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news

NEW BRUNSWICK TEACHERS' ASSOCIATION

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What Did You Learn from the Media Today?

Opinion Piece on Kids' "Take" on Media Study

by Terry Price, President
Canadian Teachers' Federation

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What did you learn in school today?" It's a frequent parental question and, depending on the age and mood of your child, the response it elicits may range from a dismissive shrug to a torrent of enthusiasm.

But these days, there may be a much more important question to ask: "What did you learn from the media today?" We've known for years that kids spend as much or more time interacting with television, video games and computers than they do in school. The lessons that teachers deliver are constantly scrutinized and tested for their relevance and effectiveness at building informed and responsible future citizens. The same can't be said, however, for the lessons learned from after school sit-coms, Internet immersion and weekend gaming.

Yet the impact of this "alternative curriculum" is being felt in Canadian classrooms every day. Students who watch the news at home regularly show up at school with questions and concerns about everything from birth control to international terrorism. And educators frequently report witnessing kids imitating dangerous stunts and violent behavior that they've seen on TV.

So the Canadian Teachers'

Federation (CTF) decided to ask the second question ourselves. We commissioned Erin Research Inc. to conduct a national survey of more than 5,700 students



Terry Price

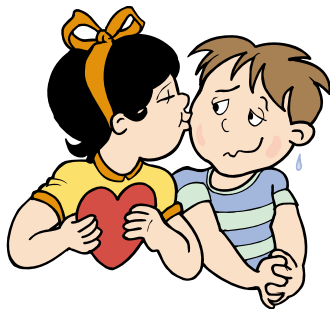
across the country in grades 3 to 10 to find out what media products they watch and play, and what they think about their experiences. The results, published in a report entitled *Kids' "Take" on Media*, are illuminating.

Choices — Despite the amount of time students spend watching TV, surfing the Internet or playing video games, both boys and girls rate hanging out with their friends as their preferred activity -- and it becomes more popular the older they get. Conversely, reading for pleasure decreases as students age.

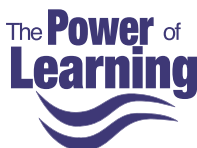
In a finding that should be of interest to TV producers and programmers, "exciting" and "funny" topped the list of attributes of the students' favourite TV programs, the majority of which don't contain violence. Excitement and competition were also key aspects of what attracted both girls and boys to video and computer games.

Violence Divide — However, the

Happy Valentines Day!



February 14th



survey responses did reflect some stereotypical trends, with girls expressing a decided preference for non-violent TV shows, and being much less interested in games. In fact, violence in video and computer games seems to be one of the attractions for male students, and by grade 10 boys are choosing electronic entertainment as a preferred weekend activity at twice the rate of girls.

One of the favorite games for boys across all grades surveyed is *Grand Theft Auto*, a game designed for mature audiences. The extreme violence in this game -- which involves murder, bludgeoning and prostitution -- raises questions about the definition of "mature," but more disturbing is the fact that the game is very popular among boys even in grade 3.

Hundreds of previous studies have documented the impact of media violence on society. We know that repeated exposure to violent depictions, whether real or fictionalized, increases people's fears, desensitizes them to the suffering of others, and encourages aggressive behavior. And in the real world of schools, that sometimes translates into the kind of bullying and violence that can have a profound effect on students.

In fact, in this survey, 51% of Grade 7 to 10 kids said that they had personally witnessed the real life imitation of some "violent act" from

a movie or TV show. What can we do about this?

Supervision — The results from *Kids' "Take" on Media* suggest that many Canadian children receive little or no parental restriction when it comes to their media consumption. Forty-eight percent have their own TV, and 26 percent have their own computer and Internet access. Nearly half of those surveyed say there are no household rules regarding which TV shows they can watch, and two-thirds report that no one dictates which video or computer games they can play, or for how long.

Perhaps not surprisingly, kids who experience little supervision of their media use are more likely to regard media violence as benign. At the same time, many of the students recognized the value of adult restrictions. They identified TV programs such as *The Simpsons* and *South Park* that they felt should be off limits to younger children and expressed the belief that there should be tighter age restrictions on mature-rated computer and video games than on R-rated movies.

Opportunities — The survey also found that children who do watch TV with their parents and are encouraged to talk about what they see are more aware of the potential impact of media violence, and more likely to have discussed the issues of racism and sexism. They also tend to spend more time doing homework,

reading and participating in extracurricular sports, clubs and hobbies.

Kids' "Take" on Media demonstrates some of the ways children benefit from adult perspectives on the media's alternative lessons. It also shows that the older kids get, the more they themselves see the value of studying media in school. Clearly, parents and teachers have a crucial role to play in helping young people to sort through the wealth of media that's available to them -- much of it intended for older eyes and ears. We can, and should, provide context for the "lessons" being taught by the news, entertainment and advertising media. This is why media literacy should not be considered a frill but a life skill we should be teaching our young people. In addition to the traditional literacies of reading and numeracy, students need to learn to understand and analyze some of the messages they see and hear in the media.

(A summary of the findings of the *Kids' "Take" on Media* study is available at www.ctf-fce.ca and www.erinresearch.com

Kids' "Take" on Media was conducted by Erin Research, in collaboration with CTF and the Media Awareness Network (MNet), through a grant from the Government of Canada -- National Crime Prevention Strategy.)

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 Administration and Finance
New Brunswick Teachers' Association

P.O. Box 752

Fredericton, N.B. E3B 5R6

Tel: (506) 452-8921

The deadline for applications is

MARCH
31
2004



The logo for NBTA NEWS features a stylized graphic of a person's head and shoulders in profile, looking upwards, positioned above the text "NBTA NEWS". The text is in a bold, sans-serif font.

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Brian Bawn

Brian Bawn

Happy New Year! Welcome back, and I trust that everyone enjoyed your much-deserved holidays. If your Christmas was as busy as mine, you are glad to be back at work to get a rest.

Ongoing Activities

What is 2004 going to have in store for us? The expectations are that we will reach a fair and reasonable tentative agreement early in this calendar year; we will be able to offer our NBTA courses to teachers again; we will continue our work on the Joint Provincial Committee on Positive Behavior in Schools; strive to help fine-tune Policy 701; move forward with positive changes to the math curriculum; continue to push the need for more resources in the system (especially more teachers) — more art, music, physical education teachers and teacher-librarians; and to advocate for the return of vocational courses to help meet the needs of the majority of our students. (Thirty-two percent of secondary students go directly into post secondary education and only fifty percent of those complete post secondary education). What is the system doing for the rest of the students?

These are some of the issues we will be working on in 2004. We all could make up our own list of improvements to the current system. If you take the time to do your list

A New Year: Looking Forward

and come up with any suggestions that you think we may have overlooked, please let us know.

Literacy Initiatives

I had the opportunity to attend the K-8 principal's meetings in St. Andrews in late November and was encouraged by what I heard was happening in our schools in relation to the K-2 literacy initiatives. We understand that if we address literacy at an early age that we all benefit as the students move through the system, but we still have to work with the students we currently have. That is why we need more resources to address some of the issues of class composition that exist today.

Curriculum and In-Service

I am one of your representatives on the Provincial Curriculum Advisory Committee (PCAC). It meets three times a year to approve curriculum changes. We first met in late November and I was pleased to hear the comments and concerns from other members (who do not represent teachers per se) in regards to new curriculum and its in-service. They were in agreement that any new curriculum needs to be in-service on an ongoing basis and that it should be done within the school year, and not after the hours of instruction or in the evenings and on weekends. In fact, the PCAC sent a letter to the Minister of Education asking for five more days to be included in the school year for professional development. Recent changes in the Department of Education have shifted the in-service of the curriculum to the districts and the superintendents. They are finding it difficult to provide the in-service within the current school calendar and thus the need for more professional development days to be added within the school year.

The Canadian Scene

I also attended the Canadian Teachers' Federation board meetings

in Ottawa on your behalf. The interesting part of those meetings was to hear that the concerns of class composition, teacher supply and demand, issues of testing and accountability are the same issues not only in Canada but worldwide. That's why we need to have strategies in place to help address teacher recruitment and retention concerns. What is the government going to do to attract and retain teachers to New Brunswick? What about asking new teachers to sign a five-year agreement to remain in the province and teach? Then at the end of their five years agree to pay off half of their student loan. Do you think something like that would attract teachers to either come to or stay in the province? The government needs to be proactive and not reactive. If we wait until everyone else has a plan in place, there will not be enough teachers for our schools. Waiting until May to start hiring teachers is too late. Some long-term planning and budgeting needs to be in place to allow districts to properly staff their schools before the best candidates are hired by some other jurisdiction.

Class Composition

I would like to take this opportunity to thank those teachers who have taken the time to write up class profiles and send them to your NBTA branch director or directly to me. This information will be very useful during the current round of negotiations in documenting the concerns of class composition. Talks are progressing and I encourage you to read your communiqués and stay up to date on what is happening.

I don't know if you have noticed or not, but we are trying to highlight teacher accomplishments in our *NBTA News*. Please let us know if you have any information that would help us in this endeavor.

Hello to everyone at MGT and I hope you are staying warm and working on your New Year's resolutions.

2003-2004 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 24- Bristol, Carleton North Senior High
 ____ February 7 - Chatham, Dr. Losier Middle School

January 16
 January 30

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

Mailing Address: _____ Dist. _____

____ Name of Spouse (if attending) _____

No. of pension years you will have accumulated to June 2004 _____ 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**.

*** PLEASE NOTE: By signing this registration form you hereby authorize the NBTA to obtain information from the Public Service Employee Benefits Division pertaining specifically to your pensionable service records. This information will be utilized to prepare your individual pension estimates for retirement purposes only ***

Signature: _____

SEMINAR GUIDELINES

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

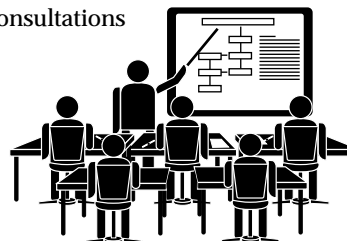
1. All participants must pre-register.
2. A registration fee of \$5.00 for each participant must accompany the application; however, cheques will not be cashed until after the workshop.
3. Travel and accommodation costs are the responsibility of the participant.
4. A nutrition break will be provided.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

Toyota Earth Day Scholarship Program

Cultivating Tomorrow's Environmental Leaders

Many young Canadians demonstrate their passion for the environment every day through the important work they accomplish in their communities. This dedicated group will develop to be tomorrow's environmental leaders. The Toyota Earth Day Scholarship Program recognizes graduating high school students who have achieved academic excellence and have distinguished themselves in environmental community service, and extracurricular and volunteer activities.

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

from a broad range of academic backgrounds.

The Toyota Earth Day Scholarship Program consists of 15 awards of \$5,000 each, to be applied directly towards tuition, books, room and board (where applicable), or other educational expenses in the first year of post-secondary full-time studies in Canada.



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

- Atlantic Canada – 2 awards

- Québec – 4 awards
- Ontario – 4 awards
- Western Canada/Northwest Territories/Nunavut – 3 awards
- British Columbia/Yukon – 2 awards

A national winner – selected from the 15 regional winners – will be awarded an additional Outstanding Environmental Achievement Award of a Panasonic CF50 Toughbook™ notebook computer at the National Award Ceremony in Toronto on Earth Day, April 22, 2004.

Important Dates

Entry Deadline: Completed applications must be postmarked no later than February 27, 2004.

Regional Awards: Earth Week, April 19, 20 and 21, 2004.

National Award: Earth Day, April 22, 2004.

REMEMBER THESE DATES



Deadline Dates

Conference Grants — Five weeks prior to opening day

Certification Changes — October 31, 2003; March 31, 2004

Branch Nominations for NBTA Vice-President — February 8, 2004

Deferred Salary Leave Plan Application — January 31, 2004

Election Dates

- Ballots mailed to Branch Presidents - On or before April 15, 2004
- Voting to take place - April 19-23, 2004 inclusive
- Ballots returned to Central Office by 5:00 pm - April 30, 2004
- Counting of Ballots - May 5, 2004
- Candidates notified - May 5, 2004

NBTA/Beaverbrook/Hagerman Interest-free Loans — March 31, 2004

Centennial Award Nominations — April 1, 2004

Aliant Award Nominations — April 1, 2004

Branch Resolutions for A.G.M. — April 1, 2004

A.G.M. Registration of Delegates — April 1, 2004

Employment Insurance Rebate Report — June 1, 2004

Registration of Branches — June 1, 2004

Report of Branch Meetings — June 1, 2004

Names of Branch Committee Chairpersons — June 1, 2004

NBTA Council Annual Reports — June 15, 2004

NOTE: Check with NBTA Personal Calendar for key activities within NBTA, NBTf and CTF.

OTHER IMPORTANT DATES

NBTA AGM — May 28-29, 2004

Retiring Teachers' Luncheon — May 29, 2004

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:

- ✓ 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, 2004);
 - (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 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
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 29th.

Skills for Administrators' Workshop

Educational Leadership: Walking the Line between Professionalism and Productivity

This two-day leadership symposium will engage principals in reflection and dialogue centered around the challenge of being both colleague and leader within the school community. A focus on building collaborative cultures within a school staff and reducing conflict will be highlights of the two days. Case studies will be used.

When: January 26, 27, 2004 (9:00 am - 3:30 pm both days)

Where: NBTF Building, Fredericton



Facilitators: Nancy Roach, Director Professional Development, NBTA
Bob Fitzpatrick, Executive Director, NBTA
Others TBA

This professional learning opportunity is a tri-partner initiative between the NBTA, the Department of Education, and the School Districts

Open to all interested participants (maximum 40)

Release time and financial support must be negotiated with your school district. Educational Improvement Grants may be applied for through the NBTA/ DOE provincial fund.

Skills for Administrators' Workshop

Registration Form

Name: _____

School: _____

Position: _____

School phone: _____ School fax: _____

Email: _____

Please return registration form to:

Nancy Roach
Director Professional Development, NBTA
Fax: 506-453-9795
Email: roachn@nbnet.nb.ca



Participants will be notified by fax of their confirmed seat in the workshop.

REGISTRATION DEADLINE: JANUARY 20, 2004



Technology in the classroom: National survey highlights need for common strategic vision, training, and support for teachers

(Ottawa -- CTF News Service) A nation-wide poll conducted on behalf of the Canadian Teachers' Federation (CTF) reveals dilemmas and opportunities in teacher use of information and communication technology (ICT) in publicly-funded elementary and secondary schools across the country. Funded by Industry Canada's SchoolNet and conducted by Vector Research, the survey is part of a CTF study of the integration of ICT into Canadian schools and classrooms.

"As part of the Government of Canada's interest in promoting the development of information technology skills among young Canadians, I welcome this study," said Industry Minister Allan Rock. "Its findings will help educators to identify gaps and consider future directions. I'm confident this study will encourage innovative new approaches that will not only benefit students personally but contribute towards Canada's future social and economic well-being".

"As key players in the learning environment, teachers would like a voice in the decision-making process with respect to the future use of technology in their school boards and schools," says CTF President Terry Price. "They would like to forge a cohesive and strategic vision which is currently non-existent."

"Clearly, teachers in the survey have accepted computers and ICT in their classes and are integrating ICT in their lessons. Eight out of 10 say computers are essential or important

in the way they teach and 98 per cent of teachers in the survey use a computer.

"Furthermore, two-thirds of teachers report using the Internet and instructional CD-ROMS in their classes. One-third use desktop publishing for their classes, while half use spreadsheets, computer games and simulations. Nearly half of teachers surveyed use PowerPoint and other presentation software."

Price also explains that in spite of their extensive use of ICT, teachers say they have little voice in decision-making about technology at their boards and schools. They also lack confidence that they are using ICT as well as they should.

"Even though teachers take advantage of computer in-service training, these courses have not closed the gap between teachers' expectations and capabilities. Most teachers feel they are not adequately trained to use computer technology in their classes and lesson plans," says Price.

The survey also shows that in spite of the acceptance and use of classroom technology, 55% of teachers say too much emphasis is placed on computers "to the detriment of other important areas that would improve learning."

"By a wide margin (63% to 34%), teachers disagree that ICT represents the future of education and that eventually students will receive most of their instruction through computers and the Internet.

"The disagreement, however,"

explains Price, "isn't over computers vs. traditional instruction but rather, over the way to use computers in education."

In spite of the agreement about the potential for using computers in schools, many teachers feel that computers and other instructional technologies are unproven:

- 41% say computers help students learn reasoning and problem solving skills faster than other teaching techniques while 54% disagree.
- 35% agree that students learn more in less time using computers for instruction while 60% disagree.

Poll findings are based on telephone interviews conducted from May 27 to June 5, 2003 of 880 teachers in publicly-funded schools across Canada. The sample was randomly drawn from lists provided by provincial teacher federations.

CTF is the national voice of 240,000 teachers across Canada.

Information: Noreen O'Haire, Director, Professional and Developmental Services, CTF, (613) 232-1505. To request an interview, please contact Francine Filion, Director of Communications, CTF, (613) 232-1505; SchoolNet Spokesperson: Pierre Gendron, Director, SchoolNet, (613) 998-7166

The "School Days" Museum Website

The "School Days" Museum in Fredericton, sponsored by the New Brunswick Society of Retired Teachers, now has a website! You are encouraged to log on and enjoy a visit to the Museum. Discover how and when it began. Step back in time as you visit the one-room schoolhouse on the computer screen. See the photos and

descriptions of interesting artifacts in the model classroom from days gone by such as the slates, textbooks, the old-fashioned desks and the Canadian Red Ensign flag. Try to answer the questions in the online quiz regarding the history of education in New Brunswick and see photos of early items used in a science lesson. Remember to check this website often

as it will be updated periodically with more photos and information yet to come. The address will take you back through the years to the days of the one-room schoolhouse. Enjoy your visit!

<http://museum.nbta.ca>



Official Languages Act Bringing Equality to the Forefront

by Michel Carrier, Official Languages Commissioner

I would like to begin by thanking the NBTA for giving me this opportunity to speak to you in my capacity as the first Commissioner of Official Languages for New Brunswick. I would also like to take this occasion to wish the NBTA a happy 100th anniversary.

My aim over the course of three articles is to tell you about the new *Official Languages Act*, beginning with the Act's provisions and then turning to my role as Official Languages Commissioner and the procedures for filing a complaint.

Let me say at the outset, that because of my involvement in teacher affairs as a lawyer for the Federation and the Teachers' Associations, I am very familiar with the activities of your organizations at the provincial level. I am therefore in a good position to appreciate the quality of the professional work being accomplished by the teacher leadership and to conclude that you are an example for the rest of the country.

I believe that New Brunswick's teachers set an example for the rest of Canada in terms of the way in which their profession's organization demonstrates respect for the province's two linguistic communities. In fact, the establishment of the NBTF, whose role is to resolve union-related and economic issues regardless of language, and the amendment of the incorporating statutes of the NBTA and the AIA (Association des instituteurs acadiens) to give rise to two separate professional associations whose objectives meet the specific needs of anglophone and francophone teachers make New Brunswick's teachers a totally unique group in the country. That took a great deal of courage and vision on the part of the teachers' leaders at the time.

There is no question that granting the linguistic minority rights and privileges equal to those of the majority requires major concessions

on the latter's part. History shows us that this was indeed the case with the anglophone members of the NBTA in 1969. The results were well worth it, since we see from the outside this wonderful collaboration between anglophones and francophones in the New Brunswick teaching profession.

The Official Languages Act in a way confirms the rights and obligations



Michel Carrier

enshrined in the *Canadian Charter of Rights and Freedoms* with respect to the responsibility of the New Brunswick government in the areas of official languages. Here then are the main elements of the *Act*:

- The Premier is responsible for the administration of the *Act*.
- The *Official Languages Act*:
 - guarantees provincial government services in English and French;
 - seeks to enhance the vitality of the English-speaking and French-speaking communities;
 - seeks to advance the status of English and French in the province of New Brunswick.
- It takes precedence over all other acts except for the *Education Act* and any other legislative measure which promotes the equality of

the two linguistic communities or establishes distinct cultural institutions or distinct educational institutions (s. 3(1)).

- Nothing in the *Official Languages Act* limits the authority of the Legislature or the provincial government to advance the equality of use and status of English and French (s. 5).
- English and French are the official languages of the **Legislative Assembly** and its committees, and everyone has the right to use either language (ss. 6-8).
- English and French are the official languages of **legislation**. The Acts of the Legislature are printed and published in both official languages, and both versions are equally authoritative (ss. 9-15).
- English and French are the official languages of the **courts** in New Brunswick, and every person has the right to use the official language of his or her choice in any matter before the courts (ss. 16-26).
- No person is to be placed at a disadvantage by reason of his or her choice of official language in the courts (s. 18).
- Members of the public have the right to communicate (orally, in writing or electronically) with and receive available services from provincial institutions in the official language of their choice (ss. 27-30).
- Provincial institutions must ensure that there is an **active offer** of services in both official languages (s. 28.1).
- Members of the public have the right to receive service in the official language of their choice when communicating with a **peace officer** (ss. 31-32).
- **Health services** must be available in the official language of the public's choice. However, a hospital or other facility as defined in the *Regional Health Authorities Act* may choose either of the official languages as its language of daily operations (ss.

- 33-34).
- **Cities** (Bathurst, Campbellton, Edmundston, Fredericton, Miramichi, Moncton, and Saint John) and **municipalities** with a linguistic minority representing at least 20% of their total population (currently Charlo, Dalhousie, Dieppe, Eel River Crossing, Richibucto, Rexton, Shediac, and Tide Head) are to

- adopt and publish their by-laws in English and French (ss. 35-38).
- **Planning commissions and solid waste commissions** whose geographical area includes a city or municipality described above are to offer the services and communications prescribed by regulation in both official languages (ss. 39-41).
- The *Act* creates the position of

Commissioner of Official Languages (s.43).

- It sets out a procedure for filing complaints (s. 43(14)).

The next article will deal with the establishment of the position of Official Languages Commissioner and the role associated with this office.

School-Based Learning Team Grants Applications: What Made the Difference

When the selection committee for the School Based Learning Team Grants sat down in November to begin the task of examining the 70 applications, we knew it was going to be a long day. How would we ever make choices with so many teachers and teams anxious to have the opportunity to work collaboratively toward a specific goal that would improve both teaching and learning in their schools?

A day and a half later, 15 teams had been identified as the recipients for the 2003-4 school year and 15 others as Honorable Mentions. What distinguished these applications from the others? How can applicants improve their application for next year?

What follows are points that the committee considered when making their decisions.

- The committee determined that receiving a grant the previous year would not disqualify a school; each application was viewed on its own merit. Geography and grade distribution was also not a factor, other than in the awarding of an additional Middle Level Grant which was sponsored by the Middle Level Council. (Congratulations to Albert Street Middle School on receiving this grant.)
- The goal of the SBLT needed to be very specific and relate to student achievement.
- The chief weakness of some applications was in not identifying a sufficiently narrow focus. For example: 'improving

literacy' is way too broad! A team which identified reading comprehension in Grades 3-5 has narrowed the focus somewhat. A team that identifies using non-fiction books to improve the comprehension of Grade 5 students has created an even more specific focus. This specificity was a large factor for the committee.

- An application that focused on evaluating success in ways other than the Provincial test scores was considered a stronger application than one which seemed based solely on that test score. While the committee recognized the importance of the provincial Assessments, it also valued teachers' recognition that there are other valuable indicators of student achievement.
- Unique ideas were well received in the application process. When the committee encountered an idea that no one else had submitted, the application was given high consideration. (i.e. Lower Coverdale School was the only application related to higher order thinking skills)
- Applications that involved integrated teams or created involvement of resource personnel such as R and M or technology teachers as part of the SBL team were well received. Linking to the Community was also a connection that added strength to an application.
- Frequently there were applications that were similar in content and approach. In these cases, the committee looked at the application itself. Detailed,

well thought-out and articulated responses to the questions on the form became the deciding factor in some of these applications.

- The strongest applications demonstrated that the team of teachers had given a lot of thought to what they wanted to do. It was not merely that they wanted the grant; it was apparent that they truly felt they could improve some aspect of their students' work by collectively sharing their expertise and developing strategies for instruction that they hope will make a difference.
- It is important for applicants to remember that competition was strong. With 70 applications and only 15 grants, there were many worthy teams that simply were not in that top 15 category. In a perfect world, there would be funding for everyone!

The committee members, Mark Holland and Pierre Plourde from the Department of Education, and Nancy Roach, NBTA, were impressed with the caliber and enthusiastic about the number of applications for grants for this year. The grants are a collaborative initiative of both the Department and the NBTA. It is hoped that the program will continue in the future.

We would like to thank all schools that applied. We know that some of you will undertake your collaborative efforts even without the aid of the grant. May you all find this type of professional inquiry to be both rewarding and effective.



Women in Educational Administration

W.E.A. - N.B.

Annual Spring Workshop

Friday, April 16, 2004
Delta Hotel, Fredericton
(formerly the Sheraton)



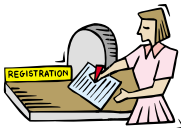
Gender and Education: Underachievement in Boys and Attitudes in Girls



Facilitator: Ms. Bev Freedman
Educational Consultant and Former Superintendent
Durham School District, Ontario

Agenda

Friday, April 16



- 8:30am On-site Registration
- 9:00am Workshop
- 12:00pm Lunch (included in registration fee)
- Annual General Meeting
- 1:15pm Workshop resumes
- 3:00pm Wrap-up



W.E.A. welcomes all administrators
to share in collegial conversation and professional learning.

REGISTRATION

- Early Bird registration on or before March 1: \$20.00**
- Registration after March 1: \$30.00**



Name: _____

Address: _____

Postal Code: _____

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



Diane Gillett
526 Main Street
Chipman, NB
E4A 2P3
dgillett@nbnet.nb.ca

After the Workshop

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

Because I am your Director of Professional Development at the NBTA, I get called upon to speak, present, facilitate (choose your verb) for a lot of Professional Development sessions. I am cheap (well, free actually!), accessible and eager to help as many teachers as I can in as many ways as I can to grow and learn.

I always learn a great deal preparing for these sessions. As teachers know from preparing a new lesson or unit, you learn much more by teaching something than by simply reading about it. (There is an expression that is common to the Brain Research that goes something like "the brain that does the talking and the teaching is the brain that does the learning." But that is another whole workshop.....)

Everyone agrees that there is a need for more PD time embedded into the school year. I argue at every table I can that if teachers are expected to grow, learn and improve their craft, they must be given time to participate in professional development activities as *part of* their workday, not just *after* their teaching day is over. The NBTA is pleased to see the addition of two Curriculum Delivery Days to the school calendar and I personally have been pleased to be a participant in several of these District days last term.

In one District I was invited to present a keynote address on *Differentiating Instruction*, a topic that I was familiar with as a teacher but had never 'presented' before. I spent

countless hours reading, researching, thinking about, talking to and emailing teachers about their practice, and worrying as I prepared for the 'event'. I learned so much about differentiation, and I hope that I was able to share at least something worthwhile with the participants.

My point (and I am getting to it in a somewhat roundabout fashion) is this. Professional development is



not just the event. It is not the Curriculum Delivery Day, the school based day or the Council Day. These are, I believe, important elements in the large PD picture, but I quote Barrie Bennet from Ontario Institute for Studies in Education (OISE) who said, "PD is what happens AFTER the workshop."

The keynote presentation or the one-hour workshop or even the two-day summer institute is only a professional learning experience if you make it so. If the exposure to a new idea or a speaker acts as a catalyst for you to take that concept and work with it, try it on, learn

more about it and make it part of your teaching repertoire, then the efforts of the presenter have been worthwhile.

As I said in the Differentiation session, learning is personal. I was speaking then of the many students in your classes, but I speak now of the teacher as learner. You, the learner, must be open to the concept that there is always more to learn. The teacher who attends a

Curriculum Delivery Day or a PD session with a closed mind is truly wasting his/her time. Now I am not naïve enough to believe that any speaker or any PD session can reach all participants, especially in an audience of 800! (I have been with groups of fewer than 10 and cannot always get agreement on who is a great speaker!) However, the open mind is the first essential element for even hearing anything valuable in such a session.

Then you must be willing to try to glean something from the session that speaks to you, and take that morsel and nurture it into something of your own. This is where real professional growth

happens ... after the workshop. Research would tell us that this is most likely to happen at your school and in collaboration with one or more colleagues.

Thomas Guskey, author of *Evaluating Professional Development*, (Corwin Press) suggests that there are five levels upon which we should evaluate PD experiences:

- 1) the **reaction** of the participants (most of the time we stop here ..'great workshop, entertaining' are often written on the evaluation forms!)
- 2) the **learning** of the participants
- 3) the **organizational support** and

change as a result of the experience
 4) the participant' use of the new knowledge and skill
 5) the effect on student achievement

No speaker, presenter or facilitator can do all that. But a group of enthusiastic and committed teachers, with a supportive administration in a positive school environment, can! I've watched it happen in schools around this province. That is why teachers present at Council Day, Department consultants work at Curriculum Delivery days and I do keynotes. We live with the hope that someone will take the seeds we scatter and grow them. Only then will our efforts not be wasted.

I was recently pleased to see several examples of this approach to professional learning in the applications for School Based Learning Team Grants. More than one team based their application on something that they had been exposed to in a summer institute. Someone (or several teachers) had gone back to the school and talked enthusiastically about what they had 'learned'. They wanted to try the approach, see if it could work in their school, see if it could make a difference in student achievement and they formed a learning team to make it happen. Now that's pd....after the workshop!

Working with Parents

As parents become more active partners in the public education system, it becomes more important for teachers and administrators to be able to work effectively with them. Two short articles, both written for principals, offer food for thought for all of us. **The 10 Biggest Mistakes in Parental Involvement** (Principal Nov/Dec 2003) and **A Principal's Confession** (Principal Leadership December 2003) are suitable for sharing with staff as well.



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Sexual Minority Students

A thoughtful article also in the December issue of *Principal Leadership* offers both background and suggestions for supporting gay, lesbian, bisexual, trans gendered and two-spirited students. **Making School Safe for Sexual Minority Students** also includes a number of websites for more information.



On a similar issue, I mention an upcoming conference being organized by the students from Woodstock High School. The conference is the initiative of the WHS Gay Straight Alliance, a group of straight and gay students who are working to help eliminate homophobia in the schools and communities of New Brunswick. The conference is for students and teachers and is being held on March 19-20, 2004. Topics will include racism, homophobia and other forms of intolerance and discrimination. The NBTA is pleased to be one of the supporters of this undertaking. For more information contact Richard.Blaquiere@nbed.nb.ca

Examining Student Work
 I continue to believe that examining student work, not as a form of evaluation but as a professional growth activity to improve instruction, is a challenging and worthwhile endeavour for teachers and teams. **Looking at Student Work for Teacher Learning, Teacher Community and School Reform** (Phi Delta Kappan November 2003) outlines some of the challenges and rewards of this approach. School Based Learning Teams are encouraged to make use of this strategy and may also find this article useful.



Examining Student Work

Media Literacy
 The Canadian Teachers' Federation has recently launched

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results of a national survey conducted to examine the viewing habits of 5756 students in Grades 3-10. **The Kids Take on Media** study makes fascinating reading and can be viewed on the CTF website www.ctf-fce.ca. A booklet, *Bulletin for Parents*, is currently available and a teacher/student study guide is being developed by CTF.

Still in the area of Media Literacy, the fall issue of *Horizons* magazine includes a great (bilingual) article that points out the highlights of the survey. This could promote great discussion in middle school or high school classes. The Center for Media Studies has also produced a thoughtful list called **20 Important Reasons to Study the Media**. It connects Media to almost every subject we currently study in our curriculum. Special thanks to Fredericton High School Media Studies teacher, **Michael Gange**, for sharing these and other media related resources

Teaching and Joy.
 As a new calendar year begins, I hope you have returned to the classroom rested and ready to tackle the challenges of teaching with renewed vigor. I encourage you to make finding (or rediscovering) the joy in teaching your New Year's resolution. Sometimes it gets lost (or just misplaced.) I will lend you my copy of **Teaching and Joy** (an ASCD Publication edited by R. Sorenson and J Scott). As one of the short stories begins: "Once in a while we have a special day when the perspective that we occasionally lose comes dancing back to us. This was such a day...." May 2004 have many such days for the teachers of New Brunswick!



Teaching and Joy.

Media Literacy
 The Canadian Teachers' Federation has recently launched





Elementary Council News

Hi Folks,

Happy New Year! I hope everyone had a wonderful, relaxing holiday with family and friends. A new year brings new possibilities. Your Elementary Council Executive has been busy planning and preparing for this year's Council Day. We met December 5 and 6 at the Trade & Convention Centre in Saint John to tour the site and plan the who, what, when, where, and how for Friday, May 7. The fun actually starts Thursday, May 6, with pre-registration beginning at 7:00 pm at the Trade & Convention Centre. After registering, walk one minute up King Street to a cosy little pub called "Taps" to relax with friends and enjoy some live entertainment (elementary-style).

Friday, May 7, begins with our keynote motivational speaker, Ann Medina, in the Marco Polo Room of the Trade & Convention Centre. Following a nutrition break will be divided sessions in the Trade & Convention Centre, NB Museum,

and Imperial Theatre. More information about the sessions will be featured in next month's issue of the *NBTA News*. Stay tuned.

I am pleased to introduce our Curriculum Committee 2003-2004. Committee members include: Jennifer Sullivan, Connie Theriault, Angela Ralph, Linda McCarten, Nathalie Graham, and our Curriculum Committee liaison, Natalie Richardson. Our Committee meets to discuss curriculum issues and concerns that affect the teachers of this province. If you have any issues/concerns, please e-mail Natalie (natalie.richardson@nbed.nb.ca) so she can address them at the next meeting, your voice is very important, so please let your opinion be heard. Our first meeting is scheduled for January 14, 9:00 am - 3:00 pm at the NBTF Building in Fredericton.

We are looking for material for our Elementary Council web page. It can be found at www.nbta.ca, then click on the Elementary Council

button. Lisa Kerr, who is responsible for the site, would love to have people submit projects that they have done, school websites, links to grassroots projects, articles on teachers who have received awards, good field trips, and anything else that would make it useful to teachers. Teachers can also email her with suggestions about what you would like to see on the site. She will also be keeping a section updated on our upcoming Council Day as it becomes available. She would also like to set up a wellness page. So send in pictures and articles on what your school is doing in this area. The possibilities are endless. For now, check out the current sites for holidays and special occasions and let Lisa know if there is a good site that you know about. Your input would be appreciated.

Great things are happening in our classrooms and here is a small sample of some writing from Rona Howald's class at Lakefield Elementary School in Quispamsis:

My Visit to McCrea's Farm

When I was at McCrea's Farm, I was feeding a baby beef cow and it started to suck on my hand. It felt like something tugging on my hand. I pulled my hand out right away. It was still sucking on thin air. I was laughing so hard I fell and when I got up I stepped in manure. I ran to the grass and wiped it off, it worked. I was so glad. Then I went to see the milk cows, they licked my hand. I loved our trip to McCrea's Farm.

Gregory Fudge

Mac's Beach

On Tuesday we went to the theatre to watch a video. The video was about a salt water habitat. I learned that different animals and plants live in different habitats. After the video we did a word search. I really enjoyed learning about different habitats.

On Tuesday we went to St. Martins Beach. It was my first time going there. Our group made a rock sculpture of a cave. We counted seventeen waves in a minute. When we were crossing a bridge, Emily fell in the mud. The Butterfish felt slimy. I hope to return to St. Martins Beach, soon.

It would have been better if I didn't fall into the water. I thought the beach was very clean. It was fun to look for the critters. The water was warm. There were pretty rocks there. I love St. Martins Beach. Our field trip was excellent.

Amanda Mills

Rappel de l'histoire

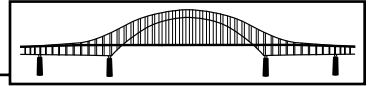
Octave et le dent qui fausse

Un jour Octave le crocodile avait une dent qui faisant mal. Il avait 800 dents. Il ne savait pas quelle dent faisait mal.

Il est allé chez Ciboulette la sorcière. Ciboulette lui a donner une potion. Sa dent ne va pas faire mal pour une heure après qu'il la boit. Ciboulette a dit « allez chez mon ami Xylophone. Il est un dentiste. Il peut t'aider. »

Octave va chez Xylophone. Xylophone prends les petits marteaux et frappe sur les dents d'Octave. Ça fait de la musique. Xylophone trouve la dent qui fait mal et qui fausse. Maintenant Octave et Xylophone sont des artistes.

Philip Dewar



Curriculum Question

Thanks

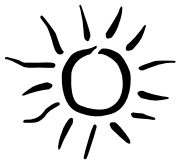
This month we are including another curriculum concern for your consideration, this one regarding the work of Methods and Resource teachers. We would like to thank everyone who took the time to respond to our last curriculum question relating to Math resources. We appreciate your input.



Woodstock in May

Planning for next spring's Council Day in Woodstock is reaching the final stages. This year's program committee has made a special effort to provide a wide variety of sessions for Middle Level teachers. As well, a number of sessions and activities have been organized which will highlight the unique character of the Upper River Valley.

This month we are once again including a list of area hotels. It is not too early to be making reservations.



CONTEST! PRIZES! CONTEST! PRIZES!

POTATO TUNES

THE MIDDLE LEVEL COUNCIL PLANNING COMMITTEE WOULD LIKE TO COMPILE A "POTATO HIT PARADE"

(VARIATIONS ON WELL-KNOWN POPULAR SONGS, BUT WITH A "POTATO TWIST")

"FRY ME TO THE MOON" OR "MONSTER MASH" MIGHT BE TWO EXAMPLES.

WINNING ENTRIES WILL BE ANNOUNCED AND PRIZES AWARDED ON COUNCIL DAY IN WOODSTOCK.

SEND YOUR ENTRIES TO:
MARSHA COUGLE

E-MAIL: cougmars@nbed.nb.ca

FAX 506-278-6019

CONTEST! PRIZES! CONTEST! PRIZES!



Congratulations!

School-Based Learning Team Grants Special Middle Level Council Award

Once again this year, the NBTA Middle Level Council has donated \$1000 to the School-Based Learning Team Grants fund.

This year's MLC Grant has been awarded to Albert Street Middle School in Fredericton.

The Albert Street team consists of Cynthia Fletcher, Derek McCallum, Michelle Keefe, and Anne-Marie Eagles. They will be developing activities and strategies around the theme "Understanding Poetry at the Middle Level."



Potato Facts

Woodstock is in the middle of New Brunswick's potato belt.

Did you know that ...

... the first potatoes were found in the Andes Mountains of South America?

... potatoes first found their way to Europe in the 16th century, but their use was resisted for many years because they were thought to be poisonous and the cause of many ailments? Gradually, the potato was recognized as a dependable source of food and its use spread across Europe.

... in the 18th century Frederick William I of Prussia threatened to cut off the noses and ears of any of his subjects who refused to plant potatoes?

... potatoes are the largest cash crop grown on New Brunswick farms?

... McCain Foods of Florenceville is a world leader in the production of French fried potatoes, processing over 350 metric tons of raw potatoes every hour?



Accommodations

•Rooms will be held until April 6, 2004•

Ask for Middle Level Room Rates

Florenceville Motor Inn
392-6053 (25 Rooms)

2 Double Beds \$77.00 (2)
1 Queen Bed \$67.00 (1)

Suites are Available \$97.00

Econo Lodge Motel
328-8876 (25 Rooms)

2 Double Beds \$89.99
1 Queen Bed \$71.99

Panorama Motel
328-3315 (40 Rooms)

2 Double Beds (up to 4) \$86.00
1 Queen Bed \$69.00

Atlantic Inns
328-6688 (20 Rooms)

2 Double Beds \$75.00
(Regardless of the number in the room)

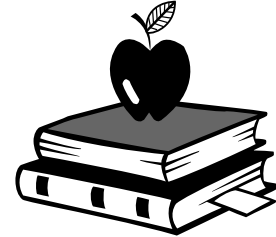
Stiles Motel Hill View
328-6671 (25 Rooms)
(Call before end of February to reserve your rooms)

2 Double Beds \$85.00 (4)
\$75.00 (2)
1 Queen Bed \$70.00 (1)

Middle Level Council Curriculum Question of the Month

Who in your school is responsible for developing the accommodations, modifications and Individual Education Plans for exceptional students?

- Methods and Resource teachers
- Teams
- Classroom teachers
- Parents
- Other

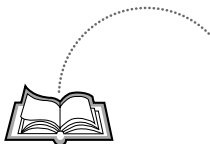


How can the Department of Education or your school district best help Methods and Resource teachers do their job?

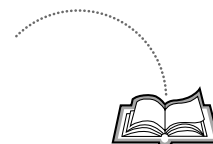
We are also interested in any comments you might have:

We need your feedback. Please fax a copy of this page to Sandy MacCurdy — 506-759-7121.

Be assured that your opinions and insights are valued. They will be compiled and sent to the NBTA Curriculum Committee who will, in turn, share them with officials at the Department of Education.



Thank you for your support.





• High School Council •

President's Message



Randy Hunter

Welcome to 2004! On behalf of the High School Council, I would like to extend to you a Very Happy and Prosperous New Year. I hope you took

the opportunity to relax and re-energize.

Your program for Council Day is off to print. A special thank-you is extended to your High School Council Executive and especially those members who participated in

your program. Another job well done. I am certain you will find something of interest to you.

I have mentioned to you in the last couple of issues that I hope you have made your reservations for accommodations in Moncton. If not, do so today and Good Luck. It is our understanding that at least one event will have at least 1900 participants (National Volleyball Tournament). In conversation with the Delta, I have been informed that they have been fully booked for some time now.

"Every school has a teacher deserving of an award". Intentions are good and Oops! Deadline is gone by. Why not take the time today to

nominate the teacher(s) in your school who deserve recognition. The award form is online. Go directly to <http://highschool.nbta.ca>. Click on Teacher Awards at the lower left. There, you did it! Hurray!

Again this year we are going to have the Teacher Awards first thing in the morning, before Keynote.

A social will be held at Bernice MacNaughton High School beginning at approximately 9:00. Providing bus shuttle services was cost prohibitive this year. Please arrange for a DD, better yet a taxi.

Enough for now. Once again, have a wonderful year and I look forward to seeing you in Moncton.

Deadlines for submission of news to NBTA News

• February 6 • March 5 • April 2 • May 7 (Newsflash - 4p) • May 31

Walkthrough Training Offered to Administrators

On December 3 and 4, forty-eight principals and vice-principals gathered in Fredericton to participate in a two-day training program called *Walkthroughs with Reflective Questions*. The program was a tri-partner initiative sponsored by the Department of Education, the Anglophone School Districts and the NBTA.

The training was facilitated by Ms. Bev Freedman, educational consultant and recently retired superintendent from the Durham School District in Toronto. A skilled facilitator, Ms. Freedman shared her expertise as she conducted the sessions, which included whole group instruction/study and school-

based practice.

Special thanks go to the staffs of Leo Hayes High School and George Street Middle School, who hosted the administrators for their classroom practice sessions.

Walkthroughs allow an administrator to make frequent focused visits to a teacher's room and eventually develop reflective questions which will help the teacher think about his/her



Moira Sherwood, District 10 mentor; Hal Muck, Blackville School; Bill Kierstead, Bonar Law Memorial (seated); Bev Freedman, Facilitator.

practice. It is a positive form of feedback which contributes to a climate for professional growth.

Mathematics Teacher is Featured Speaker

Florenceville Middle School math teacher Shelley Hunter presented *Math in Motion: Mathematical Activities that Get Everyone Moving!* at the National Council of Teachers of Mathematics (NCTM) Canadian regional conference in Edmonton.

The conference theme, *Take Mathematics to the Nth Degree*, was consistent with the council's commitment to provide teachers with exciting and challenging ways to teach mathematics in an effort to improve education for all students.

"The task of teaching has changed. We no longer simply transmit information. This new situation requires new expectations, new tools, and new ways of teaching and learning mathematics," said NCTM executive director Jim Rubillo.

"The regional conferences provide an opportunity for both new and seasoned teachers to grow professionally, reflect on the art of teaching, and gain ideas to use in their classrooms."

Hunter agrees. "At the first NCTM

regional conference that I attended (Halifax, July 2000), I saw a wealth of great ideas offered. Here was an international forum in which teachers shared their experiences and knowledge openly. I returned from the NCTM regional conference in Montreal (August 2002) with some topnotch tools that I continue to use in my classroom.

"It was then that I decided to share some of my activities with other math teachers and I applied to speak at the next Canadian regional NCTM conference in Edmonton 2003.

"On Christmas Eve, I received notice that I would be speaking at the conference. It was a great gift."

During her *Math in Motion* session, Hunter had the group demonstrate a series of activities to get students out of their seats in the math classroom. "I have borrowed, customized, and created these activities. The kids really enjoy them and you know you have a hit when they want to 'play' them during a class party," explained Hunter.

"For example, we physically solve

algebraic questions in the 'sea of equality' (two tarps on the floor) with the mathematician Al J. Bra who is equipped with a magic cape and wand. The expressions of the equation are first modelled on the two tarps with variables represented by students wearing yellow pinnies, negative integers by red pinnies, and positive integers by green pinnies.

"After the equation is set up, Al J. Bra solves the equation (finds out what the value of one variable is) by using the zero principle and adding or removing like entities from the two islands (tarps).

"Everyone wants a turn at being Al J. Bra and students are 'safe' in this role since they have magical powers and can demand others to help them," Hunter added.

This same session was presented to New Brunswick Middle School teachers at their council day in May.

Fredericton's Albert Street Middle School teacher, Jack Campbell, said that it was "the best professional development" that he had had in his 30 plus years of teaching.

Students Learn Math and Vocabulary Skills by Making Marionettes

by Tera Gillen Post-Gazette

Mme. Kelly Park's grade 3 French immersion class from Gesner Street School has learned more than how to sew from a marionette project they are working on.

"The class has learned new French vocabulary such as sewing, needle, stuffing and thread. They probably wouldn't have learned these words otherwise," said Parks. She said the class will also be using the marionettes to study math problems they will be learning this year.

"The marionettes will be used to study bar graphs, pictographs, and answer questions such as: could a thousand marionettes fit in our classroom?" She said the marionettes will also be used in the class play at the school's Christmas concert.

"The students have also learned about proportions: should the arms

be longer than the legs?" said Parks. She said the project has also taught the children about coordination.



Mme. Parks grade 3 class poses with their marionettes. (Gillen photo)

Sewing has been the most difficult part of the project for the children, but most of them have done their own with no help. "They get so excited every time they work on them." She said the class works on the project for one hour every Thursday afternoon. "The parents

have been phenomenal in working on the project. Three parents came in to help create the faces of the marionettes. The children worked on the faces, adding hair, eyes and noses to the dolls. They have been working on the project for the past three weeks".

Parks said this is the first year she has made marionettes with her class. "I took a summer institute from Susan Weaver and she taught us how to make the marionettes," she said. Parks said she made her own marionette during the workshop and began using it in the classroom. "Lucy helps make sure the students are speaking French in the classroom," said Parks. She said the idea to make the marionettes came from there.

Reprinted with permission from the Oromocto Post-Gazette.

National Recognition Award Presented for Inclusive Education

The New Brunswick Association for Community Living (NBACL) has given out two National Recognition Awards to those who have made a positive contribution toward inclusive education. National Inclusive Education Week (November 2-9) and the recognition certificates are part of an initiative by the Canadian Association for Community Living and each Provincial/Territorial ACL.

One of this year's recipients is Coronation Park Elementary School in Bathurst. The teachers and support staff at Coronation Park Elementary School believe all students can learn. All students are unconditionally accepted into regular classes and into the life of the school. There is time-limited multi-age grouping for reading and math. Parents provide input into Special Education Plans and their dreams are taken seriously. Of the 150 students at the school, 60 have Special Education Plans. There is only one resource teacher. So, every student is unique and teachers and staff have to use lots of team work and collaboration to succeed.

A recognition awards ceremony was hosted by NBACL and attended

by Education Minister Madeline Dubé. There to receive the award on behalf of the school were classroom teachers Barbara Bourque and Natasha MacQuarrie.

This is the 2nd annual National Inclusive Education Week and the

enhances the lives of people who are labelled to be exceptional and teaches those without a disability how to accept, understand and support others," continued Carr.

NBACL President Jean Claude Jalbert misspells the myth that advocates think children should be together 100% of the time. "A student may require one-on-one assistance in a particular subject area. When an education system is inclusive, serious thought is given to how often a pupil may be outside of a regular classroom and the reasons that this may happen. This "pull out" is usually very time limited," said Jalbert.

NBACL was formed in 1957 when its local branches operated thirty-three auxiliary classes throughout the province. At that time, most children who were

judged to have a disability were not accepted in regular schools. They were assessed and based on their score they went to a segregated class in a church basement or other buildings not connected to the regular school system. NBACL was a main proponent for the province's existing inclusion policy which was passed as law in 1986. Now all children attend regular schools in the province.



NBACL President Jean Claude Jalbert presents classroom teachers Barbara Bourque and Natasha MacQuarrie with a National Inclusive Education Week certificate. Also at the ceremony was Education Minister Madeleine Dubé (right)

awards certificate. Last year's recipient was the staff at South Devon Elementary School in Fredericton.

"Inclusive education means including all children in the same classroom with children the same age," said NBACL Executive Director Krista Carr. "Research has proven that all children benefit by learning together in the same classroom with proper supports in place. Inclusion

Mark Your Calendars! Learning Today: Teaching Tomorrow

Combined Council Conference
November 12, 2004, Moncton Coliseum and Agrena Complex
Conference Hotel: Delta Beausejour



• International Speakers • Extensive Publisher Displays • Social Events
Watch for more details!

Call for Proposals



The NBTF is the bargaining agent for all anglophone and francophone public school teachers in the province. It offers to its active and retired members a full range of group insurance coverage including health, dental, life AD & D, travel and salary continuation. These plans are managed by Trustees with the assistance of a consultant.

The NBTF is inviting applications for the selection of a person who will deliver services in the area of Group Insurance.

The services will mainly be related to assuring a liaison between

members, Trustees, policyholders and the consultant. It will require assisting individual members and completing various tasks for Trustees.

Applicants should have knowledge/experience in the area of group insurance plans and fringe benefits. The work requires superior spoken and written skills in both official languages and the person should be able to make presentations to individuals and groups.

This is a renewable one-year contract to commence on or about April 1, 2004. The workplace is situated in Fredericton and

occasional travel may be required. This is not a full-time position and the hours of work may be flexible.

Applications should include a Resume and provide the names of three references. Please apply on or before **January 30, 2004**, marked "confidential" to:

**NBTF Executive Director
New Brunswick Teachers' Federation
P.O. Box 1535
Fredericton, NB E3B 5G2**

Detailed description of services and remuneration can be accessed at www.nbtf-fenb.nb.ca

Voices and Choices: New Resource Supports Healthier Schools

www.healthcanada.ca/voicesandchoices

Health Canada has launched a new web-based strategic planning resource in order to help improve the learning environment in Canadian schools. *Voices and Choices: Planning for School Health* is now available to secondary schools, from Grade 9 to graduation and was developed in collaboration with the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) and the Canadian Association for School Health (CASH).

Through the *Voices and Choices* Web site, school communities have access to tools that will help them

research health-related issues within their school. A detailed on-line Guide to Implementation outlines each step of the planning process, including how to administer a Needs Assessment Questionnaire to the student body, and how to generate an in-depth research report called the School Health Profile through the secure database.

Following the *Voices and Choices* planning model, students, parents, school staff and community partners

work together to identify the problems and needs within their school, and then implement targeted health initiatives. Most importantly, *Voices and Choices* gives students a platform from which to voice their concerns, and be directly involved in choices that will have a positive impact on the learning climate in their school.

Visit www.healthcanada.ca/voicesandchoices and find out how your school can get started on the road to a healthier learning environment for young people.



Group Insurance Waiver of Premium

Currently, any NBTF member enrolled in either the Basic Life, Optional Life, Basic and Optional Accidental Death and Dismemberment and/or Health Insurance plans who becomes totally disabled prior to age 65 and remains disabled for at least six months is eligible to apply for waiver of premium coverage. If the Waiver of Premium application is approved by the insurance carrier, the member's coverage remains in force until age

65 and payment of premiums is not required as long as he/she continues to remain disabled according to the master policy.

After a detailed study of the cost of the waiver of premium benefit specifically for the Health Insurance plan, the NBTF Group Insurance Trustees have decided to discontinue waiver of premium coverage for the Health Insurance plan only, effective February 01, 2004. This change has been made in an effort

to maintain the long-term financial stability of the Health Insurance plan for all present and future members.

If a member becomes disabled prior to February 01, 2004, his/her claim will still be eligible for review; however, it is imperative that the claim be filed as soon as possible. Members are to contact Johnson Inc. administration office for more details.

New, Free Teaching Resources to Prevent Tobacco Use

Despite recent progress, smoking and tobacco use remains as a huge problem threatening the health of young Canadians.

The Canadian Tobacco Use Monitoring Survey (Health Canada, 2002) reports that 18% of 15-17-year-olds smoke. Over 178,360 youth (14%) of these young people smoke over 12 cigarettes a day.

Research shows that a well-developed and well-implemented school anti-tobacco program can reduce tobacco use among youth.

A Canadian study calculated that every dollar invested in classroom anti-smoking programs saves almost 15 dollars in health care and other costs. Research has also told us what works in school-based tobacco teaching and prevention.

The Canadian Association for School Health (CASH) has prepared some web-based summaries that describe:

- evidence-based curriculum design

- and supports for teaching
- best teaching practices
- how schools and other agencies in the community can cooperate to reduce tobacco use

CASH has also prepared a collection of lesson plans and several student webquests. Find the summaries and teaching resources at: www.safehealthyschools.org/tobacco.htm.

There are several excellent teaching and learning resources available from Health Canada and provincial/territorial governments. Health Canada's web site has:

- the latest research and statistics
- an Internet Youth Contest
- smoking cessation resources
- interactive pages for youth
- resources for professionals working to reduce tobacco use

To access these federal resources, go to: www.gosmokefree.ca/prof

Teaching Opportunities in China

*Looking for a new challenge?
Interested in living and working in China?*

Since 1997, Atlantic Education International Inc., on behalf of the N.B. Department of Education, has been working with the Concord Colleges of Sino-Canada on various education initiatives.



Teaching opportunities exist in 3 schools from grades 1-12, in Shenzhen and Beijing, beginning Mid-August 2004 through June 2005.

Applicants typically include recently retired teachers, recent Education graduates, and adventurous current staff.

Teachers holding a N.B. teaching license or those whose credentials would be eligible for a N.B. teaching license need apply.

For more information, or to forward your letter of inquiry and resume, please contact:

E-Mail- china.programs@gnb.ca
Ph. 506-856-3046
Fax 506-856-3480

All requests for information or expressions of interest should be received before **March 1, 2004**.

*Alan Norman
General Manager,
Atlantic Educational International Inc.*



* an easy-to-use, interactive CD-ROM, teachers' guide, sample lesson plans, short, fun assignments, and a series of student Quest cards.

* ideal for use in health, science, language arts, drama, visual arts and mathematics

* CD includes a virtual body lab and notebook, research assignments, crosswords and space for students to "rant" about tobacco

All Canadian schools received a copy in May 2003, but you can order a free copy at the web page below.

www.gosmokefree.ca/prof



Paid Advertisement

Viewpoint – A Real Teacher, a True Inspiration

by J. G. Elias

The faces of family and friends gone from this world are always fresh in our mind. No matter how many years go by, the people we hold in high esteem in our lives are but a flash away from our most immediate thoughts. We have our own best sellers featuring the lives of those precious souls that loved us, touched us and taught us. Today I want to write a few words about those who teach us and about one teacher in particular. As I write this article, my eyes are moist, my hands are shaky and my heart is sad, thinking about the passing of such a great soul.

In every community, we have leaders who teach. Some do it in a classroom, others in a boardroom, while most teachers do it in their home. Every day teachers get up to the same task. The most important preparation for their lesson of the day is in their hearts. Forgiving others and themselves for their trespasses. Without that frame of mind, the loving and caring required to give the best of themselves will not be adequate for the task ahead.

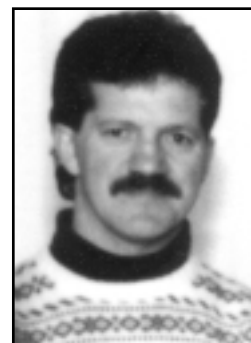
The difference between the professionals and the amateurs lies in the way the professional prepares, organizes and structures the possible outcomes, but the real difference lies in the fact they are committed to the art of caring and sharing over a long period of time. They commit their lives to the challenge of improving the lives of others.

Recently, we lost a truly professional teacher in our community. He was the type of person that got up on Saturday morning at five to drive a school bus full of young athletes to the big game at seven. He was the type of coach that when he spoke, he spoke from the heart and kids were touched. He had a great spiritual presence and he used it for the improvement of kids. He is the type of person that rarely raised his voice, but when he did, you could hear a pin drop. He was the type of coach that could take a team of average players and transform them into champions. He could truly inspire because he cared. Many a young athlete has been touched and moved by the beauty and the power of his love. He was a guy that invested thirty years into valorizing the accomplishments of kids. How many of us would coach two or more teams a year? Would you drive a school bus forty or fifty times a year to bring kids to the next game? It's very difficult to understand the extent of his commitment to our children.

He was athlete of the year at the University of Moncton. He is considered to be one of the greatest defencemen in the history of the U de M Blue Eagles. He dazzled the crowds at the Inch Arran Ice Palace with the Dalhousie Rangers.

One of the greatest coaches and teachers that Restigouche will ever

see. He was the type of person that never wanted glory or recognition. He always put others first, he always tried to stay in the foreground, he was a humble guy. He was a mentor, he was a role model.



Emery Johnson

He was a good father and a loving husband. He treated his family with dignity and love. To many in this community, he was a fine friend. He was a person who could really listen attentively with an open heart. He was honest and open-minded. He would think before giving his opinion. He was a philosophical guy, a thinking man.

He was **Emery Johnson**. The children of today and yesterday will remember him. It is difficult to fully understand his impact. The long arm of influence of his love and commitment to our children will linger on...

Special thank you to Tribune Publishers Limited, Campbellton, NB for allowing us to reprint this message. Joe Elias is an educator, an author and a regular columnist in this local weekly newspaper. — R. Hunter

Masters Degree in Education – Deafness Studies

Department of Educational Psychology, University of Alberta

Canada is facing a shortage of teachers who have specialized training in working with deaf and hard-of-hearing children. For the past several years, the University of Alberta has received calls from every province in Canada, looking for trained teachers of the deaf to work in both classroom and consulting/itinerant situations.

Training offered at the University of Alberta involves a fourteen-month course-based M.Ed. in Deafness Studies in the Department of

Educational Psychology. A thesis route is also available. The program includes studies in language development and literacy, American Sign Language (and other forms of manual communication), psychology of deafness, audiology, oral rehabilitation, curriculum design, and counseling. In addition, specialist-training involves a practicum in which field experiences are designed individually and students can be placed in educational settings worldwide.

Graduates of the U of A Deafness Studies program are eligible for specialist certification with the Canadian Association of Educators of the Deaf and Hard of Hearing (CAEDHH)

For more information please contact: Dr Maryann Bibby, Coordinator, Deafness Studies, Department of Educational Psychology, University of Alberta, Edmonton, Alberta T6G 2G5, Tel: 780-492-3697, Fax: 780-492-1318 Email: maryann.bibby@ualberta.ca

Wellness Highlights

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Betsy Colwell-Burley, Districts 6, 8, 10
1-800-563-3938
Thérèse Gallant, Districts 2, 15, 16
1-888-763-5050

" If you act like a rug, people will walk on you."
- Unknown

Myth - I just can't say no!

Fact - You will have to say no to requests that don't fit with your values and further your goals.

While it sounds pretty cold-hearted to say that you must say "no" to requests that don't fit with your goals, the reality is that you will receive more respect from those who ask. And when you can help them out, you will get true appreciation rather than being taken for granted.

To change this process, you will need to be willing to experience some discomfort. Begin by deciding what is important and urgent to you and your job, and do those things. Then focus on what's important, but not urgent and plan time for those items.

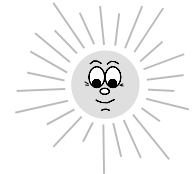
Changing your thoughts based on reality can help to decrease the feelings of guilt.

Try This - Look at your priorities. Schedule time in your life for the top 20 percent of the items on a weekly basis. Seven days give you more flexibility than one.

Ask yourself, "what's the worst thing that could happen if I didn't complete this item on my 'things to do' list?" If you can't think of anything or the consequences would be small, don't do it.

Remember, you can't do it all!

Doing More With Less: How to Get Control of the Time You Have
By Sylvia Patzlaff



Four Ways to Say "No"

- First of all, one of the most difficult hurdles to overcome is to decide whether or not the other person's request of you is reasonable or unreasonable.
- If you find yourself hesitating or hedging, it may be a clue that you want to refuse. If you feel cornered, or trapped, or you notice a tightness or nervous reaction in your body, this may also mean that someone is requesting something unreasonable of you.
- Second, assert your right to ask for more information and clarification. Do not answer right away.
- Third, practise saying "no". Say no firmly and calmly. It is critical that you give a simple "no" rather than a long-winded statement filled with excuses, justifications, and rationalizations about why you are saying "no".
- Fourth, learn to say "no" without saying "I'm sorry, but ..." Saying "I'm sorry" frequently weakens your stand and the other person.

"No — what part of this don't you understand?"



Taking Control of Your Time Saying "No"

Difficulties

- Can be interpreted as rejection
- Can appear confrontational
- A fear of being disliked
- Being asked makes you feel important
- Being busy may help your career

Evaluate the Request

- Does this request fit your priorities?
- Are you the best person for this task?
- Don't postpone the decision.
- Suggest alternatives.
- Offer contribution rather than assume full responsibility.
- Understand that "No" does not have to result in bad feelings.
- Understand that "Yes" does not guarantee popularity or career advancement.

"No" — Your time is like your money; spend it as you would like. If you don't, someone else will spend it for you. The word "no" is the greatest time-saving word in your vocabulary ... use it!

If you always do what you always did ... you'll always get what you always got.

—Daryl Scallion

What's New in the North?

Jodee Aguillon hails from Edmonton, Alberta. He is a member of the *Katimavik* program. This national program consists of volunteers, ages 17-21, from across Canada. Jodee was at Bathurst High School from September 15 to December 4, 2003. His project was to set up a smoke-free cafe as part of the *Quit-4-Life* smoking cessation program. Jodee was a mentor for

students trying to quit/reduce their smoking habit.

Using a grant from the Department of Education, Jodee, Bonnie Shannon (BHS teacher) and other *Katimavik* members transformed an empty classroom into a funky student lounge. It included games, cool furniture, popular music and a positive atmosphere for both smokers and

non-smokers to unwind. Another *Katimavik* member replaced Jodee in December.

Besides acting as a mentor, Jodee participated in or initiated cheerleading, Hip Hop, and Theater Arts Class. His pleasant smile and up-beat attitude will be missed by everyone.

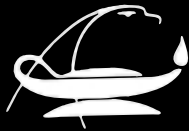
Submitted by:
Nancy Vessie
Bathurst High School



Jodee Aguillon



Smoke-free cafe



American Institute for Creative Education Professional Development Seminars Winter/Spring 2004 — All Courses Earn 3 College Credits

EDU 295 Art Education for the Classroom Teacher (K-5)

Edmundston, April 2/3 and April 16/17

EDU 245 Breathing New Life Into Your Music Curriculum (K-5)

Woodstock, April 16/17 and May 14/15

EDU 283 Creating Literate Students (K-5)

Miramichi, April 16/17 and May 14/15

EDU 305 Differentiating Instruction (K-12)

Saint John, April 2/3 and April 30/May 1

EDU 297 Exceptional Students in the Classroom

Dalhousie, April 30/May 1 and May 14/15

EDU 244 French for the Classroom Teacher (K-5)

Bristol, March 26/27 and April 16/17

EDU 243 Guidance for the Classroom Teacher (K-12)

Sussex, April 30/May 1 and May 14/15

EDU 172 Hands-On Math in the Classroom (K-5)

Miramichi, February 20/21 and March 12/13

EDU 170 Hands-On/Minds-On Science (K-8)

Grand Falls, May 28/29 and June 11/12

EDU 248 Inclusionary Practices in the Middle School Classroom (6-8)

Fredericton, January 30/31 and February 20/21
Sussex, March 26/27 and April 23/24

EDU 186 Music Across the Curriculum (K-5)

Plaster Rock, January 16/17 and January 30/31

EDU 285 Phonological Awareness: Through Music, Rhyme and Games

Woodstock, March 19/20 and April 2/3

EDU 225 Physical Education for the Classroom Teacher (K-5)

Moncton, January 23/24 and February 6/7

EDU 222 The Story of Canada: Through Games and Projects (K-8)

Saint John, April 2/3 and April 16/17

EDU 281 Using Investigative Methodologies to Teach Mathematics and Science (K-12)

Grand Falls, February 20/21 and March 19/20

EDU 223 Writing: Developing Student Authors (K-8)

Fredericton, February 6/7 and February 20/21

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

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Only 22 Hours from Home!!

While this may be a generalization, of course, dependent on your airline of choice, the reality is that China is within a days travel from anywhere in New Brunswick.

Since 1997, Atlantic Education International Inc., (AEI Inc.) has facilitated opportunities for over 60 New Brunswick teachers to venture into this exotic Asian destination.

No, they don't go to holiday, they go to teach, but they do holiday throughout Asia on school breaks and weekends while they are there!

Teachers work at one of three schools which all have partnerships for the delivery of New Brunswick curriculum to over 1600 students. The Beijing Concord College of Sino-Canada, located on the outskirts of Beijing, is a joint cooperative Chinese Residential High School, grades 10-12, offering a jointly approved mix of New Brunswick and Chinese curriculum. Successful students receive both a Chinese and a New Brunswick High School Diploma. Our current staff complement at this school is eighteen. The Shenzhen Concord College of Sino-Canada, which

opened in September 2002, located in Shenzhen (approx. 1 hr. from Hong Kong), offers the same program as BCCSC. Our current staff complement is fifteen. These teachers form the English Department of the school and are responsible for approximately 35% of the entire instruction offering English, Social Studies and Information Technology, all with a focus on English Second Language enhancement. The International School of Sino-Canada, located in Shenzhen, opened in September 2002, and this school offers the complete New Brunswick K-10 curriculum for the non-Chinese international community of Shenzhen. Teachers are required for all subjects at all grade levels.

In addition to facilitating International opportunities for staff, this January, Atlantic Education International Inc. will again coordinate an Enhanced Education Program which will see 96 Concord College of Sino-Canada Grade 11 students participate in nine high schools throughout N.B. for the entire second semester. These

students will occupy vacant seats in credit courses and live with hosting families to immerse them in



English for 5 months. In February an additional 76 Grade 10 students will attend 5 different high schools for a one-week Winter Camp program, to partner them with Canadian students and host families for their first live introduction to Canadian culture. As a follow-up for our student's introduction to Chinese culture, plans are being drafted for a summer exchange program to China for N.B. students.

There is no doubt that the world is shrinking but the real potential is that New Brunswick communities, citizens, staff and students are embracing cultural diversities and the real global spirit needed for this new century, through education.

*Alan Norman, General Manager
Atlantic Education
International Inc.*

N.B. Urged to Improve School Sex Education

Youth and professionals called on government recently to provide strong leadership for sexual health education in the province's elementary schools and the development of an AIDS strategy.

Speaking at the annual AIDS Awareness Week breakfast in November, Sandra Byers, psychology professor and chair of the psychology department at the University of New Brunswick, said this province is the only one that does not have an AIDS strategy.

Byers is founding director of the Muriel McQueen Fergusson Centre for Family Violence Research at UNB. She has been involved in a series of studies on sexual health education in New Brunswick schools. She said the studies involved parents, teachers and both middle and high school students.

"In New Brunswick, the majority of parents, teachers and students are

in favour of having sexual health instruction in schools," she said.

Byers's studies suggested this type of education should start in elementary schools, although some felt sex education should begin with children in kindergarten to grade 3.

She said her studies indicated some important topics that should be included in sex education at the grade-school level, such as names of various parts of the human anatomy, discussions about puberty and physical development, reproduction and birth, and birth control.

"New Brunswickers want a comprehensive sex education program," she said. At present there is a limited degree of sexual health education in schools. But Byers said advances in education are being made, adding the Department of Education has used results from the studies to develop curriculum. The

province will provide some instruction to English middle school teachers.

She said Planned Parenthood Fredericton and AIDS NB have also offered to provide instruction to parents of middle school students so they can assist in the teaching process.

Michael Brown of AIDS Saint John said he talks to youth about harm reduction in relation to needle exchange programs and the encouragement of safe sex practices.

In 2001 there were 2,700 needles distributed in Fredericton, but this year there have been more than 9,000 distributed. There are 34 people enrolled at the Fredericton methadone clinic and another 70 people are on the waiting list.

by Richard Duplain
*Reprinted from the Daily Gleaner,
November 27, 2003.*

Major UNB Scholarships Designed for Future Leaders

Supporting the education of future leaders is the reason behind four revamped and financially attractive Blake-Kirkpatrick Scholarships at the University of New Brunswick.

UNB Chancellor Richard J. Currie, who established the major scholarships in 1988, has pushed the total annual value of the awards to \$200,000. They are UNB's largest renewable scholarships.

The Blake-Kirkpatrick Scholarships are named in memory of Dr. Currie's two grandmothers: Ida Mae Blake, who married James Adam Johnstone, and Jannet Kirkpatrick, who married James Henderson Currie.

The scholarships will be awarded annually to students beginning an undergraduate degree program at UNB. Competition is open to high school graduates in any of the four

Atlantic Provinces. Applicants must submit an essay not less than 250 words indicating personal leadership capabilities including scholastic and extra-curricular activities, providing evidence of overcoming barriers or difficult situations.

There will be two Blake-Kirkpatrick Scholarships in engineering, each valued at \$55,000 over five years. The Blake-Kirkpatrick Scholarship, with a value of \$45,000 over four years, is available for other UNB disciplines. Two will be awarded annually.

Dr. Currie, named UNB Chancellor in May, 2003, has been called a Canadian business legend. The Saint John, N.B., native began his studies at UNB in 1955 as a Beaverbrook Scholar. Named president of Loblaw Companies Ltd., in 1976, the company increased its market value over 350 times in 25

years to \$14-billion, becoming under Dr. Currie's direction, the largest private sector employer in the nation.

A member of the Order of Canada, Dr. Currie was Canada's Outstanding CEO of the Year in 2001. He is also a Canadian Business Hall of Fame member.

He has been an enthusiastic supporter of UNB since his days as a student. That involvement continues with his dynamic scholarships.

Deadline for applications is March 1, 2004.

To receive an application form or for further information on these and other entrance scholarships and bursaries visit www.unb.ca/scholarships or contact the Undergraduate Awards Office at 506-453-4894.

TEST YOUR FINANCIAL I.Q. CONTEST
2003-2004 EDITION

Tell us what you think and you could win big!

13 prizes of \$750
Grand prize of \$2,500

• From October 15, 2003 to February 27, 2004.
• You must be 14-18 years of age and a Canadian resident. Details and complete rules available in your provincial regulatory commission website or the CSA website.

Alberta Securities Commission / www.albertasecurities.com
British Columbia Securities Commission / www.bcscc.ca
Commission des valeurs mobilières du Québec / www.lesaffaires.com
Manitoba Securities Commission / www.msc.gov.mb.ca
New Brunswick – Securities Administration Branch / www.investor-info.ca
Northwest Territories – Registrar of Securities / www.justice.gov.nt.ca/publicservices/security.htm
Nova Scotia Securities Commission / www.gov.ns.ca/nssc

Nunavut – Registrar of Securities / Tel: (867) 975-6190
Ontario Securities Commission / www.investorED.ca
Prince Edward Island – Registrar of Securities / www.gov.pe.ca/securities
Saskatchewan Financial Services Commission / www.stsc.gov.sk.ca
Securities Commission of Newfoundland and Labrador / www.gov.nl.ca/scon
Yukon – Registrar of Securities / Tel: (867) 667-5005

CSA ACVM
Canadian Securities Administrators / Autorités canadiennes en valeurs mobilières
www.csa-acvm.ca

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3rd New Brunswick Elementary Regional Drama Festival

Drama 2003 at the Elementary Level involved 1546 children from six districts in our province. Regional Festivals were held last year in Moncton, St. George, and Fredericton. Plans are underway for Drama 2004 at the Elementary Level. Regional Festivals will be held at the following locations:

Southern Carleton

May 12, May 13, & May 14
 Districts #14-17-18
 Chairperson - Mr. Larry Graham
 Email grahamle@nbed.nb.ca

Moncton

April 26, April 27
 Districts # 02-15-16
 Snow Day - April 28
 Chairperson - Ms. Ginny Dernier
 Email ginnyd@nbed.nb.ca

Quispamsis

May 3, May 4
 Districts # 06-08-10
 Chairperson - Mr. Dave Ripley
 Email David.Ripley@gnb.ca



A handbook outlining the criteria for the festival will be sent to each school that shows an interest.

In early December Form "A" and Form "B" were sent to each Elementary School in the above Districts.

These forms are used to indicate, first of all, interest in taking part (Form A) and secondly, particulars about your play (Form B). Form "A" will be due by February 20 and Form "B" will be due by Friday, March 19. A form for our Logo Contest will also be sent.

If you have any questions concerning the festival before you receive the Information Handbook, please do not hesitate to contact: Gary DiPaolo, 327-3736 gdiapaolo@nb.sympatico.ca

Thank you very much, and our committee looks forward to working with your school to ensure the success of our Third Regional Elementary Drama Festival.

Respectfully,
 Gary DiPaolo
 Elementary Drama Co-ordinator

Head of the class.

Johnson - Committed to Canadian Educators.



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www.johnson.ca or call 1.800.563.0677



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- ✓ Curriculum Based
- ✓ Grades 4-9
- ✓ Free Online Resource
- ✓ Ready Made Lesson Plans
- ✓ Fun & interactive activities



For more information, please visit www.paralympic.ca

24RD ANNUAL NBTA MEN TEACHERS' CURLING BONSPIEL

Carleton Curling Club, Saint John, N.B.
January 23, 24, 25, 2004

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,
Rothsasy, N.B. E2H 1K9,
Tel: 847-5429, Fax: 847-5424
email: kilfoilt@nbnet.nb.ca



NBTA Special Rate with Ramada Hotel Fredericton for All NBTA Members As of January 2004

	Single	Double
School Year	\$62.00	\$68.00
Summer	\$82.00	\$92.00



Come to an information session in Halifax on Thursday, January 29 at 7pm at the Westin Hotel, 1181 Hollis Street. ***** CODE:60348

TEACH IN THE USA!

VIF (Visiting International Faculty Program) places qualified teachers in ten U.S. states, including Florida. You'll receive round-trip travel,* a competitive salary, benefits, a full orientation, and unparalleled support. It's the best way to see the world while gaining cultural experience and professional development. Minimum requirements include teaching or related professional experience and teacher certification. Email us at canada@vifprogram.com or visit www.vifprogram.com. It'll change your life—as well as the students'—forever. *****



* Not available in Florida

The Minister of Education's Innovation in Education

2004-2005 Grant Program
Skills and Learning - Making the Connections
Preparing for the Future

Wanted: Innovative practices that engage students in identifying, developing and demonstrating the skills required for success in school, outside of school and in life.

See *NBTA News* insert for complete details or go to:
www.gnb.ca/0000/progs/profdev/innovationineducation.pdf
For further information contact:
Joe Brennan, Department of Education, 453-2668
joseph.brennan@gnb.ca

2002-03 Project Profiles

Project Profiles containing project descriptions, outcomes and contact information are now available at:
www.gnb.ca/0000/progs/profdev/innovationineducation.pdf



Paid Advertisement

School of Graduate Studies Award

The G. Forbes Elliot Award for Educational Leadership

Value: Approximately \$5,000 for 2004 - 2005

Duration: One year

Description

The award is to encourage experienced teachers who have demonstrated leadership qualities related to their educational field to return to university to undertake postgraduate studies at the Master's or Doctoral level at the University of New Brunswick.

It is funded from the estate of the late Dr. G. Forbes Elliot, first Vice-President of the Saint John Campus.

Eligibility

Recipients must have taught for a minimum of five years in the public

schools of New Brunswick. They must have been accepted unconditionally into the graduate program in education and normally be in full-time attendance at the time of receipt of the award. If in any year, in the opinion of the Selection Committee, there are no full-time graduate studies candidates who satisfy the eligibility criteria, all or part of the award may be granted to one or more suitably qualified part-time graduate studies candidates.

Application Deadline

February 15 of the year in which the

studies are expected to commence.

Awarding Agency

The University of New Brunswick, upon the recommendation of the Selection Committee.

Application forms
available from:

The Elliot Award Selection
Committee Coordinator
P.O. Box 5050
Saint John, N.B. E2L 4L5
e-mail: nhscott@unbsj.ca

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In Appreciation of a Sabbatical

Practising what she had been teaching to her own students, namely the need for life-long learning, Ylang Nguyễn Phi for many years carried on her studies, even as she fulfilled her teacher's duties in District 2. Then, benefiting from a six-month educational leave granted by the NBTA in 2002, plus two months of summer and an additional four-month leave of absence without pay from her district, Ylang poured out her energy onto a final twelve-month sprint to complete her doctoral thesis. Thus, she obtained her Ph.D. in literature from the Department of French Studies of l'Université de Moncton at its Fall Convocation, 2003.

The six-month sabbatical leave proved all the more appreciated, as it came after several previous rejections. It might be short, but it was still worthwhile, and Dr. Phi strongly encouraged all interested teachers to apply for educational leaves in order to pursue their dreams. In a 1999 interview with her in *The Telegraph Journal*, on the eve of the World Francophone Summit in Moncton, reporter Jacques Poitras characterized her as never settling for mediocrity, whether in the education of her students, her children, or her own. This French Immersion teacher felt that obtaining her doctorate was but a stage in the continuing process of striving for excellence.

Mrs. Phi's thesis seeks to examine the works of French-language Acadian author Antonine Maillet from the perspective of English-language literary critic Northrop Frye, for whom the Bible is the matrix of the Western literary imagination (*The Great Code: The Bible and Literature*, 1983). Her study focuses on the internal structure of Maillet's fictional world, starting from Frye's key concepts of myth, metaphor, typology, self-recreation, and on how this structure reflects both the biblical world and the Acadian social and historical contexts.

The author first analyzes Maillet's sometimes ambivalent approach to

the myth of divine creation which Frye considers of central importance in the Bible, as well as the mythical themes of disinheriting the elder son in favour of the younger one, and of David versus Goliath. Next, she offers Frye's tables, adapted to the Acadian milieu, featuring six categories of biblical metaphors (divine or spiritual, paradisiac, human, animal, plant, and urban) and three forms of imagery (apocalyptic or ideal, parody demonic, and manifest demonic). Then, she explores the concept of "typology" - The Old Testament announces the New, which in turn fulfils the Old - that sheds light on Maillet's very frequent interplay between prologue and epilogue, between works that call out and respond to each other, between the incidents in the life of characters who travel from one book to another as they evolve. Finally, she probes the forms of re-inventing or

self-re-writing of many of Maillet's works, in the manner of biblical stories, such as the groups *On a mangé la dune* and "Radi" in *Chemin Saint-Jacques* on the one hand, and *Mariaagélas*, *La Contrebandière* and *Crache à Pic*, on the other.

Educational leaves are created to respond to teachers' needs for self-improvement. For the province of New Brunswick, application deadlines usually happen in November.



Ylang Phi retired from teaching in 2003.



Attention High School Teachers

An exciting six-week summer camp experience at the Deep River Science Academy offers scientifically inclined students an opportunity to perform original scientific research, under the supervision of a research scientist and a university student tutor. High school credits are awarded on completion of a successful term.

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Announcements

APICS Call for Nominations for Science Communication Awards

The Atlantic Provinces Council on the Sciences (APICS) is currently accepting nominations for three APICS/CANPOLAR science communication awards from the Atlantic region. The first is for a scientist who best communicates science and technology principles and research to the general public. The second is for a professional communicator who writes/presents the best article/show on a scientific issue for the public. The third is for a teacher who encourages students' interest in science and technology.

The award consists of a \$500 cash prize and plaque for each winner and will be awarded at the Annual Meeting of APICS Council in April 2004 to be held in Halifax.

Further nomination details and criteria are available at www.apics.dal.ca

The nomination deadline is February 2, 2004.

Amateur Film-Making Contest

The NSI FilmExchange Canada Film Festival takes place in Winnipeg in March 2004. As part of the festival, an amateur film-making contest will be held. *National Exposure* is the perfect opportunity for students to try their hand at film-making, either on their own or as part of a school project.

Entry information and rules are available on the website at: <http://www.nsi-canada.ca/filmexchange/exposure/exposure/.html>

For further information, contact: Liz Hover, National Screen Institute - Canada, Tel. 204-956-7800/800-952-9307, Fax 204-956-5811

Special Education Conference

The 2004 Special Education Association spring conference will be held on March 11-12 in Vancouver, B.C. *Crosscurrents Conference* will address special education issues for regular classroom teachers, paraprofessionals, special educators and parents.

For registration information, visit the website at <http://www.bctf.bc.ca/psas/SEA> or contact Saima Fewster, Tel. 250-964-6531, email: sfewster@telus.net

Crown Lands Website

Teachers interested in an excellent research tool for social studies, science (forestry), economics and provincial current events, the Crown Lands Network's website represents the public discussion forum from diverse viewpoints on the future and direction of Crown Lands. See: www.forestsforb.org and en français: www.nosforetsnb.org

Attention ASF Fish Friends Teachers!

As the holiday excitement winds down, we can look forward to another ASF Fish Friends season with students raising Atlantic salmon from eggs in their classroom while learning about salmon and freshwater environments.

Participating teachers can expect egg deliveries immediately following March break. Individual schools will be contacted with details well before this time. To ensure a smooth process, teachers should begin by cleaning and setting up their tanks. The three filters, foam (Aquaclear 300 Step 1), carbon (Aquaclear 300 Step 2) and ammonia (Aquaclear 300 Step 3) must be replaced annually and can be purchased at any pet shop. At least two weeks before March break, the tank should be filled and brought online to a temperature of 4-5°C. Step by step tank set-up instructions and resources related to Atlantic salmon can be found on the Atlantic Salmon Federation website at www.asf.ca/fishfriends/.

If you have any questions, please contact Amanda McGuire at (506) 529-1384, email: asfcc@nbnet.nb.ca or Danny Bird at (506) 529-1072, email: dbird@nbnet.nb.ca.



WELCOME BACK TEACHERS!



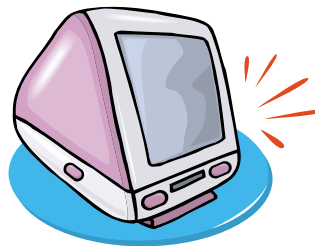
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You may refer to our web site
(www.nbtacu.nb.ca)
for more information.



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