



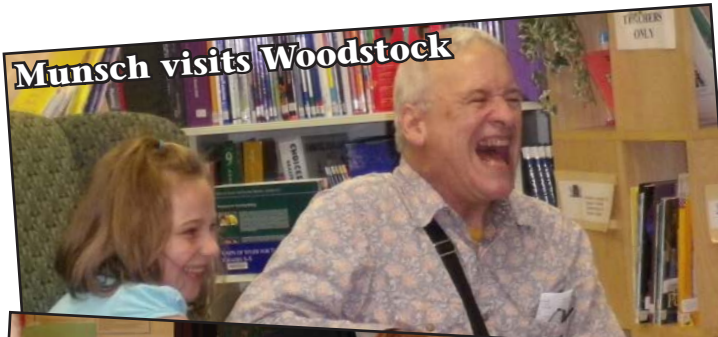
February 2012
Vol. LIV No. 3

NEW BRUNSWICK TEACHERS' ASSOCIATION

Lots of NBTA "Staches for Movember"



Stache for Movember
G-Nett & Master C



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

A Message from the President



Heather Smith

“Learning is not a spectator sport.”

- D. Blocher

Ready to learn; Professional Learning Communities; lifelong learning; learning by doing; hands-on learning; learning from our mistakes. There are many phrases containing the word ‘learning’ that are prevalent in the field of education today. What do they have in common anyway? The quote in the title says it all; in order to learn, a learner must be active. Just watch a child learning to walk, a student working to get a computer presentation just right or a teenaged skateboarder learning a new trick and being active is the correct term.

Our students cannot be passive spectators in the classroom if they are to learn and our challenge is to entice students to want to be on our learning team. Students are not alone in their need to be learners. The basic premise of PLCs is that teachers take an active part in all decisions of the group, from how the learning community will function to what topic it

will learn about. But learning is certainly not limited to formal learning inside four walls of an educational institution. This became very clear to me this week.

By chance, my schedule was such that I spent a full day and evening ‘learning about learning’ from others. It has been said that we learn the most when we are listening; we learn very little when we are talking. During the day I attended my first meeting with the NB Early Years Consortium, a group of committed individuals, which has the learning and experiences of children from 0-8 years as its priority. Although I taught Kindergarten and Early Literacy for two thirds of my 29-year teaching career, I listened and learned from these experts in the field of early years learning.

I spent a full day and evening ‘learning about learning’ from others.

It was an easy transition to attend the public meeting of Learning: Everybody’s Project that same evening. It was fascinating to listen to those in my group, from all walks of life, talk about their own personal learning experiences and about how they foresee NB moving towards being a ‘learning province’. We talked about how and where learning is taking place in the home, in ‘schools’, in the workplace and in the community. From this community input, an action plan will be developed that will need the will and work of all of us to implement. Log on to www.learninginnb.ca to watch the process unfold and learn how you can get involved.

I spent part of a day with the NBTA Professional Development Committee as its members discussed the changing face of professional learning in NB. The NBTA Board of Directors has recognized the importance of learning for teachers and has supported

several varied opportunities. The challenge will be to balance the fiscal realities of schools and districts with the unquenchable thirst of teachers to learn. Research has revealed that the most relevant learning opportunities for teachers occur when they are self-selected and personal. This is another reminder that, in order for learning to occur, the learner must be engaged, active and motivated.

Research has revealed that the most relevant learning opportunities for teachers occur when they are self-selected and personal.

Sadly our students, and I have to admit our own children, often learn what we wish they didn’t! The words ‘Do as I say and not as I do’ ring false and are easily superseded by ‘Our actions speak louder than our words’. Teachers need to be exemplary role models for our students so they can learn through our example.

Learning is a treasure that will follow its owner.

In the words of an old Chinese proverb: Learning is a treasure that will follow its owner.

Thanks to all who answered my Hink Pink last time; a modern song about geography is a map rap. There was an 80% increase in responses. But then again, I only had one the first time! This one is for those of you looking forward to spring training and the upcoming baseball season: What do you call a baseball player who just got a raise?

NBTA Executive Reaches Out

Round Table with Moncton Teachers



The NBTA Executive Committee, which traditionally meets only in Fredericton, hit the road for a special meeting at Moncton High on January 18th, 2012. "Defining our Camelot - A Night of the Round Tables" was an opportunity for professional dialogue and reflection over dinner. It helped NBTA elected leaders and staff gain input on organization priorities and to envision the "ideal" professional teachers' organization.



Are You *REALLY* Robert Munsch?

By Nina Ryan, Woodstock Centennial Elementary

Students and staff of Woodstock Centennial Elementary were treated to an unexpected surprise early Friday morning (October 14th) when Robert Munsch walked into the school. Mr. Munsch was in the area and stopped at a local coffee shop when a parent directed him to Centennial Elementary.

Robert Munsch walked into the school and asked if he would be able to read to a few students... how cool is that! The principal, Gina Dunnett, was so surprised she even asked for his ID!

Students and staff alike were delighted and in awe of one of the most beloved children's authors of all time. Mr. Munsch spent several hours in the building visiting classrooms and telling many well-known stories to children in the school library. He pulled children from the audience and had

them become the characters of his most popular stories...it was amazing!

Robert Munsch spent time talking with the children answering

many questions and autographing several books.

It was an unbelievable day that will be forever in the memories of many aspiring, young writers!



Simonds High School Teacher Studies Oceanography at the US Naval Academy

ANNAPOLIS, Md. — Ms. Michele Banks, a teacher at Simonds High School in Saint John, New Brunswick, Canada, attended the 18th annual session of the distinguished Maury Project Workshop offered by the U.S. Naval Academy. Banks was one of 2 teachers in Canada and 24 across North America that attended the workshop July 11-22, 2011.



Michelle Banks and a teacher from Nebraska seining in the Severne River which flows into the Chesapeake Bay (lovely place to swim!)



One of the naval research ships - YP686

By Blake Robichaud, NBTA Staff

A love of learning experiences led Michele Banks to a memorable summer at the United States Naval Academy in Annapolis, Maryland. Banks attended the Graduate level Maury Project Institute of Oceanography. Her interest in environmental issues surrounding the Bay of Fundy, the Atlantic Ocean and her involvement in provincial environmental organizations led her to apply and she was one of two Canadian teachers selected to attend.

The Maury Project is designed to give science teachers and science supervisors an in-depth study of various oceanographic and meteorological subjects including waves, tides, density and wind-driven oceanographic circulations and ocean-atmosphere interactions. The workshop equips teachers with training and teaching materials that can be used

in their classrooms. They participate in lectures, tutorials, research cruises, hands-on laboratory exercises and field trips.

Participants completed ten modules, including topics such as El Nino, Shallow Water and Deep Water Waves, with civilian and naval officer instructors. The Simonds High teacher said the hands-on demonstrations, excursions and research cruises were fascinating and useful. "Our work was conducted in the Chesapeake Bay. We had the opportunity to work on research vessels and do sampling in the bay. There are a lot of agricultural and industrial wastes that flow into it, causing eutrophication, algal blooms and dead zones and the famous crab industry is in serious decline."

Being one of 24 teachers attending the conference, she was pleasantly

surprised at how well accepted she was as a Canadian at an American military facility, but the need for security lead to some interesting situations. "I had to complete several government documents prior to arriving at the institute because we were in official navy facilities with high security buildings. I was even refused entry into one because of their mistake in photocopying my passport."

Banks, who spent the summer of 2010 taking a graduate level course on climate change in the foothills of the Rockies, is working on her Master of Education in Science Curriculum Studies. She says that there are many wonderful opportunities for teachers to learn, not only about their field of study, but also to experience new places, cultures and people.

St. Stephen High School Urges Students to *Pause Before You Post*TM

Jostens program helps students make smart decisions about using online social media

News release by Jen Grant, for St. Croix Courier and Jostens

St. Stephen, 2011 – Students at St. Stephen High School learned how to make smart decisions about sharing information online through *Pause Before You Post*TM, a public service program from Jostens designed to encourage students to “pause” before posting comments, photos and videos online using social media. Validated with research by leading social media and cyberbullying experts, *Pause Before You Post*TM is a campaign to help students understand the responsibilities associated with online publishing and learn how to protect their digital reputations.

Both the administration and Guidance Counsellors at St. Stephen High School have noted that over the past 2-3 years, any time a student presents with a bullying issue, there is an electronic piece attached to the incident; something written on Facebook, text messages sent, and it is becoming increasingly more difficult to monitor and manage the harassment. On Friday, November 25th, the St. Stephen High School Bully Blockers took the time to educate all students and staff about not only the *Pause Before You Post*TM campaign, but also about the effects of cyberbully-

ing and the many issues to consider when publishing information online. There were two school assemblies, all staff and many students wore *Pause Before You Post*TM t-shirts and bracelets, there were lunch time activities as well as opportunities for teachers to have open discussions

Grade 11 student Blair Hamilton, member of the Bully Blockers, designed a poster that is proudly displayed all over the walls at St. Stephen High School. With a passion for photography, Blair also created a video with students from St. Stephen High School showing the negative effects of cyberbullying and how we can each make a positive change in our school communities. You can watch Hamilton’s video at www.youtube.com/watch?v=gfa0dq_dVBs

*Pause Before You Post*TM was developed in collaboration with Dr. Justin Patchin, Associate Professor of Criminal Justice in the Department of Political Science at the University of Wisconsin-Eau Claire and Dr. Sameer Hinduja, Associate Professor

in the School of Criminology and Criminal Justice at Florida Atlantic University. Both are leading experts on social media and cyberbullying and co-direct the Cyberbullying Research Center. *Pause Before You Post*TM was designed by Jostens with input from educators and students across North America.

Additional information is available at jostens.com/infotoknow and cyberbullying.us.



Blair Hamilton, Grade 11 student – St. Stephen High School

with their students about potential consequences of posting inappropriate material on the internet. Jennifer Grant, Guidance Counsellor at St. Stephen High School says “We hope that students will take this information home to their parents and begin open discussions about what they publish on-line either about themselves or others can have a significant impact on their future plans including post-secondary education and potential employment opportunities.”

NBTA Provincial Committees

We need your input!

Role: NBTA Committees provide in-depth research, advice and recommendations on specific topics to the NBTA Board of Directors.

Structure: NBTA Committees are made up of five teachers, including a Director, unless otherwise specified.

Commitment: NBTA Committees meet up to three times per year with the release time provided through the Collective Agreement (Art. 36.06). The regular term on a committee is two years.

Availability of Positions: As a general rule, committee members are replaced so that continuity is ensured. Therefore, due to the two-year terms, there is an average of two positions open on each committee each year.

Selection Process/Timeline: Committee members are chosen by the President in consultation with the Vice-President. Members who are selected will be contacted by the President and are officially confirmed by the Board of Directors in October.

NBTA Committee Application Form

Name: _____

School: _____

The names and Terms of Reference for various NBTA committees are currently under review and could be significantly changed for 2012-2013. To help the NBTA determine which committee(s) might be of interest to you, could you please write a brief paragraph expressing your interest, qualifications and expertise.

Deadline to Apply: April 30, 2012

Send applications to NBTA President Heather Smith or summarize the pertinent information and submit via e-mail: heather.smith@nbta.ca or erna.leger@nbta.ca

Environmental Entrepreneurship

Park Street Classes “Build” Business to Support Clean Water

By Blake Robichaud, NBTA Staff



Two grade five classes made a \$1,000 donation to help some of the world's most disadvantaged people gain access to clean water, and they learned a lot about business and many other topics along the way. In 2010, teachers Louise Morrison and Amy Francis decided to conduct an entrepreneurship project with their students. The program, Entrepreneurial Adventures, harnesses local resources to provide students with a foundation of knowledge that will allow them to envision, create and operate their own entrepreneurial undertakings. The kids brainstormed and eventually decided to build bookshelves in order to raise money for a worthy cause. Determining which charity to support also required some student research and discussion, but eventually WaterCan was the unanimous choice. Along the way, Kristina

Guilders, began teaching Ms. Morrison's class and she enthusiastically joined in with the initiative.

Great support from parents and business partners, and a significant amount of legwork from the students led to the project's success. Carpenters Brian Whitters and Blueridge Water owner, Victor Adamcyk, cut the wood, and helped teach the students how to drill and assemble the products. Guest speakers from local businesses assisted the children in writing business letters requesting donations, and taught them about marketing, market surveys and pricing. It was the students who made the personal contacts with local businesses requesting support. Wilkin's Lumber, Kent

Building Supplies, Home Hardware and Home Depot donated practically all the materials needed. Twenty bookshelves were stained, varnished and sold for \$50 each.

Amy Francis said the project was a team building experience. "It was remarkable to see the students gain real-life skills and to be mentored by caring community members such as Mr. Whitters and Mr. Adamcyk on a weekly basis. It was a team effort. It really blew me out of the water when we reached our goals together! The students synergized to accomplish their goal to help others have access to clean water. It was a memorable educational experience for everyone who was involved."



Through partnerships, we champion a strong public education system to deliver innovative programs, credible research, policy initiatives, executive leadership and public engagement across Canada.



Environmental Entrepreneurship

Claudia's Dream by Louise Morrison

In her Grade Five year at Park Street School, Claudia Fillion shared with her classmates and teachers the dream she had of drilling a well in Africa. She spoke of how her grandparents' church in Nackawic had raised money to drill a well and make a difference in the lives of the people living in a particular African village. Since there was not a great deal of time left in the year, I told her that I would think about how we could raise money to make her dream come true, even if it meant having her involved during the following year when she would no longer be a student at Park Street. Throughout the summer I kept thinking about Claudia's dream. One night, I hardly slept at all as I suddenly thought about The Learning Partnership project a

Park Street colleague and I had previously been involved in, along with our two classes. I realized that creating and selling a product to drill a well in Africa would be an awesome project, and one I knew the students would wholeheartedly embrace. Furthermore, Kristin Fillion, Claudia's younger sister who would be in Grade Five in September, had the same passion for the project as her older sibling. I also knew that my colleague, Amy Francis, would almost certainly want to be involved in this endeavour! When I called her to see what she thought, she was very enthusiastic about the project. The result was that we immediately started generating ideas for what kind of product might be created by the students. After being strongly encouraged by our principal, Chris Treadwell, we contacted The Learning Partnership

personnel and found them to be totally supportive of the idea. Claudia's dream was on its way to becoming a reality!

watercan.com

thelearningpartnership.ca

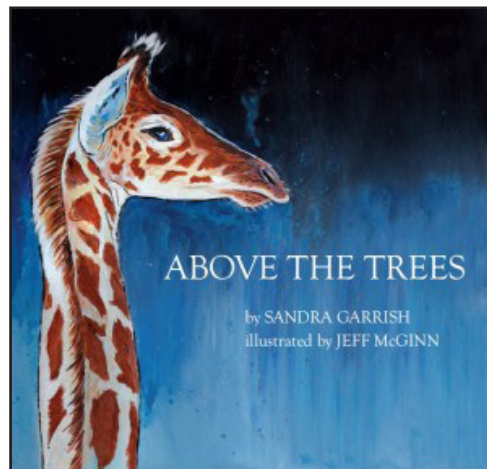
The Learning Partnership's Regional Entrepreneurial Adventure (EA) Program has been designed to instill a sense of entrepreneurial spirit in children from kindergarten to Grade 12. It is the goal of the program to harness local resources and to provide students with a foundation of knowledge that will allow them to envision, create and operate their own entrepreneurial undertakings.

Teacher, Coach & Illustrator

By Blake Robichaud, NBTA Staff

Jeff McGinn admits he's a busy guy. A full-time art teacher at St. Stephen Middle School, he also coaches basketball and baseball, and now has an expanding career illustrating children's books. My brief and enjoyable phone interview with Jeff, left me with the impression that his thoughts were every bit as busy as the rest of him, with new ideas continually flowing in.

Originally from Stanley, NB, Jeff taught in Nunavut and BC before returning to his home province. The first published book that features his illustrations is "Above the Trees" by St. Andrew's author Sandra Garrish. The story, which honours children from non-traditional families, is highlighted by McGinn's beautiful renderings of African wildlife and landscapes.



His next book project also has an African theme. It is a story by a Prince Edward Island couple relating their experiences gathering and distributing school supplies to needy communities on that continent (Crayons for Gathukimundu by Hugh MacDonald.)

At school, McGinn's classes have been involved with a number of projects, including a large aquarium mural in the cafeteria. For 2011-12, however, they are looking at an enrichment project in coordination with a leadership class. "The artwork will promote the theme of school-wide leadership and values by incorporating images of students with the likes of Ghandi, Martin Luther King and Mother Theresa."

While his part-time career is beginning to flourish, Jeff says teaching will still remain his primary livelihood. "I like the ability to choose the projects that interest me. The work I do on books, though, actually helps my teaching because it shows kids that there are careers in art."

School-Based Learning Team Grant Recipients 2012

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, Dec. 2008/Jan. 2009*)

The NBTA is pleased to sponsor five grants again this year and to announce the 2012 School-Based Learning Team grant recipients. Each SBLT 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. Past teams have used the funds to provide release time for team collaboration, purchase of resources, production of

materials for sharing, or provision of honoraria for expert speakers to support the work of the team.

Grant applications for 2012 were received from 15 teams representing 5 districts. Successful team applications were well developed and specific. Specificity was often the deciding factor for the selection committee. Preference was given to those teams who had narrowed their focus, had identified unique learning goals, who were purposeful in their approach to data collection, and who demonstrated an understanding of the collaborative nature of the grants. The selected applications also provided enough detail to indicate that there had been much thought given to the team's goal and the plan to achieve the goal. Priority was also given to teams who identified a goal that was

clearly above and beyond their regular teaching duties.

Recognition must be given to all teachers who submitted applications. We trust that all those who submitted an application benefited from the experience of thinking and working together as a team and collaborating to improve teaching and learning.

Each of the grant recipients will receive a cheque and a SBLT binder containing information to support the learning process and the record keeping requirements. Teams may extend their work until December 2012.

We look forward to hearing of the interesting opportunities for student and teacher learning that the work of the School-Based Learning Teams will generate!

GRANT RECIPIENTS 2012

Birchmount School

Topic: If It Hurts...It's Wrong Action Planning
Team Leader: Stacy Garland

Caledonia Regional High School

Topic: Teaching and Learning Social Skills
Team Leader: Lisa Milton

Devon Middle School

Topic: The Language of Mathematics
Team Leader: Sandra Braun

Harkins Elementary School

Topic: Enhanced Mathematical Instructional Techniques
Team Leader: Barbara Hennessy

St. John the Baptist-King Edward School

Topic: Middle School Language Arts – Tier 2/3 Interventions
Team Leader: Leslie Hamilton-Brown

HONORABLE MENTION 2012

George Street Middle School

Topic: Teachers as Leaders for Learning (TALL Team) Literacy and Numeracy
Team Leader: Kevin Farnham

Deferred Salary Leaves

Information at www.nbta.ca RESOURCES > DOCUMENTS
Applications at District Offices

Deadline: February 28, 2012.

Interest-Free Loans for 2012-2013 School Year

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 on the NBTA website (www.nbta.ca) under Resources > Forms.

Further information may be obtained by contacting Melinda Cook by phone at (506) 452-1839 or by email at melinda.cook@nbta.ca

**The application deadline for
2012 - 2013 is:
March 31, 2012**

Wishmakers Walk

Submitted by Shari Foley, Bayside Middle School



Bayside Middle School has been hosting this walk for the past nine years, raising \$166,000, with the objective to reach the \$200,000 mark this year. That would mean the students and staff had to raise

\$34,000 in just two weeks...and they did!

Bayside Middle School is the top school fundraiser for this walk in Canada...not just in Saint John...not just in New Brunswick,

but all of Canada! Through all their efforts, they raised enough this year to grant three wishes, which will touch so many lives in so many ways.

Students empowered to save lives through ACT High School CPR and Defibrillator Program

By Lorie Bidlake-Pinsent, Teacher Leo Hayes High & Sandra Clarke ACT Foundation

In October 2011, the Advanced Coronary Treatment (ACT) Foundation launched the ACT High School CPR and Defibrillator Training Program in Leo Hayes High School and Fredericton High School. This initiative will see more than 1,000 Grade 9 students every year from School District 18 empowered by their teachers to save lives.

Thanks to the Fredericton Community Foundation's generous Impact Grant of \$15,000, one hundred and twenty durable mannequins and 16 defibrillator training units have been donated to the two high schools. Fourteen physical education teachers have been trained as CPR and defibrillator instructors for their students.

Through this program, youth are being empowered to respond to a range of emergencies including heart attack, stroke, cardiac arrest, choking and more. Students will take their lifesaving skills to present and future families, workplaces, and communities. The program also focuses on promoting health and wellness. Students learn about risk factors for cardiovascular disease and the importance of adopting heart healthy lifestyle behaviors at a young age.

"I would like to personally thank all of the partners involved in this amazing initiative," says Lori Bidlake-Pinsent, FSL/FI Teacher at Leo Hayes High School, Teacher leader on the ERT, and responsible for introducing the program locally. "This includes our students, the school administration, the

Emergency Response Team students and teachers, and our Phys. Ed. departments who will deliver the knowledge at both LHHS and FHS. The program's success is due to critical community partnerships including the ACT Foundation, the Fredericton Community Foundation, as well as the Pharma companies. The buzz that this has created is a powerful one. I would encourage any other high schools or districts to contact the ACT Foundation and provide this lifelong opportunity to your community."

The ACT Foundation is a national charitable organization dedicated to establishing the CPR program in every Canadian high school. ACT's award winning community based model for pro-

gram set up sees the Foundation raise funds for training mannequins, defibrillator training units and teacher training for all high schools and ACT guides schools in program set-up. ACT's health partners are AstraZeneca, Pfizer Canada, and Sanofi. To date, the program has been set up in over 1,600 high schools across Canada, empowering more than 1.8 million youth to save lives.

To learn more about ACT and to read about many rescues from across Canada, visit www.act-foundation.ca. View videos of student heroes at www.youtube.com/theactfoundation and stay up to date with ACT news on Twitter at www.twitter.com/act-foundation.





Summit on Gifted Education and Talent Development

May 23-25, 2012

Mount St. Vincent University Campus

The Nova Scotia Educational Leadership Consortium, The Nova Scotia Department of Education, and the Nova Scotia Teachers Union are pleased to announce an exciting professional learning opportunity. The Summit on Gifted Education and Talent Development promises to be more than a conference. It will be an opportunity for participants to actively engage in learning how to create and sustain a culture of enrichment in schools by exploring challenging programs and examining a wide variety of innovative ideas and practices.

The extensive Summit program will feature highly respected internationally known keynote speakers including Dr. Joseph Renzulli, Dr. Sally Reis, Dr. Rachel McAnallen and Dr. Rebecca Eckert. In addition, there will be numerous breakout workshops led by well-regarded local educators who are leaders in the field of gifted education and talent development. During the 3-day Summit, participants will also enjoy browsing the publisher and vendor displays, being entertained by gifted and talented students, gathering informally for professional discussion, and interacting with the workshop presenters and keynote speakers. The comprehensive program promises to keep participants engaged from 9:00 am to 9:00 pm.

Delegates to the Summit on Gifted Education and Talent Development are encouraged to stay in the Mount St. Vincent University condo-like residences to maximize their learning, networking, and socializing opportunities. Daily rates for these apartment style units (4 bedrooms and a common area) are \$36.50 per room or \$145.98 for the entire unit. Single dorm rooms are also available for \$40.89 per day. These prices include parking, taxes and a full breakfast. For reservations go to: reservations@MSVU.ca.

Registration fee is \$399.00 (plus HST)

Registration information and a comprehensive overview of the Summit is available on the NSELc website at www.nselc.ca

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Adaptations

By Dan Cogger, Magnetic Hill School

Dan Cogger visited Costa Rica in 1997 and picked up an application to teach. He taught Grade 4/5 there in 98-99, and returned from 2002-4 to teach grades 2 and 3. He drove down, 8000 kilometers through 8 countries over a two-week period.

Climbing the dirt track to my new school in the mountains of Costa Rica is like scaling a ladder. My shirt sticks to me even as I gulp the cool misty breeze. My heart mimics the swift chorus of rain forest frogs. But altitude has its advantages. The mile-high mountain view spreads below me like a rumpled quilt. Patches of forest, field and fog stretch to the Pacific Ocean where a string of islands curves towards the horizon.

The peaceful stillness of my humble classroom is disrupted by the discovery that I'm not alone. Dozens of nocturnal creatures have sheltered here overnight. The bizarre shapes, colours and markings are adaptations designed to ensure survival of the species in the cloud forest. Most imitate leaves, branches or bark, and are therefore conspicuous against the warm, neutral shades in my room. I carefully pluck them from the floor and walls and return them to the wild. I'm committed to our school's vision statement, "a sustainable future for the Earth through educating individuals to love, respect and protect the natural environment..."

Apparently the mission statement does not apply to each other. My new students jostle and jockey for position around the tables, and possession of the best 'cubbies'. Allan shoves a huge beetle into a Gabriela's face, and she grabs a handful of his hair.

"They no like each other."

I battle Mother Nature and human nature for the class' attention. By recess, it's clear who's losing. The Director drops by for moral support and while I'm describing two scorpion encounters, Cameron bursts in out of breath.



My class and I began every day in a circle where we shared news in our 2nd language (English for them and Spanish for me).

"Luis Diego got stung by a scorpion when he tried to put on his shoe."

"The army ants must be coming," says the Director. "Take your class to the meadow for a couple of hours while they do their thing."

"Their thing?"

"They hunt live insects. The scorpions are coming out of the woodwork trying to escape the ants. They work fast. They'll be gone by lunch."

My students find the 'army' before I do, as evidenced by the shouts and squeals. Fortunately, the only one in the ants' path is the offending scorpion which L.D. has dropped ceremoniously from a jar. It arches and strikes with its tail in a futile attempt to fight back, but is soon engulfed by a half a million ants.

"That will teach him to sting me," L.D. says proudly.

While supervising the tiny, overcrowded soccer field at lunch, I accidentally bump into a grade eight student. He dances around me, playfully pumping his fists while challenging me, in Spanish, to a fight. I ask Cameron how to reply, sarcastically, 'I'm scared.'

"Tengo miedo. (I have fear)," he says.

I turn to Juan Pablo, "Tengo mierda. (I have poop)."

"Ha! Ha! Dan has poop!"

The army ants are gone, as promised, but the seasonal rains coincide with the beginning of my afternoon lesson. My voice loses the battle against the powerful drumming on the corrugated iron roof. The chalk crumbles on contact. The afternoon throbs on like a migraine. I glance towards the window but my inspirational view is obscured by dark clouds. They linger through the afternoon and into the evening, like the self doubt I carry to bed.

The trek to school on day two



My class and I line up on the stairs at the end of another gorgeous day in paradise.

Adaptations

seems slightly less gruelling. I reflect on this as I examine a moth I plucked from my classroom wall. Inexplicably, I draw strength from its adaptations. I'm reassured that, in time, my heart and lungs will acclimatize to the altitude; my ear will pick up the nuances of the language and my tongue will wrap around the words; my eyes will recognize new dangers; my hands will be quick to respond. Like the moth on the wall, I too am out of my element. Like everything in nature, I will grow stronger, adapt and survive.



The boys in the class often spent recess in the trees when they weren't playing soccer.



My class and I relax after a stunning nature hike in the Monteverde Reserve.

Tribute to Trevor Nason

By Art Moore

The students are painting a mural on the wall of the science lab to help remember their favourite teacher, Trevor Nason. Trevor passed away in a motorcycle accident this past September. The painting of the mural is cathartic. They paint and talk about Trevor as if they are going to see him at lunch. It seems surreal, that he won't be down the hall ever again.

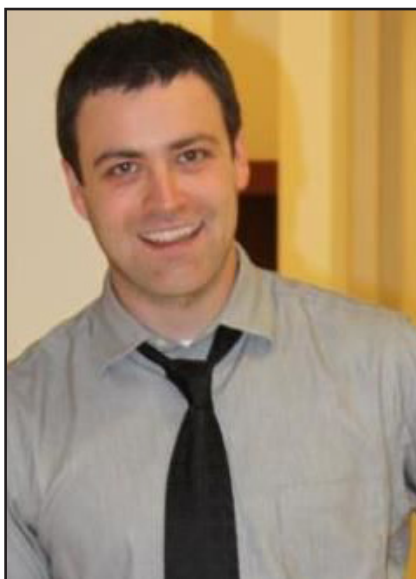
Trevor had the profound ability to connect with students. His classroom antics were coupled with an extraordinary ability to make both teaching and learning fun. He won the Discovery Channel's Iron Science Teacher, a contest to determine Canada's best science teacher. During the competition Trevor's experiments demonstrated the difference between exothermic and endothermic reactions; complete with fireballs, sizzling pyrotechnics, and a narrative that played like a stand-up routine. If you saw it, you could understand just how wonderful it was to be in his class.

He was more than just a classroom teacher; he was involved in practically everything interesting that was happening in the school. And he connected with at-risk students and the strongest scholars alike. He could

help students through their pain; he understood how to explain it to them. He once told a young student who was struggling through a hard time that she was just having a bad day, not a bad life. Students loved learning from him. We all loved learning from him. It seems strange that the final lesson he leaves his students is how to struggle through mortality, how to endure the pain of his own loss, and how to live their lives right.

His sense of humour drew people to him. He drank out of a scientific beaker labelled with the chemical equation for coffee. He would say things like, "Knowledge is half the battle, and lasers are the other half." The day that he knocked himself in the mouth with a wrench while working on his bike, he came to school with a broken front tooth and posed with students for pictures.

Trevor leaves his wife, Claudia, his parents Garth and Lynn, and his grandparents Glenna Murdock, Budd Nason, and Richard and Lorna Steeves. He also leaves behind his students. Dear brother Trevor, I hope I meet you in the west. We'll tend to your students for you.



SSHS Cooks Up a Wellness Activity



Left to right: Wayne Casey, Andrea Ring, Chef Jeff Steen (from Chef's Group), Marla Anderson, Alyssa Cleaves (a student from Andrea's Culinary Art class), Cara Nordstrom

In November, staff members from St. Stephen High School participated in a wellness activity. They attended a cooking class at Sobey's, which hosts classes about three times a month. The teachers paid to watch the chef cook and then got to eat (not a bad deal!)

Trojan Trek



Students from Harrison Trimble High School in Moncton this fall raised \$20,000 for the Neo-Natal Unit at the Moncton Hospital as part of the 27th annual Trojan Trek. Trimble's "Kids Helping Kids" campaign has now raised

over \$150,000 in support of the hospital since the Trek started in 1984. This photo shows the students on the lawn of the hospital at the end of the Trek.

Meet PIE

By E. Ann Walker - Vice-Chair, Pride in Education

In 2008, a group of teachers, with inclusion on its mind, set forth on a journey to make school and community life more affirming and welcoming for a part of the student population whose cultural and social needs were being ignored and whose lives were endangered by a lack of awareness, education and support in our schools. These teachers started working to make LBGQTQ (lesbian, bisexual, gay, transgender, two-spirited and queer or questioning) students and staff, their families and their allies, realize that life for them in NB schools can be both safe and affirming. These teachers are the steering committee members of **Pride in Education** (better known as PIE).

Impassioned by an NBTA workshop called **Creating Allies for Gay Youth**, PIE members formed an ad-hoc, volunteer committee to make lives better for NB youth. One of the initial mandates of PIE was to give support to and organize activities for the sexual minority youth of New Brunswick schools through a commitment to establishing and supporting Gay Straight Alliances (GSA) throughout the province. The Safe School Coalition (www.safeschoolscoalition.org/rg-gaystraightalliances.html) website defines GSAs as “.....clubs devoted to human rights and human dignity, including the rights and dignity of gay, lesbian, bisexual and transgender humans. These clubs usually have a social justice and education focus. They work to change school policies and to educate their staff and student

bodies regarding gay, lesbian, bisexual and transgender people and about anti-gay harassment and violence.”

When PIE began there was one GSA in the entire province, at Woodstock High School. Today, after 26 meetings and countless hours of volunteer time given by PIE members, there are more than twenty Gay Straight Alliances operating in both French and English New Brunswick high schools supporting the needs of the LBGQTQ youth, staff, families and their allies and playing an important role in ensuring that our schools are safe by educating the school community and beyond. In a reality wherein, according to the first **National Climate Survey on Homophobia, Biphobia and Transphobia in Canadian Schools** (*Egale Canada, 2011*);

“Almost two thirds (64%) of LBGQTQ students and 61% of students with LBGQTQ parents reported that they feel unsafe at school” it can easily be argued that these student groups, run by teacher facilitators, make a significant difference for our students.

PIE members also made history by hosting New Brunswick’s first-ever provincial GSA Student Conference “Building Bridges, Changing Lives – Making It Better” in May, 2010, which was attended by over 100 students. The 2nd annual conference, held in St. Andrews, in October, 2011, attracted over 200 participants, from 21 New Brunswick high schools.

PIE Chair, Shawn Corey, a founding member, eloquently sums up why PIE members continue to

devote their time and energies to the work that they do. “For our youth, homophobia has reached crisis levels, as evidenced by an epidemic of recent teen suicides in North America. In some instances, our kids are literally being bullied to death, and it has to stop. We can make this happen. We know that we still have a long way to go to make our schools the safe, welcoming, affirming, inclusive learning communities we need them to be. If all students are to have an equal opportunity to live and learn in our schools, we must make a commitment to end homophobic bullying, and take concrete steps to affirm the identities of sexual minority students at every level of our system. More than this, we need to create safe working and learning environments wherein LBGQTQ staff and their allies feel supported and accepted, and LBGQTQ families are welcomed as equal partners in our educational system.”

As the PIE project continues, PIE hopes to be included in talks with the Ministerial Anti-Bullying Committee to continue to ensure that New Brunswick LBGQTQ staff, students, families and their allies know that it does get better.

*For more information about **PIE**, how to start a GSA in your school, or resources, please visit our website at www.pienb.com, write us at info@pienb.com or contact a PIE member. PIE committee members are Shawn Corey, Jackie Desmeules, Sabrina DeJong, Paul Saad, Peter Papoulidis, Gail Costello, Tammy Strong and Ann Walker.*



By Kimberley McKay, NBTA Staff Officer

Don't Walk the High Wire Without a Safety Net: Developing Your Support Network

I recently had the opportunity to be involved in a brainstorming session to develop a theme for an upcoming conference. Although several excellent suggestions were put forth, the one that most resonated with me was the idea that schools and teachers require “safety nets” as they learn to effectively “juggle” the assorted educational roles and responsibilities. It struck me that building this support network/safety net was particularly critical for early career teachers.

So how exactly does one define “support network”? As J.C. Tedesco observed:

Networks mean a culture of dialogue, ease of use, common rules and common purposes. In other words, networking means cooperation and solidarity.

(Tedesco in O'Neill, 1996)

Support networks can create the “just in time” learning that is so important to ongoing professional growth. Support networks offer the release for “need to talk” and finally, offer opportunities for you to showcase your own knowledge and abilities.

It is unfortunate that many early career teachers are often left with the perception that they are alone or inadequate. An abundance of supportive threads are available that when woven together form the “net” in support networks. Formal and informal mentors, team colleagues, school administrators, professional associations, family and friends, other beginning teachers, past university connections, and e-support all comprise valuable avenues to begin establishment of a support network

Effective support networks generally don't happen by accident, nor should you feel you need to wait to be approached by others. However, before taking the initial steps to building your own support network, you may find it helpful to consider the following four questions:

1. Can I admit to myself and others that I don't know everything and might need some help?
2. What, specifically, do I need?
3. What support is being offered to me through formal channels?
4. Who has been supportive of me in previous situations and are they available now?

(Young, 2012)

Although you will undoubtedly look for different kinds of support at different stages of your career, the following characteristics can serve as a guideline for establishing an effective support network:

- seek people who will offer observations and feedback, not value judgments
- seek people who understand and value the need to explore ideas and problem-solve in a confidential setting
- seek support that emphasizes reflective thinking, finding your own solutions, and asking the right questions
- seek support that helps you develop skills as well as self-confidence in a setting that is both challenging and nurturing

Young (2012) makes the following observation and I urge you to recognize the wisdom in this statement:

The pressures teachers face on a daily basis often make us feel that the last thing we have time to do is chat with a neighboring teacher or attend a professional conference, but it is precisely these opportunities that sustain us, nurture us, and help us become better at what we love to do.

(Young, 2012)

Inevitably, writing this article has caused me to reflect on my own early years of teaching. My belief in the power of support networks is best captured in the following quote, taken from the introduction of my thesis:

Had it not been for the ukulele I might not be a teacher today. Had it not been for the silly lyrics about the ups and downs of life at Grand Manan High School I might not be a teacher today. Had it not been for the four colleagues who cared enough to write the song, play the ukulele and refuse to let me escape until I had regained my perspective, I most certainly would not still be a teacher today. These four colleagues were my support system, my sounding board, my friends.

(McKay, 2000)

Works Cited

McKay, K. (2002). Explorations in Mentoring: A Case Study of a Mentor and a Mentee in the New Brunswick Beginning Teacher Induction Program. Unpublished master's thesis, University of New Brunswick, Fredericton, NB

O'Neill, John (1996). Living Networks. <http://www.ascd.org/publications/educational-leadership/nov96>

Young, Denise (2012). Building Your Own Support Network. <http://www.learnnc.org/lp/pages/732?style=print>

Questioning our Questioning Techniques

by Ardith Shirley, NBTA Staff Officer - Professional Development

“Dear Teacher - Please think twice before asking questions when you already know the answer.”

Twitter - quote by Student

Step into an average classroom in any K-12 school and research suggests that almost 80 percent of the talk that takes place in that room will be framed as a question. If indeed this research is sound, it would seem that questioning is a dominant instructional strategy. If indeed questioning is a preferred instructional strategy in our classrooms, it is important to pause and reflect on the quality of questioning that we are employing.

In a recent article in *Kappa Delta Pi Record*, Nathan Bond suggests, “Asking good questions is an important skill that teachers must develop.” Questions can be used for a multitude of purposes within a lesson. They can assess readiness for new learning, create interest and motivation in new learning, check student understanding of material, redirect students from off task behaviour as well as create a heightened awareness in the classroom environment that enhances learning.

Reading Teacher’s Mind – Regurgitation 101

I am sure we all can remember “Bloom’s Taxonomy” from our B.Ed. training. Although most teachers remember and can refer to it, we often do not have the time to reflect and have conversations with our colleagues on this theory once we become practitioners in our own classrooms. Sadly, if we had the time to reflect, we might find that all too often (recent studies quote 70%) our questions spring from the lowest 2 levels of thinking: knowledge and comprehension. (See Bloom’s chart on the next page for a refresher.)

Allowing this trend to continue unchecked in classrooms leaves students unchallenged in their higher order thinking skills, and results in only a superficial learning of information. It also reinforces to students that they need only figure out what the teacher wants

and regurgitate it as opposed to evaluating and analyzing ideas for themselves.

Another surprising statistic that I came across recently suggests that the K-12 students ask an average of only one question per month in class. If this is true, and questioning is indeed one of our dominant learning strategies, teachers must find ways to encourage students to ask more questions of one another. (Perhaps instead of asking a question yourself, have students work in pairs or triads and come up with three questions to ask you.)

Time to Think

Another common trend in our classrooms is to have students respond verbally to questions. Combine this with another recent study that suggests on average teachers only allow 0.9 seconds wait time before eliciting that verbal response, and a startling revelation is made – many of our students are being left out! Many of our teachers have found all kinds of creative ways to be more inclusive in their questioning techniques. One simple way is to have students write out a response as opposed to “shouting out” an answer. While this will take more time, this ensures all students are engaged and have a more reasonable amount of think time. This simple technique may inspire more confidence in students and have more of our students willing to be risk-takers and share their answers.

My challenge to all teachers this month, as spring arrives and flowers begin to “bloom”, (sorry couldn’t help the pun!), is to have a look at that familiar taxonomy and really reflect on your questioning techniques. Talk to your students about the higher order thinking skills and ask them to challenge one another to higher thinking as well.

Council Day 2012

Mark Your Calendar!

Council Day 2012, Friday, May 4th

Elementary & Phys. Ed. Specialist Strand – Moncton
Middle Level & Art Specialist Strand – Fredericton
High School & Music Specialist Strand – Saint John

Mark Your Calendar!

DSS

July 3-6, 2012







CONTACT

August 7-10, 2012

Bloom's Revised Taxonomy

Lorin Anderson, a former student of Bloom, revisited the cognitive domain in the learning taxonomy in the mid-nineties and made some changes, with perhaps the two most prominent ones being, 1) changing the names in the six categories from noun to verb forms, and 2) slightly rearranging them (Pohl, 2000).

This new taxonomy reflects a more active form of thinking and is perhaps more accurate:

Original Domain		New Domain
• Evaluation		• Creating
• Synthesis		• Evaluating
• Analysis		• Analyzing
• Application		• Applying
• Comprehension		• Understanding
• Knowledge		• Remembering

May I Recommend?

"In the face of change and crisis, the resource we need most is our resilience." *The Resilient Leader* by Elle Allison in the January 2012 issue of EL is certainly worth a read given all of the recent change announcements in NB Education. In this article, Ms. Allison points out four "resilience risks": 1. Stop Learning. 2. Blame everything on budget. 3. Take on too many initiatives. (Busyness is a great distractor from real issues.) 4. Success goes uncelebrated.

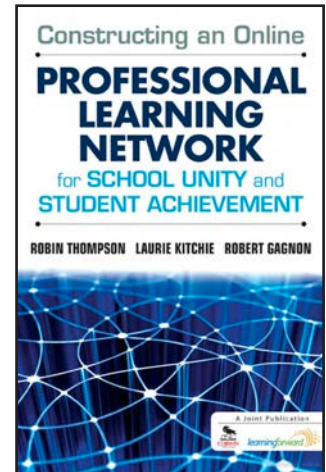
Two of my favourite teachers and authors, Ken O'Connor and Rick Wormeli team up in the November issue of EL to write a brilliant article on assessment and grading. "Reporting Student Learning" challenges our traditional thinking on issues like including behavior in academic grades, grading group work, giving zeros, and averaging. (Actually the whole November 2011 issue of EL focuses on grading and assessment.) Worth a read!

Book Give-Away!

This month's winner is Linda Justason of Florenceville Middle School in District 14.

This month we are giving away a copy of *Professional Learning Network*.

In order to have a chance to win, simply drop me an email at the email address below before February 26th with the subject line – Book Give-Away.



Ardith



Recommended Website:

www.readwritethink.org

Closing Quote:

"When you talk, you repeat what you already know; when you listen, you often learn something."

– Jared Sparks

Resolutions

By Brenda Lee Bordage, Elementary Council



January is a time in which many people decide to make “New Year’s resolutions”. I went to the dictionary to find out exactly what a resolution was. This is what I found out: “Act of converting, process of being transformed, conversion into something different, firmness of purpose and unwavering adherence to intended course of action!” Not exactly what I had ever thought of when I set out to make my resolutions!

For me personally my “New Year”, begins in September. It is then that I determine what steps that I am going to take in my professional and personal life to become a better “me”. Each year I strive to reach a higher plateau of learning which will allow me to become a better teacher. I decide what I need to do to move into a healthier place in my personal life. I have realized that many times in the past I was not “unwavering”! I am thinking that this would be why many personal “New Year’s” resolutions die a quick death! Due to some personal issues, this year has been a time of really focusing on the minute by minute, hour by hour decisions, of making healthy choices, of focusing on the goodness in the small moments of life. Intellectually, I have always known what I should be doing to stay healthy. If you are like me, the knowing and the doing were not

always on the same page. I think that no matter what stage you are at in your career or in life, each one of us makes decisions based on our current knowledge.

In my district we received a notice concerning counselling services (F.A.E.A.P) in which all employees, (full-time and part-time) and our family members can receive 4 hours of free counselling per referral. The NBTA also has excellent counseling staff spread through our province which will meet with teachers to assist them in dealing with their personal issues. I have been blessed to be working in schools where there have always been a few “angels” to help me through my difficult times. Each of us needs to know that we are not alone. That not only in the good times but also in the difficult times we need to make sure that we allow our family and friends to know what is happening within our personal lives, to stay connected with those who care about us.

I would like to encourage each of you to take care of yourselves. Take time to relax, spend quality time with family and friends. Give yourself permission to ask for help as you move towards making a commitment to an unwavering move towards accomplishing your “New Year’s resolutions”!

Elementary Council Science Institute

When: Monday, March 19, 2012
9:00 am – 3:00 pm

Where: Saint John, New Brunswick
Site to be determined

Presenter: Science East

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

Fun With Hands-On Science for Elementary School Teachers

Find science a little scary and intimidating? Then this is the session for you! Learn ways to integrate more hands-on science into your classroom and generally build your confidence level. The focus is on involvement, with plenty of chances for participants to try out cool science experiments and activities for themselves before taking it back to the most critical audience of all - your students.

This Institute is designed for Grades 3, 4 and 5 Elementary Teachers. Enrollment is limited to the first 20 applicants, so register early!

A \$50.00 cheque deposit is required to complete and hold your registration. Your cheque will be returned to you when you attend the Institute on March 19.

Please email registration to:
karla.roy@nbed.nb.ca

Please include:

- Your name
- School Name and Phone number
- Grade level(s) taught.

Please mail your cheque to me at the following address to complete your registration:

Karla Roy

NBTA Elem. Council Vice-President
Karla.roy@nbed.nb.ca
111 Park Street
Park Street Elementary
Fredericton, N.B. E3A 2J6
(506) 453 5423

Councils

Two Grade 5 classes from St. Andrew's Elementary, in Miramichi, worked on activities which focus on Multiplication.



Memory Game



The card game War



Headband Game



Base 10

Councils

Elementary Council News Update

By Donna Losier, President

Elementary Council members (a very dedicated group of volunteers) have been very busy planning this year's Elementary Council Day. We are excited to share the news with everyone. We have completed a great deal of work for our day but there is still much more to do before this becomes a reality. Here are some of the highlights of the day:

What: Elementary Council Day 2012

Theme: Move, Learn, Live, Work,

Hosting: Physical Educational Strand

Where: Bernice MacNaughton High School, Wesleyan Celebration Center

Moncton, NB

When: May 4, 2012

Keynote speakers:

Marc Keilburger: Me to We - Educating Creative, Compassionate and Committed Young Leaders. Marc can empower educators to bring character education, social responsibility and leadership training into the classroom, helping students and educators alike to live the "Me to We" philosophy of social involvement, volunteerism and service to others.

Hal Johnson & Joanne McLeod - For over 20 years, under the umbrella of Body Break, Hal Johnson and Joanne McLeod have been communicating to Canadians the important message that making small lifestyle changes can benefit an individual

and their families for a lifetime. In their presentations many of the "controllable" risk factors such as eating well, being active and feeling good are presented and reinforced. They heighten the awareness of the benefits of a healthier, active lifestyle and show how practical and easy it is to do. But most of all, it's "keep fit and have fun!"

Ray Appel - will provide us time-saving measures and help us focus on the importance of questioning in the MATH classroom. Ray will also look at the role of questioning and communication in the classroom for the purpose of helping students work through the important stuff of learning. Ray will include clips of real classrooms so we can see the kinds of questions real teachers ask and real kids answer. Ray will provide usable templates, ideas, and suggestions that can be used right away!

Dr. David Bardsley: Helping Parents and Teachers Succeed With Challenging Children - From his diagnosis of mental retardation at age nine, to life as a surgeon, Dr. Bardsley's remarkable story of recovery from dysfunctional behavior and learning problems will help those families struggling with a "Less Than Perfect Child."

You will learn from his presentations and book how the power of parenting combined with alternative approaches and

not just medication, are the most important factors in guiding a child toward his or her full potential. Whether the problem is ADHD, Tourette's, Asperger's, OCD or any of the myriad of behavioral and learning problems, there are many possible solutions.

You will learn that Dr. Bardsley was truly "The Less Than Perfect Child." His fascinating story has captivated audiences across North America and will challenge you to rethink old therapies and move forward with fresh alternatives.

Divided Sessions: Over 60+ sessions of varied topics covering all aspects of the curriculum as well as sessions on wellness and fitness. Applications for presentations are still being accepted. Please contact donna.losier@nbed.nb.ca if you would like to share your expertise with your colleagues.

Elementary Council is also pleased to offer a **Saturday Literacy Workshop** featuring Linda Hoyt. Linda Hoyt has many years of experience teaching in elementary classrooms. She has worked as a reading specialist, a staff developer, a curriculum specialist, and a Title I Coordinator. Her special love is creating environments where children engage as active participants in the learning process.

Stay Tuned for More Details.

Middle Level Council Day - Friday, May 4th

Middle level and all art teachers are welcome to downtown Fredericton on Friday May 4, 2012, at the new Fredericton Conference Center.

When: Friday May 4th, 8:30 – 3:15

Where: Downtown Fredericton, Fredericton Conference Center & George Street Middle School

Keynote: Debbie Silver - "The Heart and the Art of Teaching"

There will be sessions at George Street Middle School (2 blocks away) and also at various downtown locations.

Here are some of the sessions we have lined up for you:

Geocaching, Intro to Digital Video, Stop Motion Animation, Hands on Science at Science East, Play Ball! Students hit homeruns with fractions, percents and decimals, Start Local Go Global, Podcasting, Sports Hall of Fame, Legislative Assembly, Community Based Exploratory Programming, Mt A EXPLORE Program, Poet's Corner tour and performance, and

educational student trips by Jumpstreet. There will be sessions with UNB professors Philip Sexsmith in Language Arts and John Grant McLaughlin in Math, not to mention the Falls Brook Centre Eco-Bus will be on site most of the day for you to explore.

We have over **90** sessions ready for you with information to take back to your classes. Your local committee of 8 middle school teachers are excited to bring you this day, hope you are too!

Food: The GSMS cafeteria will be serving a nice lunch for teachers wishing to stay on site and relax. You may also enjoy any one of the many fine restaurants just outside the door of George Street Middle School.

Lodging: our host hotel is the Crowne Plaza (downtown across from the Convention Center). We recommend you BOOK NOW! This hotel will fill up quickly as it is close to all the activities at GSMS and also across from the Convention Centre.

A block of 75 rooms has already been reserved until 90 days before the conference. You must book soon as these rooms will be made available to the general public after that date. Please ask for the NBTA special rate of \$135 plus taxes per night. Teachers wishing to stay an extra night in Fredericton can extend their stay with a lower rate the second night.

Shuttles: If you are reserving a room at another hotel in the city, we are providing free shuttles from both FHS and LHHS parking lots. Information on this will be available online when you register.

Thursday Night Social: the beautiful IROCK has been reserved for us that evening to gather and celebrate all the great things we do for Middle Level Students in NB. Stay tuned for more details.

Please email Lise Martin-Keilty (lise.martin-keilty@nbed.nb.ca) for more information. See you all Friday May 4th for a fun day of learning!

Councils

Diary of a Middle School Teacher

by John Irvine, Woodstock Middle School

The following stories and anecdotes are not about one particular school or student but a compilation of three decades of teaching comprised of twenty-nine years at the Middle School level.

December 20th,
Dear Diary,

There are times that I feel I may just be getting a little old for the job as a Middle School Teacher. Today I had duty in the cafeteria after school. The duty lasts about ten to fifteen minutes and is quite easy. Simply watch the students walk through the cafeteria on their way out the door to stand in line for the buses. All went well as usual and at the end of the duty I decided to sit down for a few minutes in one of the cafeteria chairs. I did so and stared at the wall just thinking about all the events of the day and what would take place the rest of the week.

A few minutes later I awoke as someone walked by. Yes, I had fallen

asleep in the chair while staring at a blank wall. Now I realize that it is the last week of school before the Christmas Break, and things have been, and are, a little hectic, but falling asleep in the cafeteria....

Tomorrow is a new day and I will try to get a little more sleep tonight.

January 9th,
Dear Diary,

It is the beginning of another calendar year and the first day back.. The two week Christmas Break seems only a blur. Christmas was of course two days after school finished and then on December 30th my only daughter was married. My eldest son catered the affair which only added to the

excitement and the confusion. The day came and went with the father of the bride only shedding a few tears. Just couldn't get the picture of a three year-old with pigtails out of my mind as I walked her down the aisle to her awaiting groom. I am positive that most other fathers in the same situation have had the same feelings.

In a few minutes my first class will begin and I will have 26 grade eight students sitting in front of me ready to start the day and this new year of 2012. We all experience change. It can bring mixed emotions but change is what middle school and middle school students are all about. Bring It On!

High School Council

By Amy Marshall, St. Malachy's Memorial High School

Twenty-first Century Literacy in the High School Classroom

Never before in the history of the world have there been more diverse sources of information and knowledge. It is for that reason that it is necessary for educators to expand the definition of what constitutes knowledge and ways of making meaning from texts and from the world in general. Although reading and writing may still be touted as the foundation of knowledge production, literacy in the twenty-first century extends beyond the book and pen. In order to be considered successful, students need to have access to a wide variety of skills such as the analysis, synthesis, and evaluation of information in

a variety of modes. To be literate, one must be able to read and write both on paper and online by participating in virtual worlds that incorporate images, music, and drama.

When you open up the definitions of literacy, students have more options to demonstrate learning. Our classrooms should attempt to allow the students to create meaning in multiple ways. A variety of choices within the high school literacy classroom gives students not only the literacy skills that we hope they learn but also the skills with which to accomplish independent tasks regardless of the content.

Council Day Update May 4th, 2012

The High School Council Day Conference will be hosted by the Hilton Saint John.

Host Hotel: Hilton Saint John

Booking by Web:

www.hilton.com/en/hi/groups/personalized/S/STJHIIHH-TEAA12-20120502/index.jhtml?WT.mc_id=POG

Booking by Phone: 1-506-693-8484

Price: rooms start at \$119/night

**Please try to have rooms booked on or before April 13, 2012*

Better Learning Through Structured Teaching

A Joint Middle Level/High School Council Institute

What?

Building student competence requires precision teaching and not prescriptive methods for engaging students. This session focuses on the Gradual Release of Responsibility and provides participants with information about implementation of an instructional framework that ensures student success, including establishing purpose, modeling thinking, guiding instruction, productive group work, and independent learning tasks. We will examine the outcomes of high quality instruction, including increases in student achievement and decreases in attendance problems.

Purpose and Objectives

- 1) To introduce a structured teaching model based on the Gradual Release of Responsibility
- 2) To view classroom video footage, and discuss with peers, the instructional moves that develop student competence
- 3) Determine what to look for, based on the Gradual Release of Responsibility, in classroom observations

Where?

NBTF Building
650 Montgomery Street
Fredericton, NB

When?

Friday, April 27, 2012 (9:00 am to 4:00 pm)

Presenter:

Douglas Fisher, Ph.D., is a Professor of Language and Literacy Education in the Department of Teacher Education at San Diego State University and a classroom teacher at Health Sciences High & Middle College. He is a member of the California Reading Hall of Fame and is the recipient of an International Reading Association Celebrate Literacy Award, the Farmer Award for Excellence in Writing from the National Council of Teachers of English, as well as a Christa McAuliffe Award for Excellence in Teacher Education. He has published numerous articles and books on school-wide approaches to improving student achievement, reading and literacy, differentiated instruction, assessment, and curriculum design. He is a board member of the Literacy Research Association (formerly the National Reading Conference) and co-editor of NCTE's middle level journal, *Voices from the Middle*. He is highly sought after for his dynamic and engaging professional development workshops.



Questions:

Jane Porter (jane.porter@nbed.nb.ca)
Hartland Community School, 217 Rockland Road
Hartland, NB E7P 0A2

Registration Deadline: April 2, 2012

Better Learning Through Structured Teaching

A Joint Middle Level/High School Council Institute

Friday, April 27, 2012

NBTF Building, 650 Montgomery Street
Fredericton, NB

Name: _____

School: _____

Phone Number: _____

Position: _____

Email: _____

Meal Preference (Circle one): Vegetarian Regular

\$25 made payable to **High School Council** (break and lunch included). Send cheque to:

Jane Porter, Hartland Community School
217 Rockland Road, Hartland, NB E7P 0A2

Registration Deadline: April 2, 2012

School of Graduate Studies Award

The G. Forbes Elliot Award for Educational Leadership

Value: \$5,000 in 2012

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

JOHNSON 

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www.johnson.ca/nbtf | 1.800.563.0677

(Provide Group ID Code: 63)

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November Photos



Leo Hayes High School - Fredericton



Sugarloaf Senior High School - Campbellton



Hampton High School - Hampton



River Valley Middle School - Grand Bay-Westfield

Wellness Highlights

PROFESSIONAL COUNSELLING
SERVICE FOR TEACHERS



Winter Mindfulness

"Mindfulness means paying attention in a particular way; On purpose, in the present moment, and nonjudgmentally"
- Jon Kabat-Zinn

There are not many occupations that produce as much chronic stress as teaching. The frenetic and non-stop pace of a school year can wear us out. By November most of us are tired, and can't imagine how we can ever make it to the Christmas break. Of course, we love what we do, so we work hard to deal with the stressors so that we get things done and be there for our students when they need us.

As we settle in for January and the rest of the school year, consider giving some of your energy to being more mindful in your life. As the definition above indicates, part of mindfulness is about being present. What exactly does 'being present' mean? It means paying attention – to when we are worrying about the future (anxiety), regretting things from the past, or being caught in our own habitual patterns without even noticing. When we pay attention, on purpose, to our tendencies to do these things, we give ourselves a chance to stop them in mid track – and refocus on 'right now'. There is abundant research on the health benefits of mindfulness – science has proven that the more we work on being present and mindful, the better we feel. For details see www.mind-bodystressreduction.com/HealthBenefits.htm

Refocusing on the present takes practice. It is a skill to be learned. The more you try to remain present, the better you get it. This also requires you to be easy on yourself along the way. This is the 'nonjudgement' mentioned in Jon Kabat-Zinn's definition above. When you notice you are off on a 'thinking tangent', give yourself a mental pat on the back for catching it, and refocus on the present moment. Try not to spend time beating yourself up over not being present enough. In fact, try not spending too much time beating yourself up about most things. We can never improve by repeatedly telling ourselves how incompetent we are. Accept where you are, and start from there.

Try this in your class: When you have a moment in your class when you are not up front teaching a lesson, take 5 deep belly breaths. Focus on the 'in' and 'out' so that you are present. This one can be done discretely. Next, notice how your mind tries to move to 'what's next' or 'what just happened'. Catch yourself, bring yourself back, and put the focus on right now. Then, turn your attention to your students - be present with them and help them with their work. You may find that you are more attentive and present – without the distractions of your thoughts.

What does being mindful look like in your school or classroom?

- Making a concerted effort to focus on being completely present – being fully available for your students/staff – as opposed to be 'partly' there.
- Teaching your students how to calm down, breath and relax; incorporate this practice into your daily routine with them – for more on this see mindfulschools.org
- Stopping to ask a colleague how they are doing, without hoping that they give a 'quick' answer. Truly listen to what they say – they will appreciate it. Make a habit of doing this a couple of times per week.
- When feeling stressed, taking 5 deep belly breaths to reduce your anxiety – see relaxationresponse.org/steps
- Being compassionate with your students and colleagues – which may require you to look beyond past hurts and focus on the fact that people make mistakes, just like you do.
- Noticing when you are engaged in a habit you don't want – and committing to change one part of it – see zenhabits.net/
- Working to be easier on yourself if things don't go perfectly. Use a long-range perspective to help see, in the grand scheme of things, that this isn't worth getting caught up on.
- Trying not to get caught in the gossip of the school – focus on what you can do something about, and let the rest go.
- Noticing the people who zap your energy and develop a strategy on how to deal with them – see zenhabits.net/negative/
- Simplifying your daily lesson, focusing on the basics and clearing away some 'clutter' that can cause confusion and possibly more work for you.
- Trying something new today – noticing your comfort zone and regularly going out of it. 'Failure' comes with this approach, but don't shy away from failing. As Robert F. Kennedy said, "Only those who dare to fail greatly can ever achieve greatly."
- Reflecting on your balance between work and home – is it where you want it to be? What is one thing you could change?

"The only willful choice one has is the quality of attention one gives to a thought at any moment."
- Jeff Schwartz and Sharon Begley

Carmen Meehan

Coordinator, Districts 6, 8, 10
1-800-563-3938
634-2901
carmen.meehan@nb.aibn.com

Michael LeBlanc

Districts 14, 17, 18
1-800-561-1727
462-0208
michael.leblanc@nb.aibn.com

Lisa Calhoun

Districts 2, 15, 16
1-888-763-5050
855-5243
lisa.calhoun@nb.aibn.com

Teach Nutrition.org

Created exclusively for teachers who educate children about, healthy eating. Rated by teachers such as you as one of THE best sites for nutrition education support!

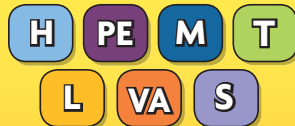


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Power4Bones is a **FREE** cross-curricular **GRADE 5** program.

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– Grade 5 teacher, Ottawa (ON)



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www.POWER4BONES.COM



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Osteoporosis Canada
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NUTRITION
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So, You Have Decided to Retire?

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:
Specify the date of retirement (always at end of the month - e.g., June 30, 2012)

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:

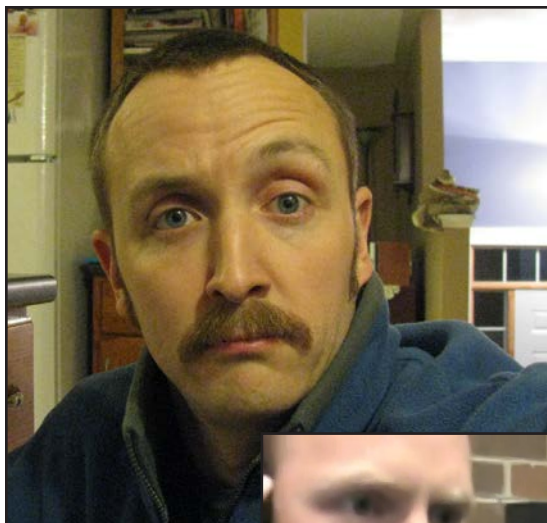
1. Termination Notice / Benefit Request — Claim for pension benefits (copy of birth certificate(s) required)
2. TD1 — Personal exemptions for income tax purposes after retirement
3. Direct Deposit form (blank, void cheque required)
4. NBTF Group Insurance form indicating what you plan to do regarding 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, NBTA, P.O. Box 752,
Fredericton, NB E3B 5R6 Tel. 452-1722**

More Movember



Above: Phil Davis of Carleton North High School in Bristol shows off his "Sherlock Holmes" look

Below: **Mark Garnett, Dave Carson and Peter Cook** from **Fredericton High School** created a great music video called "**Stache for Movember**".

Check it out here:
<http://www.youtube.com/watch?v=UHCYij0k2us>



Counselling Services

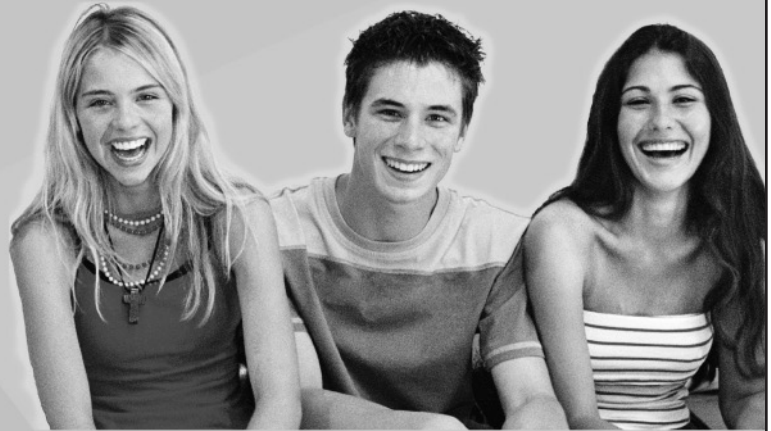
- Anger and Stress Management
- Family Counselling
- Mediation

Yvonne Vaughn

MA M.ED CCC

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

* Insurance Coverage *



The Canadian Academy of Travel & Tourism gives high school students a foundation for a career in tourism, and prepares them for post-secondary education.

Access free online resources, tourism research, professional development opportunities, and network with educators coast to coast.

cattcanada.ca/nbta

Canada This program is funded by the Government of Canada's Sector Council Program.

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NBTA NEWS

30th Annual New Brunswick Mathematics Competition (for Grades 7, 8, 9)

Friday May 11, 2012

Forms will be sent to the principals by the beginning of February. Preliminary application forms should be returned by Friday, March 16, 2012 and final application forms should be returned by Friday, April 13, 2012. Forms can also be submitted electronically by accessing: <http://www.math.unb.ca/mathcomp/>

For further information contact:

University of New Brunswick

Fredericton - Maureen Tingley
(506) 458-7343, maureen.tingley@unb.ca
Saint John - Tim Alderson
(506) 648-5622, tim@unbsj.ca

Université de Moncton

Moncton - Paul Deguire
(506) 858-4155, paul.deguire@umoncton.ca
Edmundston - Amel Kaouche
(506) 737-5165, amel.kaouche@umce.ca
Shippigan - Yvette Duguay
(506) 336-3451, yvette.duguay@umcs.ca

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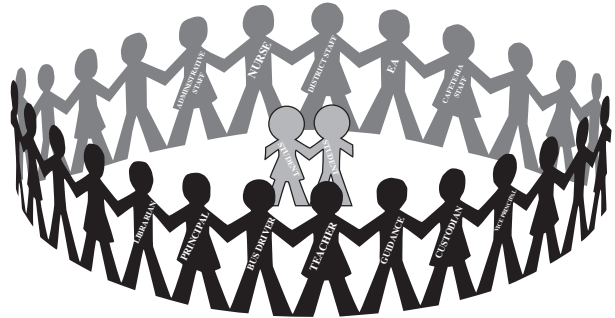
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<http://met.ubc.ca/nb.htm>



Don't forget, Feb 12th - 18th is:

Teacher / Staff Appreciation Week
February 12th - 18th, 2012



Together, you educate our children. Thank you!

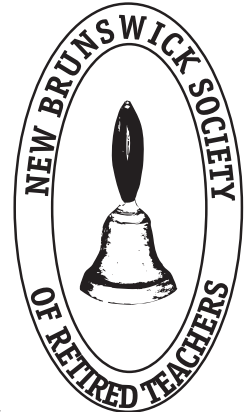


New Brunswick Federation of Home & School Associations, Inc.



ATTENTION RETIRED TEACHERS

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



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

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

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

FACILITATING LEARNING THAT PROMOTES COLLABORATION AND MAXIMIZES PRODUCTIVITY



2012 WINTER/SPRING PUBLIC WORKSHOPS COMING TO NEW BRUNSWICK

PERSONALITIES AT WORK

-Communication Made Easy with MBTI

Fredericton: March 28, 2012

Understanding the various personality styles and their impact on workplace dynamics will help people work successfully with others and fosters strong teamwork. Utilizing the Myers-Briggs Type Indicator (MBTI), this workshop provides participants with a personal assessment, equips them to understand personality styles that are different than their own and provides strategies for building healthy work environments.

ASSERTIVE COMMUNICATION

Fredericton: March 29, 2012

Effective communication requires us not only to be aware of ourselves, but also to be responsive and aware of others. Being assertive in communication is the ability to express positive and negative ideas and feelings in a transparent, welcoming and direct way - to state clearly and without defensiveness what one needs. Participants of this workshop will build an awareness of their communication patterns and learn to deal confidently with people around them.

DEALING WITH DIFFICULT PEOPLE

Fredericton: April 23, 2012

This workshop will analyze what is happening in exchanges with difficult people and demonstrate how people can adapt their strategies to bring about more productive conversations with those they find difficult. Participants will also learn how to change their interactions with difficult people in order to influence their behaviour, resulting in more positive outcomes.

CONFLICT RESOLUTION SKILLS

Fredericton: April 24, 2012

Many conflicts would not spiral out of control if people used conflict resolution techniques that are easy to learn and utilize. This workshop will teach participants to understand the dynamics of conflict and equip them with the skills needed to respond confidently when faced with situations of conflict.

MEDIATION

-An Informal Process for Conflict Resolution

Fredericton: May 10-11, 2012

When people involved in conflict cannot resolve it on their own, a third party facilitator may be what is needed to resolve the dispute. This skills based workshop is designed to give participants the understanding to work with disputing parties to identify interests, clarify issues and work towards options for resolving the conflict. Participants will have the opportunity to experience scenarios that will help prepare them for intervening in various conflict situations.



FOR WORKSHOP FEES AND INFORMATION:

www.achievecentre.com 204.452.0180 info@achievecentre.com



204.452.9199

info@ctrinstitute.com

www.ctrinstitute.com

WINTER/SPRING 2012 NEW BRUNSWICK PUBLIC WORKSHOPS

SELF-INJURY BEHAVIOUR IN YOUTH

- Issues and Strategies

Fredericton: February 27-28, 2012

This workshop will begin with a general overview to assist participants in understanding the experience and motivations of adolescents who intentionally injure themselves. The content will then focus on practical strategies for working with youth struggling with this complex issue.

DISORDERED EATING

- From Image to Illness

Fredericton: February 29, 2012

Disordered eating can range from problematic tendencies such as excessive dieting to a mental health diagnosis such as anorexia or bulimia. Beginning with a general overview, this workshop will examine symptoms, contributing factors and the experience of living with an eating disorder. Participants will also explore practical strategies for supporting individuals struggling with disordered eating.

ANXIETY

- Practical Intervention Strategies

Fredericton: April 16, 2012

Participants of this workshop will explore the natural purpose of anxiety and how it can become 'disordered,' including the link with panic, depression, trauma and other health concerns. The main focus of this training will be to learn practical and accessible strategies to assist both adults and children in reducing anxiety.

TRAUMA

- Strategies for Resolving the Impact of Post Traumatic Stress

Fredericton: April 17-18, 2012

This workshop provides an overview of the way trauma impacts a person through the brain and nervous system and how it can result in longer term symptoms at physical, psychological and emotional levels. A framework is presented for assisting people to work toward regulating and resolving the impact of trauma. Key strategies and principles are explored that apply to a diverse range of impacts in children, adolescents and adults.

DE-ESCALATING POTENTIALLY VIOLENT SITUATIONS™

Fredericton: May 9, 2012

This workshop is designed to teach people to de-escalate potentially violent situations through assertiveness and interpersonal communication. The training will explore how anger and violence interplay, including opportunities for self-assessment of personal styles.

SUICIDE PREVENTION, INTERVENTION AND POSTVENTION STRATEGIES

Fredericton: May 28-29, 2012

The first day of this workshop will teach caregivers the skills needed to identify and assist those at risk of suicide. The second day focuses on providing caregivers with tools to minimize the impact of a suicide on survivors. Participants will gain valuable insights into why suicide postvention is also suicide prevention.

ADDICTIONS AND MENTAL ILLNESS

- Working with Co-occurring Disorders

Fredericton: May 30, 2012

Many people struggling with a mental illness are also struggling with an addiction. Caregivers may often be at a loss for where to start - did the addictions cause the mental illness, did the mental illness cause the addictions or is there something else leading to both? This workshop provides a framework for working systemically with both issues at the same time.

WORKSHOPS COMING TO HALIFAX THIS WINTER/SPRING:

Violence Threat Assessment - Planning and Response

March 8, 2012

Anxiety - Practical Intervention Strategies

April 19, 2012

Gender and Sexual Identity in Youth

April 20, 2012

Motivating Change - Strategies for Approaching Resistance

May 7-8, 2012

Additions and Mental Illness - Working with Co-occurring Disorders

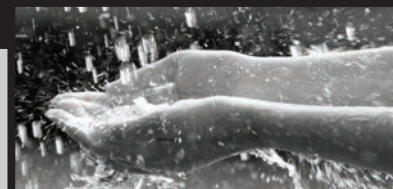
June 1, 2012

De-escalating Potentially Violent Situations

June 26, 2012

For Workshop Fees and Information:

www.ctrinstitute.com



Duke of Edinburgh's Award, New Brunswick Division Field Officer

Position Description:

The Field Officer will be responsible for assigned Duke of Edinburgh's Programme marketing and registration activities for the Province of New Brunswick including recruiting, leader training, and providing information to new and current Duke Participants.

Duration: February – May 2012
(21-28 hours/week) plus travel expenses

Potential for renewal: September – December 2012
(21-28 hours/week) plus travel expenses

Salary: TBD
Supervisor: Executive Director

Project: Market the DOE Programme to communities containing Middle Schools, High Schools and independent organizations (Scouts, Guides and Cadets, Etc).

Nature and Scope: Conduct marketing and recruiting information/presentation sessions to provincial youth. Act as a resource person for the Duke of Edinburgh's programme. Arrange for participant registration payments and ensure delivery of participant's materials.

Candidate Qualifications:

- Willing to work part time for approximately 8 months/year
- Team Player.
- University graduate.
- Able to pass Criminal Records and Vulnerable Screening Checks.
- Bilingualism is an asset, but not required.
- Cadet or military exposure an asset, but not required.
- DOE Award Recipient, an asset, but not required.
- Demonstrate strong presentation skills.
- Understand the requirements of the Duke of Edinburgh's Award Programme.
- Able to write concise and comprehensive reports.
- Flexible with regards to working hours; this may include some evenings and weekends.
- Computer skilled – including Microsoft Office and the Internet.

Please forward resumes by February 15th 2012 to: bcornish@dukeofed.org

Executive Director
Duke of Edinburgh's Award
Province of New Brunswick Division

New Brunswick Interscholastic Athletic Association EXECUTIVE DIRECTOR



Position available effective June 1, 2012

The NBIAA Executive Committee is announcing a vacancy in the position of Executive Director. The NBIAA, located in Fredericton, NB, is a non-profit athletic association made up of approximately 75 public and private member schools. The Executive Director reports to the Executive Committee, facilitates the enforcement of NBIAA rules and regulations, and provides direction to member schools.

QUALIFICATIONS AND SKILLS

Minimum Qualifications

- University degree with emphasis on education and/or sport administration
- Minimum of six (6) years of experience in sport administration
- Demonstrates understanding in high school sport philosophy

Preferred Assets

- Computer literacy
- Bilingualism
- Excellent leadership, team building and interpersonal skills

- Well-developed decision making and creative problem solving ability
- Experience in financial management
- Demonstrated public relations

Salary is commensurate with qualifications and experience.

Application packet must include:

Please forward a concise letter of application and a resume outlining your education, work experience and names of three work related references with telephone numbers to: Yvan Arseneault, President, NBIAA-ASINB.

Send Application Packet to:
125 Hilton Road
Fredericton, N.B.
E3B 6B1

Applications must be received by March 1, 2012



St. Andrews, NB

2012 Summer Courses

Marine Biology

(15+ years old and students)
Monday, July 9 to Friday, July 13
Deadline to Apply: May 9, 2012

All Things Marine

(Adults and teachers)
Monday, July 16 to Friday, July 20
Deadline to Apply: May 16, 2012

Visit www.huntsmanmarine.ca for more information or to apply - Early bird discounts available.



WWI & II Battlefield Tours for Teachers

The Gregg Centre for the Study of War and Society at the University of New Brunswick and the Laurier Centre for Military and Strategic and Disarmament Studies (LCMSDS) at Wilfrid Laurier University have partnered for the last six years to deliver a unique opportunity for High School History teachers, sponsoring their involvement in a once in a career opportunity to see the battlefields and commemorative sights of the First and Second World War in France and Belgium from 8-21 July 2012.

The Gregg Centre's, Dr. Lee Windsor, multiple award winning Ontario teacher, Blake Seward (Prime Minister's Award for Teaching Excellence, 2003, Minister of Veteran's Affairs Commendation for his work on the Lest We Forget Project, 2006, and the Governor General's Award for Excellent Teaching, 2006,) and University of Western Ontario PhD Candidate Cindy Brown have delivered the program together for the past five years and will partner again this year as the program evolves into a for credit option.

The objective of the program is threefold: to introduce teachers to the latest and greatest research on the topic of the First World War and Second World War (provided by historians Brown and Windsor) on the ground in France and Belgium, to allow them to focus on how they can integrate the new research into their classrooms (guided by Seward), and to discuss with other teachers and prospective teachers across Canada how they can enhance their own teaching. Pedagogically and methodologically, the program is delivered to suit theories of historical consciousness as developed by Peter Seixas and others.

The program, formerly sponsored by Veterans' Affairs Canada and by Historica (2006-2008) and then Historica-Dominion Institute (2009-2011), has been a huge success and has inspired many of its former participants to initiate their own study

tours for their students. More importantly, however, nearly all of the former participants have reported that the program has drastically reinvigorated their career and has provided more options for the classroom and enhanced relationships between school and community.

Based on suggestions from former participants, the program has evolved to a course or credit based program that will allow teachers and prospective teachers across Canada to receive credit for this professional development exercise.

The Gregg Centre and the Laurier Centre for Military and Strategic and Disarmament Studies (LCMSDS) are now accepting applications for this year's tour from educators teaching from grades 4 to 12. Participants may register for academic credit at the Master's or senior undergraduate level or obtain a non-credit certificate. A maximum of 18 participants will be accepted from across Canada. Each participant will receive a bursary sufficient to cover all accommodation, travel and instruction costs while in Europe. Fees for course credit, airfare to and from Europe, and the cost of some meals and incidentals are the responsibility of the participant.

Bursaries for the study tour are provided by John and Pattie Cleghorn in the hope that more Canadians will have the opportunity to learn about the sacrifices and achievements of the young Canadians who fought for the liberation of Europe and the hope of a better world.

Deadline to apply is 15 March 2012 and applications can be found at www.canadianmilitaryhistory.ca or www.unb.ca/greggcentre.

For further information, contact the study tour director, Lee Windsor at lwindsor@unb.ca



“Choose Your Voice” Resource

“Choose Your Voice” is a FREE teachers resource that empowers students to speak out against racism, antisemitism and discrimination of all forms. Over one million students across Canada have participated in the program since it was first launched in Ontario. Teachers love it because it is curriculum-based.

The great news is that for the first time we have received funding to provide mass distribution to all schools in New Brunswick! The program won the Award of Excellence 2010 from the Canadian Race Relations Foundation.

“Choose Your Voice” (CYV) was originally developed for students in grades 6, 7 and 8 and meets curriculum requirements in many different subject areas: Social Studies, Language Arts, Religion, Drama, Visual Arts, Health and many others. It is used for Safe School, Character Education and anti-bullying programs. In the past few years there has also been huge demand from high school teachers since it is adaptable for any level from grades 6 and up. There is a bilingual version for francophone and French Immersion schools, and it is also adapted for ESL and gifted learners.

Developed by curriculum experts, CYV consists of the following:

- a Teacher’s Guide with lesson plans, 28 Fact Sheets for research that profile many different minority groups that have faced discrimination in Canada; rubrics and graphic organizers
- a 22-minute DVD with interviews of Rwandan genocide survivors, First Nations repre-

sentatives, Holocaust survivors and others

Further information about the program as well as Curriculum links for the Atlantic provinces, can be found on our website under the menu for Choose Your Voice: www.chooseyourvoice.ca

The impact of our program on students can be seen in a short video:

www.youtube.com/watch?v=Y_aah3-iG84

Dalhousie Research Project

Seeking lesbian headed step-families to participate in nursing research study.

Are you part of a lesbian headed step-family or know anyone who is? I am looking for women who are raising children in a step-family situation. There is a growing body of research investigating the experiences of birth mothers in lesbian step-families; however the voice of the step-mother and especially the voices of the children are rarely heard. Developing a greater understanding of what it is like to become a lesbian step-family will inform practice, policy and healthcare provider education. I am a doctoral student with the School of Nursing at Dalhousie University and would like to speak to you and your family about the process of becoming a lesbian headed step-family. I will travel to speak with women in New Brunswick, Nova Scotia and Prince Edward Island.

This study has been granted REB approval #: 2011-2390. Please email me for additional information or to set a date to meet at research.lesbian.2011@gmail.com



Winning the Cyber Security Game

The Canadian Internet Registration Authority (CIRA) and Media Awareness Network (MNet) launched a new teaching unit to help students develop safe and secure online practices.

While studies show Canadian youth are more tech savvy than older Internet users, they are also more likely to take security risks online. *Winning the Cyber Security Game* aims to give students in Grades 5-8 tools and strategies to mitigate and prevent negative online experiences.

“Children are engaging in a wide range of online activities at increasingly younger ages,” said Media Awareness Network Co-Executive Director Jane Tallim. “It makes sense to start young when teaching them tools and techniques to keep their online interactions positive and protected.”

The new teaching unit complements the *Cyber Security Consumer Tip Sheet* for adults released by CIRA and MNet in April 2011. It covers a wide range of online security issues including online scams, viruses and spam. It also cautions youth of safety and privacy risks in environments that encourage people to share personal information.

“Canadians’ Internet usage is almost double the worldwide average,” said CIRA President and CEO Byron Holland. “It is more important than ever to teach our youth the importance of being safe and secure online. Establishing safe practices will help them enjoy positive life-long experiences on the Internet.”

Winning the Cyber Security Game is available at <http://www.cira.ca> and is one of many digital literacy resources freely available on the MNet website at www.media-awareness.ca



Our Online World Are Your Kids Caught in the Net?

While the Internet offers many benefits, there remain risks for children - from inappropriate material to offenders trying to lure them online. To help parents and educators teach kids how to not get caught in the net, the Canadian Centre for Child Protection and Shaw Communications Inc. have distributed *Zoe and Molly Online* safety kits to schools free-of-charge across Western Canada.

"Children are on the Internet at an early age, and it's important that parents discuss the risks and ensure their children understand the importance of not sharing their personal information online," said Lianna McDonald, Executive Director of the Canadian Centre for Child Protection. "The *Zoe and Molly Online* initiative is designed to help parents and educators bridge this important conversation in a non-threatening way. It encourages children to trust their instincts and speak to a safe adult before they share information or if they encounter inappropriate material online."



Designed to help children 8 to 10 years of age learn about online safety, the *Zoe and Molly Online* initiative includes a website (zoeandmolly.ca), a new Grade 3 *Caught in the Net* comic book to teach children what to do if they come across inappropriate material online, as well as Grade 4 resources to teach children the importance of not sharing personal information online.

Thanks to support from Shaw Communications Inc., more than a quarter of a million copies of the Grade 3 and Grade 4 comics are being sent to 4,500 schools across Western Canada. To provide even more parents with access to these important safety resources, Shaw technicians will also be

distributing the comics to customers during home installation visits.

"As technology plays an increasing role in our children's lives, the need for education around Internet safety becomes more vital," said Brad Shaw, CEO of Shaw Communications Inc. "Shaw is proud to help protect children online through our support of the Canadian Centre for Child Protection."

To complement the important safety messages addressed by the comics, the *Zoe and Molly Online* website includes additional safety information, activities and games which educators and parents can access with their children. For additional Internet safety information, visit the Canadian Centre's *The Door that's not Locked* Internet safety website (thedoorthats-notlocked.ca).



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NBTA Provincial Bowling Tournament



The annual NBTA provincial bowling tournament was held in Moncton Oct 14- 16. Fourteen teams from across the province registered. The winning team, captained by Gary DiPaulo, are from Minto. They were comprised of Gary DiPaulo, Mel MacKenzie, Patty Guitard, Joyce Nash, and Alden Randall. All teams enjoyed a wine and cheese party, a dance and a Sunday pizza party. The tournament was hosted by the Moncton Hubcaps consisting of Paulette Moore, Linda Maxwell, Joe Breen, Rachel Way, Adam Trider and June MacNairn. We are looking forward to next year's tournament in Fredericton.

- by June MacNairn

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