

NBTA News



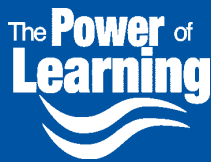
January 12, 2005
Vol. XLVII, No. 5

New Brunswick Teachers' Association

INSIDE:

| | |
|---|----|
| School Based Learning Team Grant Recipients | 7 |
| Pre-Retirement Seminars | 10 |
| Are You Eligible To Retire? | 11 |
| Skills for Administrators | 12 |
| Members' Pension Statements Issued | 13 |

**Next Final Copy Deadline
For NBTA News:
Friday, February 4**



Be Included! Participate in the NBTA Survey on Inclusionary Practices

Melinda Cook, NBTA Director of Curriculum and Finance

On November 30, 2004, the Minister of Education announced an undertaking “to examine the entire range of programming, support services and resources for students with exceptional needs in New Brunswick”. Preceding this, on August 12, 2004, the NBTA Executive chose to form the ad hoc Committee on Inclusionary Practices, and directed the Committee to examine inclusionary practices for exceptional learners in the Anglophone schools of New Brunswick.

Most of the members of the ad hoc Committee are Methods and Resource teachers, and therefore have an impressive breadth of knowledge and depth of understanding concerning inclusion issues in our Anglophone schools. They have shared their stories, and discussed the issues. They have examined documentation, and searched for solutions, and they have met with representatives from the Department of Education to share their concerns.

Ultimately, your concerns must be their concerns. Therefore, the Committee, with the support of the NBTA Board of Directors, has chosen to survey the membership. On

January 17th, the Survey on Inclusionary Practices will be launched on the NBTA website, and will remain there until March 4th. By logging on to www.nbta.ca, and clicking on the survey icon, NBTA members will be able to access the survey.

To gain entry to the survey program, you will be asked to provide your membership number and date of birth. This information is needed because two factors must be taken into consideration during the log-in process in order to ensure high quality data collection. First, the responses need to be provided by our teachers.

Second, it is imperative that members respond only once. Since the NBTA website is a public site, an area needed to be built which is accessible only to members. The entry program will automatically compare the membership number and date of birth to a member database, and will allow each combination to be used only once. By asking you for identification during log-in, the integrity of the data is maintained. However, because we do not want to link specific answers or statistics to individuals, the program used to gain entry to the survey will not be



linked to the answers given. The entry program and the survey program are separate entities. Respondents will be assured of anonymity.

Once you have gained access to the survey program, it should require less than fifteen minutes to provide your answers. The Committee realizes how extremely busy our members are, and so has made every effort to keep the time for completion very short. To facilitate this process, you will be asked to identify your position as a classroom teacher, resource teacher, or administrator/supervisor. The questions posed to you will depend on your response. The research design is such that these multiple perspectives will then be combined.

The Survey on Inclusionary Practices will provide the breadth of

information required, but in order to examine the depth of the issues, a series of focus groups will be conducted in communities around the province. The members of the focus groups will participate in guided discussions on a number of inclusion topics. Excerpts from these conversations will be used to put a human face on the research, and will comprise the final perspective used to complete the picture of inclusion in our schools.

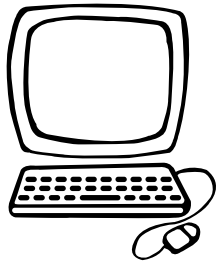
NBTA policy affirms the inclusion of exceptional pupils into the regular classroom. Yet NBTA policy also stipulates that teachers "working with exceptional pupils must receive the support services they deem necessary to provide a meaningful educational experience for the pupil", and that "funding should be... based upon actual costs rather

than artificial formulae". NBTA believes that improvements in the inclusion model are needed.

While the expertise of the members of the ad hoc Committee is considerable, and the value of their input is undeniable, this expertise is negligible compared to the collective knowledge of the membership. While the Committee members will do their best to ensure that their voices are heard during the upcoming Departmental Review, if the voices of hundreds of teachers are added to theirs, the results cannot be ignored.

Your input is needed. Be a part of a force for positive change. Take fifteen minutes to be included by participating in the NBTA Survey on Inclusionary Practices.

To Participate



1. Have 15 minutes available.
2. Find your NBTA membership card. (Call NBTA if you can't find it.)
3. Gather some basic statistical information on your first class of the day.
4. Go to www.nbta.ca
5. Click on the survey icon.
6. Enter your member number and date of birth.
7. Answer the questions.

Interest-free Loans

Up to \$1,200.00 in any one school year shall be made available to active members of the Association wishing to take a year off from teaching to improve their professional qualifications. These loans are available only to those teachers who are improving their professional qualifications on leaves of absence or educational leaves.

Application forms are available from:

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

The deadline for applications is



ISSN 0317-5227

NBTA News is published ten times a year. Opinions expressed are those of the authors, not necessarily the NBTA.

Editor: Jim Dysart

Editorial Assistant: Loretta Clarke

Graphic Artist: Christy Price

Printed By: NBTF Printing Services

Member: CEPA

Address all correspondence to:

The Editor

P.O. Box 752, Fredericton, N.B.

E3B 5R6

Telephone: (506) 452-8921

FAX: (506) 453-9795

E-mail: nbtaNews@nbnet.nb.ca

Web: www.nbta.ca

President's Message



Brian Bawn

Brian Bawn

Hello everyone, Happy New Year! I trust that everyone had a wonderful holiday season and had an opportunity to relax, laugh and spend some quality time with family and friends.

When you receive this newsletter, the Negotiating Committee and Strategies Committee will be in the middle of traveling the province to have branch meetings to explain the conciliation board report to all members. I hope that everyone takes the opportunity to attend these meetings to hear the rationale for the recommendations that are being made to you by the NBTF Executive Committee. Our NBTF (New Brunswick Teachers' Federation) policies state that the conciliation board report is to be voted on by teachers with a recommendation from the NBTF Executive Committee. NBTF policy also states that teachers will vote on whether to use binding arbitration as a method of reaching a final settlement with a recommendation from the NBTF Executive Committee also.

We have had such a turnover in staff in our schools since the last time we went through the traditional bargaining process, it is extremely important that everyone

has an opportunity to learn the steps in the process and what they mean. The decisions you will have to make over the next several months will be important ones and those decisions will eventually result in the next collective agreement for teachers.

It is also important to remember that your current contract and working conditions have been achieved by the efforts of teachers working together over the years to obtain these benefits. These benefits, and improvements to them, only come as a result of teachers working together for the collective benefit of all teachers. You need to understand that the final agreement we reach in this process will be as a result of teachers deciding, in the majority, what is acceptable to them. We are trying to reach a tentative agreement that will address the concerns identified by teachers and show respect for the job we do on a daily basis.

You have probably already heard that Wayne MacKay, a former President of Mount Allison University, has been contracted by the Department of Education to review inclusive education in New Brunswick. He will be examining, over the next year, programming and services related to inclusive education in our school system. There will be opportunities for teachers, the public, and all partners in the education system to have input as the process unfolds. We plan on using our ad hoc Committee on Inclusionary Practices to gather information from teachers and administrators through focus groups, and a survey to develop a presentation that will raise our issues and concerns with Dr. MacKay. His final report with recommendations is scheduled to be finished in the fall of 2005. We hope that teachers will take the time to fill out the online NBTA survey when it is posted on our website.

I would like to congratulate all those candidates who have been

nominated by the NBTA Nominating Committee or by their local branch to let their name stand for the office of provincial NBTA Vice-President. Branches have until February 1, 2005 to submit any other nominations.

I was reading an article recently on testing and evaluation and I thought that it is time we got all the partners in education together to revisit the purpose of schools. Some people believe we should be preparing students for jobs, others think we should be focusing on tests and comparisons between schools and jurisdictions, still others believe that we should be focusing on developing good citizenship and the well-rounded student. We have taken an educational system in New Brunswick that had certain expectations and changed it into a bilingual, inclusive system without changing the initial expectations. We seem to be trying to be all things to all people and the frustration that I hear as I meet with teachers and visit schools is no one seems to clearly understand what the expectations are.

I believe, as Rex Murphy stated at our conference in Moncton, that we should be "Teaching for the joy of learning" and we should be teaching for understanding and the skills of reasoning. If we could have those goals and educate the total child to develop a social conscience, I believe that we would have students graduating from our schools with the skills needed to find their place in an ever-changing world. Our goals should be to make our students self-sufficient and confident in their abilities to make the world a better place.

Hello to all my friends at MGT. I hope that Santa found you and brought you something warm so you don't freeze on yard duty. Take care and hope to see you soon.

NBTA Sponsored Professional Courses

NBTA Sponsored Professional Courses will be offered after March Break. Please see the NBTA website www.nbta.ca for full details re course costs, registration form, etc.

Please register by March 1 to ensure that courses will have sufficient numbers to proceed. Cheques payable to NBTA may be post dated to the first day of class.

These courses are approved toward Certificate 5 and are also excellent for professional growth. Our teachers have consistently applauded their value. Register early to avoid disappointment!

| Course No. | Course Name | Instructor | Location | Start Date/Time |
|------------|---|------------------|---|---|
| DM-05S | Designing Motivation for All Learners | Julie Kilcollins | Southern Victoria High Perth-Andover | 8 Tuesdays (6-9) Start Mar. 22 Plus 2 Sats. - Apr 2, May 14 (9-4) |
| DM-05S | Designing Motivation for All Learners | Jill Beaulieu | KVHS - Quispamsis | Fri. (6-9) Mar 18, Sat.(9-12) Mar. 19 5 Tuesdays - Mar. 29 - Apr. 30 (6-9) 2 Sats. (9-4) Apr. 30, May 7 |
| DM-05S | Designing Motivation for All Learners | Pam Sheridan | MacNaughton High Moncton | 10 Thursdays (6-9) Start Mar. 17 Plus 2 Sats (9-12) Mar. 19, Apr. 23 |
| TLC-05S | Teaching Through Learning Channels | Cheryl Miles | Oromocto High Oromocto | 12 Tuesdays (6-9) Start March 15 |
| LR-05S | Learning to Read: Beginning Reading Instruction | Kathy Prosser | School TBA Rexton | 6 Sats. - Mar. 19, Apr. 2, Apr 9, Apr. 16, Apr. 23, Apr. 30 (9-4) |
| LR-05S | Learning to Read: Beginning Reading Instruction | Philip Sexsmith | Dist. 08 Office Millidgeville North | 6 Saturdays (9-4) May 7 - June 11 |



American Institute for Creative Education

Professional Development Seminars

Winter/Spring 2005 — All Courses Earn 3 College Credits

| | | | |
|---------------|--|---------------|---|
| EDU295 | Art Education for the Classroom Teacher (K-5) Bathurst, April 29/30 and May 13/14 | EDU186 | Music Across the Curriculum (K-5) Plaster Rock, Feb. 25/26 and March 18/19 |
| EDU305 | Differentiating Instruction (K-12) Bathurst, April 8/9 and May 6/7 | EDU285 | Phonological Awareness: Through Music, Rhyme and Games Plaster Rock, Jan. 14/15 and Feb. 4/5 |
| EDU323 | Enrichment in the Classroom Miramichi, April 1/2 and April 15/16 | EDU225 | Physical Education for the Classroom Teacher (K-5) Saint John, Jan. 14/15 and Jan. 28/29 |
| EDU297 | Exceptional Students in the Classroom Fredericton, May 6/7 and May 27/28 | EDU222 | The Story of Canada: Through Games and Projects (K-8) Woodstock, Feb. 11/12 and Feb. 25/26 |
| EDU243 | Guidance for the Classroom Teacher (K-12) Saint Stephen, March 18/19 and April 8/9 | EDU335 | Teaching and Learning in the Middle School (6-8) NEW! Saint Stephen, April 1/2 and May 6/7 |
| EDU172 | Hands-On Math in the Classroom (K-5) Sussex, April 22/23 and May 27/28 | EDU284 | Using Brain Research in the Classroom Fredericton, Feb. 11/12 and Feb. 25/26 |
| EDU324 | Health and Fitness: Teaching Ideas and Strategies NEW! Miramichi, May 6/7 and June 17/18 | EDU281 | Using Investigative Methodologies to Teach Mathematics and Science (K-12) Grand Falls, Feb. 11/12 and March 18/19 |
| EDU248 | Inclusionary Practices in the Middle School Classroom (6-8) Fredericton, Jan. 28/29 and Feb. 25/26 | EDU223 | Writing: Developing Student Authors (K-8) Bristol, May 6/7 and May 20/21 |

**To Register or for more information, call (800) 448-5343
or visit our website: www.aiceonline.com**

Hillcrest School's 50th Anniversary

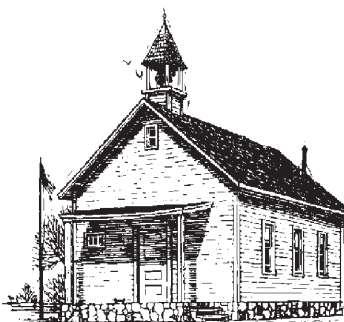
School opened in 1954, artifacts preserved in time capsule

Recently, the staff and students at the now kindergarten to grade 8 school joined with former principals, teachers and pupils to celebrate the institution's golden anniversary. The celebration was highlighted by the opening of the time capsule which was placed in the building's cornerstone 50 years ago.

Hillcrest principal Mike Belong told the gathering that the school can boast many accomplishments over its 50-year history, including sports championships, top drama awards and prizes in speech contests. But its attachment to the community has been its strongest legacy, said Belong, noting parents are still very involved in the school, and like their children, many of them were once students at Hillcrest.

It was a day for recalling the beginnings of the West Moncton school. "Fifty years ago today, I sat there in the front row with my grade 1 class and listened to (Principal) Jack Horsman, who had a booming voice, lead us in *O Canada* and a prayer," said Bruce Wood, an original pupil at Hillcrest. "A student would stand on stage and hold the edge of the flag during *O Canada*. "After awhile, I began to look forward to assemblies, (it was) a break from the classroom." Wood

recalled that field trips at Hillcrest in the pre-school bus era were literally 'field trips'. "We were out in front of the school looking at leaves and trees. At recess, the principal and teachers worked at keeping the students from going into the woods



at the edge of the field," he said.

A number of former students, teachers and principals of Hillcrest were on hand for the anniversary celebrations, including two of the school's original teachers — Gerry Christie (then Wishart) and Gwentyth Briggs (then Allen).

In those first few years, Christie recalled the pathway into the school was pretty muddy. "We had to wear high rubber boots to get to and from the building," she laughed. "Returning to Hillcrest brought back a lot of wonderful memories." When

she was teaching there in the 1950s, Christie's yearly salary was \$1,950, she said, but noted that teachers in rural communities earned a lot less than that.

When the time capsule was opened, Hillcrest teacher Marbeth Wilson discovered that her mother Carol Wilson had sung a solo at the school's opening ceremonies in 1954. When she asked her mother about it, she said she had forgotten about being involved in the historic event or what she sang that day.

Some of the items placed in the time capsule in the Hillcrest School cornerstone when the facility was opened on November 19, 1954:

- Copies of the city's two morning newspapers — the *Moncton Daily Times* and *l'Evangeline*
- Several coins and stamps, the latter of which cost only two cents at the time
- The *Moncton Industrial Survey for 1954*, a detailed report which outlined the city's various industrial enterprises and proclaimed it the "Distribution Centre of the Atlantic Provinces"
- The annual report by the then-District 15 Board of School Trustees
- The program of events for the official opening of Hillcrest School
- A list of the names of the school's original principal (Jack Horsman) and its teachers.

NBTA STAFF

Bob Fitzpatrick (452-1721) (fitzpatr@nbnet.nb.ca)
Executive Director

Jim Dysart (452-1821) (dysartj@nbnet.nb.ca)
Deputy Executive Director
Director of Communications & Research

Melinda Cook (452-1839) (cookm@nb.aibn.com)
Director of Curriculum & Administration

Nancy Roach (452-1750) (roachn@nbnet.nb.ca)
Director of Professional Development

Larry Jamieson (452-1722) (jamiesonl@nbnet.nb.ca)
Director of Teacher Welfare Services

PROFESSIONAL COUNSELLING SERVICE FOR TEACHERS

Ann Kennedy (462-0208), 1-800-561-1727
(kenneda@nbnet.nb.ca) Coordinator

Betsy Colwell-Burley
(634-2901), 1-800-563-3938, Counsellor/Consultant

Niel Cameron
(855-5243), 1-888-763-5050, Counsellor/Consultant

NBTF STAFF

Robert Gagné (452-1736)
Executive Director

Kevin Sheehan (452-1737) (sheehank@nbnet.nb.ca)
Deputy Executive Director

Marilyn Boudreau (452-1830) (marilyn.boudreau@nb.aibn.com)
NBTF Labour Relations Officer

Teacher Goes the Extra Mile for Kids

Krista Richard not only brainchild of Forest Glen intramural program, but also organizer and supervisor of it.

Karen Nelson, Principal of Forest Glen Elementary School, can't say enough about the school's intramural program, nor the woman who put it all together.

"Krista Richard is an exemplary teacher who is like a magnet with the kids. She went well beyond the call of duty, and still does, in giving of her time and energy to make this program all that it is," Karen said.

"Since this program began last year with 50 students, we have seen a steady increase in participation to the current 116 boys and girls taking part in the lunch-time program. Intramurals are offered to grades 3 and 4, which works out to be an 89 percent participation rate."

"The after-school program contains 70 participants and receives tremendous support from the parents in terms of providing drives for bus students and cheering on the action."

This kind of success would be worthy of note under the best of circumstances, but it wasn't under ideal conditions that Krista was working. Krista came to Forest Glen last year on only a half-time maternity leave replacement contract. She was also teaching half-time at Mountain View School.

Karen excitedly shares the story of how Krista came to her, not only with the idea for the intramural program, but also volunteering to organize and supervise the entire program.

"Last year, after her teaching ended for the day at Mountain View, she would rush to our school to supervise activities at noon. After her duties ended for the day here, she would stay to supervise the after-school activities. I couldn't ask for anything more," added Karen.

Intramural activities are not usually part of a kindergarten to grade four elementary school, but

Krista explained, "I saw a need for it in the school and I know how it can help a child's confidence, physical fitness and overall self-esteem."

Krista earned her bachelor of education degree from the University of New Brunswick, but she also knows first-hand what sport and physical activity can do for someone. Krista is a New Brunswick softball star who has been inducted into the provincial softball hall of fame. She played catcher for many

years with the Moncton Rebels senior women's team when they represented New Brunswick at many Canadian

women's softball championships and won a silver medal in 1975. She has also won a gold medal with Miramichi at the Canadian orthodox softball championship.

The emphasis of this intramural program, however, is on participation and good sportsmanship. "All students who want to take part have the opportunity to do so and they all receive equal playing time with the help of timed shifts," said Krista.

The benefits of the program are felt well beyond the gymnasium. "The intramural program provides a place where the students must work together as a team to be successful. They also get to know other students from different grade levels and classes, which leads to a greater sense of community and co-operation within the school," said Krista.

"We have seen an increase in students taking responsibility for organizing and refereeing their own activities. We hear increased positive talk in the hallways and see an improvement in the self-esteem of many students," added Karen.

Only in its second year, the program has already caught the attention of the younger students. "The grade 2 students can't wait to get into grade 3 so they can play, too," Karen said.

The lunch-time intramural program runs for 30 minutes, four times per week and offers boys' and girls' dodgeball, floor hockey, soccer and soccer-baseball. The after-school program lasts 95 minutes three times a week and includes co-ed basketball, soccer, floor-hockey and volleyball.



Lori Peterson: Teaching in the U.S.A.

Home Country: Canada

U.S.A. Placement: Georgia

Professional Goal: Start an international folk music program

Personal Goal: Go hiking in the Grand Canyon

How She Got Started: www.vifprogram.com

Lori is teaching in the U.S.A. and gaining experience that will advance her career. Find out how you can do the same. Visit www.vifprogram.com, call 877-798-4115, or email canada@vifprogram.com.



Paid Advertisement

School Based Learning Team Grant Recipients 2004

by Nancy Roach and Mark Holland

The Department of Education and the NBTA are pleased to announce the recipients of this year's School Based Learning Team grants.

Each SBLT grant is valued at \$1000 and allows the team to explore an area of student learning which they have identified as a priority for their team. The team has full autonomy to spend the grant as they wish, with most past teams using the funds to provide release time for the team members to conduct their collaborative work. Other uses have involved purchase of resources, production of materials for sharing and honoraria for expert speakers to support the work of the team.

The successful teams all had applications that were well developed and specific. This specificity was often the deciding

factor for the selection committee. Frequently teams submitted applications that were very general in scope: "to improve student writing" was a prime example in this year's set of submissions.

Clearly, the improvement of student writing is a laudable goal, and one to which every school should aspire. In fact, there were many applications that sounded very similar in this regard. This led the committee to give preference to those teams who had narrowed their focus and identified both specific and unique learning goals. The selected applications also provided enough detail to indicate that some serious thought had been given to the goal of the team and the manner in which they hope to achieve it.

It is hoped that all teams who submitted an application benefited from the experience of thinking

about working together as a team and collaborating to improve both teaching and learning in this area. Not receiving the grant certainly does not imply that the project is not worthwhile. Indeed, it is hoped that many teams will proceed with this important work even without the grant.

The recipients of the grants will be visited by either Nancy or Mark in January and presented with the cheques and the Team Log Book for keeping record of their work and expenditures. The work of the team may extend to next December. We hope to provide periodic reports from teams about their projects so that more teachers may benefit from their work.

Thanks to all teams for your submissions. Special congratulations to the schools listed below.

Grant Recipients

Keswick Valley Memorial
Best Practices for Teaching Mathematics

North & South Esk Elementary
Improving Literacy Through Flexible Multi-Age Grouping

Centreville Community School
Improving Phonological Awareness at the K-2 Level

River Valley Middle School
Developing Sight Word and Fluency in Struggling Readers at Grade 6

Magnetic Hill School
Using Peer Coaching to Target Specific Student Growth

New Maryland Elementary School
Improving Student Writing Via 6 Traits Writing Program

Gagetown School
Movement Skills

Cambridge Narrows School
Vertical Teaming to Improve Success in Numbers and Operation Strands

P.A.L.S.
Implementing Student-Led Conferences



OOPS!

CORRECTION

Among the NBTF Board of Directors in the December 8 issue of NBTA News, Louise Landry was incorrectly identified as Past President of AEFNB. Louise is the President Elect of AEFNB.

LET'S TRY THIS AGAIN!



Louise Landry
President Elect
AEFNB



The Gifts We Give

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

With the traditional gift-giving season behind us, it may seem inappropriate to write a column relating to gifts, but I want to share some thoughts that just didn't make the December deadline....kind of like sending the Christmas cards after New Year (am I the only person who has ever done that?)

I recently had the opportunity to be sitting on the ferry from Vancouver to Victoria (not as animated a crossing as the one to Grand Manan, mind you, but pleasant). The PA's crackle caught my attention and the announcer indicated that a school choir would be performing on Deck 5. My husband and I made our way to the deck where a group of about 30 students were assembled in front of a wide expanse of windows overlooking the islands of the Strait of Juan de Fuca.

They were a motley crew. Judging by the range of sizes from tall and gangly to short and round, from little boy cherub cheeks to a hint of chin shadow, from innocent school girl to Britney look-alikes, I judged them to be about Grade 7. They stood in the typical choir lines, some wearing Santa hats, all wearing white gloves, with eyes on their teacher, a mid thirty-something man with a receding hairline and a guitar. Smiles were everywhere.

They burst into a joyful if not tuneful rendition of Jingle Bells, followed by several other well known tunes. No one was 'mouthing' the words in this choir. Every one of them sang with gusto and pride...they were the performers on the ferry and perform they did.

I felt the slight sense of something different as one young

girl approached the microphone connected to a small PA system. The students gave each other knowing looks before once again turning their eyes on their teacher, who had been continuously playing and encouraging them through the performance.

As he strummed the first quiet chords of Silent Night, this young girl opened her mouth and sang the sweetest most pure rendition of the familiar carol I have ever heard,



while each of her classmates, eyes truly aglow, white gloves proudly raised, 'signed' the lyrics as she sang. They uttered not a sound through the entire three verses, their detailed hand signs the product of hours of practice. It was pure magic, and as I write this I can feel the tears returning to my eyes with the memory.

It was difficult to explain the power of the moment, and of course it may have been a combination of the season, singing and the signs. More powerful to me, however, was the realization that this was a gift...not just to those of us on the ferry watching, but from this teacher to these students. His gift to them was the making of a memory that will stay with every one of them for years, if not forever.

I was overwhelmed by the power of that gift, and the gifts that so

many of you give daily to your students through the many long hours of extra things that you do. I know that teachers from Victoria to Newfoundland have helped give students the sense of pride, accomplishment and confidence, the gifts of experiences through success in athletics and music and drama, as well as academics, that will shape their views of themselves.

I have always known that these things matter profoundly to students, but often in the rush of our work and the ever present demands of the system, we may not pause to remember just how important these gifts to them really are. When you meet your students many years in the future, they may never say to you, "Remember that great lesson on factoring polynomials?", but they will recall the pride they felt at winning the Super Scientist medal at the Science Symposium, or sleeping in the hostel-jail on the school trip to Ottawa, or the winning basket at the buzzer, or the variety show performance, or the encouragement you gave after that first failed test (and the subsequent success of the next one).

The research on the brain tells us that emotional memory is the strongest memory of all. This explains why the memories of those positive experiences, those tied to heightened feelings, are still with your students many years after you may have forgotten them. These are your gifts. Thank you for giving them all year long, year after year. As the commercial says, they are "Priceless!"

Boys' and Girls' Brains

Many of you were intrigued by David Sousa's fascinating sessions at the recent *Learning Today-Teaching Tomorrow* conference. If you want to

know more about how brains learn, specifically how the brains of boys and girls differ in their learning, you will enjoy the article by Michael Gurian and Kathy Stevens titled **Boys and Girls in Mind** (*Educational Leadership* November 2004). Teachers, parents and even grandparents will find it useful.

Still with the brain, a useful two-pager appears in the *NJEA Review* (November 2004). Titled **Brain Bridges**, it provides a summary of eight memory techniques that you can teach kids to help them solidify facts in their memories.

High School Math

Ever wonder why some students persevere in those advanced Math classes while others throw up their hands in despair before withdrawing? In **“Why Do Students Drop Advanced Mathematics?”** (*Educational Leadership* November 2004) you will hear from a teacher whose observations of two ‘turnaround’ math students are enlightening.

Poetry in the Middle

The challenge of teaching an appreciation of poetry is often met with varying success by Middle Level teachers. The November 2004 issue of the *Middle School Journal* features several related articles on the topic. **“Poetry Lives”** is filled with references for great poetry books and actual poems that middle schoolers will love. It provides great ideas for having the students ‘perform’ poetry...something I know they love to do. **“Using Poems for Multiple Voices to Integrate Reading and Writing Across the Curriculum”** is another great article that features specific easy instructions for the use of poetry as a means of reaching many other topics and issues. I would recommend these two articles for any middle level teachers.

Great Resource for Social Studies Teachers

Are you a teacher who is involved in some way in international education? By this I mean you are either teaching about other

countries/nationalities/religions, etc., or about organizations such as the United Nations or the Peace Corps. The **International Studies Resource Guide** is a fabulous 6-page summary of websites and resources from mostly non-commercial and not widely-publicized organizations “that provide high quality materials and instructional support for the K-12 audience.” (*Phi Delta Kappan* November 2004). This little article can save you hours of web-searching and lead you to lesson plans and classroom resources for countries and cultures from around the world.

Two Favourites

I love coming across short articles that reinforce things that I really believe about teaching. I have often written about the value of making learning ‘real’ for our students. I would be pleased to share a short article by a self-named ‘shop’ teacher (his words). David Pein, a technology teacher from New Jersey, writes about the many ways he has developed ‘real life’ application lessons for his students in **“The Importance of Keeping it Real”**. (*NJEA Review* November 2004). His ideas would be an inspiration to any teacher.

In the same issue I also appreciated the tool box article called **“Getting the Point Across: Speech and Debate Resources to Use With Your Students.”** If you haven’t tried debate with your middle or high school students, it might be just

the right new thing for the New Year.

A New Year Challenge

Welcome back from what I hope was a great vacation. Let me know if any of these articles is of interest to you...I would love to send you a copy. Why not try a new idea, strategy or topic this term, then talk about the teaching and learning with a colleague. Winter is no time to be isolated and alone...there is warmth in sharing!

Closing Quote:

Good teachers join self and subject and students in the fabric of life.”

—Parker Palmer



Graduate Courses for Teachers

Upgrade your teacher certification through

- Distance Learning
- Summer Institutes
- Evening and Weekend Classes

Programs include

- Educational Technology
- Curriculum Studies
- Leadership
- Special Education
- Counselling

Beginning Online 2004

- Philosophy of Education
- Introduction to Educational Tech.
- Research Literacy
- Curriculum Foundations
- Theoretical Developments in Curriculum Studies
- Principles of Assessment
- Community Perspectives on School and Society

Summer Institutes 2005

- Inclusive Education (July 7-21)
- Learning and Technology (July 28-August 11)



Wolfville, Nova Scotia B4P 2R6
http://conted.acadiau.ca
continuing.education@acadiau.ca
(800) 565-6568 (902) 585-1434
Fax(902) 585-1068

ACADIA
UNIVERSITY
Continuing and Distance Education

Paid Advertisement

2004-2005 NBTA PRE-RETIREMENT SEMINARS REGISTRATION FORM

Please accept my application to attend the NBTA Pre-Retirement Seminar to be held on (check one):

DATE OF SEMINAR _____

DEADLINE FOR REGISTRATION _____

____ January 22- Chatham, Dr. Losier Middle School
 ____ February 5 - Sussex, Sussex High School

January 14
 January 28

Name of Teacher: _____ S.I. No. _____

Mailing Address: _____ Dist. _____

____ Name of Spouse (if attending) _____

No. of pension years you will have accumulated to June 2005 _____ Certificate Level: _____

Are you planning to buy back time? _____ If "yes", how much time? _____

Do you have Responsibility Allowance? Yes _____ No _____ (If "yes", contact your payroll officer at your District Office and have your last 5 years' salary history faxed to Karen Vautour, 453-9795)

I am enclosing a cheque in the amount of \$5.00 / \$10.00 (please circle one) to cover the cost of registration; nutrition break, and materials to be supplied. Please make cheque payable to **New Brunswick Teachers' Association**.

I hereby authorize the NBTA to obtain information from the Public Service Employee Benefits Division pertaining specifically to my pensionable service records. This information will be utilized to prepare my individual pension estimates for retirement purpose only.

YES NO

Signature: _____

SEMINAR GUIDELINES

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

1. All participants must pre-register.
2. A registration fee of \$5.00 for each participant must accompany the application; however, cheques will not be cashed until after the workshop.
3. Travel and accommodation costs are the responsibility of the participant.
4. A nutrition break will be provided.
5. Questions relating to these seminars should be directed to:

Larry Jamieson
 Director of Teacher Welfare Services
 New Brunswick Teachers' Association
 P.O. Box 752
 Fredericton, N.B. E3B 5R6 (Tel. 452-1722)

6. Any interested teachers are eligible to attend.
7. All workshops begin with registration at 8:30 am and sessions at 9:00 am until 1:00 pm.
8. Detach and return the registration form as soon as possible.

PROGRAM _____

- Teachers' Pension Act
- The Canada Pension Plan
- Pension Records (will be available at meeting if possible)
- Pension Calculations
- Old Age Security
- Retirement Allowance
- Pre-retirement Vacations
- Deferred Salary Leave Plans
- Financial Planning for Retirement:
 - RRSPs
 - Annuities
 - Registered Retirement Income Funds
- Individual Consultations



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

Are You Eligible to Retire?

By Larry Jamieson, NBTA Director, Teacher Welfare Services

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

- (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).



Larry Jamieson

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

- If you are unsure of your pension service, check with the Public Service Employees Benefits Division, Office of Human Resources (Pensions Branch) to make sure that you are indeed eligible for retirement. Include your Social Insurance Number (SIN) and birth certificate in any communication with the Pensions Branch.
- Notify your Superintendent, in writing, of your intention to retire (the Regulations of the *Education Act* now stipulate this notification be communicated as of February 1st):
 - (a) specify the date of retirement (always at end of the month - e.g., June 30, 2005);
 - (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 approval for his/her disability pension from the Public Service Employees Benefits Division.

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

Forms to fill out at District Office:

1. Termination Notice / Benefit Request — Claim for pension benefits (copy of birth certificate(s) required)
2. TD1 — Personal exemptions for income tax purposes after retirement
3. Direct Deposit form.
4. NBTF Group Insurance form indicating what you plan to do regarding your group insurance coverage. This will allow the Public Service 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. The School District will look after sending these forms where appropriate.

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

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

OR

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

Please notify NBTA Central Office as soon as possible if you have decided to retire. This will help us prepare for the provincial Retiring Teachers' Luncheon, which will be held at the Aitken Centre, University of New Brunswick campus on Saturday, May 28th.

Skills For Administrators 2004-2005

- **Educational Leadership: Walking the Line Between Professionalism and Productivity**

Date: January 27 and 28, 2005 (9 am - 4 pm)
Location: NBTF Building
Facilitators: Nancy Roach, Bob Fitzpatrick and others TBA
Participants: Open registration **Limit 40**

This two-day symposium is a repeat of the popular program offered last year. It will engage in-school administrators in reflection and dialogue centered around the challenge of being both a colleague and a leader within your school community. A focus on both Policies and People will be developed through case studies, interactive activities and sharing. Building collaborative cultures and reducing conflict will be highlights of the two days.



- **Authentic Assessment: What Instructional Leaders Need to Know**

Date: March 23 and 24, 2005 (9 am - 4 pm)
Location: NBTF Building, Fredericton
Facilitators: Nancy Roach, Melinda Cook
Participants: Open registration **Limit 40**

In this age of accountability, administrators need to be aware of the many issues that surround the topic of assessment. There is a growing body of research which indicates that assessment **FOR** learning, that is, meaningful assessment strategies used by teachers in their classrooms, can result in improved student achievement. This two-day workshop will allow administrators an opportunity to examine the research, discuss reporting and grading practices, and examine strategies that classroom teachers can and should employ that will contribute to greater student engagement, motivation and success.

For information or application, please complete the form attached or contact:

Nancy Roach
Director of Professional Development, NBTA
506-452-1740
roachn@nbnet.nb.ca

or: Your District Office

Skills for Administrators 2004-2005

Name: _____

School: _____

Position: _____

I wish to register for:

___ Educational Leadership: Walking the Line Between Professionalism and Productivity (January 27 & 28, 2005)

___ Authentic Assessment: What Instructional Leaders Need To Know (March 23 & 24, 2005)

Please fax your registration form to Nancy Roach 506-453-9795. You will be notified by fax of your confirmed seat in the workshop.



Members' Pension Statements Issued

You should have recently received your annual Employee Statement of Benefits from Public Service Employee Benefits Division, Office of Human Resources (Pensions Branch). You should check this information and make sure it matches with what you believe you should have for pensionable service. If you believe this statement contains errors, then:

Questions About Your Statement?

- Inquiries relating to your personal information (name, social insurance number, date of birth, etc.) should be directed to the Human Resources / Pay & Benefits office of your organization.
- Inquiries relating to other information on the statement should be directed to the Public Service Employee Benefits Division in writing.

Contact:

Employee Statements
Public Service Employee Benefits Division
Office of Human Resources
P.O. Box 6000
Fredericton, N.B. E3B 5H1

OR

E-mail us via web feedback form at:
www.gnb.ca/0163/pension/contactus-e.asp

Questions About Your Pension Plan?

- Consult your pension plan booklet, or
- Consult your Human Resources / Pay & Benefits representatives, or
- Contact the Public Service Employee Benefits Division at 1-800-561-4012 or (506) 453-2296 and ask to speak to a Benefits Counsellor, or
- Visit the PSEBD Website at the following address:
www.gnb.ca/0163/pension

Contact:

Larry Jamieson, NBTA
Director of Teacher Welfare Services
Tel. 452-1722
Fax 453-9795
Email: jamiesonl@nbnet.nb.ca

Your Retirement Allowance

During the years that I worked for the NBTA as Director of Teacher Welfare Services, the question "What should I do with my retirement allowance when I retire?" was frequently asked. There are, in fact, several interesting options that you can pursue.

In the years prior to retirement you could:

- deplete all or part of your retirement allowance by going on pre-retirement vacations re: article 40 of the teachers' collective agreement
- set up an investment plan that your retirement allowance would support. This plan would allow you to withdraw funds from your investment and pay taxes on only half the amount withdrawn. This is like reducing a 36.82% marginal tax rate to 18.41%!

The year you retire you could:

- invest your retirement allowance and then use all or part of it to supplement your teacher's pension until the age of 60 when you could then receive your Canada Pension
- invest your retirement allowance for a longer term until age 65 and plan to withdraw funds at that age, when your teacher's pension decreases and your drug and health premiums go up.

If you choose to invest your retirement allowance, you have to decide on the best investment option for you. Would you like an investment that has:

- higher volatility with higher returns?
- low volatility with smaller returns?
- medium volatility with smaller returns?
- no volatility with guaranteed returns/no losses?

Each of these options has advantages and disadvantages; therefore, the options you decide on should be based on sound financial advice, considering your risk tolerance and your investment expectations.

For a "no-fee" consultation for you or a group of teachers on the options available, contact:

Mike Springer
Retirement and Investment Consultant
Fax (506) 454-9086
Tel. (506) 472-9474
E-mail: springmp@nbnet.nb.ca



Mike Springer

Paid Advertisement



Telling the story of immigration to Canada

BOOK
YOUR MARCH 21
ANTI-RACISM EVENT TODAY!



- Invite a member of the Passages to Canada Speakers' Bureau to share their story of immigration with your students
- Use FREE curriculum-based teaching resources
- Contact the Dominion Institute today: 1-866-701-1867 or passages@dominion.ca

www.passagestocanada.com | www.passagesverslecanada.com



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada



Canadian
Heritage Patrimoine
canadien



Bank Financial Group

CHUM
TELEVISION

Passages to Canada is an initiative of the Dominion Institute – a nationally registered charity dedicated to promoting awareness of Canadian history, identity and democracy.
Ce programme est également offert en français.



HAPPY NEW YEAR

Fast away the old year passes... that's exactly how I feel as the New Year looks upon me. Anything that I had on my list to accomplish as September started and didn't get taken care of now gets a second look as the New Year resolutions kick in. High on my list is becoming better organized and I think I might try the w.a.d.e. method that was explained in the December News.

With renewed vigour after our break and no spring Council Day, I encourage you to investigate a professional growth opportunity of your own, then take it to the next step by sharing it. The Elementary Council web site would be a perfect location to post such endeavours. You would be surprised how reading about someone's initiative and success can be personally

motivational. Should you decide to take this leap, Lisa Kerr <kerrlisa@nbed.nb.ca> would be happy to assist you with your posting ... just a thought.

Have you registered for *Remember When?* I know this to be an excellent opportunity to stretch both mind and body, as I have attended this conference in the past.

Rona Howald, President

Welcome Back!

It is hard to believe but it is already January 2005! Where is the time going? I hope that everyone had a wonderful Christmas break and that you all got a lot of rest and relaxation over the holidays. You will certainly need it for the upcoming months.

Your elementary executive will be meeting this February. We will be discussing a variety of institutes that various members of our committee will be organizing. Keep a close watch on this column so you can see what type of institute we will be offering next!

Last month was a very busy month in all classrooms around the province. Teachers, students and staff were busy preparing, rehearsing and practising for Christmas concerts.

I would like to extend a sincere "thank-you" to some special folks here at Port Elgin Regional School who worked tirelessly to ensure that our time before Christmas was an extra special one. The student council, led by Mme. Monique Leblanc, organized a very special turkey dinner with all the fixings. The entire school was treated to a beautifully decorated cafeteria complete with table centerpieces and

linen table cloths! Everyone really enjoyed the food and the atmosphere. Way to go Mme. Leblanc!

Other thanks must go out to all of the teachers who helped with the Christmas concert. A big "thanks" goes out to Mrs. Tanya Bostick on her role in the development and production of our Christmas operetta "The Greatest Gift of All". Mrs. Bostick worked very hard to organize the songs, prepare CDs for teachers, rehearse with the band, choir and individual classes and run try-outs and rehearsals for the cast! Wheew, I am tired just thinking about all of that work! Everyone really appreciates all the hard work she put into this event and every musical activity our school is involved with. Congratulations Mrs. Bostick, on an excellent job!

If you see your school's music teacher, remember to pat him/her on the back for a "job well done" and for all of the extra effort he/she puts into that special time of year!

Our school will also be participating in a special event starting this Friday, January 14th. Every year for six weeks, grades 3-8 students of Port Elgin Regional School participate in Enrichment

activities. The last hour of each Friday is set aside for these students to participate in an activity of their choice. Whether it is cooking classes, arts and crafts, scrapbooking or automotive repair, there definitely is something for everyone. Our students always look forward to this time of year as they discover and learn how to create, develop or produce something they couldn't before. Good luck to all the staff and the many wonderful volunteers who help with this project!

We would like to wish all the elementary teachers around the province a "Happy New Year". Best wishes for a wonderful start to 2005!

Take care,

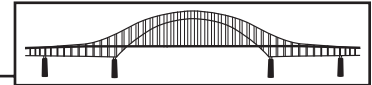
Natalie Richardson

Debbi Sloan

Port Elgin Regional School

Thank You!

A special "thank you" to Nancy Seamans (District Six) who joined the Curriculum Committee on very short notice, when another member found was unable to serve.



Let's Get Moving!

This Fall, middle schools across Canada were given the opportunity to participate in an exciting new program entitled *Wonder 8 Essentials*.

Our friends at Kidsworld Magazine and Wonderbread have created the program in hopes of providing incentive and direction for students to participate in 8-10 minutes of rigorous exercise per day during the months of October and November.

The students in Madame Garland's 4/5 class at Queen Elizabeth School are proud to report that their class has not only done their exercises on a daily basis, but they have also decided to try and continue with these "exer-breaks" for the remainder of the 2004-2005 school year. These exercises are well-

suited for the students and above all, they really enjoy doing them.

During the program, our students have been recording their daily



physical activity in a student record booklet keeper. To date, on average, they have accumulated over 70 minutes per week in extra physical activity.

In addition to these activities,

Queen Elizabeth School promotes the healthy snack program. Students are encouraged to bring a healthy snack to school, (i.e., fruits and vegetables, yogurt).

Approximately once every month, each class is provided with a healthy snack. Last month was Fruit-Kabobs.

For children, snacks are not just treats, but they are also important foods. In addition to three meals a day, children need healthy snacks to give them energy and to help them grow.

Studies show that well-nourished and physically-active students are able to concentrate and perform better at school.

This is how Queen Elizabeth helps their students develop "Healthy Living Habits".

Consulting Psychologist

Arthur L. Lamrock,
M.A., L. Psych.



Childhood/adult A.D/H.D. and learning disabilities assessment, behaviour disorders, relationship counselling. Consultation and presentations on educational programming for learning disabled and behaviour disordered students.

Paid Advertisement

What is your #1 Choice for PD?

At the November 12 Joint Council Conference, we had ballots for a prize draw where teachers had to identify their top priority for PD. Here are the top six results of the survey:

- 1 — Special Education
- 2 — Language Arts
- 3 — Wellness
- 4 — Technology
- 5 — Math
- 6 — Classroom Management



Middle Level Language Arts Conference

When: Thursday, April 28, 2005 6:30 pm

Where: NBTF Building, Fredericton, N.B.

Who: Middle School Language Arts Teachers

What: Whole-group and Divided Sessions

Topics including:

- Differentiation
- Literature Circles
- Balanced Approach to Literacy
- and more

Cost: \$30 per participant



Middle Level Language Arts Conference Registration Form – April 28 & 29, 2005

Name _____

School _____

Home Address _____

Tel. (h) _____ (s) _____

Please send form along with cheque, payable to Middle Level Council, to:

Cindy Crowhurst
c/o Bath Middle School
118 School Street, Unit 1
Bath, N.B. E7J 1C4

Further information will be forwarded upon receipt of application.

Course Teaches High School Grads How to Find Money

Program will expand to 17 schools next spring

There's money out there for high school graduates who are off to university or college, but many of the students, and their parents, don't realize it.

A new program of workshops, launched last spring at Fundy High School in St. George and expanding next spring to 17 schools around the province, is helping parents and students get their hands on some of that cash.

Tina Reid, the regional liaison for Community Access Centres in southwest New Brunswick, developed the program after going through the university application process with her own son. "Being a parent of a graduate myself, I know what a nightmare it was for me trying to apply for government funding and trying to find out what was available for him for scholarships," Ms. Reid said.

She wanted to do something to help other parents, so last spring the Community Access Centre in St. George and the Fundy High School guidance department offered workshops, at no charge, on scholarships and student loans. "We're working directly with the guidance departments to get the information to the parents," Ms. Reid said.

Last year she called the parents of all 117 Fundy High graduates to tell them about the sessions and she said

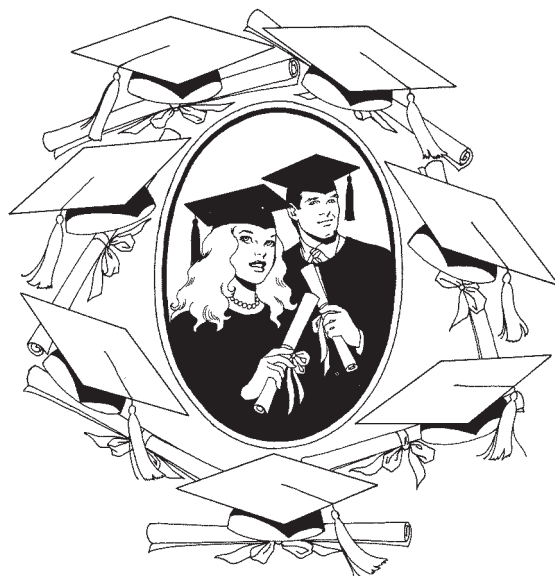
some were surprised and thankful to learn about the scholarship money. At Fundy High School, for example, there is about \$11,000 in scholarships and another \$5,000 in bursaries available to students moving on to post-secondary education.

"Once the parents realized there might be money out there for their kids to go to school, they got in gear," Ms. Reid said. "The general feeling in the public is that (the only) kids who get scholarships are the really smart kids and that's not true."

Ms. Reid said there was an 87 percent turnout rate for the first workshop last year. Those parents learned about the scholarships and even completed and submitted applications that day. "Instead of getting an hour's worth of information and then having to go home and fill these things out, we actually did it with them right here on the spot," Ms. Reid said. They also filled out applications for a federal government program that helps students find summer jobs.

In another workshop they learned about government student loans and were given help with applications. Representatives from Scotiabank were also brought in to the Centre to explain student lines of credit, e-mail money transfers and how parents can access their child's bank account.

"The parents left here with the confidence of knowing the kids have applied for some scholarships; they go away knowing where to find more scholarships; they go away knowing that their child has applied



for summer employment, that they've applied for government student loans," Ms. Reid said.

Carol McMullin, head of student services at Fundy High School, said the workshops have made life easier for guidance counsellors, too. "Our feeling is it takes an entire team to make a school so any help we can get, bring it on," Ms. McMullin said. She said some graduates were even encouraged to apply for college or university because their parents attended the scholarship and loan workshops. On average, about 75 percent of Fundy High School graduates go on to attend college or university, Ms. McMullin said.

Connect NB, which oversees operation of the Community Access Centres, is expanding the program to 17 schools — some French and some English. By 2006 Ms. Reid is hoping workshops will be held in every high school in New Brunswick. A website is also being developed as a scholarship resource.

For more information about Community Access Programs or the high school graduation workshops, call 1-877-444-0510.



Humour

A Kindergarten teacher was observing her classroom of children while they were drawing. She would occasionally walk around to see each child's work. As she got to one little girl who was working diligently, she asked what the drawing was.

The girl replied, "I'm drawing God."

The teacher paused and said, "But no one knows what God looks like."

Without missing a beat, or looking up from her drawing, the girl replied, "they will in a minute."



Certification Update Forms

Are you looking for forms related to your certification update?

As a service to teachers, the NBTA website www.nbta.ca has downloadable forms for all aspects of the certification process. Available on the Teacher Certification page are forms for:

- Initial Application for Teacher Certification
- Out-of-Province Application for NB Licence
- Out-of-Country Application for NB Licence
- Application for Certificate Upgrade (Cert 5 and Cert 6)
- Application for Evaluation for Work-Related Experience for Salary Purposes
- Application to Begin Certificate Upgrade
- Application to Upgrade and Letter of Standing

25th Annual NBTA Men Teachers' Curling Bonspiel

Carleton Curling Club,
Saint John, N.B.

January 21, 22, 23, 2005

Registration:
\$120.00 per team

Not more than 24 teams will be accepted on a first-come, first-served basis. Entries must include skip's name, address, telephone number, and team members.

(If you want to participate, but aren't on a team, contact Terry)

Send entries and cheque to:

**Terry Kilfoil, Chairperson,
NBTA Men Teachers' Curling
Bonspiel,**

21 Meadow Drive,

Rothsay, N.B. E2H 1K9,

Tel: 847-5429, Fax: 847-5424

email: kilfoilt@nbnet.nb.ca



A relationship you can trust.

At Johnson Inc., our service staff offer "best friend" advice on all of your home and auto insurance inquiries.

For a home and/or auto insurance quote, call or visit us online today.

When requesting your quote, please identify yourself as a NBTF Member and provide your Group ID Code: 63.

1.800.563.0677 or www.johnson.ca/nbtf



Paid Advertisement

Eighty Percent of Learning Involves Vision

In cooperation with the New Brunswick Association of Optometrists, this is the final of three articles in NBTA News which provides information to teachers on vision problems with a child. The first article appeared in Vol. XLVII, No. 3, November 9, 2004 and the second in Vol. XLVII, No. 4, December 8, 2004. The Teacher's Guide to Children's Vision Pamphlet was also sent to all teachers with the November 9 issue.

It Takes a Team

All too often, visual defects go undetected until a child is identified with a learning or behavioral problem. Learning is a complex process.

The relationship between vision and learning involves more than evaluating eye health and clarity of sight. When optometrists, teachers and parents work together, we give every child a chance to learn without obstacles.

A checklist of symptoms and habits that can point to vision-related learning problems:

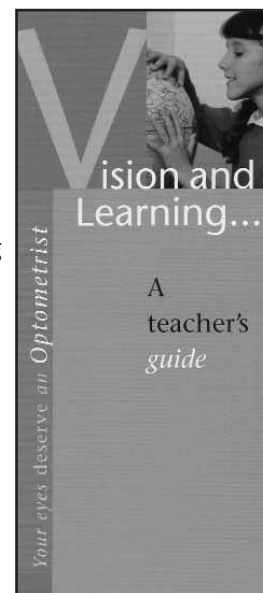
- Failing to progress educationally
- Exhibits a reading or learning problem
- Performing below ability levels
- Performing in the lower third of the class
- Dislikes or avoids close work
- Has a short attention span for age; frequent bouts of daydreaming
- Loses place while reading or uses finger or marker to guide eyes
- Has trouble finishing written assignments when timed

- Has difficulty remembering what is read
- Omits, repeats or miscalls words or confuses similar words
- Frequent reversal problem (after second grade)
- Difficulty with sequential concepts
- Has poor hand-eye coordination
- Displays evidence of developmental immaturity
- Complains of headaches, nausea and or dizziness
- Complains of burning or itching eyes
- Reports blurring of vision
- Reports double vision
- Has eyes that cross or turn in or out, or move independently of each other
- Displays red, watery eyes with encrusted eyelids and/or frequent styes

There is nothing more difficult than watching a child struggle in your class. By keeping a watchful eye for these warning signs it is possible to identify many of these children. By reviewing your observations with

your student's parents or guardian, you'll be taking an essential first step. The amazing thing is, once a vision problem is identified and treated, the results are heart warming. Children who can see all that you are offering in your classroom will begin to flourish again.

Children who are suspected of having vision problems need to receive a comprehensive evaluation by an optometrist, to ensure they are seeing clearly and comfortably, and learning to their full potential.



So You Talk Maritimer, eh?

Quispamers, Bathurstonians, Oromoctonians and all New Brunswickers who like to spend their weekends out to the camp or whooping it up at a kitchen party have made their mark in a new Canadian dictionary.

The second edition of the Canadian Oxford Dictionary includes a lobster pot's worth of Maritime expressions, including a dozen new entries to describe the citizens of some New Brunswick towns and cities.

Bathurstonians, Campbelltonians, Frederictonians and Grand Mananers are listed along with Madawaskans, Miramichiers, Monctonians, Oromoctonians, Quispamers, Sackvillians, Saint

Johners, and St. Stepheners.

The dictionary also defines Maritime terms such as "kitchen party" and "come from away" and explains to those come from aways that down east a "camp" or a "shack" is what they'd call a cottage.

The new edition includes references to "stamps" as in employment insurance, "pint" as in mickey of liquor and "sook" as in a crybaby.

Other terms defined include headpond, Jesus-Mary and Joseph, lobster supper and redemption centre. Foods also give the dictionary a strong Maritime flavour with definitions of hodge-podge and blueberry buckle.

The dictionary also recognizes

contributions of Acadians to Canadian English. As soon as they arrived, anglopones started to borrow words from the Acadians, such as "aboiteau", which was in use in the early 19th century in Canadian English to describe the wooden sluice structures used to help turn salt marshes into agricultural lands.

"It's shocking, but some English dictionaries don't include even the word Acadian," says Katherine Barber, editor-in-chief of the Canadian Oxford Dictionary.

The dictionary includes references to famous New Brunswickers Lord Beaverbrook, Kenneth Irving, Dalton Camp, Antonine Maillet, and Stompin' Tom Connors.

Friendship Program Helps Intellectually Disabled Children

Jessica is in Grade 5 this year at Barkers Point Elementary School and she has a close circle of friends. That wasn't always the case for Jessica. She didn't have close friends and didn't get along well with other school children until last year.

That's when Jessica joined the New Brunswick Association for Community Living's *Circle of Friends* program. It helps children and youth with intellectual disabilities to forge natural friendships with other school children who don't have disabilities. Jessica's mother said she wasn't getting along very well until she joined the *Circle of Friends*. Her problems have smoothed out and she's talking more now about what's going on at school and she is making a lot of friends.

This year's program was launched in October 2004. Association

executive director Krista Carr said the group has five similar programs in other area schools. "Often, children with disabilities find it difficult to make friends and to participate with peers even though they are in regular classrooms," Carr said. "*The Circle of Friends* breaks down the barriers and helps children develop friendships."

The Circle of Friends program recruits groups of students in the school to meet weekly and plan activities for students," said Laurie Muise, Association Co-ordinator. He said the activities are designed to help the children form new friendships. "Some of the children may be intellectually disabled, shy, or have communications problems that keep them from having friends," Muise said. "We hope these shared interests bring the children together."

Jacqueline Boyer, who's a member of the Association's inclusion committee, said the true measure of success is when children who participate in a *Circle of Friends* apply what they learn. She said parents and teachers have witnessed improved social skills and increased self-esteem in children involved with the program.

The Association works with people who have an intellectual disability and their families to build inclusive communities, in which such people can live, learn, work and actively participate in their communities as valued and contributing members.



Shopping for a New Mortgage?



If you are looking for...

- New Home Purchase
- Mortgage Refinancing
- Home Improvement
- Mortgage Renewal Mortgage

With a Bachelor of Education, and UNB certificates in Family Living & Guidance and Management Development, Faith understands the unique needs of today's teaching professional.

For independent mortgage advice, count on:

Faith Hunter, Mortgage Consultant

T: 506.363.5700 • F: 506.363.1917
C: 506.450.5597 • faithhunter@invis.ca



Faith's services are in most cases free* because the selected lender pays Invis to source the mortgage.

*On approved credit (O.A.C.), E&OE

Counselling Services

- Anger and Stress Management
- Self - Esteem
- Relationship Counselling

Yvonne Vaughan

MA M.ED CCC

Phone:
1-506-454-2216
or
1-506-461-8440
(cell)

* Insurance Coverage *

Wellness Highlights

PROFESSIONAL COUNSELLING SERVICE
FOR TEACHERS



TEACHER COUNSELLING SERVICES
Ann Kennedy, Districts 14, 17, 18
1-800-561-1727
Betsy Colwell-Burley, Districts 6, 8, 10
1-800-563-3938
Niel Cameron, Districts 2, 15, 16
1-888-763-5050

Our life is frittered away by detail ... simplicity, simplicity, simplicity.
—*Thoreau*

Time Savers

Tips to help keep you on track and confident that you are managing your work effectively:

- Maintain plans for units, daily work, etc. Share this task among colleagues.
- Keep assessment and evaluation records in one place.
- Avoid spending too much time on making everything look “cute”.
- Let students take an active role in creating bulletin boards, filing their portfolio pieces, organizing math/art materials, etc.
- Tackle one task at a time and then move on. Don't become overwhelmed.
- Don't mark every single piece of work for everything. Select key performance examples that support the curriculum to include in an assessment picture of each student.
- Use a daily agenda posted for student and personal use.
- Outline your week. Use a calendar and chart overview to assist organization.
- Prepare copied materials several days or a week ahead. Place in a folder marked for the day of the week. Copy all at once if you can.
- Plan! Plan! Plan!
- Work smarter — plan, prioritize, do.
- Use planning times effectively — beware the time wasters.
- Keep parents informed by using class news notes. This saves a lot of time in the long run.
- Put processes in place for handling events, situations and materials.
- Simplify what you can.
- Prepare open-ended work for students that meet a range of abilities.
- Remember that if students can finish work faster than it took you to create it, you're doing something wrong.

Cathy Collins, Time Management for Teachers

*If you find yourself ordering
file cabinets each year,
you are saving too much.*

Time Takers

1. Procrastinating
2. Being disorganized and doing whatever presents itself first or is most immediate
3. Saying “yes” all the time.
4. Not focussing on the task
5. Being unrealistic in expectations
6. No routines or schedules
7. Ignoring deadlines
8. Being overloaded, stressed, and tired
9. Being a perfectionist
10. Doing it all yourself
11. Allowing clutter to build up and reduce efficiency
12. Keeping busy, but accomplishing little

To Get Things Done

1. Use lists.
2. Maintain a time management organizational system calendar.
3. Build strong working relationships with others.
4. Do the worst first.
5. Identify time-wasters and eliminate them.
6. Organize your home and office.
7. Use the right equipment.
8. Delegate.
9. Say “no” when you are overloaded.
10. Minimize interruptions and distractions.
11. Meet deadlines.
12. Be well-rested and energized.
13. Reduce clutter and organize workspace.
14. Follow plans to achieve goals and complete tasks.

Handling Paperwork Effectively

TRAF It
Throw it away
Refer it
Act on it
File it



Announcements

National Welfare and Work Study for LGBTQ and Allied Teachers in Canada

We are an educational research team at the University of Alberta, led by Dr. André P. Grace. Currently, we are engaged in a national research project that investigates the welfare and work issues for lesbian, gay, bisexual, trans-identified, queer (LGBTQ) and allied teachers in Canada. This national project is funded by the Social Sciences and Humanities Research Council of Canada.

We wish to interview LGBTQ and allied K-12 teachers in each of the provinces and territories across Canada. We look forward to interviewing a diverse group of LGBTQ and allied pre-service and practising teachers. If you would like to participate in a 30-45 minute telephone interview about your school and teaching experiences, please contact André P. Grace <andre.grace@ualberta.ca> or Kristopher Wells <kwells@ualberta.ca> or telephone the Agape research project office at (780) 492-0772.

Free Nutrition Sessions

To help teach students about bone health, teachers can register their grade 6 classes for *Bone Basics 206* and their grade 8 classes for *Food 4 Thought*; 1-hour long interactive nutrition sessions that will allow their students to learn all there is to know about building and maintaining strong healthy bones through healthy eating and physical activity.

The number of sessions offered is limited and based on a first-come first-served basis. All sessions are presented by registered dietitians and are free of charge.

To register your school or to get more information on our bone health sessions, call us toll free at 1-800-465-2697 or check the website: www.JustAddMilk.ca.

Award and Mentoring Program for Youth

Innovative Canadian charity Youth in Motion recently launched

a national call for applications to its 2nd annual award and mentoring program for Canadian youth. Young leaders and innovators under the age of 20 are encouraged to apply to *Top 20 Under 20™*. Nominations close **February 7, 2005**.

The award recognizes young Canadians who have demonstrated a significant level of innovation, achievement and leadership. *Top 20 Under 20* also links talented future leaders with accomplished mentors, who will be creating a network of knowledge sharing between the young leaders of tomorrow and accomplished leaders in Canada today.

Applications can be downloaded, along with other information, from the award website at: <http://www.Top20Under20.ca>.

Green Street

Are you looking to bring more environmental education into your classroom this year?

Green Street is a Standard of Excellence for sustainability education programmes. Check out www.green-street.ca to register for free, curriculum aligned, approved environmental education programmes that require little teacher preparation time. Our new youth side of the website is geared toward helping secondary students take on action projects. If you are in the Moncton area, our youth forum and teacher workshop is on February 28th. Check the Green Street 'What's New' page for more details.



Ho! Ho! Ho!



On Friday, December 17, staff of NBTA and MemberCARE volunteered their services to help the Fredericton Food Bank pack Christmas boxes for needy families. Shown here l-r: Loretta Clarke, Carlene Merrick, Paula Allison(MemberCARE), Christy Price.

Do you ever wonder
about your
financial future?



✓ CALL US –
We have RRSP products and a
great financial planner!



650 Montgomery St., P.O. Box 752, Fredericton, N.B. E3B 5R6
506-452-1724 • 1-800-565-5626 • 506-452-1732 (fax)
E-mail: nbtacu@nbnet.nb.ca • Web: <http://www.nbtacu.nb.ca>
Hours: Monday to Friday, Telephone Service 8:30 am - 4:30 pm
In-Branch Service: 9:00 am - 4:30 pm