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News



New Brunswick Teachers' Association

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**Next Final Copy Deadline
For NBTA News:
Friday, March 9**

The Power of Learning

NBTA

Three Seek 2007-2008 Vice-Presidency

• Vote set for April 23-27, 2007 •



Noreen Bonnell



Harold Dalling



Heather Smith

The following is an excerpt from NBTA By-Law 6(b):
"Ballots with special addressed envelopes and a branch nominal roll shall be forwarded by Central Office to the president of each branch on or before the 15th of April each year. *The Branch President or designate, if the Branch President is a candidate, shall cause the voting to take place during the last full week of April. The ballots must be received properly sealed in the ballot envelope at Central Office not later than 5:00 p.m. on Friday of the following week.* The Nominating Committee shall meet within a week of the date fixed for the receipt of ballots and with the assistance of Central Office staff, check the names on the ballot envelopes against the appropriate nominal roll, tear off all the perforated flaps, place the envelope containing the ballot in a prepared ballot box, and on the completion of this, open the ballot box and tally the results. Candidates shall be notified of the results on counting day ..." (Candidates' statements appear inside.)

The successful candidate will assume the office of NBTA Vice-President on August 1st, 2007.

Noreen Bonnell

- Statement -

Once again I am offering for the position of NBTA Vice-President. I truly appreciated all the support I received last spring in votes and encouragement. I ask you now to vote for me this year during the third week of April, when we will choose the next NBTA Vice-President.

I offer you leadership, experience, and passion, as the Association moves forward to support, and to advocate for, the teachers of our Province. **Teachers must work in a safe, respectful, and professionally supportive environment.**

Becoming and being a teacher in the 21st century holds many challenges. Fortunately, it is not only a job, but a vocation. With that in mind, we, as an Association, must encourage and engage the minds and hearts of our teachers.

There are certain **key issues** that continue to challenge us.

We have seen the *MacKay Report* and our *NBTA Report "A View from the Front Line"* that strongly support what teachers have been saying for a long time about classroom **composition** and the actions needed to address our concerns. Our Association, that represents over 5400 New Brunswick teachers, is charged by each member, with lobbying and exerting due diligence to ensure implementation of the recommendations contained in those reports.

Communication within our profession continues to play a major part in every aspect of our daily work as teachers. Our Association has the responsibility to

communicate with teachers about the responsibilities and ethics of being a teacher, about how to support teachers in the workplace, about the policies that protect both the adults and students, about what our Association can do for us in general, about how teachers can inform our Association about areas of concern, such as workplace safety, workload, stress – these are just a few of the important communication challenges that face our teachers and our Association.

The demographics of our teaching population have changed quite dramatically in recent years. There are an increasing number of teachers in their first ten years of teaching. In addition, working conditions for teachers have changed drastically. More than ever, purposeful, personalized **professional development** is needed to support the learning needs of a very diverse membership.

Technology is having an increasingly enormous impact on our lives, both professionally and personally. Maintaining a reasonable balance in our lives, and keeping up with the technological learning and teaching possibilities, the skills to work with that technology, the hardware to accompany it, and all the other expectations associated with technological advancements, make up just some of the daily life of the members of our Association.

I have always believed that **involvement** at any level with our Teachers' Association is a truly valuable use of time and energy for teachers. I have served on committees at all levels, represented



the school, and represented our Branch as Director, and felt empowered by this participation. I encourage teachers of all ages and stages to become involved in some way with our Association.

Soon we will be asked for our input for the next round of **negotiations**. We will have that particular opportunity, each and every one of us, to be engaged early in that process. We will be able to inform and be informed. We need to promote this type of involvement and awareness of all issues that affect teachers, whenever and wherever possible.

With three decades of experience to offer - in teaching, in leadership, in advocacy for teachers and the teaching profession – I ask you for your vote in April, to elect me to work hard for you, as the next Vice-President of our New Brunswick Teachers' Association.

Noreen Bonnell

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Experience, Leadership, and Communication

Harold Dalling – Statement –

Inclusion or Exclusion?

A large learning environment is not for everyone. Let's not miss the big picture. When we think class composition, inclusion is not the choice of all students.

Equal opportunity can be different for everyone. It is time to make this known so that we can make a more comfortable, safer, positive, and efficient learning environment. It is time to stop looking at what we do not have, but rather what we do have and how we can make it work.

I believe we are trying to find tools and resources to help students learn in one large environment. It is great that we are trying to make our classrooms work the best we can as teachers, but that is the key; we are trying to make something work that will not be effective. We all have to realize that it is O.K. to say it is not working. We have attempted at various times over the years, but what we have not done is stood up to New Brunswick and said not everyone can learn in these large environments.

Students are crying out for help and we are not responding. They want help and they truly want to learn but they cannot learn effectively in these huge

environments. It does not matter, because the school setting is the problem. It is not the fault of the teachers, the principals, nor the districts, Department of Education, or the parents. It is the fault of the province as a whole. We have



forgotten that it is about "learning", not "staying in school". We focus on trying to keep kids in school, which can be equivalent to a prison sentence for many. School should not be about trying to keep students in school, but rather making sure we help students learn.

Keeping in mind that the first thing people will say is "That will cost a lot", let me propose this:

What costs more – spending money on resources and assistants in a large classroom, leading to student anxiety and dropout, or providing alternative classroom settings in small environments where these students can be successful. As students are removed from the school setting, the public continues to support them through at-home tutors, social assistance, or as part of the justice system. As teachers, we try our hardest because that is what we do, quite often leading to burnout and long-term health problems. Does it not cost money to still work with these problems that arise?

I believe that we, as teachers, truly want to help every student learn, as difficult as that may be at times, and that even the best teacher cannot help these students learn if the environment they are learning in is the problem. If we do not help these students now, it will cost us all later. Why not be proactive and help students before a problem arises rather than being reactive and dealing with the students because a serious problem has arisen. Let's help students learn how they learn best - in small comfortable environments where all students can be attended to.

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Heather Smith

– Statement –

PASSION For many years, while our children were young, my NBTA involvement was at the Branch level as a school representative and as a member of Branch executives. I then extended my participation to assume the position of Director, representing the teachers of Branch 1542 on the NBTA/NBTF Board of Directors for the past five years. This experience has developed a passion in me to expand my involvement to the provincial level. I am honoured to be running for the position of Vice-President.

EXPERIENCE NBTA Executive – For each of the past three years, the Board of Directors has elected me to the Executive, believing I would make sound judgments. This has provided me the opportunity to be involved in decisions that drive the NBTA agenda for teachers.

NBTF Executive – For each of the past two years, the NBTA Executive has elected me as one of its two representatives on the Executive of The New Brunswick Teachers' Federation (NBTF). This opportunity has increased my understanding of the collective bargaining process and the resulting collective agreement. It has also allowed me to work cooperatively with the executive representing Francophone teachers in New Brunswick.

COMMITMENT As a result of teaching for 24 years in various schools, at several grade levels and in different parts of New Brunswick, I have developed a sound philosophy for positive change that represents the beliefs of members of our Association. I commit to moving this agenda of teachers forward.

I believe that schools need to be environments that are



conducive to teaching and learning. Support for the multitude of class composition concerns, as a result of our last collective agreement, has just begun to scratch the surface. When fewer than half of the class composition grant applications receive support because the funds have been depleted, the warning bell has been sounded. Teachers with students who display academic and/or behavioural needs require sufficient support as the students travel through our school system. How else can we expect teachers to prepare them to be future contributing citizens?

I believe that the education system in general, and teachers in particular, cannot be solely responsible for the seamless delivery of services to children.

Dr. Wayne MacKay, in his Report on Inclusive Education in New Brunswick (Recommendation 12), expressed the need for sufficient monetary resources, as well as for skilled and highly qualified personnel, if the needs of all children are to be met. Otherwise teachers are left without the support

provided by specialized personnel, such as Speech Language Pathologists and Psychologists. There must be shared responsibility among the Departments of Health, Family & Community Services, and Education.

I believe that the Department of Education needs to tap into the knowledge and experience of teachers in the development, marking and utilization of meaningful external assessments. Teachers are frustrated by the lack of communication regarding provincial assessments. Teachers need input into the development of meaningful assessments. The opportunity to mark assessments must again be offered to teachers from all levels and from all parts of the province as a valuable professional development experience.

I believe in the knowledge and ability of New Brunswick teachers; our wages and benefits should reflect this professionalism. Within the next year we will begin the process of collective bargaining. The work of a teacher has never been more demanding. We need to be compensated for the challenging job that we do!

I believe the NBTA provides a strong collective voice for teachers at the provincial level. I have the passion, experience and commitment to serve you well as NBTA Vice-President. I ask for your support in April.

Please feel welcome to contact me with ideas or concerns.

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Web: www.heathersmithforvp.ca

A vote for Heather Smith is a vote FOR teachers.

**Passion Experience Commitment...
moving the agenda of teachers forward**



The passion and the sincerity with which Premier Shawn Graham uttered the above words in his campaign speeches clearly showed that our children's education is his government's priority.

Premier Graham has aptly stated that too many of our children have been left behind for too long. Too much potential has been and is being lost because the needs of the individuals within the system are inadequately met. The MacKay Report attests to the same fact. The sheer depth and breadth of the recommendations made in this Report are indicative of the seriousness of the challenges we face daily, and the grave deficiencies that currently exist in our inclusive education system.

We expect sufficient funding in this year's budget to begin implementing the MacKay Report recommendations. NBTA has identified five areas of priority, which have been communicated to our Minister of Education, Hon. Kelly Lamrock, and to other cabinet ministers including the Minister of Finance, Hon. Victor Boudreau. They are: class composition, discipline, professional development, integrated delivery of services, and vocational courses. Some details about each follow.

Class Composition: To begin addressing class composition-related issues, the MacKay Report recommends increased funding, modified funding formula, sufficient numbers of trained professionals, and adequate resources. According to the latest available Statistics Canada figures, New Brunswick is the second lowest in per pupil funding (operational budget) amongst the 13 provinces and territories. In 2004 we would have needed an additional \$107

Implementing MacKay Report Recommendations - A Good Beginning

"Government has to lead the change on going from worst to first. It isn't about blaming teachers. It isn't about asking people to do more with less...Our teachers have been crying out for help for too long. Too many children have been left behind for too long. Too much potential has been missed for too long...A liberal government will endorse the MacKay report and set to work immediately at setting the timelines set out in this Report. We cannot lose one more year." – some quotes from Premier Shawn Graham's campaign speeches featured in the newspapers on August 29, 2006.

million dollars in the education budget to be on par with the Canadian average and \$50 million to be on par with the Atlantic average. Prof. MacKay urges us to be prudent and invest in the education of our children now rather than to pay a much higher price later.

Discipline: Disruptive student behavior poses a barrier to our children's learning. The MacKay Report recommends addressing discipline-related issues through provisions for behavior interventionists in the budget, and giving language of regulation to *Positive Learning Environment Policy-703*. In general, inappropriate behavior, violence and harassment must be dealt with properly in order to ensure a safe and caring learning/working environment for all.

Professional Development: The key element to ensure that teachers stay current in their knowledge, skills and proficiency is professional development, which must be purposeful, ongoing, and properly timed within the school year.

Integrated Services Delivery: This is essential in meeting the diverse needs of our children, recommends the MacKay Report. Along with Education, various other government departments, such as, Health, Family and Community Services, etc., must make tangible commitments of resources and personnel to deliver school-based services.

Vocational Courses: The MacKay Report recommends a revival of vocational courses. Our children need hands-on courses in practical and applied arts in order to acquire much needed life skills.

We realize that everything in the MacKay Report cannot be implemented this year. Implementing recommendations that fall within these five priority areas would be a

good beginning.

It must be recognized, however, that moving New Brunswick education to first place in Canada would require much more than just addressing inclusion-related issues featured in the MacKay Report. Structuring curricula to build a culture of learning, creating future generations of independent thinkers by focusing on innovation and creativity, providing experiential learning opportunities to tap the potential of all children are highly desirable elements of a first-class system. These would require some adjustments in the delivery of educational services, a major financial investment on the part of the government, as well as a tangible commitment of time and resources on the part of the community and parents in general.

That there is serious interest in moving in this direction is evident from the fact that Dr. John Abbott of 21st Century Learning Initiative has been repeatedly invited by the NB Department of Education to provide direction. Dr. Abbott believes that New Brunswick has the potential of creating a world-class education system with similar prestigious status as is currently held by Finland.

Teachers are ready to collaborate in creating such an education system that would be the envy of all. Politicians have also clearly indicated that our children's education is one of their top priorities. This priority must now be backed by adequate provisions in the upcoming provincial budget not only for implementing the MacKay Report recommendations, but also for other significant measures that will move us forward, such as innovation. Let's work together to create a vastly improved education system.

Our children are worth it!

2007-2008 Educational Leaves

In a recent joint announcement, Education Minister Kelly Lamrock and Federation Co-Presidents Indu Varma and Louise Landry, released the names of the educational leave recipients for the 2007-2008 school year. In all, forty-eight (48) NBTA and seventeen (17) AEFNB members received leaves for the purpose of retraining, specialization or professional growth.

Educational leaves awarded to NBTA members amounted to approximately \$1,641,185. This year, because of the mix of full and part-time leaves, the Committee was able to grant 48 leaves. In the past few years, NBTA leaves were awarded as follows:

1996-1997 — 45 leaves at \$1,237,912
 1997-1998 — 45 leaves at \$1,226,745
 1998-1999 — 50 leaves at \$1,227,385
 1999-2000 — 43 leaves at \$1,248,804
 2000-2001 — 45 leaves at \$1,271,000
 2001-2002 — 47 leaves at \$1,255,292
 2002-2003 — 37 leaves at \$1,336,054
 2003-2004 — 43 leaves at \$1,375,736
 2004-2005 — 39 leaves at \$1,440,406
 2005-2006 — 48 leaves at \$1,459,361
 2006-2007 — 47 leaves at \$1,552,555
 2007-2008 — 48 leaves at \$1,641,185

Educational Leave Committee

The Educational Leave Committee, established under Article 37 of the Collective Agreement, met on January 16, 2007 to complete the difficult task of selecting this year's educational leave recipients. The Agreement specifies that the Committee will be comprised of 8 members representing the Department of Education, the Superintendents, and the NBTA, AEFNB and NBTF. The composition of the Committee is as follows:

- David Roberts, Asst. Deputy Minister - Dept. of Education
- Marcel Lavoie - Dept. of Education (Chair)
- Marilyn Ball - Superintendent
- Solange Haché - Superintendent
- Indu Varma - NBTA
- Louise Landry - AEFNB
- Bob Fitzpatrick - NBTF
- André Deschênes - NBTF (Secretary)

Process

The full Committee met for a short time to discuss and confirm the criteria to be applied in the selection process and to verify the amount of money available pursuant to Article 37. The Committee then divided into two sub-committees to consider applications from NBTA and AEFNB members.

Criteria

Although an educational leave must fall into one of the three accepted purposes — retraining, specialization, or professional growth — the Committee receives comments and recommendations from principals, and Directors of Education, based upon the value of the leave to school and District.

In considering applications from NBTA members, the sub-committee must take into account the total funds available and the number of NBTA members in each district so that the funds can be allocated fairly throughout the province. This means that, while larger areas may be allocated multiple full and/or partial leaves, some smaller areas may get a leave every second or third year, and, in some cases, an even longer period of time might elapse between leaves. Although the Committee is not bound to award leaves on a direct total numbers/leaves available ratio, it is a factor that must be considered. Other factors considered are:

- program to be followed
- position distribution (teacher, S.P.R., vice-principal, principal)
- grade levels (elementary, middle school, high school)
- past professional involvement
- years of experience
- number of times teacher has applied
- benefit of leave to school and school district
- certificate level
- subject specialty

Leave Statistics for 2007-2008

- There were 148 applications from NBTA members.
- Funds available for educational leaves, determined by the formula in Article 37.03 of the Collective Agreement, were \$2,355,426; the AEFNB share was approximately \$721,000.
- Forty-eight (48) leaves (full and part-time) were granted to NBTA members.
- Thirty-eight (38) leaves were granted to females and ten (10) were granted to males.

Leaves Awarded

K-8	26
Grades 6-12	22

To Achieve

CERT V	15
CERT VI	10
Principal's Certificate	4
Other	19

Areas of Study

Administration	3
At-Risk Program	1
English as Second Language	1
French Immersion Curr./FSL	2
Fine Arts/Visual Arts	3
Guidance/M&R/Counselling/ Resource	6
Journalism/Mass Communication	1
Instructional Design	1
Literacy	4
Mathematics	4
Psychology/Counselling	2
Science	2
Special Ed./Special Needs/ Exceptional Learners	7
Technology/Business	2
Other	9
Total	48

(24 Full-time and 24 Part-time)

Conclusion

When all is said and done, forty-eight (48) NBTA members will be happy to be receiving an educational leave, while one hundred (100) members will be disappointed, and at least some of these 100 will feel frustrated by the process. The one thing that can be said is that the Committee did its best to weigh all of the criteria, consider all of the factors and award the leaves as fairly and equitably as possible.

To those teachers who received leaves for 2007-2008, the Committee extends its best wishes for a productive and successful year. And, to those applicants who were not successful this year, the Committee thanks you for your interest and encourages you to apply again next year.

The NBTA recipients for the 2007-2008 school year are listed by district. The length of the leaves varies from four (4) months to a full academic year.

Dist.	Name	Period			
02	Lena Cormier	Year	10	Tom Hart	5 months
02	France Rina Coté-Allain	5 months	10	Richard Lloyd	Year
02	Joseph Grondin	Year	10	Donna Stewart	6 months
02	Renée Landry	Year	14	Cynthia Crowhurst	Year
02	Blaine MacIsaac	Year	14	Andrea Fletcher-Boomer	5 months
02	Nancy Mellish	6 months	14	Sherry Fox	Year
02	Karen Stewart	Year	14	Mary Ellen Kilfillen	Year
02	Lori Ward	4 months	14	Susan Mabie	6 months
02	Kevin Williams	Year	15	Gail Blanchette	Year
06	Glenna Cameron	5 months	15	Kathy Grebenc	6 months
06	Charlene Carroll	4 months	16	Rodney Buggie	6 months
06	Kelly Coughlan	5 months	16	Katherine Halas Moulton	Year
06	Susan Walsh	5 months	16	Mary Tozer	4 months
06	Ellen Whittaker-Brown	Year	16	Krista Underhill-Hamilton	Year
06	Heather Wilson	Year	17	Beth Hubbard	Year
06	Peggy Woolsey	5 months	17	Corie Smith	Year
08	Jonathan Bidgood	Year	17	Marie Turley	6 months
08	Todd Cormier	Year	18	Holly Currie	Year
08	Paul Holder	5 months	18	Michael Gange	Year
08	Heather Hudson	Year	18	Tracey MacInnis	Year
08	Cheryl Kennedy	Year	18	Tone Meeg	6 months
08	Nancy McGuire	4 months	18	Natasha Spencer	6 months
08	Jill Muise	6 months	18	Tanya Walsh-McKillop	6 months
08	Adrienne Tomilson	5 months	18	Lorna Waye-Munn	6 months

Teacher/Staff Appreciation Week 2007



Teacher/Staff Appreciation Week 2007 was celebrated throughout New Brunswick schools during the week of February 11-17. Pictured is Linda Bateman, Home & School Association, with NBTA President Indu Varma, holding this year's poster that was distributed to each school throughout the province.

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Are You Eligible to Retire?

By Larry Jamieson, NBTA Director, Teacher Welfare Services

The New Brunswick Teachers' Pension Act (TPA) provides that a teacher becomes eligible to retire on an immediate pension:

- (a) at age 65 with 5 or more years of pensionable service (no reduction)
- (b) at age 60 with 5 or more years of pensionable service. (Pension reduced 5 per cent per year for each year under age 65)
- (c) at age 60 with 20 or more years of pensionable service. (no reduction)
- (d) when the combination of a teacher's age and service reaches 80 (reduced pension). (Reduction will be 2.5% for each index year that retirement precedes age/service index of 87).
- (e) when a combination of a teacher's age and service equals 87 (no reduction)
- (f) after completing 35 years of pensionable service (full pension)



Larry Jamieson

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 Public Service Employees 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 (the Regulations of the *Education Act* now stipulate this notification be communicated as of February 1st):
 - (a) specify the date of retirement (always at end of the month - e.g., June 30, 2007);
 - (b) provide information so that your retirement allowance can be forwarded to the financial institution of your choice.

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.
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:

Larry Jamieson
New Brunswick Teachers'
Association
P.O. Box 752
Fredericton, N.B. E3B 5R6
Tel. 452-1722

OR

Compensation & Employee
Benefits Division
Office of Human Resources
P.O. Box 6000
Fredericton, N.B. E3B 5H1
Tel. 453-2296 or 1-800-561-4012

Please notify NBTA Central Office as soon as possible if you have decided to retire. This will help us prepare for the provincial Retiring Teachers' Luncheon, which will be held on Saturday, May 26th.

School-Based Learning Team Grant Recipients 2007

The NBTA is pleased to announce the recipients of this year's School-Based Learning Team grants. This year there were five grants available. All five were sponsored by the NBTA.

Each SBLT grant is valued at \$1000.00 and allows the team to explore an area of student learning they have identified as a priority for their team. The team has full autonomy to spend the grant as they wish. Past teams have used the funds to provide release time for team members to collaborate, purchase resources, produce materials for sharing, or provide honoraria for expert speakers to support the work of the team.

Generally speaking, successful team applications were well developed and specific. This specificity was often the deciding

factor for the committee. Preference was given to those teams who had narrowed their focus and had identified both specific and unique learning goals. The selected applications also provided enough detail to indicate that there had been much thought given to the goal of the team and the manner in which they hoped to achieve that goal.

Thanks must be sent to all teachers who submitted an application. The committee had a very difficult time selecting and wished they had more grants to award to the many worthy applications! We trust that all who

submitted an application benefited from the experience of thinking and working together as a team and collaborating to improve teaching and learning. Perhaps some will take their ideas and seek alternative support for their worthwhile ideas?

The new recipients of the SBLT grants have received their cheques, as well as a Team Log Book devised to help track record of the team's work and expenditures. Teams may extend their work until next December.

We look forward to hearing of the exciting innovations and experiences their work will generate!

Grant Recipients	Honorable Mention
<p>Cambridge Narrows School <i>Writing the "Write" Way</i></p>	<p>Harvey High School <i>Integrating Technology for Differentiation Within Middle School</i></p>
<p>Hampton Elementary School <i>Differentiated Instruction for Gender Differences</i></p>	<p>Forest Glen School <i>Learning with AIM (Accelerative Integrated Method)</i></p>
<p>Nelson Rural School <i>Helping Students Measure Up</i></p>	<p>Sussex Elementary School <i>Social Skills in the Classroom</i></p>
<p>Pennfield Elementary School <i>Learning Through Music</i></p>	<p>Vincent Massey Elementary School <i>Math Matters!</i></p>
<p>Woodstock High School <i>Mathematics Learning Team (MLT): Coordinate Geometry</i></p>	<p>Leo Hayes High School <i>PLATO/Mathematics Curriculum Links</i></p>

Attention "Fish Friends" Teachers: Eggs are Coming Soon



Schools from St. Andrews to Campbellton and all points in between can expect their baby salmon eggs to arrive in their classrooms between mid-February and late March.

Teachers who are participating in the Atlantic Salmon Federation's *Fish Friends* program should have their tanks ready and temperatures regulated at least 2 weeks prior to egg arrivals. To prepare for the eggs, please:

- Ensure aquarium, power filter, rocks are cleaned with a mild soap and water

- Ensure that any dust build-up on the wire mesh of the chiller is eliminated (an air canister works well)
- Replace foam and charcoal filters
- Set temperature controls to about 4 to 5 degrees Celsius.

The New Brunswick's Environmental Trust Fund (E.T.F.) supports conservation education by funding our "Incubation Replacement Program" that benefits five schools this year: École Echo Jeunesse in Kedgwick, Belledune School, École la Villa des Amis in

Tracadie Beach, Lower Lincoln Elementary and MacDonald Consolidated on the Kingston Peninsula.

The goal of ASF and the E.T.F. program is to replace all original *Fish Friends* units that are at least 10 years old. Twenty-six schools in the province have received new units so far.

Questions or comments about ASF's *Fish Friends* program can be directed to Debbie Perry, Education Coordinator, Atlantic Salmon Federation, Tel: 506-529-1384 or e-mail: asfcc@nb.aibn.com

World Travellers in District 14

Woodstock, N.B. — Without even leaving their school, District 14 middle school students traveled to Egypt, France, Japan, Italy and the United States this fall. Thanks to “The Amazing Race”, a District initiative developed by its six math mentors, teams of students discovered these countries as they constructed, calculated, and created their own understanding of several math-inspired investigations.

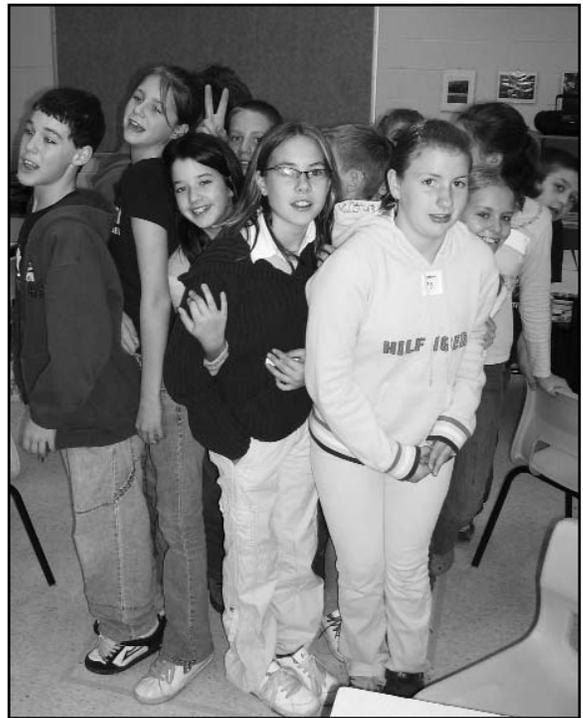
In Japan, students squeezed themselves into a square metre outlined on the floor to see how many people could fit in their Tokyo subway car. During their stay in Egypt, students used polydrons to determine which 2-D nets resulted in a pyramid and used a tundle wheel to determine if a paw of the Sphinx could have fit in their classroom. In France, they compared their collective heights to that of the Eiffel Tower. They then decided what they would order for lunch in Paris and calculated its cost in both Euros and Canadian dollars.

Of all the countries, math mentor Scott Mulherin said that Italy was a student favorite. “Their mission was

to build the tallest obelisk possible. It was incredible what they were able to do with only 15 sheets of newspaper and some paperclips.”

During their visit to the United States, teams estimated the length of the 1-hour wait line for the roller coaster, The Millennium Force. They also figured out different ways of spending exactly 25 tickets on 2-, 3-, and 4-ticket rides.

Teams, composed of students in various grades and of different abilities, recorded their results in their team’s passport. At the end of the world tour, math mentors evaluated the teams’ work and determined the school’s winning team. The top teams in the district were invited to “The Amazing Race” finale held at the Woodstock Community College



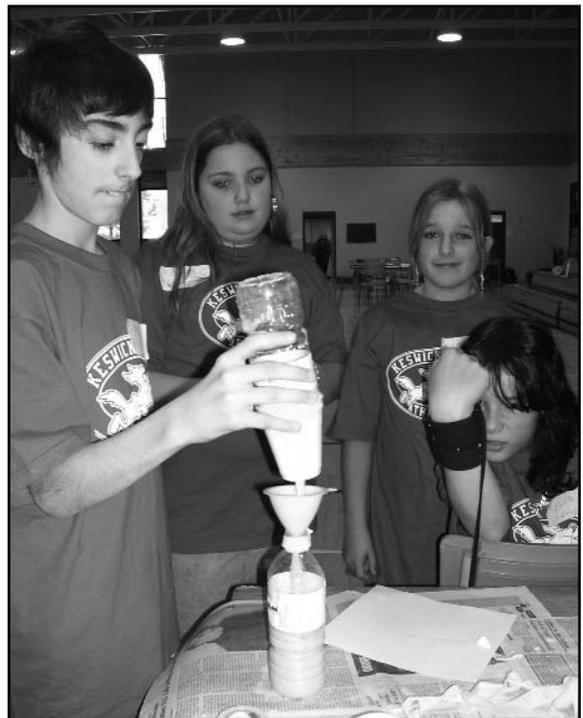
John Caldwell School

on Friday, December 8th.

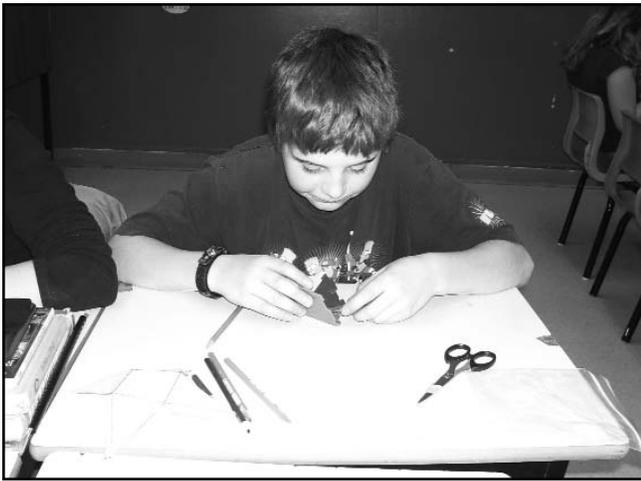
“It was wonderful to see kids who excel in math and those who



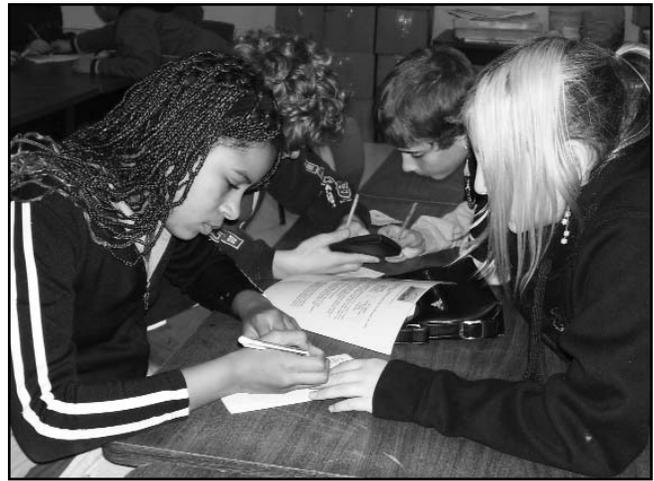
Centreville Community School



Keswick Valley High School



Woodstock Middle School



Saint Mary's Academy

struggle, all having fun in the various activities", commented district math mentor, Shelley Hunter. Her colleague, Susan Boyd-Drost, remarked how smoothly the finale ran. "The kids were great! They seemed to really appreciate the day and eagerly moved from one event to the next."

The math mentors were in agreement that the finale should be a celebration, not a competition. "Everyone was already a winner," noted Kathy Hildebrand, "so we felt the activities should be a collaborative effort". Hildebrand had students building cantilevers using straws, tape, and plasticine. "It was really interesting to see what kids came up with. The longest measured an incredible 126 cm", she added.

Other finale activities included decoding a message written in

binary, enlarging a picture piece ten-fold, solving math patterns to create and later connect, Cartesian coordinates, and playing a math version of the game show 1 vs. 100. The district enrichment coordinator, Kathy Anderson, even demonstrated a math trick.

The finale favorite appeared to be Susan Palmer's game timer activity. "They had twenty minutes to construct a 1-minute timer. They were supplied with sand, two water bottles, tape, a funnel, and a stopwatch. The teamwork was evident and the kids became very excited when their timer accurately measured one minute", she described.

The concept was the brainchild of Dianne Lunn, School District 14's math supervisor (among other responsibilities). "I wanted to see middle level students having fun

with math in a district-wide event. The activities would have to be hands-on, interesting, and challenging but not beyond grade six students. Once the mentors had the activities mapped out, they tested them on two Carleton North grade nine classes", explained Lunn. "After that trial, we knew we had to add a few more hands-on tasks."

Lunn was very pleased with the effort put forth by her mentors. "Their hard work paid off. The kids had a wonderful time and their teachers and school administrators were grateful for a well-organized activity that involved all their middle level students."

Math mentor, Vicki McLean, summed it up best. "We knew it was successful by the smiles on their faces and excited chatter in the hallways."



Bath Middle School



Tobique Valley High School

Commemorative Arts Calendar to be Distributed to High School Students in Arts Programs

(Toronto – December 18, 2006)

From the rich creative tradition of Canada's High Arctic and the haunting image of Kiawak Ashoona's Bird Creature, to the dazzling career of jazz pianist Oscar Peterson, to the innovation of dancer Marie Chouinard, Canada has earned its reputation for artistic excellence. In partnership with Bell Canada and the Canada Council for the Arts, the Historica Foundation has produced a beautiful new calendar, *Celebrating the Arts in Canada 2007*, to be distributed as a gift to 15,000 high school students in arts programs across the country.

"Bell Canada is a longtime supporter of the arts in Canada, most notably as a proud sponsor of the Governor General's Performing Arts Awards," said William J. Fox, Executive Vice President Communications and Corporate Development, Bell Canada. "*The Celebrating the Arts in Canada* calendar provides us with a stunning new way to pay tribute to the enduring legacies of Canada's outstanding artists."

In commemoration of the 50th anniversary of the Canada Council for the Arts and the 15th year of the Governor General's Performing Arts Awards, the *Celebrating the Arts in Canada 2007* calendar captures the depth, originality, intensity and breadth of our country's

contributions to the arts.

"In 2007 the Canada Council for the Arts will celebrate 50 years of supporting and promoting the work of professional artists and arts organizations from across Canada," said Canada Council Director Robert Sirman. "This milestone provides us with a unique opportunity to reflect on the extraordinary contribution public funding of the arts makes to the lives of Canadians, their families and their communities – every day of the year."

The captivating images, historical moments, quotes, achievements and anecdotes will complement the learning of 15,000 high school arts students across Canada who will receive the special edition calendar over the next few weeks. A limited number of calendars is available to the general public for purchase, or it can be downloaded free of charge from Historica's website, www.historica.ca.

"In creating this timeline of the arts in Canada, I was struck by the enormity of Canadian accomplishment," said James Marsh, Editor in Chief, Historica's The Canadian Encyclopedia. "The arts leave a lasting imprint on our history and are the best definition of who we are and who we might become. This is why, as a foundation dedicated to Canadian history education, Historica understands the

HISTORICA

www.HISTORI.ca

importance of sharing Canada's artistic legacy with students."

Created by Parliament in 1957, The Canada Council for the Arts is a national arm's-length agency which fosters the development of the arts in Canada through grants, services and awards to professional Canadian artists and arts organizations. It also seeks to raise public awareness of the arts through its communications, research and arts promotion activities. The Canadian Commission for UNESCO and the Public Lending Right Commission operate under its aegis, and the Canada Council's Killam Program awards fellowships and prizes to outstanding Canadian scholars.

The Historica Foundation is a charitable organization dedicated to helping Canadians discover the fascinating stories that make our country unique. Through our education programs and authoritative resources we connect Canadians to our many histories. We invite you to discover your place in history at www.historica.ca.



Disability Awareness Week Inclusive Education Contest

The Premier's Council on the Status of Disabled persons is promoting a contest which will focus on the good things educators are doing to enable inclusion to take place in their classrooms or schools. Best of all, you can win a Toshiba Satellite Pro A100 laptop computer for yourself by entering the contest. The contest is open to all New Brunswick educators and educational support staff at all levels of schools, colleges and universities. Simply send a short written

description of something you are doing in your classroom or school to promote inclusion.

The Grand Prize Winner will receive a Toshiba Satellite Pro A100 laptop computer. The second place winner will be awarded \$100.00 with a variety of Disability Awareness Week promotional items. Other winners will receive prizes of various promotional items.

Contest Rules: • Only New Brunswick residents can submit entries • Only one entry per person

• Winners to be selected in a random draw • Contest participants must include the name of their school, their own name and occupation, phone number and mailing address. **Contest deadline is May 11, 2007.**

Entries can be emailed to pcsd@gnb.ca or mailed to: Disability Awareness Week Inclusive Education Contest, 440 King St., Suite 648, Fredericton, NB E3B 5H8

For more information, visit www.gnb.ca/0048

Environment and Plastics Industry Free Teaching Resources

— *plastic pop bottles recycled into a fleece sweatshirt* —

If you're looking for educational material on plastics and the environment, then be sure to check out www.plastics.ca/teachers. This web site is dedicated to the Canadian educational community and contains everything from a 101 primer on plastics (history, evolution, materials, etc.) to a colourful poster depicting how a plastic pop bottle gets recycled into a fleece sweatshirt. Everything on the site is available for free and most of it can be downloaded directly from the site (which is available in both English and French).

The Environment and Plastics Industry Council (www.plastics.ca/epic) worked in

concert with teachers and consultants to develop its material. The site itself contains a broad assortment of resources, including curricula for grades 2 through 11.

The Plastics Educational Resources site offers detailed information on the plastics recycling process (complete with a diagram) and speaks to some of the products made from recycled plastics. For example, did you know that it takes almost nine 2-litre PET bottles to make one adult extra-large T-Shirt? There are also two on-line games hosted on the site. The Peanut Adventure Game will have students "traveling" to five different cities where they will play games to earn

clues, while the Anti-Litter Adventure is a collection of games geared around litter. Plus, there are crossword puzzles and word finds that can be downloaded and reprinted.

In addition to the resourceful web site, EPIC also produces an online electronic newsletter that discusses real-life plastics recycling applications, provides classroom activity suggestions and highlights various contests and/or events. Signing up is free and can be done right from the web site.



CANADA'S NATIONAL HISTORY SOCIETY GOVERNOR GENERAL'S AWARDS FOR EXCELLENCE IN TEACHING CANADIAN HISTORY

Governor General's Awards Celebrating Canadian Achievement History & Social Studies Teachers, Apply Today!

Canada's National History Society is pleased to announce a call for nominations for the 12th Governor General's Awards for Excellence in Teaching Canadian History. History and Social Studies teachers need be unsung heroes no more! This is their opportunity to join the ranks of other accomplished Canadians who have been recognized by the Governor General for the country's top honor. Candidates need only submit an original lesson plan or project description, supporting student work, evaluation and a statement of their teaching philosophy. It's that simple, and the rewards are great!

Six Recipients Awarded \$2,500! Six recipients will be awarded \$2,500, a medal and a trip to Ottawa for two, to attend the Awards ceremony and presentation by Her Excellency.

Six Schools Share in the Winnings!

An additional \$1,000 is awarded to the recipients' schools.

A Career Highlight!

In addition to the cash awards and recognition, recipients enjoy two days of unforgettable experiences which have included Vice-regal ceremonies and luncheons with her Excellency, cocktails in the Senate, recognition in the House of Commons; as well as private tours of Parliament Hill, Rideau Hall, the Library and Archives Canada Preservation Centre, and the Mackenzie King Estate.

All Approaches are Welcome!

Canada is rich in stories and there are countless ways to tell them. The History Society invites educators from elementary, middle, and senior levels to participate in the Awards, provided that their work features

Canadian content with an historical dimension. Teachers can present themselves or a group, or be nominated by a student, parent or colleague.

Deadline for Submissions:

April 28, 2007

Here is how to apply:

Rules: <http://www.historyociety.ca/gga.asp?subsection=rul>

Form: <http://www.historyociety.ca/gga.asp?subsection=nom>

Information: prixggawards@historysociety.ca 1-800-861-1008



Free Posters, Lesson Plans, and On-line Resources!

Watch for this year's poster The Order of Canada, coming soon to your school mailbox. Visit the education link at www.historyociety.ca for lesson plans and resources.

Time to Celebrate What's Right!

Ardith Shirley, Director of Professional Development

It's the week before March Break and teachers across New Brunswick are eagerly awaiting a much needed rest from all the assessment, lesson planning, duties, meetings, extra-curricular responsibilities, SEPS, IBPS, emails, phone conversations and numerous other communications that have no doubt begun to overwhelm in the past week or two. Anyone who has ever worked in any role in education will agree that for teachers, March Break is not an option - it is a necessity! Can it really be more exhausting teaching at this time of year? Perhaps it is just the winter weather or lack of sunlight.

Whatever the reason, there can be no argument it takes every bit of stored energy we can muster to get us through this last week of school before the Break. Inevitably, every one of us will pause at one point from sheer and utter exhaustion and wonder, "Exactly WHAT was I thinking when I decided to become a teacher?"

Keeping all of this in mind, I decided that there is no better time to stop and celebrate what is right in our classrooms— after all, when you are exhausted, a little inspiration goes a long way! I will attempt to remind you within the confines of this article, by reflecting on a number of snippets of overheard conversations, news broadcasts, articles, quotes and reflections, EXACTLY what you were thinking when you decided to become a teacher!

Reflect on your own experience as a student...

I invite you to take a walk down memory lane and reflect on your own school experience and the teachers who taught you. I have yet to meet many people who could not name almost EVERY one of the teachers they had in school, and a particular memory associated with them. (I know I can.) I challenge you to celebrate our own profession by seeking out teachers from your past and saying thank you for all they did

to help make you the person you have become.

... Celebrate our profession by acknowledging the successes of teachers past!

Reflect on your own teaching... One of the most incredible experiences in teaching can come when you are strolling through a mall (or some other public facility) and a former student walks up to you and says something like, "Mr. or Ms. So-in-So, it's me Ted. You taught me in middle school and I still remember the time when...(insert a story from your own teaching here)... I own my own

"If you ask successful scientists what brought them into science, every one of them says a teacher."

business and have two kids of my own. Are you still teaching?" (If you are still very new in your career and have not had this experience yet, trust me when I say you will, and much sooner than you think!) The conversation will go on and you will find out that "Ted" has moved on to become a happy, healthy contributing member of society and you will leave the conversation walking a little more proudly.

Each day, **you** are stamping the memory or your teaching on the young minds of students. This is an awesome responsibility and privilege. Take a few moments to reflect on the students that have come and gone through your classroom door. Think of the many successful places they are now.

...Celebrate our profession by remembering the successes of students from your past!

While driving home on January 6, I was listening to the coverage of the world junior hockey

championships and more specifically, a radio interview with Carey Price, the 19-year-old Canadian goalie who was chosen top goaltender by the International Ice Hockey Federation. At one point in the interview, the reporter asked if there were any specific people he wanted to thank for supporting him. He quickly responded, "My teachers." The reporter asked if he meant his hockey coaches. He responded, "No, my school teachers. All of them." How proud his teachers from Anahim Lake, B.C. must have been when they heard that sports report! (And let's face it, we know they were listening— even the ones who wouldn't be the least bit interested in hockey!)

Also, a quote from the January 2007 issue of Educational Leadership reinforces the influence we as teachers have on the choices students make after graduation regarding post-secondary options:

"If you ask successful scientists what brought them into science, every one of them says a teacher."

... Celebrate our profession by taking pride in the successes of your students in the future!

Consider what the majority of the parents of your students say about you....

Just after Christmas, while waiting in a long line at Canadian Tire to return something, I couldn't help overhearing a conversation between two young mothers. They did not know one another, but had struck up a conversation. Before very long they discovered that their children attended the same school, one in Grade 3 the other in Grade 4.

"Mrs. So-in So is absolutely wonderful," one gushed, "my Judy, cried when she had to move from her class into Grade 4, and I was worried, but this year she has Mr. So-in-So and she loves him too! It's no wonder they get so attached to those teachers. Between my shift work and all of the commitments we have on the weekends as a family, I am sure

Judy sees her teachers much more consistently than she ever sees me!"

The second mother quickly agreed and the conversation continued with both expressing how fortunate they were to have their kids attend such a great school.

... Celebrate our profession by remembering that the vast majority of parents and the general public support and highly respect our profession!

Reflect on a system that is constantly improving...

Sometimes we are so busy improving, we don't stop and take notice of the improvements that have occurred. Currently in New Brunswick we have more students than ever in our history moving on successfully to post-secondary education. Surely we must be doing something right?

... Celebrate that we are part of a system that is constantly improving and that we as teachers take the lead in these efforts!

In your ongoing efforts to improve, may I recommend the following resources that you may find interesting – I know I did.

The January issue of **Educational Leadership** is titled "*Science in the Spotlight*" and is a must read for science teachers of all levels.

For beginning teachers, may I recommend an article called "*It's Not What you Say – It's How You Say It*", printed in the latest issue of **Education Canada**. In this article, Karine Duhamel reflects on her first experiences in writing report cards – a daunting task for seasoned elementary teachers, but particularly so for those new to teaching!

Teacher magazine includes an article that tweaked my interest from the minute I read the title, "*Not that I Loved Caesar Less, but I Loved Kanye More*" by Korey Asher. This is an enlightening and entertaining view if a high school English teacher's attempt to make the classics relevant for struggling learners in his class.

Lesley Roessing's submission to the January issue of **Middle School**

Journal, "*Losing the Fear of Sharing Control: Starting a Reading Workshop*", outlines one teacher's approach to dealing with students who came to her Middle School class unable to read.

Given the provincial focus on professional learning communities, "*Making Space for Critical Reflection in Professional Learning Communities*" by Laura Servage in **Education Canada** is also worth a read.

For administrators, "*How to Decide Who Will Make the Decision*" from the **Journal of Staff Development** is a great resource tool, and a quick read at just 2 pages!

Finally, given the reams of emails I hear teachers and administrators speaking about, "*Reducing the Damage Done by E-mail in Our Schools*" in **Education Digest** may be timely.

Well, there you have it, my best efforts to inspire you and remind you EXACTLY why you became a teacher.

Best wishes for a restful March Break!

Malcolm MacLeod — 1933-2006

Former NBTA President, Malcolm MacLeod, passed away in Fredericton, December 24, 2006.

Malcolm was a retired teacher and administrator in the Fredericton schools. He served his profession in various capacities including Chair of the New Brunswick Canada Studies Foundation, the Atlantic Provinces Canada Studies Foundation, and numerous branch and provincial NBTA committees and positions.

Throughout his teaching career, Malcolm called up the skills he developed in his previous service in the military as a member of the 2nd Battalion Black Watch, RHR, where he earned the rank of Lieutenant.

From 1987-1989, Malcolm served a two-year term as President of the New Brunswick Teachers' Association. He was tireless in his advocacy for the teachers he represented. During his tenure as President, his leadership to improve the working conditions for New Brunswick teachers exhibited a combination of tenacity and plain hard work.

In his final address as President to the 1989 NBTA Annual General Meeting, Malcolm expressed the passion and pride he had for his profession and his colleagues. In the wake of a particularly acrimonious round of negotiations, he challenged the logic of the Public Service Labor Relations Act as it applied to the teaching profession.

He will be remembered by those who knew him as a tireless advocate for teachers and a faithful friend.





Where Does the Time Go?



FEBRUARY, where has the time gone! March break is just around the corner and then the next corner

will be COUNCIL DAY – MAY 4, 2007 --- *Changing the Tide of Learning*. We are also honoured to be hosting the Art Specialists at Elementary Council (pilot project).

The Elementary Council members have been working diligently to finalize the program, prepare on-site and make sure SAINT JOHN is prepared for the host of Elementary

Council members ready to enjoy what the city has to offer.

Think ahead – register quickly and efficiently ON-LINE at the NBTA Website, (the ancient method – cheque and paper will still be an option). All registration material will be delivered to schools prior to the conference – **remember to bring your name tag for a hassle-free registration**. There will be great prize opportunities at the ANNUAL GENERAL MEETING being held at lunch time.

Details will be unfolding on our website - <http://elementary.nbta.ca.>, so check it often to keep up to date!

Elementary Council Executive have been involved in other activities including a second Art Institute, planning spring institutes, Curriculum Committee meetings to share your concerns with the Department of Education, as well as updating the Constitution and By-laws of the Council.

We are here to serve you, the members of Elementary Council – we want to hear from you – we need your input, e-mail us.

Keep dreaming, keep believing, and keep a rainbow in your heart!

Sandra Tingley
President

“Printmaking for the Regular Classroom Teacher” Goes North

On January 12th, 2007, the Bathurst Heritage Center was the happening spot for nineteen teachers from District 15. They gathered here to learn cost-efficient and achievable stress-free printmaking techniques for a regular classroom teacher. We focused on using easily-accessed recyclable materials.

In the morning session, we learned how to make stencils from card stock (using off cuts gleaned from small presses), then we experimented with colour mixing to create our very own original

artworks.

In the afternoon, we used the recycled “styrofoam meat trays” as our block for a relief print. All participants were asked to make an edition of 20 prints from their block so that at the end of the day, we could exchange with each other.

Despite limited

budgets, little or no art training, all participants exhibited a great desire to learn in order to deliver a new exciting ART experience to their students.

Teachers can be very critical of their own artistic abilities. We discussed how our students are also very critical of themselves. Some elementary teachers are frustrated



when asked to teach what they feel they know little about while others share their knowledge and enthusiasm.

At this workshop, teachers had fun and learned new skills and/or enhanced their knowledge of art making. As well, they started their very own “Art collection”.

I am very impressed by the dedication of these teachers. Their desire to learn, to create, to perfect and to share in the process of creativity is exemplary.

Many thanks to the NBTA Elementary Council for their



generous support; to Eric Smith, Learning Specialist for District 15, for release time for all participants; and to Donna Losier, PD Chair, District15, and 2nd VP, NBTA Elementary Council, for organizing this workshop.

Thank you for a great day.

Roberte Melanson,
Art Specialist
Albert Street Middle school
District 18



Elementary Council Resource and Methods Teachers' Institute

When: Tuesday, April 17, 2007 — 9:00 am - 3:00 pm (Lunch provided)

Where: District 8 School Board Office, Lower Conference Room
490 Woodward Avenue, Saint John, NB

Presenters: **Mary Ferris, Learning Specialist,
Special Services, Department of Education**
“Collaborative Problem-Solving Process”



One stick of kindling alone will not light a fire.” (Chinese proverb)
Many of us are well aware of the value of collaborative problem-solving, but wonder how we can schedule in time to meet with all the different key participants and emerge from the meeting with a coherent plan that equitably shares the responsibility for implementation. This presentation will review the theory supporting collaborative teamwork and provide practise in a model that is easily implemented, time-efficient and results in shared actions that guide educational interventions.

Laurie Muise/Sarah Cross, New Brunswick Association for Community Living
“Circle of Friends” and “PATH”

Are you familiar with students who are often left out of the group? Do you work with children who would benefit from a person-centered planning tool? Then this session is for you. **Circle of Friends** is a program that can facilitate friendships for individuals who are “socially isolated” or have a few or no social relationships. **PATH** (Planning Alternative Tomorrows with Hope) is a person-centered planning tool. This is a powerful, values-based planning tool that achieves outcomes by planning backwards from a vision to a detailed action plan.

Enrollment is limited to first 35 applicants.

Send registration to: Jean M. White, Island View School, 496 Ridge Row, Saint John, NB E2M 4A1
Fax (506) 643-2342 Tel. 658-5346 Email: jean.white@nbed.nb.ca

Resource and Methods Teachers' Institute Registration Form



Name: _____

School: _____

Position: _____

Grade Level: _____

Middle Level Council Day → → → →

	5	6	1			7		
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7	1		9			3	5	
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	7	8		3				
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2	8							
		5			2	9	8	

Check this out!

Administrative Interviewing

Session Limit: 30

Mark Lord

In a myriad of situations, professional educators are required to “investigate”. Despite the obvious importance of such endeavours, formal interview-related training is rare. Administrative interviewing bridges this void by introducing educators to basic interview skills, the psychology of deception, and statement credibility assessment.

Past audiences have included Australian and American military intelligence, the FBI, and the RCMP.



Just some of what we have to offer:

<i>Street Drugs</i> Det. Sue Evans and Det. Troy Clarkson	<i>Algebra Tiles</i> Susan Vienneau	<i>Creating Writers</i> Anne Mitton	<i>La différenciation</i> Josée LeBouthillier et Chantal Francoeur	Intro to Pilates Garda (Pilates by Garda)
<i>Boys, Girls, and Learning</i> Dianne Kay	<i>Guided Math</i> Derrick Grant	<i>Foldables and Graphic Organizers</i> Beth Davis	<i>La lecture partagée</i> Leo-James Levesque	<i>Yoga for Everybody</i> Stephanie Calhoun
<i>Rethinking Your Grading Practices</i> Julie Kilcollins	<i>'Rithmetic and Reading Connect</i> Cathy Martin	<i>Ways To Engage, Enrich and Enthuse Your Students</i> Barb Buckley	<i>Les cercles littéraires</i> Janice Martin et Leslie Hamilton- Brown	<i>NB Teachers' Pension Plan for Teachers</i> Larry Jamieson
<i>Middle Level Timetabling – What Kind of Juggler Are You?</i> Wendy Dickinson	<i>Co-operative Math Games</i> Jennifer Keilty	<i>Reading Non-Fiction</i> Jacqueline Schroeter and Audrey Estey	<i>Comment intégrer la grammaire dans des situations de communication</i> Josée LeBouthillier	<i>Empowerment for the Future: Financial Skills for You and Your Family</i> Jocelyne Brown
<i>Role of a Principal in a Professional Learning Community</i> Michael Smith	<i>Fun and Games in Middle School Math</i> Shelley Hunter	<i>Storytelling: The Forgotten Genre</i> Maggie Bockus	<i>Interactive Differentiation Ideas for Classroom Teaching</i> Pierre Plourde	<i>Getting Ahead and Staying Ahead: Building Financial Well-Being Now and Into The Future</i> Janine Papadopoulos

Remember: The earlier you register, the better the session selection!

Special thanks to our major sponsor: www.dairygoodness.ca
Dairy Farmers of Canada

NOURISH YOUR DAY



Invest in your WELLNESS.

Try these:

- *Health and Wellness for the Busy Teacher* (Daneen Dymond)
- *What is Naturopathic Medicine?* (Dr. Parissa Bunin, N.D.)
- *Menu Planning for Busy Families, What's for Lunch?* and *Build a Better Body From the Inside Out* (Registered Dietitian, Nathalie Roy)



The Middle School Code

Follow the clues in this and upcoming issues of the *NBTA News* to solve the Code.

Once you have all of the clues, bring them with you to Leo Hayes on May 4th. If you are the first to open the lock, you will find a prize inside.

Clue #3

The day of Christmas that the drummers were drumming.



We've got TEAMING covered! See how it's done at St. Stephen Middle School, Superior Middle School, and River Valley Middle School.

Or How About This:

"SMARTBOARD for Beginners"— Andre Savoie

<i>Parliament of Canada Teaching Resources</i> Lise Martin-Keilty	<i>Curriculum Connections in Middle School Science</i> Ann Manderson	<i>NB Wellness Strategy, Opportunities for Schools</i> Wellness, Culture & Sports Department	<i>Let's Examine E-Library Part 1 & 2</i> Dawn Lamb, Mary Jo MacRae and Sandra Mitchell	<i>Drumming For Dummies and Introduction to the Rhythm and Drumming of India</i> Ken Shorley
<i>Teaching for Historical Understanding</i> Alan Sears and Mark Perry	<i>Wonder of Wetlands, Ducks Unlimited Canada</i> Melissa Bird	<i>What Are You Teaching in Physical Education?</i> Garth Wade	<i>Technology, Films, Photography and Motivating Students</i> LeRoy Vincent	<i>Digital Recording</i> Alan Edwards
<i>Using Sources at Provincial Archives of New Brunswick for Classroom Activities</i> Fred Farrell	<i>Environmental Monitoring – Integrating Nature Into Your Classroom</i> Susan Bone	<i>Badminton Unit (Using Differentiation and Technology)</i> Tayne Moore and Lynn Randall	<i>Digital Literacy Skills for the Modern Classroom – The 3 Rs to the 4 Es.</i> Jeff Whipple	<i>Stories, Shadow Puppets and Song</i> Ruth Morrison, Lynn Randall & Ken Shorley
<i>Tour of the Justice Building and School Days Museum</i> Ron Jessome	<i>Concept Attainment for the Sciences</i> Michael Smith	<i>Sports Stacking</i> Cheryl Aylward	<i>Digital Photography</i> Scott Parks	<i>Orff in the Classroom</i> Ruth Morrison
<i>Tour of Mactaquac Dam</i> Kirk Howard	<i>Lesson Plans in Pollution Prevention</i> Debbie Wallace & Rodger Albright	<i>Storytelling: The Forgotten Genre, School Yard Orienteering, Fire Build Survivor Style and Other Outdoor Pursuits Activities</i> Tim Randall	<i>Online Collaborative Learning Projects</i> Sandra Mitchell	<i>Groovy Music (Sibelius Program K-5) and O-Generator (Sibelius Program Grs.6-9)</i> Robin Hodson

Book your hotel now!

Ramada Fredericton, <http://www.ramadafredericton.com/>

“Making Sense of Adolescence” — Dr. Gordon Neufeld —



Wednesday and Thursday,
May 2 and 3, 2007
Fredericton Motor Inn, Fredericton, NB

Check out his website:
www.gordonneufeld.com

Full brochure and registration form available
on our website: <http://middle.nbta.ca>

Intended for Middle & High school educators, parents, and
helping professionals

Registration fee for teachers: \$120 (\$145 after April 4)

For more info, contact:
Tanya.whitney@nbed.nb.ca

2nd Annual Middle School Summer Institute

— July 11-13 2007, Mactaquac, NB —

Call for teachers/teams/
schools to share their expertise
and knowledge at our second
annual Middle School Summer
Institute.



We will be hosting a
“Learning Fair”. Anyone who
has an inkling of sharing at this 2-day conference,
please contact Tanya.whitney@nbed.nb.ca
with your ideas!

Looking particularly for smaller schools who
have risen to the challenge of making the model
work within their limits. Also, schedule
wizards/inclusionary practitioners/assessment for
learning specialists -- and more!

Don't be shy about sharing.

Tribes Workshop — Learning Together

Dawn Johnston, District Staff 0820

“Tribes is not a curriculum, not a program or list of activities. It is a “process” – a way to establish a positive culture for learning and human development throughout a school community.”

Jeanne Gibbs, Tribes Developer and Author

I have to admit up front that the District Office is not exactly my destination of choice at 8:30 a.m. on a chilly Saturday morning. But I had committed four days to Tribes training and had agreed, along with the twenty-five or so other participants, to give up a weekend very close to Christmas that I could have spent shopping. On the other hand, shopping? Christmas? Maybe it wasn't such a bad place to find myself.

I first encountered Tribes while sitting in on one of the initial Beginning Teacher Induction Program meetings in our district. It's been a while since I was a beginning teacher, but I'm new around here and I take the chance to increase my knowledge of education in New Brunswick when I can.

Susan Holmes, the Learning Specialist who runs the program, had invited several speakers to acquaint the new teachers with various aspects of school district culture and procedure, some of that fabled “stuff they don't tell you about in teacher's college”. She had also asked Al Maxwell, a teacher in

our district and a Tribes trainer, to describe the process and to invite them to take part in the training. Susan had met Al by chance when she walked into his high school science classroom with a group of administrators earlier in the year. The group stayed just a few minutes before moving on, but Susan was so impressed by Al's lesson she stayed and she saw an opportunity to offer a tremendous gift to the new teachers in our district.

Through that chance meeting and through the force of two very enthusiastic personalities, I found myself sitting that Saturday morning with a group of mainly new teachers, coffee in hand, wondering what the next four days had in store.



I had met Al on a couple of occasions and each time I had the urge to grab him by the shoulders and tell him to slow down and take a deep breath. He's eager, impatient and occasionally confounding when his thoughts and ideas outrun his ability to communicate them. As a presenter, however, he is reassuringly cheerful, even in the face of our wariness. He's attentive, engaging and optimistic with the appealing habit of laughing at his



own quirks in a most disarming way.

Al described the training as taking us along the same path, through the same sequential stages of group development, along which a teacher would lead students over their time together: begin with developing inclusion, then create influence and finally build a community. The idea, of course, is that when students feel truly included, not just by the teacher but by other classmates as well, they will develop trust. It's difficult to talk about trust in a classroom without sounding like a long-haired hippy freak; but without trust, how many of us will risk calling out an answer that might be wrong? When trust is absent we set the bar low for ourselves. And so will students.

Initially, as with any assembly of relative strangers, there is little comfort, a lot of awkwardness and varied expectations. Not much different than the average first day of classes. Several sub-groups were already established – teachers from the same school or old university friends – but we were still a gathering of individuals. As is often the case, several people established their nerve early, supplying responses whenever one was required. Most were quiet, content to take it all in and allow the extroverts to reign.

Throughout that day, Al led us through a series of activities designed to build inclusion, sometimes with a partner, and at other times in small or whole group

activities and strategies, which were taken from a large book we were given as a resource, are adaptable to any curriculum and, because the group was made up of teachers from a wide range of disciplines, we spent time after each one discussing how they could be tailored to different classes and different age groups.

The first day is also spent reviewing and discussing the four agreements and it's hard to argue with their easy wisdom. The four agreements are: Attentive Listening, paying close attention when others are speaking; Appreciation/No Put-Downs, to state appreciation for others' unique qualities and to avoid negative remarks; Right to Pass, to have the right to choose whether or not to participate in a group activity or to choose to offer observations later; Mutual Respect, to respect others and to offer constructive feedback.

The Right to Pass is perhaps the only agreement of which group leaders or teachers might be wary. What if everyone passes? Well, if that happens it's likely time to look at the value of the

activities. Some had that as their only goal, as this is essential work that must be done up front since that feeling of inclusion is the building block upon which the program rests. But many of the

activity. In practice people rarely pass, but participants explained that holding that choice in their back pocket, having the right to observe instead of participate, offers a great deal of comfort, especially early on when inclusion is not yet established. And it sure is easier to learn when you're not worried about being put into a position that would make you uncomfortable.

Over the four days, the activities moved us along the trail; from inclusion to influence, from influence to community. To encourage influence the activities allowed group members to set goals and resolve conflicts. Community is a stage that's reached when all group members are seen as valuable and indispensable.

So, why Tribes? From all accounts, the Tribes process allows a structure through which teachers can deliver their curriculum while employing methods based on multiple intelligences, cooperative learning, brain-based and social development research. But perhaps the reason that would stop the conversation in most staff rooms comes from Al himself, "Behaviour problems? What behaviour problems?"

Photos show Al Maxwell's class, St. Malachy's High School, Saint John.



Eric Estabrooks — One of Canada's Outstanding Principals



Eric Estabrooks was recently named as one of 32 of Canada's Outstanding Principals, New Brunswick's exclusive recipient.

Eric has been the Principal of River Valley Middle School in Grand Bay-Westfield (School District 8) for seven years. During this time, his vision for the school has resulted in adoption of such student-centered/teacher-supported programs as *After School Activity Period*, *a Raider Code*, *a Straight "A" Shooter Award* and the *River Valley International Film and Photography Festival*. Also during this time, River Valley became a proud member of the Network of Innovative Schools.

As anyone who has worked with or has had the opportunity to witness Eric's school in action can attest, he is all about celebrating success. Be it students, staff, volunteers or parents, Eric is eager to celebrate his team's successes, large or small. Let's celebrate his.

Late in February, Eric will travel to Toronto to accept the award which is sponsored by Learning Partnerships and the Canadian Association of Principals.

High School Council News



• High School Council •

President's Message



Derek Taggart

I hope all of you had a successful and stress-free exam period! It is now time to focus our attention on second semester and the upcoming excitement of High School Council

Day. The program for Friday, May 4th at James M. Hill High School and Dr. Losier Middle School in Miramichi has just been completed and sent off to the printers. You all should be receiving a copy of the program in your schools no later than the middle of March. This year the Executive decided to go with a new program format. All sessions being offered on Council Day are listed by session presenter and title only – all details describing the sessions themselves will be available on the High School Council website (<http://highschool.nbta.ca>). The early registration deadline for

this year's Council will be Monday, April the 2nd. Remember, like last year, you will have two options to make the registration process simpler: 1. register the old-fashioned way using the paper registration form at the back of your program booklet, or 2. register online through a link on the NBTA website (www.nbta.ca) using your Visa or MasterCard. The online registration form will become active after you receive your program. Whichever method of registration you choose this year, make sure you register early to avoid increased fees (\$30 to \$40) and long line-ups on Council Day. Members who register early will receive your registration materials in the mail enabling you to avoid the long waits traditionally associated with on-site registration! Look for more information regarding Council Day registration in future issues of the *NBTA News*.

Your High School Council Executive met in Fredericton on

Saturday, February 3rd. The agenda was packed with items concerning High School Council Day, teacher professional development, and curriculum assistance. To assist teachers with professional development opportunities, it was decided that funding for Educational Improvement Grants would increase by \$2000 per six-month period (\$4000 per year). The High School Council Executive is also offering financial support for the upcoming CAHPERD conference for physical education teachers. The High School Council Professional Development Committee was proud to sponsor a successful Music Institute back in November and also offered two very successful Math Make and Take Games Institutes prior to the Christmas break. The busy Committee is also co-sponsoring an upcoming Institute with Middle Level Council on *Making Sense of Adolescence*. The keynote speaker for this Institute is

the renowned psychologist Dr. Gordon Neufeld. It will take place in Fredericton on May 2nd and 3rd. Look for further details on how to register for this professional development opportunity in your schools or in the Middle Council section of the *NBTA News*.

It is important to note that there are many new things happening on Council Day this year, including a brand new pilot project. In an attempt to better serve some of our specialist teachers, a Specialist Services Committee was struck. This committee decided to create a model whereby all sessions relating to art will be offered at the Elementary Council in Saint John, all sessions relating to music will be offered at the Middle Council in Fredericton, and all sessions relating to guidance or Methods and Resource will be offered at the High School Council in Miramichi. It is hoped that all of our specialist teachers will take advantage of this opportunity. Further details regarding this new pilot project will be available in future editions of the *NBTA News* and on our website under the program link.

I would like to conclude this article by giving you a list of things you need to do or try before the next

- 
1. Check out our High School Council website (<http://highschool.nbta.ca>). It is here that you will find information and application forms for the other things on this list (as well as updated information regarding Council Day registration and our complete Council Day program).
 2. Nominate one or more of your deserving colleagues for our High School Council Teacher Recognition Awards (please take note that the deadline for these awards is **March 31st, 2007**).
 3. The Social for this year's Council Day will be taking place at the Opera House in Miramichi. Because this establishment will be closed to everybody except teachers, it is essential to remember to bring your NBTA membership card or school ID card to get into the dance!
 4. Book your hotel room in Miramichi now! Space is limited!
 5. Consider joining our High School Council Executive. Elections will be held during our Annual General Meeting at lunchtime on Council Day (free pizza will be available for those who attend this business meeting at the James M. Hill Theatre, as well as a number of incredible prize draws!). We are currently looking for teachers from Moncton, Saint John, and Bathurst/Campbellton/ Dalhousie to fulfill our mandate of representing all areas of New Brunswick on the Executive. Please contact Jonathan Hunter, our Nominating Chair, at jonathan.hunter@nbed.nb.ca if you are interested in joining this hardworking team!

issue of the *NBTA News* is released:

Your High School Council Executive will be having its fourth meeting on Friday, March 16 and the morning of Saturday, March 17 to discuss new business and plan for May 4. If you ever have any items you would like to see included on an agenda for these meetings, please do

not hesitate to contact me (derek.taggart@nbed.nb.ca) or any of your other High School Executive members. I hope you all have a wonderful second semester and I look forward to seeing you all at Council Day!

Derek

High School Council Teacher Recognition Awards

Deadline: March 31, 2007

The application form for these awards can be found on the High School Council Website (<http://highschool.nbta.ca>). The recipients of this award receive a plaque from High School Council and a \$200 cash award. Please nominate a deserving colleague today!

IT'S NOT OKAY...

... for student or staff to tolerate the words "gay", "faggot", "queer", or "dyke" as put-downs.

If this is happening in your school, you have a professional obligation to address it. Contact the NBTA, your employer, or email NBTA Equity Committee members, Danielle Cormier (cormidan@nbed.nb.ca) or Richard Blaquiere (richard.blaquiere@nbed.nb.ca) if you have concerns or need help.

- Inserted by NBTA Equity in Education Committee



Skills for Administrator Series: A Workshop for School-Based Administrators

Sponsored by the NBTA, School Districts and the Department of Education

Share the Wisdom: A Workshop for Early Career Administrators

(repeat of program from 2006)

Date: Wednesday & Thursday, March 21-22, 2007

Location: NBTF Building, Fredericton

Facilitators: Veteran Administrators TBA

Participants: Open registration – Max. 40

Registration Deadline: March 14, 2007

If you are an early career principal or vice-principal, you will appreciate the opportunity to learn from those who have walked in your shoes for many years. A series of veteran administrators will facilitate this workshop, sharing their experiences and expertise in areas such as school improvement, staff relations, parent communication, organization hints and other topics related to the challenges, policies and people that fill your day. *(preference will be given to administrators who have been in administrative positions for fewer than 7 years)*



Grading For Learning: What Should It Look Like in YOUR School? *(Middle & High School Administrators)*

Date: Tuesday & Wednesday, May 8-9, 2007

Location: NBTF Building, Fredericton

Facilitator: Ken O'Connor, author of *How to Grade for Learning*. (Ken O'Connor is one of the leading experts in this field and has presented workshops throughout the world. He works closely with Rick Stiggins and other experts in the field of Assessment FOR Learning. This is his first visit to eastern Canada.)

Participants: Participants selected by District Office (Max 6. seats/district)

Registration Deadline: May 1, 2007

Teachers are using an increasingly broad range of assessment approaches in their classrooms to improve learning. In many schools there has, however, been very little change in grading and reporting practices. The session will focus on eight guidelines for grading which emphasize learning, make grades and report cards more meaningful, and really make a difference to student achievement and attitude when applied in classrooms. The target audience is Middle and High School administrators.

– Registration will be co-ordinated through your District Office.



Please fax the registration form to:

Ardith Shirley,
NBTA Director of Professional Development
506-453-9795.

Skills for Administrator 2006-2007

Name: _____

School: _____

Email: _____

I wish to register for *(check)*:

___ **Share the Wisdom: A Workshop for Early Career Administrators** (March 21–22, 2007)

___ **Grading For Learning: What Should It Look Like in Your School?** (May 8–9, 2007)

– Registration will be co-ordinated through your District Office.

You will be emailed with a confirmation of your seat.

Teachers' Institute on Parliamentary Democracy Celebrates 10 Years!

by Barb Corbett

In November 2006, the Teachers' Institute celebrated 10 years of championing social studies education and its educators.

Over 700 teachers from across Canada have had the privileged opportunity to participate in the week-long adventure on Parliament Hill and are now members of a growing network of educators who have shared this unique professional development experience and who are passionate about teaching democracy to their students.

This year New Brunswick was represented by a dynamic team of teachers from throughout the province who shared the experiences of meeting the Speakers of the Senate and the House of Commons, listening to and speaking with parliamentarians, lobbyists and media spokespeople. They participated in tours of the Supreme Court, Rideau Hall and the Canadian War Museum. These are just a few of the exceptional events highlighting the week. Of special importance to the NB delegation was a private tour of the Speaker of the Senate's chamber by The Honourable Noel Kinsella, Speaker of the Senate. He regaled New Brunswick teachers with a photo history of the Repatriation of the Constitution and NB's role. By all accounts, this was one of the most memorable events of the week as it focused on New Brunswick's contributions to democracy on a national scale.

One of the major goals of the week is to familiarize participants with the vast array of free teacher resources on the Education Outreach's website (www.parl.gc.ca/education). Any educator can access these resources and lesson plans. I encourage teachers of social studies to browse the site and use the materials in your classrooms. They have been developed by educators for educators in an effort to enhance the teaching of democracy and its

institutions and ideals.

This year the Teachers' Institute is expanding its application process to include K-3 teachers. I suggest social studies teachers K-12 visit the institute's website (<http://www.parl.gc.ca/education>) and make application – it is well worth the effort. **The deadline to submit applications is April 30, 2007.**

As stated, the Teachers' Institute experience is one which is most memorable. I thought educators may wish to read the testimonials of this year's NB delegation as they give the true meaning of this experience to NB educators:

"Preparing tomorrow's citizens is one of the most important things we do as educators. The TI is a once-in-a-lifetime opportunity for teachers to examine and witness the inner mechanisms of our Canadian government. The TI is an outstanding opportunity for all educators, whether they be a political junkie or just an average person." George Daley, Bathurst High School

"I cannot even begin to describe my experience. We have been treated like royalty and have had the opportunity to meet and converge with every type of person on 'the hill'. I will never forget this experience." Stacey Wood, Saint John High School.

"I find it very hard to talk about the TI. I think the

experience is so intense that I cannot translate it into words. On top of learning from experts on parliamentary democracy, we had the rare chance to discuss with teachers. Maybe I should say, we had the "time" to have extended conversations about teaching Social Studies." Josee LeBouthillier, George Street Middle School

"This was one of the best professional sessions that I have experienced. Among the highlights were meeting with and having coffee with the Speaker of the House and being invited as a NB delegate to the Speaker of the Senate's chambers. It was also great to meet some wonderful teachers from this great country of Canada." Gary Anderson, J.M.A. Armstrong High School

"In terms of my TI experience, it is still an experience that I have difficulty explaining to others so they would appreciate it the way I did. This



TEACHERS INSTITUTE ON CANADIAN PARLIAMANTARY DEMOCRACY



Experience a week on Parliament Hill!

OTTAWA, NOVEMBER 4 TO 9, 2007

- ▶ GET AN INSIDER'S VIEW of Canada's parliamentary system
- ▶ EXPLORE KEY ISSUES in parliamentary democracy
- ▶ MEET PARLIAMANTARIANS, and political, procedural and pedagogical experts
- ▶ RECEIVE RESOURCES for teaching about Parliament, governance, democracy and citizenship

Seventy individuals from across Canada will be selected to attend this once-in-a-lifetime professional development event. Teachers of social studies, civics and related subjects teaching kindergarten to grade 12 (in Québec, from elementary cycle 1 up to CÉGEP) are eligible to apply.

The program covers travel costs, accommodation and most meals. A registration fee of \$300 is payable upon selection. Limited bursaries are available.

(Renseignements disponibles en français)

APPLICATION DEADLINE: APRIL 30, 2007
For detailed information and application forms visit our Web site or call us.

www.parl.gc.ca/education
613-992-4793 • 1 866 599-4999



CANADA

experience was truly amazing and I was extremely impressed by the organization, knowledge, expertise and openness we experienced." Nick Mattatall, West Riverview Elementary School

"The materials, resources, the panel sessions/debates that were hosted by "people on the Hill" and the group sessions that ended each day were invigorating, informative and exhausting, all at the same time. As tired as I was, I was pumped at the end of each very long, non-stop day. I am so thankful that my application was chosen to attend such a prestigious seminar." Libby O'Hara, Rothesay Park School

(Barb Corbett is the principal of Keswick Ridge School in District 18. She is also the NB representative for the Education Outreach Teacher Advisory Committee (TAC) of the Library of Parliament. Please feel free to contact her about the Teachers' Institute and available resources at barb.corbett@nbed.nb.ca.)



Seated L to R: Stacey Wood, Josee LeBouthillier, The Hon. Greg Thompson (Min. of Veterans Affairs), Mr. Rob Moore (Fundy Royal), Libby O'Hara, George Daley. Standing L to R: Gary Anderson, Barb Corbett, Nick Mattatall.

Fundy Outdoor Adventure Package

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We invite you and your students to come and experience beautiful Fundy National Park. Our one and two night packages are designed to give students first hand experience with several Fundy highlights, from the highest tides in the world to the famous Bay of Fundy lobster. Our comprehensive blend of activities and information about the Fundy area is a unique way



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Message to NBTF Group Insurance Members

by Edouard Allain, NBTF Group Insurance Liaison Officer



COST CONTAINMENT ISSUES

Here are a few suggestions for the members of our Health and Dental plans to help maintain the reasonable use of the various plan benefits

Dispensing Fees

There are great discrepancies in dispensing fees charged by different pharmacies. A Committee of Saint John retired teachers has done a survey for that area and found that the costs vary between \$6.97 (Walmart) and \$8.95 (Lawtons). There are probably even lower costs in some other areas of the province. It is important that members inquire about the dispensing fee charge; if it is high, suggest the pharmacist adopt the more reasonable rates. If not, you should go where they do. Obviously, there are convenience and quality-of-service aspects to be considered. Some plans are based on reimbursement of the lowest cost available and the member pays the difference; that is not the case for our plan.

Another practice discussed was that of having a different (and higher) rate for Insurance members than that of the non-insured customer. There is no justification for that and it is not in the best interest of the plan.

There are situations where a pharmacy will not be able to provide the full prescription and the member has to return to have the prescription completed. In some situations, the dispensing fees are charged twice; or again, the pharmacist will partially fill a long-term prescription and charge

another dispensing fee for the rest of it. In such situations, there should only be one dispensing fee charge.

Members who suffer from chronic diseases should purchase medication for the longest period possible to reduce dispensing fees.

By following the suggestions, members could improve their plan and ensure a reasonable premium.

Vision Care

The retinal exam has become a regular part of the eye exam for most, if not all, optometrists. It serves as a good detector of other illnesses such as diabetes and may even detect cancer early. The trustees have increased the maximum for an eye exam from the current \$52 to \$64 in order to provide 80% of the usual cost of \$80 for an eye exam including a retinal exam. Some optometrists will charge more because of the equipment they use, but the suggested rate by the Association is around \$80.

Members should also be aware of another factor of this benefit. Some optometrists will not do both exams during the same visit. If the patient has to return and is charged for another visit, the plan will not cover it since only one eye exam is allowed every 24 months. **In such cases, the member should ensure that only one visit is billed for both sessions.**

Dental Services

It should be noted that the reimbursement of dental costs is based on the Fee Guide in effect for 2007; if a member chooses to go to a specialist, the cost may be higher and the member must then pay the difference.

There again, the trustees have

been made aware of a different rate for insured versus non-insured patients. Members should be vigilant and not accept such practices since they are not in the best interest of the plan or the members.

The trustees appreciate the cooperation of the members in these efforts to maintain a plan with reasonable benefits and premiums.

OTHER ISSUES

Market Study

As has been the practice every five years, the trustees are going to be conducting a Market Study in 2007. Many suggestions have been received from members and will be given due consideration during the market study.

Life Insurance

The trustees will consider increasing the Basic Life Insurance amount for members. The trustees have also launched an enrollment campaign for both the Accidental Death and Optional Life plans.

Signing of Claim Forms

Some members have raised the issue of having to sign the claim form thereby authorizing the Claims Administration Office to use the member's relevant information to service providers (doctors, dentists, optometrists, counselors, etc.) to verify claims. This is a legal requirement under the Personal Information Protection and Electronic Documents Act that is now a part of all of the insurance industry's operation. No claim can be considered for payment without the proper signature. Members should be aware that only information relevant to the claim is intended and can be used by virtue of the current wording.

Educational Improvement Grant Funds Depleted

Teachers should note that due to high demand, the funds for both Provincial and Council Educational Improvement Grants (i.e., for conferences and other professional development) have been depleted for activities taking place between now and June 30, 2007.

Funding is available for activities taking place after July 1, 2007 and application can be made at any time. Teachers are encouraged to apply early.

Creating and Sustaining Professional Learning Communities

May 17 and 18, 2007

Delta Beauséjour Hotel, Moncton, NB

Presented by School District 2

Anthony Muhammad: "Creating a Professional Learning Community"

On Thursday, Anthony Muhammad's presentation will be focused on the implementation process of transforming a school from a traditional school culture into a Professional Learning Community. We will investigate a linear process/plan that helps school leaders carefully transition their school cultures in a skillful manner.

Marcella Emberger: "Assessment for Learning - The Heart of a PLC"

On Friday, Marcy Emberger will focus on how school leaders can use assessment for learning as a way to focus on the development of professional learning

communities. She will provide you with the tools you need to support teachers as they move along a continuum of growth in their transition from assessment of learning to assessment for learning. Marcy will give an overview of assessment techniques that get to the heart of true learning. She will provide you with research based strategies to help your teachers determine what students have learned and how best to respond when students do not learn.

For more information or to register for this conference please use the link below:

<http://www.district2.nbed.nb.ca/online-forms/plc200705.asp>

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Marigold Project in its 10th Year

by Barry Ogden, Teacher, Saint John High School

This is the tenth year of the Marigold Project. We started this project to boost the self-esteem of our children and of our community, to teach and inspire our children, and to show them that they have the power to create change. We want the children to think, participate and be proud of their efforts. The project creates a greater understanding of the natural world and of the environment.

At the end of each winter, thousands of children begin to grow tens of thousands of marigolds in their schools. We raise most of the money throughout the fall and winter. The marigolds are planted by the children in late spring and are enjoyed by the community and visitors until the end of October. Over 35 schools receive kits of trays, seeds and soil, paid for by dozens of sponsors. Last year we planted 51 sites; the largest site is Main Street (*Marigolds on Main Street*, 30,000 marigolds).

The project has won awards in Germany, Great Britain, Japan, Canada and the United States and The Home and Garden channel made a documentary of it. Some of

the gardens are highlighted on bus tours and cruise ship tours where the story of the children who grow and plant marigolds is told many times over. The children receive very positive press and recognition. In ten years and 1.5 million marigolds later, hardly a marigold has ever been damaged. This shows the power of children and empowerment. The children have shown us that by working together and being positive we can create great things that we are all proud of.

Great societies work together with a vision. Today thousands of citizens can claim they participated in the Marigold Project. Hundreds of volunteers, teachers and municipal workers (who do great work) have assisted the children.

Cross-curriculum work engaging the children and their marigolds in language, art, music, science, and physical education has shown the children that learning takes place in many situations. This project has made their learning relevant and has created a great sense of pride in themselves and in their community. How children feel about themselves is extremely

important. The spirit of our children through hope, faith, tenacity, and the belief that they matter will create a better future, for we live in the present and we create the future.

We have the highest level of poverty in New Brunswick and some of the highest levels in Canada, and we know that poverty is not having basic needs and is also a spiritual dilemma. The Marigold Project sees the children of all social/economic backgrounds participate and inspires them towards self-reliance and community responsibility. We ask you to encourage our citizens to grow many marigolds this year to celebrate the tenth anniversary of this great Greater Saint John idea. A special invitation is extended to our Minister of Education to the planting of our largest site — *Marigolds on Main Street*, June 6 at 9 am.

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NBTA Men's Bonspiel

Carleton Curling Club, January 19-21, 2007



NBTA & Moosehead Breweries Trophies — Section A Winners: (l-r) Skip - Patrice Robichaud, 2nd - Peter Taylor, Mate - Peter Woytiuk, Lead - Jason Thorne, Committee Presenter - Bob Lee



Section A Runners-up: (l-r) Skip - Merrill Loughery, Mate - Mike McCaustlin, 2nd - Ron Brunet, Lead - Neil White, Committee Presenter - Bob Lee



Rob Scott Insurance Trophy — Section A Consolation Winners: (l-r) Skip - Dave Ross, Lead - Joe Abbott, 2nd - Owen Dunn, Mate - Andrew Loughery, Committee Presenter - Bob Lee



Section A Consolation Runners-up: (l-r) Skip - Kevin Kilfoil, 2nd - Darryl Caines, Mate - Joe Monahan, Spare - Lester Wilson, Committee Presenter - Bob Lee



Johnson Inc. Trophy — Section B Winners: (l-r) 2nd - Roger Brown, Mate - Bob Brannen, Skip - Tom Gillett, Committee Presenter - Bob Lee



Section B Runners-up: (l-r) Mate - Lawrence Welling, 2nd - Joe Keleher, Lead - Tom Baduik, Skip - Kevin Robertson



NBTA Credit Union Trophy — Section C Winners: (l-r) 2nd - Marven Goodine, Lead - Don Fowler, Mate - Max Storr, Skip - Don Albert, Committee Presenter - Bob Lee



Section C Runners-up: (l-r) 2nd - Alvin Gallant, Mate - Craig Hutchings, Skip - Adam Trider, Lead - Ron Caines



Dundee Securities Trophy — Section D Winners: (l-r) Committee Presenter - Bob Lee, Skip - Terry Kilfoil, Mate - Mike Bishop, 2nd - Wayne Manuel, Lead - Ernie McNeill



Section D Runners-up: (l-r) Skip - Mark McAuliffe, 2nd - Terry Langille, Mate - George Burchill, Lead - Bob Lee

Twenty-Sixth Annual New Brunswick Mathematics Competition (for Grades 7, 8, 9)

Friday, May 11, 2007

Forms will be sent to the principals by the beginning of February. Preliminary application forms should be returned by **March 9, 2007** and final application forms should be returned by **April 13, 2007**. Forms can also be submitted electronically by accessing:

<http://www.math.unb.ca/mathcomp/forms>

For further information contact:

Fredericton (UNB) — Dr. Bob McKellar
(506-453-4768), bob@math.unb.ca

Moncton (U de M) — Prof. Paul Deguire
(506-858-4155), deguirp@umoncton.ca



NBTA Mixed Curling Bonspiel

When: March 30 — April 1

Where: Carleton Curling Club, Saint John

Cost: \$120.00/team

First 16 teams to register

Accepting any team configuration except all male.

Skip must be a teacher. Each team must have 2 NBTA members.

Contacts:

Anne Levasseur — 648-0885
Jackie Clark — 635-0419



Margaret Sophia (Fraser) Cox Scholarship Frank Hazen Rouse Scholarship Belle McLeod Rouse Scholarship



These scholarships are awarded by the "Teacher Education Trust" set up by the late Dr. Irvine B. Rouse. The awards amount to: Margaret Sophia (Fraser) Cox Scholarship - \$200; Frank Hazen Rouse Scholarship - \$200; Belle McLeod Rouse Scholarship - \$200.

Scholarships are offered to enable the recipients to enrich their background through travel and/or study. The award must be used either during the summer of 2007 or within the academic year following. Applicants, including teachers, principals and vice-principals, must be currently serving as co-operating teachers for the Faculty of Education.

Applicants must be Canadian citizens or landed immigrants on a continuing teacher's contract in the Province of New Brunswick. A condition of the award is that the recipients continue to accept student teachers upon request, and teach in New Brunswick during the year in which they receive the scholarship (education leaves excepted).

While applications are considered from those intending to obtain further academic qualifications, there is no requirement to follow specific courses. The Committee will judge applicants on the value of the projected travel and/or study to their work.

Send applications to "The Margaret Sophia (Fraser) Cox, Frank Hazen Rouse, and Belle McLeod Rouse Scholarships," c/o Dean, Faculty of Education, University of New Brunswick, P.O. Box 4400, Fredericton, NB E3B 5A3, **before May 11, 2007.**

Letters should include a brief statement of the applicant's experience, qualifications and involvement as a co-operating teacher, an outline of the purpose for which the Scholarship would be used, with details of location, duration and estimated costs, where possible. Please include your address and telephone number.

Interest-Free Loans

Up to \$1,200.00 in any one school year shall be made available to active members of the Association on leave to improve their professional qualifications through educational programs.

\$\$\$ \$ \$

Application forms are available from:

Melinda Cook
Director of Finance
New Brunswick
Teachers' Association
PO Box 752
Fredericton, N.B.
E3B 5R6
Tel: (506) 452-8921

**The deadline
for
applications is**

**MARCH
31
2007**

Positive Playgrounds

Fitness Cooperation Fun



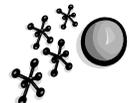
Have you ever noticed ...
that children are not getting enough physical activity?
that children can be more frustrated, aggressive and don't always play cooperatively on the playground?
that children are bored and don't seem to know many games to play?
If you said yes...

Positive Playgrounds can help!

Positive Playgrounds Program and Resources features a proactive, easy to use, and fun approach to encourage physical fitness and positive social skills. It is currently being used in schools, recreational programs and pediatric diabetes programs across Canada. Recently our resources have been added to **Alberta Education's Recommended Resource list** in support of the K-9 Physical Education Curriculum. **Are you looking** for ways to incorporate traditional, cooperative and new games which have been researched and field tested, into your playground, physical education classes, fun days, substitute plans, leadership programs and new **Daily Physical Activity Initiatives**? **Positive Playgrounds resources and interactive Funshops** provide teachers, parents, & peer leaders with an easy to implement program, great ideas, fun appealing games for all and results on your playground and around your school. **Rave Reviews from administrators, teachers, peer leaders, parents and children! Recommended by Phys. Ed. Consultants to enhance Phys. Ed. & Health Curriculums.**



Positive Playgrounds Ltd.
Order resources & equipment online
www.positiveplaygrounds.com
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Eastern Canada SMART Board Interactive Whiteboard Users Conference

Saturday, March 31, 2007

Miramichi Valley High School, 345 McKenna Avenue
Miramichi, NB E1V 3S9

For registration form, please see the January issue of NBTA News.

Registration forms can be faxed to:

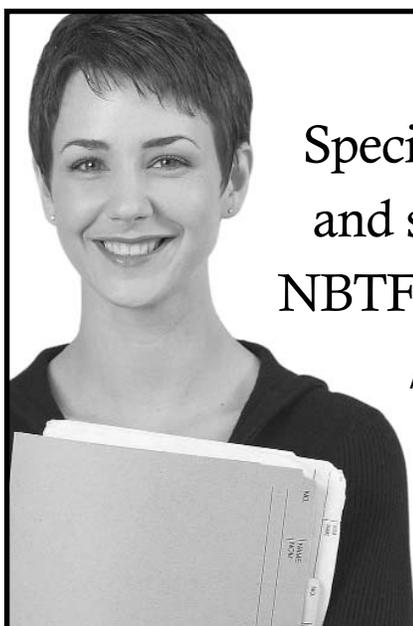
Miramichi Valley High School at (506) 622-2977, OR mailed with cheque to
Miramichi Valley High School, 345 McKenna Avenue, Miramichi, NB E1V 3S9
(Make cheques payable to: Miramichi Valley High School)

For more information, please visit our website:

<http://mvhs.nbed.nb.ca> or call Scott Jamieson at (506)-627-4083.

Email: scott.jamieson@nbed.nb.ca

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Work as a teacher in the U.S.A.

Teacher: James
Home Country: Canada
U.S.A. Placement: Virginia
Professional Goal: Experience teaching in a diverse environment
Personal Goal: Go camping in Shenandoah National Park
How He Got Started: www.vifprogram.com



Hundreds of teachers like James are teaching in the U.S.A.
and gaining experience that will advance their careers.
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Wellness Highlights

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1-800-561-1727
Betsy Colwell-Burley, Districts 6, 8, 10
1-800-563-3938
Niel Cameron, Districts 2, 15, 16
1-888-763-5050

February – Mental Health “Nourish Your Spirit”

Did You Know?

Stress Busters

Humor is one of the fastest and most effective means of combating stress, in fact, humor in many ways is the complete opposite of stress. It’s not easy taking a humor break during times of stress, yet it’s during these times that humor is needed the most.

1. Create a humor first aid kit full of cartoon books, humorous videos, funny pictures or zany props – anything that will allow you to access your sense of humor as quickly as possible.
2. Focus on the positive side of any problem, or what’s working right – take a five minute break and write down as many “what’s working/what’s positive” things you can think of.
3. Brainstorm worst case scenarios. Exaggerate – having fun with the wildest possibilities can help provide you with a healthy perspective and more balanced view of the crisis.
4. Imagine a positive reference point for you – last summer at the cabin, last weekend at the ski hill – anything that allows your mind to travel to a positive place and go there (in your mind of course)
5. Take a humor break – read a joke book, watch 10 minutes of a funny video or juggle.
6. List your top 3 stressors at work and brainstorm with staff creative ways of handling them.

– www.mikekerr.com

Suggested Activity from the Binder



Staff Breakfast – Pancake Breakfast

Suggested Website from the Binder



Canadian Mental Health Association – www.cmha.org

A Touch of Humour



Putting Humor to Work Against Stress – Four Ways to Reframe a Situation:

1. Wildly Exaggerated
2. Step Into Someone Else’s Shoes
3. It Can Always Be Worse
4. Re-label Stressors

Note: Additional information is found in your School-Based Wellness Program Monthly Themes Binder.

Announcements

Third International Conference on Bullying

This Conference will take place in Ottawa on April 2-4, 2007. *"I Am Safe – Protecting the Space We Call Childhood"* is a follow-up to two earlier 'sold out' events in 2002 and 2005.

In addition to presentations from renowned international experts, hands-on learning opportunities, youth engagement, live theatre, video presentations, plenary sessions and practical information, we will provide the opportunity for delegates to consider a move towards a holistic, integrated community model of bullying prevention.

For more information please visit: <http://iamsafe.ca>

PD and Cultural Experience in FSL

The Centre international d'apprentissage du français (CIAF), located at the Université de Moncton, campus de Shippagan, in Shippagan (NB) will be offering from July 1 to July 14, a two-week session of professional development and cultural experience for teachers involved in French Second Language Programs (Immersion, Intensive French and Core French).

A number of interesting workshops will be offered to the participants such as: "How to reduce stress", "Communicative approach techniques", "How to use humour in the classroom", "Création collective d'activités pédagogiques portant sur



les intelligences multiples", etc.

The fee for the two-week session is \$1850.00 (applicable taxes will be charged). It includes all courses and most of the cultural and sports activities, food and lodging. NB teachers are eligible for a bursary from the Department of Education. (There are 20 bursaries available)

For further information, please contact Josée Godin, Program Coordinator, Tel. (506) 336-3487, email: josee.godin@umcs.ca, www.umcs.ca/ciaf

International Physics Camps for Teachers and Students

Students age 16 and 17 with a keen interest in science can now apply to attend the "International Summer School for Young Physicists" (ISSYP) at Canada's Perimeter Institute. The classes and mentorship sessions feature discussions with leading, international physicists at the Institute. There are, in addition, special lab tours and social events. The dates of the two sessions are July 27 to August 8 and August 14 to August 26. The application deadline is **Tuesday, April 17, 2007**. Full application details are available online at www.youngphysicists.ca.

High school science teachers can now apply to attend the "Einstein Plus International Teachers' Workshop on Modern Physics" at Canada's Perimeter Institute. The one-week sessions offer cutting-edge ideas in key areas of modern physics. The dates of the three sessions are July 2 to 7, July 9 to 14, and July 16 to 21. The application deadline is **Thursday, April 12, 2007**. Full application details are available online at www.einsteinplus.ca.

Perimeter Institute is located in Waterloo, Ontario (just outside Toronto) and covers all expenses within Canada.

Teacher Grants Available for Innovative Ideas

The Curriculum Foundation (TCF) is the charitable arm of Curriculum Services Canada (CSC). Each year, TCF awards at least three \$2,000 grants to elementary or

secondary teachers who propose innovative ideas for learning resources in English and French to share with other educators across Canada. These resources fill areas of critical need identified by teachers and provide enriched learning opportunities for Canadian students.

Applicants may apply online individually or as a team. As part of the resource development process, TCF matches grant recipients with knowledgeable and experienced mentors who collaborate to deliver the project in order to meet our high standards and earn CSC's red Seal of Quality.

If you have a winning idea, apply online at www.curriculum.org by going to the For Educators menu, selecting Grants for Teachers, then clicking on Application Forms. The **submission deadline is April 1** of each year and all applicants are notified of the results by June 30.

For more information on TCF Teachers' Grants, visit our website at www.curriculum.org or contact Keith Clark at kclark@curriculum.org.

Science, Technology, Engineering, & Mathematics

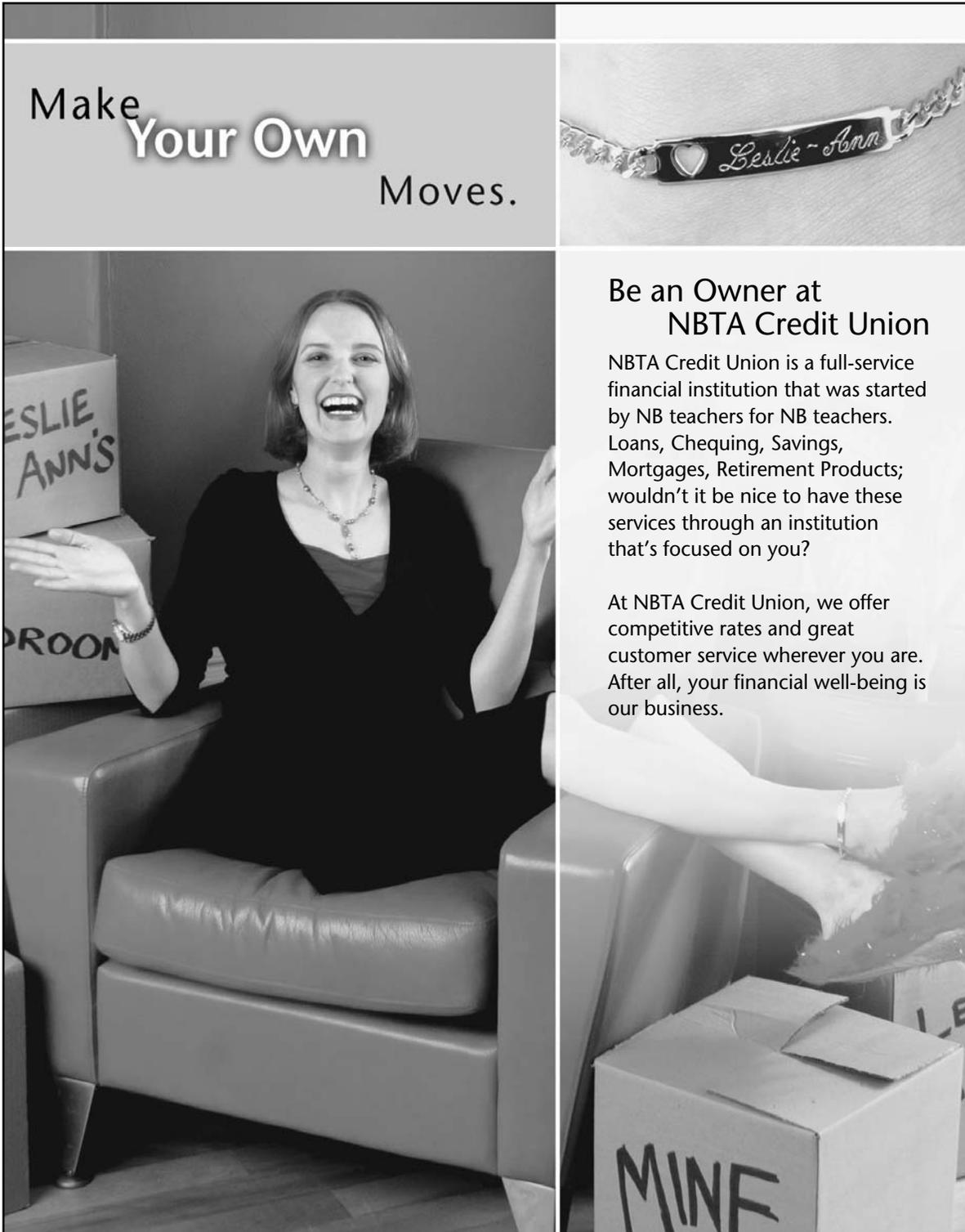
STEM EXPO Saturday, March 17, 2007 Leo Hayes High School Fredericton

This STEM EXPO is for all District 18 students in grades K-12 to display their creative research, design, building and problem-solving interests and abilities. There will be prizes awarded in different grade level categories and chances to participate in regional and Canada-wide science fairs.

Students, teachers, and parents can find more information at: <http://www.district18.nbed.nb.ca/events.htm> or by calling Grant Williams, 444-2005.

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New Brunswick Teachers' Association
 650 Montgomery Street,
 P.O. Box 752, Fredericton, NB
 E3B 5R6



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 Hours: Monday to Friday, Telephone Service 8:30 am - 4:30 pm
 In-Branch Service: 9:00 am - 4:30 pm

