



November 2013
Vol. LVI No. 2

NEW BRUNSWICK TEACHERS' ASSOCIATION

Project Overseas: Sierra Leone



Early Career Teachers Conference



NBTA Committees: Direct Input from Members

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The deadline for the next **NBTA News** is **January 15**. We welcome all submissions from teachers!



A Message from the President



Peter Fullerton

Good Morning Fellow Teachers.

School has now been in session for two months and things should now, hopefully for most of you, be settling down. You have had some time to get to know and bond with your students and now the hard work begins in earnest.

Having been on the NBTA Board of Directors and the Executive Committee, I thought I had an idea of how hard volunteer teachers and the staff here in Fredericton work for you, the teachers of New Brunswick. In actual fact... I did not.

I want to thank the over 400 teacher volunteers who are school reps, branch officers, on school PD or provincial NBTA Committees, or who serve in various elected capacities. It is because of you that the NBTA functions in the way it does. I have had the opportunity to sit in on several committees, attend five more branch meetings and to see first-hand the work done by these teachers. I do not believe there are any other teacher organizations in Canada that rely so heavily-upon, and therefore are enriched and guided by, the active involvement of so many members. It was not until I was here in the office that I truly saw the work done on your behalf by the NBTA Staff. Between the travel for branch liaison meetings and committee meetings, the portfolios they

are responsible for and the general day-to-day office work that must be done, I don't know how they do it. My guess is it is because they are all teachers themselves. When you see a staff member, take a minute to thank them for what they do.

September saw the government Cabinet shuffle. I would like to take this opportunity to thank Minister Carr. He has always been a great champion of public education, supportive of the work of teachers, and dedicated to improving services for students. The NBTA, and I personally, also look forward to working with Minister Blais. A good working relationship between the Department of Education and Early Childhood Development and the NBTA is vital. I hope to have frequent and open discussions with her and trust she recognizes the value of consulting with our teacher professionals as our system continues to evolve to serve the children of New Brunswick. A strong public education system is evidence of a society's commitment to leveling the playing field and creating equal opportunities for children to succeed.

Early October saw NBTA host the COMPASS Conference where we had a group of over 85 early career teachers come together. The objective of this conference was to support young teachers as they begin to develop their professional identities, reflect on their professional practice and purposefully seek out formal and informal networks of learning. It is so great to see the enthusiasm young teachers bring with them to the profession.

The first Board of Directors meeting of the school year was held in the third week of October. During this meeting silver membership pins were presented to the new directors in recognition of their contribution to the life and work of the Association. Receiving pins were – Warren Coombs (Branch 0820) and Christine Leeman (Branch 1021). Silver pins were also presented in August to new branch presidents – Norma Court Bonenfant (Branch 1538), Beverly Graves (Branch 1608), Barbara Brown (Branch 1610), Nicholas Fullerton (Branch 1640) and Brett Black (Branch 1809). I want to once again personally

thank these leaders for the work put forth on behalf of the Association. The Board also had the opportunity to meet the new Minister of Education and Early Childhood Development and have a short question and answer period with Minister Blais.

As you are aware we are actively working on the pension file. There is a tremendous amount of misinformation in the media regarding this topic. In October, the NB Teachers' Federation placed an ad in the daily newspapers outlining our position in an effort to educate the members, media and public. An email was also sent to all active teachers directing them to the Federation website for information regarding the efforts that have taken place to date. At the same time, this letter was also mailed to all retired teachers.

The NBTF leadership, along with administrative staff from the NBTA and AEFNB, assisted by retired staff Dawson Murray, Mike Springer, Bob Fitzpatrick, Reno Thériault, Edouard Allain and Ronald LeBreton, are working to address the situation with Government. Updates are posted regularly on the NBTF and NBTA websites and retired teacher organizations like NBSRT and SERFNB are kept informed of developments as they occur. The NBTF is ready to take the necessary actions to defend the present status of the Teachers' Pension (TPA) Plan so that the pension plan is sustainable for all members.

The NBTF has yet to hold any discussions with government on the revision of the TPA, but rest assured, we have been preparing and are ready to defend the plan.

As for myself, I am now settling into my new position and the hectic pace. I have attended CAPTO Executive meetings in PEI, the PEI Annual Teacher Convention, Combined Council Committee, School Learning Environment Committee, Finance Committee, several branch meetings, and later this month will be travelling to Canadian Teachers Federation (CTF) Meetings in Ottawa.

As for the pictures for my office that I mentioned last month, I had not had time to hang....they still sit in the box. Maybe in December.....if time permits.



NBTA President Peter Fullerton presents iPad Minis to Bradley MacDonald (left) of Simonds High School and Jillian Wilton (right) of Saint John High School.

Congratulations to our Winners!

NBTA Registration Prize Draws

September 16th

iPad Mini

Bradley MacDonald - Simonds High

2nd Prize - \$50 iTunes Card

Ernest Rice - Kennebecasis Valley High

Supplemental Prizes – Choice of NBTA Logo Product or \$25 iTunes Card

Mark Phinney - Bayside Middle

Barbara Stead - Northrup Frye

Marie-Andrea Brun - Fredericton High

Ann Cameron - Croft Elementary

Jenny Chiasson - Terry Fox

Natalie Hovey - Southern Carleton

Donna Dunsmore - St. Stephen Elementary

Leanda Brujins - Cambridge Narrows

October 1st

iPad Mini

Jillian Wilton - Saint John High

2nd Prize - 2 Nights Accommodation, Ramada Fredericton

Dawn Hunter - Upper Miramichi Elementary

Supplemental Prizes – Choice of NBTA Logo Product or \$25 iTunes Card

Krista Cabel - Miramichi Valley High

Rebecca Steeves - Casual Member

Deborah Smith - Bernice MacNaughton High

Alison Sollows-Astle - Nackawic Middle

Lana Moulard - Lakefield Elementary

Gerald Sullivan - Bath Middle

Brenda Parker - Lord Beaverbrook

Donna Doon - Vincent Massey Elementary

Project Overseas 2013: Sierra Leone

by Sandi Braun, Devon Middle School, Fredericton

“Was your trip to Sierra Leone life changing?” I think I was asked this question more times than any other question upon my return from Sierra Leone with Project Overseas in July of 2013. I travelled with five other Canadian teachers to Freetown to facilitate workshops in collaboration with the Sierra Leone Teachers Union, SLTU. I quickly realized that, not only would I be learning more than I could ever offer, I would be moving completely out of my own comfort levels in terms of physical, mental and even spiritual states. Sierra Leone is one of the least developed nations in the world, and has a bloody and violent history of slavery, British colonialism and civil war.

What started as pure fascination and excitement became an overall feeling of helplessness. How could I do anything at all to help this beautiful, but forgotten country? We were told in training to expect to feel this way, but I didn't realize the depth of feelings one can have in such a short and busy time. The first week was both the best and the hardest. We were welcomed with open arms, and genuine warmth. The African teachers are vibrant, and infectious in their enthusiasm for learning. We spent our first week working with our hosts in developing the workshops we would deliver the following week to the incoming teachers. The meetings were very long, and by Canadian standards, did not always feel productive. I had to keep my perspective on the big picture, and not apply a western lens to my work in Sierra Leone. Meetings and visits to politicians felt like drawn out affairs, when I really just wanted to see children and schools and teachers! This came in a visit to a village outside Freetown where our team leader had strong connections, as he had worked with the teachers on a previous PO trip and was helping the village build a school. The students were waiting for us holding hands along a path, while they sang a song to greet us. We were

truly in a magical place. I don't think I could actually describe the experience of walking on a dusty path, in a remote village, while these children sang and smiled and welcomed us.

The second week in Freetown, we hosted 72 teachers from across the country, who we provided workshops for Numeracy, Literacy, Peace Education, and Teacher Action for Girls (TAG). Our job was to help these teachers become workshop leaders back in their regions. Our teachers were such eager students, always engaged and willing to do what we asked. It was a wonderful week, but very tiring as we worked from 8am until 10pm most days, falling into bed around midnight exhausted, but ready to do it all again the next morning. We heard stories like that of a teacher who had his toes cut off by rebels during the civil war, and now has to teach the son of that very same rebel. This teacher chooses peace everyday in order to be a good, and engaged teacher with his student. I

was humbled. The willingness of the teachers to be honest and open was such a gift for all of us. I didn't really want this week to end. We finished off with a Canada night, complete with a mini stick game of hockey, in which I had to be the referee! Needless to say, they were not concerned with slashing or high sticking penalties!

The third week we choose 18 of our top teachers to give the workshops themselves with our guidance (to 100 new teachers) at a new location in Bo which was about 4 hours away. Many of these teachers were unpaid and untrained. This week was the one where I learned the most. I saw my teacher trainers take what we had done in Freetown and apply their own perspective to the workshops and make it more relevant to their own teachers. I felt like a proud parent! Meeting teachers who had worked for years with no pay, yet were enthusiastic to learn new teaching ideas, and techniques made me ashamed at my own reluctance to PD, and offer-



*Teneh, Mema, Francis, and Isatu.
Children of one of our Teacher Facilitators, in Bo, Sierra Leone.*

Project Overseas 2013: Sierra Leone

ings from our leaders, and districts. I don't want to minimize the circumstances many of these teachers come from, or make it seem like the Canadian teachers were "all knowing", just because we come from a country rich with resources. The Sierra Leone teachers at times asked hard questions of us. More than once, I found myself questioning how we provide help to undeveloped countries, and if we might need to work more closely with those who live there to come up with solutions, instead of imposing western values onto their culture, and country.

When you leave Sierra Leone, they sing you out and dress you. I will never forget the warmth and real affection I felt for the African teachers I met, or the beautiful singing and laughter we experienced daily while there. I think the biggest strength that Project Overseas has is its teach-

er-to-teacher model. Learning and collaborating with other teachers is the best professional development. Knowing that this project is changing this country, because I think the best way to change a country is through its teachers and its children, is something that all teachers in NB should experience, whether themselves, or through talking and listening to participants.

Back to my question; Was my time in Sierra Leone life changing? Well, to be honest, no. My life has not changed. I teach in a wonderful, beautiful, well-resourced school. I am paid a fair wage. I am not mistreated, or abused. I have free healthcare. In affect, my life is just as comfortable as it was before I went to Africa. What has changed? How I see my life, and the lives of those in Sierra Leone now. I see both the beauty that is here, and I see the beauty of Sierra Leone. I wish

we had half the enthusiasm for our profession that they have, I wish we had the pure hearts open to learning they posses. I also wish for them to have health, happiness and peace. This is something all teachers, all children, all people, deserve, regardless of what side of the ocean you live on.

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Project Overseas is a joint professional development initiative of the CANADIAN TEACHERS' FEDERATION and its Member organizations. Commonly referred to as PO, Project Overseas is an important part of CTF's International Cooperation Program. PO started in 1962, with one program in Nigeria. Member organizations (NBTA, AEFNB, etc.) select participants; CTF forms teams based on requests from partners overseas.

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NBTA Info-Brief: **New Brunswick Report Card Review**

by Kimberley McKay, NBTA Staff Officer

Introduction

The NBTA Info-Brief on New Brunswick Report Card Review is intended to provide members with an overview of the rationale, key research, review process and projected timelines pertaining to the revamp and release of a revised New Brunswick report card. The initial review and revamp will focus on K-8 report cards only. High school report cards will be addressed at a later date.

The New Brunswick Teachers’ Association Curriculum Committee has been and will continue to be intricately involved in this review as part of its ongoing mandate. The terms of reference for the NBTA Curriculum Committee include:

- * *Review curriculum-related recommendations, reports and briefs*
- * *Maintain a positive line of communication with the Curriculum Branch of the Department of Education*

Rationale

Ongoing discussions at all levels of the New Brunswick educational system have made it apparent for some time that New Brunswick report cards need to be reviewed and updated. The rationale for this is two-fold: to better reflect current research about assessment practices and to address the excessive workload demands associated with the current elementary report card format. An additional catalyst for this review is the impending implementation of the new Student Information System in New Brunswick.

Key Research Considerations

- √ Few report cards [templates] succeed in their intended purpose: to communicate an accurate, succinct, and easily understood summary of learning to students and parents (Cooper, p.5)
- √ Educators need to be aware of the difference between *growth*, *progress*, and *achievement*. Growth is a measure of the increase in student learning that has occurred over time, compared to baseline data; progress is a measure of the improvement that has occurred from a baseline toward a specified performance standard; and achievement is a measure of what a student knows or can do at a given point in time (Cooper, p. 124)
- √ ...effective report cards distinguish clearly between data relating to student achievement and information about attitudes and behaviors (Cooper, 145)
- √ in a criterion-referenced grading system, an A means an A. It does not mean “excellent achievement” for some students and “excellent effort, though poor achievement” for others (Cooper, p. 133)
- √ Report cards are but one of MANY ways that educators effectively communicate with parents

Review Process and Projected Timelines

Spring /Summer 2013 – NBTA Curriculum Committee presented sample draft report card/ feedback to EECD Curriculum Branch. Department, District & NBTA Staff reviewed research and samples from other jurisdictions. EECD report card draft 1 prepared.

September 2013 – Report Card Committee met and prepared EECD report card draft 2 (based on limited EECD learning specialist and district feedback).

October – Early November – EECD to collect provincial feedback from small focus group sessions (including NBTA); EECD report card draft 3 to be prepared based on focus group feedback collected.

Mid-November – End November – Proposed report card to be posted online for teacher feedback; parent feedback to be solicited; student feedback to be solicited; meet with EECD Communications Branch

January – finalize new report card and finalize all required technology components

Works Cited:

Cooper, Damian (2011). *Redefining Fair: How to Plan, Assess, and Grade for Excellence in Mixed-Ability Classrooms*. Bloomington, Indiana: Solution Tree Press.

POINT

PROFESSIONAL ORIENTATION AND INDUCTION FOR NEW TEACHERS

By Kimberley McKay, NBTA Staff Officer

Compass Conference 2013

The New Brunswick Teachers' Association recognizes the importance of supporting early career teachers as they develop their professional identity, reflect on professional practice, and purposefully seek out formal and informal cultures of learning. To this end, NBTA hosted 82 early career teachers for *Compass Conference 2013*. This event brought early career teachers and Branch POINT representatives together in Fredericton on October 4 and 5 for two days of learning and laughter. The conference included common sessions themed around NBTA services combined with divided sessions on classroom management, assessment and inclusion. The high energy in evidence over the course of the two days reinforced the eagerness of New Brunswick's early career teachers to grow, to share their own knowledge, and to develop their own professional voice.



Class Visits to Beaverbrook Art Gallery

Subsidies Available

The Face2Face School Tour subsidy program, supported by CIBC and CN, provides an engaging and accessible point of entry to the Beaverbrook Art Gallery's exhibitions for elementary and secondary school students.

"Class tours give students a high quality, unique programming experience that allows students and teachers to explore the visual arts, to learn about the conceptual and technical side of art-making, and to strengthen visual literacy and thinking skills," says the Gallery's Manager of Public Programs, Adda Mihailescu. A number of schools have already taken advantage of the subsidy program to date, but Mihailescu would like to see even more students have the "Gallery experience."

Subsidies are awarded on first come, first served basis. Confirmation that a classroom will receive a subsidy is sent by the Gallery within two weeks of receiving the application. Teachers must make their own bus/transportation arrangements for their class. A School Tour Guide, which provides information on how to apply for the Face2Face subsidy and about school tours in general, is available from education@beaverbrookartgallery.org or by calling Liliana Mitrovic, Tour Booking Coordinator (458-0973).

The Beaverbrook Art Gallery provides a one hour exhibition tour which is specially designed for school groups and is intended to encourage students to find pleasure and meaning in art. Students tour several current exhibitions which may include selections of Canadian, British, European and contemporary art. The tours are led by Docents who facilitate engagement with art, encourage conversations, and provide information. They may also have special stories to tell about the artworks. Docents make the tours interactive and grade-appropriate.

Teachers are encouraged to engage their students in a pre-visit discussion about collecting and to notify Gallery Education staff of any project/assignments the class will be working on while on-site at the Gallery. Teachers also have the choice of an optional art-making session following the tour.

Deidre Cowperthwaite recently brought her Grade 4 students from Hartland Community School for a tour of the Gallery.

"Whether it was for art appreciation and expanding their horizons, or whether for some it was just having the experience of visiting a gallery or museum for the first time, all of the students left with a broader view of the world they live in. The subsidy was of great value, and for some schools it is necessary in order to help cover the costs of field trips which schools have to fundraise for. I would absolutely recommend the tour to other teachers and schools. The group sizes were very manageable and the students were engaged in the artwork they

were viewing. They had the opportunity to see a wide variety of different artistic styles and periods," she said after the tour.

Teachers can calculate their subsidy request by visiting Google Maps, clicking on Directions, entering the school's address as the starting point and the end destination point at the Beaverbrook Art Gallery in Fredericton. The resulting trip distance will fall into one of the following categories for subsidy: 1-50 km - \$25; 51-100 km - \$50; 101-200 km - \$100; and 201-400 km - \$200.

For more information contact:

Adda Mihailescu

Art Educator and Manager of Public Programs

506-458-2032 or adda@beaverbrookartgallery.org





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NEW BRUNSWICK TEACHERS' ASSOCIATION

We Need Stories from Teachers and Schools

Professional Activities

Human Interest

Teaching Experiences

Connecting with the World

School Community Connections

Pedagogy

Helping Others

Upcoming Events

Beyond the Classroom

For NBTA News and

Facebook (New Brunswick Teachers' Association)

Twitter (@NBTeachersAssn)

New Brunswick Teachers' Association
4 October

NBTA Compass Conference for Early Career Teachers
(10 photos)
Over 90 early career teachers, POINT Reps and mentors are meeting in Fredericton.

Tweets

NBTA @NBTeachersAssn 1h
Some great learning opportunities coming up early next month from the NBTA.
Fierce Conversations 2-Day Workshop... fb.me/6yfcUQCiq
Expand

NBTA @NBTeachersAssn 16 Oct
Jillian Wilton of Saint John High was presented with her iPad Mini (NBTA Member Registration Prize) by NBTA... fb.me/1ZtiKF6ZV
Expand

NBTA @NBTeachersAssn 16 Oct
TNB would like to invite NBTA members to take advantage of a 50% discount on tickets to Private Lives, October... fb.me/2WUJ9jBUX
Expand

NBTA @NBTeachersAssn 15 Oct
Read about Devon Middle School (Fredericton) teacher Sandi Braun's amazing experiences last summer in Sierra...
fb.me/49TmZuJm

To submit an article, please contact Blake Robichaud (blake.robichaud@nbta.ca)

Enhance Curriculum with *Cassidy's Kids*

The Stan Cassidy Foundation, with support from the NBTA Credit Union, has expanded its Cassidy's Kids fundraising program this year from the elementary level to include middle and high schools. The program is open to all schools throughout the province and offers several opportunities to enhance curriculum.

Cassidy's Kids engages schools, classes and individual students to raise funds for the Stan Cassidy Centre's list of technology needs and provides a number of teacher support materials adjustable to learners at different grade levels and abilities.

This relatively new program is an opportunity for New Brunswick students and educators to direct some of your fundraising efforts towards a world-class healthcare facility that is located right here in our home province. The list of technology needs includes things such as gaming and computer components that can be adapted for the centre's special purposes. Many of the technology items that have become part of most student's lives have great clinical benefit to both child and adult rehab patients.

Support materials include a PowerPoint on Stan Cassidy, a series of handouts, opportunities for a visiting speaker, and field trips to the Stan Cassidy Centre. All materials can easily be geared to your grade level and varying ability levels within a classroom and are intended to promote active learning, literacy, numeracy and oracy, community awareness and self-esteem, and to provide real life connections. The field trips to the centre, which include a mini-science-centre-style demonstration of rehabilitation engineering – have been a particular hit.

Students, classes or schools with particularly inventive or successful approaches to fundraising are often featured in the foundation's media releases and on its website. Media coverage of the program last year was very positive. One school even won two national awards for their efforts!

Last year's efforts included a win-dinner-out-with-your-favourite teacher contest, a few hat days, a couple of dress-down days, and an auction of hand-painted chairs. Schools involved so far this year have done a Welcome Back barbecue, raffled a tin

can man, and crafted and sold jewelry.

Many educators throughout the province are familiar with the Stan Cassidy Centre for Rehabilitation's support of students and educators. The centre is a recognized North American leader in neurological rehabilitation, providing treatment for various neurological diseases such as muscular dystrophy, cerebral palsy and spina bifida, complex autism spectrum disorder, spinal cord injury, complex stroke, and acquired brain injury. Perhaps you have a Stan Cassidy patient attending your school who is supported by the Stan Cassidy Centre's out-patient, outreach or education liaison services.

A focus group of teachers from across the province helped to develop the program in the summer of 2012 and district superintendents provided their whole-hearted support of the program when it was launched last year.

If you'd like more information about *Cassidy's Kids*, please contact Alissa Lee, Executive Director of the Stan Cassidy Foundation at Alissa.Lee@HorizonNB.ca or 506-443-2151.



Students at Westfield School showed off their funny hats and the funds they raised in support of the Stan Cassidy Foundation last September. Joining the students are Colin Hood, Physiotherapist, Paediatric Team, Stan Cassidy Centre for Rehabilitation, and Mme Michelle Deschênes, Principal, Westfield School. STAN CASSIDY FOUNDATION.

APPs for ELLs (English Language Learners)

by Dr. Paul-Emile Chiasson, Education & TESL Coordinator, University of New Brunswick

This past summer (2013) students of ED: 4562 – ESL for the Classroom Teacher, under the direction of Dr. Paul-Emile Chiasson (UNB Saint John), had as an assignment to analyse and critique 42 free educational APPs. The purpose was to identify free APPs that could be used with English Language Learners in class and at home.

The students, in teams of three, discussed and came up with what they believed were 10 essential criteria upon which they would evaluate their respective APPs. At the end of the exercise, students used a rubric they created to assign a final score out of 100% to each APP. All of the APPs are available on iTunes in the APP store.

Students made some interesting discoveries during their analysis. Free APPs one week were not necessarily free the following week. It was felt that increased interest resulted in this particular change. The students also noted the potential for hidden costs associated with some APPs once the initial investigation and test was completed. However, this didn't deter the teams in recommending certain APPs based on low cost and an excellent price/quality relationship.

Here is the list of ten criteria as established by the class:

1. Meaningful audio/visuals.
2. User friendly – explanations are clear and simple.
3. The games/activities are gender neutral/culturally sensitive.
4. Different levels of proficiency are present.
5. Multi players/collaboration with peers.
6. Fun Factor! Must be engaging!
7. Easily accessible/additional costs.
8. Student feedback and correction.
9. Can be linked to core curriculum.
10. Requires various levels of thinking.

Each APP was evaluated according to each criterion and assigned a value out of ten. A final total was calculated and a mark out of 100 was assigned. The scale below was used to assess each of the ten criterion.

Best 9 – 10
 Better 7 – 8
 Good 4 – 6
 Poor 1 – 3

Here are top ten APPs as determined by the students of ED: 4565. When possible, academic levels were determined by the students. However, many APPs were useful at all levels of schooling. The following indicators were used.

K = Kindergarten
 E = Elementary
 MS = Middle School
 HS = High School
 EX = Good for Students with exceptionalities

Name of APP	Comments/Level	Final Score out of 100.00%
EF English First High Flyers Vocabulary	K/E	98%
English-Learn English	MS/HS/Multiple languages	97%
Booksy: Learn to read platform for K-2	K/E	90%
British Council "Phonics Stories"	E	89%
I Can Write 2	E	82%
English First High Flyers Vocabulary Game	E/EX/ Multilanguages	81%
British Council: Sounds Right	All levels of ELLs	78%
Articulation	K/E/EX Associated cost	76%
Touch and Learn Emotions	E	76%
Model Me Going Places	K/EX Great visuals/modelling is fantastic	76%

The Big Rothesay Read: Are you in?

by Stephanie Tomilson, Principal & Heather Connolly, Chairperson

The Big Rothesay Read was established in 2009 as an ILF grant that partnered Rothesay High School and the Town of Rothesay. It focuses on encouraging literacy in our community. The goal is to build relationships between community members and students in the school through a shared reading experience. It is the largest independent community read in Canada.

This year's selection is *The Freedom Writers Diary* by Erin Gruwell. This selection joins past selections such as: 2009 *A Long Way Gone, Memoirs of a Boy Soldier*, by Ishmael Beah; 2010 *The Book of Negroes*, by Lawrence Hill; 2011 *Jerk, California*, by Johnathan Friesen; 2012 *The Book of (Even More) Awesome* by blogger Neil Pasricha; and last spring's *Town House*, by Tish Cohen.

The Read has traditionally been a spring event but this year we decided to do a bonus read in the fall. Dan and Lori from 97.3 The Wave kicked off this year's The Big Reveal event. Students also constructed a skit called "Who has the book?" which left the crowd in laughter. Once the book was revealed, all students picked up their own copy of the book and headed to class to start reading. This

book has been met with enthusiasm from the students and staff, and all are currently reading the selection. The student body is excited for the arrival of the guest speaker Tiffany Jacobs. Tiffany is not the author of the book, but is one of the actual Freedom Writers. Residing in California, she is excited to see the province of New Brunswick.

When the authors come to town they are given the royal treatment by all. Students get to see that celebrated authors are real people, which might make a student's dream of being an author seem a little more attainable. Students are able to pose questions to the author, which can be personal or about the book. Each year, the guest speaker has commented on how much they enjoyed the Q & A session with the students.

During the month of the initiative, students participate in a number of activities surrounding the books. Each student has received a personal copy, thanks to a number of grants and pledges from the local community. For this current read, students have each received a journal to go along with their book. As well, all students were given packages of gummy worms from Atlantic Superstore,

a generous community sponsor and provider of tasty invertebrates - to remind them to be a bookworm! Kids who are caught reading win a variety of prizes throughout the month, ranging from Indigo gift cards to Java Moose treats. Of course, the highlight of the event is the author visit. This is always a fun hour for all involved.

Our goal is to spread the news of this literacy initiative far and wide. In 2011, our district saw an increase in school-wide reading initiatives taking place. There are other community reads that have started in other areas in the province as well. As part of The Big Rothesay Read's "Pay it Forward" campaign, three additional schools (St. Stephen High School, Rothesay Netherwood School, and Kennebecasis Valley High School) were given a set of the books and have attended the author visits. The word is spreading!

Rothesay High welcomes any school to contact them if they are interested in starting their own school-wide reading initiative. We may not have all the answers, but we can certainly help to get you started! Be sure to follow us on twitter: @rothesay-high @bigrothesayread #hype



Movember Photo Contest

This month, hundreds of NBTA members will be sprouting facial hair to raise awareness for men's health, specifically prostate cancer. Many adjectives have been used to describe these efforts and we would like to share some of the "interesting" results.

Simply e-mail your best and/or most-interesting Movember photos of NBTA members to blake.robichaud@nbta.ca.

Deadline: December 6, 2013

Prizes: There will be 5 prizes awarded. The choice will be \$25 iTunes Cards or from a selection of NBTA products.

Display: Winning photos, and perhaps some others, will be featured on the NBTA website and in the February 2014 issue of the *NBTA News*.



ATTENTION RETIRED TEACHERS

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

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

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



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

Differentiation Essentials

Facilitator: Kimberley McKay, NBTA Staff Officer

Target Audience: Early Career Teachers

Maximum Participants: 25 per site

Session Expenses:

There is no fee to register for the session. All other expenses (travel, meals, etc.) are the responsibility of the participant.

Confirmation:

Participants will receive confirmation by email upon registration closure.

Registration:

Online at www.nbta.ca. Registration closes Friday, January 17, 2014. For further information contact Denise Johnson at 452-1828 or email denise.johnson@nbta.ca

Differentiation Essentials Objectives:

- To arrive at common understandings of the definition of differentiation, including philosophical assumptions
- To identify and explain how and why Sternberg's Intelligence Preferences can be helpful in responding to students' varying learning intelligences
- To analyze differentiated instructional settings and tasks using key terms and principles of differentiation
- To analyze and plan for effective classroom management in a differentiated classroom
- To be exposed to one major differentiation strategy and 15+ minor strategies via modeling throughout the module

Location	Date
Saint John, Barnhill Memorial School 750 Manawagonish Road	Monday, January 27, 2014 4:00pm - 7:30pm
Fredericton, NBTF Building 650 Montgomery Street	Tuesday, January 28, 2014 4:00pm - 7:30pm

Register online at www.nbta.ca
(registration open until Friday, January 17th)
For further registration information, contact Denise Johnson, 452-1828
or e-mail denise.johnson@nbta.ca

Fierce Accountability® Save the date!

NBTA is pleased to offer a new professional learning opportunity for New Brunswick educators – **Fierce Accountability®**

What: Fierce Accountability® is an instructor-led workshop that explores the cost of blaming, protecting, defending and playing it safe. Develop a new context about accountability – one in which you and your organization welcome responsibility and deliver agreed-upon results, despite obstacles.

Target Audience: This session will be open to any New Brunswick educator who has received the certificate for completion of training in Fierce Conversations®

Date: January 17 & 18, 2014

Watch for complete registration details in next NBTA News!

**Join your colleagues for a great learning
experience!**

Friday, May 2, 2014
Moncton Coliseum



**NBTA Combined
Council Day 2014**

**Council AGMs and Social
Thursday evening, May 1st
Delta Beausejour**

Why All this Fuss about School-Based Mental Health?

New Brunswick Association of School Psychologists

Written and Submitted by Juanita Mureika, Licensed Psychologist

Schools are for education, and mental health professionals are there to deal with behavioural/emotional problems, right? But the literature on student engagement is pretty clear. The things that connect a student to school are more than the education they receive – it is the sense of safety, caring and belonging, of relationships developed. If those things aren't in place, learning won't happen.

However, teachers are asked to do so much these days, and their training typically doesn't include identifying and dealing with mental health issues. Can we really afford to put any more demands on our already taxed teachers? Or can we afford NOT to do so?

The numbers are scary. 20% of students experience diagnosable mental health problems, but only 20% of those students actually receive help. What of the other 80%? They have been termed the “disguised distressed” (Flett and Hewitt, 2013), and while they go unidentified, and untreated, they do create a “ripple effect” (Lean and Colucci, 2010) in their classrooms, making learning and teaching very difficult while they fly under the radar of mental health intervention. To add to the equation, 70% of adults who have mental health challenges had the onset of their problems before age 17 – a time

when they would still have been in school! Clearly, schools are the most logical place to house effective mental health prevention and intervention services in a “climate of caring”. “It is the only ethically defensible position we can take as true educators!” (Leschied, 2013).

Ironically, children's mental health services are not mandated in any province in Canada. Protection services and juvenile justice services are mandated, as is education. Fortunately, not every child in Canada requires services from Protection or Justice; however every child in Canada does access services through the Education system. Clearly, if we are going to provide mental health promotion and early identification and intervention services for those experiencing social/emotional challenges, schools are the logical provider of those services.

Lean and Colucci (2010 and 2013) have researched models of school mental health services worldwide and their conclusions are clear. If services are to be provided within schools effectively, the professionals providing them need to be school-based, Education-employed, and full members of the Education family. New Brunswick is committed to Inclusive Education, and support of the RtI and PBIS processes to enrich the education of

all students. To enhance these initiatives, we must look at a comprehensive, school-based model of school mental health services.

The *Canadian Journal of School Psychology* devoted a full issue (March 2013) to “The Role of Schools in the New Mental Health Strategy”. With an introduction by the Honorable Michael Kirby of the Mental Health Commission of Canada, a number of authors describe initiatives, both preventative and intervention-focused, which have been mounted in Canadian schools. Lots of good ideas, and let's be clear – we aren't asking teachers and parents to cope on their own. There are a number of programs across the country that can be offered by school psychologists to teachers in a district or school to make their job easier. Seminars in mental fitness, mental health literacy, strategies, referrals and follow-up, and most importantly, stress management for teachers are core components of a good skill-building program.

The New Brunswick Association of School Psychologists (NBASP) is able to provide teachers with this type of support. Let us know your interest! We're there to partner with you in this most important aspect of education.

References:

Flett, G.L. and Hewitt, P.L. (2013). Disguised Distress in Children and Adolescents “Flying Under The Radar”: Why Psychological Problems Are Underestimated and How Schools Must Respond. *Canadian Journal of School Psychology*, 28(1),12-27.

Lean, D.S. and Colucci, V.A. (2010)*Barriers to Learning:The Case for Integrated Mental Health Services in Schools*. Lanham MD.Rowman & Littlefield Publishers.

Lean, D.S. and Colucci, V. A. (2013) *School-Based Mental Health: A Framework for Intervention*. Lanham MD.Rowman & Littlefield Publishers

Lescheid, A. “School-based Mental Health - what a good idea! Why didn't I think of that?” Canadian Psychological Association Convention Keynote address, Section of Psychologists in Education, Quebec City, June 2013.



Recent changes to Canada's copyright law provide many new benefits for teachers and the learning process in the classroom. In June 2012, Parliament passed the Copyright Modernization Act and, a few weeks later, the Supreme Court of Canada issued a landmark decision interpreting what fair dealing means in an education setting. Taken together, these two events have set new rules for copyright and education.

Copyright law has become clearer and easier for teachers and students to follow in two significant ways.

The use of Internet materials

The new copyright law provides a clear legal framework that supports the use of the Internet in classrooms. A new provision establishes that teachers and students can legally conduct routine classroom activities such as downloading, saving, and sharing publicly available Internet text or images, incorporating Internet materials into assignments, and exchanging works electronically with one another.

This new Internet provision applies only to material that is publicly available on the Internet and that has been posted on-line with the authorization of the copyright owner. For in-

stance, the provision does not apply to pirated textbooks or films. Also, teachers and students must respect any digital lock (such as encryption or password-protection) that restricts access or use of the Internet content.

The use of "short excerpts"

The Supreme Court decision interpreted fair dealing as permitting teachers to copy and communicate short excerpts from a copyright-protected work for each student in a class. So, teachers can make copies of short excerpts from a book or magazine, for example, for distribution to students in their class without having to ask for copyright permission or pay copyright royalties. Short excerpts can be taken for education purposes from books, film, television, audio-visual recordings, as well as sheet music.

As a consequence of this Supreme Court decision, many educational uses of copyright-protected works no longer require payment of copyright royalties. However, teachers' use of copies of short excerpts is meant to be a supplement to - not a substitute for - the purchase of copyright-protected work. The ruling does not allow the copying of a whole copyright-protected work, only a "short

excerpt." It does not mean teachers can copy whole textbooks.

Know your limits with the new copyright law

Teachers routinely encourage copyright awareness and respect for copyright. Given the many changes to the copyright law, teachers should learn more about the new benefits and limits for classroom learning.

There are very good resource materials being made available by the Council of Ministers of Education, Canada (CMEC), the Canadian Teachers' Federation and the Canadian School Board Association.

- *Fair Dealing Guidelines* are set to help educators deal fairly with copyright-protected works. The guidelines provide a detailed description of "short excerpts".
- *Copyright Matters!* is a helpful guide to copyright law and education, providing teachers with user-friendly information on what they need to know about copyright in the classroom.

These materials can be downloaded from the CMEC website: www.cmec.ca



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Direct Input from Teachers

**Member of the NBTA Board of Directors*

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Deidra Riddle	Sackville (SES)
Carter Assels	Moncton
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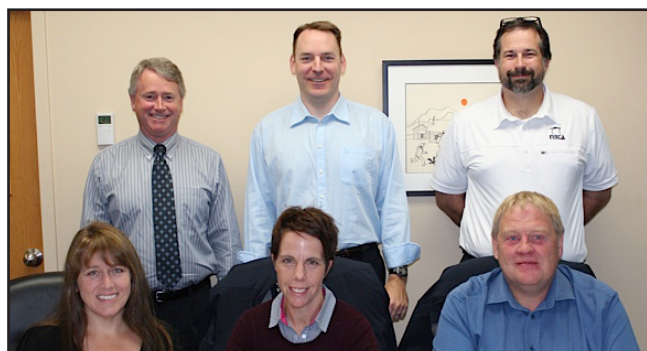
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NBTA Committees

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Public Relations & Communications Committee

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NBTA thanks all those teachers volunteering their time and energy to serve their Association, whether it is on a provincial committee or at the local level!

TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2014

(formerly School-Based Learning Team Grants)

by Kimberley McKay, NBTA Staff Officer

INTRODUCTION

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

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

WHAT IS A TEACHER DESIGNED PROFESSIONAL LEARNING GRANT?

TDPL is an annual school-based professional learning opportunity funded by the New Brunswick Teachers' Association. NBTA will award five \$1000 grants for the calendar year January 2014 – December 2014. Interested teams of 3-5 teachers are invited to apply. Application forms will be available online after October 15th.

The TDPL is intended to fund proposals from teachers who seek a peer leadership role in curriculum, instructional practice or supporting other teachers.

WHAT ARE THE GOALS OF THE TDPL GRANTS?

There are three goals associated with this grant:

1. support teacher professional learning within the context of improving student learning
2. foster teacher leadership
3. facilitate the sharing of exemplary practices

WHAT IS THE TDPL GRANT SELECTION PROCESS?

- Applicant teams develop a project proposal and complete an application form. Applications received after 4h00 on Friday, December 13, 2013, will not be considered.
- The NBTA committee established to administer the grant fund will screen all applications received by the deadline. Proposal selection criteria are described in detail in the next section.
- Five successful team applicants will be notified by January 10, 2014. Start-up materials and funding will be delivered to each team.
- Unsuccessful team applicants will be notified by January 10, 2014.

WHAT IS THE SELECTION CRITERIA FOR TDPL GRANTS?

- I. The extent to which the project proposal is guided by characteristics of effective professional learning:
 - a. Coherent – project is designed within the context of both best practices for student learning and provincial/district/school mandates
 - b. Goal-Oriented - project clearly connected to student learning, daily practice and provincial/district/school mandates
 - c. Sustainable – proposal includes practice time, reflection time and a plan to progress over time with grant funding used for resources critical to the project
 - d. Evidence-Informed – proposal considers current research as well as any formal or informal relevant data

II. The extent to which the project proposal demonstrates the following general characteristics:

- a. Quality – proposal is well thought out and realistic
- b. Impact – proposal has the potential to impact student development as well as the learning of participating teachers
- c. Measurable – project goals can be measured and clear description of how this will be done
- d. Sharing – proposal incorporates a specific plan for sharing the project with other educators
- e. Demographics – general consideration will be given to distributing grants to various levels (K-12) as well as geographic location, team composition, etc.

WHAT IS REQUIRED OF SUCCESSFUL TEAM APPLICANTS?

- meet with NBTA Staff Officer for a brief overview of TDPL requirements (school-based meeting/approx. 30 minutes)
- carry out activities described in project proposal/application form
- share project and team learning with colleagues via:
 - o Written article for *NBTA News* at project completion

Or

 - o Team Choice (i.e. presentation to staff, offer Council Day session, electronic posting, etc.)
- submit a short report of the project using NBTA template
- submit a financial report using NBTA template

Questions? Contact
kim.mckay@nbta.ca

TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2014 - APPLICATION

Section 1: Team Application Information

Name of Team Leader: _____ School Name: _____
Current Work Assignment: _____ Team Leader Work Email: _____

Additional Team Members:

Name:	Work Assignment:	Work Email:
_____	_____	_____
_____	_____	_____
_____	_____	_____

Section 2: Project Proposal

Name of Project: _____

Please provide a brief description of your project topic. (max. 150 words)

Please provide a rationale for pursuing this learning project (e.g., what needs do you have that the project would address). (max. 150 words)

Describe how the outcomes of your project would contribute to increased student learning and development. (max. 150 words)

...continued on next page

TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2014 - APPLICATION

Section 3: Plan for Your Professional Learning

Goals	Activities	Measurement	Budget
<p>What are your professional learning goals for this project?</p>	<p>Describe the activities your team will undertake in order to achieve your goals.</p>	<p>What measures will you use to determine if you have met your project goals? E.g. surveys, journals, interviews, etc.</p>	<p>Indicate the budget for each activity or measurement. E.g. supply teacher costs, resources, etc.</p>

Section 4: Plan for Sharing

Goals	Activities
<p>Who do you plan to share your learning with?</p>	<p>Describe how your learning will be shared e.g. written resource, classroom kit, podcast, video conference, wiki, etc.</p>

Send completed application form to:

Kimberely McKay, NBTA Staff Officer - Professional Learning
 650 Montgomery Street, P.O. Box 752 STN A
 Fredericton, NB E3B 5R6
 OR
 Fax: (506) 453-9795

Deadline for Receipt of Applications: December 13, 2013 (4 pm)

2013-2014 NBTA Pension Seminars Registration Forms On-Line at www.nbta.ca

Date of Seminar:

_____ December 7 - Saint John
_____ January 11 - Fredericton
_____ January 25 - Miramichi
_____ February 8 - Sussex

Deadline for Registration:

November 29
January 3
January 17
January 31

Seminar Guidelines

The following guidelines should be noted for participation in these seminars:

1. All participants must pre-register.
2. Travel and accommodation costs are the responsibility of the participant.
3. A nutrition break will be provided.
4. Questions relating to these seminars should be directed to:

Michael Ketchum or Melinda Cook
NBTA Staff Officer
New Brunswick Teachers' Association
P.O. Box 752
Fredericton, NB E3B 5R6 (Tel. 452-1722)

5. All teachers are welcome to attend.
6. All seminars begin with registration at 8:30 am and sessions at 9:00 am until 1:00 pm.

Program

Teachers' Pension Act

- contribution rates
- retirement options
- pension calculations
- survivor options
- purchase and transfer of Pension Service

Retirement Allowance

- pre-retirement vacation

Canada Pension

Old Age Security

Financial Planning for Retirement

- RRSPs
- RRIFs
- Annuities

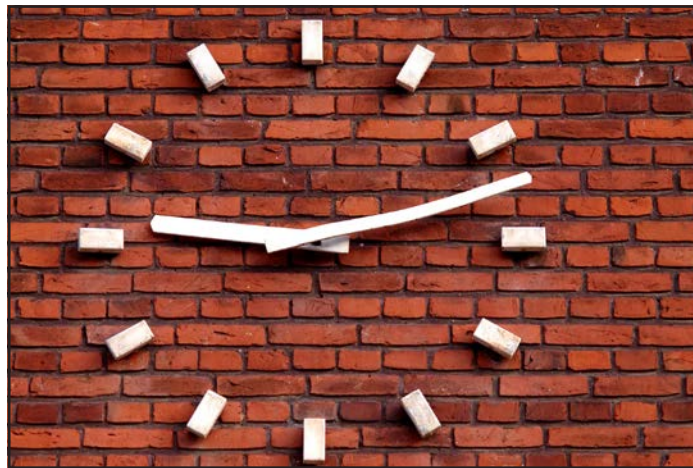
***PLEASE NOTE: YOU WILL RECEIVE CONFIRMATION
WITHIN ONE WEEK OF SEMINAR.***

Spring Ahead, Fall Back?

by Ardith Shirley, NBTA Staff Officer

Most days, I pride myself on being a “glass half-full” kind of girl. As I sit down to try and write something worth teachers taking a precious moment to read, I must confess right off the bat that today isn’t one of them. I am frustrated. I am impatient. I am tired. I think I am getting a cold. I have way too many things on my “to do” list and not even close to enough time to do them, and on top of all that, someone on Facebook just posted a Santa that claims there are only 12 more Saturdays before Christmas! How is this possible?!?

Next week, it will once again be time to change our clocks to daylight savings time. “Spring ahead, Fall back,” I can hear my father’s voice in my head, reminding me of the long dark winter evenings ahead. Although meant as a guide to give clear direction on which way to change the hands of my clocks, I hear a double meaning. Hmm... I wonder...in my harried efforts to “spring ahead”, am I really “falling back”?



Could this be “Disillusionment”?

Having been in several meetings with teacher leaders around this province this past week I don’t think I am alone. Could we all be experiencing the “Phase of Disillusionment” that we know can occur for early career teachers about this time in the school year? (Moir, 1990) Possibly.

It has been said that change is inevitable, growth is intentional. There is no doubt that we certainly are experiencing change on a regular basis in New Brunswick education. Just in the last couple of years we have had the amalgamation of Early Childhood and K-12 Education Sectors, amalgamation of Districts, new Ministers of Education, new Deputy and Assistant Deputy Ministers, a new contract, and new policies. My list could go on about changes at the provincial level in education, but I think one of our principals voiced it best in a recent meeting, “Everything has a new form.” Compound that change with all of the efforts identified in District and school improvement plans and

then consider teachers’ own professional growth plans. **Yes, change is inevitable; yet, is our growth intentional?**

Overcoming the “Winchester Mansion” Effect

The Winchester Mansion is known for being the “oddest mansion in the world”, built in San Jose, California by Sarah Winchester – young widow to the inventor and owner of the Winchester Rifle Company. It is said that Sarah was haunted by visions as she directed carpenters round the clock to build the mansion. Sadly they worked

without benefit of a blueprint to guide them. As a result, the mansion has stairs that disappear into ceilings, rooms that are inaccessible and doors that open to bare walls. “The result of all of this ceaseless labour and investment is a labyrinth structure adorned with some of the finest architecture, furniture and decorations that money can buy”¹. Over 600 rooms were said to have been worked on but only 160 actually exist as many were replaced or rebuilt during construction.

Many days, I feel like I live much of my professional life in a very Winchester-like labyrinth.

In their book “*The 12 Touchstones to Good Teaching*”, Bryan Goodwin and Elizabeth Ross Hubbell suggest that I am not alone. “Over the years, teachers will encounter a ceaseless barrage of books, workshops and guidance from administrators asking them to build new practices into their existing repertoire of strategies. A few that come to mind include response to intervention, differentiated instruction, learning styles, culturally responsive teaching, universal design for learning (UDL), backward design... There is nothing wrong with any of these approaches. In fact, some might be fine additions to the teacher’s practice. However, they may come at teachers with such regularity that teachers are never able to master one approach before being asked to move on to the next. Moreover, without a blueprint or vision of what great teaching looks like, teachers are often left to figure out for themselves how - or IF - the different approaches fit together.”²

Avoiding “Fall Back”

In order to avoid becoming overwhelmed and “falling back”, the authors go on to suggest “12 Touchstones” that teachers and educators can focus on when the demands pile up. Their thinking is much the same as the theory behind the intensive training that pilots, the military or emergency response workers receive on emergency checklists. Essentially, focus on the checklist and it will see you through any challenge or emergency. Likewise, they present their “12 Touchstones” (divided into 3 categories - Be demanding, Be supportive, and Be intentional) with the belief that they contain enough of a cross section of great teaching practice and pedagogy that will meet the challenges that any teaching context can provide:

Be Demanding: Articulate and Maintain High Expectations for Learning

1. I use standards to guide planning
2. I help students set personal learning objectives for lessons
3. I peel back the curtain and make performance expectations clear
4. I measure understanding against high expectations

Be Supportive: Provide a Nurturing Learning Environment

5. I engage student interest in lessons
6. I interact meaningfully with students
7. I use feedback to encourage effort
8. I create an oasis of safety and respect in my classroom

Be Intentional: Know Why You’re Doing What You’re Doing

9. I make the most of every minute
10. I help students develop deep knowledge
11. I coach students to mastery
12. I help students do something with their learning

Final Thoughts

Maybe we can all take a minute, breathe and just BE...in THIS place! (Author is not responsible for any thoughts readers may have as they are possibly reminded of former provincial tourism ad campaigns or license plates.)

Could it be that my sense of humour is back? Maybe I am still a “glass ½ full” kind of girl after all!

Take care,



SOURCE: Goodwin & Hubbell, *The 12 Touchstones to Good Teaching: A Checklist for Staying Focused Every Day*. McRel 2013.

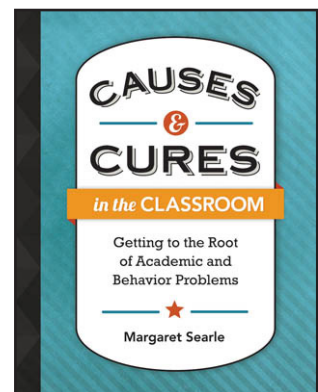
May I Recommend?

The entire September issue of *Educational Leadership* was devoted to Resilience & Learning and counts as one of my favourites to date. If forced to pick just one article to suggest to you it would be, **Getting Beyond “I Hate Math”** by Lisa Medoff (p. 44-48). Through an exploration of a reluctant learner called “Millie”, Medoff provides eight strategies to most effectively support struggling students in any subject.

The September issue of *Kappan* included **Learn More – Show What You Know** by Bergin, Bergin, Van Dover and Murphy (p. 54-60). This article explores the merits of using public performance to motivate student learning. Certainly worth a read!

Book Give-Away!

Congratulations to Lucy LeBlanc of Glen Falls School in Anglophone South on winning last month's draw for *Role Reversal* by Mark Barnes. This month's give away is for **Causes & Cures in the Classroom: Getting to the Root of Academic and Behavior Problems** by Margaret Searle



Sound intriguing? Send me an email with the subject line “Book Draw” before November 28th.



Councils

Elementary Council Art Institute

**When: Monday, December 2nd, 2013
9:00 am – 3:00 pm**

**Where: Sunbury Shores Arts & Nature Centre
St. Andrews, NB**

Presenters: Theresa MacKnight

The cost of a Supply Teacher will be provided by the NBTA Elementary Council to the first 15 teachers who complete their registration. Teachers will be responsible for their own travel cost.

Keeping it Real: Art in the Elementary Classroom

This day-long workshop is especially for non-specialist elementary teachers who would like to enhance their knowledge and skills in order to teach art more effectively in their classrooms. Emphasis will be on using simple art materials and creating lessons with built-in flexibility where time, space and budget are a challenge.

** Organized in cooperation with the New Brunswick Visual Arts Association**

This Institute is designed for Grades K-5 elementary teachers.
Enrollment is limited to the first 15 applicants, so register early!

Please email registration to daniel.f.doucet@nbed.nb.ca (Please note the "f" after Daniel in the email address)

Please include: Your name
 School Name and Phone number
 Grade level(s) taught

Literacy Learning: Building Capacity with Balance

by Bruce Ryan, Subject Coordinator, Literacy 6-12, ASD-E

Supporting student success in literacy means literacy instruction must be embedded across the curriculum. Literacy has no borders; all teachers of all subjects are teachers of literacy. Our students are at different stages and it is here where we meet them.

There is a wide range of successful literacy strategies that can be readily adapted to support reading and writing in any subject area. Students use these strategies to help them construct meaning while reading and writing in order to have purposeful literacy experiences.

Literacy capacity grows in a learning rich environment – a classroom where students are supported by a strong reading program and the value

of writing is clear. Take a look inside. There are word walls, anchor charts, strategy harvests, a functional classroom library, and many examples of student writing. Now listen. The atmosphere is dynamic; the students and teacher interact as a learning team. Collaboration is evident; creativity is encouraged. There are high expectations for performance.

A balanced approach to literacy supports student learning. The components of a balanced literacy program include reading aloud, shared and guided reading, and independent reading. Modeled and shared writing, interactive writing, and independent writing are integral elements of balanced literacy.

The teacher reads aloud daily from texts that are chosen to support specific instructional purposes and make connections to writing. High interest texts connect and extend each student's personal experiences and build knowledge and vocabulary to support all curricular areas.

Shared reading is an instructional strategy. It allows the teacher to model reading strategies and connect reading to writing activities. Shared reading provides students with essential demonstrations of how reading works, text features, and what readers do to construct meaning. Students see themselves as readers. Here students appreciate a safe, non-threatening environment in which

Councils

to practice new and familiar reading strategies.

Guided reading enables the teacher to monitor individual student progress. At times the teacher may need to prompt students to apply their knowledge of reading strategies when difficulties arise, provide specific support, or regroup students according to their needs.

In a balanced literacy program time is dedicated every day to individual reading of a variety of texts. Teachers conference with their students and ask deliberate questions to determine their text-to-text and text-to-world connections. Independent reading builds reading stamina and helps students develop the ability to choose “just right” texts as well as topics of

interest.

We know the ability to write is essential for students in every subject area. Writing is a skill and as such requires a lot of practice. Students need teachers to model good writing. It is equally important students understand that writing is hard work; even the teacher sometimes struggles! Students see how the act of writing creates new thinking.

During interactive writing the teacher and students compose together using a “shared pen” technique in which students do some of the writing. This generates opportunities for students to apply what has been observed and learned.

When students write independently they develop an understanding of

multiple uses of writing, strategies, and active independence. Independent writing supports reading development.

Literacy is obviously a social practice. Language learning does not happen in isolation. It is not a spectator sport; it is nurtured by interaction. Reading and writing require choice, collaboration, and practice. Concepts, skills, and strategies must be explicitly taught and modelled. Teachers link tasks to prior knowledge, experience, and interest. Above all, we remember literacy is developmental. Not all students reach the same development at the same time. We build capacity and strengthen students’ ability to succeed in all subject areas. This is where we begin.

Assessment

by Kimberly Cook-Corlett, English Teacher, James M. Hill Memorial High School

I spend so much of my time relating to and discoursing with an audience of 13 – 18 year-olds that it is a nice break to speak to an audience of my peers. So, hello. I hope you’ll allow me a little space on this page, and maybe a little time from your day, to talk about assessment...or maybe that should be Assessment, with an upper-case “A”. It’s big stuff, from what I’m told.

In my own experience, I’ve had two events that have reshaped my attitudes toward assessing my students. The first one occurred a few years back when I was fortunate enough to attend an Assessment Institute in Saint John. What a corker. The overall theme for educators was, “We’re working harder than they are”, and every session I attended provided proof of how that was true, and provided workable models and ideas to lessen my own workload while still maintaining high standards for my students. Unbelievable. You see,

until that point, I believed that I was the James Brown of English teachers...the hardest working woman in education. The more marking I had to do, the harder I must be working. Boy, was I proven wrong. By placing more emphasis on the process of my students’ writings, by allowing just a little more class time for the students to actually work on their assignments so they could have immediate feedback from me, by not making every single piece of paper that crossed my desk worth a mark...I actually developed this thing called a life. Instead of a stack of essays perched upon my lap in the evenings, my daughter nestled there, instead!

The second event, oddly enough, occurred very recently, right here at my school. Two weeks ago, we hosted a day with Sandra Herbst. If you haven’t heard of her, Google her. She’s another corker. By the end of the day, I wanted to pack my mukluks, roll my family into a minivan,

and head to Manitoba just so I could work somewhere within her philosophical range. Instead, I’ve been applying some of the very simple gems she provided us in support of her basic philosophies on increasing student success and engagement. Wouldn’t you know it, many of her strategies weave wonderfully into the “We’re working harder than they are” approach of a few years back. The process of learning is valued at least as much as the end result. Teaching with the end in mind is key so that students know exactly where they’re going in regards to what they’re learning...and they even assist in developing the assessment methods as they work toward getting there. Her goal was to have us understand the breakdown of the word “assess” as meaning, in its latin origins, “to sit beside” (I checked in Dictionary.com – it’s true!). And it’s working, at least for me. On another note, anyone want to buy a minivan?

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Certified Kagan Instructor

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Open to any New Brunswick teacher. Course may be used to attain 3 credits towards certification for those moving from Certificate 4 to Certificate 5 OR for those moving from Certificate 5 who have already achieved 30 credit hours towards Certificate 6 and require an additional course to meet Certification requirements with EECD.

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- Establish a classroom environment where everyone wants to be—including you

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- Teach your students the skills they really need to succeed in school and throughout their lives
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- Improve student relations in your class and beyond

Form Successful Learning Teams

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—Katie Canar 4th Grade Teacher

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—Josh Scott, 9–12th Grade Math Teacher

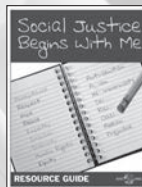
"This is life changing! I don't understand why every teacher isn't doing this!! A+!"

—Beth Box, 7–8th Grade Teacher

"Kagan training is the BEST professional development I have attended. I look forward to attending many, many more workshops."

—Shannon White, 4th Grade Teacher

Classroom-ready ETFO Curriculum Resources



Social Justice Begins With Me

Social Justice Begins with Me is a new resource that addresses issues of equity and social justice. It was created to help students and teachers develop awareness and understanding around these issues. The complete kit includes lessons and resources designed for early years to grade 8 and includes the teacher resource *More Than A Play*. **\$65***
*Available on CD for \$45



Thinking It Through

The new ETFO comprehensive resource, **Thinking It Through: Teaching and Learning in the Kindergarten Classroom** is designed to provide early learning educators with a single book that addresses the whole kindergarten program. **\$75**



Primarily Play

Primarily Play: Engaging Primary Learners through Play provides practical tips and strategies for using play-based learning to develop the skills and knowledge necessary for children to succeed in life, while showing where play fits into the primary classroom. **\$17**



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- **AUTONOMY:** our need for personal freedom to make choices/decisions that affect our lives. You have a voice. Respect should be demonstrated for self & others.
- **RELATEDNESS:** our need for connection to and closeness with family, peers, and other significant individuals. Support and encouragement.

www.gnb.ca/wellness

MENTAL FITNESS EXERCISES

VISUALIZATION

Visualization activates important neural structures (right brain) that enhance optimism, confidence, and personal effectiveness.

- Goal images – seeing yourself having achieved a specific goal
- Process images – imagining yourself taking specific action steps needed to achieve goal
- Progressive muscle relaxation – tense and release all muscles groups



Visit our website at Teacherwellness.ca

POSITIVE AFFIRMATIONS

- Positive self-talk – state to yourself positive messages – boosts self-regard.
- Reprogram negative dysfunctional thought patterns – replace with positive beliefs.

RELAXATION

Relaxation methods:

Meditate – a few minutes per day can ease anxiety

Breathe – deep breathing counters the effects of stress, it lowers blood pressure and heart rate

Be Present – slow down and take time to focus on the moment

Laugh – it increases endorphins that boost your mood

Be Grateful – keep a gratitude journal to note all the good people/things in your life.

Do Some **NEUROBICS** (brain exercises)

- Involve one or more of your senses in a new context.

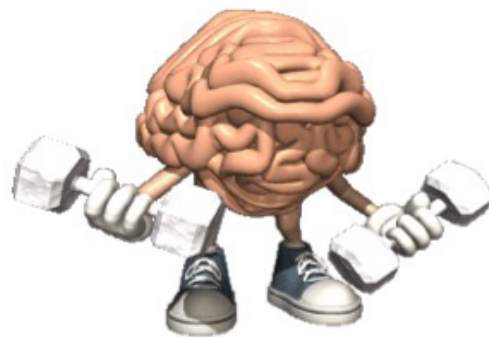
- Involve your full attention, at least briefly.

- Break your routine in some significant way.

Wake Up Your Brain Exercise

- In the morning, while you're still in bed, slowly begin to move your toes – any way that feels good. Wriggle, scrunch, and stretch. Move all your toes up and down several times, or work just your big toes. Wiggling your toes activates nerves that stimulate your brain and internal organs.

- Try working with the hand you don't normally use for some familiar tasks, such as writing, stapling, turning on copy or fax machines, or putting in telephone numbers.
- Try to include one or more of your senses in an everyday task:
Get dressed with your eyes closed
Wash your hair with your eyes closed
Share a meal and use only visual cues to communicate. No talking.
- Combine two senses:
Listen to music and smell flowers
Listen to the rain and tap your fingers
Watch clouds and play with modeling clay at the same time
- Break routines:
Go to work on a new route
Eat with your opposite hand
Shop at new grocery store
- On-line brain games:
www.lumosity.com



NBTA Committees at Work



NBTA Curriculum Committee met in Fredericton on October 9th.

Above (l to r): Lacey Clowater (Upper Miramichi Elementary), Betty Ann Soucoup (Sunny Brae Middle High), Greg Peters (Fredericton High).

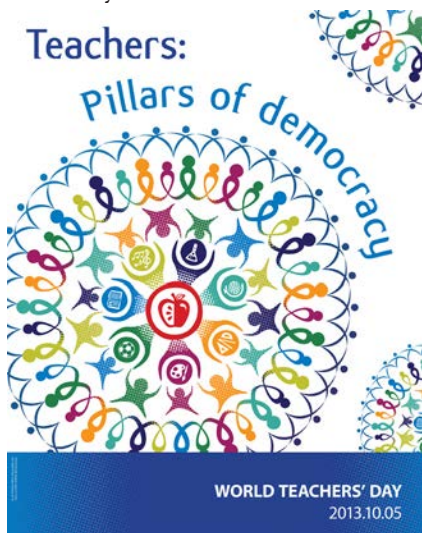
Below (l to r): Stephen DeVries (Bathurst High), Karla Roy (Elementary Council Representative), Heather Palmer (Director Attached), and Lillianne Doucet (Birchmount School).



CTF on World Teachers' Day

Teachers are "pillars of democracy"

The Canadian Teachers' Federation (CTF) stressed the role of teachers as "pillars of democracy" this World Teachers' Day. The worldwide event under the auspices of Education International (EI) and United Nations Educational, Scientific and Cultural Organization (UNESCO) honours and celebrates the valuable work of teachers each year on Oct. 5.



"The work of teachers is vital. In their classrooms, teachers not only promote democracy but educate their students about the valuable role it plays in enhancing and sustaining the quality of life of all citizens as well as supporting the common good," says CTF President Dianne Woloschuk. "As teachers stand up for democracy both in the classroom and on the national stage, it is only fitting that their voices be heard.

"Good government means listening to all voices," adds Woloschuk. "In a healthy democracy, decisions should be grounded in respectful consultation and ongoing dialogue with all sectors of society not just with those who share the same ideology.

"In these challenging times, it's doubly important right now for Ca-

nadian teachers to educate their students about how democracy works and how they will need to play an active role as engaged citizens in their adult years."

Woloschuk adds that the CTF's "Hear My Voice" campaign was developed to highlight teachers' far-reaching influence and to promote their role in a political democracy. It's been in full swing since February."

"Teachers recognize that political leaders need to consult with society – including teacher leaders and union leaders – to ensure that our Canada becomes more inclusive for the benefit of its people," concludes Woloschuk.

October 5th, World Teachers' Day, is the annual celebration of the valuable work of teachers in Canada and around the globe. World Teachers' Day was the brainchild of a former Canadian teacher leader, Norman Goble, a former CTF Secretary General who passed away on Aug. 10. First recognized in 1994, World Teachers' Day now profiles the work of over 30 million educators around the world. For the second year in a row, EI and UNESCO have chosen the CTF's poster design, which uses concentric circles to illustrate the long-reaching influences of teachers.

TELUS Grants

Technology for Teachers Fund accepting grant applications until February 6, 2014

Moncton, NB – New Brunswick teachers are being invited to apply for a grant of up to \$5,000 from TELUS to upgrade the technology in their classroom. As part of its Phones for Good campaign, TELUS is giving \$25* from each TELUS smartphone purchased in New Brunswick through February 6 to a newly-created Technology for Teachers Fund.

"While many New Brunswick schools already use technology as a

teaching tool, it can be difficult for school boards to find the funds for hands-on technology equipment. TELUS wanted to find a way to provide financial support that will directly improve classroom resources and help kids learn," said Gen. (Ret.) Rick Hillier, Chair of the TELUS Atlantic Canada Community Board. "We look forward to seeing some innovative ideas in the applications. We know teachers and students will find creative ways to use technology to extend their learning potential."

Teachers can apply for grants to make technology improvements including purchasing SMARTboards, tablets or laptops for classrooms. To qualify, teachers must complete an online application at http://about.telus.com/community/en/for_good/phones/ that outlines their plans for the funds.

The TELUS Atlantic Canada Community Board will involve members of the education sector in the selection process. Funding will be disbursed during the second half of the 2013-14 school year.

TELUS is committed to giving where we live. When customers activate a new smartphone with TELUS, good things happen. Through the TELUS Phones for Good campaign, TELUS gives \$25 to a local project in select communities. The TELUS Phones for Good campaign is available to all customers who activate a new smartphone at TELUS locations in New Brunswick between August 7 and February 6, 2014. The TELUS Phones for Good program in Atlantic Canada has donated more than \$800,000 to organizations such as the IWK Health Foundation, Boys & Girls Clubs and Janeway Children's Hospital Foundation. Since the Phones for Good campaign started in 2011, TELUS has given more than \$2 million to 20 local community projects.





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