



February 2014
Vol. LVI No. 3

NEW BRUNSWICK TEACHERS' ASSOCIATION

Movember Contest Winners



Announcing Our Presenters for CCD 2014



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Council Day 2014**



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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



Peter Fullerton

Happy New Year Colleagues,

As teachers we are fortunate to have two New Year celebrations each year. For us, each September brings with it the chance to meet new students and form those bonds which will last a lifetime. Also, along with the rest of the world we have the chance to celebrate the changing of the calendar. When you think about it, our "Special New Year" is something much more exciting and has far more fireworks attached to it. Every time you hear one of your students exclaim "Ahhh, I get it!".... it is like having a fireworks starburst overhead in the night sky and for we teachers, these fireworks continue the whole year long.

One of the topics on all teachers' minds at this point in time is "Pensions". I would first like to take the opportunity to thank all the members who wrote, called or met personally with their MLA. Those contacts had an impact. Shortly thereafter the first meeting between the NBTF and the government was scheduled for January 8th.

As I write this message in mid-January, I cannot predict the exact direction that our discussions with Government will take or where we will be

in the talks. However, I can assure you that, for the immediate future, protecting the pensions that the teachers of New Brunswick have earned and deserve will be the main priority of the NBTA, and my own personal one as President of our Association and Co-President of the New Brunswick Teachers' Federation (NBTF). We are prepared for this review and will hold the government to its repeated promise that the process be open, genuine, and collaborative. We all must stand together on this and, united, we represent a strong influential political force. Please visit the NBTA or NBTF websites to check for updates and we will send out e-mail messages whenever new, key information has been posted.

As President, I believe it is important to be available to the members as much as possible so I will be continuing with my school and branch visitations. I am scheduled to visit three more branches in both January and February leaving only two others where I have not yet had the pleasure to attend a Rep Council meeting.

One of the highlights of my term as president will be the Combined Council Day on May 2nd, in Moncton. This event happens once every 5 years and for me it will be a chance to address all NBTA members at one time in one place. The planning committee has been hard at work with such tasks as scheduling guest speakers, ensuring better traffic (and people) flow and that breaks occur without a hitch. Planning snacks and supplying water for fifty people is a big job, but doing it for five thousand presents its own unique and sometimes overwhelming challenges. Overall, it is a huge task and I would like to take this opportunity to thank the committee for the hours upon hours of extra work they are doing on your behalf. May 2nd mark it on your calendar and make every effort to attend. It will be a fantastic day.

It is coming to that time of year

when some teachers will be thinking about retiring at the end of this school year and many retirement celebrations will be taking place in May and June. It has been my experience that once retired, a teacher will look and feel ten years younger. I look forward to attending as many of these celebrations as possible. If you are thinking about retirement this year and have not done so, I urge you to contact Michael Ketchum (506) 452-1722 at your earliest convenience to make sure that all documentation has been properly filled out. Please, if you can, also advise your local NBTA Branch of your intention to retire. Your colleagues want to thank you for your career of service, and they would certainly hate to miss anyone.

I hear teachers often ask "What is the benefit of being part of the Canadian Teachers Federation?" The CTF represents more than 200,000 teachers across the country and as such provides:

... **a louder voice.** CTF expands the voice of every Member organization. Our organization is stronger because it is backed up by 15 more teacher organizations.

... **security.** CTF is a watchdog: CTF monitors constantly the ongoing shifts in public policy, nationally and internationally, that harm workers, including changes to employment insurance, defined benefit pension plans, trade agreements, collective bargaining, and health and safety regulations. CTF gathers and shares information with members.

... **lobbying.** CTF is a strong advocate for high quality public education and all the matters that affect that high quality including status of the teaching profession, safe learning and teaching environments, free and full collective bargaining, civil and human rights, social justice and equity matters, bilingualism and support for minority languages.

... **research.** CTF is a leader in educational research: CTF conducts its own research initiatives and supports

many external groups and researchers exploring topics that improve the work life of teachers.

... **information.** CTF analysis of research, articles and publications from many agencies and groups who influence the course of education (e.g. PISA, CEA, Fraser Institute) provides concise, to-the-point briefing notes for Member organization use.

... **support.** CTF is there when bad legislation, labour confrontations or even natural disasters occur.

... **representation** on national and international matters. Whether it is labour matters (Rand formula,

Employment Insurance), professional matters (copyright, cyberbullying, testing), social matters (poverty, mental health) or ideological matters (privatization, commercialization) CTF forms alliances, publishes briefs and takes action representing teachers.

... **added value.** CTF provides direct benefits to teachers in Member organizations through the ImagineAction Program, Francophone Services, print and web resources, Project Overseas, field based committees, issues forums and more.

Our organization, as a member of

CTF, has an opportunity to go beyond the daily routine, share in and contribute to building a better society and that is why the NBTA remains a member.

I mentioned in my last two messages that I have not had time to hang any pictures in my office. In closing, I would like to tell you that they are now up..... Not because I found the time to hang them but because my wife, Karen, came for a visit and made the office a little homier.

Till next time,



October 23, 2013: Pension update at NBTF Board of Directors Meeting. (R to L): Peter Fullerton, NBTF Executive Director Marilyn Boudreau, actuary Robert Blais, and NBTA Executive Director Larry Jamieson.



(Right to Left): NBTA President Peter Fullerton with EECD Minister Marie-Claude Blais and Assistant Deputy Minister Nancy Boucher on October 24, 2013.

Deep understanding of curriculum + Brain Research = Innovation in Mathematics

By Heather Deware, Principal, Lou MacNairn School

Do you think you are good at math? Did you ever wonder why? Is it having a good memory? Is it a passion for solving problems? Is it having a brain that finds strategies that efficiently allows you to make connections to solve new problems? Are there things we can do to help a student be better at math regardless of their natural or innate abilities? These are all questions



that are driving Julie Roy's current project, finding ways to link current neuroscience research to practices in her classroom. Much of Julie's practices are based in part on Vygotsky's theory of **i + 1**. The process requires one to identify where they are and then work on the next step. The interventions that she is developing are built with a framework that is founded in current brain research. Her practices have been informed by leaders in mathematical thinking, teaching and learning – Brian Butterworth, G. Polya, Daniel Willingham, John Mughton.

Our brains like to engage in problem solving and making connections. When we work on the learning that is close to where we are, our brains are able to engage in linking new learning to what it already knows, to try one more thing, one more time. Early Years teachers have been using this practice in literacy for years. Use of running records identifies the reading level a child is working on and an analysis allows teachers to target specific lagging skills. Guided reading provides intense intervention including practice to build students skills and improve learning for every child. Ms. Roy is implementing practices in her classes that enable her to identify where the child is in terms of number

sense and what comes next or the **+1** in learning.

Ms. Roy worked with a team to develop math screeners when she was a math mentor in ASD-E. These screeners are a tool that is able to quickly identify where a child is in their number sense – the **i** of number sense. The scores on the math screeners are aligned with how children perform on provincial, high stakes assessments in number sense. Once a child's level of mathematical thinking in number sense is identified, Julie is able to put interventions in place to move every student forward.

Students must have a solid understanding of a sequence of math skills - counting, addition, subtraction, multiplication, division and fractions. Each stage of her interventions incorporates the big ideas in math - **representing, reasoning, computation, basic facts, place value, sequencing, compare and order and equality**. New learning is explored in the working memory by recalling the efficient strategies previously learned and stored in memory. Students can recall math strategies that have been mastered and linked to new learning in their working memory. Ms. Roy expects children to make connections to what they already know and then extend the learning. When children

can do this well, they will have deep connections in their brains. When the memory part of the brain has efficient strategies to manage the **i** outcomes, the brain is able to organize and connect mathematical learning so that new learning (**i+1**) can happen in the child's working memory efficiently. New learning is practiced in many ways in her classroom

– involving **i+1** practices – trying one more thing, with one more opportunity. Her students have developed games to demonstrate their deep understanding of concepts and these games, created by her grade 5 students are taught to their math PALS in grade 1. The excitement generated by students teaching students and practicing skills with immediate feedback has provided a beehive of active learning that we believe will have powerful results. All students are working on activities that have rigor and targeted to their specific learning needs. The children are excited to learn new strategies that will enable them to solve problems in the 21st Century. These strategies will work for students on SEP's, typically developing children and the gifted and talented. Rather than whole class, teacher directed lessons, students are able to work in small groups or independently on specific skills that they will master. The mastered skills are revisited over time to ensure that the foundation remains strong and that the scaffolding is solid. The innovative thinking has the power to transform the way we teach math so that every child will experience success and deep mathematical thinking in an elementary classroom.

Nominate a Colleague for an NBTA Major Award

NBTA Centennial Award

The NBTA Centennial Award is presented each year to an individual in recognition of having made a significant contribution to education in New Brunswick. It has traditionally honoured a long and prestigious career of involvement in the profession.



The Vince Sunderland Memorial Award for Outstanding Educational Leadership

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

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

Bell Aliant Award for Excellence in Teaching

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

More details on all awards at www.nbta.ca (under "The Profession")

Deadline for all nominations is April 1, 2014

2014 NBTA Provincial Teaching Awards

Did you speak with him/her this morning?

I spy with my little eye...



a colleague who deserves recognition.

Is he/she teaching across the hall?

**Details and Applications:
www.nbta.ca > The Profession > Teacher Awards**

Movember Photo Contest

Every year we have more (mo?) Movember photos submitted to the NBTA and it is clear from these that the fundraising and awareness aspects have really taken root and become school wide. Therefore, this year we have awarded four school prizes and only one individual one.

The winners are:

Vincent Massey Elementary (St. Andrews)...Best Dyed Staches

Carleton North High (Bristol)...Multiple Unique Staches

Port Elgin Regional School....Best Stache Collage

Gretna Green Elementary (Miramichi)...Most Staches

Martin Pelletier, Petitcodiac Regional...Mutton Stache



Honorable Mention goes to the two great Movember videos produced at Oromocto High and Fredericton High, and also to the little lobster submission from Janeville School. Many of the submissions have already been posted to Facebook. Thanks again to all who participated in, or supported Movember.



Stache collage from Port Elgin Regional

Daffodils and Tulips for Veterans

By Janet Ramsay, Bathurst



Early in the fall, the upper elementary block at Janeville Elementary School was busy planting daffodils and tulips at their school and the Robert L. Knowles Veterans' Unit in Bathurst, NB. This was the first connection the students made with the veterans as part of the Connecting Heroes 2013/2014 project championed by Janet Ramsay's grade 4/5 Intensive French class.

Four years ago, the vision of the Connecting Heroes project began in order to reconnect the veterans living at the Robert L. Knowles Veterans' Unit in Bathurst with the world. Initially, students connected with the veterans via letter writing in both English and French. Quickly the project gained a lot of popularity and the need to connect the veterans through technology, while empowering the students to create these connections,

became very apparent.

The need for technology at the veteran's unit was one of the greatest obstacles faced. Through collaboration with Lesa Scott, a district technology lead, basic technology was found, a volunteer offered to provide technical support for the technology and after school student volunteers from Bathurst High School assist the veterans in the use of computer programs.

Since planting the flowers, the students and veterans have been keeping in contact through a blog site, visitahero.weebly.com. On the site, the students create posts about the progress of their school's flowers in both English and French. The veterans also collaborate with student volunteers from Bathurst High School in order to blog about the progress of their flowers.

Blogging about the progress of their

flowers is not the only way the students stay in touch with the veterans. The students and veterans regularly exchange homemade birthday cards and other special occasion cards. In November, the entire school visited the veterans at the unit for a special Remembrance Day ceremony. By the end of January the students and veterans are hoping the Veterans' Unit can secure reliable internet connection in order to video chat with each other.

Last year Janet, and then team teacher Penny Roy, presented the Connecting Heroes project in the semifinals of the Microsoft's Innovative Teacher Award. Currently Janet and Penny are teaching at different schools but are looking for a way to connect their present students as the project continuously evolves.



Two of many "staches" from Carleton North High School

Learning To Teach, Teaching To Learn, Missing My Students

By Jessica Fenton, Northrop Frye School, Anglophone East

A few years ago Harry Wong, a teacher and classroom management guru, wrote an article about my journey as a teacher when I first started out in the classroom. It is hard to believe where I started and where I am now after eight years of teaching. I started out teaching high school English for four years, and later switched to middle school to challenge myself further. Challenge accepted. Throughout the last three years I've taught K, 3, 5, 6, 7, and 8 at a kindergarten to grade eight school, and taught Music, Art, Physical Education, Health, Social Studies, and English. Challenge indeed. It feels as though I have taught it all. I have learned more about myself throughout my teaching career than I could have otherwise. Being a teacher is part of who I am. I was born to teach. As most teachers can relate, when I started out, it wasn't easy. I had to learn how to teach and in return, teach to learn.

Although I am putting my teaching career on pause for a year to explore the world while on deferred leave, I miss teaching every day. It goes to show that I did pick the perfect profession for me. It will make it that much more exciting and rewarding when I go back to work in August of 2014. Since finishing my Master's in June 2013, I have traveled throughout NB, PEI, NS, Ontario, Quebec, Maine, North Carolina, Nevada, California, Hawaii, Puerto Rico, and Dominican Republic. I've been accomplishing things on my bucket list including white water rafting, sky diving, indoor rock climbing, paddleboarding, going in a shark tank, kite surfing, flight-lining, and visited one of the most notorious penitentiaries in the world: Alcatraz. With eight more months to travel, I will have many stories to share with my students when I return to the classroom! Reading Harry's article brought back vivid memories of laughing and

crying with my students. Ironically enough, I ran into one of my former middle school students and his parents in Puerto Rico. What a small world we live in.

I've been blessed to have been called to be a teacher. It is not every day that you find the perfect career for you, but I have found mine. A lot of people think that because I am taking time off from work I must be glad to have a break from teaching. It is actually quite the opposite. I did not want to have a break from teaching, but wanted to have the time to travel and explore the world which I otherwise wouldn't have time for. Not a day goes by without thinking about teaching and my students. I'm forever grateful that I have the privilege and opportunity to take a year off from work to visit all of my dream destinations. Up next: Northern Canada, Miami, and Australia! Until I go back to work, I will cherish the time I have for myself.

To read Harry's article go to: <http://teachers.net/wong/MAR10/>



We Need Stories from Teachers and Schools for NBTA Facebook Page

 **Facebook**
New Brunswick Teachers' Association

 **Twitter**
@NBTeachersAssn

Help us to promote your school activities and the profession!



New Brunswick Teachers' Association shared a link.
5 November 2013 near Fredericton

The application period is now open for Education Officers (high school & university teachers, science educators...) onboard the JOIDES Resolution, an incredible 143m-long scientific ocean drilling ship!

Education Officers have the opportun... See more



For Teachers/Educators — IODP Canada
www.iodpcanada.ca

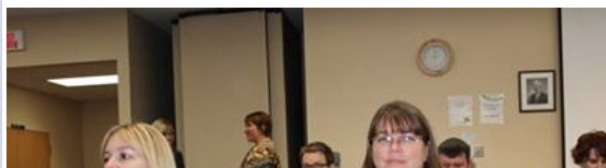
JOIDES Resolution Education Officers have the opportunity to learn shipboard science alongside the expedition's science party and translate their learning experiences for students, families and the general public through creation of blogs, videos, social

Like · Comment · Share




New Brunswick Teachers' Association
23 October 2013

NB Teachers' Federation Board Meeting (7 photos)
Elected volunteer teachers from both the Anglophone and Francophone sectors, meeting in Fredericton today to help guide the union in its work.



Cheer on Saint John High teacher Maryanne Lewell as she appears on "Jeopardy" this Thursday evening, November 14.

Like · Comment · Share

 22  23



New Brunswick Teachers' Association
24 October 2013

NBTA Board of Directors Meeting (7 photos)
The NBTA Board of Directors meets today and tomorrow in Fredericton. Board members will receive updates and reports from NBTA Committees and Staff and make decisions that will guide the Association. It is also the first Board meeting for Peter Fullerton as NBTA President. Education and Early Childhood Development Minister Marie-Claude Blais discussed key issues with the Board for over an hour this morning.



Like · Comment · Share

 5



New Brunswick Teachers' Association shared a link.
18 October 2013 near Fredericton

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

Interest-Free Loans for 2014-2015 School Year

Up to \$1,500.00 in any one school year shall be made available to statutory NBTA members who are on leave and 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 email at melinda.cook@nbta.ca or by phone (506) 452-1839.

**The application deadline for
2014 - 2015 is:
March 31, 2014**

Flip this Gingerbread *Cross Curricular Learning at Bath Middle School*

Submitted by Katie Saunders, Bath Middle School

During the month of December, construction crews disguised as grade 6 and 7 students transformed cardboard boxes into model homes with curb appeal and well thought-out landscaping. *Flip the Gingerbread* was created collaboratively by the teaching staff with the objective of implementing components of UDL and encouraging students to discover and share their strengths in the process of completing the project requirements.

Topics covered during this project included measurement, square footage, thumbnail sketches, designing floor plans, creating a budget, buying materials based on actual home construction prices and preparing a final presentation. A local realtor met with each construction crew early in the building process to discuss their home design and provide suggestions based on curb appeal and desired landscaping. At the conclusion of the project, each team presented their home to the realtor and was given a selling price based on current market value taking into account square footage, design, location and layout.

When asked to reflect on their learning, students referred to the

challenges and benefits of working as part of a team, enjoying the hands-on building process (especially using a glue gun), acquiring an understanding of home costs and presenting to the realtor.

This project was not without benefits to our four member teaching staff as well. The opportunity allowed for

daily sharing of progress within our subject areas, co-teaching and seeing students strengths emerge in leadership, architectural design and presentation skills. Deemed a success by both students and staff it will result in more cross curricular projects at Bath Middle School.





Recent changes to fair dealing in Canada's copyright law provide new benefits for teachers and the learning process in the classroom. One such benefit is the ability for teachers to now make copies of "short excerpts" from copyright protected works for students without having to ask for copyright permission or pay copyright royalties. Short excerpts can be taken for education purposes from published works, books or magazines, films, television programs, recordings and music.

The Fair Dealing Guidelines

Fair Dealing Guidelines have been developed to explain the parameters of the fair dealing provision and to clarify the meaning of "short excerpts." The Fair Dealing Guidelines may be used as an institutional policy by schools, school boards, and ministries of education. The guidelines describe the uses of copyright-protected works that, in the opinion of legal counsel, are permitted without permission from the copyright owner or the payment of copyright royalties under fair dealing.

The *Fair Dealing Guidelines* describe a safe harbour, not absolute limits. Copying or communicating a copyright-protected work within the limits prescribed in the guidelines

will, according to the advice of legal counsel, almost certainly be fair under fair dealing. Copying or communicating beyond the prescribed limits may, or may not, be fair.

Uses of copyright-protected works beyond the limits in the *Fair Dealing Guidelines* require an evaluation of whether the proposed educational use is permitted under fair dealing. If the use is not permitted under fair dealing, or another users' right in the *Copyright Act*, prior written permission must be obtained from the copyright owner or copyright collective. There may be a transaction fee required to use the material. If this process has not been followed, there is a risk that the use is contrary to law. In these cases, proceeding with the planned use is copyright infringement.

What are short excerpts?

The *Fair Dealing Guidelines* describe "short excerpt" as:

- a. up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
- b. one chapter from a book;
- c. a single article from a periodical;
- d. an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and

plan) from a copyright-protected work containing other artistic works;

- e. an entire newspaper article or page;
- f. an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
- g. an entire entry from an encyclopaedia, annotated bibliography, dictionary, or similar reference work.

To qualify as a "short excerpt," educators must also know:

- Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
- Copying or communicating that exceeds the limits in these *Fair Dealing Guidelines* may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.

To place these "short excerpt" conditions into the proper context, teachers are urged to read the full *Fair Dealing Guidelines*.

Know your Copyright Law

Education departments and ministries, as well as school boards across the country, encourage awareness of and respect for copyright. Teachers and school staff should know the basics of copyright law; as they set the example for their students.

Teachers are encouraged to download a copy of the full set of *Fair Dealing Guidelines* from the Council of Ministers of Education, Canada Web site: www.cmec.ca. Posters containing the guidelines should be posted next to all photocopiers and scanners.



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, 2014)

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**

TESL Teachers of English as a Second Language
of New Brunswick

April 25th -26th . 2014 *

**TESL NB SPRING
CONFERENCE**

**EXPANDING LITERACY:
PERCEPTIONS AND PRACTICE**

UNB Fredericton- D'Avray Hall

Featuring:

- Workshop on early literacy strategies for adult ELLs by members of ISIS in Halifax, NS
- Workshop and plenary by Dr. Bill Dunn from University of Alberta
- Opening plenary by Dr. Joseph Dicks from UNB Fredericton connections between oracy and literacy

STAY TUNED FOR MORE INFO AT <http://tesl-nb.wikispaces.com/>



More November at Florenceville Elementary!

Preventing Youth Suicide

New Brunswick Association of School Psychologists

Submitted by Lisa Mazerolle, Psychologist, Anglophone South

Suicide is the third leading cause of death among youth between 10 and 19 years of age. However, **suicide is preventable**. Youth who are contemplating suicide frequently give warning signs of their distress. Parents, teachers, and friends are in a key position to pick up on these signs and get help. Most important is to never take these warning signs lightly or promise to keep them secret. When all adults and students in the school community are committed to making suicide prevention a priority—and are empowered to take the correct actions—we can help youth before they engage in behavior with irreversible consequences.

Suicide Risk Factors

- Mental illness including depression, conduct disorders, and substance abuse.
- Family stress/dysfunction.
- Environmental risks, including presence of a firearm in the home.
- Situational crises (i.e., traumatic death of a loved one, physical or sexual abuse, family violence, etc.).

Suicide Warning Signs

- Suicidal threats in the form of direct and indirect statements.
- Suicide notes and plans.
- Prior suicidal behavior.
- Making final arrangements (e.g., making funeral arrangements, writing a will, giving away prized possessions).
- Preoccupation with death.
- Changes in behavior, appearance, thoughts and/or feelings.

What to Do

Youth who feel suicidal are not likely to seek help directly; however, parents, school personnel, and peers can recognize the warning signs and take immediate action to keep the youth safe. When a youth gives signs that they may be considering suicide, the following actions should be taken:

- Remain calm.
- Ask the youth directly if he or she is

thinking about suicide.

- Focus on your concern for their wellbeing and avoid being accusatory.
- Listen.
- Reassure them that there is help and they will not feel like this forever.
- Do not judge.
- Provide constant supervision. Do not leave the youth alone.
- Remove means for self-harm.
- **Get help:** Peers should not agree to keep the suicidal thoughts a secret and instead should tell an adult, such as a parent, teacher, or school psychologist. Parents should seek help from school or community mental health resources as soon as possible. School staff should take the student to the designated school mental health professional or administrator.

Resiliency Factors

The presence of resiliency factors can lessen the potential of risk fac-

tors to lead to suicidal ideation and behaviors. Once a child or adolescent is considered at risk, schools, families, and friends should work to build these factors in and around the youth. These include:

- Family support and cohesion, including good communication.
- Peer support and close social networks.
- School and community connectedness.
- Cultural or religious beliefs that discourage suicide and promote healthy living.
- Adaptive coping and problem-solving skills, including conflict-resolution.
- General life satisfaction, good self-esteem, sense of purpose.
- Easy access to effective medical and mental health resources.

*Adapted from the National Association of School Psychologists (NASP) article: **Preventing Youth Suicide - Tips for Parents and Educators***



TEACHER DESIGNED PROFESSIONAL LEARNING GRANT RECIPIENTS 2014

by Kim McKay, NBTA Staff Officer

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

Allowing teachers multiple chances over several weeks to experiment with the new strategies in a low-risk environment, such as their own regular teaching settings, is important
(Nelsen & Cudeiro, 2009)

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

In support of teacher designed professional learning, the NBTA is pleased to sponsor five grants valued at \$1000.00 each. The grants are intended to support teacher professional learning within the context of improving student learning, fostering teacher leadership, and facilitating the sharing of exemplary best practices. Each team has autonomy to

spend the grant as they see fit. Provision for release time for team collaboration, purchase of equipment, or production of materials for sharing represent some of the most common uses of grant funding in previous years.

Grant applications were received from 9 teams. Successful team applications were designed within the context of best practices and required mandates. These applications were clearly linked to both student and teacher learning, with the progression of the project outlined in a practical and sustainable framework. Successful applications were explicit in referencing any current and relevant research or data that supported the project rationale. Finally, the project proposals awarded grants were both convincing and clearly explained as to the potential impact on student development and teacher learning as well as describing a practical and realistic approach to measuring team goals.

Recognition must be given to all teachers who submitted an application. It is hoped that all who submitted an application benefited from this collaborative experience of developing a professional learning project to improve both teaching and learning.

The grant recipients will receive their cheques, as well as the TDPL manual containing information to support record keeping requirements and current research pertaining to professional learning. Teams may extend their work until December 2014.

The grant criteria required that each

project include a sharing component. We look forward to learning more about the successes and challenges teams experience as they go through a personalized learning process designed to deepen teacher understanding and, ultimately, enhance student learning.

GRANT RECIPIENTS 2014

École Millidgeville North School
Project: Menus – More than Lunch: Options for Recruiting Interest and Engagement in Inclusive Education
Team Leader: Erika Nelson

Back Bay Elementary School
Project: Nature's Classroom
Team Leader: Stephanie Borthwick

Cambridge Narrows School
Project: Lest We Forget Project
Team Leader: Erin Jones

Leo Hayes High School
Project: Cross-curricular Learning Team
Team Leader: Stephanie Henry

St. John the Baptist – King Edward School
Project: Lost at School – Bringing the Best Out in all Children with Inclusion and Collaboration
Team Leader: Janet Flood

Works Cited

Nelsen, J. & Cudeiro, A. (2009, December). Lasting Impression. *Journal of Staff Development*, 30(5), 32-35.

A Cognitive Approach to Learning Disabilities: The Arrowsmith Program

Submitted by Sara Davidson, 3rd year medical student, Dalhousie Medicine New Brunswick

There is an innovative program available for working with learning disabilities, and we are hoping to bring it to New Brunswick. The Arrowsmith Program has a 35-year history in Canada, and is now available in schools across North America, Australia and New Zealand. The Arrowsmith Program has recently become available in the Maritimes through the Learning Disabilities Association of PEI and the Halifax Christian Academy, since September 2013.

I am a member of a New Brunswick based volunteer advocacy group called Train Their Brain. Our goal is to provide information about bridging neuroscience and education, to raise awareness about a different approach to working with learning disabilities. Our group recently gave a presentation about the Arrowsmith Program to the School Learning Environments Committee of the NBTA. We were encouraged to expand the discussion by preparing this article. Information about our advocacy group can be found on our Facebook page *Train Their Brain*.

The genesis of the Arrowsmith Program of cognitive exercises lies in Barbara Arrowsmith Young's journey of discovery and innovation to overcome her own severe learning disabilities. Diagnosed in grade one as having a mental block — which today would have been identified as multiple learning disabilities — she read and wrote everything backwards, had trouble processing concepts in language, continuously got lost, and was physically uncoordinated. A poignant account of her journey told at a TedTalk conference in Toronto can be seen at <https://www.youtube.com/watch?v=o0td5aw1KXA>

Barbara's drive and determination, and her unwillingness to accept a life of compensation, led her on a journey of discovery and innovation to

find solutions to her severe learning disorders. This was the genesis of the Arrowsmith Program, and is documented in Barbara's International bestseller, *The Woman Who Changed Her Brain*. On her journey, she learned that not only does our brain shape us, but we can shape our brains.

The Arrowsmith Program is founded on two lines of research, one of which established that different areas of the brain work together during complex mental activities, such as reading or writing. A weakness in one area can affect a number of different learning processes. It is like a sports team that has some players on the bench; the team can still play, but not at its full potential.

The other line of research investigated the principles of neuroplasticity. This is the ability of our brain to change its structure and function in response to what it experiences. Our brain can grow new neuronal pathways and develop new abilities and roles. This is believed to be the physical mechanism behind learning. Research in neuroscience is leading to insights that the brain is not static but rather dynamically changing and undergoing such changes throughout our entire life.

Students with learning disabilities have traditionally been treated with programs designed to compensate for their difficulties - students who have difficulty with handwriting, for example, would be taught to use a keyboard or accommodated with more time to write exams. The goal of the Arrowsmith Program, by contrast, is to help students strengthen the weak cognitive capacities underlying their learning dysfunctions. It is to help the brain make new connections, to get the players off the bench. The Arrowsmith Program deals with the root causes of the learning disability rather than managing its symptoms

and gets the whole team working again.

The Arrowsmith Program is capacity-based in that it changes the capacity of the individual to learn, rather than compensatory which tries to work around the problem. Strengthening these weaker capacities increases the overall functioning of these specific cognitive areas allowing them to be used effectively for learning. Each student who enters the program is assessed to determine which areas of their brain need strengthening. An individualized program is designed by the Arrowsmith Program to work with these weaker areas. The Arrowsmith students spend most of the academic day in an Arrowsmith classroom, within their school. After a three or four year program they return to a full academic curriculum at their appropriate grade level, for the most part no longer needing any modified programs.

Detailed information on the Arrowsmith Program, including an overview of research studies, can be found on the Arrowsmith Program website www.arrowsmithschool.org

By raising awareness within the New Brunswick education community about cognitive based programs for learning disabilities such as the Arrowsmith Program, Train Their Brain advocacy group hopes to stimulate a conversation about the potential role of such programs in New Brunswick schools. It will be a great day when all students are not only included in the classroom, but are fully included in learning.

We are grateful to the NBTA's School Learning Environments Committee for providing an opportunity to share this information with you. Comments, questions, or interest in helping advocate to bring the program to New Brunswick are all welcome at sara.davidson@dal.ca

Teacher Exchange Opportunities

The Canadian Education Exchange Foundation is looking for teachers in NB who may be interested in an exchange in Australia. Below are the assignments:

Elementary, years 1-7, Karratha, Western Australia
Has 4 bedroom house – Needs at least 2 bedrooms

Elementary, years 3-7, Perth Western Australia
Has 4 bedroom house – Needs 3 bedrooms

Elementary, years K-7, likely grade 3, Perth, Western Australia
Has 3 bedroom house

Secondary Maths, Bunbury, Western Australia
Has 2 bedroom house

For more information, contact Carol Wilkins at cwilk@ceef.ca

18 New Brunswick Educators Complete Fierce Accountability[®] Training

January 18, 2014, saw 18 enthusiastic New Brunswick educators gathered at the NBTF Building in Fredericton to participate in Fierce Accountability[®] training. This training is based on the foundations of Fierce Conversations[®] and teaches people how to create a culture where people choose personal accountability as a way of life, delivering agreed-upon results, despite obstacles. Throughout the morning participants discussed concepts such as redefining accountability, analyzing context, the victim cycle, and the Fierce Accountability[®] cycle. A sincere thank you to those who joined us for this professional learning opportunity.



Fierce Conversations[®] and Early Career Teachers

By Kimberley McKay, NBTA Staff Officer

Over the past three years, a portion of my work here at NBTA has been dedicated to services and programs for early career teachers while another portion has been dedicated to facilitating Fierce Conversations[®] workshops. As I reflect on the qualities of exceptional teachers (regardless of career stage!), I believe the ability and willingness to engage in powerful, passionate, honest, intense, robust and uncurbed conversations can be one of the most potent skills an early career teacher can hone. So what the heck IS a Fierce Conversation and how might you use the Fierce philosophy in your professional world as an early career teacher? The following ideas and concepts are attributed to Susan Scott, CEO of Fierce, Inc.[®]

Defining Fierce

The definition of a Fierce Conversation boils down to “one in which we come out from behind ourselves, into the conversation, and make it real”. You will know you are having a Fierce Conversation when: you are speaking in your real voice; you are speaking to the heart of the matter; you are really asking and really listening; you are generating heat; you are enriching a relationship; and you are different when the conversation is over. While some people are afraid of “real”, it is the unreal conversations that ought to concern us because they are incredibly expensive – both for a school and for an individual.

Four Objectives

There are four objectives of a Fierce Conversation and each one of these must be in place to make it a “real” Fierce Conversation. In order to execute initiatives and deliver goals, individuals must have conversations that: interrogate reality; provoke learning; tackle tough challenges; enrich relationships.

Interrogate Reality

Reality is constantly changing. What may be my “reality” may look very different from your perspective. It is a gross oversimplification to say people just need to tell the truth. Who owns the truth? Perhaps what we thought was “the truth” is no

longer true in today’s environment. We always need to be asking “What has changed since we last met?”. Interrogating reality is a marvelous cure for excessive certitude!

Provoke Learning

A Fierce Conversation is a way to provoke both your own learning as well as that of the other person. It is about entering into a conversation seeking to understand and to be understood, not to be right. A Fierce Conversation is not about holding forth on your point of view but about provoking learning by sitting with someone side by side and finding out what reality looks like from their perspective. Questions are much more effective than answers in provoking learning.

Tackle Tough Challenges

Fierce Conversations are not neutral. They are not about taking it easy and practicing for a while to build your conversational muscle. If you tackle tough challenges, you will travel lighter – freeing up energy to take care of the things that really matter. Take on the conversations you know are weighing on you! Hand in hand with the courage to interrogate reality, comes the courage to bring to the surface and confront your toughest, most recurring issues.

Enrich Relationships

Unfortunately, this is often the objective that gets overlooked in a Fierce Conversation. Recognize that your most valuable currency is relationship and learn to interrogate reality, provoke learning, and tackle tough challenges with grace and skill in a way that will get you invited back to the conversational table. Showing up and speaking the truth in a conversation fosters respect.

Fierce Conversations are not about brutal, vicious, mean, “there will be blood” attacks. It is not about handing your head over on a silver platter. So, step back and reflect on this question: What are the conversations you’ve been unable to have, that if you WERE able to have, would change everything?

Reference: Scott, Susan (2004). *Fierce Conversations*. New York: Berkley Books.

An Invitation to Share School Leadership Internationally



"The opportunity to travel and share insights with colleagues from other countries allows a principal to see education in a larger context, anticipate trends and directions, as well as look at personal practice with new eyes."

Dean Fink,
Associate
International Centre
for Educational
Change, OISE

2014 NB/New South Wales Educational Leaders' Exchange

LEAP (Leading Educators Around the Planet) is a program designed by educators from New Brunswick and Australia to provide an opportunity for administrators to engage in strong professional dialogue about common and diverse issues facing school leaders around the world. The program is offered through NBTAA and UNB.

Who: Selected principals, vice-principals and district or department supervisory officials from NB are matched 1:1 with principals, vice-principals and district or department supervisory officials in New South Wales, Australia.

What: Through the guided Action Research program, participants will work on improving student achievement in a specific area of focus in their own school or board. During the Exchange, the visiting educator will work on a self-identified home board-approved topic, supported by the host principal/vice-principal/supervisory official and discussed at length between both parties prior to the visit. The work by NB participants must be linked to the CAMET Leadership and the five Core Capacities. Following the Exchange, participants will complete a 300 word template about their research.

Why International Research: When educators are exposed to experiences outside their regular environments, they are able to observe with a "clear" lens their own practice and ask the relevant questions necessary for positive changes to occur. The self-reflective process is a key element to build strong school or board leadership. Past participants have overwhelmingly responded that their participation in the Exchange has been the best professional development experience of their careers.

When: The NB participants going to Australia will shadow and be billeted with their New South Wales school/district partner from July 26, 2014 to August 6, 2014, inclusive. Spouses and/or family members may accompany the participants overseas. The NSW school leaders will then visit NB, shadow and be billeted with their matched partner from September 21, 2014 to October 1, 2014, inclusive. Since both parts of the Exchange parallel times when schools are not in session, no challenges exist regarding school supervision during the visiting educators' time overseas.

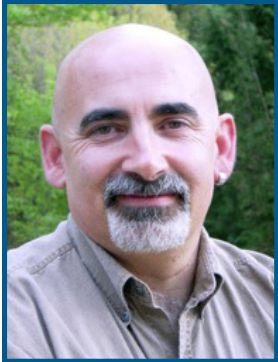
Two Key Elements: The NB participants will be trained in Action Research (to be provided by LEAP Coordinators) and partners must be appropriately matched prior to the Exchange for maximum benefit for all parties. It is expected that participants will engage in email and other forms of communication before the actual Exchange.

Funding: The costs for food and lodging will be offset by the reciprocal billeting within the Exchange. Participant costs include the flight to and from Sydney, Australia, and a non-refundable fee of \$600 (AUS \$500) per participant. Participants may be eligible for NBTAA/EECD Educational Improvement Grants. This will be collected once the match has been confirmed. Personal expenses incurred in Australia will be the responsibility of the participant.

Selection Process: Application forms are available at www.nbta.ca. Please complete electronically and send PDF to: ardith.shirley@nbta.ca and **include a portrait photo**. The committee will determine the list of recommended participants and forward this information to the coordinators in New South Wales. Matching of candidates will be done in February and early March, 2014 and applicants will be contacted by mid to late March.



Join your Colleagues for an A



Dylan Wiliam

www.dylanwiliam.org

Dylan Wiliam is Emeritus Professor of Educational Assessment at the Institute of Education, University of London where, from 2006 to 2010 was its Deputy Director. In a varied career, he has taught in urban public schools, directed a large-scale testing program, served a number of roles in university administration, including Dean of a School of Education, and pursued a research programme focused on supporting teachers to develop their use of assessment in support of learning.



Andy Hargreaves www.andyhargreaves.com

Andy Hargreaves is the Thomas More Brennan Chair in the Lynch School of Education at Boston College. He has taught primary school, lectured in several English universities, including Oxford, and was co-founder and director of the International Centre for Educational Change at the Ontario Institute for Studies in Education in Toronto.

Andy is Editor-in-Chief of the *Journal of Educational Change*, and has authored or edited more than 30 books. Andy's current research is on successful educational change strategies in high performing schools, districts and countries and special education reform strategies achieved through whole-school changes that also benefit all students.



Marcia Tate www.developingmindsinc.com

Marcia L. Tate, EdD is the former Executive Director of Professional Development for the DeKalb County School System, Decatur, Georgia. During her 30-year career with the district, she has been a classroom teacher, reading specialist, language arts coordinator, and staff development executive director. Marcia is currently an educational consultant and has taught more than 350,000 administrators, teachers, parents, and business and community leaders throughout the world. She is the author of five bestsellers including, *Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain*. Marcia uses the 20 brain-compatible strategies outlined in her books to actively engage her audiences.



**NBTA Co
Council D**

Amazing Learning Opportunity

www.jessehirsh.com

Jesse Hirsh

Jesse Hirsh is an internet strategist, researcher, and broadcaster based in Toronto. He has a weekly nationally syndicated column on CBC radio explaining and analyzing the latest trends and developments in technology using language and examples that are meaningful and relevant to everyday life. He owns and operates Metaviews Media Management Ltd., which focuses on research and consulting around new media business models, big data, and the strategic use of social media. Educated at the McLuhan Program at the University of Toronto, his passion is educating people on the potential benefits and perils of technology.



and more...

Join your colleagues for a great day of learning!

Friday, May 2, 2014
Moncton Coliseum

Host Hotel

Delta Beausejour

www.deltahotels.com/Groups/Delta-Beausejour-Groups/NBTA-Council-Day

Book now!

Thursday, May 1st

Council AGMs - 7pm

Social - 9pm



**Combined
Day 2014**



Cognitive Coaching

An Instructional Leadership Institute

Mount Allison University

Sackville, NB

July 7-10, 2014

John Clarke has facilitated programs that promote the development of enhanced teaching practice, the creation and maintenance of positive and successful school cultures and the establishment of quality work environments. He has been a trainer, facilitator and presenter for schools, school districts and professional organizations across Canada, the United States and Australia for 25 years.



John is a Training Associate for Thinking Collaborative (www.thinkingcollaborative.com), offering "Adaptive Schools" and "Cognitive Coaching" Seminars to schools, school districts and organizations. John also, presently, works with school districts to create long term professional development plans aimed at student achievement, enhanced teacher practice and organizational success.

Special Qualifications

John has over 30 years experience as a counselor, teacher and principal at the Junior and Senior High School levels. He holds a Master's Degree in counseling psychology.

Cognitive Coaching

The mission of Cognitive CoachingSM is to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Research indicates that teaching is a complex intellectual activity and that teachers who think at higher levels produce students who are higher achieving, more cooperative, and better problem solvers. It is the invisible skills of teaching, the thinking processes that underlie instructional decisions, which produce superior instruction. Cognitive CoachingSM is a research-based model that capitalizes upon and enhances teachers' cognitive processes.

In the seminar, participants learn how to:

- develop trust and rapport
- develop an identity as a mediator of thinking
- utilize conversation structures for planning, reflecting and problem resolving
- develop teachers' autonomy and sense of community
- develop higher levels of efficacy, consciousness, craftsmanship, flexibility and interdependence
- apply four support functions: coaching, evaluating, consulting, collaborating
- utilize the coaching tools of pausing, paraphrasing, and posing questions
- distinguish among the five forms of feedback
- use data to mediate thinking

Sponsored by: New Brunswick Department of Education and Early Childhood Development, New Brunswick Teachers' Association, Prince Edward Island Teachers' Federation, Nova Scotia Teachers Union, Newfoundland and Labrador Teachers' Association, & Nunavut Teachers' Association

If interested, please contact Ardith Shirley for more information.

Save the Date...

The Conference on New Techniques and Classroom Teaching

CONTACT 2014 August 5-8 Newfoundland

32nd Annual New Brunswick Mathematics Competition (for Grades 7, 8, 9)

Friday May 9, 2014

Forms will be sent to the principals by the beginning of February. Preliminary application forms should be returned by Friday, March 7, 2014 and final application forms should be returned by Friday, April 4, 2014. Forms can also be submitted electronically by accessing: <http://www.math.unb.ca/mathcomp/>

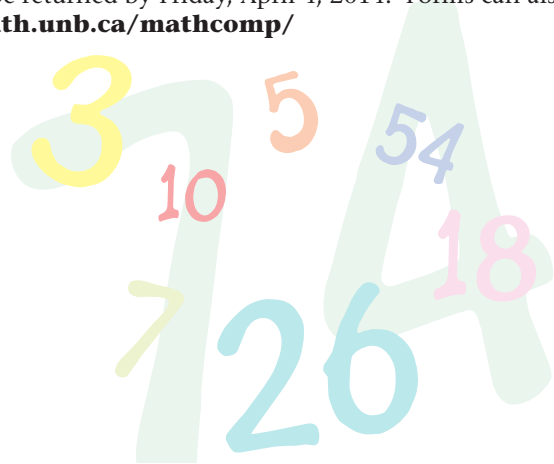
For further information contact:

University of New Brunswick

Fredericton - Barry Monson
(506) 458-7326, bmonson@unb.ca
Saint John - Tim Alderson
(506) 648-5622, tim@unbsj.ca

Université de Moncton

Moncton - Samuel Gaudet
(506) 858-4488, samuel.gaudet@umoncton.ca
Edmundston - Amel Kaouche
(506) 737-5165, amel.kaouche@umce.ca
Shippigan - Yvette Duguay
(506) 336-3451, yvette.duguay@umcs.ca



NBTA Sponsored Professional Course

Delivery of Enrichment Triad Training Course

Dates: March 12, Wednesday (4pm - 7pm)
March 17, Monday (4pm - 7pm)
March 19, Wednesday (4pm - 7pm)
March 22, Saturday (8:30am - 2pm)
March 24, Monday (4pm - 7pm)
March 26, Wednesday (4pm - 7pm)
March 29, Saturday (8:30am - 2pm)
Addition time: 10+ hours outside of class

**Delivery of
Enrichment
Triad
Training Course**

**Registration Form
can also be found at
www.nbta.ca**

Participants: K-5 teachers

Resource: Developing the Gifts and Talents of All Students in the Regular Classroom

Location: NBTF Building, Fredericton

Facilitator: Barb Buckley

Registration Deadline: February 21, 2014

Overview: Participants will be provided with an introduction to Joseph Renzulli and Margaret Beecher's Philosophy and work. This will be followed by an intensive, in-depth training of what the enrichment triad model is and how to implement it in the classroom. The model will offer the students 3 levels of enrichment within the classroom. This training will include video clips of the enrichment triad model in action, several hand-outs, discussion and actual practice. It is an exciting, enriching and inclusive model of interdisciplinary studies. Actual lesson demonstrations of key skills to be taught and reinforced, followed by a comprehensive explanation and practice of each phase of the triad will be emphasized. Course mark will be based on actual implementation of the enrichment triad model.

Professional Course 2013-2014

Name: _____

School: _____

Email: _____ Member Number: _____

You will be emailed with a confirmation of your seat.

Please print and mail registration form with \$500.00 payment to:

Judy Deveau, Executive Assistant

NBTA, PO Box 752

Fredericton, NB E3B 5R6

PLEASE NOTE: Course **may** be used to attain 3 credits towards certification for those moving from Certificate 4 to Certificate 5 OR from a Certificate 5 to a Certificate 6 depending on your individual Education Plan. **Please contact Joseph Arseneault or Amy-Lynn Papillon of Teacher Certification (teacher certification@gnb.ca) to inquire if the course is approved toward your Certificate 5 or Certificate 6 Education Plan.**

Attention NBTA Members!

Casting Call

Always Wanted to be a Star?

NBTA is partnering with UNB to create a series of videos entitled “After the Bell”.

These short films will be used to educate prospective teachers as well as the general public about what the teaching profession looks like “ After the Bell” or outside of the traditional classroom setting during instructional hours.

We are seeking teacher volunteers who would be willing to let us film a bit of footage in some of the following situations:

- Staff/committee or team meeting
- Coaching a sport
- Leading a school band or choir
- Directing a drama productions
- Leading a school club
- Helping fund raise with students
- Chaperoning a dance
- Planning/collaborating with/meeting colleagues
- Parent communication
- Marking/report cards
- Other ideas?



If interested please let us know using the attached form and email to ardith.shirley@nbta.ca by end of day February 28th, 2014.

Those chosen will be contacted by March 14th to work out details.

Casting Call - “After the Bell”

Name: _____

School: _____

Email: _____ Member Number: _____

Proposed Situation(s): _____

**Please fill out and email to:
ardith.shirley@nbta.ca**

CSI: NBTA Classroom Scene Investigation ♪ Who are you? Who, who? Who, who? ♪

by Ardith Shirley, NBTA Staff Officer

(Reprinted from February 2011)

In case you haven't guessed by now, I could be accused of being a bit of a TV and pop culture junkie. I think one of the BEST inventions in recent years has been that of the PVR which allows me to record new episodes of all my favourite TV shows any time of the day or night, and have them waiting for me to playback and enjoy at my convenience. During one of our recent snowstorms, I found myself a bit bored, and, while avoiding more productive endeavors, sought distraction and escape. As I scrolled through the shows that I had programmed to record, it occurred to me there might be a bit of a pattern. Multiple CSIs, several episodes of Law and Order and a recent addition to my list – Republic of Doyle. While the latter is perhaps a more comedic form of detective/crime scene investigator show, I quite enjoy the laughs as well as the Canadian content (OK, OK - I may have a bit of a crush on Alan Hawco as well, but I digress...).

As I consider my interest in the genre, it occurs to me that many comparisons could be made between teaching and the world of detectives and crime scene investigators. While this may be a bit of a stretch for some, please bear with me.

As teachers, we begin each September with several new cases assigned to us in the form of students. While there may be many similarities between the cases we encounter over our careers, we understand that each "case" is unique and must be treated accordingly. Each day, we carefully collect clues in our classrooms. Expe-



rience has taught us that any one of these clues could be just the piece of evidence needed to prove that learning has occurred, or to unlock the mystery of why it may not have occurred to date. We appreciate that even the most inconsequential can have meaning when reviewed later, and, therefore, careful documentation of all of the evidence is key.

One of the mistakes that investigators can make is relying too heavily on one particular kind of evidence. While the eye witness observation or DNA analysis may be tempting to submit as all the proof required, an experienced investigator always looks for at least 3 different pieces of evidence to prove the case beyond a shadow of a doubt. Investigators that rely too heavily on their "gut" or the "obvious" may find themselves on the wrong track. After all, many have erred by making assumptions and developing foregone conclusions based on DNA, past experience or precedent. (Her brother couldn't put two and two together – we can't expect her to be good at Math!) Sadly, and despite our best efforts, more than

one innocent person has spent time in a detention centre! Hence, the importance of our investigative work is underscored and we know that it is essential that we leave no stone unturned.

As educators, we realize that while one episode of a TV mystery has the luxury of being able to focus on a single case, our beat involves working many cases at once. While this is our reality, we also know that for the families involved with our cases, their loved one is always most important and we are mindful of this in all of our communications and briefings to them.

Like investigators, each of us has our own specialty and area of expertise. We know that when we are assigned a really tough or complex case, it is always advantageous to work with a team. We also understand that sometimes when a team has worked long and hard on a case and it has gone "cold", there is merit to bringing in fresh eyes to review documentation and evidence.

Whether our individual detective styles be that of a Horatio Cane, Jessica Fletcher, Columbo, Perry Mason, Nancy Drew or Jake Doyle, our ultimate goal is the same – to prove (and in turn improve) the outcome of each of the cases in which we come into contact.

Hey, let's be careful out there!

Ardith

May I Recommend?

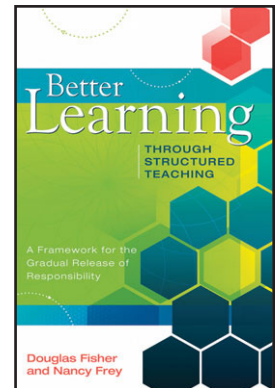
The first article I recommend this month comes from the November issue of *Kappan* Magazine and is titled, *Rookie Teachers: The first 90 days* by Paul Bambrick-Santoyo. This is a great read for mentors, administrators, professors or anyone involved with supporting new teachers. I love the chart of suggestions of which skills to focus on at each of the milestones as a new teacher begins – after all – we recognize that the work is far too complex to expect mastery in all areas to begin!

Another great read is found in the November/December issue of *AMLE* Magazine. *Leading Learning for Children from Poverty* by Cynthia Johnson explores seven ways for educators to connect and validate those children who experience poverty.

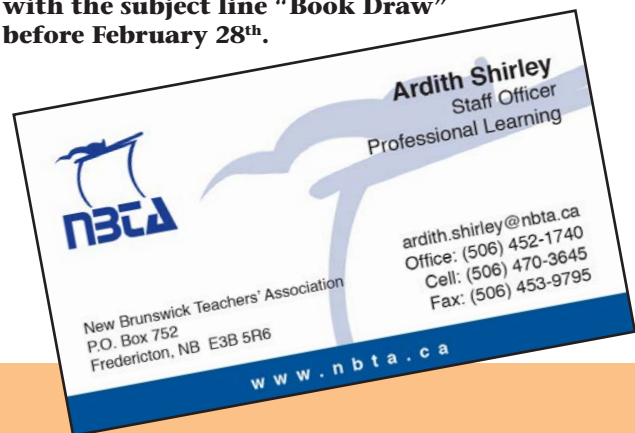
I believe that we would be hard-pressed to find a NB teacher at any level in any subject who is not faced with assisting students to master reading informational text. *Points of Entry* by Nancy Frey and Doug Fisher in November's *Educational Leadership* is therefore a great professional read as they remind us of four "Access Points" to assist all students as we support them in gaining skills in this literacy.

Book Give-Away!

Congratulations to Allison Whately-Doucet of Claude D. Taylor in Anglophone East on winning last month's draw for *Causes & Cures in the Classroom: Getting to the Root of Academic and Behavior Problems* by Margaret Searle. This month's giveaway is for *Better Learning Through Structured Teaching* by D. Fisher and N. Frey



Sound intriguing? Send me an email with the subject line "Book Draw" before February 28th.



Closing Quote:

"We must loosen our death grip on whatever we need to be the truth simply because it is how we want the truth to look. We must be honest with ourselves and invite honesty from others."

— Susan Scott (2009)

Are you an early career teacher looking for a salary increase?

Apply for Your Work Experience!

New teachers should note that you may apply to have your previous work experience evaluated for an increase on the salary grid. Recognition may be given for work that is related to teaching upon application to the Office of Teacher Certification at the Department of Education and Early Childhood Development. The form you need is available from the NBTA website www.nbta.ca. Click the Certification button and download the form called **Application for Work-Related Experience for Salary Purposes**. You should also contact your district office to ensure that all supply teaching experience has been credited.

Remember: **The deadline is March 31 to have the increase back-dated to January 1!**

Are you a teacher looking for a certification increase?

Apply for your upgrade!

The form you need is available from the NBTA website www.nbta.ca. Click the Certification button and look for the **Application for Upgrading Teacher Certification Level** at the bottom of the page with other forms.

Remember: **The deadline is March 31 to have the increase back-dated to January 1!**

Don't forget to include the evaluation fee (\$70.00)!

Councils

Elementary Council

Art Institute

When: Wednesday, February 19, 2014, 9:00 am – 3:00 pm

Where: Restigouche Gallery, Campbellton, N.B.

Presenter: Adrienne Hazen

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

Teachers must seek permission from their school administrator to attend any institute that would require them to be absent from their regular teaching duties.

Color My World

This session will focus on using water colors in kindergarten to grade 5 classrooms. Teachers will have the opportunity to mix colors to create their own color wheel. They will then be introduced to several methods of applying the color theory and some techniques to make art work that all elementary levels would find success in. In the afternoon, teachers will work on their own piece from what has been introduced in the morning to have a take-home example for themselves and their classrooms.

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

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

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

**A \$25 cheque will also be required to hold your spot. Please make the cheque payable to the NBTA Elementary Council and send it to Dan Doucet at 1125 Highland Avenue, Bathurst, NB E2A 4P7.*

Elementary Council News

On December 2, The Elementary Council held a successful Institute with help from Anglophone South School District and the New Brunswick Visual Arts Association. It was called "Keeping It Real: Art in the Elementary Classroom". Comments and feedback were collected from the teachers that attended and compiled.

"Wonderful day! Many great resources and lots of new ideas were introduced to share and use with our students."

"It was great to explore new Art materials."

"Friendly facilitators + interesting information = great time!"

"Great workshop! It was a good balance of speaker and hands-on activities."

"I feel more confident teaching Art and using Art materials in my classroom."

Our next Institute will run in February in Campbellton, NB. Information for this Institute can be found above.



Councils

NBTA Middle Level Council Nomination for Making a Difference in the Middle 2014

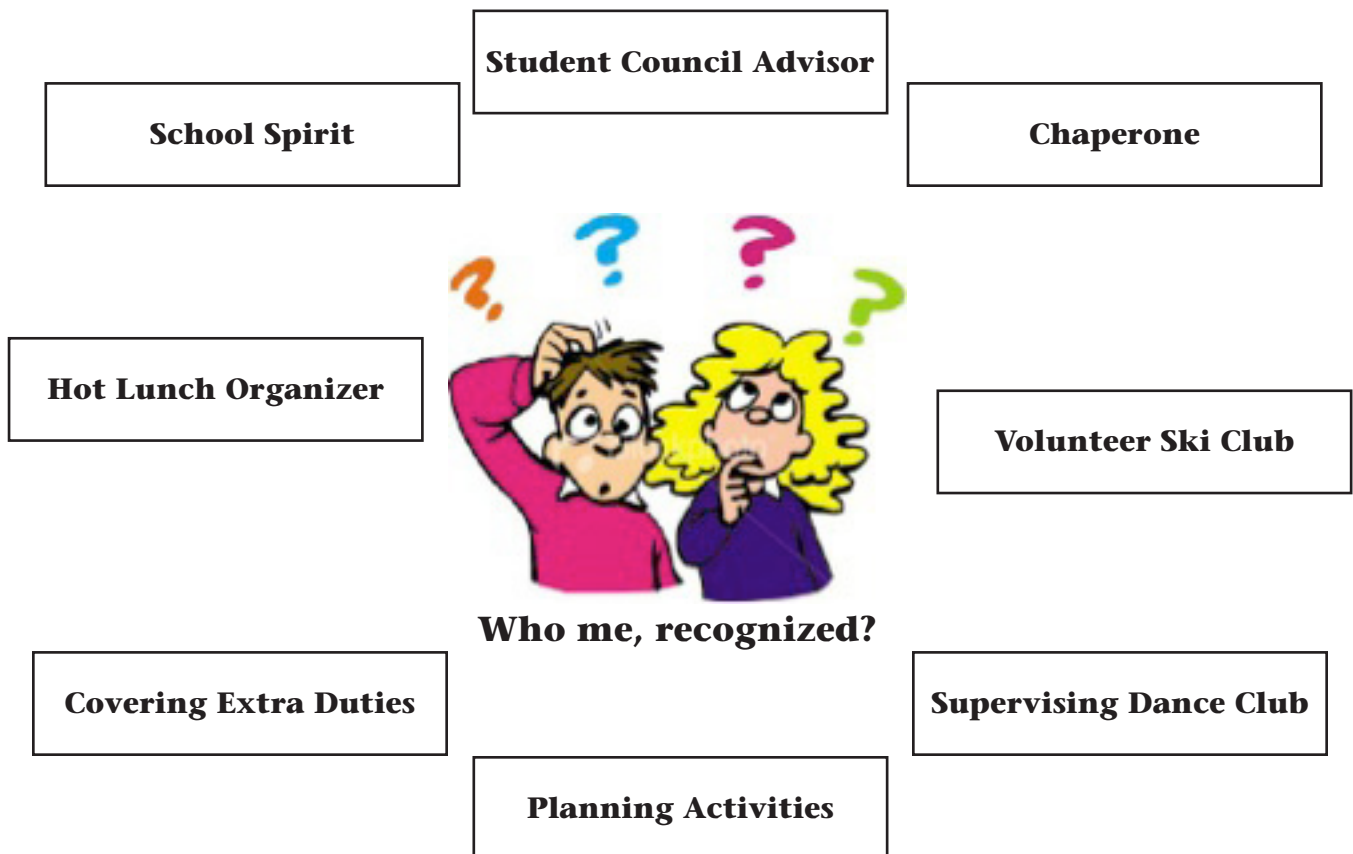
Nominated teachers: are teachers who have shown a contribution to any or all of the following: School Environment; School Spirit; Student Learning Opportunities; Teacher Morale; Individual Student Development; Professional Activities; Extra Curricular; Teacher PD and any activity that is beyond the contractual duties of teachers.

How to submit a teacher's name: please email information to Middle Level President: Donna Lagacy at donna.lagacy@nbed.nb.ca or Vice-President Cheryl Richardson at cheryl.richardson@nbed.nb.ca with **teacher's name, school and reason for the submission.**

Nominated teacher must be a member of the Middle Level Council to be eligible to win.

Deadline: April 7, 2014

For all the "unrecognized" extra things we do!!!

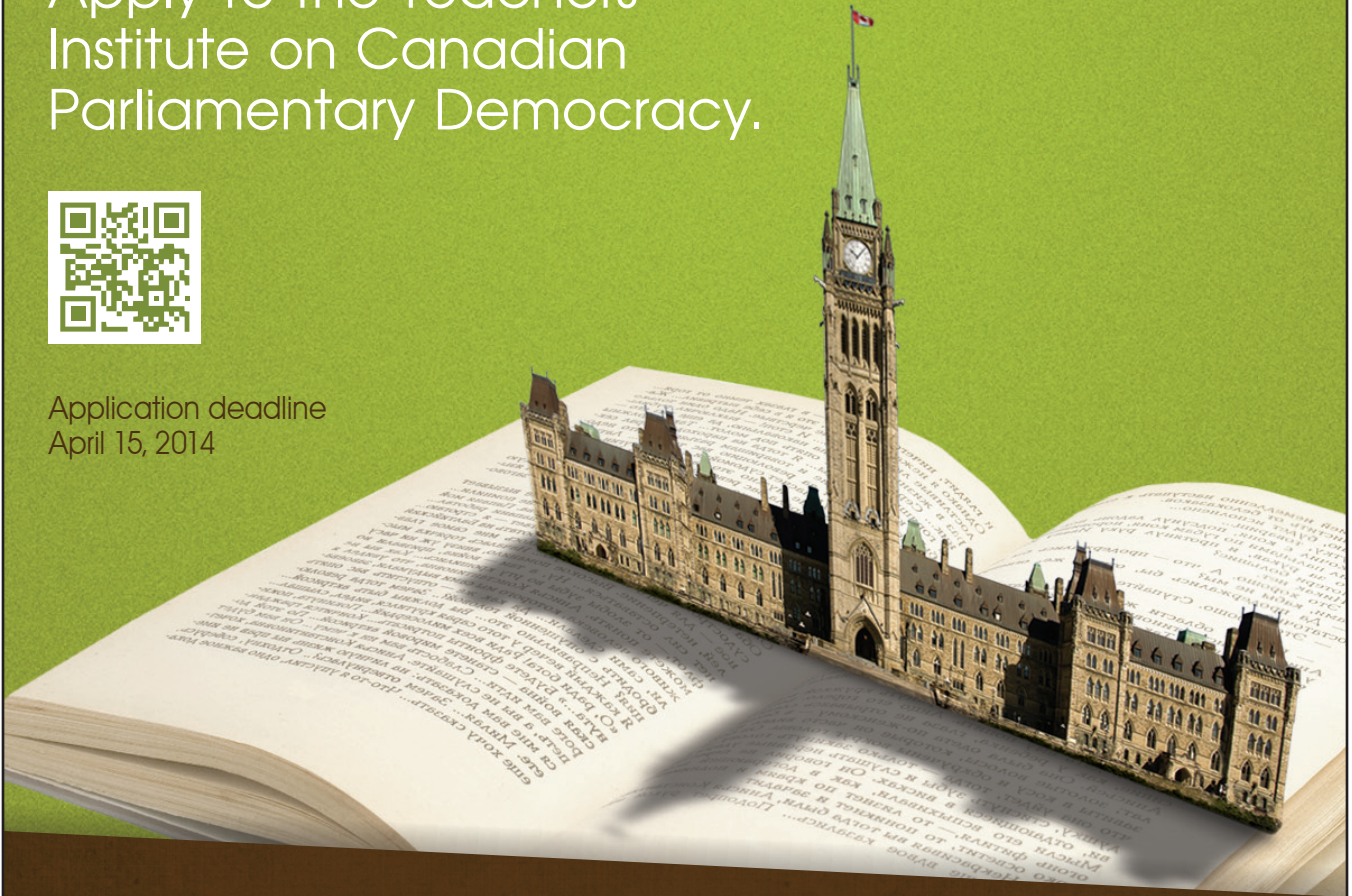


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Congratulations!



Jackie Firlotte, administrator at Nashwaak Valley recently won the Award of Excellence from the Multicultural Association of Fredericton. She promotes multiculturalism throughout the Fredericton Education Centre. She works with children, families, teaching staff and administration to create an inclusive environment for children. Bravo Jackie!

The NBPES (New Brunswick Physical Education Society) presented their 2013 Teacher of the Year awards, October 11th in Saint John NB, at their annual *Remember When* Physical Education and Health Conference.



Robin Buchanan - Oromocto High School (ASD-W); Lee MacDougall - New Maryland Elementary (ASD-W); Tammy Stewart - Miramichi Valley High School (ASD-N); Trevor Glazier - Jacquet River School (ASD-N); Rachel Sullivan - Fundy High School (ASD-S); Paula Gaudet - Riverview East School (ASD-E); Heather Dexter - St. Mary's Academy (ASD-W); Sean Kelley - Lakefield Elementary (ASD-N); Chris Tobin - Forest Hills School (ASD-N) and Ross Campbell, President NBPES/ASD-W.

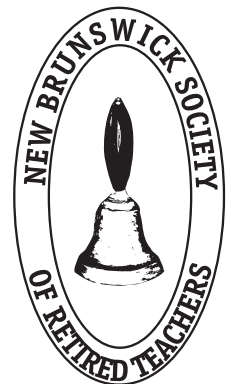
ATTENTION RETIRED TEACHERS

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



Yoga in Schools

3rd Annual Winter Institute Teacher Training

A course that inspires growth, connection and inner peace.

This program will provide teachers with an introduction to **Yoga**, **Yoga 11**, **Yoga for Special Needs and Autism**, with physical practice and experiential activities. These hours are part of the optional 200hr certification (full program starts in March), which is required in some provinces to teach Yoga 11 in schools. Graduates of the 200hr certification program will receive all yoga programs designed by Jenny.

"This program has CHANGED my life personally and professionally!! I have learned the importance of taking time for myself".

- Daneen Dymond, Yoga in Schools Graduate, NB

"Joy and gratitude are palpable throughout the journey. This course is changing many lives, having lasting effects within the education system."

- Sue Stevenson, Principal Parrsboro High

**THIS PD WORKSHOP WILL LEAVE YOU FEELING
REFRESHED, RENEWED AND INSPIRED.**

Who can attend: This program is suitable for all teachers/specialist especially Phys.Ed., support staff and guidance.

Leaders: Jenny Kierstead, author of 6 yoga school programs and National award-winning educator, is founder of Breathing Space Yoga Studios. She has trained and mentored the many teachers introducing yoga to their schools.

Blair Abbass has been teaching meditation and stress reduction for students and teachers for over 25 years and was the first teacher to bring Yoga 11 to HRSB.

*****two days that can transform your life and your teaching career!*****



Date(s): February 22nd-23th, 2014

Time: 9:00 a.m. - 3:30 p.m.

Location: Moncton

Fee: \$ 275.00 + HST

Register early to secure your spot!

Contact: Jenny Kierstead and Blair Abbass (902) 444-YOGA (9642)
info@BreathingSpaceYogaStudio.ca

For those wanting the 200hr. Certification the 2014 dates are below.

March 29th/30, April 26/27th, May24th/25th June 21/22

August 11-15th - If you miss a weekend it can be made up in other TTC we are doing.

Check www.breathingspaceyogastudio.ca for full description of program.

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SCHOOL WELLNESS REPRESENTATIVE MEETINGS Anglophone School Districts

Our fall wellness meetings are important as they allow time for new school reps to learn what the role is all about and for returning reps to share their experiences and ideas that have proved popular at their schools.

District Wellness Facilitators are introduced and they have an opportunity to talk with School Reps and to start to build a team relationship. Promoting wellness for educators is our primary goal and we can have fun doing that through many of the activities that are a part of our meetings. Our hope is that Reps are able to use these activities and the many ideas that are shared in meetings at their respective schools. We encourage all of you, teachers, administrators, educational assistants, and custodians, to take time to join in some of the wellness activities and events happening in your schools.

ASD-SOUTH

On October 4th, all wellness reps in ASD-S gathered in Rothesay for our fall wellness meeting. Our theme was Harvest Your Health and reps participated in a number of circuit activities on such things as Mental & Physical Fitness, Mindfulness & Relaxation, Laughter, Gratitude and Healthy Eating.

They had an opportunity to test their skills in label reading, build a Gratitude Tree, play Rock, Paper, Scissors (adults still love this game!), do a progressive muscle relaxation exercise, untangle their human knot, test their mental fitness knowledge with a crossword, and there was lots of laughter with the "Game of Things". We created some interesting Wellness Walls with all the pictures, quotes, jokes, recipes, tips and articles brought in by reps. SRHS rep, Spencer, shared his experiences of getting grants for school wellness. Our two guest speakers were also warmly welcomed by our group. Charley MacDonald, a former teacher, shared his

wit and wisdom on the teaching profession while Dale Weldon joined us to give an informative presentation of the many benefits available through Johnson Group Insurance. It was definitely a great "wellness" day!



Wellness Highlights



Visit our website at Teacherwellness.ca

ASD-WEST

School-Based Wellness Reps from the former Districts 14, 17 and 18 met in two groups – former Districts 17 and 18 Reps met together on October 8th, at the NBTF Building, and former district 14 Reps met on October 9th, at Carleton North High School.

The purpose of the meeting was to welcome and inform new Reps, and to put our Wellness Facilitators (wellness leaders in ASD-W) and the Reps from their area together in order to encourage teamwork and the sharing of ideas.

We had a great exchange of ideas on how to encourage staff to participate in school-based wellness activities. We also had a chance to practice some of these ideas and had lots of fun doing so.

It was a great kick-off to our School-Based Wellness Program!



ASD-EAST

On October 2nd, thirty-nine Wellness Reps and three Wellness Facilitators from ASD-E got together to participate in fun-filled wellness activities, to share some great wellness ideas to take back to their schools, and to plan activities for the school year. Stacey Boudreau (rep from BMHS) got everyone engaged and laughing with her activities, and our guest Tanya Thibeau led us in a wonderful, relaxing yoga session. It was a great morning and everyone left feeling energized and ready to roll with great information and ideas to take back to their schools to promote wellness for all staff.



ASD-NORTH

On October 9th, thirty-four Wellness Reps and 3 Wellness Facilitators had a full day of sharing, planning, and networking among the regions, as well as getting to participate in the High Ropes Course at MVHS. It was an energizing day with great team building opportunities and many left with shaky legs (me) but a great feeling of accomplishment! Hats off to all who faced their fear that day.



34th Annual NBTA Men Teachers Curling Bonspiel

The 34th Annual NBTA Men Teachers Curling Bonspiel was held January 10, 11, and 12 at the Carleton Curling Club in Saint John. It was a very successful and enjoyable event for all participants.

NBTA & Moosehead Trophy Winners: Ken Garey, Jack Cree-lock, Jim Stevenson, & Dave Colpitts.

Rob Scott Insurance Trophy Winners: Peter Taylor, Patrice Robichaud, Ron Badger, & Gerry Kempster.

Johnson Insurance Inc. Trophy Winners: Mike McCaustlin, Andrew Loughery, Tom Donaldson, & John Henheffer.

NBTA Credit Union Trophy Winners: Lawrence Welling, Bob Brannen, Roger Brown, & Ray Quan.

Section D Trophy Winners: Ron Caines, Kevin Robertson, Gary Caines, & Daryl Caines.



Rwanda 2014

20th Anniversary of the Rwandan Genocide

July 1-14, 2014 (Tentative)
genocideeducation.ca

Don't miss this truly once-in-a-lifetime trip to Rwanda to commemorate the 20th anniversary of the Rwandan Genocide. Just 20 spots are available! Because of the nature of the trip, we invite teachers to bring a partner, a family member, or a friend.

Beginning on the night of April 6-7, 1994, and lasting just 100 days, the tiny African country of Rwanda was engulfed in a genocidal frenzy. In just 100 days, some 1,000,000 people were killed -- that's 10,000 people per day! What was even more shocking than that was the fact that many victims were killed by people that they knew - by neighbours, friends, and even family! This was a genocide in which most perpetrators were truly ordinary people. But, what was most shocking of all was that the international community knew what was happening in Rwanda, but all but a few looked away. Rwanda was the first genocide to happen in the era of 24-hour cable news, which helped make the world smaller than ever, but the international community turned its back on Rwanda.

In July, a group of Canadian teachers will travel to Rwanda on the occasion of the 20th anniversary of the genocide to learn more about what happened there in 1994, why, and about reconstruction and reconciliation. Teachers will struggle with the questions surrounding ethnic identity in Rwanda, the origins of the genocide, the perpetrators, and the response of the international community. There will be a particular focus on reconstruction and reconciliation in post-genocide Rwanda.

Itinerary (includes):

- Kigali Memorial Center
- Nyarabuye memorial site (in the east, near Akagera Park), a Catholic Church used as a refuge and a place to where many international dignitaries made a pilgrimage after the genocide
- Nyamata memorial site (outside of Kigali), a Catholic Church used as a refuge
- Murambi memorial site (in the south, near Butare), where the school classrooms have hundreds of preserved corpses
- Biseseo memorial site (in the west, near Lake Kivu), a site of heroic resistance
- King's Palace Museum (in Nyanza)
- Ethnographic Museum (in the south, near Butare)
- Akagera Game Lodge and Rwandan safari
- Lake Kivu
- sites in Kigali include the "Hotel Rwanda" (Hotel des Mille Collines) and the headquarters of the United Nations Assistance Mission for Rwanda, which was led by Canadian General Romeo Dallaire

Price: \$3,000 (estimated)*****

Permits permitting! All costs associated with a gorilla trek are not included in the trip cost, i.e. are extra!

Accommodation is shared. Food is not included. Teachers are responsible for getting to and from Toronto for the flights to and from Kigali.

****Final price may be a little higher, and the final price may be lower. Teachers only pay what the trip costs, and they will know the cost in advance.****

Rich Hitchens, BA, MA, MA, Founder & President
Canadian Centre for Genocide Education
Phone: 519-615-1917
E-Mail: rich@genocideeducation.ca

Free Resource: Pre-Loyalist Settlement in N.B.

Attention Grade 8 Social Studies Teachers

The Fredericton Region Museum has developed two free activity booklets, (English and French) to accompany their newest exhibit *The New England Planters of Mauderville/Sheffield, 1763-2013*. The New England Planters were the first English settlers to farm on the St. John River above Saint John. The exhibit and related materials could be used to examine Grade 8 outcomes including how:

- natural resources shape the decisions that people make as they meet their needs and wants
- people organize into groups to achieve common and specific goals
- interdependence through the movement of goods, services, information, and people affects the well-being of the local, provincial, national, and global communities
- the development and use of technology affects the viability and quality of life
- people in the past contributed to the development of society
- the economy and institutions evolve over time to meet a variety of needs

A unit of study of the settlement of Mauderville/Sheffield could be used to trace population and settlement patterns affecting this area of New Brunswick. As well, many of the Planters moved to begin new settlements in other parts of New Brunswick and in so doing affected settlement patterns in their new homes.

The idea would be to use the booklets in the classroom and follow-up with further materials sent by e-mail. After the classroom study was completed a visit to the museum to see the display would be in order.

If you are interested in receiving our free booklet and perhaps working with us to understand this particular part of our history as a province, please contact **Bob McNeil** at mcneilrm@nbnet.nb.ca



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