to start - did the addictions cause the mental illness, did the mental illness cause the addictions or is there something else leading to both? This workshop provides a framework for working systemically with both issues at the same time.

CRITICAL INCIDENT GROUP DEBRIEFING

March 19, 2013

Critical Incident Group Debriefing (CIGD) is a short-term group intervention process that focuses on an immediate crisis. Participants of this skills based workshop will not only learn how to facilitate a group debriefing, but also have a better understanding of when a group debriefing might not be appropriate.

DE-ESCALATING POTENTIALLY VIOLENT SITUATIONS™

May 29, 2013

This workshop is designed to teach people to de-escalate potentially violent situations through assertiveness and interpersonal communication. The training will explore how anger and violence interplay, including opportunities for self-assessment of personal styles.

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TEACHER DESIGNED PROFESSIONAL LEARNING GRANT RECIPIENTS 2013

(formerly School-Based Learning Team Grants)

by Kim McKay, NBTA Staff Officer

The New Brunswick Teachers' Association recognizes that teacher professional learning occurs within a broad spectrum of experiences and processes that lead to deepened understanding and improvement of practice. Effective professional learning strongly links teacher and student learning and is guided by evidence. Further, research highlights that effective professional learning must be personalized and responsive to the complex and unique needs and context of the learner.

Allowing teachers multiple chances over several weeks to experiment with the new strategies in a low-risk environment, such as their own regular teaching settings, is important
(Nelsen & Cudeiro, 2009)

As adult learners, teacher motivation for professional learning is linked to relevance, meaning and choice. Developing competence and a sense of self-efficacy by directing one's efforts to meet student needs is key to teachers undertaking professional learning. An integrated design that focuses on student and teacher learning activities within a job-embedded context and supported by both time and resources is the ideal professional learning context.

In support of teacher designed professional learning, the NBTA is pleased to sponsor five grants valued at \$1000.00 each. The grants are intended to support teacher professional learning within the context of improving student learning, fostering teacher leadership, and facilitating the sharing of exemplary best practices. Each team has autonomy to

spend the grant as they see fit. Provision for release time for team collaboration, purchase of equipment, or production of materials for sharing represent some of the most common uses of grant funding in previous years.

Grant applications were received from 12 teams. Successful team applications were designed within the context of best practices and required mandates. These applications were clearly linked to both student and teacher learning, with the progression of the project outlined in a practical and sustainable framework. Successful applications were explicit in referencing any current and relevant research or data that supported the project rationale. Finally, the project proposals awarded grants were both convincing and clearly explained as to the potential impact on student development and teacher learning as well as describing a practical and realistic approach to measuring team goals.

Recognition must be given to all teachers who submitted an application. It is hoped that all who submitted an application benefited from this collaborative experience of developing a professional learning project to improve both teaching and learning.

The grant recipients will receive their cheques, as well as the TDPL manual containing information to support record keeping requirements and current research pertaining to professional learning. Teams may extend their work until December 2013.

The grant criteria required that each

project include a sharing component. We look forward to learning more about the successes and challenges teams experience as they go through a personalized learning process designed to deepen teacher understanding and, ultimately, enhance student learning.

GRANT RECIPIENTS 2013

Salem Elementary School

Project: iPads for Intervention
Team Leader: Ellen Hicks

Kennebecasis Park Elementary/ Quispamsis Elementary/MacDonald Consolidated Schools

Project: Key Math 3
Team Leader: Alyson Jones (Kennebecasis Park Elementary); Lisa Redstone (Quispamsis Elementary); Erin Duncan (MacDonald Consolidated)

École Millidgeville North School

Project: Digital Post-Intensive
French Resource Database
Team Leader: Erika Nelson

Shediac Cape School

Project: Social Skills for Children with ASD
Team Leader: Donna Lagacy

Sussex Regional High School

Project: Bonjour les amis
Team Leader: Stacey Stairs

Works Cited

Nelsen, J. & Cudeiro, A. (2009, December). Lasting Impression. *Journal of Staff Development*, 30(5), 32-35.

By Kimberley McKay, NBTA Staff Officer

Student Motivation: Creating the Conditions

As I put these ideas in print, it is 5:56 AM and I am officially two days past my submission deadline for this article. Each month I struggle to determine the most appropriate topic and, although not a procrastinator by nature, I delay this particular task until the eleventh hour. Therefore, it is probably fitting that in this month's article I have decided to focus on creating the conditions for student motivation.

Student motivation is the next topic in NBTA's POINT seminar series and I have been exploring this topic in preparation for my upcoming sessions. As such, I registered for a workshop entitled "student motivation" in order to glean new ideas. The presenter (Dr. Michael Corso) opened by telling us that the descriptor "student motivation" was inaccurate and that the title would be more appropriate if renamed "connecting schools to students' aspirations". Regardless of the terminology used (motivation, engagement, aspiration, etc.), Dr. Corso's research through his work at the Quaglia Institute offered me several "Aha!" moments that I will share in this month's column. (Note: the content is derived from my personal workshop notes but all ideas & statistics are attributed to Dr. Corso and/or the Quaglia Institute).

For the purposes of his research, Dr. Corso defines aspirations as "the ability to dream and set goals for the future while being inspired in the present to reach those dreams". Authentic aspirations must include both the future aspect and the present aspect. Viewed through this lens, students generally fall into one of four categories:

- hibernating student – low dreaming/low doing
- imagining student – high dreaming/low doing
- perspiring student – low dreaming/high doing
- aspiring student – high dreaming/high doing

Dr. Corso posits that the question for schools then becomes "How do we move students to aspiration mode?"

Another section of this presentation that I found particularly relevant dealt with research designed to determine what schools and students have in common. These four bullets capture the aggregate results:

- 1) aspiration work is about involving the students as full partners in their education (much of

educational policy is based on distrusting students)

- 2) aspiration work is about doing intentionally what good teachers do intuitively on their best days
- 3) aspiration work is about the implicit curriculum (that is, the "what" of the curriculum may be vague but the "who" and the "how" is vivid in student imaginations)
- 4) aspiration work is about aligning the school's systems and structures so that each and every student has an opportunity to achieve his or her fullest potential

Dr. Corso's workshop included a plethora of theories, strategies and data.

However, it was often a rhetorical question, an effective turn of phrase, or an insightful definition that truly caused me to self-reflect. In closing, I offer some of Dr. Corso's "gems" as prompts for your own professional thinking.

Purpose = having ideas beyond yourself

It's the art of teaching to balance expectation and support.

Give kids a meaningful voice at the table where decisions are made.

We have made it safe to fail in schools, but we have not made it safe to succeed.

Belonging = feeling like you are part of a group while being able to be who you are

Remember that there are non-academic ways to academic means.

Let's stop reducing human capacity to math and reading.

The science tells us what our hearts already know.

Fierce Conversations® Workshop

Friday, February 22, 2013 (6-9pm)
Saturday, February 23, 2013 (8:30am-4:30pm)
Rodd Inn, Miramichi, NB

Maximum Participants: 30 (Open to NBTA Members only)

Registration Cost: \$30 (includes workshop kit, nutrition breaks, lunch for 2 days). Registration does not include travel or accommodations. This workshop is **not** eligible for NBTA/DOE/Council Educational Improvement Grant funding. Please check with your branch/local on the status of their funding.

Registration Deadline: February 11, 2013 – All participants must register and pay by credit card online at www.nbta.ca, see details below.

Session Description:

Fierce Conversations® teaches participants how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. It's the place to begin, the cornerstone of great leadership, healthy cultures, intelligent strategies and whole-hearted execution. Fierce Conversations® recognizes that what gets talked about in an organization and how it gets talked about determines what will happen. Or won't happen. (Fierce® Inc., 2009)

Program Goals and Objectives:

Team Conversations

- Make high-stakes decisions, resolve recurring problems, design effective strategies, evaluate opportunities
- Create an environment in which team members interrogate multiple, competing realities
- Get the team on board and ready to act

Coaching Conversations

- Surface and address issues critical to the success and happiness of individuals
- Increase clarity, improve accountability & provide impetus for action or change
- Develop emerging leaders

Delegation Conversations

- Ensure that individuals know where they have authority to make decisions and act
- Provide individuals with a clear upward path of PD
- Create a culture of accountability so that people take responsibility for their actions

Confrontation Model

- Confront tough issues with confidence and skill
- Overcome barriers to meaningful conversations
- Enrich your most challenging relationships

Session Facilitators:

Ardith Shirley, NBTA Staff Officer
Kimberley McKay, NBTA Staff Officer

ALL PARTICIPANTS MUST REGISTER ONLINE AT

www.nbta.ca

Pay by credit card online (\$30.00)

***For further information contact Denise McCoy at (506) 452-1828 or
denise.mccoy@nbta.ca***

The New Brunswick Association of Social Workers

Teachers understand the value in developing positive relationships with students, parents, colleagues and any others who have an impact on a child's life. In an attempt to develop working relationships with other professional associations who work with school-age children, the NBTA President and staff have held meetings with the NB Federation of Home and School Associations, NB Association of School Psychologists and the NB Association of Social Workers. As well, a meeting has been sought with the NB Association of Speech and Language Pathologists and Audiologists. It is the hope that collaboration will be enhanced as we seek to understand the intricacies and limitations of the role of each professional. Below is a letter from the NB Association of Social Workers which provides a background to its role and responsibilities.

- Heather Smith, NBTA President

Ensuring Quality Professional Social Work Services to the Population of New Brunswick

By Miguel LeBlanc, BSW, MSW, RSW, Executive Director

The New Brunswick Association of Social Workers (NBASW) was founded in 1965 as a voluntary association and in 1988 became a regulatory body. Its regulatory authority is legislated by the *New Brunswick Association of Social Work Act, 1988*. The NBASW has two distinct roles; first, the NBASW serves as the regulatory body for the profession of social work within the province of New Brunswick. The NBASW is responsible for ensuring the protection of the public and as such, the Association ensures that all social workers practicing in New Brunswick meet the requirement for licensure. In its regulatory capacity, the NBASW establishes and enforces high quality standards and ethical practice by ensuring that all social workers adhere to the New Brunswick Association of Social Workers Code of Ethics 2007. The NBASW investigates all complaints against its members in order to further ensure that its members are practicing at a standard of excellence and serving the public with the best quality care.

The second vital role of the Association is the promotion of our profession. This is done in several ways, such as promoting best social work practice and services that will help the lives of the most vulnerable people in our communities. The Association also serves as the voice for its members and supports them in their mission to deliver the most ethical and effective services.

Social work is a value-based profession whose primary focus is the importance of relationships and social connections. The profession believes in the inherent worth and dignity of all people, celebrates the value of human diversity and strives to help create a socially just world. Common professional duties of social workers include providing counseling services, linking people to needed resources, services and opportunities and contributing to the development and improvement of communities and social policy. Social workers commonly establish rewarding careers within such settings as schools, family courts, correctional facilities, hospitals, non-profit organizations, private practices, family assistance programs, victims services, government offices and rehabilitation centers.

In order to become a member of the New Brunswick Association of Social Workers and practice social work within the province, applicants must present a minimum of a bachelor degree in social work. The NBASW recognizes and values the importance of continuing professional education. As such, the Association enforces a Continuing Education Program that all social workers are expected to follow.

In addition to the use of the regulated professional titles of "Social Worker" and "Registered Social Worker" and the privilege of practicing social work in New Brunswick, the NBASW pro-

vides members with a variety of benefits and services. Members can attend the annual general meeting, act as board members, participate on committees and attend chapter meetings. Such participation allows members to actively engage in the most recent discussions relevant to the field, network with other social workers from across the province and most importantly affect the decisions that shape the profession of social work within New Brunswick. Members are also able to access support and guidance during difficult professional situations, access valuable publications and information relevant to social work, receive membership discount programs and are eligible for scholarship and bursaries.

The New Brunswick Association of Social Workers currently has a member base of over 1650 social workers from throughout the province and is also a proud member of the Canadian Association of Social Workers and the Canadian Council of Social Work Regulators. The New Brunswick Association of Social Workers is committed to improving quality of services provided to the population of New Brunswick and to promote knowledge of and interest in the social work profession.

If you have any questions, I encourage you to visit our website at www.nbasw-atsnb.ca or you can telephone the office at 1-877-495-5595.



NBTF Group Insurance Employee Benefits Bulletin

The NBTF Group Insurance Trustees provides us with a competitive employee benefits package. Most of us have a general idea of what benefits we are entitled to, but don't fully understand the details of how programs work. You will receive these "Benefit Bulletins" periodically to help you better understand what is available to you and your dependents, and how we can help control costs.

The Health Insurance sector as a whole has seen a trend of increasing costs in the range of 10-15% per year. The NBTF Group Insurance Plan is no exception. This year,

2013, the NBTF Health and Drug plans experienced an increase in the monthly premiums. Any steps we take to help control health and drug plan claims will minimize the costs for the group as a whole, which in turn will help to contain the premiums paid by you.

In an effort to maintain a sustainable benefit plan, we ask that you consider the tips offered in this bulletin. Small actions taken now by each of us may help to avoid increased premiums and/or reduced coverage in the future.

First Issue Focus... Prescription Drug Plan

Prescription Drugs account for over 80% of the total cost to the Health Plan. There are significant cost differences between brand name drugs and the generic versions of those drugs. Generic drugs can be 30-50% lower than the cost of a brand name.

The cost of each prescription filled is made up of three parts:

- 1) The ingredient cost of the medication;
- 2) A mark-up cost charged by the pharmacy; and
- 3) A dispensing fee charged by the pharmacy

Here are some tips that we can use to reduce drug related costs to our plan:

- For medications that you take on a regular basis, ask your doctor to prescribe a 90 day supply rather than a 30 day supply. That will save you the hassle of traveling to the pharmacy and filling prescriptions each month. It will also save

on costs to the plan by reducing the amount of dispensing fees paid to pharmacies.

- Don't be afraid to ask your pharmacist how much they charge for a dispensing fee as this information may not be readily apparent on the receipt. The following is a table with the average dispensing fee for some cities in NB for the following pharmacies:

Pharmacy	Approx. Average Dispensing Fees (\$)
Shoppers	8.86
Lawtons	11.36
Jean Coutu	10.00
Walmart	7.80
Costco	4.49

Costco has the lowest dispensing fee of those sampled and you are not required to have a membership to use the pharmacy. If you are hesitant to switch pharmacists, simply ask your pharmacist if you can negotiate a better rate. They may be willing to lower their price.

- If you are taking a brand name drug ask your doctor and pharmacist if a substitution to the generic version is right for you. For example, the generic drug Rosuvastatin may be prescribed as an option to the brand name drug Crestor for managing cholesterol. Crestor is one of the top 5 prescription drugs in terms of cost, to the NBTF prescription drug plan.
- When considering any of these tips, remember to first consult with your family physician or pharmacist. Don't risk your wellbeing.

Your comments, questions, and suggestions are important. Don't hesitate to contact us at:

Marilyn Boudreau
NBTF Group Insurance Plan
506-452-1736
marilyn.boudreau@nbtffeb.ca

Teachers Lose a Pioneer:

By Rod Campbell, former NBTA Staff Officer

Wayne Nightingale, retired Executive Director of the New Brunswick Teachers' Federation, passed away December 1, 2012, after a long and courageous battle with cancer. In his distinguished career, he earned the admiration of his colleagues in the teaching profession and of his adversaries in collective bargaining. Throughout his life, he devoted any spare time to his deep love of music, a passion that sustained him.

Wayne was the first full-time Executive Director of the NBTF and, for 22 years, its chief negotiator. Under his leadership, it became a model of how Anglophones and Francophones could work together to advance the status and benefits of public school teachers. He guided teachers through a one-day strike in 1981, the only one in the history of the NBTF. Nightingale helped negotiate the largest rise in salary in the history of the NBTF, which leapfrogged New Brunswick teachers beyond their counterparts in the Maritimes and had them, for the first time, approaching parity with teachers nationally. His uncanny ability to find the common ground that would serve both teachers and their employers was recognized across the country and he was called upon to serve as a conciliator and arbitrator in virtually every province in Canada.

Nightingale also had the primary responsibility to defend teacher's interests whenever there were challenges to the collective agreement. School superintendents, who were sometimes called to defend their actions, knew they had to be well prepared if Wayne Nightingale was asking the questions. At the same time, many superintendents showed their respect for his professionalism by calling and asking Wayne for an interpretation of a particular article. They didn't always agree with his view, but many issues were settled

through those conversations, saving teachers a lot of anguish and the Federation and the Government a lot of money. Following his retirement, the



Public Service Labour Relations Board called upon Nightingale to hear cases and render decisions in other public services cases. He was well known for the incisiveness of his arguments and the clarity of his written decisions.

The New Brunswick Labour Relations Board made him an Honourary Life Member, in recognition for his contribution to the improvement of labour relations in the province. The Canadian Teachers' Federation gave him a special Recognition Award in 1995 for his outstanding contribution to teachers across the country. In 2002, Wayne Nightingale was awarded the Queen's Golden Jubilee Medal, for his contributions to the teaching profession, to linguistic cooperation and to labour relations in New Brunswick. In 2008, the NBTF, named the

new teacher resource centre, "The Wayne Nightingale Resource Centre" in recognition of his career in the advancement of teachers.

Not everything that Wayne Nightingale achieved was centered on Collective Bargaining and interpreting the Collective Agreement. During his long tenure, he played a part in securing many key benefits for teachers which are often taken for granted today. In the 1980s, the job market for teachers was bleak. There was no mobility in schools and new teachers were kept supply teaching for years. A Manpower Adjustment Committee was struck and "salary deferral plans" were created in a joint effort of teachers, government and the universities. Similarly, pensions were also outside of collective bargaining. All of the contributions teachers made went into the General Revenue of the Province. Government paid no matching contributions and there was no actual fund. Again, under Nightingale's tenure the NBTA, AEFNB and the NBTF pushed for change; a fund was created and a decade later the unfunded liability of \$400 million was

eliminated. Teachers today enjoy one of the best pension plans in the Public Service. The last major change was the creation of **public school kindergarten** which was achieved through a combination of political pressure, parental support and good public policy. The compromise plan allowed for unlicensed private kindergarten teachers to earn degrees, while on a reduced salary, but to gain full status over a period of eight years. There were sacrifices made by those kindergarten teachers, but without the compromise, New Brunswick still might not have this key to early education.

Wayne Nightingale never sought any awards. He was a consummate professional whose daily practice led to recognition by others both with-

Wayne Nightingale (1935-2012)



in and outside the profession. However, if there was one award he enjoyed the most, it was his induction into the New Brunswick Country Music Hall of Fame, as a member of the Diamond Trio. The Trio made its debut in 1959 and, although it had various members over the years, it was with Al Sherwood and the late Duane Pond that Wayne and the Trio that made it to the Hall of Fame. They played for Earl Mitton, Don Messer and with Bill Langstroth on *Up Home Tonight*. They even made a trip to Nashville to perform on the television show, "You Can Be a Star." During the years of the Trio, Wayne also performed in a Top 40's band. He abandoned his 50's short hair and grew long flowing locks, a look he thought might appeal to a younger audience. It was a hairstyle he retained for the rest of his life and it became a trademark. Music was Wayne's only hobby and while he loved every minute of his time in Nashville, he never had any serious thoughts about leaving his professional career as a Federation leader.

Wayne Nightingale enjoyed his life fully, representing teachers, bargaining for them and defending their hard-earned rights. He played music for his pleasure and the joy it brought to others. For New Brunswick teachers and those who saw him perform he left an enduring legacy.



NBTA Hosts Early Career Teacher Conference

By Kimberley McKay, NBTA Staff

The New Brunswick Teachers' Association recognizes the importance of supporting early career teachers as they develop their professional identity, reflect on professional practice, and purposefully seek out formal and informal cultures of learning. To this end, NBTA hosted 97 early career teachers for **Compass Conference 2012**. This exciting initiative saw early career teachers and Branch POINT representatives gather in Fredericton on November 23 and 24 for two days of learning. The conference combined common sessions themed around the NBTA as well as divided sessions classroom management, assessment, interventions for students with exceptionalities, and building professional voice. The enthusiasm and commitment in evidence during the conference reinforced that the majority of new teachers are eager to grow, to share some of their own knowledge, to foster student and achievement and to feel like they are a part of the school culture.

Participant Quotes – I Found Useful....

You didn't harp on the "do nots" so commonly presented at these sorts of things – didn't scare the new teachers too much.

The opportunity to meet and discuss various scenarios with peers.

The student speakers – awesome to hear unfiltered student voices.

EVERYTHING! In my 5th year of teaching I feel like this is one of the most important and informative conferences I've attended.

All the workshops were practical and applicable in the classroom and to our pedagogy.

Opportunities to network with NBTA staff / learning more about NBTA/NBTF



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ATTENTION RETIRED TEACHERS

If you are a recently retired teacher or know someone who is, you are encouraged to join your professional organization: the New Brunswick Society of Retired Teachers. Membership in the NBSRT has the following benefits:

- Being part of a growing organization of over 2000 members.
- *Reflections* magazine published three times per year.
- Representation on the NBTF Group Insurance Trustees.
- School Days Museum filled with teaching memorabilia and artifacts.
- Affiliations with NBTA, Canadian Association of Retired Teachers, SERFNB, Coalition for Seniors and Nursing Home Residents Rights.
- Deduction of dues at source.



For membership information contact Vernon Harding, Membership Secretary, (506)459-2633, or e-mail at tutoris@nbnet.nb.ca

Roger H. Nesbitt, President
New Brunswick Society of Retired Teachers

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25 Tips for a Stunningly Great Teaching Career (adapted from 60 Tips for a Stunningly Great Life by Robin Sharma*)

by Ardith Shirley, NBTA Staff Officer

Two colleagues who I respect very much follow the work of the internationally renowned author and Leadership guru Robin Sharma. (BTW – Did you know he is from Nova Scotia?) Over the years they have both shared several of his articles or blog posts with me. Recently, one gave me a copy of Robin's *60 Tips for a Stunningly Great Life*. While the original has given me lots to work on in my own personal quest for self-improvement, it has also served as the foundation for my contribution to the "News" this month. So, thanks to Robin, here is my adapted 25 Tips for a Stunningly Great Teaching Career:

1. Exercise for 20 minutes daily. (I know that you don't have time, but you will feel better!)
2. Plan a schedule for your week - what gets scheduled gets done.
3. Know the 5 highest priorities of your life. (Make sure your weekly plan (See #2) reflects those priorities.)
4. Read "Understanding by Design" by Grant Wiggins.
5. Say no to distractions. (There will be many things vying for your time. All of them are important. Prioritize. You are only human.)
6. Get a mentor. (Regardless of your career stage, a mentor is always an asset.)
7. Find more heroes - their examples will see you through the more challenging days.
8. Be the most ethical person you know.
9. Drink lots of water. (I know you don't have time to go to the bathroom, but drink more anyhow!)
10. Strive for excellence and encourage the same in others.
11. On any given day, should life conspire and require excellence is replaced by very good, forgive yourself and move on to the next challenge. (Then see #10)
12. Remember that leadership is about influence and impact, not title and accolades.
13. Have 2 great friends who understand the demands of teaching and are aware of your #3. (Make sure at least one of them doesn't teach at your school - helps in those times when you may need an outside perspective.)
14. Be authentic.
15. Be passionate.
16. Be quick to say "I'm sorry" when you know you should.
17. Never miss a moment to celebrate another.
18. Have a vision for your life and encourage your students to do the same.
19. Know your strengths.
20. Be patient. Don't give up.
21. Use impeccable words.
22. Be a great colleague. (Support, build up, learn together, inspire.)
23. Shift your values from being "busy" to having "evidence of accomplishment".
24. Speak less. Listen more.
25. Celebrate every day that your life matters – you are a teacher!

*Robin Sharma is the author of the #1 international bestseller "*The Leader Who Had No Title*" (Simon & Schuster). His website is www.robinsharma.com

May I Recommend?

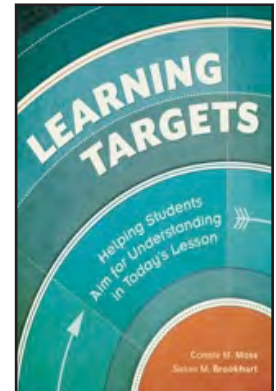
The October 2012 issue of *Middle Ground* published an article called "*Tackling the Homework Dilemma*" by Lee Jenkins. This quick one pager identifies a homework process that finds a balance between the extreme arguments of "No Homework as it is UNFAIR" and "Homework for all is ESSENTIAL". Essentially, homework is assigned based on the big ideas from the days lesson that need reinforcement. At the beginning of the next class, rather than collecting homework, teacher selects one of the homework questions as a quiz or warm up. No worries about copied homework, the infamous "it must be right because my mother did it for me" homework of even the time spent listening to the old "my dog ate my homework" excuse. Essentially, the author contends that homework is assigned to reinforce required knowledge and the homework quiz provides the information that the teacher needs to inform instruction. (Perhaps the added bonus of not having reams of paper copies of homework to mark, or chasing excuses, as well?)

Another article of note in the same issue is Rick Wormelli's *It's Time to Stop Averaging Grades*. I found Rick's take on this very controversial subject an excellent challenge to many of the arguments I hear about why averaging grades is simply "the way we do it" in education. Certainly worth a read for teachers of all ages!

Happen to be an educator who will be in a position to influence the design of a new school in the future? The latest issue of Canadian Education Association includes an article, *Liberated Spaces: Purposeful School Design Says Goodbye to Cells and Bells* by Jennifer Lewington that discusses the trends and research support to support some non-traditional design.

Book Give-Away!

Congratulations to Melissa Wilson-Smith of Devon Middle School in Fredericton who won a copy of "*Assignments Matter*" in our last draw. This month's draw will be for a copy of *Learning Targets: Helping Students Aim for Understanding in Today's Lesson* by Connie M. Moss and Susan Bookhart. To enter, drop me an email with the subject line "Book Draw" by March 1st.



Closing Quote

"When love and skill work together, expect a masterpiece."

- John Ruskin

Are you an early career teacher looking for a salary increase?

Apply for Your Work Experience

New teachers should note that you may apply to have your previous work experience evaluated for an increase on the salary grid. Recognition may be given for work that is related to teaching upon application to the Office of Teacher Certification at the Department of Education and Early Childhood Development. The form you need is available from the NBTA website www.nbta.ca. Click the Certification button and download the form called **Application for Work-Related Experience for Salary Purposes**. You should also contact your district office to ensure that all supply teaching experience has been credited.

Remember: **The deadline is March 31 to have the increase back-dated to January 1!**

Are you a teacher looking for a certification increase?

Apply for your upgrade!

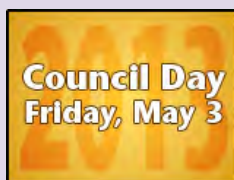
The form you need is available from the NBTA website www.nbta.ca. Click the Certification button and look for the **Application for Upgrading Teacher Certification Level** at the bottom of the page with other forms.

Remember: **The deadline is March 31 to have the increase back-dated to January 1!**

Don't forget to include the evaluation fee (\$70.00)!

Councils

Council Day 2013

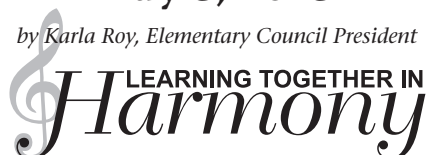


Elementary & Music Specialist Strand – Miramichi
Middle Level & Phys. Ed. Specialist Strand – Moncton
High School & Art Specialist Strand – Fredericton

Elementary Council News

Elementary Council Day May 3, 2013

by *Karla Roy, Elementary Council President*



Our Council Executive has been hard at work and has an enriching Council Day planned for you! For the first time, we will be holding our Elementary Council Day in Miramichi, with sessions being held at James M. Hill Memorial High School and Dr. Losier Middle School.

We will have many options for you to choose from to construct your day of Learning and Professional Development. There will be something for all subject areas and interest. We are very pleased to have booked some keynotes that we are sure will be of interest to everyone! Here is a sneak peek at a glimpse of our program:

Jacques Demers, former WHL, AHL and NHL coach, has had a remarkable hockey career. He was the NHL coach for the Quebec Nordiques, Detroit Red Wings, St. Louis Blues, and Montreal Canadiens for more than twenty years. During his career, his teams advanced to the conference finals on numerous occasions, he coached the Canadiens to a Stanley Cup win in 1993. He has received the Jack Adams Award twice, and is one of only five NHL coaches who have been so honoured on more than one occasion. Following his retirement, Demers admitted to the public that he is functionally illiterate, and has become a major advocate for various literacy initiatives.

Steve Spangler is the science

teacher you always wanted to have in school. Things just happen to fizz, pop, smoke and explode, and before you know it, you're a part of his learning experience. His passion is to find the most creative ways to make learning fun. His methods might be unconventional, but the goal is to turn ordinary science experiments into unforgettable learning experiences. When it happens, it's called The Spangler Effect (which just happens to be the name of his new show on YouTube)

Debbie Diller has been an educator for over 35 years. Debbie has taught PreK through 10th grade in public schools. Her experiences range from being a classroom teacher to a Title I reading specialist to a migrant education teacher to a literacy coach, as well as being a national consultant and author. She has been published in *The Reading Teacher* and *The State of Reading*. She is the author of many books for Stenhouse Publishers, including *Math Work Stations*, *Spaces & Places*, *Making the Most of Small Groups*, *Literacy Work Stations*, and *Practice with Purpose*. She has several videos on literacy work stations and small group instruction. Debbie will be limited to 100 teachers, so be sure

to register early!

We are happy to announce that Debbie will also be giving a workshop to 100 teachers on Saturday, May 4 in Miramichi. More information about this workshop will be published in our program and registration will be online.

Sylvia Gunnery is an educator with 32 years experience teaching at the intermediate and senior levels. She has been inspired by her students to write many books for teens and children, including her latest novel, *Emily For Real* (Pajama Press). A recipient of a Prime Minister's Teaching Award, Sylvia shares her expertise as a writer and as a teacher of writing in *The Writing Circle* (Pembroke) and in the classroom resource *Revision Plus* (Curriculum Plus).

Music is our Specialist Strand this year and there are a number of presenters booked. Our keynote for Music teachers is Denise Gagné. She has taught instrumental, choral and classroom music from preK to college levels. She has degrees in music and education as well as Level 3 certification in both Kodaly and Orff. Denise has authored or edited many publications including the Musicplay K-6 curriculum, and has shared her expertise in numerous presentations. www.musicplay.ca.

Be sure to register early!

Councils

Valentine's Day Math Ideas (K-5)

by Sarah Cogswell

February 14th is fast approaching. Here are few math ideas that embrace the Valentine theme.

Grade Level	Specific Curriculum Outcome	Valentine Theme Idea
Kindergarten	SS1	Cut hearts out of construction paper and use direct comparison to find five things in the classroom that are longer\shorter.
Grade One	N6	If this is what 10 cinnamon hearts looks like, estimate how many are on your napkin.
Grade Two	PR1	Use the candy hearts to create and extend repeating patterns where the fourth candy is purple.
Grade Three	PR3	Solve one-step addition and subtraction equations (six forms) with hearts representing the unknown number. Solve for heart.
Grade Four	SS5	Create heart valentine cards for school volunteers. Discuss lines of symmetry.
Grade Five	SP4	Create a color spinner to use with a jar of colored heart candies. Discuss the likelihood of which colors are less likely, equally likely or more likely to be pulled from the jar.
Kindergarten - Grade Five	N-Skip counting Review	Write skip counting rhymes for valentines: 2-4-6-8 Mr. Smith is really great! 1-3-5-7-9 won't you be my Valentine?

Check out some other Valentine themed Math ideas at the following links:
www.googolpower.com/content/free-learning-resources/seasonal-math/valentines-day-mathwire.com/seasonal/february.html
www.makinglearningfun.com/themepages/ValentineMathIdeas.htm

Fun With Hands-On Science for Elementary School Teachers

Dan Doucet and Donna Losier organized an Elementary Council Institute with Science East in Bathurst.

On December 11th, The Elementary Council held a successful Institute with help from Anglophone North School District and Science East. Comments and feedback were collected from the teachers that attended and compiled.

"What a fantastic day with a great presenter from Science East!"

"This day was awesome! Lots of great ideas and hands on activities were explored."

"A wow factor: dissecting owl pellets."

"My students have already benefited from this professional development opportunity."

We hope to offer another Institute this winter. Notice of future institutes will be in the *NBTA News*.



Councils

Middle Level Council News

Making a Difference in the Middle Awards

Nominated teachers: are teachers who have shown a contribution to any or all of the following: School Environment; School Spirit; Student Learning Opportunities; Teacher Morale; Individual Student Development; Professional Activities; Extra Curricular; Teacher PD and any activity that is beyond the contractual duties of teachers.

How to submit a teacher's name: Please email information to Middle Level Award chairs: Linda Dickson (linda.dickson@nbed.nb.ca) or Cheryl Richardson (cheryl.richardson@nbed.nb.ca) with the **teacher's name, school and reason for the submission.** Examples of possible rea-

sons for submissions: Grade eight teacher organizing class trips (year after year, hugely successful), organizing intramurals, drama teacher bringing students to drama festival, supervising chess club, coaching sports.

Deadline: April 5, 2013

WIN/WIN

1 submission can equal 2 prizes!

By submitting a colleagues' name for recognition you qualify for a prize draw. The teacher being recognized has the opportunity to receive a Certificate of recognition, gift and name featured in the *NBTA News*.

Middle Level Council Day

Moncton, May 2/3, 2013



**Tapping into
New Brunswick
Teachers Talent's**

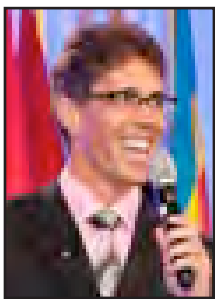
*Logo artist: Kent Graham,
Middle Level Art/Technology,
Shediac Cape School*

**Middle Level Regular Program Hosted at
NB Hotel & Northrop Frye School**

**Middle Level Council will be hosting the Physical
Education Specialist Strand**

**Social Event featuring "Bored of Education"- Local
all teacher band!!!**

Host Hotel: Hotel New Brunswick, Moncton



Joe Grondin, Keynote Speaker and teacher author: Mr. Grondin has been a teacher/administrator since 1983 and has his Masters in Teaching and Administration. He currently

is employed at the Anglophone East School District as a Subject Coordinator for Physical Education and Science.

I embarked on a journey to become a motivational speaker. I joined a local Toastmasters club in 2003 and quickly learned that my subject matter always involved children. Through the lessons that I have learned through Toastmasters, I can

successfully say that I am a motivational speaker, but more importantly, I have had the privilege of speaking to students and teachers on a subject that I am very passionate about. After speaking for a number of years I started to examine all of my speech material that pertained to children and wondered if there was a book in the future. Guess what? There was!

Writing ***Living in Harmony with Our Children*** was totally out of my comfort zone. I knew I had a lot to say but just didn't know how to put it down on paper. My High School English teacher would be rolling over in his grave if he knew I wrote a book. I was fortunate to have Nancy Trites, a retired English teacher from School District 2, proofread for me. At the beginning of this process there were more red marks than black. I was also

very fortunate to enlist the help of Dave Brooks, art teacher at Bernice MacNaughton High School, to help with the design of the front cover.

To this day I question why, at times, children do what they do. We, as educators, have so much to share through our vast experience in working with our youth. The stories and lessons from the book are my experiences as a child, a parent, and a teacher. There are times that, as much as we try to understand our children; we seem to come up with more questions than answers. I believe that our children want and need to be understood. ***Living in Harmony with Our Children*** helps to answer some of our questions and offers strategies in creating that harmonious relationship with our youth.

Councils

High School Council News

Numeracy

By Marcel LeBlanc, Numeracy Lead Teacher, Anglophone East School District

Students must learn that failure is an essential step in understanding any concept. As a math teacher, I have to help my students problem solve and overcome challenges so that they can become lifelong learners. In some cases, this will require students to change habits that they have developed over their previous years of schooling.

When they struggle, many students have come to expect to be given the next step, but it's much more meaningful for them to come up with their own answer. They must work together and come up with something, anything. I will ask questions to recognize gaps or misconceptions, but I let them control the conversation. Students will be unable to problem solve efficiently on their own unless they have a deep understanding of the mathematical concepts necessary to tackle the question. Once they have mastered the mathematical concepts, however, all students are capable of problem solving.

To be successful, there needs to be a classroom environment in which students feel safe making mistakes and

confident sharing when they don't understand something. Students must be encouraged to work collaboratively, share ideas and be critical. This is an essential step in developing a collaborative, inquiry driven classroom.

When students ask a question, my goal is always to respond with another question that will make them think about what they already know and lead them deeper into the problem. Then, I leave and let them work at it on their own. If I listened well and asked the right questions, they should be able to use what they know to make new connections. Being critical and asking questions is an important skill, but it's useless unless they have the problem solving skills to tackle their own questions.

Be encouraging and make a big deal when they attempt to think through a question themselves. Never let the students forget that you care about their learning, but also let them struggle, become frustrated and work together.

INSTITUTE: Breathe, Stretch, Write!

with Sheree Fitch

Details: Sat, May 4th. 9am - 4pm
NBTF Building, Fredericton
\$40, Lunch is included

Description: Teachers who write and model themselves as writers are the most effective writing teachers. This is an all day workshop where teachers write and share and explore their own creativity and imagination. Through a series of guided exercises, working through both body and breath as well as head and heart, we will, by day's end produce pieces that will startle us in originality, voice and vision. A safe place to tickle your fancy, rage on the page or begin to tell the story you always wanted to tell.

www.shereefitch.com

Asper Foundation

By Trudy Stiles, Woodstock High School, Human Rights and Holocaust Studies Program Coordinator

Spring time in Washington D.C. is known for its cherry blossoms, green grass and tulips. What many don't expect to see are large numbers of Canadian kids wondering about the many monuments and memorials.

Each year, hundreds of fifteen year old students from across Canada travel to Washington D.C. as part of The Asper Foundation's Human Rights and Holocaust Studies Program. These students have worked for many months to reach this point. Each student has participated in fundraising activities to help cover their costs for the trip, they have volunteered a minimum of sixteen hours for not-for-profit community groups and they have participated in eighteen hours of after school intensive curriculum instruction that focuses on cases of human rights violations around the world, including the

Holocaust.

During their four days in Washington they visit many famous sites like the Jefferson and Lincoln Memorials, the Vietnam Wall, and the Korean War Memorial site. They spend an evening at the famous Kennedy Center, tour their favourite Smithsonian Museums, visit the Newseum, the Institute of Peace, and the Canadian Embassy. The focal point and highlight of the trip is a day at the Holocaust Museum. Here they experience firsthand the atrocities of the Holocaust and get to



2012 participants from Woodstock High School on the steps of the Canadian Embassy.

hear a survivor tell his or her story and answer questions. This is a life changing experience for all who participate.

More information can be found at www.humanrights.asperfoundation.com

SUPPLYing the Skills for Success: Tips & Strategies on Classroom Management

by Laura (Côté) McCarron, NBTA Staff

When I started teaching, classroom management was the toughest professional challenge for me. I loved planning lessons, and while I sometimes tired of the redundancies of marking, I felt confident about my abilities. Managing my class, however, required skills and talent I was sure I didn't have. I was in survival mode that first semester, and I came out of it alive but bruised.

I never felt like leaving the profession, so I knew I needed to quickly acquire skills if I was going to get beyond survival mode. At that time, I turned to professional advice from Harry Wong and Fred Jones. I watched a lengthy video of a lecture Jones presented, and upon implementing some of his ideas, discovered that his suggestions actually worked. On his website, Jones states:

“For teaching to be enjoyable, you must be able to simply relax and teach. Classroom management must be built from the ground up so that most problems do not occur.”

This is not an easy task, but most teachers have the basics to create the right environment. Unfortunately, supply teachers are not so lucky because, on top of all the other variables needed to manage a class, supply teachers have little to no control over the physical space they teach in. Without that control, it is more challenging to “build” classroom management “from the ground up.”

Tips & Strategies

There are several steps day-to-day supply teachers can take to improve

on classroom management, beginning before students even walk in the door:

- 1) Bring a collection of useful documents with you to the school. These include school handbooks (often available online through school websites), reproducibles and/or ideas for classroom activities, paper and other resources appropriate for the school age or subject area being covered.
- 2) Arrive at the school at least 30 minutes early if possible. Use this time to become familiar with the school lay-out, locate washrooms, speak with school staff to find out about any special events occurring that day that may affect the bell schedule or classes, and give yourself some time to get to the teacher's classroom and become familiar with it.
- 3) Go through the documents left for you. Ensure you have attendance sheets, or obtain ones from the school secretary if necessary. Consider creating seating plans, if none are left for you. This will hopefully make it easier to have classroom interactions. Examine lesson plans. If it looks like you may need time fillers, rely on your own reproducibles or activities. Make photocopies if necessary.
- 4) Put your name on the board, and consider posting simple rules you want to establish for the classroom while you are there.

Once you are ready for the students, helpful ways to establish “a

positive environment,” regardless of space, include:

- 1) Smiling and greeting students at the entrance to the classroom
- 2) Introducing yourself and sharing something about yourself
- 3) Allowing students to take ownership of their classroom by asking them to explain established rules and routines
- 4) Treating students with respect and dignity
- 5) Calling each student by name when possible (seating plans help here)
- 6) Informing students what you need them to do rather than what you want them to stop doing
- 7) Providing clear instructions before an activity begins, offering students an opportunity to ask questions
- 8) Working the room while students work in groups or individually

Despite our best efforts, we may still face obstacles in our classrooms. A workshop on classroom management will be offered to day-to-day supply teachers to consider and address these obstacles. Supply teachers will also receive a Professional Binder to get them started on compiling reproducibles, activity ideas, and school-related materials. Supply teachers can access information about the workshop and register online at www.nbta.ca between January 28th and March 1st for a workshop in either Fredericton, Quispamsis, or Riverview.

Further reading

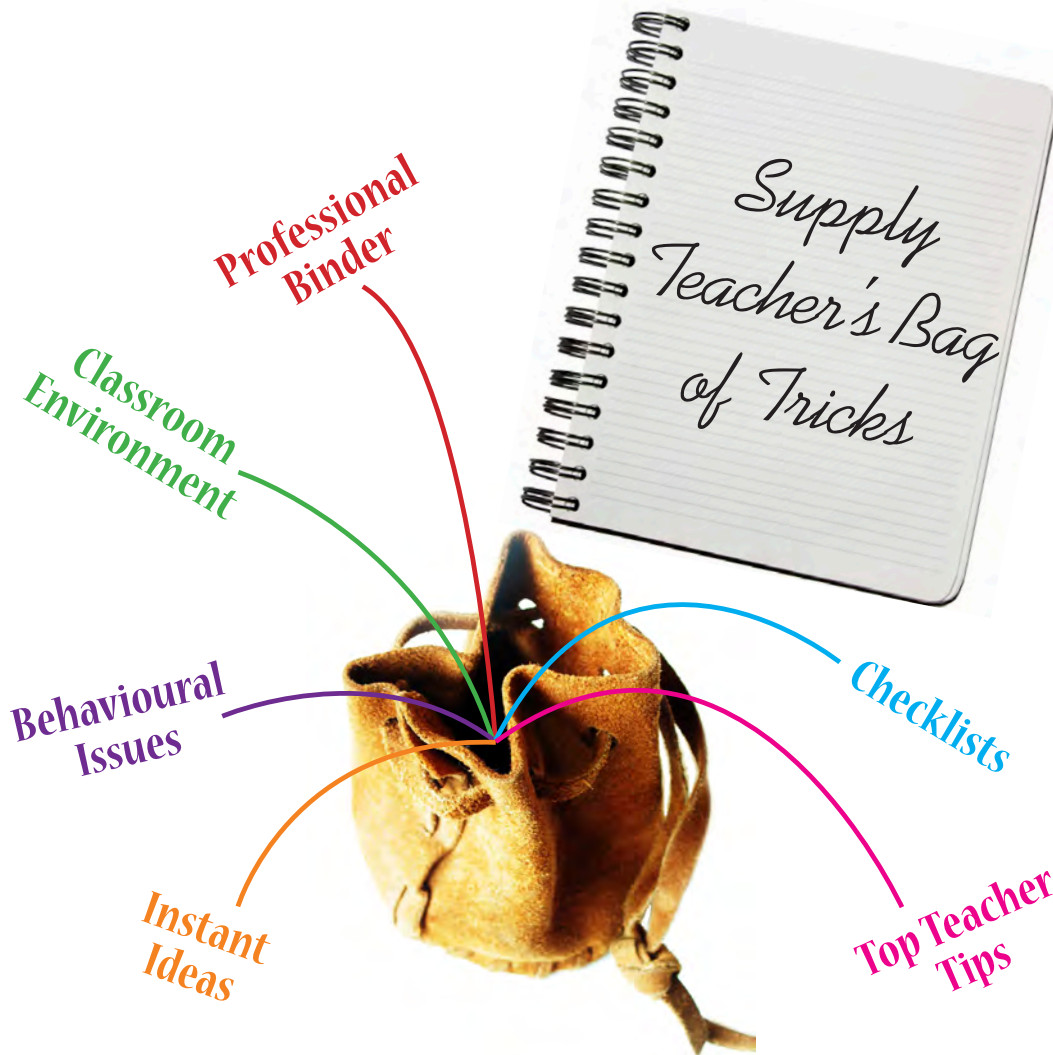
If you're looking for professional reading on classroom management, you may want to check out books written by Dr. Fred Jones or Harry Wong. Two resources I read are:

Jones, F. (1990). *Tools for teaching*. 2nd ed. Santa Cruz, CA: Fredric H. Jones & Associates, Inc.

Wong, H. & Wong, R.T. (1999). *The first days of school*. Mountainview, CA: Harry K. Wong Publications, Inc.



NBTA Workshop for Substitute Teachers



Tips and Strategies on Classroom Management

Workshops offered in three locations:

Fredericton Region	Saint John Region	Moncton Region
NBTF Building	Kennebecasis Valley	Riverview High
March 26, 2013	March 28, 2013	April 19, 2013

Morning PD session - 9:00 am - 12:00 pm

**Registration at www.nbta.ca
between January 28th and March 1st.**

Wellness Highlights

PROFESSIONAL COUNSELLING
SERVICE FOR TEACHERS



Carmen Meehan

Coordinator, District South
1-800-563-3938
634-2901

carmen.meehan@teacherwellness.ca



Michael LeBlanc

District West
1-800-561-1727
462-0208

michael.leblanc@teacherwellness.ca



Lisa Calhoun

Districts North and East
1-888-763-5050
855-5243

lisa.calhoun@teacherwellness.ca

The Healthy Mind, Body, Spirit Menu

Connecting



Sleeping



Playing



Reflecting



Moving



Relaxing



Eating



Mind, Body, Spirit...



Moving - H.I.T. It!

As a teacher you are very busy and your 'self-care' time is limited. What if you could exercise for less time and get as much – or more out of it? Try High-Intensity Interval Training – or HIT.

High-Intensity Interval Training is alternating high and low intensity bouts of exercise. The Intense bouts are when you go very hard for 1 minute (run, stationary bike, dancing), followed by 1 minute easy, repeated 10 times.

Exercising 'very hard' means getting your heart rate up to 85-90% of your max. To find out how to calculate your maximum heart rate go to <http://www.cdc.gov/physicalactivity/everyone/measuring/hearttrate.html>

If you don't want to use your heart rate as the measure, you can also use what researchers call a 'rating of perceived exertion' (RPE)– which is giving yourself a rating out of 10

for how hard you are working....so, if '10' is running as if your life depended on it, then you would want to aim for an 8.5. This RPE will change as you get tired, so adjust accordingly.

Researchers suggest you do this HIT – “1 minute hard, one minute easy, 10 times” at least 3X per week. But, if you only have time for once per week, do that. Gradually build your exercise routine up. Aim for having 3X per week after 6 months.

HIT training programs can include walking, running on a treadmill, using a rowing machine, using a stationary bike, swimming, or dancing.

Good luck!

(Adapted from “Nutrition Action Health Letter”, Dec 2012 issue)

DASH Eating

Are you trying to get your eating under control after a busy holiday break? Perhaps this food plan can help.

DASH (Dietary Approaches to Stop Hypertension) eating is built around vegetables, fruit, low-fat dairy, and unsaturated fat instead of added sugars, refined starches and saturated fat. DASH eating can lower blood pressure and cholesterol levels. It has about 2000 calories/day. If you eat more adjust the servings proportionally. The veggie and fruit may seem overwhelming, but the servings are small. If you don't want to measure, just make sure they fill at least half your plate.

(Adapted from “Nutrition Action Health Letter”, November 2012 issue)

Suggestions for Daily Practice

1. A good place to start cultivating mindfulness is in the body.
2. Befriending your breath is a good idea, since you can't leave home without it – and it is so related to our states of mind.
3. See if from time to time you can just feel the breath moving in and out of your body.
4. Locate where the breath sensations are most vivid, and “surf” with full awareness on those breath waves, moment by moment – in the belly, at the nostrils, or wherever.
5. Try lying in bed for a few moments after you wake up, and just ride on the waves of your own breathing moment by moment and breath by breath.
6. Experiment with expanding your awareness around your breath until it includes a sense of the body as a whole lying in bed breathing.
7. As best you can, be aware of the various sensations fluxing in the body, including the breath sensations.
8. Just rest in the awareness of lying here breathing, outside of time, even if it is only for a minute or two by the clock.
9. When you notice that the mind has a life of its own and wanders here and there, keep in mind that this is just what minds do, so there is no need to judge it.
10. Just note what is on your mind if you are no longer in touch with the breath or with the sensations of the body lying in the bed, and without judgment or criticism, just let that be part of your awareness in the moment, and feature once again the breath and the body center-stage in the field of your awareness.
11. Repeat step 10 a few million times.
12. It is very easy to fall into the thought stream and get caught up in the future (worrying, planning) and the past (remembering, blaming, pining) and in reactive and often painful emotions.
13. No need to try to stop any of this from happening when you can just bring a big embrace of openhearted, spacious, accepting awareness to it and, lo and behold, you are once again sitting on the bank of the thought stream, listening to the gurgling but not so caught up in the torrent for the moment.
14. You can cultivate mindfulness in this way lying in bed for a few moments in the morning, or in the evening before going to sleep.
15. You can also cultivate mindfulness sitting, standing, walking, and eating – in fact, in any position or situation, including brushing your teeth, taking a shower, talking on the phone, running, working out at the gym, cooking, picking up the kids, making love, whatever is unfolding in your life in the present moment.
16. It helps to be present for it and for yourself.
17. Remember – the real meditation is your life, and how you inhabit it moment by moment.



Canadian Association of Principals Awards

Deadlines for the following three awards are fast approaching:

The Student Leadership Award: Each school that wishes to participate in this scholarship program is asked to nominate one student leader who has demonstrated outstanding leadership. Twelve \$750 scholarships are awarded to a grade 12 students across Canada. For more information and nomination packages visit <http://cdn-principals.org/cap-student-leadership-award/> Nomination packages must be postmarked no later than **March 1, 2013.**

The CAP Distinguished Principal Award and The CAP Distinguished Vice-Principal Award: This prestigious recognition is presented to one deserving candidate in each category. For more information and nomination packages visit <http://cdnprincipals.org/canadian-distinguished-principal-and-vice-principal-awards-20122013/> Nomination packages must be postmarked no later than **February 15, 2013.**

Completed nomination package can be mailed to:

Tina Estabrooks
Centennial School
10 Constance Street
Saint John, NB E2K 2P8

Middle Schooler

By Grant Robinson, Centreville Community School

Here is a poem I wrote with my students a while back while they were writing poems of their own.

What's wrong with this animal they call Middle Schooler!
They interrupt, swear, are rude and think that's all cooler.
They push, gossip, and bully just to fit in.
Is this a zoo or a school I'm in?

What's wrong with these kids they call Middle Schooler!
They are awkward, uncertain, confused and feel like a loser.
They walk with a strut, with attitude, know it all.
Am I running the gauntlet or is this just the hall?

What's wrong with this person they call Middle Schooler?
Not a thing; they are changing, adapting...becoming a doer.
They are energy, personality and potential Galore.
I am sure with patience, guidance, and time...this Middle Schooler will soar!

NBTA Men Teacher Curling Bonspiel

The 33rd Annual NBTA Men Teachers Curling Bonspiel was held January 11, 12, and 13 at the Carleton Curling Club in Saint John. We had 16 teams from around the province and as usual, it was a very successful and enjoyable event for all participants.



Section A NBTA Trophy Winners

Norm Richard (Skip), Maurice Richard (Mate), Paul Robichaud (2nd), Jean Claude Guignard (Lead)



Section B Johnson Insurance Trophy Winners

NBTA President Heather Smith presents the trophy to Merrill Loughery (Skip), Kevin Loughery (Lead), Ernie Doucet (Mate), Owen Dunn (2nd)



Section C NBTA Credit Union Trophy Winners

NBTA President Heather Smith presents the trophy to Mike McCaustlin (Skip), Tilmon Martin (2nd), Tom Donaldson (Lead). Missing from photo: Andrew Loughery



Section D Winners

NBTA President Heather Smith presents the trophy to Terry Dickson (Skip), Curtis Fournier (Mate), Josh Taylor (2nd), Ian Patrick (Lead)



Spend March Break in the Bahamas as low as \$1,599 pp double

You worked hard all year, now you deserve a break to lie back and relax. Take a cruise on the exciting Norwegian Jewel to the Bahamas. Imagine lounging on the deck surrounded by sparkling ocean with someone catering to your every need. Visit sparkling, sandy beaches, Nassau, Orlando and more. Round trip transportation from Saint John

March 2 - 11, 2013
 Tel: 506-632-1012 Toll Free: 1-800-561-2324
 Visit us at: www.freedomtours.com

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Facilitating Learning That Promotes Collaboration, Leadership and Productivity

WORKSHOPS COMING TO NEW BRUNSWICK THIS WINTER/SPRING

FREDERICTON

MEDIATION *March 7-8, 2013*
- An Informal Process for Conflict Resolution

This skills-based workshop is designed to give participants the understanding to work with disputing parties to identify interests, clarify issues and work towards options for resolving the conflict. Participants will have the opportunity to experience scenarios that will help prepare them for intervening in various conflict situations.

LEADERSHIP AND MANAGEMENT *April 12, 2013*
- The Essential Foundations

This workshop is designed to help new or existing managers increase their abilities to lead teams. They will gain skills to assess team dynamics and to improve trust and influence with those they are leading. At the completion of this workshop participants will be equipped with the necessary tools to motivate their team to achieve desired results.

MONCTON

CONFLICT RESOLUTION SKILLS *May 30, 2013*

Many conflicts would not spiral out of control if people used conflict resolution techniques that are easy to learn and utilize. This workshop will teach participants to understand the dynamics of conflict and equip them with the skills needed to respond confidently when faced with situations of conflict.



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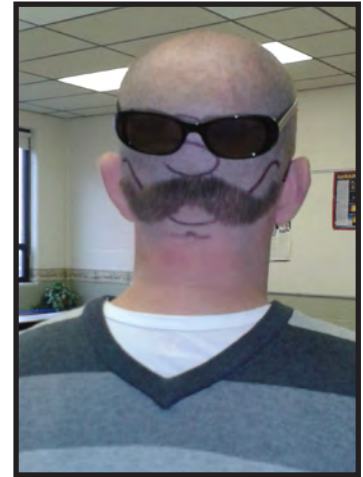
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