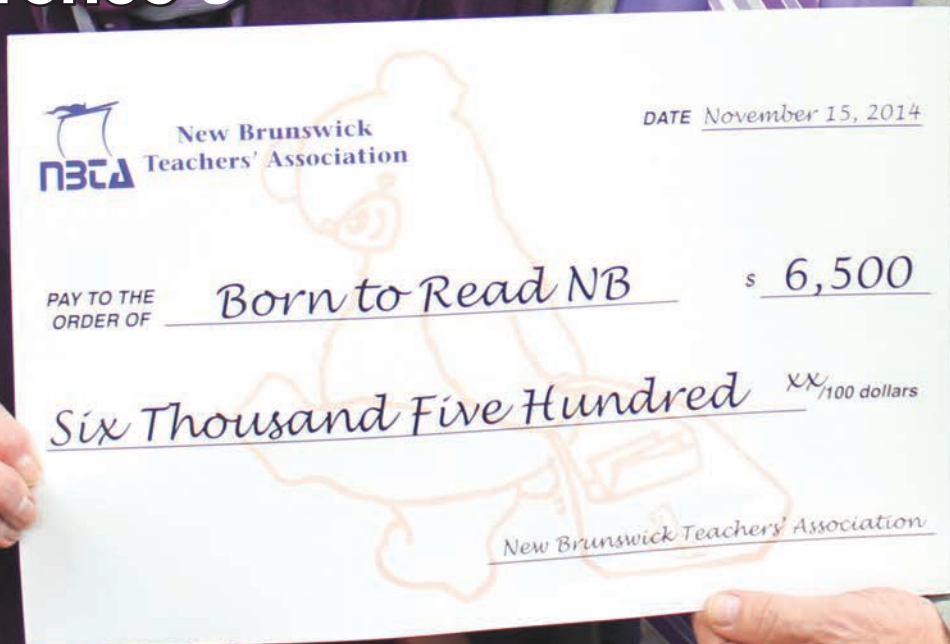


**We're in Full  
Colour this  
Month!**

## NBTA Sponsors Books for Babies 3

**Early Career  
Conference 8**

**Drag Racing  
Director 10**



## A Message from the President



**Peter Fullerton**

This is the first issue of NBTA News for the year 2015 so with it comes a belated Happy New Year!

With each and every new year come the “Best of” lists and a review of the past years events. I would like to take a short look back at events of the past year as our view is always clearer with 20/20 hindsight.

Last year was certainly highlighted with Pension Reform and all its trimmings. Teachers were actively mobilized to an extent we haven’t seen since the early 80’s when teachers held a one-day strike. Hundreds, and possibly thousands, of letters and e-mails were written to MLAs and approximately five thousand active and retired teachers participated in fourteen rallies held province-wide in support of our efforts to protect the Teacher’s Pension Plan. The value of “Strength in Numbers” was clearly demonstrated during this process. Our current Collective Agreement ends at the end of February 2016, and I believe there is potential that this next round of negotiations will be contentious. Our 2014 struggle to protect our pensions offered a preview of actions that may be necessary in the future. There are only a small number of elected and staff members on your negotiating team. Their ability to bargain the best deal for you is directly related to the support they can call upon from members.

The year also saw a change in government. In a pre-election statement the Gallant Liberals stated the following:

*“While a government must operate efficiently we anticipate investing more in education to meet our commitments in such areas, and ending the process of cutting regardless of the negative impact on our students.”*

*“The Liberal party has a number of teachers and educators in our*

*very strong team of candidates and we are well aware of the impact of the loss of FTEs in the classroom. We will make it a top priority to draft a 10-year education plan, with teachers at the table, during the drafting of that plan. Classroom composition, FTEs and the needs of students in an inclusive system will be part of that plan.”*

Given these statements, I believe we must focus this year on investing manpower and time having those meaningful discussions with government that will be necessary to create an education plan that will transcend any future government. We must chart a course wherein all student needs are met within an adequately resourced, funded and staffed system. The current system is stretched to the breaking point and to continue as is will mean that more and more students will lack the supports necessary to meet their needs. Preliminary discussions with Government have already begun and the NBTA will continue to advocate for the absolute best for students and teachers.

February is upon us and with it come the storms, frigid temperatures and school closures due to weather and road conditions. It is important to remember that the closing of a school(s) is a Superintendent’s decision and it is not one they take lightly. The key criteria considered must always be student safety. The media and general public sometimes blame teachers for these closures. Knowing that this will occur, we, as teachers, need to see past these misconceptions. Being blamed for a closure will always be preferable to risking an accident with children, and we applaud districts for erring on the side of caution.

We come back hopefully rested after the Christmas break, but all too soon the rush and stress of everyday teaching can drain our batteries. I want to put a plug in for the Professional Counselling Service for Teachers and their website [www.teacherwellness.ca](http://www.teacherwellness.ca). When you feel that stress level rising, take a few moments for yourself and look at some of the articles available on wellness. If all you have time for is to skim and try a few of the de-stressor ideas listed, you and your students will be better off for it. Also, don’t forget that our counsellors are always available to assist teachers and their families.

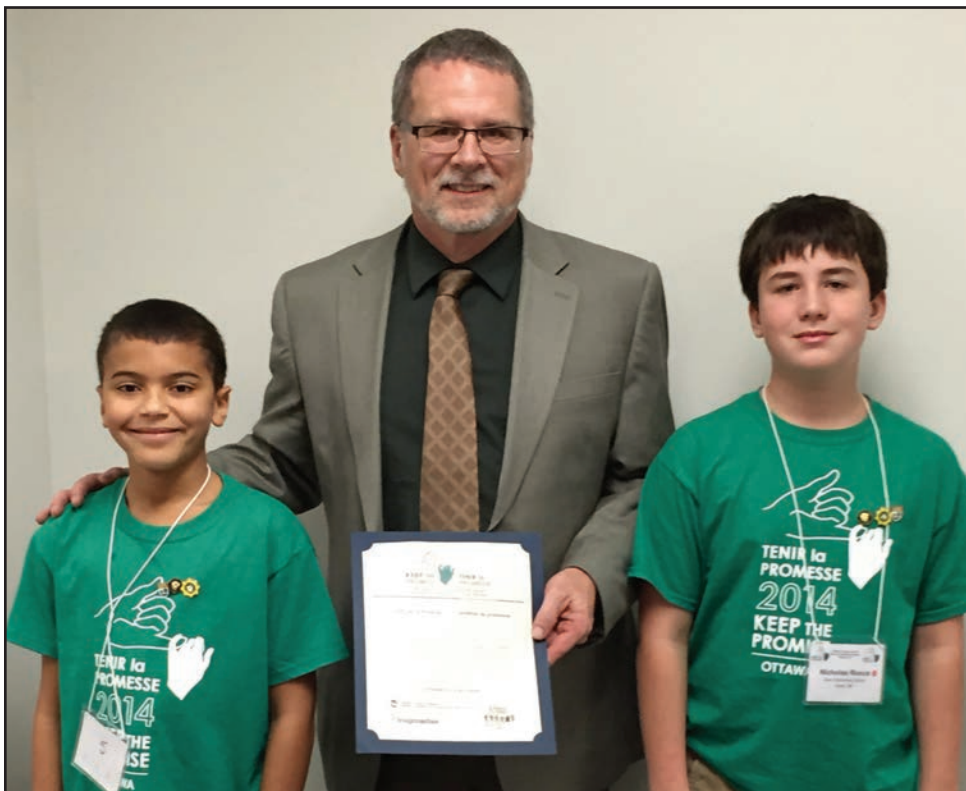
I would like to congratulate each recipient of an Educational Leave for the 2015-2016 school year. I wish we could accommodate everyone who applied as there are always more deserving applicants than money available. Having received one in the past, I can attest to the fact that Ed. Leaves are a great opportunity for teachers, so I would encourage those not chosen this time around to keep trying.

I would also like to congratulate the candidates who have let their names stand for the office of NBTA Vice-President. It takes great courage to put oneself out there for all to judge. It won’t be long before some or all of these worthy individuals will be visiting your school as part of their campaigns. Please

make them feel welcome and, if you can, find a moment to express your views and ask questions about where they stand on key issues. We want you to make the most informed choice possible in the April election.

On a personal note, I know the next several months will go by quickly. I am continuing to travel to branches and sit in on committee meetings as time allows. I hope to have the opportunity to see and talk with many of you in the coming months.

Sincerely,



*Keep the Promise – National Summit Town Hall: NBTA President Peter Fullerton with Geary Elementary students Tommy Gyurko (left) and Nick Rocca in Ottawa on November 18 as 55 young people, aged 10-15 years, gathered in hopes of re-igniting the 1989 House of Commons unanimous commitment to end child poverty by the year 2000. The students were accompanied by Geary Principal Bonnie Worrall and Vice-Principal Wendy Peters.*

## Our Cover - Books for Babies

This month's cover photo shows NBTA President Peter Fullerton presenting a cheque for \$6500 to Born to Read New Brunswick founder and President Shirley Downey. For the past several years, the NBTA has been donating approximately one dollar per member to this organization which gives little red bags of books to new mothers in this province. The teacher funds are used to support the production of an NB-authored and -themed book to include in the bags. The official launch of a new book will take place this spring.

# We Want your Feedback on our “Test” Colour Issue

By Blake Robichaud, Editor, NBTA News

The closure of the NBTF Print Room in 2013 created both challenges and opportunities. For the first time in decades, the Association’s newsletter is not being produced in-house. Our printing press had become simply too long in the tooth, and replacement costs were prohibitive. Beginning in September 2013, the *NBTA News* has been printed by Taylor Printing in Fredericton, and we have been very satisfied with their service and product. Taylor is not, however, limited by 1970’s technology as our Heidelberg press was. In short, there is now a chance to try some new things.

The Board of Directors accepted a recommendation from the NBTA Public Relations and Communications Committee that we try a “test” issue (I try to avoid the term “pilot”) of the *News* in full-colour. The newsletter is already produced in colour, as can be viewed through the website, but simply printed in blue and black. To take full advantage of the “test,” we are also exploring some format changes.

Producing the *NBTA News* in full-colour would, however, increase costs. To pay for the test issue, the Board has already voted to reduce the percentage of hard copies of the September issue of the publication from 100% to 50% of the membership, as the other four standard issues of the *News* have

been for several years. If a move to full colour becomes permanent, most of the costs could be recouped by an increase in advertising rates and a slight reduction in the percentage of print copies.

## Your Feedback is Key!

Rather than conduct an electronic survey of members opinions on this issue (double-entendre), we are instead opting to get our NBTA School Reps involved. This fall, NBTA offered half-day training sessions for our over two hundred Reps, and getting feedback from members in their schools is a great way to reinforce their role in our governance structure. They will bring forward your input at Rep Council meetings, helping inform your members on the Board of Directors, who will make a decision on the future format of the *NBTA News* in April. Therefore, after reading this issue, make sure you tell your Rep what you think.

Our sole goal is to have members access the *News*, whether in hard copy or electronically. If a change in format assists in achieving that goal then we are all for it. However, if teachers’ views indicate that the traditional look is better, then we are fine with that too.



# Introducing.... The NBTA Social Advocacy in Education Committee

*By Melinda Cook, NBTA Deputy Executive Director*

NBTA is committed to serving the professional needs of teachers – not just well, but to the fullest extent possible. To that end, your Board of Directors and Executive are directing your staff this year in an extensive review of NBTA Committee Structures. Although we do not yet know what the final structure may be, initial steps have been undertaken in the review process.

Your Board of Directors made the first substantive change for the current year at their meeting in October. The Equity Committee was renamed the Social Advocacy in Education Committee, and was given dramatically different terms of reference. The Terms of Reference for the Committee are to:

1. Examine, monitor, and update NBTA policies and practices related to social justice and human rights.
2. Seek opportunities to highlight and promote social justice activities being undertaken by members.
3. Support educational initiatives designed to mitigate social inequities for students and teachers.
4. Liaise with the Department of Education and Early Childhood Development (EECD), Canadian Teachers' Federation (CTF) and other groups.

Committee members (pictured below) have identified the promotion of NBTA Policy 598-3: Anti-Homophobia, Anti-Transphobia, and Anti-Heterosexism as a priority action for the current school year. The group is working on supporting materials to be considered by the Board of Directors in February. The multi-coloured NBTA logo accompanying this article will be attached to support materials for easy identification. Look for the logo this winter, as the Committee produces materials designed to help you support LGBTQ staff and students.



## The NBTA Social Advocacy in Education Committee



*NBTA Social Advocacy in Education Committee met in Fredericton. Left to right: NBTA President Peter Fullerton (observer), James Ryan (Sugarloaf Senior High), Christina Barrington (St. Malachy's Memorial High), Melinda Cook (NBTA Staff), Holly Jones (Woodstock Middle), Cynthia Freeman-King (Havelock School) and Adam Binet (Harrison Trimble High).*

# NBTA Invests in School Rep Training

By Blake Robichaud, NBTA Staff

The 2014-2015 Budget, passed by teacher leaders at the NBTA AGM in May, included funding to support a School Rep Training initiative. It was realized that this group, the NBTA's vital link to more than 230 schools, had not been receiving adequate guidance, education and support. Throughout Fall 2014, NBTA Staff conducted half-day training sessions in all but our smallest branches. A half-day release for School Reps was funded through the budget. The feedback on the effectiveness of the effort was extremely positive and it is likely that some form of training for reps will be held each year or in a recurring cycle.

## Comments from Participants

*Very interesting and informative! Lots to think about and it was presented in an environment that promoted good discussion. Fun too!*

*I think it was excellent. A lot of misinformation was clarified and appropriate procedures outlined.*

*I've been a rep for five years, but this was a great refresher. It was interesting to work through the scenarios about various potential conflicts.*

*When I volunteered I wasn't given any info on my role, just wished "Good Luck." This has now defined things for me.*

*I found this forum really helpful...more so than branch meetings where business has to get done. I had questions that had been on my mind for some time that have now been answered.*



Branch 0214 training in Sackville. (l to r): Maria Belz, Dawn Weatherbee, Debbi Sloan, Ryan Estabrooks, John Fougere, and Robert Wells.

*It was a great relief to learn that I didn't have to be an expert on the Collective Agreement, just be able to refer those questions to the appropriate people.*

*It stands out for me that a lot of things aren't my responsibility. I guide and assist teachers in school in getting the help they need.*

*Communication is the key to being a Rep and informing our members.*



Branch 1542 training in Bathurst. (l to r) Connie Ellis, Jessi Stever, Tracy MacDonald and Nancy Hodnett.

## Branch Resolutions to the NBTA AGM: *Key Questions to Consider*

While individuals can submit or propose resolutions to their own NBTA Branch, they are truly “Branch Resolutions to the NBTA AGM.” There are no individual ones. Branches, have full authority on whether they pass/endorse resolutions and forward them to the NBTA through the decisions of their Rep Councils or General Meetings. They also have complete control of wording. Branch Resolutions to the NBTA AGM must be submitted on the proper form by April 1<sup>st</sup> each year.

**Below are some key questions that should assist Branches in their considerations of potential resolutions.**

Does it identify **1 Specific Action**?

Is the issue **Provincial** in Scope (not school, district or individual)?

Should it be a **Priority** for the Association?

Does it ask NBTA to **Change/Lobby/Study/Address** or the NBTF to **Negotiate**?

Does it respect **Word Count** Limits?

Is the wording **Concise & Clear**?

Does it **Stand On Its Own**? (the rationale is eventually discarded)

Have **Other Avenues** to address the issue already been tried or don't apply?

Is it based on **Accurate Information**?

Is it **Already Being Done**? (past resolution, policy, NBTA Strategic Action Plan)

Is it **Practical**? Could it **Reasonably be Accomplished**?

Does it suggest **Taking Rights Away** from other members?

Has it been **Submitted Early** to allow for research, consideration & decision-making?

Is it **On Time**? (None accepted after April 1<sup>st</sup> deadline)

# Compass Conference 2014: Two Days of Learning and Laughter

By Kimberley McKay, NBTA Staff Officer

The New Brunswick Teachers' Association recognizes the importance of supporting early career teachers as they develop their professional identity, reflect on professional practice and purposefully seek out formal and informal cultures of learning. To this end, NBTA hosted close to 100 early career teachers for Compass Conference 2014. This exciting event saw new teachers and Branch POINT representatives gather in Fredericton on November 6 and 7 for two days of learning and laughter. The conference combined common sessions themed around the professional association and union with divided sessions on classroom management, social-emotional learning and formative assessment. The enthusiasm and professionalism displayed during the conference reinforced the belief that New Brunswick's early career teachers are eager to develop new skills, form new networks, foster student achievement and establish themselves in a positive and productive learning environment.



In their own words.... (participants respond to the prompt "During the conference, I found useful...")

*This was a great conference – I am taking away a wealth of new information.*

*Classroom management session – you can imagine what works, but it helps to hear from a tried and true source. I want to be taken seriously and will work to be more professional in my class.*

*Getting to see how a teacher does formative assessment with her class....very concrete!*





## Compass Conference 2014: Two Days of Learning and Laughter



*I really enjoyed that the sessions were about implementation rather than just theory.*

*All the pension information was very useful. There were many myths that were straightened out.*

*I learned all those things that I was already wondering. I also learned where to go or who to call should any questions arise. Well done!!*

## L.E. Reinsborough School Fundraiser for SPCA

*Submitted by Reggie Cyr, L.E. Reinsborough School*



Business was booming beside the cafeteria at L.E. Reinsborough School during the first week of December as Grade 3 student Taylor Reece sold clay animal figurines she made as a fundraiser for the SPCA. Taylor had been thinking for a while about how she could help the SPCA as she knew how much more support they need to continue to help the animals of Restigouche County. With the assistance of her mom, teacher Jane Caldwell, and administrators Guy Arseneault and Kathy Lawlor, Taylor began advertising her fundraising effort

on the school's morning news show, conducting class presentations, and showcasing the artwork to build anticipation and drive up sales. Taylor gave all of the proceeds from her 3-day lunch hour sale to the SPCA. Her donation of \$200 was much appreciated. Students and staff of LER congratulate Taylor who, after receiving all the clay from her mom as a gift, found a way to pay it forward.

## ≡ Drag Racing Director

By Blake Robichaud, NBTA News

### *Blacks Harbour Teacher Christine Leeman loves math and racing. She also represents Branch 1021 on the NBTA Board of Directors.*

Teachers tend to have a wide variety of interests and activities outside of the classroom. These run the gamut from involvement with social justice causes to politics to business ventures. Christine Leeman, NBTA Director for Branch 1021 (St. George, Back Bay, Pennfield, etc.), however, is almost certainly, the first drag racer on the Board.

Christine, a math teacher at Blacks Harbour School, has been racing since 2003. Her involvement began back in her teens, when she used to watch her future husband Carl Leeman, and his family, compete at the old Pennfield airstrip. "It was a real family event. Carl's brothers and father raced and now we even have nieces who began driving in the Junior Dragster Class when they were as young as nine years old."

After the couple was married, Christine accompanied Carl to races in Miramichi and PEI for several years, before getting behind the wheel competitively for the first time in 2003. She came in third in her first race and she was hooked. In each of the past four years, Christine has finished in the top three in the overall points race, winning the championship in the Sportsman Class in PEI in 2012.

Leeman says in the Sportsman Class, the vehicles and gear

can be pretty simple and inexpensive. Other than a few basics, the only special gear she wears while competing is a helmet. "In the Super Pro class, though, people spend thousands on their vehicles for motors, electronics, and fancy paint jobs."

Christine clearly loves the way that math plays a role in racing success. She has, at times, brought some of the racing statistics into her own classroom. "When I was at Fundy High, I used my numbers (mostly reaction times) in class for the data management section of the grade 10 Math. I had the students do the basic calculations (mean, median, mode) as well as standard deviation and graphs/charts such as stem-and-leaf plots and histograms."

There is a lot of preparation put into a race that normally lasts less than 14 seconds. By the time she hits the finish line a quarter of a mile (about 400 meters) away, Christine says she's normally going over 100 miles per hour (165 km/h). "You have to estimate, from trial runs, weather conditions and knowing your vehicle, the time it will take to make it down the track. You post that number in your window, but if you go faster than predicted, you lose. It can get pretty complicated and that's why you get most of the butterflies before the race."



## “There’s a lot of Math in Racing.”

Winning or losing can be determined by as little as 1 ten-thousandth of a second. It’s pretty common that Christine’s 1998 Camaro is matched up against her husband’s 1979 model of the same car. She says the friendly family rivalry is probably the best part, “It’s one of our main activities in summer, especially on the weekends. Racing against my husband Carl is great and we are always trying to outdo each other.” She jokes that, “He never won a championship until I started racing so I think we’ve both made each other up our games.”



# An Interview with one of “Canada’s Smartest Persons”

*Last fall, Kate LaFrance, a teacher at Nackawic Middle School, was a contestant on the CBC television show “Canada’s Smartest Person.” The attached article is the result of an e-mail interview with Kate about her experiences.*

*By Blake Robichaud, NBTA Staff*

**NBTA News:** Could you provide us with some personal background information?

**Kate LaFrance:** I was born in Perth-Andover, and I’m from Kincardine, NB. I attended Mount Allison University for my first two concurrent degrees: a Bachelor of Music in Vocal Performance and a Bachelor of Arts in French Studies. I then did my Bachelor of Education in Elementary Education at UNB and then completed a Master of Education in Curriculum Studies at UNB as well. I am currently taking Math courses at UNB. I do love Math, but I mainly just love taking courses in general in most subjects.

**NBTA News:** How did you become interested in being on the show and how were you chosen as a contestant?

**Kate LaFrance:** I originally suggested that my father try out for the show when I first saw the ad online, but he suggested that I give it a go, so I filled out a very extensive online application (mostly just blowing your own horn by stating all your accomplishments and interests and all that). Then I had to do several phone and Skype interviews and some intelligence testing as well, to make sure I was who I said I was!

**NBTA News:** What was the experience like?

**Kate LaFrance:** The experience was amazing; it was so exciting to make it through each round of the application process and when I was finally chosen for the top 32 in Canada out of thousands of applicants, I was thrilled. They flew us up to Toronto for a weekend to film the show and everyone treated us like royalty. All of the staff at the CBC were so nice and really welcoming. The other contestants were fantastic, so friendly and nice. We had a lot of laughs while waiting around for filming!

I wasn’t very nervous for the show itself. I tend to get nervous in situations when I can let other people down, like in a group performance, in a band or on a team, but in solo situations, I am usually relatively calm. I am very competitive, so I thrived in that high-stress atmosphere on the show. It was so much fun! The most surprising thing for me on the show was that I did well in the visual-spatial challenge in the first part; usually I am very terrible in visual-spatial things, which became apparent in the Gauntlet!

The easiest part for me was the musical elements of the show. Other people seemed to find them quite difficult, but that is the whole point of the show: to show that different people are good at different things!



**NBTA News:** How did you do on the show?

**Kate LaFrance:** I was very pleased with how I did on the show. My students said that I dominated the first half and was “so close” to winning the Gauntlet, so I was happy about their reactions! My objective was to publicize multiple intelligences and also to encourage students to go for their goals, as well to have fun!

I was kind of disappointed about not winning my episode, but top 16 in Canada is not too shabby, I guess! haha

**NBTA News:** How have people around you reacted to you appearing on the show?

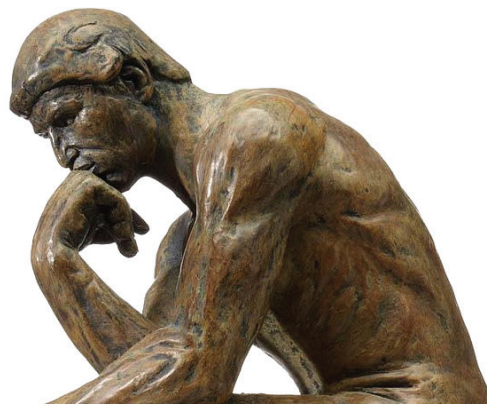
**Kate LaFrance:** The best part of this whole experience has been the amazing support I have received from my friends, family, coworkers, students and everyone else who watched. I was blown away by how many people were watching and cheering me on, especially from my hometown of Perth-Andover (the whole high school watched my episode one day)

## An Interview with one of “Canada’s Smartest Persons”

and Nackawic, where I teach school. I feel very loved and supported!

**NBTA News:** Do you have any final thoughts about the experience?

**Kate LaFrance:** I am so glad that I applied for this show and I really recommend the whole experience to anyone. It is great for celebrating different intelligences, but also encourages being well-rounded. I am pretty happy to be able to put this experience on my résumé and I can’t wait to see the next season!



## MVHS Showcased for “Couch to 5K Initiative”



*by Christy Jamieson, Miramichi Valley High School*

Canada’s Healthy Workplace Month features outstanding initiatives being taken by small, medium and large organizations across Canada that are supporting living well at work ([healthyworkplacemonth.ca](http://healthyworkplacemonth.ca)). Miramichi Valley High School is being showcased for their initiative to get staff to get in shape last year and to complete a 5K run.

Staff members, after preparing for 9 weeks leading up to the challenge, showed up at the start line and were timed by other staff who were unable to participate. By emailing the staff weekly running plans, the staff were able to participate in a program called “Couch to 5k” which allowed them to start off walking and running, and working to running more often. Although not all staff were able to complete and run the 5k, staff were encouraged to run and walk for participation! It took 9 weeks to prepare for the 5k. Staff completed the run in times ranging from 21- 60+ minutes.

When planning, we needed to get staff in physical condition and we needed them to commit to running the 5k at the end of

the program. We sent emails and made posters on how we were going to support them. We held run/walk clubs after work for 30 minutes on Mondays and Wednesdays. We got staff to sign, “I commit to doing the MV Staff 5k” pledge forms and we covered the staff room walls. We talked about it all the time, to all staff, to promote it! We offered a free 5k, and ordered optional t-shirts for \$15. We held it at lunch during our last day together as a staff group before Summer Vacation. It was fun!!

We used the Couch to 5k program found on the internet. [http://www.coolrunning.com/engine/2/2\\_3/181.shtml](http://www.coolrunning.com/engine/2/2_3/181.shtml)

Since we had 52 people participate, approx. 70% of our staff, we were very happy with our awesome results!!! Many, like myself, went from struggling with running for 3 minutes in a row, to completing the 5K in 27 minutes and running the whole time. The excitement with the staff was contagious!! Everyone was supportive! People stayed at the finish line to encourage everyone as they came in! Staff are already talking about our 2<sup>nd</sup> annual... and new staff are saying they are going to participate!

# Cooperative Discipline

— A Classroom Management Workshop for Early Career Teachers —

Friday, February 20, 2015 — 9:30 am - 3:00 pm  
NBTF Building, Room 204 C, Fredericton

## Facilitator

Kimberley McKay, NBTA Staff Officer

## Session Description

Cooperative Discipline is a comprehensive, easy-to-implement discipline approach that helps teachers find solutions to classroom disruptions in order to create safe and orderly classrooms. The approach manages and motivates student behavior in a manner consistent with optimum student growth - academic, social and psychological.

Cooperative Discipline challenges teachers to accept the enormous power they have in influencing students' behavior and shows how to channel this power into practical, effective skills that promote positive interactions with students.

## Session Fees/Expenses

There is no registration fee for this workshop and lunch/nutrition breaks will be provided. NBTA will cover release time for those teachers requiring a supply teacher. All other expenses (travel, accommodations, additional meals, etc.) are the responsibility of the participant.

**Target Audience:** Teachers in their first five years of teaching (including supply teachers)

**Maximum Participants:** 25

**Registration:** [www.nbta.ca](http://www.nbta.ca) (registration opens February 2, 2015 and closes February 13, 2015)

**For more information:** contact Denise Johnson (452-1828 / [denise.johnson@nbta.ca](mailto:denise.johnson@nbta.ca))

**Note:** This workshop is being funded by the NBTA provincial office therefore participants are not eligible for NBTA/DOE Educational Improvement Grants. You may, however, apply to your local Branch for PD funds (if they are available) to assist with expenses.

**Note:** You will receive a letter confirming your participation after February 13, 2015. The letter will provide details for applying for your supply teacher release time.

# LOOKING FOR THE ULTIMATE OUT OF CLASSROOM EXPERIENCE?

Apply to the Teachers Institute  
on Canadian Parliamentary  
Democracy.



Application deadline:  
April 15, 2015



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# Movember Style



**Before:**



**After:**



*(Above) Quispamsis Middle School teachers participate in the NBTA Movember Contest.*



*(Left) Carleton North High School teachers*

# 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 member of the NBTA Board of Directors, 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: \_\_\_\_\_

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.

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**Deadline to Apply: April 30, 2015**

***Send applications to NBTA President Peter Fullerton or summarize the pertinent information and submit via e-mail: peter.fullerton@nbta.ca or erna.leger@nbta.ca***



# 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, 2015)
- 4. NBT 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.

**Form from Pension & Employee Benefits:**

1. Retirement Statement — Choose the surviving spouse percentage benefit.

**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.

**Note:** It is important that the Pension & 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.

- Make arrangements with a financial institution to have your retirement allowance placed in a RRSP account or any other registered investment mechanism.
- 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)

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

**Michael Ketchum or Melinda Cook**  
**NBTA, P.O. Box 752,**  
**Fredericton, NB E3B 5R6**  
**Tel. 452-1722**

## Interest-Free Loans for 2015-2016 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](http://www.nbta.ca)) under Resources > Forms.

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

**The application deadline for 2015 - 2016 is: March 31, 2015**

# Teacher Designed Professional Learning Grant 2015 Grant Recipients

by Kimberley 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 \$1500.00 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 17 teams representing 3 of 4 districts. 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 2015.

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.

## Works Cited

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

## GRANT RECIPIENTS 2015

### ***Hampton Elementary School***

Project: "Math Magic": A Journey into Guided Math for the Elementary Classroom  
Team Leader: Sarah Blanchard

### ***Leo Hayes High School***

Project: Promoting Positive Mental Health – Assessment and Action in a Large High School  
Team Leader: Joe Brennan

### ***Minto Elementary Middle School***

Project: Literacy Enrichment Celebration  
Team Leader: Cristina Sivitilli

### ***J. M. A. Armstrong/Salisbury Middle School Education Complex***

Project: Increasing Student Engagement in 12-3 English  
Team Leader: Heather Dixon

### ***Salem Elementary School***

Project: Increasing Self-Regulation in Elementary Students through Yoga  
Team Leader: Gaylen Patterson

## HONORABLE MENTION 2015

### ***Gagetown School***

Project: Guided Math  
Team Leader: Corie Smith

### ***Vincent Massey Elementary School***

Project: Developing a Writing Continuum  
Team Leader: Paula Smith

## Fierce Negotiations®

NBTA is pleased to offer a new professional learning opportunity for New Brunswick educators – **Fierce Negotiations®**.

**What:** You're always negotiating. It's part of daily life. Yet negotiating is often viewed as a struggle in which one side must lose for the other to win. Fierce Negotiations® reframes the process of negotiation using Fierce techniques and models to yield the best outcome and enrich the relationship. Fierce negotiators are authentic, clear in resolve, and skilled at examining competing perspectives. They use their negotiation skills to direct the conversation to a place where new and expanded solutions are discovered.

**Target Audience:** This session will be open to any New Brunswick educator who has received the certificate for completion of training for Fierce Conversations®

**Date:** April 25, 2015 (NBTF Building, Fredericton)

Watch for complete registration details at [www.nbta.ca](http://www.nbta.ca)

## Fierce Generations®

NBTA is pleased to offer a new professional learning opportunity for New Brunswick educators – **Fierce Generations®**.

**What:** Are differences a source of strength within your team or a point of contention and division? For the first time in history, organizations are comprised of four unmistakably different generations, each with their own approach to, view of, and desired outcomes for work. Fierce Generations® is multigenerational training that provides a framework for uniting people and realizing the rewards of an inclusive culture.

**Target Audience:** This session will be open to any New Brunswick educator who has received the certificate for completion of training for Fierce Conversations®.

**Date:** April 26, 2015 (NBTF Building Fredericton)

Watch for complete registration details at [www.nbta.ca](http://www.nbta.ca)

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# **NBTA InfoBrief:** **New Brunswick Report Card Pilot**

*by Kimberley McKay, NBTA Staff Officer*

**Introduction**

The provincial report card committee comprised of members from EECD, NBTA, and each of the four school districts continues to monitor and collect feedback on the implementation of the Kindergarten to Grade 8 report card pilot in Anglophone School District West. Like many jurisdictions that transition to standards-based report cards, communication poses an ongoing challenge in that “for report cards to be effective, all stakeholders must be able to interpret the information it includes in the same way” (Guskey & Bailey, 2010). That challenge can be compounded when there is a tendency to believe letter or percentage grades are objective and translate directly to the percentage of curriculum that is understood. The simultaneous implementation of the report card pilot and Powerschool makes logistical sense, but has nonetheless caused additional pressures and stress within the system. As with any initiative in a pilot phase, the collection of ongoing feedback from all stakeholders allows difficulties to be analyzed, opportunities to be leveraged, pilot premises and processes to be revisited, and course correction to take place.

**Progress Report Survey (November 2014)**

Although the original intent was to survey stakeholders after the February Achievement Report, the creation of a survey after the November Progress Report was deemed necessary based on anecdotal feedback. Time to respond to the survey was extended to ensure adequate opportunities for parents and teachers to give feedback. When the survey closed, the provincial report card committee met to review all responses and made decisions about the next steps in the pilot phase. Approximately 1468 people participated in the parent survey and 250 teachers in the teacher survey. There are just over 15,000 K-8 students in ASD-W and every school community provided some feedback.

Teachers who responded to the teacher survey generally commented favorably on the revised report card although learning the intricacies of Powerschool and some accompanying technology challenges were certainly clear frustrations. Comments specific to suggested formatting and/or procedural changes were numerous. Teachers also requested support with how to effectively share and discuss information regarding the new report cards with parents and students.

**Major Themes from the Survey**

1. Greater clarification is required in the reporting scales. The progressing scale ranges were too broad to be meaningful to parents and students. Many respondents felt the information on the report was vague.
2. More information is required in November. The Progress Report was too late and allowed for minimal comments.
3. There was not adequate time for parent -teacher interviews.
4. More information is required regarding the rationale and the evidence behind the proposed changes and more professional learning is required for educators to be comfortable with gathering and reviewing evidence over time.
5. The layout and overall look of the Progress Report needs improvement.

**Identified Next Steps Based on Survey Feedback**

- The 1-4 scale will be used on the February Achievement Report. Parent Bulletin #2 will clarify the 1-4 scale and provide information to support the curriculum rubrics on the ASD-W Parent Report Card site
- A February survey will gather information about the Achievement Report
- The next Progress Report will be provided in April as set out in the pilot. Teachers will have additional space for comments (as requested).
- After the pilot, the provincial report card committee will review the timing of the Progress Report
- ASD-W will schedule parent-teacher interviews for K-8 parents on February 13 after the first Achievement Report. This will replace part or all of a prescheduled professional learning day.
- Additional parent information will be prepared to share with the public
- Meetings with school administrators will be held to clarify information
- Student focus groups, particularly at the middle level, will be held to gather feedback
- EECD is working with Pearson, the provider of Powerschool to improve the look of the print out, with attention to cost

Works Cited: Guskey, T.R., & Bailey, J.M. (2010). *Developing Standards-Based Report Cards*. Thousand Oaks, CA: Corwin.

# NBTA Sponsored Professional Course

## Enrichment Triad Training Course



**Target Audience:** Elementary Teachers (K-5)

**Dates:** *Spring:* April 18, 25, May 2, 9, 16  
Saturdays (9am to 3pm) (7+ hours outside of class)  
**Reg. Deadline:** Wednesday, April 1, 2015.

**Location:**  
**NBTF Building, 650 Montgomery Street  
Fredericton, NB**

**OR Summer:** July 6-10  
Monday-Friday (9am to 3pm) (7+ hours out. of class)  
**Reg. Deadline:** Monday, June 15, 2015.

**Instructor:** Barb Buckley, Educator  
(former Supervisor/Coordinator  
of K-12 Programming)

**Cost:** Tuition **\$500 + \$15** material fee

**Registration Deadline:** See above

**(Please make cheques payable to NBTA)**

Register by going to [www.nbta.ca](http://www.nbta.ca) and clicking  
on the Enrichment Triad Training Course.

**Register Early - Limited Enrolment!**

The course may be used to attain 3 credits towards certification for those teachers moving from a Certificate 4 to Certificate 5 or from Certificate 5 to a Certificate 6 depending on your individual Education Plan. **(You can contact Joseph Arseneault, Registrar, Teacher Certification for individual verification ([teachercertification@gnb.ca](mailto:teachercertification@gnb.ca))**

The Enrichment Triad Model is a literacy-rich, inclusive, cross-curricular, student-driven model. Its primary goal is to improve schools from within the classroom by differentiating and enriching the curriculum for ALL students in the regular classroom through interdisciplinary studies. It encourages the use of a wide variety of instructional strategies and styles while allowing students to experience self-directed, innovative learning based on their individual interests, strengths and learning styles. If thoroughly implemented, this model will offer the students three levels of enrichment.

Participants will be introduced to the work and philosophy of Joseph Renzulli and Margaret Beecher. 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 training will include multiple handouts, activities, video clips of the model, discussion articles and actual practice. There will be lesson demonstrations of key skills to be taught and practice of each phase of the triad.

### Participant Comments (2014)

*"I learned so much about how this model meets the needs of the "whole child" and liked that it involved the development of decision-making, problem solving and oral presentation skills which are life-long skills."*

*"I learned to focus on the kid's interests and that this model will keep them engaged and fire them up."*

**PERSONALIZE LEARNING • INCREASE SELF-ESTEEM • CELEBRATE STUDENT SUCCESS**

## Professional Course Spring **OR** Summer 2015

Name: \_\_\_\_\_

School: \_\_\_\_\_

Email: \_\_\_\_\_ Member Number: \_\_\_\_\_

Spring (April 18, 25, May 2, 9, 16)  **OR** Summer (July 6-10)

**You will be emailed with a confirmation of your seat.**

Please print and mail registration form with payment (cheques payable to NBTA) to:

**Judy Deveau, Executive Assistant**

**NBTA, PO Box 752**

**Fredericton, NB E3B 5R6**

You are encouraged to apply well in advance because of limited enrollment.

By Kimberley McKay, NBTA Staff Officer

## Early Career Teacher Profile: Melody Davidson Minto Elementary and Middle School

NBTA recognizes the importance of supporting new teachers as they develop their professional identity and POINT is simply one means of offering this service. However, to offer relevant programs and services we need to hear the voice of our early career teachers. When we approached Melody to find out how she is experiencing the teaching profession and NBTA, she graciously agreed to answer some questions to help us develop this profile. Melody's profile will be the first in a series of early career teacher interviews.

### **What has your career path been to date?**

*I graduated with my Bachelor of Education degree from Crandall University in 2011. Since then, I supply taught in the Minto/Chipman area for about two years until I received a D contract position in October 2013. This position was at Chipman Forest Avenue School teaching middle level Music, Art and Social Studies. During the second week of September 2014, I received a long term supply position teaching grade one at Minto Elementary and Middle School.*

### **Describe a typical day in your professional life.**

*I arrive at school around 8:00 each morning so that I can be there to greet the kids as they arrive. As students come in, I sometimes take this opportunity to meet with them for various assessments before they head outside. After the bell rings, I go out and lead my class inside to start our day together. The students get some free time in the classroom when they come in so I take this time to look through agendas and meet with students that I didn't have a chance to meet with earlier. When the final morning bell rings, the students meet on the mat at the front of the room and we begin our day together. A grade one day consists of Literacy, Numeracy, You and Your World, as well as several specialty classes that the students go to throughout the week (Physical Education, Music, Developmental Assets). The day finishes around 2:00 and the students get on their buses to go home. After the students have gone, I begin to plan/prepare for the next day.*

### **How/When did you decide you wanted to become a teacher? What response did you get to your decision?**

*As a child, I always said that I either wanted to be a teacher or a hairdresser. I can remember thinking about other career options throughout high school but, in the end, I always knew that teaching was/is truly what I wanted to do. When I did make the decision, the people closest to me were very supportive of my decision.*

### **What are your greatest sources of satisfaction as a teacher?**

*It is very fulfilling to watch a child grow and learn new things. To know you have been a part of that process is very rewarding. I think for me, the greatest sources of satisfaction in teaching are often the little things.*

### **What are your greatest challenges?**

*My greatest challenge is keeping up with all the things that teachers have to do above and beyond their time in the classroom. A teacher's job does not end when the students leave and sometimes I find it challenging to keep up with everything else that needs to get done.*

### **Can you comment on your involvement and experience with NBTA and/or Branch work?**

*I have been part of the NBTA Branch 1724 for the past two years as a Supply Teacher Rep. and have joined on again this year. I have also been involved with the NBTA Ad Hoc Committee for supply teachers. Through these two avenues, I have tried to advocate for supply teachers by voicing my own concerns or those I have heard in speaking with other supply teachers. I have appreciated having the opportunity to be a part of these committees because they are informative and I have learned a lot about what goes on behind the scenes.*

### **As you reflect on your experience, brief though it is, what are your thoughts on the teaching profession in general and your experience as a professional teacher?**

*Thus far, I would say there truly is not a more rewarding career that a person could pick. It is exhausting in so many ways but at the end of the day, you've made a difference in someone's life, as little as it may seem, and that's pretty great! Jobs are not over abundant in this profession but it is important to be patient and eventually the right job will come along.*

Know an early career teacher who should be profiled?  
Submit names to [kim.mckay@nbta.ca](mailto:kim.mckay@nbta.ca)

# Winter Wellness Wonderland Contest

We know it's a challenge to find the time, but the NBTA hopes teachers can get outside this winter and not just when on duty.

To Promote Wellness in schools we are holding our first ever Winter Wellness Wonderland Contest!

Simply Organize an Outdoor Event in January or February 2015, designed to improve wellness and involve as many staff as possible.

Great news about the rules...there really aren't any! There is a pretty broad definition for wellness.

There will be a \$200 prize awarded to schools (for wellness) in each of the following categories:

**Most Fun • Most Unique • Most Physical  
Best Participation • Wild Card**

The deadline for entries is March 1.

To enter, simply send your information (photos, details, simple video — nothing fancy) showing or describing the activity to Blake Robichaud, NBTA Staff ([blake.robichaud@nbta.ca](mailto:blake.robichaud@nbta.ca))



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at [www.beyondimages.ca](http://www.beyondimages.ca)

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*Beyond Images* helps students understand how and why media messages are constructed – and then learn to make their own. *Beyond Images* explores current concepts of what it means to 'fit in'.

Join us on this journey of self-discovery and build understanding and resilience towards negative messaging in students and in the schoolyard. *Beyond Images* meets students where they're at and takes them further.

Developed by the National Eating Disorder Information Centre ([www.nedic.ca](http://www.nedic.ca))  
*Beyond Images* is generously supported by the Dove Self-Esteem Project

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# NBTA Council Days: Our Rights and Responsibilities

by Ardith Shirley, NBTA Staff Officer

I realize that it is only February, but before we know it, our May Council Day will be upon us. Your three Council Executives have been working hard throughout the school year to put together three distinct programs that are chalk-full of wonderful professional learning opportunities for our teachers. By the time you return from March Break, the posters will be up and the details of the programs will be posted online so that you can begin to think about how you wish to spend this day of learning.

I have to confess, that when I began my career, I had many misconceptions about the background behind Council Day as well as my own professional rights and responsibilities related to that day. Some of you have heard me sheepishly speak of my own (mis)behaviour at my first Council Day and my thankfulness that a seasoned colleague took me aside and helped me understand (in no uncertain terms) their disappointment in my lack of appreciation for having complete individual choice for my own professional learning for a full day – while being paid by my employer. I continue to be grateful that I had a colleague who cared enough about me and my profession to help me reflect and self-correct.

In honour of that very respected colleague, I share the following in hopes it may provide you (especially those who are new to the profession) the background needed to make more informed choices:

## RIGHTS:

### What are Council Days? Why do we have them?

There are three days in the school calendar that have been bargained and are defined in the Collective Agreement as Council Days. On these days, the employer agrees to pay teachers to embark on professional learning opportunities that they identify as meaningful and useful. Your professional association (NBTA) is responsible for organizing and funding the content of these days of professional learning “by teachers, for teachers”. Two of these days take place in August – this past year the 26<sup>th</sup> and 27<sup>th</sup>. One of those fall days is expected to be school-based and the School-Based PL Committee is responsible for activities.

The remaining day occurs annually on the first Friday in May. This day is special in that it is the only day in

the school calendar when it is guaranteed that teachers have the right to define their own professional learning by **individually** selecting learning experiences organized for them by volunteer colleagues who sit on our three Councils. Or, if unable to travel to one of our council day programs, by submitting an alternate proposal to their local School-Based PL Committee for approval. (See Collective Agreement Article 36.02)

### What if I am a member of one Council (Ex. High School), but REALLY want to experience a learning opportunity that is offered at another Council (Ex. Middle or Elementary)?

Even though our Councils organize themselves by level and create programs accordingly, *ANY teacher member is free to register for ANY one of the Council Day programs – regardless of which Council they belong.*

### I am unable to attend Council Day this year – What are my options?

Over the course of a career, it is understandable that there may be some years that it is difficult or impossible for a teacher to travel away from home for their professional learning opportunity on Council Day. That said, it is also not expected that a teacher would submit an alternate proposal every year of their career.

### I have decided to submit an alternate proposal for this year – How do I go about it?

Look for the alternate proposal submission form that should be posted in your school staff room shortly after March Break (also available at [www.nbta.ca](http://www.nbta.ca)). Briefly, outline your **individual plan** for a LEARNING goal for the day. (Be mindful it is your learning that is the purpose, rather than the multitude of other “to do’s” that are already on your list that you could be working on.) Submit your proposal to your School PL Chairperson **by April 1<sup>st</sup>**. (Please note that your school PL Committee is charged with making sure that the guidelines surrounding alternate proposals are honoured. It is they who will approve or deny your application.)



### I am a supply teacher – Can I attend Council Day?

Absolutely! Just like regular teachers, our casual members are encouraged to register and attend whichever program appeals to them. Our annual Council Day Conference is a benefit of membership for all NBTA members.

### RESPONSIBILITIES:

#### I must be absent from work on Council Day – Who do I need to contact?

If it happens that an individual must be absent from work on Council Day or any portion thereof, they are expected to treat the day as though it were any other school day by notifying their principal (or if you are the principal, your Director of Schools) of the absence and filling in the appropriate documentation associated with such absence for submission to your District Office.

It is our belief that all NBTA members (regardless of role) should be able to answer the question, “How was your May Council Day?” with one of the following three options:

1. I attended one of the NBTA Council Day Programs and learned....

2. I embarked on an individual learning plan as a result of my approved alternate proposal and learned....
3. I was absent from work that day and have filled in appropriate documentation.

In closing, it is important to be mindful that these rights and responsibilities have been negotiated over time, in good faith and partnership by the profession and our employer. It is the responsibility of all parties to honour the positive intentions that were foundational in achieving the right we enjoy of having three days of professional learning in service to our students and our NB Educational System that is planned by teachers (the profession), for teachers.

### Closing Quote:

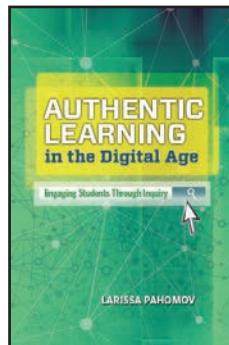
*“Every right implies a responsibility;  
every opportunity, an obligation;  
every possession, a duty.”*

— John D. Rockefeller

### Book Give-Away!

Congratulations to Chris Jones of Bliss Carman Middle School who is the winner of our last draw for Susan Brookhart's, *How to Design Questions and Tasks to Assess Student Thinking*.

This month our draw is for Larissa Pahomov's *Authentic Learning in the Digital Age*. Sound intriguing? Drop me a quick email with the subject line: BOOK DRAW before March 15<sup>th</sup>.



## Save the Date!

### CONTACT

**(Conference on New Techniques and Classroom Teaching)  
August 4 -7, 2015 at UNBSJ  
Theme: Waves of Change – Oceans of Opportunity!**

*This conference is designed for teachers of any stage or role from the four Atlantic Provinces.*

**Developing Successful Schools  
Conference (DSS)  
July 6 – 9, 2015  
Mount Allison University**

*This conference is designed for educational leaders from the four Atlantic Provinces. Join us for significant professional learning and networking among current and aspiring administrators.*

## Elementary Council Day 2015 Keynote Speaker: Laney Sammons Guided Math: A Framework for Teaching Mathematics

Think back to your school days. How was mathematics taught? When working with teachers, I often ask them to describe the math instruction they received as students. The following descriptions are common: large group, teacher-led, paper and pencil, from the book, boring, drill and kill, “don’t ask why,” emphasis on computation, and only one right answer. It is amazing how consistent the responses are from teachers who have been educated in vastly different school environments.

Although some students are successful with these methods of instruction, far too many of them “just don’t get it.” Some may become computationally fluent, but lack the conceptual understanding they need for applying math in real-life situations. In spite of ample evidence that too many students struggle with math, the traditional whole-class method of instruction of lecture, demonstration, and then independent student practice continues to be what many students experience today (Balka, Hull, and Miles 2010, 29).

As a teacher and an instructional coach, I searched for methods of teaching mathematics that allow teachers to meet student needs, provide minds-on and hands-on lessons, and fully engage learners in essential mathematical practices. Adapted from successful literacy instructional strategies, the components of Guided Math offer an instructional framework teachers can use to create rich mathematical learning environments in their classrooms.

### The Seven Components of the Guided Math Framework Classroom Environment of Numeracy

Teachers create classroom communities where students are surrounded by mathematics. These classrooms contain evidence of real-life math tasks, data analysis, math word walls, instruments of measurement, mathematical communication, class-created math anchor charts, graphic organizers, and authentic problem solving challenges.

### Math Warm-Ups

Teachers provide warm-ups to encourage students to begin thinking mathematically. These may include Math Stretches, calendar board activities, problems of the week, math-related classroom responsibilities, data work, incredible equations, reviews of skills to be maintained, and previews of skills to come.

### Whole-Class Instruction

Whole-class instruction is best used when students are working at the same level of achievement, to introduce lessons with activating strategies, for teacher modeling, for read-alouds of math-related literature, to review previously mastered skills, to prepare for work in cooperative groups, for written assessments, or for Math Huddles.

### Small-Group Instruction

Small-group lessons are at the heart of the Guided Math framework. The composition of the groups is fluid and changes frequently based on needs. These lessons offer valuable opportunities to introduce new concepts, practice new skills, work with manipulatives, offer additional challenges, provide intensive and targeted instruction to struggling learners, introduce Math Workshop activities, and conduct informal assessments.

### Math Workshop

Students work independently in Math Workshop. The tasks may be follow-up from whole class or small group instruction, ongoing practice of previously mastered skills, practice for computational fluency, math games, or math journals.

### Math Conferences

Teachers confer individually with students to assess understanding, provide opportunities for one-on-one mathematical communication, and determine teaching points for individual students as well as for the class.

### Assessment

Balanced assessments are essential for Guided Math and should include both formative and summative assessments. The flexibility of the Guided Math framework allows teachers to adapt it to make it their own—so that it reflects individual teaching styles, the curriculum being taught, and the unique needs of the students in the classroom.

### References

Balka, D. S., T. H. Hull, and R. H. Miles. 2010. *A guided to mathematics leadership: Sequencing instructional change*. Thousand Lakes, CA: Corwin.

Sammons, L. 2010. *Guided math: A framework for mathematics instruction*. Huntington Beach, CA: Shell Education.

Sammons, L. 2013. *Strategies for implementing guided math*. Huntington Beach, CA: Shell Education.



## Elementary Council Day 2015 Keynote Speaker: Sue Harvie Pedagogy and the Musical Brain: A Look at ORFF-SCHULWERK

Recently, there has been an explosion in research concerning our innate neurological capacity to experience, express and perform music. During my grad studies, I was drawn to the connection between our inherent ability to be musical and pedagogy. I was particularly interested in unpacking my practice to see if it truly maximized the real estate of my students' musical brain. As a seasoned music specialist and practitioner of the Orff approach, I wanted to be able to further understand the efficacy of Orff-Schulwerk, and confirm, just why it seemed to work.

To fully understand the connection, I first had to identify the principle tenets of the Orff approach. Named for its founder, Carl Orff, the 'Schulwerk' (literally, school work) is defined as a holistic, multi-modal process where students, individually and collectively, engage in active music-making through playing, singing (speaking) and moving. Process driven, the Schulwerk, offers multiple entry points and engages learners, regardless of skill and/or talent, in an experiential synthesis of musical media and elements (rhythm, melody, harmony, timbre, form and expression).

Without the benefit of science, Orff in the 1920s, instinctively mimicked through pedagogy the biological capacity of the musical brain to perceive, process and experience music. Today's research in the fields of neuroscience and cognitive psychology universally confirm that any musical experience orchestrates a neural symphony that integrates a myriad of sensory, attentional, cognitive, emotional and motor processes that occur spontaneously and without any formal training, (Hannon & Johnson, 2004; Zatorre, Chen & Pehune, 2007; Trehub, 2010; Zentner & Eerola, 2010). Similarly, the learning processes of the Schulwerk exist on continuum that integrates spiralling experiences that guide discovery while embracing our students' innate musicality. In short, the Schulwerk is a "natural way of assimilating music" (Walter, 1993, p. 22) which honours the "evolutionary growth of the brain" (Goodkin, 2004, p. 46).

The potential for widespread and profound engagement of the musical brain through the process of the Schulwerk, confirms for me, as a music educator, that Orff-Schulwerk is more than a vehicle through which the discipline of music interfaces with the delivery of curriculum, it is, in fact, a reflection of our musical experience.

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*Sue Harvie B. Mus. Ed., M. Ed., Post Level Orff Certification*

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### Elementary Council Proposed By-law changes

NBTA Elementary Council will consider several changes to its by-laws at its annual general meeting on April 30, 2015, in Fredericton. We hope that members find time to attend the meeting and vote. Details of the suggested changes can be viewed on the NBTA website ([www.nbta.ca](http://www.nbta.ca) > Councils > Elementary Council: Proposed Changes for 2015 AGM)

# Councils

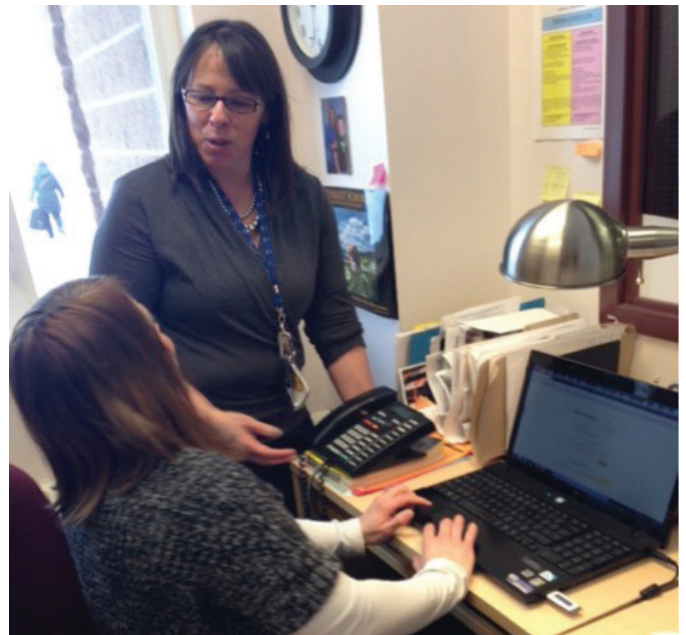
## Peer Coaching

*Submitted by Tracy Stewart, Park Street School*

Peer coaching is a process through which teachers collaborate, one as a mentor and the other as the benefiting colleague to build skills, share ideas and reflect and refine their teaching practice.

For Park Street School, there is a belief in the need to utilize the knowledge and skills on staff. Peer coaching has several purposes. The first is to build capacity among our community of teachers. We want to facilitate engagement in the study of the teaching craft in order to have best practices become the norm. At Park Street we want to institutionalize teaching excellence. Peer coaching provides a structure for acquiring new skills and strategies, developing common understandings and building relationships that facilitate ongoing professional dialogue and the implementation of best teaching practices.

It is important to note that this is not an evaluative process but is a way to build capacity among peers. Key to this practice is feedback and the creation of an open, ongoing discourse between colleagues around high yield practices that will affect student learning in a positive way.



*Teachers Karla Roy and Tracy Stewart meeting after a Peer Coaching session.*

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## Middle Level Council News

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### Speak Out!

Speak Out is a yearly event that showcases the talents of New Brunswick middle and high school students. This is the third year for the one day showcase as an amalgamation of spoken word art forms. Speak Out incorporates debating, slam poetry and oratory, all of which run concurrently throughout the day. The event includes guest speakers, workshops for students and time to connect with judges who have had experience with at least one of the art forms that are being represented throughout the day.

Speak Out also allows students to showcase their talents with impromptu work. Each year, the event incorporates an improvised section, allowing students to think on their feet. This part of the day allows for more lighthearted debates and reminds students that tackling their nerves is a great way to become a well-rounded learner and a better presenter.

Gail Craswell and Laura Noble, the coordinators of the event, are preparing to host approximately 100 students, along with their families, teachers and coaches in May at St. Thomas University. Please feel free to contact Laura at [laura.noble@nbed.nb.ca](mailto:laura.noble@nbed.nb.ca) for more information or if you have any questions about Speak Out.



*Speak Out's 2013 Final Debate in the Kinsella Auditorium at St. Thomas University.*

# Councils

## Me to We! to Kenya

by Lise Martin-Keilty, George Street Middle School

This past summer, my co-worker, Sarah Brooks and I had the privilege of accompanying 11 teens to the Masai Mara area of Kenya after a full year of planning, fundraising and bonding activities.

This trip was organized and planned outside of the educational system as the Province does not endorse international travel with students. This was made clear to parents from the beginning that, although we are both teachers, we were doing this trip as community members.

Me to We/Free the Children (FTC) and EF tours have partnered to give our youth an opportunity to travel to a few areas of the world to not only visit but also have a first-hand experience at making a difference in the lives of the people living there. Sarah and I look after the humanitarian club at our school and we have always talked about doing this type of trip.

We left the Fredericton airport June 25 with 11 teens knowing this trip would forever change who we are and how we see the world.

After 24 hours of flying, we landed in Nairobi. While in Kenya, we always felt safe while experiencing many new and interesting sights and sounds. Our first night was spent at the FTC centre in Nairobi where we met our tour guides. The next morning, we were off on a 5 hour drive to Masai Mara. The sights of the drive there were breathtaking with beautiful country side and little villages.

We got settled into our home away from home near Oleleshwa, this is the community where we would be building our classroom. We were welcomed by various people of the community with open arms. Meeting the grade 10 girls who would enjoy the grade 11 classroom at Oleleshwa School we were helping to build made the experience even more rewarding.

Participating in transporting water included a 30 minute walk to the nearest water source and returning with 20 liters on each of our backs. We visited old and new FTC schools, the FTC medical clinic as well as an educational farm that feeds the local schools and introduces new food to the area. As the students learned about the local culture, we were greeted with open arms and smiles wherever we went, seeing first-hand the difference that our students and our schools here in Canada are making in the lives of children there. Craig and Mark Kielburger have so much to be proud of and it is such an honour for our school to be one of their FTC schools.

My most vivid memory is the smiles and pure joy on everyone's faces, especially the children. They have so little but are so happy and positive. Children everywhere were smiling and jumping on the roadside screaming "JAMBO" (hello) to us. It was overwhelming and brought tears to my eyes on many occasions. The children value their education so much. In Kenya, school is free for all children until grade 8. In order to attend high school, there is a fee which is why so many girls do not attend. Many of the mothers from the Mara, thanks to FTC, are earning fair wages beading beautiful jewelry, and sending their girls to school with their income.



*A morning of building the Oleleshwa school in Kenya.*

# Councils

Upon our return home 11 days later, we were met with the remnants of Hurricane Arthur including no power in Fredericton. Surprisingly, most of us weren't really that upset considering what we had just experienced the last 2 weeks in Kenya. It takes experiences like these to make you think and reflect on what is important in life and what we truly value.

My students and I are forever changed and motivated to do even more to help the students we now know in Kenya and those across the globe.

For more information on FTC ME to WE trip, please feel free to contact me anytime: [lise.martin-keilty@nbed.nb.ca](mailto:lise.martin-keilty@nbed.nb.ca)  
Lise Martin-Keilty  
Grade 8 teacher, George Street Middle School, Fredericton, NB



*Sarah Brooks carrying 20 litres of water to Mama Selena's home.*



*The group after a morning of building classroom walls.*

## Physical Education Strand PL on Council Day

*by Robin Buchanan, Oromocto High*

The New Brunswick Physical Education Society (NBPES) has partnered with the Middle Level Council to provide a P.E. Strand Professional Development Day at Nashwaaksis Middle School in Fredericton on Friday, May 1st, 2015. This P.D. conference is being planned and organized for Physical Education Teachers for all Elementary, Middle and High School Levels.

The P.E. Strand Committee are planning to provide 25 – 30 P.E. Sessions to teachers throughout the day. This conference will be very similar to the annual "Remember When P.E. Conferences" in the fall but will also include some new sessions as well. The sessions will be based on "active practical P.E. lessons" and/or

classroom P.E. theory sessions. Presenters for these sessions will consist of fellow teachers, local/provincial sport associations and activity based community programs. There is no cost to attend.

The P.E. Strand Committee members include: Ross Campbell, Alex Yaychuk, Crystal Bourgoïn, Erin McAuley, Shannon Ather-ton, Steve Doucette, Joe Crossland, Sarah Kalemkiarian, Katelin Crossland and Robin Buchanan.

The NBPES P.E. Strand Committee's goal is to be able to provide a second Physical Education P.D. Conference to New Brunswick P.E. Specialists now in the Spring and Fall of each year.

# Council Day Friday, May 1, 2015

## Elementary Council



**Fredericton  
Music Specialist Strand**

## Middle Level Council



**Fredericton  
Phys. Ed. Specialist Strand**

## High School Council



**Moncton  
Art Specialist Strand**

**We look forward to seeing you at Council Day 2015**

## **ATTENTION Teachers!** **Are YOU eligible for a RAISE?**

**Are you an early career teacher with previous work experience that is related to teaching?**

**Apply to have previous Work Experience count!**

If you are a new teacher who has previous work experience that is related to teaching, you may apply to the Office of Teacher Certification to have it considered for an increase on your salary grid. The form you need is available from the NBTA website [www.nbta.ca](http://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.

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

**Are you a teacher who has completed course work towards a certification upgrade?**

**Don't forget to apply for your certification increase!**

The form you need is available from the NBTA website [www.nbta.ca](http://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.

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

**Don't forget to include the evaluation fee \$70.00.**

# Teachers: Have your **say** on upcoming curriculum development!

As part of our updated curriculum development process, we are encouraging more input from many stakeholders. We believe curriculum will be enriched by a wider range of perspectives and ideas. There will be two opportunities for educator input during the curriculum development process:

- 1) At the beginning of the process, educator input will be solicited for one month to inform the development before it starts. For this round, we will receive input from February 2-27, 2015
- 2) Once a draft curriculum has been written, educator feedback will be gathered. That will be the 2015-16 school year for these curricula.

The curricula to be developed are:

**Middle School Technology**  
**Grades 3-5 Health and Personal Development/Career Planning**  
**World Issues 120**

We look forward to hearing from you!

*The Curriculum K-12 Branch at the Department of Education and Early Childhood Development*

## How **You** Can Contribute...

Please provide the information below and submit to [curriculum.feedback@gnb.ca](mailto:curriculum.feedback@gnb.ca)

1. Curriculum Title (one of the three listed above)
2. Given your experience with this curriculum, what do you consider to be the:
  - a) important topics/concepts that students must know?
  - b) essential skills that students must understand and be able to practice?
  - c) best strategies for teaching/learning/assessment to allow students to demonstrate their understanding?
3. Would you be interested in putting your name forward to be considered to work with a team on curriculum development in the summer? If so, please let us know on which of the following area(s) you would like to work:
  - recommended teaching and learning suggestions
  - assessment strategy suggestions
  - universal design for learning suggestions

And, please provide a brief profile of your experience with this curriculum area:

- Have you taught in this curriculum area before? What grade levels?
- Have you had experience writing support materials for educators in this curriculum area?

4. Your email address: \_\_\_\_\_

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# MULTIZONE

## What is Multizone?

Multizone is an educational activity that engages children as they work together in teams to solve nutrition questions while participating in fun physical challenges. The constant movement of this game keeps children excited and interested in the learning experience. At the same time, the team component motivates everyone to do their best!

*Multizone brings to the table an impressive fusion of fun, nutrition knowledge and activity that children of all ages will enjoy.*

## Get in the "Zones"!

There are five energizing zones to this game. Each zone is tailored specifically for kindergarten to grade 6 students, providing age appropriate questions and activities that keep children motivated and entertained.

## What Do I Need?

A member from our nutrition team brings everything required for the game. All you need is a gymnasium, approximately 45 minutes of time per classroom, and a teacher or coordinator to help assist with the game.

## Who Can Apply?

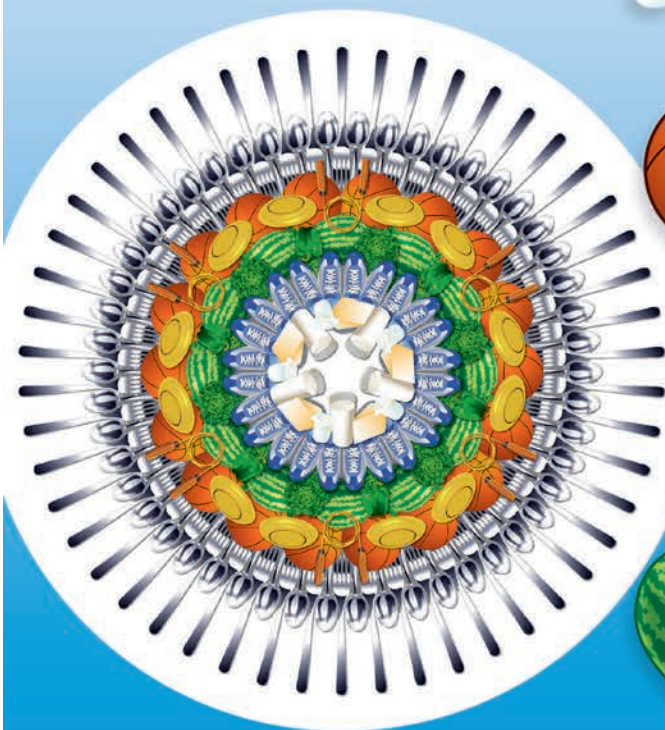
Multizone is now available to all elementary schools throughout New Brunswick, Nova Scotia and Prince Edward Island.

## What is the Cost?

This program is free of charge.

## How Can I Register my School?

Don't delay! Schools will be scheduled on a first-come, first-served basis. Contact our dietitians today at 1-800-465-2697 (ext. 2) or e-mail us at [infonutrition@dfc-plc.ca](mailto:infonutrition@dfc-plc.ca).



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# “Lazy” Kid or Executive Dysfunction?

## *New Brunswick Association of School Psychologists*

*Submitted by Paula Harlow, Psychologist, Anglophone South*

One of the least studied and most frequently overlooked contributors to academic and behavioral problems is executive dysfunction. Students with executive dysfunction have problems of a neurobiological nature that affect a number of areas including planning, cognitive flexibility, working memory, organization, and self-monitoring. These students may have “difficulty picking a topic, planning the project, sequencing the materials for a paper, breaking the project down into manageable units with intermediate deadlines, getting started, and completing the activity” (Packer, 2001). Just imagine how difficult it would be if you had trouble organizing your time, materials, belongings, thoughts or any combination of these!

If you believe a student you are working with has executive dysfunction, consider helping the student to organize him/herself. Begin by developing a relationship with the student that is emotionally supportive. Emphasize that you want the student to succeed and encourage him/her to use the following strategies:

- Use time management techniques such as checklists, prioritized “To Do” lists, and prioritizing assignments.
- Estimate how long a task will take and then check on the accuracy of your estimate.
- Establish intermediate deadlines for big projects with your teacher and show him/her the project at these deadlines.
- Schedule a weekly time to clean out your desk and book bag (in school).
- Color code materials. Cover the textbook for one course in the same color as the notebook for that course. Use the same color coding to prioritize assignments.
- (For younger students) Have one notebook in which all assignments are recorded. Ask your teacher to check the assignments at the end of each day to ensure that the

assignments are recorded properly and that the necessary materials to complete the assignments are packed in your book bag. Also ask him/her to make sure the due date for each assignment is written at the top of each page.

- (For older students) Use a three-ring binder with organized sections enclosed by a zipper. Headings could include “Assignments Due/Date,” “To Do Tonight,” “Ongoing Work.” Use dividers in the notebook that are color-coded (e.g., Red for assignments that must be done right away, yellow for those due at the end of the week, etc.).

As the educator you can support the student by making some changes in the classroom. Some suggestions you can implement include:

- Maintaining a highly structured classroom.
- Using a written (visual) schedule to keep the student focused and “on task” so that he or she can complete tasks as independently as possible.
- Giving written directions whenever possible (dry erase boards, index cards, etc.) rather than auditory prompting.
- Keeping assignment folders in specific and consistent places.
- Using a visual timer to help the student understand time constraints.

Teach your student with executive dysfunction to organize him/herself. In addition, provide support by making some adaptations in your classroom and in your interaction style. Remember that students with executive dysfunction are not unmotivated or willfully engaging in problematic behavior. They really cannot organize and solve problems themselves without appropriate supports.

*(adapted from an article by Tracy Landon & Linda Oggel)*



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**SELF-INJURY BEHAVIOUR IN YOUTH - Issues and Strategies**  
Moncton, NB: February 18-19

**TRAUMA - Strategies for Resolving the Impact of Post Traumatic Stress**  
Saint John, NB: March 18-19

**ANXIETY - Practical Intervention Strategies**  
Saint John, NB: March 20

**MINDFULNESS COUNSELLING STRATEGIES**  
- Activating Compassion and Regulation  
Moncton, NB: April 16-17

**DE-ESCALATING POTENTIALLY VIOLENT SITUATIONS™**  
Fredericton, NB: May 12

**CRITICAL INCIDENT GROUP DEBRIEFING**  
Fredericton, NB: May 13

**ADDICTIONS AND MENTAL ILLNESS**  
- Working with Co-occurring Disorders  
Saint John, NB: June 9

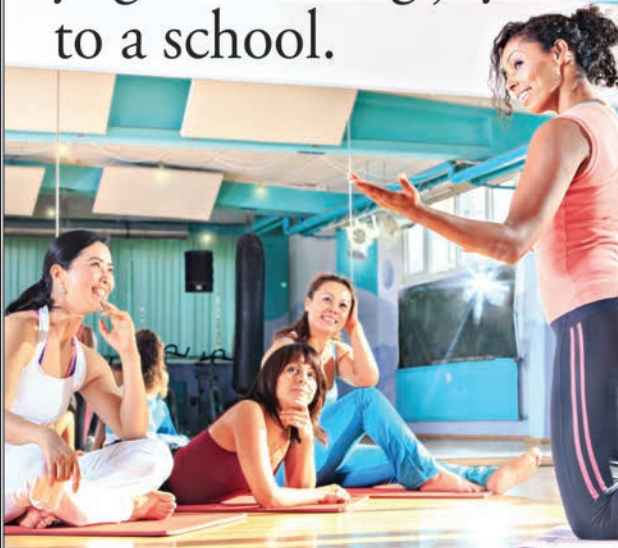
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**Jenny Kierstead**, author of 6 yoga school programs and award-winning educator, is founder of Breathing Space Yoga Studios. She is currently piloting her NEW Girl on Fire Program in NB schools.

**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. He is currently piloting a program using his NEW Mindfulness Manual.

**Who can attend:** All teachers/specialist especially Phys.Ed., support and guidance.  
**Date(s) & Time:** February 21st, 22nd, 2015; 9:00 a.m. - 3:30 p.m. each day.  
**Location:** Moncton **Fee:** \$ 275.00 + HST

**For those wanting the 200hr. Certification the 2015 dates are below:**  
March 28th/29, April 25/26th, May30th/31st, June 27/28 and August 10-14th.  
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.

**Register early to secure your spot! Call 902.444.YOGA or  
email info@BreathingSpaceYogaStudio.ca to register.**

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- Daneen Dymond, Yoga in Schools Graduate, NB

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**Carmen Meehan**  
Coordinator, ASD-South  
1-800-563-3938  
634-2901

carmen.meehan@teacherwellness.ca



**Michael LeBlanc**  
ASD-West  
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462-0208

michael.leblanc@teacherwellness.ca



**Lisa Calhoun**  
ASD-North and ASD-East  
1-888-763-5050  
855-5243

lisa.calhoun@teacherwellness.ca

## Ideas to Help Beat the Winter Blues

*By Carmen Meehan, Lisa Calhoun and Michael LeBlanc  
Teachers Counsellors, NBTA/EECD*

### **Do you experience any of these symptoms during the winter months?**

- Significant and impairing fatigue
- Sleeping more hours per day than usual
- Weight gain
- A pervasively sad mood
- A loss of interest in activities
- A difficulty concentrating



Winter can bring with it changes in our mood. With the change in light, often people turn inward and spend more time indoors hibernating. Some of us get into a habit of avoiding going outside unless absolutely necessary and seeing winter as something to endure.

Why not reframe your ideas of winter? View it not as something to 'survive', but as something to 'EMBRACE'. Harken back to when you were young and how you enjoyed winter and all of the fun that went with it. Dressed in the right clothing, winter isn't so intimidating.

### **Access your inner winter child**

We can learn a lot about how to make the best of winter by watching how kids spend their time – playing outside. Access local parks, trails, hills and beaches – don't just save them for summer! Here are some examples of activities you can do outside during the winter:

- Build snow forts and snow people with your family
- Shovel the driveway as a family
- Go sliding
- Go skating at indoor or outdoor rinks and ponds
- Go on a sleigh ride (think apple cider, bon fires...)
- Go walk in the woods and bring along a back-pack with goodies for a hot chocolate break



### **Exercise outside**

Everybody knows the connection between exercise and positive well being. But for busy teachers exercise can be a real challenge. During the winter, why not take small bites of exercise and get outside at the same time? Sometimes 10 minutes of fresh air and movement can make a difference in your mood. Here are some ideas:

- Walk to the mailbox
- Take the dog for a walk
- Walk the block with your partner or a neighbor
- Go downhill or cross-country skiing
- Go snowshoeing—even access school snowshoes if possible

### **Set a few small goals and make them habits**

People often set New Years' resolutions, follow them for a week, then put them on the shelf (with the elf?). Why not set 1 or 2 doable wellness goals and commit to doing them either every day or every week for the duration of the winter? Here are some wellness habits to consider forming in your life:

- Drink 3 big glasses of water every day
- Meditate 15 minutes per day – either in the morning or before bedtime
- Shut off all technology 1 hour before bedtime every night
- Get some 'me' time every week
- Limit TV watching to 1 hour per day
- Start a creative project and work on it every week
- Meet a friend for coffee/dinner every week
- Take an extra dose of Vitamin D every day

### **Access Johnson Insurance benefits**

Winter can be an essential time to set wellness-related appointments. Teachers are very good at taking care of others, including their students and children. This winter, how about putting YOURSELF FIRST sometimes. In order to stay healthy during the winter, book appointments for YOU.

- Naturopathy – Reiki, Aromatherapy, Metamorphic Touch
- Massage – Sports, Relaxation/Stress Reduction, Therapeutic
- Active Release Therapy
- Reflexology
- Chiropractic
- Osteopathy
- Counselling
- Dietitian/Nutritionist
- NAET – Allergy Elimination
- SAD Light (Seasonal Affective Disorder)

Did you know that Johnson's will cover 80%, up to a maximum of \$600 per calendar year per category. As well, with a doctor's note, Johnson's covers 80%, up to a maximum of \$200, for a SAD Light.

So try to have an open mindset about the winter season. With the right clothes, activities and friends, winter can be fun and healthy. And if you are healthy through the winter months, you will sail through spring and be ready for a great summer!

***Visit our website at [Teacherwellness.ca](http://Teacherwellness.ca)***

# Announcements

## Huntsman Marine Science Centre



During the summer of 2015, from July 20-24, the Huntsman Marine Science Centre in St. Andrews, New Brunswick is offering All Things Marine, a hands-on marine experience open to teachers, families and friends. Join us as we explore the environment of the Bay of Fundy and the diversity of life it supports. What we catch and collect is what we will study! The all-inclusive course fee of \$670 includes: four night dorm accommodations, meals, boat and lab fees, Fundy Discovery Aquarium admissions, and taxes. You just need to make your way to St. Andrews! Register before May 20<sup>th</sup> and you only pay \$610! For more information visit our website [www.huntsmanmarine.ca](http://www.huntsmanmarine.ca) or call (506) 529-1200.



Purple Sunstars



Squid Eggs

## The ASD-N Physical Activity Challenge!

*Submitted by Christy Jamieson, Miramichi Valley High School*

From Nov. 1 - December 12, 2014, ASD-N participated in the ASD-N Physical Activity Challenge. The challenge was for all staff to participate in a minimum of 30 minutes of moderate-vigorous physical activity each day. Activity could be accumulated in 10 minute slots. Activities can range from walking, swimming, snowshoeing, yoga, weight-lifting, etc.

If staff completed challenge for 35 out of the 42 possible days, their names were submitted to be entered in a draw to win a wellness prize.

There were 164 people completing in the challenge! Way to go ASD-N!!! Their 4 grand prize winners were Janet Jardine from Miramichi Rural, Barb Hennessey from Harkins Elementary, Darren Oakes from the Dalhousie Ed Center and Coleen Savoie from Parkwood Heights Elementary.

## 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 NBTG 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](mailto:tutoris@nbnet.nb.ca)

Betty Smith, President, New Brunswick Society of Retired Teachers



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# Winners: 2015 NBTA Mens' Bonspiel CCC Jan. 9, 10, 11

Submitted by Terry Kilfoil, Bonspiel Chairman '15



Peter Fullerton presents the NBTA trophy to Richard Sullivan (Skip), Gale Jeffery (Mate), Jack Crealock (2nd), Jim Stevenson (Lead).

	Trophy	Winners	Runners-up
<b>A</b>	NBTA & Moosehead	Richard Sullivan Gale Jeffery Jack Crealock Jim Stevenson	Merrill Loughery Kevin Loughery Ernie Doucet Tom Baduik
<b>A Cons.</b>	Rob Scott Insurance	Terry Dickson Josh Taylor Owen Dunn Ian Patrick	Frank Belyea Wayne Manuel Gary Marsh Ernie McNeill
<b>B</b>	Johnson Insurance	Peter Taylor Dan MacDonald Ron Badger Gerry Kempster	Al Narrowmore Bob Hunter Neil White Dave McPherson
<b>C</b>	NBTA Credit Union	Mike McCaustlin Andrew Loughery Tom Donaldson John Moore	Ron Caines Kevin Robertson Daryl Caines Gary Caines
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**Thank You!**

- John,  
 Retired  
 Teacher

I don't think I've even been into a financial institution where I was treated so well and made to feel so comfortable.

- Michelle, ASD-W

I hope you know how much I appreciate you!!

- Angela, ASD-W

You have not only made me feel better about myself, you have helped me to begin to move on with my financial life in a positive direction!

- Denise, ASD-S

My wife and I appreciate the professional way (NBTACU) interacts with their customers and the friendly manner in which they treat all who enter their building.

- Terry, GNB

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