



February 2010
Vol. LII No. 3

NEW BRUNSWICK TEACHERS' ASSOCIATION

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Input from Teachers



& Teacher Awards

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March 11



A Message from the President



CAPTO (Council of Atlantic Province Teachers' Organizations):

Back row: Bob Fitzpatrick (NBTA), Mary-Lou Donnelly (CTF President), Larry Jamieson (NBTA Exec. Dir.), Ed Hancock (NLTA Exec. Dir.), John Staple (CTF Dep. Sec. Gen), Bill Redden (NSTU Exec. Dir.), Carrie St. Jean (PEITF President).

Front row: Louise Landry (AEFNB Exec. Dir.), Alexis Allen (NSTU President), Monique Caissie (AEFNB President), Lily Cole (NLTA President), Robin Langill (Nunavut Teachers' Association President), Noreen Bonnell (NBTA President), Shaun MacCormac (PEITF Gen. Sec.).

Missing from photo: Emile Hatch (Nunavut Teachers' Association Exec. Dir.)

Happy New Year 2010!! Here we are – in the second month of 2010, the second half of the school year, and beginning the second decade of the 21st century – already!! Too often it seems like just yesterday that... Yes, time does have a tendency to fly by. So, we do need to make the most of each day, in our work, in our homes, and in our own personal time – we, as teachers work so very hard and with such great heart. Our *News* is being published in February, Heart Month: enjoy Valentine's Day – and appreciate each other during Staff Appreciation week too (Feb. 14th - 20th)!!!

Therefore, I want to take this opportunity to express **my appreciation** concerning the challenges of H1N1 in the first half of this school year. In addition to all your work with children, families, and colleagues, you demonstrated once again your professionalism and commitment to education as we all confronted this major issue together. Thank you.

In this message, I would like to bring your attention to two special topics. First of all, **Policy 703**, formerly the Positive Learning Environment Policy, has been revised and strengthened and is now the **Positive Learning and Working Environment Policy**. It will give more support and direction to us in working with everyone in our schools. This policy was launched on December 17, 2009, NB Anti-Bullying Day, during a press conference that I attended at Leo Hayes High School. Although you may not have heard much about it yet, it may already be positively impacting your working environment.

The second topic is a timely one: **21st Century Learning**. The Province has begun a review of our entire educational system, K-12, to determine what education should include for this century. NBTA has struck an ad hoc committee that is researching the topic, preparing to offer input to the Province's Advisory Committee on 21st Century Learning. Through our NBTA Committee and our NBTA Board of Directors, we will work to ensure that the voices of teachers are heard. We will also endeavour to keep you all up-to-date on developments through the *NBTA News* and the website. Keep posted!

As your President and representative of the New Brunswick Teachers' Association, I have been working with other association presidents and executive directors of our Atlantic Region (pictured above), liaising with the Canadian Teachers' Federation, attending various branch meetings, working with committees, meeting with the Minister of Education - the Honourable Roland Haché, and attending various functions on behalf of our Association. Also very importantly, I have spoken with teachers regarding work issues and concerns. Please continue to share what is on your plate, and give good consideration to what you need to take off that plate if it is beginning to overflow. Let me hear from you.

Salutations to everyone at Gesner Elementary!

Remember "balance": All work and no play...? Keep healthy and happy.

Noreen

*We have a new feature on the NBTA website that I hope will be a handy way to keep up-to-date on the happenings within your Association. **Two Minutes with the President** is a brief audio message that should be easy to insert as an NBTA update into staff meetings. A new segment will be posted every few weeks on a fairly regular basis, and also when members will be looking for some extra information when a key issue has arisen.*

Branch Resolutions

by Blake Robichaud, NBTA Staff Officer – Communications

If time were a stock market commodity, it would be a perfect investment opportunity. On the supply side, there is only a finite amount. No matter how hard we try, we can't make more of it. The demand factors are probably even more promising. Teachers, in particular, face demands far beyond their supply of time. Those who volunteer hours, necessarily at the expense of something else, to serve their professional association, experience an even greater "crunch." Branch or School Rep meetings occur once a month, or less frequently in many areas. The result of all of these factors is that **deadlines tend to move from the far in the future category to the too late for this year one with**

unfortunate regularity. All too frequently, Branch Resolutions and Teacher Awards are victims of this phenomenon. The dead of winter is actually the prime time to plan, consider and prepare for some key spring activities and decisions.

Each branch has the opportunity to submit Branch Resolutions to the NBTA Annual General Meeting. They are one way of getting input from members regarding NBTA policies, by-laws, priorities and actions. If there are suggestions to be put forward, branches should discuss them as soon as possible. Individuals may suggest resolutions, but branches have the important responsibility of deciding whether or not to support them. They have a critical

gatekeeper role because approved resolutions are published in the *NBTA News* AGM Supplement, and discussed at local annual meetings province-wide. Individuals cannot submit resolutions directly to the AGM.

If a branch has voted to approve a resolution, it must be submitted to the NBTA in the proper format. Official forms are available on the NBTA website (www.nbta.ca, RESOURCES> FORMS). **Branch resolutions must be submitted to NBTA Executive Director, Larry Jamieson, by April 1st.**

The future of each branch resolution is determined at the NBTA Annual General Meeting in May. Delegates are guided by the discussions and decisions made in their local annual meetings. Generally, these teachers have also been given the leeway to adjust their vote if, over the course of debate, they receive additional information or interpretations that were previously unavailable. The NBTA Annual General Meeting is the highest decision-making body of the Association. Therefore, decisions made on resolutions can have significant impacts on the operations and priorities of the Association.



DECISION ON RESOLUTION	RESULT
Defeated	No direct action is taken, although the intent of the Resolution and the resulting debate (particularly on close votes) sometimes may have a lasting, if unofficial influence.
Referred (without recommendation)	To a particular NBTA or NBTF group or body (usually a committee) for further study. The NBTA Board of Directors or the Executive Committee will be consulted once additional inquiry has taken place. <i>Example: A 2009 AGM resolution directed the NBTA to look at establishing a separate e-mail system for members. The Public Relations Committee researched the idea and reported to the Board of Directors which decided not to proceed with the idea.</i>
Referred (recommended)	To a particular NBTA or NBTF group or body (usually a committee) with the understanding that at least the intent of the Resolution is supported.
Amended and Passed	Sometimes the intent of a resolution is supported, although the exact wording is not. Amendments can prevent a popular resolution from failing due to semantics.
Passed	Internal Policy: If a resolution directs the NBTA to change how it operates then these adjustments go into effect. <i>Example: The 2008 AGM decided to include Council Day fees as part of the dues structure.</i> NBTA Lobbying: The NBTA will work publicly and/or privately toward progress on a particular issue as a priority. NBTF: Occasionally, resolutions relate to issues/concerns within the Federation's purview. While they carry the weight of the NBTA, they are limited in that the NBTF is a separate body that also includes the francophone professional association. The NBTA on its own cannot direct the NBTF to carry out a particular action.

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Teacher Awards

All nomination forms are available at www.nbta.ca PROFESSION>TEACHER AWARDS.

Nominations for the 3 major provincial awards must be submitted to NBTA Executive Director, Larry Jamieson, by April 1, 2010.

Each nomination submission must clearly state the specific award being applied for.

NBTA Centennial Award

The NBTA Centennial Award is presented each year to an individual in recognition of having made a significant contribution to education in New Brunswick. It has traditionally honoured a long and prestigious career of involvement in the profession. The quality of the submission can be enhanced greatly by ensuring a substantial amount of documentation from a variety of sources is provided. Further, the sponsors of the nomination should synthesize the contents of various supporting statements in a single overview of the recipient's activities and contributions that would merit consideration.

Branches wishing to nominate persons should start early gathering supportive documentation to ensure a complete, well-rounded and detailed submission. Every additional detail that enhances the committee's ability to choose one from many excellent and deserving nominees is important.

The Vince Sunderland Memorial Award for Outstanding Educational Leadership

The Vince Sunderland Memorial Award for Outstanding Educational Leadership, sponsored by the Department of Education, is presented each year to an NBTA member who is a principal or vice-principal, or to an in-school administrative team who:

- a) demonstrate(s) the qualities of a successful educational leader by:
 - encouraging best practices of curriculum delivery and assessment
 - demonstrating excellent interpersonal skills leading by example
- b) foster(s) a positive school climate characterized by:
 - community involvement
 - a collegial atmosphere
 - a safe and inviting learning environment

Bell Aliant Award for Excellence in Teaching

The Bell Aliant Award for Excellence in Teaching is presented to an NBTA member recognized by peers and the community as a teacher who exhibits excellence in teaching through ongoing commitment to students and pedagogical approaches. The award is sponsored by Bell Aliant as part of its commitment to rewarding excellence in various professions.

Branch Awards of Excellence Guidelines

The decision to participate in this award program is to be made by each branch.

The local branch can determine the number of awards to be given in each year.

Any statutory member, or group of members, of NBTA is eligible for nomination.

A nomination can be made by an individual teacher or group of teachers.

Deadline for nominations will be on or before February 1st of each school year.

The award will consist of a pewter lapel pin and a certificate (available from NBTA Central Office).

The successful nominee(s) will be recognized during the Branch Annual General Meeting.

The Branch Executive or Branch Public Relations Committee will:

- a) receive nominations
- b) determine selection of winners
- c) maintain a list of award recipients
- d) provide publicity for the program

Successful nominee(s) should be notified following the Branch decision.

The Branch may give consideration to making a provincial nomination to either the Bell Aliant Award for Excellence in Teaching or the NBTA Centennial Award.



What is meant by "Indexation" and how does it affect my pension benefit?

Whether we use the term "indexation", "escalation" or "cost of living adjustment" (COLA), all of these terms refer to the same concept. That is, in reference to a pension plan, it means an adjustment to the pension benefit in response to inflation.

COLA is a valuable and desirable feature of many pension plans. It ensures that your pension benefit retains its buying power by offsetting the negative impact of inflation. The TPA provides pensioners with up to 4.75% inflation protection per year, except those pensioners who retired before 30 April 1995 – in which case the COLA is set at a maximum of 6%.

The annual COLA increase is calculated according to the average of the Consumer Price Index for the 12-month period ending June 30th in the year preceding any January 1st.

Those members who are no longer active participants in the pension plan, but who have opted for a pension benefit at a future date (deferred pensions) also benefit from COLA. It is calculated and applied to their future pension benefit from their date of termination from the pension plan as an active contributor to the date at which a pension benefit will commence to be paid, and every January 1st thereafter.

Following retirement, the first COLA to be applied to your pension benefit will be prorated according to the number of months you were retired in the year preceding January 1st (Example: Retired July 1st; $6/12 \times 2\%$ (COLA) = 1%).

COLA is a valuable provision of the TPA. It is also one of the most expensive ancillary benefits of any pension plan.

Annual rate of indexation to IPA pension for the last four years:

- 2007 = 2.48%
- 2008 = 1.78%
- 2009 = 2.17%
- 2010 = 1.61%

Note: Maximum indexation (according to the average of the Consumer Price Index) for the TPA is 4.75% per year.

Michael Ketchum Joins NBTA Staff



Michael Ketchum will begin work as an NBTA Staff Officer this month. He will fill the vacancy on the Staff created last summer when Larry Jamieson left the Teacher Welfare portfolio to become NBTA Executive Director.

Originally from Nauwigewauk, N.B., Ketchum is currently the Coordinator of the Professional Counselling Service for Teachers. He joined the Service as a Counsellor in 2007, and holds Bachelor Degrees in Science and Education, as well as a Masters Degree in Guidance and Counselling. Ketchum began his career in Provost, Alberta, where he taught for 4 years before returning to New Brunswick in 1989. He spent 18 of his 25 years in education at Fredericton High School where he served as a teacher, Guidance Counsellor, and Vice-Principal.

While Ketchum's duties will center on Pension, a certain amount of reshuffling of tasks occurs with every Staff change. The NBTA Executive Committee will choose a new Deputy Executive Director, a role previously held by Jamieson, from the Staff. The position of Deputy Executive Director is one held in addition to a Staff member's current assignment.

Michael LeBlanc New Teacher Counsellor



Fredericton High School Guidance Counsellor Michael LeBlanc will be the new teacher counsellor responsible for Districts 14, 17 and 18. He will replace Michael Ketchum who will be joining the NBTA Staff later this month. LeBlanc was born in Chatham, and completed Bachelor Degrees in both Arts and Education at Mount Allison University. He taught briefly at James M. Hill High School in Miramichi, and then spent the next six years teaching English in South Korea. He returned to Canada in 2001 to complete his Master's in Education at UNB, and has worked as a guidance counsellor at Fredericton High School from 2002 until the present. LeBlanc was an active member of the school community at FHS, and will dearly miss all of his colleagues and friends. He also remains in close contact with UNB where he has been teaching counselling-related courses part-time for the past seven years.

Are You Eligible to Retire?

By Larry Jamieson, NBTA Executive Director

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

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

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

- If you are unsure of your pension service, check with the Compensation & Employee 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, 2010)

Note: In the case of a disability pension, these steps will only occur once the teacher has received approval for his/her disability pension from the Compensation & Employee Benefits Division, Office of Human Resources.

- Make arrangements with a financial institution to have your retirement allowance placed in a RRSP account or any other registered investment mechanism. The banking institution, trust company or credit union, etc. will then undertake the necessary steps (complete TD2 form) so that the amount is

deposited directly into a RRSP account without going through your hands. Otherwise you might end up paying tax at a high rate on that amount.

- If you are age 60 or over, do not forget to apply for the Canada Pension (CPP).

Forms to fill out at District Office:

1. Termination Notice / Benefit Request — Claim for pension benefits (copy of birth certificate(s) required)
2. TD1 — Personal exemptions for income tax purposes after retirement
3. Direct Deposit form (*blank, void cheque required*)
4. NBTf Group Insurance form indicating what you plan to do regarding your group insurance coverage. This will allow the Compensation & Employee Benefits Division to make the necessary deductions from your pension cheque.

Note: It is important that the Compensation & Employee Benefits Division receive the necessary forms properly filled out (notice of termination and TD1) at least 90 days prior to the month you expect to receive your pension. The School District will look after sending these forms where appropriate.

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



Michael Ketchum

**Michael Ketchum, New Brunswick Teachers' Association
P.O. Box 752, Fredericton, NB E3B 5R6 Tel. 452-1722**

Larry Jamieson, NBTA Executive Director, will be assisting with pension inquiries on an interim basis.

or

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



Larry Jamieson

If you have decided to retire, please notify NBTA Central Office as soon as possible.
This will help us prepare for the provincial Retiring Teachers' Luncheon which will be held on Saturday, May 29.

Three NB Educators Honoured in Brazil by Microsoft

by George Daley, Bathurst High School

Two NBTA members were among 17 educators from across Canada who travelled to Salvador, Brazil in November to take part in Microsoft's International Innovation in Education Teacher's Conference. George Daley of Bathurst High School and Cline Gideon of the District 15 staff were selected based on the innovative projects they initiated in their areas. Their projects were both based on a new animation software called Marvin. This software uses avatars (animated characters) to create digital videos.

Mr. Gideon's project involved creating avatars based on Aboriginal historical figures, and then having

students document their oral history.

Mr. Daley's project revolved around the creation of tourism videos for the City of Bathurst. An avatar of the City's Mayor, Mr. Steve Brunet, was created and students from the Bathurst Alternative Learning Center wrote scripts which the Mayor read and recorded. The recordings were later synced to the Avatar.

Finalists were selected in three categories from the 60 plus projects being presented at the conference. Only two projects from Canada made the semi-finals, both from New Brunswick. The other finalist

aside from Mr. Daley's project was created by Genevieve Doucet of École Carrefour L'Acadie in Dieppe.

Mr. Daley stated, "It was clear from this conference that Canada truly has one of the strongest educational systems in the world. It was also apparent that the work of New Brunswick teachers is second to none especially in the area of innovation."

Mr. Daley also wanted to sincerely thank Microsoft Partners in Learning - Canada, for the extraordinary support they provide education and for an amazing opportunity to travel to Brazil for this conference.



Jacinthe Robichaud - Microsoft Partners in Education Canada, Alan Poitras - Dept. of Ed, Genevieve Doucet - École Carrefour de L'Acadie (Dieppe), Francois St-Amand and Danielle Cyr-Poitras - École Regionale-de-Saint Andre, Cline Gideon - District 15 Coordinator, and George Daley - Bathurst High School.

28th Annual New Brunswick Mathematics Competition (for Grades 7, 8, 9)

Friday, April 30, 2010

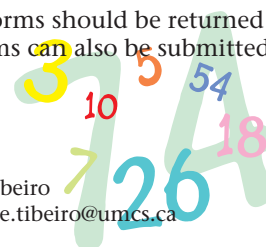
Forms will be sent to the principals by the beginning of February. Preliminary application forms should be returned by **February 26, 2010** and final application forms should be returned by **March 26, 2010**. Forms can also be submitted electronically by accessing: <http://www.math.unb.ca/mathcomp/forms>

For Further information contact:

University of New Brunswick
Fredericton - Maureen Tingley
(506) 458-7343, tingleym@unb.ca
Saint John - Tim Alderson
(506) 648-5622, tim@unbsj.ca

Université de Moncton
Moncton - Paul Deguire
(506) 858-4155, deguirp@umoncton.ca
Edmundston - Ginette Bégin
(506) 737-5153, gbegin@umce.ca

Shippigan - Jules de Tibeiro
(506) 336-3444, jules.de.tibeiro@umcs.ca



Check Your Alignment!

"Check your alignment!"

"Your centre of balance is just a bit to the right"

"You seem to be having trouble with this exercise. Perhaps it is too advanced?"

"Have you been snacking too much between meals?"

Grrrr....

For those of you who have not already figured it out, I received a Wii Fit for Christmas. (Thanks, Santa, for that none too subtle hint!) For those of you who still have absolutely no idea what I am talking about, imagine an interactive video game that comes with a balance board that weighs you, tracks your centre of balance, assigns you a Wii Fit Age based on your performance, etc. and then gives you attitude in the form of a virtual "personal trainer". All of this is provided so that a person can supposedly improve levels of fitness in a number of targeted areas.

I have to confess to currently being in a love/hate relationship with my Wii (or is it my Mii?). Despite the fact that most days I feel like firing the cursed thing out the front door in a fit of frustration; for some reason, I don't. As a matter of fact, I seem drawn to it daily to see what new torture my virtual "trainer" can come up with in her attempts to "challenge me" and "help me meet my goals". (Her words, not mine – I personally think she is attempting to frustrate me while illustrating all of my inadequacies!) For example, this past Saturday, despite an already busy schedule, I actually found myself in my basement wrangling with the foolish game on two separate occasions!

What could possibly account for this newfound motivation to improve my posture? The educator in me is constantly trying to make links to classroom practice and

student learning. Call me crazy if you will, but I do see a possible link between my Wii experience and much of the current research regarding the benefits of employing Assessment for Learning strategies in our classrooms.

Assessment for Learning can loosely be defined as students and teachers using evidence of learning to adapt teaching and learning to meet immediate learning needs minute-to-minute and day-by-day (Educational Testing Services, 2009). Dylan Wiliam and Paul Black have identified five key components or strategies that must be present in order to claim that assessment for learning is being practiced. One of those five is "Providing effective feedback that moves the learner forward."

"Research has shown that effective feedback is not a discrete practice, but an integral part of an instructional dialogue between teacher and student, (or between students, or between the student and him/herself). Black and Wiliam cite three essential elements of what they term enhanced feedback:

*"~ Recognition of the desired goal,
~ Evidence about present position, and
~ Some understanding of a way to close the gap between the two."*

(Excerpt from *Providing Students with Effective Feedback* - available online at http://www.academicleadership.org/leader_action_tips/Providing_Students_with_Effective_Feedback.shtml)

If we subscribe to what research on feedback tells us, Black and Wiliam have outlined the following for us to think about:

** We ensure that the feedback we provide is positive and encouraging while taking care that it always points towards a specific action for improvement.*

** All pupils can make progress from*

where they are, based on assessment of and feedback on their last piece of work/activity.

** Pupils take responsibility for, and are active in, their own learning. They recognize their responsibility for acting on feedback given.*

** We use assessment information formatively to plan for future learning experiences.*

They also suggest that we need to ask ourselves the following questions:

** To what extent do we give pupils and staff timely feedback and provide them with information about their progress in a way that is motivating and values individual achievement?*

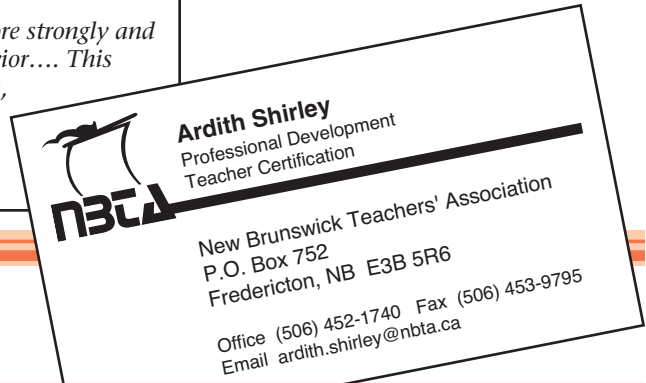
** To what extent does our feedback give pupils and staff a very clear sense of what they need to do to improve?*

** To what extent do we use assessment information systematically to identify learning needs and plan future learning experiences?*

Well....not sure if my Wii trainer is exactly "using evidence of learning to adapt to meet immediate learning needs minute-to-minute and day-by-day", but I have to admit I can hardly wait to get home tonight and find out if my Centre of Balance or Wii Fit Age has improved from yesterday. I have set a two-month fitness goal and I am determined to keep at it until victory is mine!!! (And...even if I don't meet my goal, all of this focus on upper body strength can only help when I eventually do heave the blasted thing out the front door and onto the yellow line!)



In fact, Bellon, Bellon, and Blank note, "Academic feedback is more strongly and consistently related to achievement than any other teaching behavior.... This relationship is consistent regardless of grade, socioeconomic status, race, or school setting.... When feedback and corrective procedures are used, most students can attain the same level of achievement as the top 20% of students."



May I Recommend?

Each of the following articles focuses on the importance of questioning, feedback, assessment and metacognition in the classroom. Should one of the titles tweak your interest, I would be happy to send it along to you!

Insufficient Questioning by Ivan Hanel (Phi Delta Kappan, November 2009)

Questioning as Thinking: A Metacognitive Framework by Nance Wilson & Linda Smetana (Middle Ground, November 2009)

Bringing Life to Class Discussions by Rick Wormeli (Middle Ground, October 2009)

Think Time: Formative Assessment Empowers Teachers to Try New Practices by Teresa Egan, Beth Cobb and Marion Anastasia (JSD, Fall 2009)

Website of the Month:

Learning and Teaching Scotland: Assessment is for Learning

<http://www.ltscotland.org.uk/assess/index.asp>

Closing Quote:

"Watching your work adopted by educators across the nation is flattering, but not if it is widely misinterpreted."

Robert Marzano
(Phi Delta Kappan, September 2009, pg. 30)

(Marzano reacts to seeing his research from *Classroom Instruction that Works* misinterpreted and misused due to overemphasis of the nine strategies. He fears that educators make mistakes when they: focus on a narrow range of strategies; assume those nine strategies must be used in every class; and assume the nine strategies will always work.)

Developing Successful Schools (DSS) July 5-8, 2010 – Mount Allison University, Sackville, NB

Fostering Assessment Literacy in Our Schools: Guidelines for School Administrators

Program Overview

During this institute, participants will be introduced to the eight Big Ideas of Assessment that provide the foundation for Damian Cooper's latest resource, *Fostering Assessment Literacy in Our Schools: Guidelines for School Administrators*.

This session will help school leaders implement a balance of assessment for learning (to promote learning) and assessment of learning (for grading and reporting).

This institute is an opportunity for school leaders to explore strategies for implementing school-wide assessment reform.

Throughout the institute, using a combination of presentation, discussion, video-clips and activities, participants will improve their own assessment literacy, as well as learn how to work with teachers to improve their practice.

Institute Resource Person - Damian Cooper

Damian Cooper is an independent education consultant who specializes in helping schools and school districts improve their instructional and assessment skills. In his varied career, Damian has been a secondary English, Special Education, and Drama teacher, a department head, a librarian, a school consultant and a curriculum developer. He has specialized in student assessment for more than twenty years. (See full biography in DSS brochure)

Registration/Fees

Educators who are members of the sponsoring organizations (NBTA, NLTA, NSTU & PEITF) - registration fee \$300.00. All others \$400.00. (Preference will be given to members of the sponsoring organizations.) All participants must pre-register.

The following guidelines will influence the selection for DSS in the event that there are more NB applicants than seats (Limit 24 seats for NBTA): • Representation by District with consideration to District size. • Years in administration (a balance of early, mid and late). • First-time attendees. • Max. of six (6) seats may be allocated for principal/vice-principal teams (no more than one team/District)

Registration Deadline – June 1, 2010

for more information, see brochure and application form at www.nbta.ca



Singing the February Blues?

This time of year in an educator's life tends to yield itself to a common anomaly known as "MYHILWLOMSSS" or "Mid-Year Hump, I'm Losing What's Left of My Sanity, Stress Syndrome".

It is the time of year when there is no "light at the end of the tunnel", and we are groping our way through the dark wondering if this year will EVER end. We'd even settle for something to just pick up the pace.

Yes, February offers Valentine's Day, which can be a brief respite in the thin frost of winter, at least in elementary schools. In secondary classrooms with our attention focused on the emotionally charged adolescents, we briefly forget about the sleeping winter.

However, sometimes even the surge of red and pink hearts, sugar rush, and avalanche of emotions is not quite enough to re-focus both our attention and motivation. And as for March, well, we find ourselves trying earnestly to vault over that mid-year hump.

We've begun to have our fill of meetings, grading

papers, more meetings, in-services, copying, laminating, machines on the fritz, more meetings, kids with cabin fever ... and did I mention MEETINGS?!?

Most of these stressors are beyond our control, but there are at least some "red flags" that we can all be aware as signals that stressors are fast becoming overpowering. Once we have awareness, we must take adaptive measures to reduce them.

Here are a few tips to deal with STRESS:

Shun the "Superman"/ "Superwoman" urge. Set yourself reasonable goals that are attainable.

Talk with a friend. Develop a supportive group.

Relax, rest, exercise and eat properly.

Escape for a while. Enjoy a hobby or pastime.

Set priorities. Take one thing at a time. Be willing to say "NO!"

Share the load. Collaborate with others. Many hands make light work.



This article is condensed from Heather Skipworth Craven's article "Slaying the Stress Dragon" and "Tips to Help Slay the Stress Dragon" created and compiled by Rosalind Jessfires and Reginald Smith, both published on http://www.inspiringteachers.com/classroom_resources/articles/organization_profession/stress_dragon.html and http://www.inspiringteachers.com/classroom_resources/tips/organization_profession/slay_the_stress_dragon.html
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Council Day is May 7th, 2010

Elementary Council - Fredericton
Middle Level Council - Miramichi
High School - Moncton

Full details in our next issue.
Look for information/registration online beginning the second week of March @ www.nbta.ca

Elementary Council News

Capitalize LEARNING Elementary Council - May 2010 Council Day

Site: As the name might suggest, we are in the capital—Fredericton! We are at the Wu Centre, STU, UNB and the Crowne Plaza Hotel.

In response to the many suggestions from our teachers — **We Have Changed!** We will have two types of sessions, keynotes, four of

them (each with room for 160 - 300) and small divided sessions (which will have room for 30-90). Through these, we will be providing



a wider variety of sessions as well as more intimate professional development.

Our Keynotes: *The Sisters* — Daily 5, already famous in New Brunswick literacy classrooms! The Daily 5 is a structure that they have designed, taught and refined in their own classrooms. They are passionate and practical in their approach to learning and literacy. The difference in this approach is that it is critical to demonstrate and focus the teaching on what the child and teacher are to do inside each component. It is this explicit teaching and practicing of behaviors that sets the Daily 5 apart from the other management systems that have been tried. The Daily 5 is a student-driven management structure designed to fully engage students in reading and writing.

Ray Appel — We are thrilled to have the co-author of the new *Math Makes Sense* Resource! Ray will give you a handful of math tips to help support whatever math program you

are using. These math tips will support the struggling learner, while providing some enrichment for the bright/gifted learners in the classroom.

Jessie Brown — Digital Literacy and e-Learning - How can teachers engage students of the digital generation? Is social media just a distraction or can online tools be harnessed in the classroom? Drawing on his experience as a co-founder of the popular educational website Bitstrips for Schools, Jesse Brown explains the tricky challenges and inspiring opportunities facing educators today.

Mike Moore — He is an educator, popular speaker, humorist and cartoonist whose work has appeared in newspapers and magazines throughout the United States and Canada. He is a recognized authority on the power of therapeutic humor in human wellness and relationships.

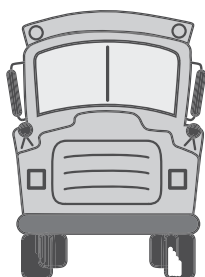
In our divided sessions: We have covered many areas of the

elementary curricula and are finalizing topics and presenters. We are however still looking for a few other small divided sessions. If you would like to present or know of someone who should, please contact donna.losier@nbed.nb.ca immediately.

Literacy Workshop — Sat. May 8, 2010 - *The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction*. All readers of any age need instruction and support that helps them become more independent and self-reflective in their work. In *The CAFE Book*, Gail Boushey and Joan Moser present a practical, simple way to integrate assessment into daily reading and classroom discussion. The CAFE system, based on research into the habits of proficient readers, is an acronym for Comprehension, Accuracy, Fluency, and Expanding vocabulary. Cost: TBA. Register early as spacing is limited to 275 participants.

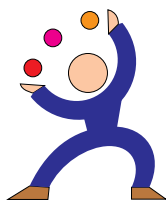
Don't miss the opportunity to join us on the Culture Caravan!

(Elementary Social on the move)



Our journey begins at the Beaverbrook hotel and makes its way through the city stopping at several interesting landmarks.

Prizes



Fun



Snacks



Entertainment



*Pre-registration required.



Middle Level Council News

Get ready for Council Day 2010!

The Middle Level Council has booked Canadian Idol judge, Farley Flex, as our keynote speaker. With instructive stories from Idol and from his work at schools and organizations, Farley is sure to inspire us to greater levels of achievement in our personal and professional lives. Book your accommodations now!



Make plans

to attend our parent/student night with Farley Flex at James M. Hill High School on Thursday, May 6th from 6-8pm. This evening is sure to please as student talent will be showcased from 6-7pm. Donations will be accepted at the door which will benefit District 16 music programs.



Final call for teachers interested in delivering a divided session! If you would like to share your ideas with others, email Krista Nowlan-Hamilton (krista.nowlan-hamilton@nbed.nb.ca) immediately.



High School Council News

The High School Council is pleased to announce the following keynote speakers for Council Day 2010 at Bernice McNaughton High School in Moncton on May 7:

Dr. Michael Ungar

(www.michaelungar.com)

Dr. Ungar hails from Halifax, NS and is a professor at the School of Social Work at Dalhousie University. His 25 years of experience as a Social Worker and Marriage and Family Therapist has led to his involvement as leader of the International Resilience Project.

Dr. Jane Bluestein

(www.janebluestein.com)

Initially a classroom teacher from Pittsburgh, PA, Dr. Bluestein is the head of Instructional Support Services Inc. in Albuquerque, New

Mexico. The focus of her work is the interactions between adults and children, especially children at risk. Her energy, warmth and compassion have been inspiring for numerous teachers and professionals from around the world.

Michael Kerr

(www.mikekerr.com)

Canadian motivational speaker, Mike Kerr, understands the stresses of the workplace. Through Humour at Work, Kerr's dynamic and interactive presentation of clean humour and inspiring ideas leave his audiences rejuvenated and equipped with concrete ideas to create a positive work environment.

Check out the websites for videos and other information on the keynotes.



Teaching Tips: Numeracy

Elementary - Finding His Hook

As you are planning tomorrow's math lesson, you may be wondering how you are going to get little "Johnny" to participate, maybe even take an interest. Perhaps "Johnny" does not understand math and would rather not try than fail again. Perhaps he is very capable, but has no interest whatsoever in math or schoolwork. Perhaps he does not understand why math matters and only wants to be an artist, mechanic or video game inventor. He may feel you don't need math for that! Whatever the reason, you must find a way to reach him, to find his hook.

At this point in the year, you have a really good understanding of who your students are and where their interests lie. If your "Johnny" is interested in art, show him how geometry relates. If he wants to be a mechanic, help him understand that he will need measurement skills. If he wants to invent video games, he will need to understand numeracy. If you can find his hook, he will begin to understand why math is important in all aspects of life. Use your student's interests to your advantage. This can work across all grade levels and subject areas.

continued...

Teaching Tips: Numeracy (con't)

BTW By The Way...



Here is a great site that can be used at all 3 levels to help promote the love of learning math! Students can access this site at home for hours of math fun. <http://nlvm.usu.edu/en/nav/vLibrary.html>

Middle Level - Keeping It Real!

To avoid the inevitable “Why are we doing this?” question in math class, use real and interesting-to-students data and/or contexts in math questions. Here are some suggestions:

- Hockey: integer addition/division, algebraic expressions and equations, and area;
 - Food: probability (fast food meals – calories, fat content), percent (food labels), and rate (price comparison);
 - Sports Statistics (golf, hockey, baseball, basketball): data
 - analysis, probability;
 - Models (car, train, tractor, Lego): proportion;
 - Space: proportion, volume and surface area;
 - Maps: proportion, ratio.
 - Money: decimal operations.
- Also, feature real student names to word problems too! They love to star in questions.

BTW By The Way...



Practice Grade 7 SS4 (Fore!) and SS5 outcomes with Transformation Golf at http://www.mathsonline.co.uk/freesite_tour/gamesroom/transform/golftrans.html

Here are three other great math online resources that are sure to please:

- Middle Level and High School Math interactive “gizmos”: www.explorelearning.com
- Treasure Trove of Math Activities ... check out the “Dynamic Paper”: <http://illuminations.nctm.org>
- Math Resources and Online Games courtesy of the University of Waterloo (disponible en français aussi): www.mathfrog.ca

This tip provided by Shelley Hunter (Florenceville Middle School)

High School - How to Make it in the Real World

We have heard students ask, “Why do we have to learn this?” or “When am I going to use that” for decades. When students start working in the “real world” they soon realize that the algebra they learned in high school helps with the logical thinking and problem solving that they do with their jobs now.....or maybe they don't. We can help our students understand the importance of math by showing them how it can be used once they leave school. One way is for your students to keep a journal and give them an ongoing math problem.

Day 1: Give each student a “bank account” with an amount of money (keep this in your records as well so you know where they were to start)

Day 2: All students with blue eyes receive \$36.00 from a lottery win, all students with green eyes lose \$22.00 for car expenses, all students with brown eyes gain 2% of their earnings because of interest.

Day 3: Students born in the month of January must pay \$16.23 for groceries, February must pay \$10.98, March pays \$33.67.....etc.

You can determine the amount of entries that the students receive and what variables affect the loss or gain in their “account”. At the end of the semester the students can go back in their journal and explain what happened to their “money”. It takes a little work but it will make it real.

BTW By The Way...



Need some help with fractions? Here is a great visual and interactive website that helps with many fraction applications: <http://www.visualfractions.com>. How about geometry? This website has some great explanations and interactive diagrams that would work well on a smart board: <http://www.mathopenref.com/index.html>

Looking Ahead:

In the Council section of the April issue, we will be focusing on the theme of *What is Council Day? Why should I attend?* and providing teaching tips based on *Science*.



Creating Allies for Gay Youth: The Next Step

by Richard Blaquiere, Woodstock High School

Pride In Education (P.I.E.) was formed after the April 17, 2009 *Creating Allies for Gay Youth* conference was held at the NBTF Building in Fredericton. The energy generated by the April conference called for a follow-up that was held on November 6, again at the NBTF Building. The focus of the November workshop was to provide

"Excellent workshop, very well organized and planned."

teachers with the knowledge, skills and confidence to go back to their schools and districts and advocate for the inclusion of LGBTTQ youth into the curriculum and social life of their schools. Specifically, teachers were encouraged to begin the process of establishing Gay Straight Alliances (GSAs) in the middle and high schools of their districts. GSAs act as vehicles for integrating LGBTTQ youth into the mainstream of the curricular and social life of the schools. GSA groups can act as advocates, social communities and support environments for LGBTTQ youth and their friends and allies. GSAs can and do make a difference.

The November 6 session began with a passionate and articulate talk by University of Toronto student and Fredericton native, Nathan Thompson. Thompson grew up in Fredericton and was educated in environments where the subject of

homosexuality was rarely raised in a positive manner. His work with the University of Toronto's Mark S. Bonham Centre for Sexual Diversity



Nathan Thompson, from the University of Toronto, gave a compelling talk on sexual diversity studies.

Studies allowed him to contextualize his personal experiences within the larger framework of academic research in the burgeoning field of sexual diversity studies.

Thompson's presentation was

"...panel discussion was awesome, very informative..."

followed by a short overview by gay-youth advocate Richard Blaquiere, of policies and laws that protect LGBTTQ youth and, in fact, often

demand that inclusionary provisions for these children be implemented at risk of civil action, should incidents occur, that may have been prevented in a more pro-active and inclusive environment.

Participants also heard from a panel of individuals with insights on a variety of topics that included tips from Shawn Corey on how to effectively introduce and integrate themes of equity and equality for LGBTTQ youth into the schools. Rev. Bob Johnston, an openly gay minister residing in St. Andrews, deconstructed the passages in the Bible that are most often used to condemn homosexuality and

"It was an excellent day and I learned so much I cannot pick out just one thing to comment on"

homosexuals. Ann Moores, a social worker and counsellor, provided an historic overview of the clinical understanding of homosexuality. NBTF Deputy Executive Director Kevin Sheehan connected the collective agreement to the lives of LGBTTQ youth and teachers.

The afternoon was spent reviewing the CTF booklet *Gay Straight Student Alliance Handbook*, an excellent resource for educators seeking to introduce GSAs into the culture of their schools. Participants were asked to commit to one action/strategy for implementation upon their return to their schools



Attendees participated in small group discussions.

Creating Allies for Gay Youth: The Next Step — continued

and districts.

P.I.E. wishes to thank the Elementary, Middle Level and High School Councils for their support as well as AIDS New Brunswick for its generous and unsolicited donation. We wish also to thank the University of Toronto for funding our keynote speaker's travel expenses to New Brunswick. P.I.E. is indeed fortunate to have the active support of both the NBTA and the NBTF and we want to extend our sincere and unqualified appreciation to those

"I am so glad I registered for this, it was awesome"

individuals in both organizations for their unyielding assistance and support in the months leading up to the event. In particular we must thank Kim McKay, Kevin Sheehan, Ardith Shirley, Blake Robichaud, Eileen McNeil, Judy Deveau and Carlene Merrick. Thanks also to our president, Noreen Bonnell, for her

kind opening words. A huge thank you goes out to those district and school administrators who, like us, believe that the time for including gay, lesbian, bisexual, transgendered, two-spirited and questioning youth and adults into the academic and social life of our school communities is long past.

A huge thank you goes out also to P.I.E. secretary-treasurer, Jackie

Desmeules for looking after the nuts and bolts of the event. Other members of the planning committee were Peter Gorham, Peter Papoulidis, Shawn Corey, Judy Piers-Kavanaugh and Richard Blaquiere.

"We need more of these kinds of workshops as the topic is so necessary."



"You're Going to Love this Kid"

by Kimberley McKay, NBTA Staff

Ninety-eight participants joined Dr. Paula Kluth at the Fredericton Motor Inn on November 23, 2009 to take part in the NBTA Middle Level Council Institute "You're Going to Love this Kid!" Participants learned practical ways of supporting students with autism spectrum labels and other disabilities within a general education classroom. The interactive day featured group activities, real-world stories, and tools to take back to the classroom and use immediately. Feedback from participants indicated they appreciated Dr. Kluth's positive approaches, her practical ideas, and her energetic, engaging presentation.



School-Based Learning Team Grant Recipients 2010

by Kimberley McKay, NBTA Staff Officer

In collaborative inquiry, teachers work together to identify common challenges, analyze relevant data and test out instructional approaches. The idea behind this approach is that such systematic, collaborative work will increase student learning.

(Jane L. David, *Educational Leadership*, December 2008/January 2009)

The New Brunswick Teachers' Association is pleased to once again sponsor five School-Based Learning Team grants and to announce the 2010 recipients. Each grant is valued at \$1000.00 and allows the team to collaborate on exploring an area of student learning they have identified as a priority for their team. The team has full autonomy to spend the grant as they see fit. In the past, grant recipients have used the funds to provide release time for team collaboration, to purchase resources, to produce materials for sharing, and to provide for off-site visits to support the work of the team.

Grant applications for 2010 were received from 18 teams representing seven districts. Successful team applications were well developed

and specific. These teams were able to pinpoint both what the learning focus would be and how it would be monitored. Careful consideration of



how the team would monitor the impact of their efforts on students was often a deciding factor for the committee. The selected applications also provided enough detail to indicate that there had been much

thought given to each team's goal and its plan to achieve the goal.

Recognition must be given to all teachers who submitted an application. The thought and planning that teams put into their applications is often evident. We trust that all who submitted an application benefited from the experience of working and thinking together as a team and collaborating to improve teaching and learning.

The 2010 grant recipients will receive a cheque, along with a School-Based Learning Team manual to guide them in the process of collaboration as well as information to support record keeping. The work of the teams will extend until December 2010 at which time final reports will be submitted.

2010 Grant Recipients

Harvey High School

Enriching Middle School Math through the Development of Formative and Summative Assessment Tools

Miramichi Valley High School

Project Based Learning in Secondary Science

Pennfield Elementary School

Pennfield POETS in Literacy (Partnership Of Enrichment Together Succeeding in Literacy)

Royal Road Elementary School

PALS: Peer Assisted Learning for Students and Teachers

St. Malachy's Memorial High School

21st Century Skills in the High School English Class

2010 Honorable Mention

Forest Hills Elementary School

Math/Literacy Connections

Sugarloaf Senior High School

Assessment "For" and "As" Learning

Quispamsis Middle School

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From Europe to Fredericton

Skill-focused learning through language passports

by Lori Thompson, Chantal Lafargue and Marie-Josée Paulin, Fredericton High School

Belief and perseverance are two qualities that our team embodies, but more importantly, they have supported our vision in a language passport created for our Language Department at Fredericton High School. Nearly two years ago, we began working on a unique language learning tool that has developed into something we never thought possible! A special milestone in this process was being awarded the NBTA Learning Team Grant last February. It confirmed our belief in the project and renewed our commitment to see it to completion! We had created a truly interesting product! Soon after being awarded the grant, we partnered with the Second Language Research Institute of Canada at UNB to create a second version of the passport. We are now in a second pilot of the language passport, and its future looks bright!

The Language Passport is adapted from the European Language Portfolio (ELP) and the Common European Framework of Reference (CEFR). Internationally, this approach to language learning

provides a way for students to track language learning through “Can Do” statements, while encouraging them to become life-long autonomous learners. Students measure their learning through self-assessment on tasks that are relevant and

self-assess based on whether they completed the task by themselves, with help, or on their own. Throughout their high school years, students continue to work on and expand their language skills, collecting evidence of their work and tracking their progress. “Can Do’s” provide positive reflection, rather than “I can’t” or “I don’t know.” The expectations are clear, as are the assessments.

The Learning Team Grant gave our project much needed financial support and credence. We were able to buy technology to help us document the pilot, and connect us to other classrooms worldwide that use language passports each day. It also affirmed to each of us that we were developing something very unique and useful to our subject area. More importantly, being awarded

this grant reminded us how wonderful it is to collaborate with colleagues, sharing a vision, and realizing that we can do anything we set our minds to!



A great learning team are we!

meaningful to life outside the classroom. It assesses four skill areas: speaking, listening, writing and reading. For example, a task in the skill area of speaking could be, “I can introduce myself or someone else.” Students complete the task and then

Experiences: Engaging our Female leaders of Tomorrow

Are you looking for a way to engage the young girls and women in your classrooms? Like you, we want to enhance the educational experience for students and provide them with opportunities to learn and grow.

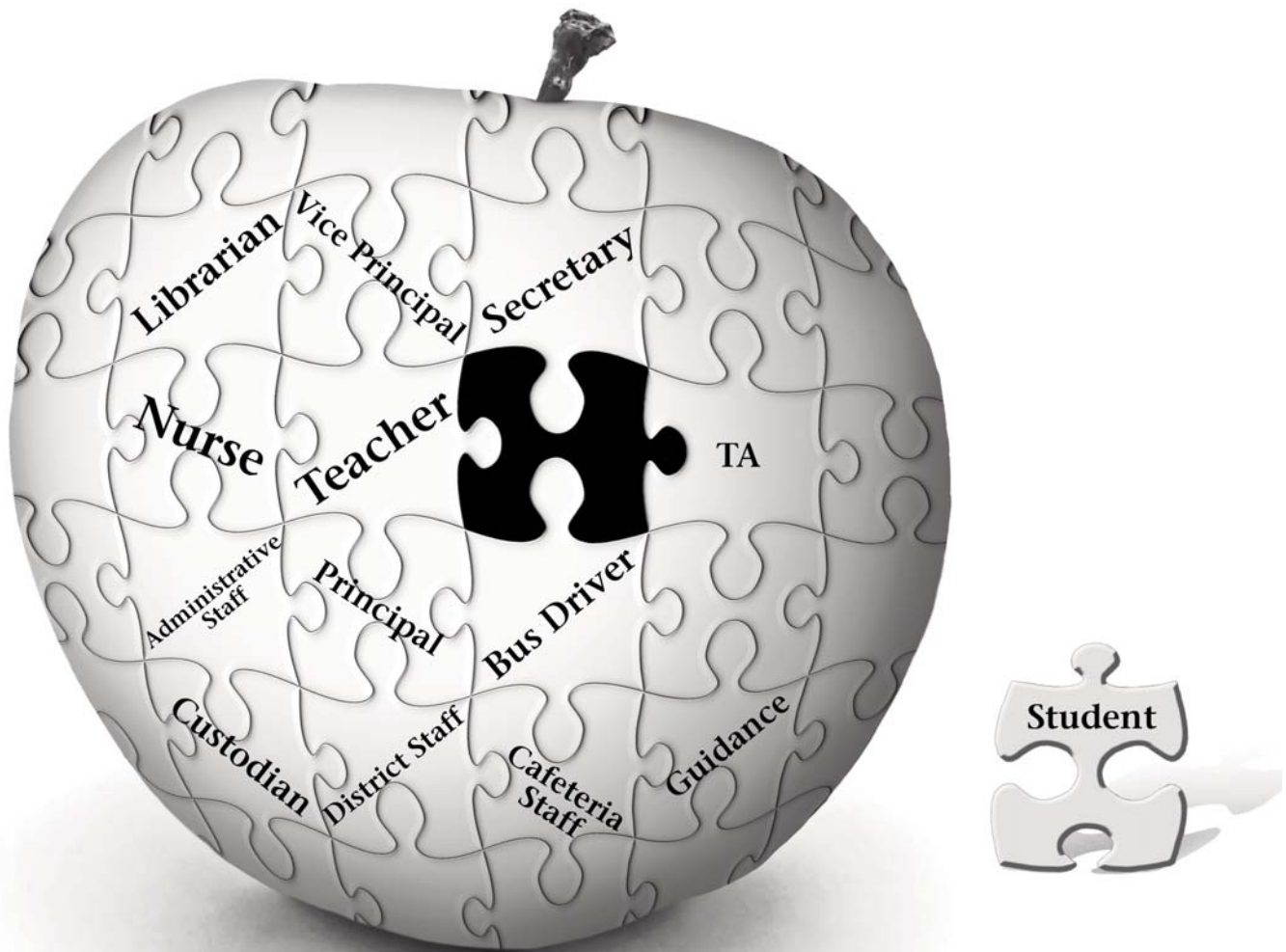
Experiences is a national mentorship program for girls aged 12 – 17 and young women aged 18 – 25, that aims to provide them with the leadership skills and confidence to consider elected office, whether that is school council next year or 24 Sussex Drive down the road! Mentors will introduce their mentees to the impact of politics on their lives, and what *they* as young girls and women can do to make a difference: from the importance of voting and playing a role in your community, to throwing your hat in the ring!

Experiences will open doors for young women today and for years to come. We invite you to explore the mentorship opportunities available on our website and register at www.equalvoice.ca/experiences

Major funding for Equal Voice and Experiences comes from Status of Women Canada and others. Its partners include CTF, Girl Guides of Canada and the YWCA.

Teacher / Staff Appreciation Week

February 14th - 20th, 2010



**Everyone is an important piece
of the entire puzzle.**



**New Brunswick Federation of
Home & School Associations, Inc.**



Hampton High School Human Rights Mural

Many Hands Realize Former Teacher's Final Project

by Glenn Hall, Hampton High School



John Murphy was my teacher, co-worker, friend and fellow artist. He died suddenly and unexpectedly on a Tuesday afternoon, Sept. 15th, 2009.

In the mid 1990s, John Murphy had travelled to South Africa to visit his daughter. His experiences there had a profound effect on the final 15 years of his life. A tour of a children's AIDS hospital was a particularly moving experience for John. Upon his return he wrote:

"...my tour in South Africa... taught me that I need a plan. The kind of plan I need to put into place includes responsibilities I have come to recognize as my own that exist outside of my family and my working life. They stretch beyond my community and reach out across continents and across cultures to people whose needs are desperate."

Upon his return, John embarked on a number of human rights projects. His vision, in part, was to associate the town of Hampton with one of its most important and influential natives: John Peters Humphrey. Humphrey's declaration of Human Rights, presented to the UN in 1948 would become John's guiding beacon in a number of projects. He worked tirelessly to fundraise for ambitious works of art that would celebrate the life and work of Humphrey, all the while maintaining side projects with Amnesty International.

I could fill pages with John's accomplishments as an artist, musician, actor and activist, but I wish to focus on his last vision - a very ambitious wall mural that was unveiled in early December.

The mural is a celebration of article 26 in the Human Rights Declaration: Everyone has the Right to an Education. It would be 25' x 40' and would be realized on a series of huge inter-locking panels. It would become somewhat a marriage of sculpture and painting, operating on several different relief levels. It would also be as colourful as it was ambitious, depicting, among other things, young people coming together to learn and share knowledge.

John Murphy spent his final summer organizing local artists in a semi-annual fundraising festival known as Bloomin Artists. Then he recruited Fred Harrison, a well known and respected mural artist to oversee the operation. Next he invited Jim Boyd and myself to dinner, and somewhere between the main course and desert he rolled out his latest plan. I was floored at how beautiful the preparatory sketches for this thing were. John wanted us to round up talented and interested students to work communally with us to realize the mural. As adults, we were sort of loosely in charge, but the thing had a very A. S. Neill Summerhill vibe about it - everyone respecting everyone's space and personal offerings. No one really was in charge although we would defer to Fred whenever doubts about the direction of the mural surfaced. Fred, as it turned out, would be the most kind and benevolent boss anyone of us would ever encounter.

The last time I saw John we were working on the mural on the Theatre floor. John was busy cutting out

interesting shapes with a jig-saw and priming various panels. He joked about whether or not they should let me paint on the mural. "Do you suppose he's good enough Fred?" he asked over his shoulder. There was always good-natured teasing with John.

The next day he was gone. We were all in shock. I mean, it was literally day two or three and the unthinkable had happened. John had left us. It felt like some kind of terrible mistake had been made.

I would paint and cry...and then paint some more. Fred designed a panel and told me to go away and paint John. "It could be a dove" he said. But I'm a pretty conservative person really, so I painted a literal portrait of John. This was how I grieved.

In the end the portrait was inserted in the middle of the original design - the mural was completed and we all emerged in tact, but changed people. It was bolted to the outside wall of our school's theatre and we had a public unveiling on Dec. 10th, 2009. Our Lieutenant Governor, Graydon Nicholas, spoke beautifully at the unveiling and I eulogized John Murphy before the staff, students, dignitaries and his family. In some ways, it represented closure for us.

We are left to carry John Murphy's torch and understand that a most extraordinary man has passed through our lives, touching us all.

I will be forever grateful having experienced him.

Project Overseas Uganda 2009

by Anne Ervin, Lakewood Heights School

Ten Most Frequently Asked Questions about Project Overseas Uganda 2009

1. How did you learn about Project Overseas?

I first read about the partnership program in the *NBTA News*. I learned that the Canadian Teachers' Federation has been supporting the education of students in developing countries through professional development partnership programs like Project Overseas [PO] since 1962. I was fortunate enough to be selected and sponsored as the NBTA's designate for 2009. I was placed on the Uganda team which consisted of four teachers from across Canada. We were sent with the goal of promoting Quality Public Education for All. We conducted in-service training for selected members of the Uganda National Teachers Union [UNATU] over the course of three weeks and they were three of the most extraordinary weeks of my life.

2. What was the local culture like?

From the moment we arrived at the Entebbe-Kampala airport, we were greeted by Mugenyi Charles, the UNATU Course Director; the hospitality extended throughout our stay was astounding. Within the first few days, we were fortunate enough to experience both the busy city life of the capital Kampala and the countryside while we visited union and education officials as well as local schools. Kampala is densely populated with a population of approximately 1,420,200 divided into five hilly boroughs and the congestion due to boda bodas and commuter taxi vans everywhere was quite a sight. Crossing the street was an exhilarating experience! I was amazed to learn that almost everyone I met spoke a different native language and that most spoke some English. Thirty-three native languages are spoken and many people also speak Luganda and Swahili with English as the official business and education language. Their multilingual proficiency was incredible!

It was during mealtimes at the workshop where I was able to sit

with participants and learn about the interesting cultural customs as the participants inquired about our Canadian customs. In turn, they taught me about ceremonies performed for marriages, such as traditions where the groom's family



brings a dowry and other gifts to the bride's father and the groom presents a young goat to the bride before the ceremony. These conversations were enlightening.

3. How did you know what to teach?

Prior to the in-service, the various teams gathered in Ottawa for a well-organized orientation program. We were briefed on the mission of PO and offered intercultural preparatory training relating to customs and conditions overseas. The facilitators were first class and collaborating with PO alumni at the orientation session provided us with tips on using local materials such as bottle caps and beans for math manipulatives and discarded cardboard for posters.

While my initial assignment was to teach Science, I facilitated a Language Arts class with primary and secondary teachers. In addition

to my daily class, I facilitated sessions on Sexual Maturation & HIV/AIDS and Bloom's Taxonomy. Initially, I felt ill-equipped to facilitate workshops with teachers that taught in conditions to which I couldn't relate, but was reassured that my own health would be a valuable resource, and that my daily teaching experiences allowed me to share an insight on many topics.

My co-tutor, Akaki Rose, and I conducted a needs assessment on the first day and planned our lessons accordingly. The combination of these results and Rose's wise insights helped to make our course a success. Rose's wisdom was insightful and culturally relevant. She encouraged the teachers to motivate their students to read litter on the ground as it makes for free accessible reading material. To my amazement, each teacher in the class took this idea down in their notebooks. The determined teachers were extremely grateful for the activities and theory presented. On the first day, the teachers were surprised that the desks were placed in small groups as they are used to a direct delivery style of instruction. Our English class quickly became a cooperative environment. Creative suggestions for dealing with the issues related to large class sizes and lack of resources were posted around the room. The focus was on activity-based learning while making use of local resources, either natural or easily accessible. The participants were honored to be in attendance and worked tirelessly in an effort to improve their skills and return to their region equipped to spread their knowledge.

4. What were the teachers like?

Along with Universal Primary Education launched in 1997, which granted free access to primary education, came a rise in enrolment from 2.5 million to 6 million, which unsurprisingly caused teacher and resource shortages. As a result, teachers' abilities and training vary immensely, with some having finished secondary school and

others having attended a college course. Many of the participants had never attended a workshop prior to this one and they learned more than subject-specific material.

The participants quickly formed bonds with each other, an affection uncommon in the professional environment in Canada. They were linked through their common thirst to develop professionally and even bouts of malaria didn't keep them from arriving at class early with beaming smiles. I was amazed by the participants' tireless effort to improve and return to their communities to share their new knowledge with their colleagues. After days crammed with active workshops, assignments, and prayers, I would find teachers at the university late into the night teaching others what they had learned in their subject that day. One participant wrote to me asking, "How can this [PD] be done to all the teachers in the country?" It made me very aware of the opportunities we take for granted here in Canada.

Among the teachers, there is a sense of hope and strength in the union. The union was registered in 2003 and now has a current membership of 70,000. The enthusiasm for a new collective and anticipated change is evident in daily conversation. Teaching is not an easy profession given the circumstances, but it was evident that the participants were proud to be teachers. They sang a union anthem at the beginning of each

day, "Solidarity forever...for the union makes us strong!" Union officials are focused on developing their teachers and maintaining them as well as organizing themselves as a strong unit. Their objective is to address issues such as salary and class size with the government in the near future.

5. What were the schools like?

I was surprised to see children traveling the streets during the school day. Unfortunately, there are many circumstances that prevent these children from attending school. Despite access to education, especially for female students, daily chores and fees prevent some children from attending school.

We visited two schools, one just outside the city and the other more rural. We were greeted with welcoming smiles at both locations and each class chanted a greeting song and welcomed us into their rooms. Both schools were suffering from a shortage of food and resources. Teachers traveled great distances to get to work by foot or bike and a few of the teachers had their infants with them as they taught.

Teachers are expected to work in a growing system with challenges such as of lack of resources, large class sizes, inadequate salaries, and struggles with illness and access to food. The schools I was able to see had class sizes ranging from 15 up to 110 pupils with the larger numbers being the norm. At school, most

children were in uniform. Many children walked long distances to school and the majority of children in the rural schools do not wear shoes. They walk on bare feet and can be seen playing football and other games without shoes. They played with soccer balls wound from banana fiber leaves and ran around tracks marked with ashes. In class, children sat on benches with a small table in the middle if there was room. There was very little room to move in many of the classes and in order to make their way to the front of the room, students would often need to climb over one another. In addition to classroom expectations, children are expected to assist with keeping the classes and compound tidy as well as care for the gardens.

Despite the enormous class sizes, the teachers had terrific management of their students all while wearing a smile. Materials were teacher-made using natural resources, such as alphabet cards strung from wall to wall and guava and other fruits were used for measurement demonstrations.

6. What were the major differences given the fact that you were working in the developing world?

I didn't expect the curriculum, lesson planning, and accountability standards to be at all similar to ours here in New Brunswick. Each message delivered by UNATU personnel and education officials stressed the importance of high



Project Overseas Uganda 2009 — continued

expectations and encouraged the teachers to work with their creativity. They stressed that increase in salary and class sizes were issues that would be rectified in time. The teachers rarely if ever voiced a complaint of their school system circumstances.

Another difference was to see that female teachers were encouraged to have their children travel to the workshop with them in order for the female teachers to be able to benefit from the professional development.

7. Did it make you sad?

No, not while I was there because every person I met was so happy or could be easily made to smile and laugh despite their daily struggles. The Ugandans I met were positive and blessed with a great faith. Seeing the conditions in schools and the daily struggles first-hand has had an impact on me. While in Uganda, I was told by a principal that some of the crops at her school did not survive due to the dry season and there would possibly be a famine. I have since seen on the news the devastating effect this has had on the region I visited. I've been in contact with a few teachers who have expressed their struggle for food and my grade 3-4 class is currently working on a fundraising project to assist with some financial relief.

8. What was the most surprising?

I didn't expect the participants to have too much difficulty understanding my accent which I realize now was

very ignorant of me. This didn't keep us from talking to one another in an effort to communicate and it took only two days before we understood each other adequately.

I did too much reading prior to my arrival and while it was an unfamiliar sight to see armed security at restaurants, shopping centers and banks, I was shocked at how peaceful the city and surrounding areas were. The team was well taken care of and provided with security and reliable transportation by the UNATU officials.

9. Would you do it again?

In a heartbeat! It was a very rewarding experience for me. I learned a lot about myself as a facilitator as I had little experience with adult education prior to this experience. I was shocked at how successful the workshop was. The participants not only learned

content but how to be creative and innovative with instructional materials. Working with organizations like CTF, which helps to support these amazing teachers by working together, rather than a one-way delivery system trying to transform them into Canadians is a model I strongly support.

10. How can we assist their efforts?

Ugandan educational officials are looking to form partnerships with schools to support their teachers' efforts to develop professionally through teacher mentoring and coaching. If you are interested in becoming involved, please contact me for further information.

My experience was incredible and as a result very difficult to describe in an article. I urge others to take advantage of this opportunity and would be happy to speak with anyone interested.



**Moving?
Name Change?
Not Getting Your
NBTA News?
LET US KNOW!**

In order to keep our NBTA members' database as accurate as possible, it is important that you advise the NBTA Communications Department (**Carlene Merrick, 452-1833 or carlene.merrick@nbta.ca**) of any changes such as marital status, home address, school location, phone number, etc., as soon as possible. This is necessary to ensure that all mailings reach our members and that our nominal roll is up to date for voting purposes. Initial information is collected on the green registration forms, but changes occur. Many of these changes occur during the summer months. **We do not receive this updated information through any other source, so please keep us informed of any changes.** Thank you for your assistance in helping us serve you better.

NBPES Conference - Miramichi

by Peter Gadd

Two hundred Physical Education, Health and Recreation professionals from across New Brunswick gathered at Miramichi Valley High School, in October, for a full day of professional development activities. The day included presentations from educational leaders, participation in exemplary classes and the sharing and discussion of ideas about engaging today's students in healthy active lifestyles.

In addition to such activities as canoeing, archery, dance and geocaching a significant emphasis of the day was on Adventure Education, particularly climbing. The keynote speaker, Professor Arnold Dort of Temple University, Philadelphia PA, made a presentation on the educational use of climbing. The recent installation of a High Elements Challenge Course in District 16 made

this topic particularly relevant and many of the conference participants found themselves atop the structure during the afternoon session, having prepared themselves during morning sessions. Professor Dort clearly illustrated in his presentation that there are numerous educational opportunities created with the highly structured program he outlined, that has many redundant safety features built in.

District 16 hosted the conference on behalf of the New Brunswick Physical Education Society (NBPES).

During the awards luncheon the NBPES recognized 11 Physical Education Specialists as District P.E. Teachers of the Year. Miramichi native and former local teacher, Sandy Leland, now at Simonds High School, received the NBPES Physical Education Career Award.



Thanks for "Remember When" Conference

by Garth Wade, NBPES

NBPES would like to extend its thanks to the NBTA Councils for their continued support of the 'Remember When' Conference. The partnership that has been created over the past number of years have allowed for our teachers to participate in a high quality professional development opportunity which pays great dividends to the instruction level in all of our schools.

Photos from the conference can be seen by visiting: <http://www.district16.nbed.nb.ca/gallery/nbpes-remember-when-conference>

The theme for the 2009 conference, "PLAY, TRUST,

LEARN", certainly fit well with all sessions and overall attitude of the day. The conference evaluations were very positive and the local organizing team, under the leadership of Eddie Pinder, provided an exceptional day for all involved. Planning is already underway for the 2010 'Remember When' having it slated for School District 17. Again, only with the support of the NBTA Councils can NBPES provide these quality PD opportunities. Thank you again for your partnership and support.

New Literacy Program at LBS

submitted by Carole Gignac, Lord Beaverbrook School



Campbellton, NB – October 21, 2009 - Thanks to the generosity of local community partners, the students at Lord Beaverbrook School now have a new literacy program. The “Love of Reading” program was officially launched on October 21st during a special school assembly.

“I am very excited to see the ‘Love of Reading’ program being launched,” said Lori Henderson, LBS Principal. “It is a program that I have been hoping we would be able to offer our students since I began working in this school. The goal of the program is to help foster a passion for reading by providing each child in our school a personal library of books they can call their own.”

During the event, guest speakers shared their stories about how books made an important impact on their lives at a young age, and they encouraged all the students to enjoying reading their new books.

Inspector Roland Wells, who represented two community partners

involved in the program - the Campbellton Rotary Club and the Campbellton Centennial Library, told the students that as a young boy he enjoyed reading “The Hardy Boys” mystery novels. Chris Gillis, the Area Manager from Bell Aliant, said that when he was growing-up he was always encouraged to read books and was told to “look it up” in the dictionary when he didn’t know what a word meant. Elizabeth Stymiest, the Learning Specialist for School District 15, said that books are always her favourite gifts to receive. Also, Honourable Roy Boudreau shared his childhood memories of reading hockey cards, and inspired students to read as often as they can.

Another highlight of the event was when Jocelyn Paquette, the Library Director for the Campbellton Centennial Library, read one of the books to the students.

Following the launch each classroom was visited by the guests who brought a cart filled with books,

and had each student pick a book to keep. One grade four student said, “Wow, this is so cool” when he realized that he would be able to pick his own book four times throughout the year.

Mrs. Grass, a LBS grade three teacher, said “my students were impressed that the community cared enough and were so generous to give them brand new books to take home.” Grass also said that “reading truly is a gift that will carry them through the rest of their lives. Developing a passion for reading is important, and it will be a skill that they can pass-on to their own children someday.”

Henderson expressed her appreciation to everyone involved, and said, “To our community partners - Rotary Club, Bell Alliant, the Campbellton Centennial Library and Convince Graphics - I want to thank you for the gift of literacy you are providing for the students, their families and to our school.”

Peaceful School Parade in St. Stephen

by Patti Hamilton, St. Stephen Elementary School



Peaceful energy was in the air on Wednesday, October 28, as students, staff, parents, and community members from St. Stephen Elementary School declared their commitment to creating and maintaining a culture of peace by having a *Parade for Peace*. The students, holding their "Pinwheels for Peace" marched down King Street singing Red Grimmer's song, "Teaching Peace". Watching over and guarding the students with its five meter wing span, the beautiful handmade dove, a symbol of peace, was a glorious sight. The parade ended with everyone reciting the school's *Peace Pledge*. Students, staff, and parents are working hard at St. Stephen Elementary School to ensure that everyone feels safe, valued, and respected.



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faith.roach@msvu.ca

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frederick.french@msvu.ca

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Library and Archives Canada: An Almost “Limitless” Resource for Teachers

www.collectionscanada.gc.ca

Canada’s National Collection

Library and Archives Canada (LAC) holds a rich collection of Canadian documentary heritage. This national treasure spans the entire history of Canada and is comprised of materials in various media as well as archival records and published material of Canadian interest. There are more than 25 million books, periodicals, microfilms, literary manuscripts and government publications (200 kilometres of shelving!); over 21.3 million photographs; approximately 343,000 works of documentary art; the largest collection of Canadian sheet music in the world; 200,000 recordings on disks and records of all formats; 167,000 linear metres of government and private textual records; and 2.5 million architectural drawings, plans and maps.

Over the past nine years, LAC opened its vaults and digitized parts of the collection, making these treasures available online for Canadians anytime, anywhere. Since 2004, the LAC *Learning Centre portal* [www.collectionscanada.gc.ca/education/] offers teachers and students a one-stop window into the collection with resources developed for use in school libraries and the classroom.

LAC Home Page

From the LAC home page [www.collectionscanada.gc.ca], there are several ways to discover these digital resources. Using the *Search All* function in the upper right-hand corner, visitors can search library, archival, genealogical or website databases; searches can be refined with the advanced search function, such as search by media type.

The left-hand navigation menu provides several quick ways to narrow searches with options such as *On Our Website*, *Our Popular Resources*, etc. For example, by selecting “On Our Website,” visitors can browse by topic, media, and product type to easily locate relevant databases, finding aids, and virtual exhibitions (thematic websites). Social studies teachers will find useful resources by visiting *Your History*, *Your Heritage — Online Exhibition Themes*.

Popular LAC Sites

The following virtual exhibitions are among the most visited by students and teachers:

- Canadian Confederation
- First Among Equals: The Prime Minister in Canadian Life and Politics
- Lest We Forget: First World War Cenotaph Research
- The Kids' Site of Canadian Settlement
- Cool Canada
- Canada's Constitutional Evolution
- Passageways: True Tales of Adventure for Young Explorers
- Celebrating Women's Achievements



If teachers or students are looking for images to use in lessons, projects, or to post on the class or school website, the collections below have a special “educational use” license:

- *The EvidenceWeb* features digital learning objects such as letters, photographs, and drawings;
- *Images Canada—Picturing Canadian Culture* includes over 164,000 images from 31 Canadian museums, archives, universities, libraries and government departments.

Learning Centre

The LAC Learning Centre is staffed by experienced professional educators who coordinate the development of educational resources, deliver onsite programming in Ottawa, present professional development workshops, and participate in outreach activities for the Canadian educational community during conferences, symposia and special events.

Learning Centre Portal

The easiest way to access all of the resources developed for teachers and students is through the Learning Centre portal at www.collectionscanada.gc.ca/education/.

Visitors can select the link from *Our Popular Resources* or access the quick link located on the right-hand navigation menu of the home page—look for the yellow backpack logo. Teachers and students will find

Library and Archives Canada

websites, educational tools, and digitized primary sources, including print documents, diaries, maps, illustrations, paintings, manuscripts, and music from the LAC collection. Not only do these resources stimulate students' imaginations and develop their critical thinking skills, but they also help teachers make Canadian history, literature and music come to life.

Educators should have a look at *For Teachers*. This section features comprehensive teaching units and strategies, lesson plans, ideas and activities for the classroom, quizzes, games, and guides on using primary sources. Many of the tools found in the Learning Centre have been developed as a result of suggestions and comments from Canadian educators. Teachers can suggest ideas by clicking on the *Submit an Idea* button in this section.

The *For Students* section includes links to great websites, designed just for kids, as well as suggestions

for great books to read.

Students' learning skills can be improved using the Learning Centre *Toolkit*. Study guides in the Toolkit cover a wide range of topics and research skills, such as how to use primary and secondary sources, and how to develop Internet research skills.

Educational Resources

The *For Teachers* section offers a searchable database of over 85 educational resources, which are linked to provincial and territorial curricula, described using the CanCore metadata scheme, and presented in various formats such as HTML, PDF and RTF. These educational resources are developed by reputable professional curriculum consultants who use the latest pedagogy. A complete list is available in the Learning Centre *Educational Resources* electronic brochure; a print version can be ordered using the *Contact Us* option.

Have You Made Use of These Government of Canada Educational Resources?

The Government of Canada supports numerous education programs through its various departments. Unfortunately, many of these resources are under-utilized. Teachers have the opportunity to provide valuable learning opportunities for their students, often FREE-of-charge.

Library and Archives Canada - See above.

Lest We Forget - Veterans Affairs Canada offers educators a wide selection of free, bilingual resources about Remembrance and Canada's military history, from the South African War to today. www.vac-acc.gc.ca

Parliament of Canada - Find educational programs and products, classroom resources, background resources for educators, information on Teachers Institutes on Canadian Parliamentary Democracy and the Canadian Study of Parliament Group. <http://www2.parl.gc.ca/Sites/LOP/Education/ProgramsProducts/index.asp?Language=E>

National Defence – Canadian Military History Gateway - Explore the timeline of Canada's Military History. www.cmhg.gc.ca

Canada Revenue Agency Programs for Educators - We hope these products will enable you to learn about taxation yourself or, as an educator, provide you with useful tools to teach the subject to your students. Some of the benefits of these learning products are:

- * understanding Canada's taxation system and how the taxes collected are used for the benefit of all Canadians;
- * learning how participation in the underground economy is detrimental to society as a whole; and
- * knowing about the availability of the various benefit payments and tax credits, and much more.

<http://www.cra-arc.gc.ca/tx/ndvls/dctrs/menu-eng.html>

Student Vote - is a non-profit, non-partisan organization working with educators to engage young Canadians in the democratic process. www.studentvote.ca

Canadian Heritage – Canadians and their Government - This guide is full of information and a wide range of activities. It is intended primarily for youth aged 12 to 16 but can be adapted for use with other audiences. It is contained in a binder and includes additional posters, booklets and a video. A CD-ROM version is also available. <http://www.pch.gc.ca/pgm/pec-csp/rsrce-eng.cfm>

Canada Pension Plan – “What's it got to do with me?” - This is a financial management supplement for High School students that promotes awareness and understanding of the value of pension planning in general, and the Canada Pension Plan in particular. It features prepared lesson plans, case studies and classroom activities that outline the CPP benefits that might affect an individual during their working life. It also provides an introduction to retirement planning, and is adaptable to various learning styles. <http://www.servicecanada.gc.ca/eng/subjects/education/index.shtml>

Contact: Human Resources and Skills Development Canada, Partnerships and Engagement Division by e-mail at pe@hrsdcc.gc.ca

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"Winter, a lingering season, is a time to gather golden moments, embark upon a sentimental journey, and enjoy every idle hour."

John Boswell

February Is Heart Month



Creating Balance Distinctions: Balance vs. Balancing

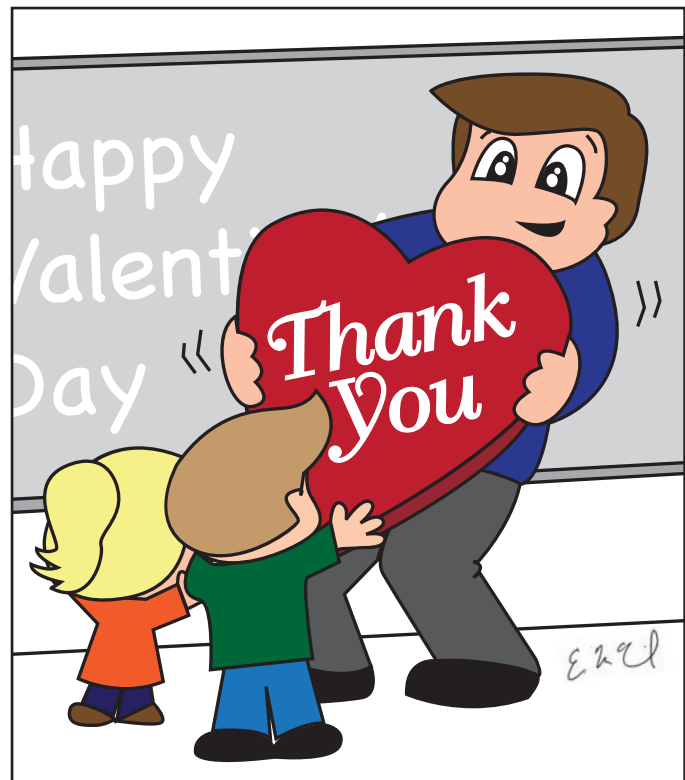
A lot of people talk about their desire to be in balance. But what is balance? How do you know when you're "there"? Most people confuse being in balance with the act of balancing. Balancing requires a conscious awareness, an efforting; it takes energy. Balancing is about action and comes from your head. A subtle feature of balancing is that it is about the future -- believing that somehow things will be better "when you are in balance".

Being in balance is unconscious. It's something you feel in your body, an ease and a sense of strength with reserves of energy. Instead of working at it, balance includes automatic course corrections and even the permission to be out of balance for a while - without fretting about it - if that serves you. To be in balance requires insight and clarity about who you are and about what matters most to you.

Coaching Point: Most people who are in balance never talk about it, it's just a part of who they are.

(Note: This is another gem from Steve Straus' 3-Minute Coaches Contribution e-letter)
<http://www.workaholic.org/workaholiceducation3.htm>

Teachers Have *BIG* Hearts



School of Graduate Studies Award

The G. Forbes Elliot Award for Educational Leadership

Value: \$5,000 in 2010

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
PO Box 5050
Saint John, NB E2L 4L5
E-mail: educsj@unbsj.ca

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the Education Program office:
educsj@unbsj.ca

www.unbsj.ca



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Crazy Hat Day at Leo Hayes

by Noreen Bonnell, NBTA President



Back Row (L to R): Kimberley Douglass, Sister Karen Kelly - CND, John Benson, Nathan Vienneau, Kailey Keane, Candice Bates, Noreen Bonnell, and Kevin Pottle. Front Row (L to R): Connor Hunter, Scott Facey, Devon Gunaseelan, Josh Bubar, and Jordan Lyons

Leo Hayes High School suspended a general rule for a special cause on Tuesday, October 27, 2009. For a donation to the Brain Tumour Foundation of Canada, students and staff could wear a Crazy Hat for the day. The school has two teachers who are survivors of brain tumours, and has lost a student, Mike Fitzgerald, and the

former Principal, Reg Bonnell, to brain tumour cancer. As well, there are many family members of students and staff who have battled this disease.

The school raised over \$632.50 for brain tumour research. The day was deemed a great success, and may be a project for the future, says Principal Kevin Pottle.



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Announcements

CAPSLE (Canadian Association for the Practical Study of Law in Education) Conference 2010

The Rocky Road Ahead: Balancing Competing Interests

Date: April 25-27, 2010
Location: Calgary, Alberta
www.capsle.ca



Explore ways in which we can become better educational leaders within existing legal structures and through future changes to the legal landscape. The following topics will be examined: individual vs collective rights in an educational setting; employer vs employee rights; public interest in maintaining standards vs employee rights to due process; and balancing competing interests in allocation of declining resources.

2011 Census Teacher's Kit

Canada's next census will be held in May 2011. Educators play an important role in its success by ensuring that students understand what a census is and what they and their families need to do to complete the census form.

Statistics Canada's 2011 Census Teacher's Kit is designed for grades K-12. Each kit contains eight cross curricular activities that are classroom-ready and have been tested to meet provincial curriculum standards. Subject areas covered include language arts, math, science, social studies, geography, history, visual arts, and English as a second language (ESL), allowing students to understand how the information collected in a census can be used.

The 2011 Census Teacher's Kit is available free to Educators. Quantities are limited. Reserve your kit online at <http://kit.census2011.gc.ca> or by email at censuskit@statcan.gc.ca.

Delivery of the Census 2011 Teachers Kit will begin in September 2010.

For more information about the census, please visit our website www.census2011.gc.ca.

Your Students' Art Could Be Flying High In The Nations Capital!

Calling all teachers of Grades 5 to 8! The National Capital Commission (NCC), in partnership with Classroom Connections, is running an amazing cross-Canada contest and public art project. Students in Grades 5 through 8 are being asked to create and submit a one-of-a-kind banner design to the "Raise Your Voices!" National Student Banner Contest. The design should represent an issue or topic of importance to Canadian youth.

The winning banners will be professionally produced and flown in Major's Hill Park in the heart of the Capital from May to October of 2010. The deadline for entries is February 19, 2010.

Please read the full contest details at: www.canadascapital.gc.ca/bannercontest
More information or extra copies of the resource? Email: info@classroomconnections.ca

Salary Deferred Leave Plan 2010-2011

Application forms will be available from District Offices in early January 2009.

Application Deadline is February 28, 2010.

Interest-Free Loans

Up to \$1,500.00 in any one school year shall be made available to statutory NBTA members on leave who are improving their professional qualifications through educational programs. Application forms are available from:

Melinda Cook
New Brunswick Teachers' Association
PO Box 752, Fredericton, NB E3B 5R6
Tel: (506) 452-8921
Email: melinda.cook@nbta.ca

**The application
deadline for
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March 31, 2010**

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