



NBTA

news

NEW BRUNSWICK TEACHERS' ASSOCIATION

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Distinguished Educators Recognized

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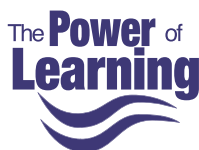
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SECRETARY'S DAY!



APRIL 23

HAPPY EASTER!



Five distinguished New Brunswick Educators were recognized recently with the presentation of the Queen's Golden Jubilee Medals. Presentations were made by Lieutenant-Governor, Marilyn Trenholme Counsell, at New Brunswick's Government House.

Kathleen Hynes-Archibald of Dalhousie, an elementary teacher, was recognized for her leadership in her professional organization and her development of several school initiatives, including a breakfast program at the high school level. Her community activities involved service on the New Brunswick Museum Board, the Dalhousie Community Theatre, and the Canada Winter Games Committee.

Pamela Campbell of Fredericton has served in virtually all capacities in the school system from elementary to high school, from classroom teacher to Superintendent. She was among the first women to hold many leadership roles. She also served her professional organization in several capacities, including service on the Board of Directors of the Canadian Teachers' Federation, and President of the New Brunswick Teachers' Association. Also very active in her community, she served on the University of New Brunswick Board of Governors, the Boards of Directors of the Fredericton Playhouse and of Child Find New Brunswick. She also served as a Governor of the Beaverbrook Art Gallery.



L to R: Charles Prescott, Fredericton/Oromocto; Kathleen Hynes-Archibald, Dalhousie; Wayne Nightingale, Fredericton; Lieutenant-Governor Marilyn Trenholme Counsell; Pamela Campbell, Fredericton; Mary Wilson, NBTA President; Barry Ogden, Saint John.

Wayne Nightingale of Fredericton attended the University of New Brunswick as a Beaverbrook Scholar. Upon graduation, he turned his considerable talents to teaching and quickly expanded his interests and influence to the New Brunswick Teachers' Association and the New Brunswick Teachers' Federation, a model of bilingual cooperation between the Anglophone and Francophone teachers. Mr. Nightingale established himself as a skilled negotiator and labor relations expert. He shared his expertise in Ghana through the Canadian Teachers' Federation and in virtually every province in Canada.

Barry Ogden of Saint John has served his community as a teacher, coach, and community activist. His love of community is evident by his tireless efforts to promote innovative community improvement, including the "Marigolds on Main Street Project" in Saint John. He is also known as a driving

force behind the "Marco Polo Project", the ultimate goal of which is to produce a replica of the famous vessel.

Charles Prescott recently retired from 35 years of service to students in the Oromocto area, both in academic instruction and in enthusiastic support and participation in virtually all aspects of student activity. He coached, he organized student activities, he served as advisor to numerous student groups, and he still found time to play

an active role with his colleagues in his profession. His service continues in his retirement with involvement in numerous volunteer organizations devoted to children and community service. Mr. Prescott is the recipient of the 2002 NBTA Centennial Award.

In presenting the Golden Jubilee Medals, Lieutenant-Governor Marilyn Trenholme Counsell praised the educators for their contributions to New Brunswick society and

communities through their dedication to children and their future.

The Commemorative Medal was created on the occasion of the Golden Jubilee of Her Majesty's accession to the Throne as Queen of Canada. The Medal is presented to persons in recognition of a significant achievement or distinguished service to their fellow citizens, their community or to Canada.

NBTA's 100th Anniversary: What Are You Doing?

Join in your Branch Celebration



June 4, 2003 marks the 100th anniversary of the first provincial meeting of the New Brunswick Teachers' Association. Held in Albert County, the meeting was the first step in the development of a singular voice for teachers in New Brunswick.

Numerous activities are planned by branches to celebrate the contribution of teachers to the development of New

Brunswick society. Events include social gatherings, draws, sport events, community events, BBQ's, fund-raising events for community charities, group photos, media items, fashion shows, dances, historical re-enactments, and a variety of activities involving retired teachers. Of course, there will also be a birthday cake in each school.

In the coming weeks, both in NBTA

News and in other publications, some of these activities and accomplishments will be highlighted as well as "My favorite teacher" stories by several public personalities.

We hope you will join in the celebration as a proud member of the profession.

Miramichi Branches Hold Suitcase Social

by Grant Hendry, Branch 1608

Warm sandy beaches, waves lapping at your feet as you sit at the dock, tropical shirts and the smell of cocoa butter sun block...not exactly what you might think about on Groundhog Day! But that's exactly what approximately 200 people were thinking about this past Groundhog Day at Choo Choo's Nightclub in Miramichi. Someone, before the night was over, was going to win an all-inclusive trip to Puerto Plata in the Dominican...the rest of the group would have to make alternate plans to deal with the snow!

The idea of a suitcase social is not new to many of us who attended UNB in the early 70's. Everyone would buy a ticket and have a party at one of the residences. Dressed in our best Bermuda shorts and floppy hats, we would head on out to the Fredericton Airport with suitcase in hand. That night, some lucky soul would get on a plane headed south for spring break. The rest of us would go back to residence to drown our sorrows!

The 100th Anniversary committees of Branches 1608 and 1610 got

together over the summer of 2002 to brainstorm some novel ideas for celebrating the 100th Anniversary of the NBTA. We all agreed we wanted to be unique, special, something that no other branch had done before.

This writer said, "Wouldn't it be neat to have a Suitcase Social?" The committee took the idea and ran with it. Obviously, most of us were not as free to just pack up and go as we were in the good old days so we had to adjust things a little. The trip was scheduled for March break and with the help of Sharon Carter at Drake Travel, both branches shared in the cost of the tickets.

The evening was a huge success. We sold enough tickets at \$20 per couple to cover all costs and still have some money to contribute to our Retiring Teachers' Night. Spurred on by the excellent sounds of *Short Sweet*



L to R: Heidi Whipple, Sharon Carter of Drake Travel, Grant Hendry and Sheila Fitzpatrick.

Ride, teachers, spouses and friends danced the evening away. At midnight the main prize draw was held.

Branches 1608 and 1610 would like to congratulate Bob and Sheila Fitzpatrick for their lucky win and hope that they had a fantastic time.

By all accounts, the Suitcase Social was a complete success, and will become an annual event. The only change will be a requirement of the winner to send a postcard from the sunny south. OK Bob?

President's Message



Mary Wilson

Welcome to Spring once again. I truly love this time of year. The winds have a hint of warmth, the sun is just a bit stronger and there is a promise of real heat to come. And don't you think we deserve it? Our winter has been one of the longest in my memory (and that goes back a loooong time). While I am on the topic of age, I just want to remind my pals in Canterbury (Hey, you guys) that Bob E has a 53rd birthday coming up on April 2nd. Wish him well!

As I write this, I can't help but think that I have only 3 *NBTA News* messages left to write. I've enjoyed writing them, but I must admit that it has not always been easy to generate ideas. I've written about Discipline Issues, French Second Language, Pride in our Profession, the Power of Positive Thinking, Humour, the NBTA Election, Assessment, Council Day, Branch Resolutions, NBTA/NBTF Services, NBTA's 100th Birthday, Praise, Beginning Teachers, and more. Wow! I've had a lot to say, which comes as no surprise to those who know me well.

The Atlantic Institute for Market Studies (AIMS) released a



Spring is sprung...
...the grass is riz!



report during March Break that ranked our high schools. I want you to know that any type of ranking of schools is flawed from the outset because it is impossible to find a mathematical model that can encompass all that a school is. You and I both know that schools are complex organizations and the AIMS report fails to recognize this. The report serves no purpose other than to be misleading and harmful.

I urge you to ignore this report. Please don't let it upset you; it definitely isn't worth worrying about. It ignores all the great work you are doing in your school; it ignores all the successes that you are involved with every day in your classroom.

Please, continue to be confident in what you do every day. You make a tremendous difference in the lives of New Brunswick students. I know it and I believe the public knows it as well.

On another note, and as you know, Discipline has been my priority as President. I have to say that I am really pleased with the direction we are taking. A Joint Committee (Teachers, Department of Education and ALL District Offices) was established at the end of last school year and this committee has done some tremendous work this year. You can be assured that you are not alone in this struggle to regain control of your classrooms and schools. Teachers have support from their superiors, yes, but we also have parental and public support. The public knows that things have gotten out of hand in our schools and are prepared to support teachers as they work to establish a safe and orderly environment for their students and themselves. Some extremely positive things have happened this year, but we have to continue to apply the necessary pressure to keep things moving toward a positive learning and teaching environment. As I stated in a previous issue of *NBTA*

News, we all have to do our part. Even though you may find it difficult, you must assertively reject behaviours which are not suitable in your classroom. Strict doesn't mean punitive or unfriendly; it means you have limits and expectations, which you will enforce consistently.

I hope that you received your copy of the Discipline and Classroom Management Strategies and Guidelines for Teachers and Administrators book. I also hope that you and your staff will take an in-depth look at this book and discuss how it may be used in your particular classroom and school. Good luck.

We were not surprised to hear the Department's positive conclusions from the first year of the Intensive Core Grade 5 French Pilot. Although we do not support this pilot, we have said all along that it would work in certain schools and, for your information, none of the pilot sites are in schools with French Immersion and each of the sites received some extra teacher time to be able to put the new program into operation. To repeat our position on this pilot, however, we do not support it because we can never see it as a sustainable, province-wide program. In addition, this pilot does not begin to address the real issues of the inequities that exist between Core and Immersion classes. I know that French Second Language continues to be an issue. Hopefully, a positive outcome can be found.

Council Day is May 2nd this year. I hope you are already planning to attend. What a positive opportunity to grow professionally and, most importantly, this day is organized by teachers for teachers. I hope that you will look through the programs and find something that will benefit you and please encourage your colleagues to attend with you. Hope to see you there!

So... enjoy the beginnings of warm weather, my friends. Until next time, keep smilin'!

UNB Faculty of Education Courses

The Faculty of Education at UNB is offering a large number of courses during intersession and summer session that will support teachers working toward Certificate V and Certificate VI. Courses at the 6000 level are open only to MED students or students who get approval from the Associate Dean of Graduate Studies (phone 453-4600). If you don't need a course for credit, you may wish to audit for professional development purposes; the charge is only half the fee for a course.

Please let us know if you have any questions. You can email or call us at **(506) 453-3527**.

You can find the list of Fredericton and off-site courses on our web site: <http://www.unbf.ca/education/>

You can also find the list of off-campus courses in the College of Extended Learning catalog.

Tentative Intersession Schedule May 1 - June 20, 2003 Undergraduate Courses



Daytime

ED 2241	Introd. to Music Education	MW 10:30-1:00
ED 3021	Human Development & Learning	TTh 8:00-10:30
ED 3033	Teaching in a Cultural Context	MW 1:30-4:00
ED 3041	Theory & Practice of Education	TTh 10:30-1:00
ED 3051	School Law and Organization	TTh 1:30-4:00
ED 3475	Movement Ed. for Young Children	MW 10:30-1:00
ED 3475	Movement Ed. for Young Children	MW 1:30-4:00
ED 3511	Intro. to Science Ed.	MW 8:00-10:30
ED 4031	Towards Diversity in the Classroom	MW 8:00-10:30
ED 4354	Literacy Learning in Early Years	MW 1:30-4:00
ED 4355	Literacy Learning in Middle Years	TTh 1:30-4:00
ED 4622	Global Education	TTh 10:30-1:00

Evening/Weekend/Distance

ED 3024 *	Understanding the Adult Learner	TTh 6:30-9:30
ED 3024 *	Understanding the Adult Learner	WWW
ED 3031	Educ. of Exceptional Learners	TTh 4:30-7:00
ED 3113 *	Inter. Strategies in Adult Ed: Commun. Practices	MW 6:30-9:30
ED 3211	Introd. to Art Education	MW 4:30-7:00
ED 4451	Health Education	TTh 4:30-7:00
ED 5011 *	Preparing for Prior Learning Assessment	WWW
ED 5022 *	Transformative Learning	WWW
ED 5031	Creating Supportive Environments for Learning	MW 1:30-4:00
ED 5054	Changing Roles in the Educ. Workplace	TTh 4:30-7:00
ED 5076	Religion & Spirituality in Education	TTh 1:30-4:00
ED 5078	Communication Disorders in the Classroom	MW 4:30-7:00
ED 5142	Career Guidance	TTh 4:30-7:00
ED 5143	Group Theory and Skills	MW 4:30-7:00

Graduate Courses

ED 6006	Supervisory Relations	Sat 9:00-12:00 & 2:00-5:00
ED 6065	Behavioral/Emotional Disorders (Adv.)	MW 4:30-7:30
ED 6098	Internship Field Experience	By arrangement
ED 6115 *	Cultural Diversity in the Schools (Moncton)	TTh 5:30-8:30
ED 6156 *	Women and Education	TTh 6:30-9:30 **
ED 6314	Politics of Literacies	WebCT & 3 Sats. 9:00-4:00

* Distance Ed.

** Offered in Fredericton, Saint John, Moncton, Miramichi, Charlottetown



Tentative Summer Session Schedule

1st Session: July 2 - 18, 2003

2nd Session: July 22 - August 7, 2003



Undergraduate Courses

1st session

ED 3110	Methods & Strategies in Adult Ed: Introduction	8:00-1:00
ED 3110	Methods & Strategies in Adult Ed: Introduction	8:00-1:00
ED 4110	Methods & Strategies in Adult Ed: Theory & Practice	8:00-1:00
ED 4110	Methods & Strategies in Adult Ed: Theory & Practice	8:00-1:00
ED 5065	Personal Growth and Helping	10:30-1:00
ED 5072	Teaching Gifted Students	July 7-11, 8:00-4:30 (N.B. one week)
ED 5141	Orientation to Counselling	1:30-4:00
ED 5157	Building Our Future: Community Profess. as Agents of Change	4:00-7:00
ED 5161	Curriculum Theory	10:30-1:00
ED 5173	Educational Statistics	8:00-10:30

2nd session

ED 4973	Special Topics in Technology Education	July 28-Aug 1, 9:00-12:00
ED 5044/6045	The School & Society	10:30-1:00
ED 5175	Classroom Assessment	1:30-4:00
ED 5272	Changing Teaching Practice	8:00-10:30
ED 5973	Special Topics in Technology Education	Aug 5-8 8:15-noon (N.B. one week)

Graduate Courses

1st session

ED 6015	Educational Statistics	8:00-10:30
ED 6061	Teaching Gifted Students	July 7-11, 8:00-4:30 (N.B. one week)
ED 6078	Vocational Development	10:30-1:00
ED 6081	Ethical & Legal Issues in Counselling	8:00-10:30
ED 6101	Career Development	8:30-11:00 (Saint John)
ED 6902	Intro. to Research in Education	10:30-1:00

1st 4 Weeks

ED 6027	Supervision, Leadership & Change I (4 weeks with ED 6028)	8:00-12:00
ED 6028	Supervision, Leadership & Change II (4 weeks with ED 6027)	8:00-12:00
ED 6076	Career Counselling Strategies (4 weeks with ED 6083)	8:00-12:00
ED 6083	Career Development & Education (4 weeks with ED 6076)	8:00-12:00

2nd session

ED 6105	Current Issues in Curriculum & Instruction	10:30-1:00
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Both sessions(6 weeks)

ED 6098	Internship Field Experience	By arrangement
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District #18 Physical Education Mentors Host a "Step Lively" Dance Workshop for Classroom Teachers



The Physical Education Mentors of District #18 (Heather Neilson, Diane Hoyt and Garth Wade) hosted a professional

development workshop for classroom teachers focusing on the "Step Lively" Dance resource. The N.B. Physical Education Curriculum guide (k-5) recommends that 25-35% of the P.E. program be educational dance. Dance can be creative, folk, square or fitness style. Dance promotes: basic loco-motor skills, co-operation, listening skills, individuality, self-confidence, fitness, and the sequencing of skills. During a dance class all students are active and they all can achieve a level of success. It can be taught in many types of spaces including the classroom.

When teaching dance or moving to music, it is a good idea to have a fitness-type warm-up for the students, such as moving to music or a simple tag activity. Having a positive attitude about the lesson is also very important. If students suggest that they would rather play a game, they need to be reminded of how much fun they are having and that you (the teacher) are in charge of the P.E. class. Once students learn the moves, the dance can be used as a warm-up in another lesson. Dance

can be presented as a unit or used as part of a lesson.

Emphasis should be placed on participation and not on perfection. Changing the suggested action is fine as long as it works with the music.

After the students learn a dance your way, they can be encouraged to make up their own moves. It is always positive if the students get to show their dance to a group such as parents or other classes.

Tips to teaching folk dance to elementary students using the "Step Lively" program

1. *Homework! Know the dance:*
 - listen to the music at home or after school
 - review the actions
 - try to divide the dance into easy to manage parts
 - practice a few times, working through it
 - tie the segments of the dance to changes in the music
2. *Introduce the dance to the children:*
 - provide a little background for the children



each segment, counting off the beats if you can

- have children practice the segments
- demonstrate the whole dance – most dances are very repetitious
- walk children through the dance
- 4. *Demonstrate the dance to the music:*
 - dance the finished product, showing how the dance and music go hand in hand
 - talk your way through difficult segments
- 5. *Have the children do the dance:*
 - remember, the music will not wait for the dancers - Hum or sing the song the first few times as fast or as slow as necessary, correcting as you go
 - when you are all set, add the music
 - have the children dance as quietly as possible, listening to you and for the changes in the music, usually signaling a change in the dance
 - expect less than perfection, correcting and cheering as you go
 - review, pointing out difficult areas
 - repeat and have fun!

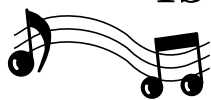


— what sort of dance is it? i.e., a circle dance, mixer, partner dance, etc.

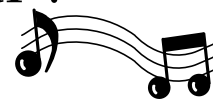
3. *Teach the dance in segments:*
 - have the students practice difficult moves in isolation, prior to introducing the music
 - demonstrate

Contact your district Physical Education Mentor for more information on the "Step Lively" dance resource. You will find that it is relatively easy to work with. The resource comes with an instruction manual illustrating the steps for each dance as well as a CD containing the music.

Is Music Used to Its Full Potential ?



• A Look at Our Teaching Practices •



by Agnes Arsenault

The following is the second part of an article which was written by Agnes Arsenault, Vice-Principal of Westfield Elementary School, who is on an educational leave for this school year. The first part appeared in NETA News, Vol. XLV, No. 6.

Music and its Effects on the Brain and Intelligence


The great French psychologist Jean Piaget wrote extensively on the question of growth and learning. Both result from influences and stimuli of the environment that shape living beings. Consequently the education of every child depends largely on the quality of his/her environment. At the very beginning of life, the first environment is the mother's womb. After birth, it includes the physical surrounding that the baby can see from the crib, but most importantly, the voice, the touch and care of the people around, mainly the mother.

One of the first stimuli from the environment is sound. Some interesting findings appeared in the Harvard University Gazette. William J. Cromie wrote about the findings of a research by Mark Jude Tramo. In the opening paragraph, Cromie writes: "Babies come into the world with musical preferences. They begin to respond to music while still in the womb. At age 4 months, dissonant notes at the end of a melody will cause them to squirm and turn away".

Similar findings are reported in the South Africa Music Teacher Magazine. Based on a study by Gerhard Koornhof, the text from the Editor says: "...the ear is the first sense organ that is fully formed in the prenatal period (. . .). In a research involving 150 of the world's top musicians, it was found without exception that the mother's voice played a significant role in the neurological "wiring" of the fetus and newborn (Koornhof 1988). "In an article based on an Arts and Education Policy Review by Grandin, Peterson and Shaw, entitled Spacial-temporal versus language-analytic reasoning: the role of music training, (6) the writer says: "Music clearly involves the pattern development concept (. . .), the

ability to create, maintain, transform and relate complex mental images even in the absence of external sensory input or feedback". These abilities fall in the area of the spacial-temporal intelligence and they are essential for problem solving in mathematics, just as much as the linguistic-analytic intelligence if not more in some cases.

In order to present a broader look at spacial-temporal reasoning, several other research findings are interesting and worth exploring. A recent Neurological Research shows

 **Babies come into the world with musical preferences. They begin to respond to music while still in the womb...**

a definite link between musical training and the development of higher brain functions. The report says: "Piano instruction is thought to enhance the brain hard-wiring for spacial-temporal reasoning, or the ability to visualize and transform objects in space and time. Music involves ratios, fractions, proportions and thinking in space and time". In the same article, the author writes another interesting observation. For a lot of people, the computer is believed to be the best, sometimes the only tool of learning. As useful as it may be, Gordon L. Shaw says: "Students who used the software and played piano also demonstrated a heightened ability to think ahead..They were able to leap ahead several steps on problems in their heads".

Meryl va Noie, a South African reporter, has become very much interested in music education research. Following a workshop on

music education, she wrote an article in which she alludes to another research by Dr. Gordon L. Shaw and Dr. Frances Rauscher proving that: "Preschoolers who studied piano performed up to 34% better in spacial and temporal reasoning abilities than the preschoolers who spent the same amount of time learning the use of computers".

In another article entitled *Music Lessons May Open the Mind to Math and Science*, the author states an interesting conclusion that Dr Rauscher reached during her research. "Her study compared 19 preschoolers who took the (music) lessons and 14 classmates enrolled in no special music programs. After 8 months, she found: •a 46% boost in spacial IQ's of young musicians •6% improvement for children not taught music".

In the same bulletin mentioned above, in a second article entitled: Does music have an impact on the development of students? the author writes that at Mission Viejo H.S. in Southern California, in 1981, music students had an overall grade point average of 3.59 and the non music students 2.91. Furthermore, 16 % of the music students had a 4 overall average compared to only 5% for the non-music students.

An examination of the effects of music on the brain would not be complete without a few lines about the Mozart effect first on the human brain and also on rats. In the article Spacial-temporal versus linguistic-analysis reasoning: the role of music, there is an interesting paragraph on Leng and Shaw's inquiries on effects of different types of music. "The striking Mozart effect experiments showed that college students scored significantly higher on spacial-temporal reasoning after listening to the first ten minutes of the Mozart Sonata for two pianos in D Major (K.448), but not after

listening to silence, a relaxation tape, minimalist music, dance music, or a short story" (. . .). The Mozart piece was carefully selected because of its "incredible features of symmetries and perhaps natural sequences of patterns".

Meryl van Noie picked up on the experiments conducted by researchers on different types of music and different combinations of lessons: computer only, music only, computer and music, etc. It was found that piano students with computer games incorporated in the regular math program received better results. She writes: "So, is it just any type of music that has this effect? (...) what has been proven is that certain types of music have a greater effect than others. Rats exposed to intricate Mozart melodies completed a maze more rapidly and with fewer errors than other rats exposed to silence or with noise".

Although every research study may not have been conducted on a very large number of students, their conclusions seem to be very consistent and cannot be attributed to a mere bias in favor of music. Music has an intrinsic value. It is unfortunate that its value is often looked at in terms of its advantages for other subjects such as mathematics and science.

Importance of a balance between the arts and the other subject areas


Now one may ask: what does this research have to do with our schools and education? It simply shows that education must not be limited to the three R's.

Howard Gardner has developed the theory of multiple intelligence: linguistic, logical-mathematical, spacial, musical, bodily-kinesthetic, interpersonal and intrapersonal. Out of these, it is the musical intelligence that is the most universal one. The schools generally favor the logical-mathematical and linguistic approaches, rather than the others. This is unfortunate because our children are not served equally well. Some children have preferences for other types of learning that are simply ignored. The inadequate results of students in international math tests, especially in the United

States, points to the need of a good review of our basic curricula. Are the arts given enough recognition and support?

My bias for music is obvious because music seems to embrace so many abilities which belong to the spacial-temporal reasoning: visual, auditive, rhythmic and dance activities. Research has even proven (...) "that 15 minutes a week of private keyboard instruction, along with group singing at pre-school, dramatically improved a kind of intelligence needed for high level math and science (...)".

Music can help open doors in many fields. Through his research, Dr. M.A. Rees observed: "Successful music students tend to possess the qualities and skills that are generally considered essential to employers in business, education and service

 **Music can help** 
open doors in many
fields.

organizations." This view is corroborated by a statement from Ian Scott, Chief Hiring Officer with William M. Mercer Ltd. "An education in the arts provides people with a competitive advantage when it comes to getting a job". The following information is also striking: "In a study of medical school applicants, 66% of music majors who applied were admitted, the highest percentage of any group. Only 44% of biochemistry majors were admitted".

What do we actually mean by a balance in the curriculum? The minute we begin talking about balance, I can imagine several interest groups confronting the promoters of music with their own convictions and priorities. We hear from all sides: the students of today are exposed to so many influences and put under so much pressure. They need drug awareness programs, health education courses, more physical education and sports, sex education and aids awareness and of course computer literacy to cope in this new information age, without mentioning all the special education

programs for children with exceptional needs. In the midst of this big "needs panic", in times of government cut-backs at every level, a call for more fine arts in the schools sounds like a piano out of tune.

And yet, we want our students to become happy in life. We don't want to train them only for the world of work as if they were robots. They have dreams, they have feelings, they have talents. Do we give them the opportunity to develop fully and become happy individuals?

With these thoughts in mind, we must take another look at our teaching and at our curricula. With a little imagination there are several things we can do to enrich our educational program. For example, under the leadership of Mr. Hugh Kennedy, the Leo Hayes High School in Fredericton has developed a Fine Arts Certificate. One paragraph in the project manual is worth noting:

"The Modus Vivendi for such a certificate arises from the need to recognize and reward the existence of Fine Arts and the excellence of our communities' young artists as vital contributors to the Social and Academic life of Leo Hayes High School". Looking at this paragraph, two words stand out as very important: recognize and reward. It is essential that we all learn to value the artistic talents of our youth. If we fail to recognize and nurture the unique abilities of everyone, we really cannot claim that our education system is inclusive. Mr Kennedy from the Department of Education deserves to be congratulated and supported in his vision of implementing this framework in as many High Schools as possible.

Conclusion

In conclusion, I would like to assure you that I am well aware of the fact that music is not the answer to major challenges in Education. They will not disappear by listening to a beautiful song. However, music can be very useful and effective in many ways.

The choice of any tool pre-supposes a certain comfort level on

the part of the teacher. If we are not comfortable with an activity, we are probably not going to choose it. When considering music in the classroom, which may appear intimidating at first sight, we can simply start with listening activities. The teacher need not be a specialist in order to use music in class. Like anything else we try - we have to start small and build on in our personal and unique way. This is what the art of teaching and learning is all about.

Educators know that teachers have very few problems with a happy child. In order to model a happy disposition, it becomes the

teacher's responsibility, rather than the teacher's privilege, to feel well, to be healthy and happy. This is the most important factor in creating a positive, welcoming and enthusiastic environment in the classroom.

Those of us who are passionate about teaching children, we get very frustrated and impatient about unresolved issues. It is therefore important to keep in mind that we will always live in an imperfect reality - this is part of our human condition. What really makes a difference is our attitude. Are we willing to embrace the challenge and collectively look for solutions, or are

we going to give up? Let us look at what is really in our hearts while listening to our favorite piece of music. I am sure the answer becomes clear.

Even if our society values doctors, lawyers and business people more than educators, in our hearts, we know that all professionals must have at least one excellent and inspiring teacher in order to achieve success. Let us hold on to our vision in striving for a better education system. Every great accomplishment begins with a dream.



Montgomery Street School Students Build Bridges

Students at Montgomery Street School saw many long hours of bridge-building pay off. *Bridges of Friendship* was the theme of a project at the school since September 2002. As part of that, all 200 students from kindergarten to grade 5, and their 12 teachers, learned about building social bridges to other cultures by learning about the physical nature and structures of bridges. Studies also took students into outer space as they bridged spaces between planets and stars.

Principal Sherry Norton said grade five teacher Curry Smith developed the bridges idea last year and in September students became involved. They worked on class, group and individual projects and during the week of February 17 this effort culminated with a musical presentation and displays of student artwork.

Norton said the school-enrichment project enabled all students to participate by incorporating elements of the theme into the regular curriculum. She said students had to use what they learned in math and science classes to construct their actual bridge models — from span bridges, suspension bridges to arch bridges. And the project was a big hit.

Students Cait Gautron - 7, Danielle Rozon - 10, Josh Saunders - 11, Josh McIntyre - 7, Kyla Cosman -



Building better bridges: Children at Montgomery Street School built physical and spiritual bridges as part of a school-wide project. From left are: Josh McIntyre - Grade 1; Cait Gautron - Grade 1-2; Josh Saunders - Grade 5; Kyla Cosman - Grade 3; zon - Grade 5; and in back, from left, Morgan Hawkes - Grade 4 and Rachel Neal - Grade 4 (*The Daily Gleaner*, Stephen MacGillivray Photo)

8, Morgan Hawkes - 9, and Rachel Neal - 10, said they really enjoyed it. The students said working with bridges meant some studying, but said that increased their enjoyment.

"We did a lot of different things in science and we read *Bridge to Therabithia*," Morgan said. "The book was about a boy and a friend who had a secret place and then the friend died and the boy decided to build a bridge from his house to the special place."

Rachel worked on the project with Morgan and said she liked studying about arch and pier-type bridges. "It's difficult to make

bridges and it must be harder in real life," she said.

Josh McIntyre helped make bridges from modelling clay, wood and string. "It was all a lot of fun," he said.

Meanwhile, Josh Saunders advised it is important to have all the right materials when building a bridge. "If you don't use the right kind of materials, it can get expensive," he said.

Danielle said her study group discussed the Confederation Bridge spanning New Brunswick and Prince Edward Island. She said students learned about covered bridges, cantilever and suspended bridges.

Cait said the project also helped students learn about different cultures and different countries. She said students heard from school children in India, South Africa, Iran, Pakistan and Sudan. A map showing the countries displayed photographs of the school's foreign friends.

Students also helped the less fortunate as part of the project.

Norton said students bridged a gap by bringing food gifts to the school to be contributed to the local food bank. She said students understand the analogy to be drawn from physical bridges, and they were enthusiastic about using the idea to construct a social bridge to narrow the gap between those who have much and those who have little.

Believe, Want, Know, Do

By Nancy Roach
 Director of Professional Development
 roachn@nbnet.nb.ca

We used to believe that teaching was a relatively simple act: graduate from high school, maybe take a year of 'normal school' and enter the schoolhouse ready to teach.

Those days are thankfully gone. New teachers are now required to have five years of university before they can even begin to teach, and most enter the profession with the belief that their learning must continue throughout their careers.

And so it must. In order to become more effective at our craft, we must be continuously looking for new instructional strategies, ways to help our students achieve better. But, you may cry, there is so much stuff out there...how do we know what is just another band wagon and what is truly valuable in our search to improve?

For starters, do not — I repeat — do not listen to the staff room cynics, the "I've-been-there-and-this-too-shall-pass" people, or the "I-already-know-it-all-and-have-the-laminated-lesson-plans-to-prove-it" people! (fortunately there are not many of these in schools today!)

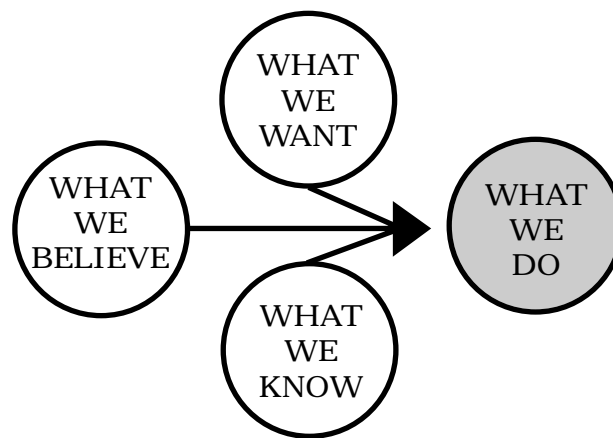
Charlotte Danielson, in her recently released book, *Enhancing Student Achievement: A Framework for School Improvement*, uses the model below to suggest that what we actually do in our classrooms and schools is influenced by three factors: *what we believe*, *what we want* and *what we know*.

Most teachers share a belief that students can learn and that teachers make a difference. Most teachers want the same things: success for their students. But it is *what we know* that can separate a more effective teacher from a less effective one.

"Teaching effectively is an art informed by a science," says Dr. Barrie

Bennett, professor and author from OISE/University of Toronto. He acknowledges that it takes years of practise and learning to become an expert. What defines teachers, he says, is:

- their extensive understanding of how kids learn and
- an instructional repertoire that allows them to respond meaningfully to what is known about how and what students must learn.



He refers to our Instructional Intelligence as teachers, our ability to draw from a set of strategies that will ultimately lead to greater success for our kids.

But just what 'science' informs our art? There is so much new research that could, and should impact on how we teach, and I believe that it is a teacher's responsibility to attempt to stay current with at least the most significant elements. It has been over a decade since Howard Gardner announced his original Multiple Intelligence theory (to which he has since added an eighth intelligence). Learning Styles Theory has been a mainstay of current pedagogy for close to the same time. Cooperative Learning Strategies are twice as old, but still hold relevance for today's classrooms. (if you are not familiar with these bodies of knowledge, now is a good time to explore

them...they work for teachers and kids!)

The most current 'science' is neuroscience, a true science that provides an umbrella for all the good teaching practices that have come before it. Over 90% of all the neuroscientists that have ever lived are still alive, a testament to the 'youth' of the field. As we learn more about the brain, we find the reasons why certain instructional strategies work and we discover ways to alter our practice to make our instruction more 'brain compatible', thereby increasing our students' abilities to learn.

Here are just a few of the recent revelations related to how the brain functions and learns:

- Boys' brains acquire patterning earlier than girls. (We can use this to help boys understand language patterns)
- Brains of kids with learning disabilities actually 'work harder' to make sense of certain things. (Therefore telling kids to 'work harder' is just not the thing to say!)
- The brain releases cortisol when under stress. Long-term exposure to cortisol can affect the part of the brain that influences memory. (think about tests...cortisol...memory.. Is this relevant for teachers?)

Well, you get the point. There is so much new information. Yes, I know it isn't easy to 'keep up', but the opportunities are there. Summer Institutes are coming; Council Day in May has hundreds of sessions; NBTA, AICE or university courses are available; even this column can help you find short articles to keep you more informed. (I have so many great articles on Brain-Based Learning!)

But no one can make you want it. Go back to those three circles...do you **believe** that teachers (i.e., YOU)

need to be current, do you **want** to improve, do you **know** enough? Only you can do something to change that.

Morning Meetings

I had never heard of Morning Meetings until a recent shareshop I attended. The teacher spoke with great enthusiasm about the model and the positive impact it has had on her elementary classroom. You can find out more about the concept by examining an on-line book, *The Morning Meeting Book* by Roxanne Kriete. Visit www.stenhouse.com/8909.htm?sb030224 to view the contents. If you have had good success with this or a similar model, let me know and I will share your ideas/thoughts through this column.

Involving High School Students

"Too often, we fail to create sustained, meaningful ways for students to become involved in the life of their schools," write the authors of *"Turn Up the Volume"* (Principal Leadership February 2003.) They are often left out of discussions about how to make schools better. This relevant article

uses real life examples of ways that some schools have used to engage their students in ways that make a difference.

The Gifted Adolescent

One of the greatest challenges schools face is serving the needs of those exceptional students whose abilities range well beyond the norm. A one-page article by the same name from the December issue



"Teaching effectively is an art informed by a science."



of *Principal* sheds some insights into how these students feel, and ways that schools can respond more effectively. A more complete resource is *"When Gifted Kids Don't Have All the Answers"* (J. Delisle and J. Galbraith, Free Spirit Publishing). This is a great book with interviews from gifted students, as well as questionnaires and strategies that

teachers will find useful when working with them.

Learning Opportunities

There are so many exciting opportunities available for teachers in the next few months:

- **Brain Connections:** still a few spaces left in this two-day workshop, April 8-9
- **Council Day Conferences, May 2:** programs in your schools (awesome selection of sessions, great social events, prizes...don't miss it!!!)
- **DSS (Developing Successful Schools), July 1-4, Sackville:** Instructional Intelligence, facilitated by Dr. Barrie Bennett; target audience school administrators
- **CONTACT: Conference on New Technologies and Classroom Techniques;** Theme: *What Students Need*; August 10-13, Sackville; audience Atlantic Canada teachers; registration application in this issue of *NBTA News*.

Information on all these and more is available at www.nbta.ca, click on the PD button.

Statistics Canada Resources for Students and Educators



Learning Resources, at www.statcan.ca/english/edu, is a special area of the Statistics Canada web site for students, teachers and post-secondary academics. It provides them with a vast array of free Canadian information and teaching resources relevant to the classroom.

Canadian Statistics offers over 400 easy-to-read tables covering the most requested information on Canada's economy, land, people, and government.

Community Profiles gives access to local census data for over 6,000 cities, towns, villages and aboriginal communities across Canada. These include selected 2001 and 1996 data on population, education, language, income and work, families and dwellings, births and deaths.

The Census page includes interactive maps, tables and colour graphs illustrating each new release

of 2001 Census data; it will be updated as data are released throughout this year.

Besides the data offerings, teachers can access hundreds of lesson plans listed by subject area and course level. Social studies teachers can also link to material on the site that is appropriate to their specific provincial curriculum by clicking on Resources for social studies courses.

Educators and students needing a wider range of information are directed to E-STAT (<http://estat.statcan.ca>), the extensive learning tool and database available free to educational institutions that register. Since 2002, E-STAT is also available free to depository libraries.

E-STAT contains a huge warehouse of data including 700,000 time series, results from the 2000 federal elections, environmental

data as well as census data from recent and historical censuses. Results of the most recent censuses are available at various geographic levels including census tracts. Data can be retrieved and manipulated in table, graph or map form and can be downloaded in a choice of formats. As well as data, E-STAT contains numerous selected articles from popular Statistics Canada publications, classified by theme.

The "Ask an expert" feature allows visitors to e-mail their queries to Statistics Canada to get help in locating the information they need on the site.

We have Education Representatives working in and serving all regions of Canada! For more information on activities in Atlantic Canada, please contact Anne Gervais by phone at (902) 426-4881 or by email at anne.gervais@statcan.ca.

CONTACT 2003

• A Professional Development Opportunity for Atlantic Canada Teachers •

Conference Theme – “What Students Need”

August 10-13 – Mount Allison University,
Sackville, New Brunswick

A practical and energizing conference which will feature sessions on:

- Celebrating Diversity: Instruction Strategies for Success
- Character Education • Building Relationships in Your Classroom
- Supportive Environments for Gay/Lesbian Students
 - The Arts — Connecting to Your Community
- Skills for the New Media • Creating Safe Spaces

• Limited spaces available. Apply early!

• Consideration given to Branch representation and first time applicants.

Interested? Complete the application form below and send to Nancy Roach, NBTA Director of Professional Development, P.O. Box 752, Fredericton, N.B. E3B 5R6 (Fax) 506-453-9795

CONTACT 2003 Application Form

Name: _____

School: _____

Branch: _____ Contacts: (tel:) _____

(e-mail) _____

Have you attended CONTACT before? Yes () No ()

If yes, when and where? _____

- Registration fee: \$140.00
- Details for accommodations (in residence) and meals will be forwarded to successful applicants.
- Total costs approximately \$400.00 (all expenses except transportation). \$200.00 grant available from NBTA. Applicants should also apply to Councils or local Branches for other available funding.

DO NOT send registration fee. Successful applicants will be contacted.
Registration deadline: May 10, 2003.



Women in Educational Administration

✧ **W.E.A. - N.B.** ✧



Tenth Anniversary Celebration and Workshop

Thursday Evening, April 10 & Friday, April 11
Fredericton Inn, Fredericton



Agenda



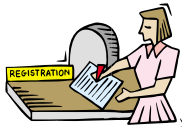
Thursday, April 10

7:00pm

On-site Registration

7:30pm

Remarks by New Brunswick's own **Sally Rehorick**,
Chef de Mission at 2002 Olympic Games



PLUS

Conversation Centres on current educational issues
Networking, refreshments and prize draws

9:00pm

Friday, April 11

8:30am

On-site Registration

9:00am

Workshop

12:00pm

Lunch (included in registration fee)

Annual General Meeting

1:30pm

Workshop resumes

3:00pm

Wrap-up



Leadership: Lessons from Literature

"Opening the Book on What Lies Inside Us"

Facilitator: Beverley Park

Director of Professional Development, Newfoundland/Labrador Teachers' Association



**An opportunity to grow, be inspired, meet colleagues, and celebrate:
Professional Development At Its Best!**

**** A block of rooms has been reserved for April 10th at the Fredericton Inn (455-1430)
at a special rate of \$72.00 plus HST.****

REGISTRATION

Registration Fee:

\$30.00



Name: _____

Address: _____

Postal Code: _____

To register, please make cheque or money order
payable to W.E.A.-N.B. and send with registration
form to:



Terri MacLean
NBCEA
Faculty of Education
UNB Bag Service #45333
Fredericton, N.B.
E3B 6E3

National Honour for Leo Hayes Student

A girl from Leo Hayes High School has been honoured for her efforts to raise awareness of multiculturalism in Canada.

Kristin Blackmore, 14, a Grade 9 student at Leo Hayes, was one of nine students from across Canada recognized at a February 6 ceremony at the Canadian Museum of Civilization in Ottawa.

The ceremony was hosted by the Hon. Jean Augustine, Secretary of State for Multiculturalism and the Status of Women, and Doug Willard, President of the Canadian Teachers' Federation.

Students from across the country were invited to submit an essay, short story, poem or piece of artwork celebrating the contributions of Aboriginal and other ethnic cultures that helped settle Canada.

Known as the Mathieu Da Costa Challenge, the contest was named in honour of a freeman of African descent who helped to establish French settlements in Eastern Canada in the 1600s.

The challenge was launched by the Department of Canadian Heritage in February 1996 to mark

the official recognition by Parliament of February as Black History Month and the 24th anniversary of the government's multiculturalism policy.

Blackmore's submission, entitled



Kristin is shown with CTF President Doug Willard.

Chinese Influences, won in the best artistic representation category. Her entry was one of nine selected from 581 submitted from across the country and was the only one from Atlantic Canada accepted.

Blackmore and the other members of the group took part in

workshops and toured the National Mint, the National Archives and some museums. The nine-member group went on a tour of the parliament buildings, and sat in on question period at the House of Commons.

"At the end of the session, the names of the winners were read out loud and the members of the House applauded. It was the only time they ever agreed on anything," Kristin said with a laugh.

Kristin is a freshman at Leo Hayes High School. She was Born in Manila in the Philippines. She arrived in Canada when she was one-year-old with her parents Paul and Alice.

Kristin has an older sister Lisa, a younger sister Susie and three younger brothers — John, Matthew and Timothy. She has several pets as well.

Kristin likes drawing, reading, writing, hockey, camping and horses. She plays the guitar and loves to cheer at her sister's hockey games. She enjoys sledding with her friends and family.

She has no plans for the future, but envisions a career in the arts.

N.B. Physical Education Society Seeking Applications for the Annual Ken Taylor Memorial Teacher of the Year Award

Members of the New Brunswick Physical Education Society are invited to nominate individuals for the 2003 Ken Taylor Award.

Ken Taylor was a noted Physical Education teacher at Nackawic Middle School, served as the Provincial Consultant for Health and Physical Education with the Department of Education and served on numerous committees promoting Health and Physical Education both at the provincial and national levels. Ken was highly respected within the



Physical Education community as well as the Education community as a whole.

The criteria for the award is the following: the recipient must be a member of good standing with the NBPES and has made a significant contribution to the field of Physical Education at the local, provincial or national level. Nominations are asked to be made in writing, outlining the contributions of the nominee.

Please forward information on the nominee to:

Garth Wade
President, NBPES
145 Bliss Carman Drive,
Fredericton, N.B.
E3B 9P2

Deadline for nominations is April 30, 2003.

For further information, please contact Garth Wade at: garth.wade@nbed.nb.ca or by calling (506) 444-4403.

Elementary Council News



It is hard to believe that it is March already. The year seems to be flying by.

The Curriculum Committee met and completed their final report. This was presented to Darlene Whitehouse-Sheehan at our last Executive meeting. Many thanks to everyone who returned their surveys. You helped make our job a lot easier by giving us so much input. A copy of the report is on our website www.nbta.ca. Follow the links to the Elementary Council to read a copy of our report. Many thanks to committee members, Pat Leger, Tracy Davis, Connie Theriault, Jennifer Sullivan, and Nathalie Richardson who worked with Lisa Kerr on the report.

Check in the last newsletter for information on an exciting Social Studies Institute being held in Sackville the day before Council Day. Professor John Fielding and Dr. Ellie Deir of Queen's University will be presenting the Resource Kits "We Are Canadians" and "Canadians in the Global Communities".

There will be an institute offered for French teachers in May on Levelled Books. Stay tuned for more

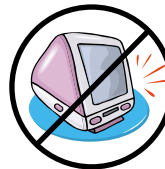
details.

The Program for the Elementary Spring Conference will be out shortly after March Break. Please note that the format this year is different from other years.

Please register early for the Conference and indicate whether you will be ordering lunch or not. The Business Meeting will be held during the noon break this year. If you plan to attend, please indicate this on the form if you are ordering lunch. It will be delivered to you. Courier bags will be in the schools to assist with registration again this year. Please see your NBTA Rep about sending in your registration this way.

There will be no online registration this year.

Information regarding staying at Mount Allison is in the program. If you don't intend on staying there, please book your alternate accommodations early. There is a block of rooms set aside at the Coastal Inn for Council Members. The Marshlands is also in Sackville as well as a variety of Bed



and Breakfasts. Please refer to your program for a list of rooms in Sackville. No rooms have been blocked off in Moncton, so if you register there, remember to ask for the government rate.

The NBTA is contributing one thousand dollars in prizes as part of the 100th Anniversary Celebration this year. Visit their table at the conference for details. They will also be selling merchandise.



There will be no parking hassles as the Conference is being held at Mount Allison University in Sackville. Carpooling is still recommended. Park, party, and explore Historic Sackville.

Our Website is always looking for work and ideas to highlight from the students and teachers in New Brunswick. Please email any ideas to Lisa Kerr at kerrlisa@nbed.nb.ca. Ideas for the newsletter are also being looked for. They may be sent to the same email address.

We look forward to seeing you in Moncton.



Lower Lincoln Elementary celebrated Flag Day. Harold Perrin, Canada's Goodwill Ambassador, was on hand for the assembly.

Teachers were presented with pins and a flower and students were given pins, flags, or bookmarks.

- Lisa Kerr, Grade 4/5, Lower Lincoln Elementary



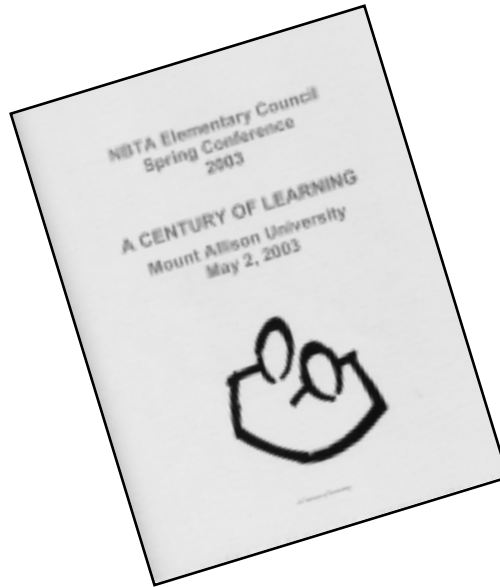
Changes to Elementary Council Program



The following changes should be made to the Elementary Council Program:

- Session #36, Fitness for Elementary School, has been changed to an afternoon session, as part of the gym will be used for registration in the morning. There will be a HELP desk at the Athletic Center, signage to help you find the buildings and students from Tantramar High School to help answer your questions while steering you in the right direction. Look for their Elementary Council T-shirts!
- The lunch salad will be a GARDEN SALAD and NOT a Caesar salad as stated on the registration form. REMEMBER those of you who are attending the noon-hour Business Meeting will have your lunch delivered by indicating that on your registration form. We will meet in Tweedie Hall and the Publishers' Display is downstairs. You will have time to eat, attend the Meeting and view the display. In order to accommodate

everyone at Jennings Hall, we are asking some of you to view the



Publishers first then go to lunch at 12:15; while another group will eat first then view the displays later. We encourage anyone to venture forth and view the Publishers' Displays at any time during the day.

- In the last *NBTA News*, we stated

you could enter Sackville at Exit # 541. You may also enter Sackville from Exit # 544 as well. From this exit you turn right on Bridge St. and continue into town to the lights and go straight through onto Yorke St. which takes you to the Athletic Center where you will register for the Conference. Remember to turn left on Lansdowne St. for parking. Even though there is ample parking you are advised to carpool, spend the night in residence, attend the social on Thursday night and the Business meeting on Friday.

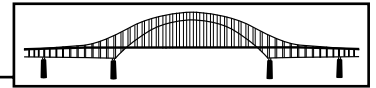
This Is Your Council!
Get involved!
We need your support to make next year's conference bigger and better.

A row of colorful crayons in various colors including red, purple, yellow, green, blue, and pink.

Come Dance the Night Away!

- There will be a Social at Tweedie Hall the night before the Conference.
- The live band, "Freefall" will be playing music from the 60's to 80's.
- They are a local group who have toured the Maritimes and are always ready for a good time. There will also be a cash bar and prizes.
- Come out and have a good time dancing to the music!





Council Day 2003



By now you will have had a chance to take a close look at the program for this year's Council Day. We hope you are as excited as we are about the variety of sessions and activities that are planned for Saint John in May. This year's planning committee has made a special effort to offer a wide selection of PD opportunities. We believe there is truly "something for everyone".

We are also pleased to be offering a unique conference program "booklet" this year. This was made possible by the sponsorship of "Premier Agendas", who contributed 1800 agendas (with the complete conference program included) at no cost to the Middle Level Council. Unfortunately, the "Premier" printing schedule was unable to accommodate our early program deadline. Consequently, the "agenda" is for the current academic year.

Registration

Don't forget ...



You are not officially registered until we receive your registration fee.

Complete the registration form in the Conference Program Agenda, photocopy it and attach your payment. We encourage everyone to take advantage of the official courier bag which was sent to your school.

Courier bags should be returned before April 11.

If you do not use the courier bag, send registration to:

Donna McLaughlin
c/o Quispamsis Middle School, P.O. Box 4815,
189 Pettingill Road, Rothesay, N.B. E2E 5X5

Early Registration Deadline: Prior to April 11

Early registrations are eligible for prizes!

Accommodations

Blocks of rooms have been reserved at the following Saint John hotels:

Coastal Inn, Fort Howe (Host Hotel)

\$71.00 (1-2 persons)

\$85.00 (3-4 persons)

Phone: 1-800-943-0033



Hotel Courtney Bay

\$75.00 (1-4 persons)

Phone: 1-800-563-2489



Howard Johnson

\$82.00 (single); \$92.00 (double)

(includes Continental breakfast)

Phone: 1-506-642-2622

**Due to blocking availability, hotel reservations should be made by April 1.

Don't be disappointed. Reserve today.

Reminder

Don't forget that April 11 is the deadline to submit nominations for the T.E.A.M. Award: Middle Level Council Teacher/Team Recognition Award.

This is your opportunity to recognize teams or individual teachers who are making significant contributions in their schools, making them better places to teach and learn.

A nomination form was included in the last issue of NBTA News (February 26) or contact: Jay Colpitts, jay.colpitts@nbed.nb.ca



NBTA Middle Level Council

Spring Conference

Your planning committee:



Amanda Rennehan — Prince Charles School
Donna McLaughlin — Quispamsis Middle School
Paul Cunningham — Princess Elizabeth School
Cindy McLaughlin — Forest Hills School
Audrey Estey — Lorne Middle School
Tanya Murray — River Valley Middle School

Pat Laskey — Bayside Middle School
Lori Wall — Harry Miller Middle School
John Frost — Simonds Middle School
Cheryl Aylward — Barnhill Middle School
Eric Estabrooks (co-chair) — River Valley Middle School
Tanya Whitney (co-chair) — Brown's Flat/Morna Heights

Thanks for all your hard work!



• High School Council •

President's Message



Randy Hunter

March Break has come and gone. I hope everyone had a well-deserved, relaxing and enjoyable holiday. We can now see the light at the end of the tunnel.

If it would only warm up and stop snowing for a while, summer would look like it is possibly coming.

The Canada Winter Games are now history. Congratulations to all organizers and the many volunteers, especially teachers, who took time out to volunteer, participate in venues, etc. Your presence is valued and certainly appreciated.

Council Day programs should now be in your hands. Congratulations and thank you to all those who made programs

possible. All Council levels deserve a pat on the back and please take an opportunity to do just that to all people involved. What an excellent job!

Please make your plans to attend. We look forward to seeing you there. What an excellent opportunity to share information and have a great time.

The deadline for Award Nominations is March 28 and not January 31. This will be rectified on the web site. I have notified High School Principals.

I received concern letters regarding the Curriculum In-Service time allowed to K-8 teachers. I do not believe that this is to say that High School teachers do not deserve the time or were overlooked. It is the beginning of a realization that more days are needed and it is hopefully a stepping-stone to further

dialogue among our leaders. I discussed this with our President, Mary Wilson, and she has agreed to speak to the Minister about our concerns.

I have accepted the nomination for Vice-President of NBTA. I will be busy during the next month and look forward to the tremendous experience of visiting so many people, hearing concerns, both positive and negative. I wish my fellow candidates all the best. I look forward to seeing you.

Our next Executive Meeting is scheduled for April 5 on the Miramichi. If you have concerns, questions, ideas, please let me know at Randy.Hunter@nbed.nb.ca or by calling 506-789-2149. I look forward to hearing from you.

Keep well and all the best.

Meet the Band...



The Jakebreak Band will be performing at the High School Council Conference Social Thursday evening, May 1st. *Jamie Craig* and *Kevin Jardine* play everything from old rock 'n' roll to present day pop, and a bit of country if requested. They aim to please their audience.

Communications

Remember, should you have any information you wish to have passed on to our NBTA High School members, simply contact your Communications Chairperson.



Sincerely,
Brenda MacPherson
Communications
Chairperson
Simonds High School
macphbre@nbed.nb.ca
or Fax (506) 658-4641

High School Council Constitution and By-laws

The Constitution and By-laws are available in their entirety on the Council website at <http://www.nbta.ca/>

In accordance with Article X, item (a) of the Constitution, High School Council, NBTA, which states:

“A notice of motion to amend the Constitution or By-laws of the Council must be given, in writing, to all statutory members of the Council, at least thirty (30) days prior to the Annual General Meeting.”

Notice is given of motion to amend Articles VIII and IX of the Constitution, High School Council, NBTA, to change the terms “Chair”, “Vice-Chair”, and “Past Chair” to

“President”, “Vice-President”, and “Past President”, respectively.

Notice is given of motion to amend the By-laws of the High School Council, NBTA, as follows:

To amend Section C, clause 1, part (a) to read: *The Executive Committee shall consist of 12 members.* (change from 16 members)

To amend Section C, clause 2, part (c) to read: *Shall be elected by a majority vote at a meeting of the Executive Committee following the Annual General Meeting of the*

Council. (removing the word “immediately”)

To amend Section G, Section H and Section I: *to change the terms “Chair”, “Vice-Chair”, and “Past Chair” to “President”, “Vice-President”, and “Past President”, respectively, when in reference to the table officers.*

*Respectfully submitted,
Kimberley Douglass*

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at Wilfrid Laurier University, Waterloo, Ontario

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WWW.WLU.CA/PTS/CONED
OR WWW.IIC-TAC.ORG/ENGLISH/CAREERS/TEACHERS.HTML
OR CALL US AT
(519) 884-0710,
EXT 4106.


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and Economics, and the
Office of Continuing Education



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BUSINESS & ECONOMICS



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Positive Playgrounds

Have you ever noticed ...


- that children don't always play cooperatively on the playground?
- that children are not getting enough physical activity?
- that children are more frustrated and aggressive on the playground?
- that children are bored and don't seem to know many games to play?

If you said yes... Positive Playgrounds Program can help! A proactive approach to dealing with behaviors on the playground and in schools, with an emphasis on the importance of physical activity to the health and well-being of all individuals. It is currently being used in schools, recreational programs and pediatric diabetes programs across Canada.

Positive Playgrounds Program Manual and Comprehensive Resource of Outdoor and Indoor Games gives you all the tools you'll need to implement and teach K-6 students traditional and cooperative games that **encourage positive social skills and physical fitness.** Easy step-by-step program instructions and over 180 games (researched and field tested) to plan your own Positive Playground and to incorporate into your Physical Education program.

Rave reviews from teachers, parents and students!

780-466-9612 fax 780-485-1011
www.positiveplaygrounds.ab.ca



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Historica, Professional Development and Summer Institutes

Indu Varma, Tantramar Regional High School

I have attended three different summer institutes sponsored by CRE Foundation and Historica since 1999 - Edmonton (participant), Ottawa (facilitator), and Montreal (facilitator). Each was a fabulous experience in its own way. Each time I came back armed with new ideas and techniques, feeling rejuvenated and excited about teaching Social Studies. It is my hope that many New Brunswick teachers will take the opportunity of going to this year's virtually all expenses paid summer institutes and share their wealth of knowledge and experience with their students and colleagues.

The three institutes that I attended provided opportunities for teachers who came from coast to coast, Anglophone and Francophone, to indulge in a historical debate about the teaching of Canadian history as well as to gain some practical classroom ideas for improving and achieving greater

goals related to the teaching of history and Social Studies. The whole experience, wrapped around history /Social Studies, became quite powerful through a week long collaborative partnership with colleagues and presenters, resulting in unique networking opportunities and dynamic dialogue between like-minded history enthusiasts.

Historica is offering two excellent professional development opportunities for Social Studies teachers through its two summer institutes in July 2003. The first one in Montreal (July 2-9) is geared for the secondary school teachers while

the second one in Sudbury (July 6-13) is aimed at Elementary and Middle Level teachers and also coincides with the National Heritage Fair. The theme for the Montreal institute is "Untold Stories of Common People", which invites teachers to examine history through the lives of common folks. The Sudbury Institute's theme, "Mining our History", focuses on how to use historical sources in the teaching of Social Studies. The institutes aim to provide the history teachers with a rich experience of immersing in Canada's history by listening to well known keynote speakers, historians, authors, such as, Alan Greer and Nancy Christie, viewing presentations made by distinguished educators, learning about pedagogy, methodology, and effective teaching strategies. What could be better than



Montreal Summer Institute held at Lower Canada College: Four Governor General's Award winners for Excellence in Teaching Canadian History are featured in this photo, along with historians Dr. Cornelius Janen, Dr. Jack Granatstein, Dr. Paul Bennett (Principal of Lower Canada College). From l-r, back row: Dr. Cornelius Janen, Jack Granatstein, Mr. Charles Hou (winner 1996). From l-r, front row: Tom Morton (winner 1998), Mario Memeault (winner 2000), Indu Varma (winner 1997), Dr. Paul Bennett.

experiencing history through field trips! Teachers would have the opportunity to make short field trips which would not only serve as a valuable teaching resource, but also be helpful in the planning of school trips teachers organize for their students. Learning through sharing is another goal of the institute, which will be accomplished through the sharing of best teaching practices and creating a knowledge base (lesson plans) to be made available as a shareable web resource eventually.

Historica has 90 spots available for the Montreal institute and 60 for the Sudbury institute. It is a tremendous professional development opportunity for History and Social Studies teachers. Teachers can hope to have most of their expenses reimbursed through the funding provided by Historica (Historica spends nearly \$3000.00/educator). The remaining expenses can be covered through grants from the Council, or NBTA or the local PD committee. To obtain additional information about the proposed program, or guidelines for applying, or applying on line visit www.histori.ca

Teach
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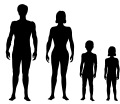
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Relay For Life June 2003



A celebration of survival, a tribute to the lives of loved ones and a night of fun, friendship and fundraising to beat cancer. Join us and help make cancer history.

Relay For Life involves teams of 10 people who participate in an overnight non-competitive relay. Participants take turns walking, running or strolling around the track. Teams consist of people representing corporations, communities, families and friends.

Survivor' Victory Lap ~ Cancer survivors are invited to walk

the first lap of the Relay For Life to acknowledge and celebrate their courage in their struggle with the disease. Watching hundreds of survivors walk proudly around the track is inspiring and touching. Luminary Ceremony ~ Luminaries are candles placed in paper bags that line the Relay For Life track. Each bears the name of a loved one who has either survived cancer or lost their life to the disease. At dusk, the candles are lit in a moving ceremony, providing light and inspiration as participants walk through the night. Luminaries

can be purchased in advance or at the event.

Be a team captain, team member, sponsor or volunteer in your community. Help make the Canadian Cancer Society Relay For Life a success!

Let's Make Cancer History!



For more information please call
1 888 939-3333

Call for Nominations: CAHPERD Executive Council



Provincial/territorial representatives for: British Columbia, Saskatchewan, Ontario, New Brunswick and Prince Edward Island

Provincial/Territorial representatives will be elected to the Executive Council according to the CAHPERD by-laws. Provincial/territorial representatives serve a two-year term to begin May 2003.

Procedure

- Nominations should be sent to Christine Bureaud, Operations Manager, CAHPERD national office.
- Any voting member of the Association can nominate a candidate for election to the Executive Council. S/he shall sign the nomination along with one other signature from that province/territory. The nominee must also sign the nomination with a statement of agreement to place his/her name on the ballot.
- No restrictions shall be placed on the nominating committee as to whom the nominees shall be, except that they shall be voting members of the Association and shall not contravene provisions of the by-laws.
- A picture and biographical sketch of the nominee should accompany the nomination form. This picture and information will be mailed to all CAHPERD members in that province/territory.
- Nomination forms must be submitted as soon as possible, but not later than April 1, 2003.



CAHPERD Executive Council: Nomination Form

Nomination: We, the undersigned, being national members of the association, do hereby nominate (please print name) _____ (nominee) for the position of provincial/territorial representative on the CAHPERD Executive Council to represent the province/territory of _____

Signature (1) _____

Signature (2) _____

Acceptance: I, (signature) _____ agree to accept the nomination for the position of provincial/territorial representative on the CAHPERD Executive Council to represent the province/territory of _____

*Please enclose a picture and biographical sketch of the nominee and **return by April 1, 2003** to:
Christine Bureaud, Operations Manager, CAHPERD, 2197 Riverside Drive, #403, Ottawa, ON K1H 7X3*

Retiring in 2003? Are You Eligible?

Any teacher may retire:

- (a) at age 60 with 20 or more years of pensionable service.
- (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 65 with 5 or more years of pensionable service (no penalty)
- (d) after completing 35 years of pensionable service (no penalty)
- (e) when a combination of a teacher's age and service equals 87 (no penalty)
- (f) 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).

*By Larry Jamieson
NBTA Director,
Teacher Welfare Services*

The following list provides a checklist of things you should do when you have decided to stop teaching and receive your pension:

- ✓ Check with the Public Service Employees Benefits Division (Pension Branch) that you are indeed eligible for retirement.
- ✓ Make sure you include your Social Insurance number in any communication with the Pension Branch.
- ✓ Be sure to provide a copy of your birth certificate when you submit your application for pension.
- ✓ Notify your Superintendent, in writing, of your intent to retire as soon as possible (The Education Regulations now stipulate this date as February 1st):
 - (a) specify the date of retirement (always at end of the month - e.g. June 30, 2003);
 - (b) provide information to have your retirement allowance forwarded to the financial institution of your choice.*Note:* in the case of a disability pension, these steps would only occur when the teacher has received from the Public Service Employees Benefits Division approval for his/her disability pension.
- ✓ Make arrangements with a financial institution with regard to the placement of your retirement allowance in an RRSP or any other registered



Larry Jamieson

investment mechanism. The banking institution, trust company or credit union, etc. will then undertake the necessary steps so that the amount is deposited directly into an RRSP 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 the Canada Pension Plan.

Forms to fill out at District Office:

1. Termination Notice / Benefit Request — Claim for pension benefits
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 Public Services Employees Benefits Division to make the necessary deductions from your pension cheque

Note: It is important that the Public Service Employees 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. Pension cheques are received on the 23rd / 24th of each month, except December. The School District will look after sending these forms where appropriate.

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

Write to the NBTA as soon as possible if you have decided to retire. Include: name, district, years of service in New Brunswick and total years of service.

Moncton Hosts National Student Conference

During the week of May 3-10, 2003, over two hundred and fifty grade 10, 11 and 12 students from across Canada will be at the Atlantic Baptist University in Moncton. These students represent all provinces and territories and are participating in the 32nd Annual Interchange on Canadian Studies National Conference.

This year's theme is *Building Community: Roots of our Nation/ Communauté à bâtir : Reflets de notre histoire* and is hosted by the Province of New Brunswick, School Districts 1, 2 and Exchanges Canada. A committee of teachers, staff and representatives of School Districts 1 and 2 and the Department of Education have been working since April 1, 2002 to develop a worthwhile program that will prove to be rewarding for all delegates.

Delegates will hear of New Brunswick's unique cultural diversity with keynote presentations by

Senator Viola Leger and Author, Antonine Maillet. They will explore the role that communities play in welcoming immigrants and refugees



through workshops and a keynote by Afghanistan refugee and star of the movie Kandahar, Nelofer Pazira. Unique to this year's conference, the delegates will be out in the community volunteering with a variety of organizations. This special day will be led by a keynote

presentation by Bonnie Campbell, YMCA Moncton Community Director and the focus will be on Service Learning and Contributing to Community. With a focus on National Unity, Senator Laurier LaPierre will lead the delegates through a discussion and reflection on what being a Canadian means to them! This keynote will take place in historical Riverside Consolidated School.

The final day of the conference will offer the students an opportunity to meet Canadian athletes who have achieved success by overcoming challenges. Stephanie Dixon, a disabled swimmer and a member of the Canadian National Swim Team, will lead a panel discussion featuring Stacey Wilson, a member of Canada's Olympic Women's Hockey Team, and other local athletes.

For more information, call (506) 869-6456 or visit the website www.ics.ca, Karen Branscombe, National Coordinator, ICS/ÉEC 2003

Toyota Earth Day Scholarship Program *Cultivating Tomorrow's Environmental Leaders*

Are you, or is someone you know, one of tomorrow's environmental leaders?

The *Toyota Earth Day Scholarship Program* recognizes graduating high school students and Québec junior college students who have achieved academic excellence and distinguished themselves in environmental community service and extracurricular and volunteer activities.

Ten scholarships of \$5,000 each will be awarded across Canada. A national winner will also receive a Panasonic CF50 Toughbook™ notebook computer.

The *Toyota Earth Day Scholarship Program* is an important step in cultivating the environmental leadership of tomorrow.

Toyota Canada and Earth Day Canada are pleased to announce a new scholarship program that

celebrates and encourages environmentally-minded students.

Increasingly, environmental issues are being tackled through multidisciplinary approaches. The *Toyota Earth Day Scholarship* is offered to students entering their first year of post-secondary studies in any chosen discipline – because future environmental leaders will come from a broad range of academic backgrounds.

The Toyota Earth Day Scholarship Program consists of 10 awards of \$5,000 each, to be applied directly towards tuition, books, room and board (where applicable), or other educational expenses in the first year of post-secondary full-time studies in Canada.

Panels of community, business and environmental leaders will select two winners who best meet the selection criteria in each of five

geographic regions: Atlantic Canada, Quebec, Ontario, Western Canada/Northwest Territories/Nunavut, and British Columbia/Yukon.

A national winner – selected from the 10 regional winners – will be awarded an additional Outstanding Environmental Achievement Award of a Panasonic CF50 Toughbook™ notebook computer at the National Award Ceremony in Toronto.



Science on Wheels with Science East

Ever wonder how the Science East traveling exhibits get around the province? Dick Grant, a Science East volunteer who has been moving exhibits for the last several years, knows just how it's done. Every two weeks or so, he hits the road in his own van loaded with precious cargo. Plastic boxes, filled with the makings of traveling science exhibits have been stacked neatly inside the van ready for the next school. Everything just fits. A good thing too as this saves costly rental charges.

Between September and December 2002, Mr. Grant logged more than four thousand kilometers moving exhibits between schools in NB. When asked if he has ever been lost during these trips, Dick replied matter of factly "Not yet." Dick does concede that once, arriving after school hours in Miramichi City ready to unload he was worried that the school would be closed. However, the janitor came to the rescue, opened the doors and pitched in to help.

Quite often the students and teachers give a helping hand with unloading and setting up the exhibits. Dick reports that the training video that accompanies the



tour serves several purposes- it provides teachers with tips on set-up, explanations of the science behind the experiments plus solutions to the puzzles. When shown to students beforehand it sparks their enthusiasm and

eagerness to use the exhibits. And some students, who have already visited the Science Centre in Fredericton, delight in showing their pals how things work.

But the exhibits don't just appeal to school age children. At one school, when classroom lights were on at night, passers by were concerned, but it turned out that the night custodian had discovered something of interest too.

Dick Grant has always been fascinated by science. Before taking Science East on the road, he taught in schools overseas and in the Geology Department at UNB in Fredericton for 35 years.

This winter's tour is fully booked so you may see Dick traveling through your community on his way to the next school on the list. We are now booking for the fall of 2003.

For more information about Science East try the web page at www.scienceeast.nb.ca. or call 506-457-2340. Volunteers are always welcome.



MONEY MATTERS

• *A Seminar on Basic Financial Advice
for Early Career Teachers* •



April 26, 2003 10:00am – 2:00pm NBTF Building, Fredericton

- Topics being discussed include debt reduction & management, pensions, insurance, and savings
- Seats are limited
- Applications will be taken on a first-come, first-served basis
- Lunch is provided
- Travel costs are the responsibility of the participant
- A confirmation letter will be sent
- Application deadline: April 11th

Name:

Home Address:

School:

**Send to NBTA (Karen Vautour):
P.O. Box 752,
Fredericton, N.B.
E3B 5R6**

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1-800-563-3938

Thérèse Gallant, Districts 2, 15, 16

1-888-763-5050

M. Gerald Teed School - School District 8

• *Fat-Free Friday, January 2003* •

Visiting Presenter: Dietician from the Super Store



Harrison Trimble High School



Change of Pace: This is a new activity this year set up by the Wellness Committee. This outing was a walk at one of the beaches in the area.

PUT ON A HAPPY...

WHY I LOVE NEW BRUNSWICK...

When it's winter in New Brunswick
the gentle breezes blow,
About seventy miles an hour
And it's fifty-two below.
You can tell you're in New Brunswick,
'Cause the snow's up to your butt,
And when you take a breath of winter air
Your nose holes both freeze shut.
The weather here is wonderful,
So I guess I'll hang around;
I could NEVER leave New Brunswick now,
My feet are frozen to the ground.

- *Author Unknown*



Get Online, Phys. Ed. Teachers!

The following is a letter to those Physical Educators who have not opened their E-mail Accounts. It's time to put the toe in the water.

The New Brunswick Physical Education Society has put together an e-mail distribution list that includes, to the best of our knowledge, every teacher in the province who teaches Physical Education. The reason is simply better communication. There is a wealth of Physical Education information available to practitioners that we all should be receiving and we would like to have it arrive at your doorstep or, in this case, your e-mail address.

The information we want to send to you will include upcoming conferences and P.D. opportunities as well as the latest resources. We also wish to keep you informed about national, provincial, and district happenings and opportunities for involvement with your provincial and national organizations. We also wish to create a knowledge and expertise bank of and for our teachers so that we can better help and inform ourselves.

All that you have to do is get on line. We are using your provincial mailbox as a starting point. If you are not on line, there is information that is not getting to you. If you are on line but use another e-mail address, get in touch with us and we will readdress your mail. If on the other hand, you are on line and are not interested, delete our emails when they arrive. Simple.

We are hopeful that in the future our Physical Education teachers will be in regular contact with our society and with each other, sharing and creating a true two-way flow of knowledge.

It is a small step to what we hope will lead to bigger and better things. Get on line.

For more information please contact us at the addresses listed below.

Norman Russell
norm.russell@nbed.nb.ca

Garth Wade
garth.wade@nbed.nb.ca



*Norman Russell
Elementary Physical
Education Mentor,
School District 17*

There is a
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Among Us...

a power that helps prevent
crime

that encourages positive choices
for our children

that provides opportunities
for all.

That's...

The **Power** of
Learning

A Message from the Teachers of Atlantic Canada

Six Recipients, Six Schools, Six Approaches to History



Canada's National History Society (the Society) is pleased to introduce the new, expanded Governor General's Awards for Excellence in Teaching Canadian

History. The refined program structure embraces greater diversity of teaching approaches by individuals and teams across all grade levels.

Six Recipients Awarded \$2,500!
Six recipients will be awarded \$2,500, a medal and an all-expense paid trip to Ottawa for two, to

attend the Awards ceremony and presentation by Her Excellency, Adrienne Clarkson, Governor General of Canada.

Six Schools Share in the Winnings!
An additional \$1,000 is awarded to the recipients' schools, broadening the reach.

Six Approaches to History!
We welcome submissions from elementary, middle, and senior school classroom teachers. Nominees can submit a project, a body of work, or a group or school-wide initiative.

Who Can Apply?
The Governor General's Awards is open to new and seasoned elementary, middle and secondary school teachers provided that their work features Canadian content with an explicitly historical

dimension. Teachers can present themselves or a group, or be nominated by a student, parent or colleague.

Submit a Nomination Today!
We encourage you to apply and share your experience with other Canadian history and social studies teachers. The deadline for applications is April 30, 2003.

Free Lesson Plans and Posters!
Visit us at www.historyociety.ca for a diverse array of lesson plans and a database of participants and their areas of expertise. This year the nomination poster *Canada's Historic Civil Engineering Sites* features some of the canals, bridges and railroads that have been instrumental in the growth of Canada. Order a copy for your classroom.
1-800-861-1008
prixgawards@historysociety.ca

VISITING INTERNATIONAL FACULTY PROGRAM
Interviews will be held in Fredericton on April 26 and 28. Please call 613-722-5922 for more details. ***** CODE110031

**ADVENTURES OF A LIFETIME:
SAIL AROUND THE WORLD, RUN WITH THE BULLS OR**

TEACH ABROAD!

VIF (Visiting International Faculty Program) places qualified teachers in the USA and UK. You'll receive round-trip travel,* a competitive salary, benefits, a full orientation, and unparalleled support. Minimum requirements include 2 years of teaching-related experience and teacher certification. Email us at canadainfo@vifprogram.com or visit us at www.vifprogram.com.
It'll change your life—as well as the students—forever. *****

*USA positions only

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MARCH 2003

NBTA Minutes on the Website

Past practice had been to distribute all Board and Executive minutes to branches on the basis of a 10% mailing. The decision was taken at the October Board of Directors meeting with respect to Board minutes to mail hard copies to Directors only, and post the minutes on the website for Alternates and Branch Presidents. If an individual required a copy, they could request it be sent to them.

At the February Board, input was sought with respect to disbursement of committee minutes and continuing the move towards posting them on the website. The Board agreed that committee minutes could be placed on the website (www.nbta.ca). Paper copies will be distributed to Directors (with Board mailings just prior to the Board meetings), Alternate Directors, Branch Presidents and Committee members. Other individuals wishing a copy could make the request from Central Office.

The posting of all minutes on the website will be done on a trial basis this year, and a final decision regarding whether or not to continue on this path will be made at the April Board.

27

Annual NBTA Mixed Curling Bonspiel

Many teams from around the province took part in the Annual NBTA Mixed Curling Bonspiel held at the Carleton Curling Club in Saint John N.B. on February 7-9, 2003.

Brian Bawn, vice-president of the NBTA, presented the trophies and prizes at the closing of the bonspiel.

The David Taylor Memorial plaque and prize was presented to Claire Gautreau's team by Sonja Taylor and Tom Gillett.

It was a great weekend with many lucky prize winners and lots of chocolate eaters.

Hopefully next year we can welcome more teams!

- Anne & Jackie



A - Division Winners: Brian Bawn, Bob Brannan, Barb Kennedy, Tom Gillett, Sonja Taylor



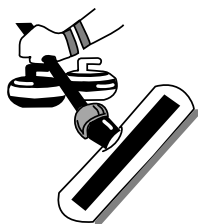
A - Division Runners-Up: Brian Bawn, Marlene Vaughn, Murray McGowan, Doris Coholan, Jim McNiven (missing)



B - Division Winners: Brian Bawn, Mike McCaustlin, Debbie McLeod, John McCaustlin, Louise McCarthy



B- Division Runners-Up: Brian Bawn, Merrill Loughery, Pat Loughery, Kevin Robertson, Jane Robertson





C - Division Winners: Brian Bawn, Bob Lee, Terrie Walker, Roberta Yeo, George Burchill



C - Division Runners-Up: Brian Bawn, Gay Wilson, Roger DuMont, Heather Langille, Kevin Dixon



David Taylor Memorial Plaque - Don Fowler, Sarah Mawhinney, Claire Gautreau, Sonja Taylor, Larry Gautreau

DEADLINE DATES

- Centennial Award Nominations•
- Branch Resolutions for AGM•
- Registration of AGM Delegates•
- Aliant Telecom Award for Excellence in Teaching•

APRIL 1, 2003



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Kathy Millard “Drives” to Her Retirement

“A self-professed “old-fashioned” teacher..”

Kathy Millard is very much “a dreamer”. She just finished a 30-year teaching career which she refers to as “a dream”, and on the last day of her teaching career had another “dream” come true. It had been her dream to take a truck driving course and to learn how to drive trucks. She said she has always been intrigued by the lifestyle of a truck driver.

After 30 years of driving herself from Lincoln to Assiniboine School in Oromocto, her colleagues arranged for a transport truck to bring Millard to school in style.

“I am fascinated by those trucks,” she said. “they are so huge and I am amazed that little people can drive them all around and control them so well. I talked all the way here about what the little dials were for and how the brakes worked.”

A crowd of friends, colleagues and students holding a large banner with the words “Keep on Truckin’” waited for Kathy in the schoolyard. “The excitement makes my last day a little bittersweet. People have been asking me all week how I feel and really it’s sad and scary, but also I’m really happy, too. It’s a mixture,” she said.

Millard said while she’s not sure why she is fascinated by the idea of a long-haul career on the open road, she has always known that she wanted to be a teacher. “I asked my mother how I knew I wanted to be a teacher and she said from the

time I could talk I said I wanted to be a teacher,” she said. “I can’t believe that they have paid me to do a job that I absolutely love.”

Watching children learn and fostering a love of reading in them is what Millard said she especially loves to do. She started her career in Burton and then took time off to

have children of her own. She has been teaching grades 2, 3 and 4 at Assiniboine School for 13 years.

A self-professed “old-fashioned” teacher, Millard said she played God Save the Queen every morning in her classroom, and came up with rhymes and riddles to help her students remember their spelling words.

“The most rewarding part of my job is when kids come back and remember the things I taught them, like how to say babies eat crackers and spill everything to remember how to spell because,” she said. “I made that up and I hear it has been passed around to different classes.” From the moment the bell rings in the morning until the children make their way out the doors at the end of the day, there is never a dull moment, she said. It’s a kind of

familiar bustle she knows she will miss in the coming months.

“From that first moment in the morning, you don’t have one second to yourself and it’s wonderful,” she said. “I loved every minute of it, and I am going to miss the kids. I have had a “dream” class this year and they are so cute. It was the perfect



Kathy Millard will miss kids like these, who over the years, have made her teaching career worthwhile.

way to end my career.”

Kathy is now looking forward to watching her five grandchildren learn and spend more time scrapbooking and bowling.

After 30 years of inspiring and encouraging young minds, Millard said she wishes the best to Mrs. Libby who will be taking over her class, as well as to each of the students she is leaving behind. “They are going to be absolutely fine,” she said. “They are just little people in their own rights. When changes happen, it doesn’t seem to bother them. They just go with the flow. I might be their favourite teacher right now, but it won’t be long before their new teacher is their favourite. They just always love their teacher, whoever he/she may be.”



Announcements



Canoe New Brunswick, a non-profit organization, whose mandate is to promote safe canoeing in New Brunswick, is sponsoring a certification program for teachers and youth leaders.

Dates are June 29 - July 4. The course will be held at Camp Tulakadik on Cassidy Lake near Norton, NB. Cost is \$ 625.

For information contact:

**Owen Fraser at
853-3507**

or

E-mail:

campcent@nb.sympatico.ca

Advanced Placement Teacher Workshop

A one-day workshop for current and potential teachers of Advanced Placement courses will be held on Saturday, October 4, 2003 at Kennebecasis Valley High School.

Experienced Advanced Placement Teachers from across Canada will lead the subject specific sessions. In addition, George Ewonus, Canadian AP Coordinator, will present a session for Administrators. An expression of interest from subject teachers is requested in order to determine which courses should be presented.

Accordingly, please contact Robert Munro at KVHS by email (robert.munro@nbed.nb.ca) or phone (506-847-6200) to indicate which subject area would be of interest to you.

Feedback by April 4, 2003 would be appreciated.

Free Financial Lifeskills Seminars
RBC Royal Bank is offering these kits to teachers and guidance counsellors as part of their recently launched Financial Lifeskills Education Program. Two 50-minute workshops include visuals, scripts and student worksheets.

As well, ten scholarships of \$2,003 will be distributed to students across the country to honour hard work, innovation and solid career direction. For eligibility information and application forms, visit www.rbcroyalbank.com/lifeskills

Entrepreneurship Education Institute

This Institute will be held July 7-11 or July 7-18, 2003 in Halifax, N.S. Join educators from across Canada and abroad for 5 or 10 days of professional development activities with sessions focused on the approach, philosophy and implementation of entrepreneurship education. Earn a half or full credit towards Mount Saint Vincent University's Master of Education. Training provided by the Centre for Entrepreneurship Education and Development (CEED) <http://www.ceed.info/prodevel/>
For more information on this training and other products and services of CEED, please visit the website at www.ceed.info

Conference on Physical Activity and Healthy Eating

This 2-day conference will be held in Moncton on May 8-10, 2003. You

Teacher Stress

A study related to teacher stress will be conducted in Spring 2003 by Susan Morrison, a graduate student with the Faculty of Nursing at UNB in partnership with NBTA. Classroom teachers will be randomly selected to participate in this important study. Please watch your mail and return your responses as soon as possible if you are selected.

Thank you in advance.

Susan Morrison, RN/BN

will have access to a wide range of resources and tools you can use to implement programs in your own communities, schools or workplaces.

For further information, contact: Barbara Ramsay - Conference Coordinator, 506-459-1700, bramsay@nbnet.nb.ca. Website and online registration will be available soon.

Student Journalism Award 2002-2003

One of the goals of SchoolNet News Network (SNN) is to encourage excellence among student journalists, writers. This award is not based on a single story. Instead, the judges will look at the student's portfolio of work from the entire academic year. Students can win up to \$500 cash. Entries must be submitted by May 4, 2003.

For further information, contact the SNN Coordinator, Carmelita Joy-Bolger, e-mail: snn@stemnet.nf.ca, Tel. 709-737-2611, Fax 709-737-2179, <http://www.snn-rdr.ca>

NBFN Website

The NB Federation of Naturalists has a newly-designed website — www.naturenb.ca. The site provides information on special projects, nature education materials, The Federation, summer nature camp program, jobs and important links.



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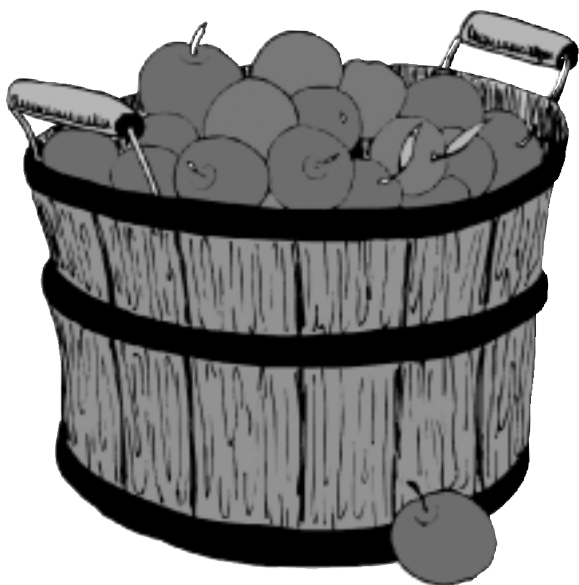
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