



NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION



**What Parents
Need to Know
about NB Public
Education...**

Getting the Message Out!

***Helping New Brunswickers
Understand the Challenges***

Also Inside:	NBTA Submission to Ten-Year Plan	4
	Fishing-based Phys. Ed. in Grand Manan	8
	Helping Newcomers in the Classroom	13

A Message from the President



NBTA table officers 2015-2016: Guy Arseneault (NBTA President), George Daley (NBTA Vice-President), and Rick Cuming (Acting Past President)

Since this is the first issue of the NBTA News in this calendar year, I want to convey my best wishes to all of you for a healthy and prosperous 2016. I hope your school year is going well; good luck to high school teachers who are starting a new semester.

Predicting the Future

Although it is always a bit of an issue, the time delay between writing this message and its publication will be particularly critical. There are approximately two weeks between the submission of my message to the NBTA News and its publication. Although I cannot fully predict the future, all indications are that there will be significant developments that will impact public education and teachers during the weeks following January 15th, 2016. The Premier will be presenting his State of the Province Address on January 28th and the NB Provincial Budget will be brought down on February 2nd.

It would be nice to have a crystal ball, and while I am hoping for the best, I am concerned that the news may not be good.

A Dangerous Time

My term as NBTA President to this point has been characterized by unprecedented threats to our public education system. Messages disseminated by the NB Government are indicative of a woeful lack of understanding of the challenges faced by teachers and schools. Perhaps even more concerning is that

there appears to be little or no interest in learning more about what actually happens in our classrooms and schools. That is why, with your help, we have embarked on an ambitious campaign to inform our politicians and the general public, especially parents, about the severe impact that any additional cuts will have on student learning.

Government's "Choices" were not "What Was Said"

The 2015 round of public consultation by the government regarding ways to reduce the provincial deficit appears to have been simply a public relations exercise. The Strategic Program Review resulted in a "What Was Said" Report, a straightforward compilation of input from the sessions that contained no comments about cutting public education. In fact, it included numerous statements about the value of education and the need to support this crucial service. However, when the Government created its "Choices" document, supposedly from the earlier document, suddenly 60 - 80 million dollars of potential cuts to education appeared.

2016 "Consultations"

A new round of "consultations" is now underway. There has been massive support for public education at all of the sessions held so far and I believe this is a wonderful example of New Brunswickers standing up for what they believe. The Government should be investing more in K-12 public education and hiring more teachers to meet the many classroom

composition challenges that presently exist in the system. The NBTA and our partners in the NBTF and AEFNB have all made significant efforts to educate the public about the importance of protecting public education. Details of some of the efforts are included in the article directly following my message.

Negotiations

As you are aware the NBTF recently received notification to bargain from the Department of Human Resources (the Employer). The negotiations process can begin once the Federation's Board of Directors has approved our Asking Package and this will take place at the meeting on February 10th, 2016. Once bargaining begins, all members will be able to access both the Employer's and the NBTF's Asking Packages through the NBTF Members Only Website under the "Negotiations" tab. We would invite members to visit the site often to remain informed on this important issue.

Teacher Retirements

This is the time of year when some teachers consider retirement and all of the excitement that surrounds this life change. Many teachers find this decision challenging as they identify with being a teacher year-round. The good news is that once you become a teacher you are always a teacher, although in retirement there are no bells and schedules to follow. For those who are considering retirement, I would suggest that they contact our office and have a discussion about the details with our NBTA Staff for Teacher Welfare Services — Michael Ketchum and/or Melinda Cook.

NBTF - Teachers' Rights

Teachers have the right to be treated with respect and to work in a safe, orderly, productive, respectful and harassment free environment. The New Brunswick Teachers' Federation has prepared a guide to provide teachers with information about their rights to work in this kind of environment and to inform them how best to deal with inappropriate behaviors. This document can be found on the NBTF website www.nbtffnb.ca.

Syrian Newcomers

As NBTA President, I would like to extend a warm welcome to our Syrian newcomers to New Brunswick. As an Association, we have been monitoring this file closely. In particular, we have been encouraging EECD to ensure that additional supports and resources are in place in schools to support all children in their learning.

My Commitment and your support

Finally, I want to assure you that I will continue to do all I can in support of teachers and public education. These are not easy times! We have already had to ask for a lot of help and support from teachers in this cause. Every time we have asked, teachers have responded, and done so very effectively. I want to thank all of you for these efforts.



NBTA's Guy Arseneault and AEFNB's Marc Arseneau are co-presidents of the New Brunswick Teachers' Federation. They will be our official spokespeople during negotiations.

Highlights from NBTA Submission to Ten-Year Education Plan (Submission to the Education Plan Secretariat)

Essential Conditions for Change

NBTA invested significant time in research and analysis in the interest of making a submission to the Education Plan Secretariat this past fall. We eagerly await the recommendations to government as a result from the Co-chairs and the ensuing 10-Year Provincial Education Plan.

The following seven essential considerations must be included in any plan that would achieve the hopes and dreams we all desire for our children and our province's future.

1. *Shared Vision*

Stakeholders share an understanding of, and commitment to, the intended outcomes.

2. *Research and Evidence* - Current research, evidence, and lessons learned inform implementation decisions.

3. *Resources* - Human resources, materials, funding, and infrastructure are in place to realize the intended outcomes.

4. *Leadership* - Leaders at all levels have the capacity to champion the shift from the current reality to the intended outcomes.

5. *Teacher Professional Learning* - Teacher knowledge, skills and attributes are enhanced through ongoing professional learning.

6. *Time* - Time is provided to support implementation.

7. *Community Engagement* - Parents, school councils, students, community members, businesses, industry and post-secondary institutions are partners in supporting implementation.

Source: Adapted from *A Guide to Support Implementation: Essential Conditions* (Available online at: https://education.alberta.ca/media/6448188/guide_to_support_implementation_2010.pdf)

Specific Recommendations

Recommendation #1: Per Pupil Funding

Restore per pupil funding in the K-12 System to at least \$9960.73 per pupil as it was in 2010. The 2014 per pupil ratio was \$8117.27 We contend that there is a direct relationship between increased investments in education and the results achieved. Fewer combined classes, lower pupil/teacher ratios and increased number of school-based mentors/supports for classroom teachers should all become “Measures that Matter” in a future report on the success of our combined efforts in Education.

Recommendation #2: Review Policy 322 (Inclusion Policy)

Immediately engage stakeholders in a review of this policy. Once this review is complete, a clear internal communication strategy to all school personnel and parents needs to occur. Issues related to the implementation of this policy, without associated funding or at the expense of other programs, have added enormous pressures to an already overstretched system.

Highlights from NBTA Submission to Ten-Year Education Plan

Recommendation #3: Policy 309 – (Specifically the Liberal platform promise to return to a Grade 1 French Immersion entry point.)

We contend that any future decisions surrounding French Second Language programs and models in New Brunswick focus on the goal of achieving the desired level of proficiency for the greatest number of New Brunswick students. It should be based upon our own provincial data. It is essential that the overall educational goals of all students, not just those choosing the Immersion pathways be considered. It has been stated previously that our province exhibits one of the highest standards of educational equity in the world.

We question if government and the public fully understand and are prepared to invest the resources required to support a return to the Grade One French Immersion entry point. We respectfully request that government not proceed with this promise until the following questions can be answered satisfactorily to the public:

1. What research & evidence supports this change?
2. Where will the significant amount of additional funds to support this change be found?
3. Will services, programs, and opportunities for other students be reduced in order to provide? How will you assure equitable classroom composition in the English Prime program?
4. How will we ensure that the acquisition of second language skills does not come at the expense and distraction from the many key learning outcomes in other subjects and programs (ex: STEAM)?
5. What staffing implications will this change have for districts? How will the multiple versions of immersion be resourced adequately (both human and financial) going forward?
6. Do the total number of early French Immersion students (and their end of program proficiency levels) justify the significant investment we are making?

7. Is it fair, considering that 89 of our 216 Anglophone Elementary schools do not have access to any immersion program? Shouldn't all students have equitable access to FSL opportunities in their community school?

Recommendation #4: Coordinate

Coordinate government departments and stakeholders to mitigate the impact of child poverty, address student absenteeism, and develop a mental health strategy for New Brunswick's children.

Recommendation #5: Creating a Culture of Trust and Collaboration

People are now expected to collaborate on significant educational issues via email with little or no opportunity to have established previous professional trust. As a result, the system is fraught with miscommunication and wasted time and energy of its most valuable investment and resource – its employees.

Recommendation #6: K-2 Instructional Day

Should there be continued interest in pursuing any adjustments to the length of the school day for our K-2 students, we call on Government to base such decisions on sound research and evidence.

Recommendation #7: Policy 409 – (School Closure Policy)

The current process is “all-consuming” and a major distraction from our core values and mission of a publicly funded, public education system.

We suggest flipping the process so that it becomes more positive and growth oriented. Perhaps anchored in guiding questions such as: How can we sustainably develop educational opportunities for the children in our community? What would it take to grow our community and our school experience for our children?

Getting the Message Out

By Blake Robichaud, NBTA Staff



Final image of NBTA commercial which ran on television and in theatres.

a half million from December 1 to January 15. A series of four shareables that included quotes from NBTA Guy Arseneault about potential cuts to public education received the most attention. Members are also developing the habit of sending us their “good news” stories, which we enjoy promoting.

Political Action

With additional cuts to education being considered, the NBTA created a six-minute video about myths in public education to be shared by teacher leaders in meetings with MLAs. This was later developed into three shorter videos, in both English and French, by the NBTF and released for the public in January. A fact sheet to be used as a resource by all New Brunswick teachers in the 2016 round of public consultations by government was also created and shared with members.

While details are not listed here, our partner Francophone teacher association, the AEFNB, has also been extremely active in the media this school year.

Efforts will Continue

We expect that this will be a very busy and important spring for NB teachers and public education. We ask members to stay as informed as possible and lend whatever support they can in “getting our message out.”

News Releases, Opinion Piece & Letter to the Editor

The last quarter of 2015 was a very busy one as the NBTA made a wide-variety of efforts in defence of teachers and public education. Three news releases were issued by the Association; “Incoming NB Teacher’s Association President say Parents will see Evidence of Teacher Cuts in September” (August 25th), “Education Plan Must Consider Key Issues” (October 29th) and “Alarming Choices for the Future and the Quality of the NB Education System” (December 1st). Additionally, a Letter to the Editor entitled “Student Attendance a Collective Responsibility” was published in August, while two weeks later an Opinion Piece appeared in NB’s three daily papers “Hoping for Common Sense in an Education Plan” (September 5). In support of these efforts NBTA Guy Arseneault conducted numerous interviews with the media.

NBTA Commercial & NBTF Campaign

In order to combat the assertion that fewer teachers are needed due to declining enrolment and to highlight the individual supports NB teachers provide to students every day, an NBTA commercial was produced. This aired in November and December 2015. During the same time period, the NBTF created and aired four television ads. The two English language ads featured Riverview High teacher Armand Doucet and Geary Elementary teacher Stacey Killam. The NBTF commercials were part of a much broader campaign with the slogan of “Stand Up for Education.”

Social Media

Social media, particularly the NBTA Facebook page, has become increasingly important for the Association. In a province where numerous print articles and editorials are critical of teachers, social media provides a useful alternate resource for those seeking the “real” story about our education system. We asked for teacher support in spreading the word and the response was overwhelming. Our total Facebook reach was over



What Parents Need to Know about NB Public Education...

“ALL research conducted WITHIN NB classrooms and schools, (most recently, the McKay Report 2005 and Porter-Aucoin Report 2012) clearly identifies major shortfalls in resources to support student learning. The Government is ignoring its OWN RESEARCH and is considering further cuts based solely upon external financial considerations.”

- NBTA President Guy Arseneault



One of four NBTA shareables posted in early December on Facebook. Member support led to a total reach of 200,000.

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 second Winter Wellness Wonderland Contest!

Simply Organize an Outdoor Event in January or February 2016, 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.

Our goal is to have as many schools as possible participate.

To help you warm up (coffee/hot chocolate), there will be **20 prizes of \$50** drawn from all participating schools. Also, we hope to feature some of the most entertaining entries in our annual report presented to branches.

The deadline for entries is March 1, 2016.

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)



FINANCIAL AND
CONSUMER SERVICES
COMMISSION

Redeem for one classroom presentation

We offer free money management presentations to students of all ages.

Call 1 866 933-2222



#spendsmart



Bring financial literacy into your classroom. Help your students form responsible money habits and build the life skills they need to make smart spending decisions throughout their lives.

Presentations are available in French and English.

Visit FCNB.ca for more classroom resources.



Paid Advertisement

Teaching with a Local Flair

Submitted by Grand Manan Community School

Grand Manan Island is home to around 2200 people and has a K-12 school of 321 students. Angie Russell and Amanda Russell teach all the Physical Education at the school and are married to lobster fishermen who are brothers.

The second Tuesday of November is Setting Day - the first day of lobster fishing. Most families head to one of three wharves to wish safe sails and “a mighty good harvest” to their fathers, uncles, grandfathers, and even some mothers. The two Mrs. Russells decided to have a Nautical Week for their Phys. Ed classes to tie into the start of the lobster season. Students enjoyed stations that gave a taste of the hard work that takes place on board boats at sea and illustrated how crew members must work together to get the job done.

As the students approached the gym, they could be heard chattering about their families’ boats, of being out fishing, and going to the wharves on Setting Day. Danen Greenlaw, from Grade Four, said “Yeah! We are going fishing! I went fishing with my mom on Setting Day”. Kindergarten student Jordyn Outhouse shared “I help my dad with his traps but I am not signing up for fishing. It is very hard work!”

One station was “throwing a line” like the fisherman do when they return home at the end of the day to dock their boats. Another station had three puzzles that members of the “crew” had to work together to solve. Teams could not move to the next puzzle until the successfully completed the previous one. Another station simulated “piling the traps”- with the end pieces of steppers from step aerobics used as traps. Students were taught to lift with their leg muscles and not their backs for safety and they took it seriously. Benches were placed side-by-side over mats to reflect a choppy sea. Students went across

wearing life jackets and carrying milk crates (like fishermen carrying traps). This illustrated the importance of not rushing as accidents happen on boats when people rush. Balancing on the rough seas was enjoyed by all!

The favorite station was outside the gym door. Angie Russell had two small homemade lobster traps (these were a gift to her twins made by one of her older students). Each trap had a buoy and contained a plastic lobster. Students hauled a trap up and over the doorstep railing just as fishermen would haul traps up on a boat. Kasey Mitchell from Grade Four said she loved this station - “It was so real. It was like we were actually fishing. Getting a reward for all our hard work was nice when we could see the lobster inside the trap”. We bet the fishermen and fisherwomen of the Island would agree. They love to see those traps full of lobster!

Physical Education and other cross-curricular outcomes were met throughout the week for K-5 and much fun was had by all. The entire Middle School joined in on a True-or-False warm up – lobster fishing facts were given and students had to run to either a true or false location - being physically active while learning. Students in Grades 9-12 do their “Take Your Kids To Work Day” on Setting Day - with many going aboard boats, working at the wharves baiting pockets or preparing traps, or at lobster cars.

A piece of advice from these two teachers: Look around your community and see what kind of local flair you can add into your classroom. Students will love it as it is such a huge part of who they and their families are and it “hooks” them into learning.





CANADIAN ASSOCIATION OF
PRINCIPALS
2016 **34TH ANNUAL**
CONFERENCE

Tides of Change
Oceans of Opportunity

SAINT JOHN, NEW BRUNSWICK

The Future of the
Principalship in Canada

MAY 16-19, 2016



Register now at www.nbta.ca

National Recognition for Geographic Literacy

by Blake Robichaud, NBTA Staff

Moncton High teacher Zach Vanthournout has received national recognition as the recipient of the 2015 Geographic Literacy Award from the Royal Canadian Geographic Society. He was presented with the Award at a ceremony in November at the Canadian Museum of History in Gatineau (near Ottawa.) "I was really blown away by the whole event. It was a huge dinner with about four hundred people in attendance, including the Federal Minister for Science, some very well-known leaders in the field of geography, and author Margaret Atwood. "

Originally from Chatham, Ontario, Vanthournout spent 22 years in the Canadian military, including service in Kosovo and Afghanistan, before becoming a teacher. As a sergeant working as a vehicle technician, he completed online courses for several years before attending Mount Allison full-time to earn his first degree. An Education degree from Memorial University of Newfoundland and a master's degree from UNB followed.

"Diving really deep into something. That is the power and utility of geography that a lot of people don't recognize. Look at the headlines today, including the Syrian Refugee Crisis. How did this happen? Why did it happen there? Why are there three million people whose lives are in danger? These can all be examined and analyzed through geographic tools."

While teaching at Tantramar Regional High School in Sackville, Zach joined with a Mt. Allison professor, Dr. Mike Fox, in establishing a project-based two-tiered geography course



Photo credit: Matt Zambonin/Canadian Geographic

which offered a regular high school credit, but also could count as a university credit for those willing to complete additional requirements, such as a research paper. Over a five-year period, 44 students garnered advanced university credits in the course. "I really enjoyed what we were able to accomplish there by teaming kids appropriately and creating successful learning environments. There is a lot to be said for multi-ability teams, and I was pleased to see some really significant learning and growth among students who may not previously have been as successful academically." Unfortunately, as a surplus "B" Contract teacher, Zach was eventually transferred to Moncton High and the course he taught at Tantramar is no longer being offered.

Vanthournout feels his greatest development as a teacher occurred when he moved from the role of being an expert delivering content to that of a facilitator supporting student research. "It all comes down to kids learning from kids, developing leadership skills and how to work as teams, studying authentic problems and questions and presenting their findings."

Zach feels the recognition may have some additional benefits for his students. "I've met some great people as a result of the Award and hopefully these will lead to some grants. My goal is to get my students using the actual tools commonly employed by those working in the field of geography. Transitions to careers are far easier when young people already have hands-on experience and are familiar with the technology."

Interest-Free Loans for 2016-2017 School Year

Up to \$1,500.00 in any one school year shall be made available to **statutory NBTA members who are on leave** and improving their professional qualifications through educational programs. Application forms are available on the NBTA website (www.nbta.ca) under Resources > Forms.

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

**The application deadline for
2016 - 2017 is:
March 31, 2016**

Assistive Technology Helping Grade 3 Students Build Learner Confidence and Literacy Skills Thanks to Microsoft Canada and Two Very Special Teachers!

By Lori Thompson-Hay, Fredericton High School

Just before the holidays started, a very special video caught my eye on Facebook. Posted on YouTube by Microsoft Canada, the video titled "Nashwaaksis Memorial's Journey with Assistive Technology" sparked my curiosity. The video begins with an aerial view of this special school located on Fredericton's Northside and narrates the partnership between Microsoft Canada and two very special teachers, Sandy Tucker and Elizabeth (Liz) MacArthur. It is a three-minute, mini documentary that left me feeling inspired and believing in the power of assistive technology!

Sandy and Liz are working with Microsoft Canada on a six month study using Microsoft assistive technology and software to help grade 3 students develop reading and writing skills. The project will assess how assistive technology eliminates barriers in learning while building and expanding academic skills, learner confidence and engagement. Each student has been provided a Microsoft Surface Tablet to work with, and Sandy and Liz are seeing some encouraging results! Thanks to one program called OneNote, Liz's students are able to use audio/video options for recording ideas, taking verbal expression to a whole new level. Sharing their work has become a whole new experience for these kids!

In a bright and welcoming classroom, we're invited to see Liz's grade 3 students at work. You can hear the love and care Liz has for each of her students, but she brings our attention to

two students who the technology is helping most, Gage and Jenna. Liz explains that Gage and Jenna are showing drastic improvements thanks to this technology. Gage, a hesitant writer, now wants to share his creative ideas via the OneNote software. Using audio/video recording technology, Gage expresses his thoughts and ideas and then plays back his video, sharing with classmates. Jenna, a non-reader who was reluctant to share her work in the past, is now able to find pride in her written work and no longer shies away from sharing, "Jenna's self-esteem and self-confidence soared," Liz shares proudly.

From a resource and guidance perspective, Sandy instinctively knew the potential this partnership could provide for Liz's students. On an emotional level, she believes this technology will help frustrated and struggling students reach their full potential thus decreasing the likelihood of behavioral problems. For Gage and Jenna, these two teachers helped them feel more confident, enough that they were willing to share it with the world!

Rarely do we get this kind of access to see an exciting project underway in our classrooms. This mini-documentary is a heartwarming peek inside the hard work being done to overcome literacy barriers at a very deserving school! Have a look... it will be the best 3 minutes of your day!

<https://www.youtube.com/watch?v=FR2aGCB3aJQ>

Mrs. MacArthur (seen here in the YouTube video) helping students use their assistive technology.



Photo credit: https://i.ytimg.com/vi/FTBZ_s_ULLo/hqdefault.jpg

Elizabeth MacArthur (on the left) with Sandy Tucker.



NB Teacher Wins TESL Canada Award

by Heidi O'Connell, Leo Hayes High School

Carol Doucette, a retired ESL/EAL (English as an Additional Language) teacher from New Brunswick, and member of TESL (Teaching English as a Second Language) New Brunswick, was awarded the TESL Canada Honorary Life Membership Award for 2015. She received the award on October 29, 2015, at the TESL Canada Conference in Lake Louise, Alberta. According to TESL Canada, "The TESL Canada Life Member Award was established to honor TESL Canada members who have made exemplary contributions to TESL in Canada. TESL Life Members have provided outstanding service over a period of not less than twenty years. The award honors those who have shown leadership in both the workplace and the community..." Carol is most deserving of this award as she has spent her career working tirelessly to ensure newcomers are settled in Fredericton. Our province can certainly learn from her experience as we are preparing to welcome students from Syria into our schools and communities.

Carol began working with newcomers in Alberta and British Columbia. Later, she moved to New Brunswick and did similar work with the Multicultural Association of Fredericton (MCAF). After working at MCAF, Carol accepted an EAL teaching position working at several schools. At that time, she mainly worked with refugees and children from war-affected countries. As the international student population began to increase, Carol became the sole EAL teacher at both Fredericton High School and Leo Hayes High School. As there was no set curriculum at that time, Carol worked very hard to create her own curriculum for multi-level and multi-age classrooms. She was greatly successful at this and was always a resource for other teachers who needed suggestions of how best to meet the needs of their international students. These students were fortunate to work with Carol as she prepared them for not only their academic life, but their social life as well, through school activities and Multicultural Clubs.

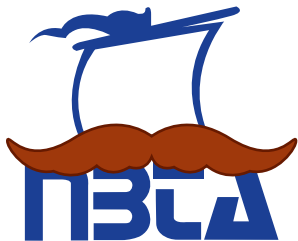
Carol has also helped to shape future generations of EAL teachers in New Brunswick. She was always open and happy to working with pre-career teachers. It is difficult to express how lucky I am to know Carol Doucette. She is not only my

friend but my mentor as well. I started working with Carol several years ago. Thanks to her example, I have learned the best possible way to work with international students. Carol's classroom was always a safe and encouraging place to visit. During the busy lunch hour, her room was packed with students from all over the world. In that space they were always supported when expressing their feelings and thoughts. Despite whatever challenges she faced in the classroom, she was always committed to her students and their well-being. She is certainly a leader for EAL in our province and most deserving of this award.



Carol Doucette (center of photo) was awarded an Honorary Life Membership Award from TESL Canada. Paula Kristmanson (right), a UNB Education professor, presented the award.

November



McAdam Elementary School had some fun for November.



Acknowledging Feelings Can Help Newcomers Adjust

Supporting EAL Students in the Classroom Series

by Chantal Lafargue, Faculty Associate & Paula Kristmanson, Professor
Second Language Research Institute of Canada (L2RIC), University of New Brunswick

Imagine being in a new country and being surrounded by a new language and unfamiliar social norms. Consider the feelings that newcomer students may experience as they transition to a new school here in New Brunswick. This article explores the range of feelings these learners may experience and offers a few basic suggestions to help support newcomers and learners of English as an Additional Language (EAL) as they transition to their new school environment.

Many children may experience challenges coping with the adjustment to a new culture. This phenomenon, commonly referred to as “culture shock”, is summarized in the table below:

Stages	Description	Some Possible Behaviours
Honeymoon	Feels like a holiday	Excitement and enthusiasm
Frustration/Crisis	Feels confusing or impossible	Homesickness and withdrawal
Adjustment	Feels more familiar	More energy or engagement
Acceptance	Feels like the new “normal”	Return of enthusiasm or energy

It is important to keep in mind that it is not abnormal for once enthusiastic students to cycle through a range of emotions that may or may not be worn on their sleeves. If a learner has limited English proficiency, a teacher might be able to pick up behavioural cues. These feelings could be exacerbated by trauma experienced by students prior to or after their arrival in Canada. As it is estimated that 1500 newcomers from Syria will arrive in the coming months, the affective state of those new children in our classrooms will be a crucial precondition for positive learning experiences. If outward signs of trauma are extreme, communication with parents and the school’s Education Support Services teams may be advisable in order to consider additional avenues of support that have been devised by the school, district or provincial protocols to respond to students from war-affected backgrounds. The collective expertise of groups of professionals in our schools who can engage in a problem-solving dialogue can be a powerful resource in supporting both well-being and learning, which is our mandate as professionals.

Understandably, the emotional state of a person can have an influence on an individual’s self-perception of abilities. For language learners, feeling safe to take risks is absolutely

crucial for language learning to occur. When anxiety is high, comprehension and engagement can be impeded. Receptive abilities (reading and listening) in a language allow learners to feel connected to the learning and to feel safe to speak and write and engage in interactive tasks. Language learners can be highly influenced by negative thoughts and emotions and/or perceived nonverbal behaviours of those around them. For this reason, knowing a newcomer’s “story” can be a powerful first step toward understanding and inclusion. Keeping in mind topics explored in the series thus far, we propose the following checklist as a quick reference that teachers may wish to use when including newcomers and English language learners in their classrooms.

Newcomer Inclusion: An Initial Checklist for Teachers

1. What information do I have access to that can reveal some of the learner’s story?
 - Reason for coming to NB (immigration status)
 - Country of origin
 - Living circumstances: alone or with family
 - Language(s) spoken in the home
 - Language(s) of prior schooling
 - Community support networks (e.g. multicultural or faith groups)
 - Previous school records
2. Do I have a sense of how the learner is currently feeling about the adjustment to our province and has this changed over time?
 - Nonverbal behaviours
 - Evidence in writing
 - Evidence in conversation
 - Information from parents or community support
 - Insights from colleagues
3. Do I promote a safe space for risk-taking in learning and/or interaction?
 - Take time to interact (conference) with the student one-on-one
 - Model positive attitudes and behaviours toward newcomers
 - Find willing, capable, and long-term peer support in the classroom
 - Provide small group talk-time with understanding peers
 - Give the newcomer a role to play that may use some of their talents and interests that go beyond spoken language
 - Consider ways to include the newcomer’s story in the classroom learning

The next article will explore some specific strategies to tap into students’ prior experiences, cultures and languages, all measures that can yield positive conditions for cultural adjustment and language learning.

Sources:

Anglophone School District West. (2015). *Helping Students Adjust to Living in a New Country: An Information Brochure for Educators*.

Lafargue, C. & Kristmanson, P. (November 2015). Seeking Out the Backstory: The First Step of Newcomer Inclusion. *NBTA News*, 58(2), p. 20. Retrieved from http://www.nbta.ca/nbta_news/archive/110115.pdf

DESKCYCLES being piloted at Andover Elementary School

by Jason Green, Andover Elementary School

Andover Elementary students are “riding” bicycles during class time, and teachers are all for it! As part of a pilot initiated by the school, kids in two classrooms - one in primary and one in elementary - are able to use a Deskcycle during class time to help them stay focused on their work.

Research has shown that physical activity increases levels of dopamine and norepinephrine emitted by neurotransmitters in the brain. Both chemicals are imperative to honing focus and attention. Sometimes students require medications to help increase these chemicals in the brain but they can also be increased naturally.

Resource teachers Laurie Sutherland and Jason Green first stumbled upon the idea while researching ideas to help students focus in school. Principal Ann Marie Berry-Wattie was excited to give it a try and purchased two Deskcycles as a trial. So far, they have been a hit.

Students in Darcy Pelkey’s grade 4 classroom are clamoring to have a turn. They must sign up to have a turn pedaling for 15 minutes while they work and the waiting list is long. “They are more focused and can remain that way for longer periods of time”, said Pelkey.

“It’s amazing” says Mr. Green, “you wouldn’t think the students would be able to concentrate while pedaling, but there they are reading or working while their little legs are turning.”

Once the school gathers some hard data on the impact of the Deskcycles, if there are positive effects, Principal Berry-Wattie is more than happy to look at purchasing more.



Kennebecasis Valley High School Win Silver

KVHS students were profiled on CTV’s national newsmagazine “W5” after winning silver at 2015 National Reach for the Top Championships. See <http://goo.gl/dcvcJ2> for more.



Teacher Designed Professional Learning Grant 2016 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 7 teams representing all 4 districts and representing all 3 levels (elementary, middle, and high). Grants for 2016 were awarded to 4 teams – 1 elementary, 2 middle, and 1 high school. Successful team applications were designed within the context of best practices and required grant criteria. The successful applications were clearly linked to teacher professional learning and gave thoughtful consideration to how to make the work sustainable once the grant funding was depleted. Finally, the project proposals awarded grants were both convincing and clearly explained as to the potential impact on student development 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 2016.

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

GRANT RECIPIENTS 2016

Carleton North High School

Project: Identifying Essential and Extension Outcomes in Grade 10 Math
Team Leader: Shelley Hunter

Harkins Middle School

Project: Creating a Culture of Readers in Middle School
Team Leader: Cheryl Richardson

Lou MacNarin School

Project: Progressive Reading Comprehension Assessments
Team Leader: Edna Gallant-Guay

Millidgeville North School

Project: Getting Past the Gimmicks – Student Engagement and the Role of Technology
Team Leader: Erika Nelson

Works Cited

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

Whose Knowledge is Worthwhile?

By Heather Dixon, J.M.A. Armstrong High School

Heather Dixon, Dan Lemay and Kathryn Brewster received a **TDPLG** to carry out an action research project aimed at Increasing Student Engagement in 12-3 English at J.M.A. Armstrong High School in Salisbury.

I informally posed questions regarding what knowledge is worthwhile in conversations with my high school students. Some students were extremely articulate in their thoughts and had steadfast opinions regarding their education. One young man asked why it is that scholars and those with university degrees get to decide what is important for him to learn yet can't fix any of their possessions (their car, their furnace). The students pointed out that it is somewhat ironic that electrical engineers cannot do basic electrical work. They questioned why English Language Arts is mandatory, when Auto Shop is not? They wondered who gets to make those decisions. I had posed the question "what is worthwhile knowing" and one of my students had a point that what made sense for his life were the skills that were set to the side of regular curriculum. Not only had he articulated what mattered to him, he made me think of general skills in my life I am missing, those skills that academic society deems "less worthwhile".

In *Images of Love, Words of Hope*, Jean Vanier (1991) observes that "we give value to people by the way we look at them, by the way we listen to them, by the way we touch them, and care for them. We give value to them by the way we are present to them". We must use our knowledge about our students to guide our instruction. Looking to the insights of our students will help bridge the gap between curriculum content and what matters to them. For these students, there must be a shift in the way that material is presented to them if we want to keep them engaged in their education. There has been a move within our district to encourage collaborative teaching and cross-curricular learning as a way to improve teacher practices and increase student engagement. Partnerships between our Educational Support Teachers in Resource and Classroom teachers are common place as we seek new ways to deliver and meet curriculum expectations.

Small changes have already begun to take place. On the bookshelf in my classroom, driver's handbooks have made their place within the novels for silent reading. Students have more input into the way we shape our lessons. It has become common practice in our school for students to complete an interest survey for their subject teachers. Teachers are expected to know more about their students and the life they live outside of the confines of the building. As articulated by Sherick Hughes (2010), "One of the most important skills we need to develop in teachers is their ability to build upon the knowledge that students bring into classrooms, particularly that knowledge which is shaped by their family, community, and cultural histories".

Students at the 12-3 level are becoming increasingly disconnected from their English class. Students fail to see the connection between what is taught in class and what is needed for their future. The aim of this Action Research was to improve the attitudes and engagement in English 12-3 stu-

dents at a small rural school in New Brunswick. At this level, teachers struggle to engage students in curriculum and strive to make connections to our students' interest and career paths. This study asked "Would a shop-based English class help to improve engagement in our 12-3 students?" Using the co-teaching model, a certified English teacher and certified Automotive/Welding teacher collaborated in delivering course content. This program saw an increase in student engagement and attendance, and a decrease in student misbehavior and solidified that teachers need to seek out ways to deliver curriculum within a student's area of interest.

In order to investigate this issue, we looked to incorporate various facets of student engagement (see Fig.1)

Fig. 1: Engagement Measurements

	Data Collection for Study
Participation and Time on Task	Win School Data
Belonging, Enjoyment, and Attachment	Student Surveys
Investment in Learning	Interviews and Classroom Observations

The students had a sense of belonging when working out of the auto shop. They could trust their abilities and therefore did not have to mask their academic shortcomings with behaviours. While watching the students in the shop, I was amazed at how they cooperated with each other. They were more confident in their skills and had meaningful conversations about the best way to tackle a task. When interacting with each other, they gave feedback and suggestions for improvement. They listened to each other and thanked each other when a solution worked. There must be a way to bridge the gap between their practical knowledge and tasks within a traditional classroom. Imagine if they were that receptive to feedback on a written assignment or essay. Perhaps we are approaching it all wrong.

When working on a shop project they were interested in, the students were quite willing to try and try again until they reached a favourable outcome. For example, when working on a car, they did not give up on the project until they fixed the problem. Sometimes this required trial and error of several different solutions. This counters their attitudes in written work. In written work, students want to complete the task once. Completing various drafts or editing their work was met with resistance.

When working on shop projects, such as a welding project, the students took incredible pride in their work. Pride was

Whose Knowledge is Worthwhile? *(continued)*

not something that we were used to seeing in their written work. When asked about feelings towards their shop projects, one student expressed that “my name is on that piece. I can’t have my name attached to shoddy workmanship”. It opened up a platform for dialogue about taking pride in everything you do, and that we wanted for them to feel proud of the written work they do in class as well.

One of the main things that arose from this study is the need for classroom teachers to spend time in the shop and other areas outside the traditional classroom. Watching the students in their element was eye opening. These students

are extremely intelligent in their field and have a breadth of knowledge untouched in our customary classrooms. The text complexity of their manuals rivaled those found in advanced English classes. Why must it be Shakespeare when it can be a welding manual? The elements of comprehension are the same. Students are able to comprehend those texts and put their new knowledge into practice – a skill we strive for in academics. Students were able to explain complex concepts to me in areas I knew nothing about.

It is time we acknowledge a student’s strengths may lie outside of the norm.



The teachers
of New Brunswick
help build confidence
in our children
and encourage them
to pursue their dreams!

Stand up for education!



NEW BRUNSWICK
TEACHERS' FEDERATION
FÉDÉRATION DES ENSEIGNANTS
DU NOUVEAU-BRUNSWICK

www.nbtffenb.ca

Deciding to Retire

Deciding to retire can indeed be a challenge. In fact retirement is more of an evolution from teaching full time, to changing your lifestyle to a life away from school. A number of factors are to be considered along this evolving path, some of which are determining the details of your pension, personal financial factors, family situations, job satisfaction, among many other personal factors. It is indeed a personal decision that only the teacher can make based on consultations with various important people in their lives.

Once the decision is made to change your lifestyle and retire, it can become a very exciting and celebratory time in one's teaching career. We do recommend attending retirement functions, as they are an important part of the evolution into life after school.

There are some formal aspects to retirement and they are;

1. Ensure you are eligible to retire by checking with the NBTA or Pensions and Employee Benefits.
2. Write a letter indicating your intention to retire (always the last day of the month) and forward it to your Superintendent. Email is fine.
3. Once this is done, you will hear from the school district human resources people. They will require the following from you;
 - a. A copy of your birth certificate and that of your spouse or common law partner, if you have one.
 - b. Your most recent Income Tax Assessment
 - c. A void cheque or direct deposit form completed by your bank.

- d. The contact information of the financial organization who will invest your Retirement Allowance
4. Once you have completed the forms for the school district, you will eventually receive some documents in your home mail from Pensions Branch. It is on these forms that you will make the choice of percentage of your pension your spouse will receive in the event of your death. This is a one time irrevocable decision.

This complete process will take approximately 90 days. If you intend to retire at the end of the school year and want to ensure your first pension deposit occurs in July, we recommend you begin the process by March.

If at any time during this process of retiring, you have questions or need assistance, please contact Michael or Melinda at the NBTA.

Congratulations and enjoy the ride to retirement!

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

Michael Ketchum or Melinda Cook at:

michael.ketchum@nbta.ca

melinda.cook@nbta.ca

If you are retiring this year...

You are invited to the 2016 NBTA Retiring Teachers' Luncheon

Come enjoy a lobster or roast beef dinner with other retiring teachers from across the province!

**May 28, 2016
Richard J. Currie Centre, Fredericton**

If you plan to retire, contact Tammy Boon at tammy.boon@nbta.ca

2015-2016 NBTA Pension Seminars

Registration Forms On-Line at www.nbta.ca

Date of Seminar:

_____ February 13 - Saint John
_____ February 27 - Sussex

Deadline for Registration:

February 5
February 19

Seminar Guidelines

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

1. All participants must pre-register.
2. Travel and accommodation costs are the responsibility of the participant.
3. A nutrition break will be provided.
4. Questions relating to these seminars should be directed to:
Michael Ketchum or Melinda Cook
NBTA Staff Officer
New Brunswick Teachers' Association
P.O. Box 752
Fredericton, N.B. E3B 5R6 (Tel. 452-1722)
5. All teachers are welcome to attend.
6. All seminars begin with registration at 8:30 am and sessions at 9:00 am until 1:00 pm.

Program

- Teachers' Pension Act
- contribution rates
 - retirement options
 - pension calculations
 - survivor options
 - purchase and transfer of Pension Service
- Retirement Allowance
- pre-retirement vacation
- Canada Pension
- Old Age Security
- Financial Planning for Retirement
- RRSPs
 - RRIFs
 - Annuities

PLEASE NOTE: YOU WILL RECEIVE CONFIRMATION WITHIN ONE WEEK OF SEMINAR.

ATTENTION RETIRED TEACHERS

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

- Being part of a growing organization of over 2000 members.
- *Reflections* magazine published three times per year.
- Representation on the NBTF Group Insurance Trustees.

- School Days Museum filled with teaching memorabilia and artifacts.
- Affiliations with NBTA, Canadian Association of Retired Teachers, SERFNB, Coalition for Seniors and Nursing Home Residents Rights.
- Deduction of dues at source.

For membership information contact
Dale MacRae, 04-840 King George Highway,
Miramichi, NB E1V 1P8 macradar@gmail.com

Betty Smith, President, bettyasmith@me.com
New Brunswick Society of Retired Teachers



The Quest for Kaizen

by Ardith Shirley, NBTA Staff Officer

kaizen[kahy-zen] noun

1. a business philosophy or system that is based on making positive changes on a regular basis, as to improve productivity.
2. an approach to one's personal or social life that focuses on continuous improvement.

Origin of kaizen - Japanese: literally, 'continuous improvement'

While researching for an upcoming workshop I came across the Japanese term 'kaizen'. I can't pretend this was the first time I had heard the term (a colleague who was enrolled in a Lean Six Sigma course had previously shared the idea with me), but for some reason the idea as presented this time truly resonated with me in this time and space. (Isn't it funny how that happens?)

Perhaps it could be that when I first was introduced, kaizen was described to me almost exactly as defined in the dictionary (noted above). I have to confess that my initial reaction was a bit cynical as the word 'business' jumped off the page at me and my educator brain immediately thought, "Great! Another business model that someone who has never set foot in a classroom wants to apply to education."

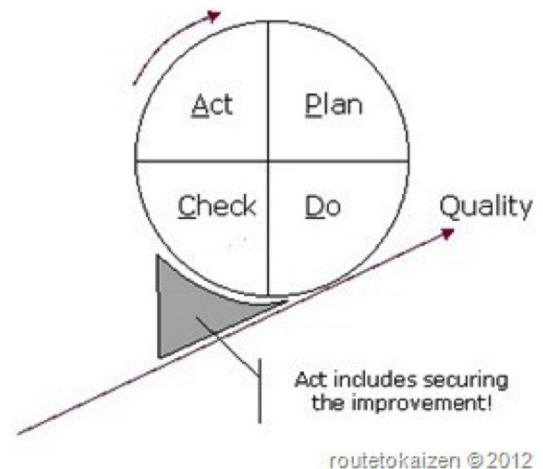
This time, when I happened upon the term kaizen in the context of an article written by a respected fellow educator who was exploring best practices for providing effective feedback to stimulate learning in humans – regardless of age. (John Hattie's meta-analysis (2009) concludes that providing effective feedback to students and teachers is the highest yield strategy we can employ if we are serious about increasing learning within our education system. Since my own experience agrees with Hattie, I find myself compelled to focus my own learning efforts in that area.)

My New Understanding:

Kaizen - the view that **every defect** is a **treasure** that offers a chance to improve.

One of the predominant principles that spoke to me from my educator colleague's article was that in order for our brains to engage and learn, we must first feel safe. Sounds simple until we consider that "safe" in this case goes beyond obvious threat to our physical being and can include everyday stresses and fears that human beings can experience daily – fear of looking stupid, fear of failure, fear of disappointing someone we care about – and the list goes on!

Given the sheer number and complexity of relationships and dynamics within our schools and all of the learners within them, I found myself wondering how often we, as feedback providers, are truly able to achieve that 'sweet spot' with the learners we are responsible for? How often are we, as learners, able to effectively hear and use feedback provided to us? Bryan Goodwin seems to underscore my thinking when he notes in a recent article in the November issue of *Educational Leadership*: "High-pressure environments - whether in schools or business – make it hard for people to own up to their shortcomings and work together." (Goodwin, 2015)¹ He goes on to observe, "Educators who fear being judged by their shortcomings will be less likely to engage in self reflection. **Unless thoughtful leaders create a safe environment and create a mindset closer to what Japanese manufacturers call kaizen - to view that every defect is a treasure that offers a chance to improve - teachers can have all the data in the world but they won't be able to use the information to guide improvement.**" (Goodwin, 2015)²



Makes sense to me! Best wishes as we strive to be brave enough to celebrate our defects with one another in our common quest for kaizen.

Sources:

<http://dictionary.reference.com/browse/kaizen>

Route to Kaizen by Yousef (available online at: <https://routetokaizen.wordpress.com/tag/better/>)

Goodwin, B. *Mind Sets Are Key To Effective Data Use*. Educational Leadership (November 2015) P. 78-9

Kondo, M. *The Life-changing Magic of Tidying Up – the Japanese Art of Decluttering and Organizing*. Ten Speed Press (Oct. 14 2014).

¹Goodwin, B. *Mind Sets Are Key To Effective Data Use*. Educational Leadership (November 2015) P. 79

²Goodwin, B. *Mind Sets Are Key To Effective Data Use*. Educational Leadership (November 2015) P. 79

May I Recommend:

Now Trending by Sheila Giesbrecht, a consultant with Manitoba Education appears in the Winter 2016 issue of *Education Canada*. Her common-sense caution that chasing after every educational innovation leads to frustrated, overloaded staff and fragmented efforts is important to remind ourselves and explores how we can find our focus. The article is meant as a starting point for discussion, asking, "How do we know what educational innovations make sense for us?" and "How can we apply educational innovations thoughtfully and responsibly?" (Available online at: <http://www.cea-ace.ca/education-canada/article/now-trending>)

A great article on providing feedback to peers - "To give a colleague feedback that he or she will regard as valid, start by believing the teacher is capable and wants to do the best possible job." Marceta Reilly, p. 36 *Educational Leadership – Co-Teaching* (January 2016)"

NBTA has worked very hard to raise awareness provincially about concerns we have surrounding student absenteeism. A recent article from John Hopkins University agrees! "A growing body of research indicates that missing 10% of the year or more for any reason including unexcused absence, excused absence and suspension places students at significant risk of negative outcomes, including academic difficulty and failure, increased vomiting, juvenile justice system and dropping out." Balfanz & Byrnes (2012). *Chronic absenteeism: summarizing what we know from nationally available data*. Baltimore: Johns Hopkins University Ctr. For Social Organization Schools. *Educational Leadership – Doing Data Right* (November 2015)

It was nice to see an acknowledgement that in order to expect teachers to delve into evidence-based decision making collaboration time is essential. "Schools and districts that successfully promote data informed decision-making often have one key feature in common - dedicated collaboration time for teachers." Amanda Datnow and Vicky Park, Page 10 *Educational Leadership – Doing Data Right* (November 2015)

I also recently explored ASCD's Healthy School Report Card Action Tool – I found it well worth my time. A couple of quotes from the tool: "Healthy school communities are settings in which students, staff, parents, and community members work collaboratively to ensure that each student is emotionally and physically healthy, safe, engaged, supported, and challenged. They are settings in which the school and community engage each other to effectively support the school improvement process. ASCD's work in this area is part of a large, multiyear plan to shift public dialogue about education from a focus on a narrow curriculum-centric and accountability system to a whole child approach that encompasses all factors required for successful student outcomes." Curious? Check it out at:

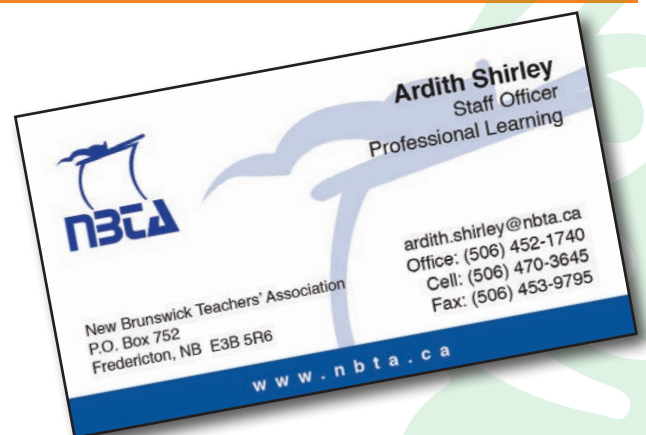
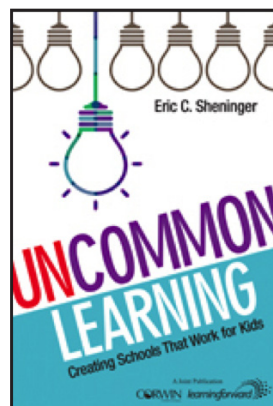
<http://www.ascd.org/programs/learning-and-health/healthy-school-communities.aspx>

Ardith

Book Give-Away!

Congratulations to **Angela Thomson** of Ridgeview Middle School who was the winner of our October Give Away!

Our next draw will be for *Uncommon Learning – Creating Schools That Work for Kids* by Eric Shenerger. Sound interesting? Drop me an email at ardith.shirley@nbta.ca with the subject line "Book Draw".



Closing Quotes:

"Everything is perfect and there is always room for improvement."

— Shunryu Suzuki

Elementary Council Day: May 6, 2016

Keynote Speakers

Charles Marcus is an international motivational keynote speaker and impactful business speaker originally from England, now based in Toronto, Canada. He was recently ranked as one of “The Top 60 Motivational Speakers In the World” and recognized at the Top Ten Event as being one of only “10 Celebrated and Notable Canadian Personalities of 2015”



Charles style as a speaker and presenter is passionate, engaging, down to earth, dynamic, high energy and thought provoking. Using stories from his own personal and professional experiences, Charles connects with his audience in a way that empowers them to face the challenges and change in their own lives with renewed confidence and a determination to succeed. People feel inspired by Charles message and relate to him in a very special way. His stories will captivate your audience, and are memorable for all the right reasons. His message is unforgettable.

Dr. Stuart Shanker is a Distinguished Research Professor of Philosophy and Psychology at York University and the CEO of the MEHRIT Centre, Ltd. (www.self-reg.ca). One of his many books, “Calm, Alert and Learning: Classroom Strategies for Self-Regulation (2012)”, is the top selling educational publication ever in Canada. Over the past decade, Stuart has served as an advisor on early child development to government organizations across Canada and the US, and in countries around the world. He served as the 2012 Thinker in Residence for Western Australia. In Canada, he is assisting in Kindergarten to grade 12 self-regulation initiatives in school jurisdictions across Ontario, Saskatchewan, Alberta, British Columbia, Northwest Territories, and the Yukon. Stuart cares deeply about the health and well-being of children and families. He commits considerable time to bringing the research and science of self-regulation to early childhood educators, teachers, educational leaders, health practitioners and communities through presentations, online courses, webinars, publications, and social media and most recently a blog entitled, “The Self-Reg View”.



Alex Russell is a clinical psychologist, and a gifted speaker – but first and foremost, he’s an expert on educating kids. He gives us the sensible, practical, and back-to-basics advice we’ve been waiting for: like the importance of letting young people make mistakes, or the value in small amounts of anxiety. In a time when many parents and caretakers tend to hover and overprotect, Alex proposes that a more hands-off, laid-back mentoring style can

raise better, more resilient and self-sufficient kids. With a delivery that’s engaging and a message that’s on point, Alex’s talks provide practical advice that we can actually use. Educators, parents, and anyone working with youth today will find his message equal parts inspiring and supremely helpful.



When **Nancy Wilcox Richards** was in grade one she told her classmate, Rosemary, that she was celebrating her birthday that very day, and Rosemary was invited to her party. Unfortunately, Rosemary showed up at Nancy’s house that evening with a birthday present. You might ask, why was this unfortunate? Doesn’t everybody love to get presents? Well, there was just one teeny problem – it wasn’t Nancy’s birthday!

This “birthday fib” eventually found its way into the story of *How to Fix a Lie*.

“And that’s what authors do,” says Nancy. “Writing is like creating a recipe. We take bits and pieces of real life – things that are funny, interesting or heart-warming – and we add in some imagination; mix it up, and the result is a story.”

Many of Nancy’s books draw on her experiences as an elementary teacher. Whether it’s facing the challenges of bullying, as in *How to Tame a Bully*, or it’s reaching out to accept others, as in *How to Be a Friend*, her books are sure to resonate with elementary kids.

Nancy lives on a picture perfect lake in Nova Scotia. She loves spending time with her family; enjoys whiling away the time in her hammock on a warm summer’s day; and is convinced that chocolate can solve a lot of problems.

Middle Level Council Day: May 6, 2016

Keynote Speaker: Kim Campbell

We've Got This! Great Educators Know What it Takes

Engagement, relationships, and high expectations are some of the words we hear many times in the world of education. Teachers are expected to incorporate all of these aspects into their classrooms, every day, every hour. As daunting as all of this sounds, I believe it can be done, must be done, and is critical in creating an environment where students have the opportunity to reach their full potential. Professor Tracy Garrett, from Rider University, posed a provocative question in which she asked, "When establishing a culture of learning, which comes first, expectations or relationships?" (ASCD, Sept. 2015) Garrett believes that when teachers have high expectations, and develop procedures and routines, this helps create a sense of order in the classroom where students feel safe and relationships can then flourish.

I believe it is important for teachers to understand that when working with students, you will always every day be re-directing and re-teaching your expectations. It's simply the nature of the beast. So, let's examine: how does one develop expectations and not inundate their students with every detail you expect a student to follow? When doing workshops with educators, I like to have teachers make a list of all the behaviors that drive them crazy. I then have them narrow their list to three or four, which I now refer to as their pet peeves. In other words, if you, as the teacher could get rid of these three or four behaviors, you would consider teaching on Sunday! You have now created your expectations. You have shared with the class your bottom line, your pet peeves, your hidden rules. For example, my pet peeves are the following: blurting, talking when someone else is talking, using a disrespectful tone or non-verbals, and not laughing at my jokes. Establishing your expectations and teaching your expectations are critical in developing a culture where students feel safe and valued.

Kids don't care how much you know until they know how much you care (John Maxwell); programs don't change kids, people do (John Comer). We've all heard these quotes before, but those great teachers, the ones that separate themselves from the good teachers are deliberate, systematic, and intentional in building strong positive relationships with their students. Teachers who are relationship-driven systematically implement strategies into their lessons each and every day to build connections with their students and create a community of learners within their classrooms. Great teachers incorporate brain boosters, get-to-know-you activities into their lessons. Maybe more importantly, they share a part of themselves as a means of developing trust and belief in you as their teacher. But keep in mind, a relationship is only that, unless you are willing to leverage it. In other words, once that relationship has been developed, it's important that you tap into the relationship and push kids farther than they ever imagined, accept nothing but their best effort, and demand

that they work harder than even they knew they could. We have all known the teacher whom all the kids love, name as their favorite teacher, etc., but when you ask kids what they are learning in those classes, they may say "nothing." Those teachers may have the gift of being able to connect with their students, but they may also be choosing not to leverage that relationship.



Finally, engagement is a vital component of every class. Teachers know that when students are engaged, they behave better, learn more, and are willing to work harder at the task at hand. There are several aspects of engagement, but none more significant than pacing. Pacing is developing a lesson in which students are doing a variety of things to learn the information. For example, the class may begin with a brief lecture by the teacher, moving into a pair share to review, re-focus as a whole group, and then integrating a brain booster. In other words, the teacher is not the sage on the stage, but rather the facilitator of the lesson. Movement is important in every class at every level. When the butt goes numb the brain goes dumb...it's just that simple.

We also know that teachers will teach their students the way they learned best as a student. It is vitally important that teachers change it up, try new things, and take risks so you are reaching a different set of students each day. It's crucial for educators to remind themselves that they were hired to help their students learn, not just cover the content. Engagement requires imagination, creativity, and risk on behalf of the teacher to help ensure that our students are learning. It is possible to develop strong relationships, establish clear expectations and create lessons that are engaging for our students, but it takes time, commitment, and dedication on the part of educators...we can do this....our kids need us to do this.

**Ms. Campbell, our keynote speaker for Council Day 2016, has been a proud middle school teacher since 1991 and still loves it! She currently teaches 8th grade Global Studies part-time, teaching at Hopkins West Junior High in Minnetonka, Minnesota since 2000. Serving as the secondary mentor for the district and the coordinator of an after school program called SOAR (Students on Academic Rise), she also is a consultant for the Association of Middle Level Education.*

www.motivatingthemiddle.org

Follow Kim on Twitter: [KimCamp4Kids](#)

Middle Level Council News

ELA with Star Wars' BB-8: Coding in Middle School

by Ryan MacDougall, Campbellton Middle School

As my grade 7 ELA students settled themselves into their seats, a wave of confusion and questions engulfed my classroom.

"An Hour of Code? What does that mean sir?"

"Are we going to communicate in Morse Code for an hour?"

A smile crept across my face as I knew that my students were going to be in for a treat. I would be taking them on a different educational adventure, one that may very well prepare them for a techno-centric career path.

"Hour of Code", developed in 2013, exposes students to computer programming and coding. The two main taglines on the coding website (www.code.org) are "Anybody Can Learn" and "Every Student in Every School Should Have the Opportunity to Learn Computer Science". The younger generation spends so much time using technology, but is largely unaware how apps, games, etc. are programmed to do the things we want them to do. The coding movement seeks to increase diversity in the computer science field by exposing women and minorities to coding through encouraging schools to try an hour of code with their students.

On that December afternoon, as I showed my students a couple of brief introductory videos, the excitement grew. Students were then able to try programming with the various activities offered on the website. One such activity enabled students to program BB-8 of Star Wars fame to do certain tasks. Using the coding language already provided, all they had to do was

click and drag the appropriate codes in order to get BB-8 to do what they needed him to do. Tasks increased in complexity and involved BB-8 needing to move through obstacles or pick something up, which provided a nice challenge for the class. Once students played around with the Star Wars activity for a bit, I encouraged them to try other activities based on Mine-craft, Frozen, and so on.

Overall, the students thoroughly enjoyed the experience. They became more aware of how the technology they use everyday is programmed and what computer scientists and those in the field of technology do on a daily basis. It taught students to persist and persevere through challenges as some of the tasks could warrant frustration due to their complexity. Students also learned another mode of communication beyond the written word – a programming language. All in all, I will be returning to coding at various points in future months and years with the ultimate goal of having students collaborate to create and develop independent projects.



NEW BRUNSWICK
TEACHERS' FEDERATION
FÉDÉRATION DES ENSEIGNANTS
DU NOUVEAU-BRUNSWICK

Stand up for
education!

www.nbtffnb.ca

NBTF / FENB

Councils

High School Council Day: May 6, 2016

Keynote Speaker: Alexandre Trudeau

Your High School Subject Council Executive Committee is excited to introduce to you one of our keynote speakers:



A renowned documentary filmmaker and freelance journalist, Alexandre Trudeau shares his often-controversial views on the political, social, and economic forces of our times. Having gained widespread recognition for his edgy and insightful humanism, for his brave iconoclasm and fierce dedication to social justice, Trudeau doesn't fit into any boxes and never fails to surprise, provoke, and inspire.

During the course of his career, Trudeau has reported from all corners of the world. He was a trusted witness on the ground as the bombs began to fall on Baghdad in 2003; he charted out the intimate realities on both sides of the Israeli security barrier; stood up for the rights of arbitrarily imprisoned security certificate detainees in Canada; tracked youth-driven democratic awakenings in the Balkans; shed light on the origins of unrest in Darfur, Liberia, and Haiti; and deconstructed the Canadian peace-keeping legacy fifty years after Pearson's Nobel. He helped Canadians grapple with the millennial-old cultural underpinnings behind China's return to glory during the 2008 Olympics, and most recently, has tackled the planetary power shifts which link Somali piracy, the Arab Spring and the all-important maritime resource trade.

Trudeau is a member of the executive committee of Pierre Elliot Trudeau Foundation (which acknowledges excellence in social sciences and humanities research and innovation), and president and chief producer at Jujufilms.

Forever Young: On Growing Up (Or Not Growing Up) in the 21st Century

The world is changing at a frenzied pace. In a globalized market, our skills and talents are now measured against competitors in faraway places. The job security of previous generations is no longer a reality for today's young people.

At the same time, the information revolution has broadened the possibilities for learning and developing skill-sets at all stages in life. So, looking forward, today's youth will be required to invent themselves over and over again to eke out a living and make their way in the world.

Alexandre Trudeau, renowned filmmaker and storyteller, offers Canadian youth a compelling vision for them to effectively engage the challenges and opportunities that the new age holds. He invites them to reclaim for themselves the courage and pragmatism that Canada once required of its youth—who also faced great uncertainties—and match it with the independence and inventiveness unique to these exciting times.



Councils

High School Council News

Art Institute: October 26, 2015 Beaverbrook Art Gallery, Fredericton

It was a well-attended day filled with engaging presentations, hands-on workshops and a private tour of the onsite art collections. Participants were also treated to a delectable assortment of gourmet foods throughout the entire day. The wrap-up activity involved the teachers making their own prints followed by a draw which saw every participant receive prizes, coupons, and complimentary gift bags.

Be sure to look in the next issue, or on the NBTA Facebook page, for information on our upcoming institutes so that you don't miss out on an equally enriching opportunity.



Council Day Friday, May 6, 2016

Elementary Council



Moncton
Art Specialist Strand

Middle Level Council



Miramichi
Music Specialist Strand

High School Council



Fredericton
Phys. Ed. Specialist Strand

We look forward to seeing you at Council Day 2016

Outstanding Professional Learning Opportunities

Save the Date!

DSS 2016

Developing Successful Schools Conference

July 4-7, 2016

Mount Allison University, Sackville, NB

This 3 ½ day institute sees Educational Leaders from our four Atlantic Provinces and Nunavut converge each summer to learn together from an internationally renowned facilitator.

“This was a wonderful conference and such a valuable learning experience. I am so glad I came!!! I do believe this will be one of my career highlights.”

— DSS 2014 Attendee

CONTACT 2016

Conference on New Techniques and Classroom Teaching

August 2-5, 2016

St. Francis Xavier University, Antigonish, NS

This 3 ½ day conference explores educational trends as well as ‘simply great teaching techniques’ that stand the test of time. It includes sessions facilitated by classroom teachers from all four Atlantic Provinces.

“Thoroughly enjoyed this conference. Sessions were inspirational, relevant, inspiring and interactive. I can’t wait for September to try it out! Social activities were entertaining, very well organized. Loved, loved, loved the collegiality and relationship building. Awesome time. Thank you very much.”

— CONTACT 2015 Attendee



www.tesl-nb.wikispaces.com



@TESL_NB

BEYOND THE WELCOME:

Supporting English Language Learners in our Schools

SATURDAY, MAY 7th @ UNB Fredericton

Sessions designed for teachers:

- ☆ Developing Academic Behaviours
- ☆ Supporting Cross-Cultural Success
- ☆ Building Reading Skills at All Levels
- ☆ Using Jigsaws with Multi-Level Learners

With a keynote by renowned EAL Educator, Dr. Hetty Roessingh, University of Calgary

➤ **NBTA MEMBERS REGISTER HERE:**
colleen.dunnet@nbed.nb.ca

➤ **NON-MEMBERS REGISTER HERE:**
pkristma@unb.ca



Save the date!

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 22, 2016 (6-9 pm)
(NBTF Building Fredericton)

Watch for complete registration details at
www.nbta.ca

Fierce Accountability®

NBTA is pleased to once again offer **Fierce Accountability®** as a professional learning opportunity for New Brunswick educators.

What: Fierce Accountability® is an instructor-led workshop that explores the cost of blaming, protecting, defending and playing it safe. Develop a new context about accountability – one in which you and your organization welcome responsibility and deliver agreed-upon results, despite obstacles.

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 23, 2016 (9 am – 1 pm)
(NBTF Building, Fredericton)

Watch for complete registration details at
www.nbta.ca

NBTA Sponsored Professional Course

Enrichment Triad Training Course

Target Audience: Elementary Teachers (K-5)

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

Location:

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

Registration Deadline: See below

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

(Please make cheques payable to NBTA)
Register by going to www.nbta.ca and clicking
on the Enrichment Triad Training Course.

Register Early - Limited Enrolment!

Spring:

Dates: Apr. 16, 23, 30, May 7, 14
Saturdays (9:00 am - 3:30 pm)
+5 hours outside of class

Summer:

Dates: July 4-8 inclusive
(9:00 am - 3:30 pm)
+5 hours outside of class

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 should contact the office of Teacher Certification for individual verification (teachercertification@gnb.ca))**

Reg. Deadline: April 8, 2016

Reg. Deadline: June 24, 2016

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 (2015)

"I was led to deep thinking and truly inspired to "think outside the box"."

"I learned great strategies for making learning fun, meaningful, enriching and authentic."

"This model addresses students' individual interests and learning styles while challenging them to become independent investigators."

"We are inspired by the presenter's passion"

PERSONALIZE LEARNING • INCREASE SELF-ESTEEM • CELEBRATE STUDENT SUCCESS

Professional Courses: Spring **OR** Summer

Name: _____

School: _____

Email: _____ Member Number: _____

Spring (Apr. 16, 23, 30, May 7, 14) **OR** Summer (July 4-8)

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.

Kagan

Attention Teachers!

NBTA Sponsored Course Kagan Cooperative Learning Credit Course

- When:** Monday to Friday, 8:30 am - 4:00 pm
July 18 - 22, 2016
- Where:** NBTF Building, Fredericton, NB
- Instructor:** Michael Smith
Certified Kagan Instructor
- Cost:** Tuition \$500.00 + \$99.00 materials fee
(Please make cheques payable to NBTA)



- Registration Deadline:** May 27, 2016

Open to any New Brunswick teacher. Course may be used to attain 3 credits towards certification for those moving from Certificate 4 to Certificate 5 OR for those moving from Certificate 5 who have already achieved 30 credit hours towards Certificate 6 and require an additional course to meet Certification requirements with EECD.

*Course must have enrollment of 16 participants in order to be viable.

Register by May 27th by going to www.nbta.ca and clicking on the Kagan Button

It's All About Engagement!



Workshop Highlights

Structures for Success™

- Put the best research into practice in your classroom
- Use cutting-edge structures that promote success
- Boost your students' achievement through practical, classroom-proven structures
- Make your lessons come alive
- Use strategies to reach all your students
- Make learning more fun for everyone

Improve Your Class Climate

- Create a caring, cooperative classroom through energizing classbuilding activities
- Foster belonging for students of all ability levels
- Have fun with your students with indoor and outdoor cooperative sports and games
- Promote full-class cooperation with scoring and recognition systems
- Establish a classroom environment where everyone wants to be—including you

Build Your Students' Social Skills

- Teach your students the skills they really need to succeed in school and throughout their lives
- Promote caring, kindness, empathy, respect, and responsibility without separate lessons
- Develop your students' character in the context of learning together
- Improve student relations in your class and beyond

Form Successful Learning Teams

- Create and manage teams in your class where Together Everyone Achieves More
- Learn a better approach than simple group work
- Transform your lessons into engaging, interactive learning events that guarantee success
- Release the power of true cooperative learning

Participants Rave!

"I would HIGHLY recommend Kagan training to anyone and everyone who has any interest in helping kids succeed! One of the very BEST trainings I've ever been to!!"

—Katie Canar 4th Grade Teacher

"This method, in my opinion, can change the face of education! Amazing stuff!!"

—Josh Scott, 9–12th Grade Math Teacher

"This is life changing! I don't understand why every teacher isn't doing this!! A+!"

—Beth Box, 7–8th Grade Teacher

"Kagan training is the BEST professional development I have attended. I look forward to attending many, many more workshops."

—Shannon White, 4th Grade Teacher



Mind, Body, Spirit...

1990-2015 - 25 Years Strong

<p>Carmen Meehan Coordinator, ASD-South 1-800-563-3938 634-2901 carmen.meehan@teacherwellness.ca</p>	<p>Michael LeBlanc ASD-West 1-800-561-1727 462-0208 michael.leblanc@teacherwellness.ca</p>	<p>Lisa Calhoun ASD-North and ASD-East 1-888-763-5050 855-5243 lisa.calhoun@teacherwellness.ca</p>
---	---	---

Get Better Sleep

By Michael LeBlanc

We all know that getting enough sleep is critical for us. Sleep plays a pivotal role in healthy brain functioning, good emotional and physical health, effective work performance, and personal safety (1/4 of drivers admit to falling asleep at the wheel!). Unfortunately, we are getting less and less sleep over time. In 1960 the majority of adults got 8-9 hours of sleep. Today, 1/3 of adults get less than 7 hours of sleep! As you know, it becomes very challenging to be an effective educator when you are sleep deprived.

The Epworth Sleepiness Scale

Let's examine how you are sleeping. The Epworth Sleepiness Scale helps determine your daytime sleepiness (best determinant of lack of sleep) and may shed some light on whether or not you suffer from Obstructive Sleep Apnea.

THE EPWORTH SLEEPINESS SCALE
(To assess risk of Obstructive Sleep Apnea)

Use the following scale to choose the most appropriate number for each situation:-

0 =	would <u>never</u> doze
1 =	<u>Slight</u> chance of dozing
2 =	<u>Moderate</u> chance of dozing
3 =	<u>High</u> chance of dozing

Situation	Chance of dozing
Sitting and reading	<input type="text"/>
Watching TV	<input type="text"/>
Sitting, inactive in a public place (e.g. a theatre or a meeting)	<input type="text"/>
As a passenger in a car for an hour without a break	<input type="text"/>
Lying down to rest in the afternoon when circumstances permit	<input type="text"/>
Sitting and talking to someone	<input type="text"/>
Sitting quietly after a lunch without alcohol	<input type="text"/>
In a car, while stopped for a few minutes in the traffic	<input type="text"/>
Total	<input type="text"/>

Score:

0-10 Normal range

10-12 Borderline

12-24 Abnormal

Adapted from www.epworthsleepinessscale.com

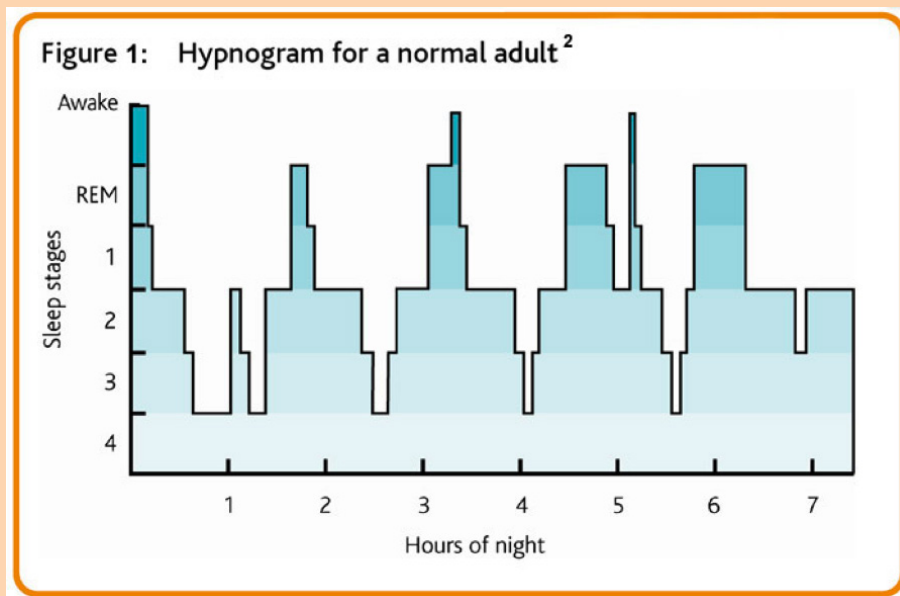
1990-2015 - 25 Years Strong

Tips For Getting Better Sleep

You can improve your sleep by reducing the 3 kinds of 'noise' that interrupts sleep: Bedroom, Mind, and Body Noise.

- Know that due to 'sleep cycles', everyone wakes up briefly 4-5 times over night – the issue is with an inability to 'get back to sleep'
- Develop a consistent 'wind-down' routine – works for adults, too!
- Be careful of light input ('body noise') in the evenings; stop Internet surfing 90 minutes before bedtime; use an eye patch or black-out curtains
- Change LED night lights to red bulbs ('bedroom noise')
- Develop a 'go to' list of relaxation strategies to deal with 'mind noise': Count backwards by 3's from 400, guided imagery, body scans
- For noise sensitive sleepers, use ear plugs, a white noise generator, or a guided relaxation CD
- Lower body temperature by taking a bath or drinking tea before bedtime; Keep room between 18-22 degrees Celsius
- Consider Melatonin (or other natural medicine) to help regulate Circadian Rhythm's – talk to your naturopath (covered by Johnson Group Insurance!)
- Reduce caffeine after supper (1/2 of caffeine is still in your body 5 hours after you have it)
- If napping, go for 10-20 minutes, or 90 minutes
- Hide/Cover the clock; Refrain from checking the time over night

Hypnogram



Taken from www.epgonline.org

Helpful Websites for Improving Your Sleep

Canadian Sleep Society

<https://css-scs.ca/>

National Sleep Foundation

<https://sleepfoundation.org/>

Healthy Sleep Lab – Harvard University

<http://healthysleep.med.harvard.edu/>



Announcements

Nova Scotia Provincial Normal College Reunion

**Mark your calendars for
August 19 – 21, 2016!**

Regardless of what graduating year you may be or whether you graduated from the Normal School, Provincial/Nova Scotia Normal College or the Nova Scotia Teachers College, you and your spouse/guest are invited to attend the 46th Annual Reunion of the Alumni Association of the Nova Scotia Teachers College. While special attention will still be given to all the “decade” classes (ending in ‘6’) everyone else is welcome too!

So, whether you graduated in a “decade” year or not, and regardless of your program, give your friends a call or drop them an email and get a bunch together to meet in Truro in August! This can be your 22 year reunion or your 37 year reunion – it makes no difference, come and have some fun! The reunion will be held at the **Best Western Glengarry Hotel in Truro.**

For more information, go to:
www.nsteacherscollege.ca
Alumni memberships available now.

Aboriginal Awareness Resources

Aboriginal Affairs and Northern Development Canada (AANDC) have produced a number of Aboriginal Awareness products for use in classrooms. All products are free to order while quantities last.

Some products available to order are:

- Posters and postcards illustrating Aboriginal Contributions during the War of 1812;
- Claire and her Grandfather, a story/colouring book about First Nation and Inuit contributions and inventions;
- For all grades, find project and activity ideas in the Learning Circle books.

We invite you to share this information with colleagues to help build their social studies and Aboriginal awareness lesson plans for students from elementary grades through high school.

To request printed copies of these products at no charge, please contact Kelly Cirtwill (Kelly.Cirtwill@aadnc-aandc.gc.ca or 819-994-7270) or the AANDC Kiosk at 1-800-567-9604.

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. 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. 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.

Learning about Canada's Food Guide

A turn-key cross curricular nutrition program that makes it easy to teach students about Canada's Food Guide.

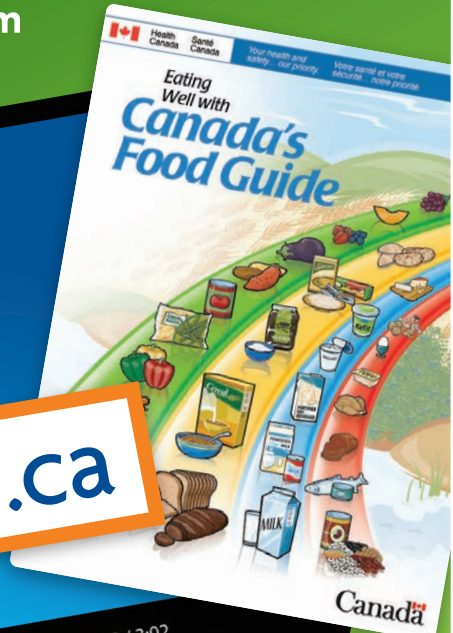


Discover them today at:

TeachNutrition.ca

Presented by the team of Registered Dietitians at Dairy Farmers of Canada to support health education in the classroom.

00:58 / 3:02

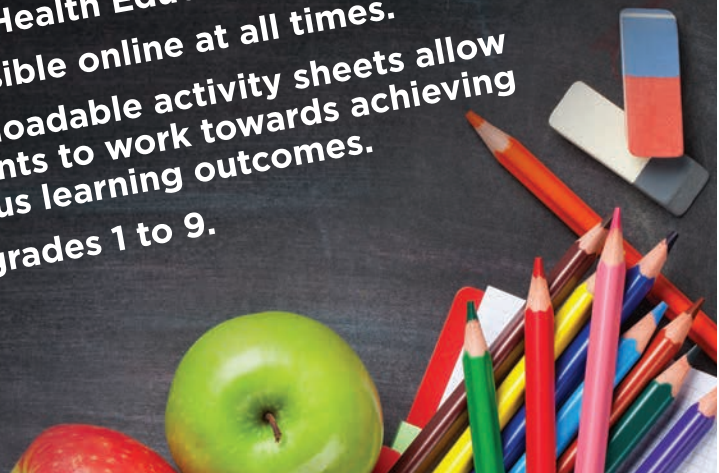


It's Free! It's Easy!

- ▶ Videos were created according to the Health Education Curriculum.
- ▶ Accessible online at all times.
- ▶ Downloadable activity sheets allow students to work towards achieving various learning outcomes.
- ▶ For grades 1 to 9.



NUTRITION
DAIRY FARMERS OF CANADA



Paid Advertisement

TRAUMA—Strategies for Resolving the Impact of Post-Traumatic Stress
Fredericton: February 17-18, 2016

AUTISM—Strategies for Self-Regulation, Learning and Challenging Behaviours
Moncton: March 17-18, 2016

VIOLENCE THREAT ASSESSMENT
 –Planning and Response
Moncton: March 31, 2016

MINDFULNESS COUNSELLING STRATEGIES
 –Activating Compassion and Regulation
Fredericton: April 14-15, 2016

DE-ESCALATING POTENTIALLY VIOLENT SITUATIONS™
Moncton: May 11, 2016

CRISIS RESPONSE PLANNING
Moncton: May 12, 2016

WORKING WITH FAMILIES—Strategies for Engaging and Helping
Fredericton: June 7-8, 2016

**WORKSHOPS COMING TO NEW BRUNSWICK
 WINTER-SUMMER 2016**



MEMBER PLAN

CTRI offers a membership plan that provides the member with unlimited access to our pre-recorded webinars.



MEMBER BENEFITS:

- Unlimited access to all pre-recorded webinars whenever and however often you want. New content added throughout the year.
- Ability to download useful PDF handouts and worksheets, exclusive to members.
- Notification of special discounts and promotions on products and public workshops only available to members.
- Subscriptions starting at \$9.95/month

Please visit our websites for details.

**Register three weeks early
 and save 10%.**

One-day workshops:
 Early rate \$198
 Regular rate \$220

Two-day workshops:
 Early rate \$375
 Regular rate \$420

info@ctrinstitute.com

www.ctrinstitute.com

204.452.9199

Paid Advertisement

HERE'S SOMETHING JUST FOR *You*

As a member of the **NBTF**, you'll get access to additional savings and discounts, extensive coverage, 24/7 claims service, and so much more.

HOME + AUTO INSURANCE: 1-877-742-7490
 (Group ID Code: 63)

\$25,000* Enter for a chance to WIN.
Johnson.ca/deservemore



Johnson Inc. ("Johnson") is a licensed insurance intermediary. Home and auto policies are primarily underwritten by Unifund Assurance Company ("Unifund"). Unifund and Johnson share common ownership. Eligibility requirements, limitations, exclusions or additional costs may apply, and/or may vary by province or territory. *For full contest details visit www.johnson.ca/deservemore.

Paid Advertisement



Talk
with our kids
about money

Powered by BMO 

The Canadian Foundation for Economic Education (CFEE) will be promoting Talk With Our Kids About Money Day, WEDNESDAY, APRIL 20, 2016. The goal is to generate national attention about the importance of financial literacy. Teachers are encouraged to visit www.talkwithourkidsaboutmoney.com to register and gain free access to lesson plans that will assist in having meaningful discussions with students about money.

A program of

CFEE CANADIAN FOUNDATION FOR ECONOMIC EDUCATION
FONDATION CANADIENNE D'ÉDUCATION ÉCONOMIQUE



ISSN 0317-5227

NBTA News is published five times a year. Opinions expressed are those of the authors, not necessarily the NBTA.

Editor: Blake Robichaud

Editorial Assistant: Eileen Anderson

Graphic Artist: Eileen Anderson

Printed By: Taylor Printing Group

Member: CEPA

Address all correspondence to:

The Editor, P.O. Box 752,

Fredericton, N.B., E3B 5R6

Telephone: (506) 452-8921

Fax: (506) 453-9795

E-mail: nbtanews@nbta.ca

Web: www.nbta.ca

An opportunity to make a difference!

Are you passionate about education? Do you value teachers & their role in the community?

The Yukon Teachers' Association is a small close knit team seeking an energetic individual with a background in employment & labour relations to represent YTA members and address workplace issues.

Position Title: Employment Relations Advisor
Salary: \$68,531 to \$76,593 per annum, including 9 weeks paid vacation, plus benefits.

Travel and relocation expenses negotiable

Essential Skills & Qualifications:

- Knowledge and understanding of labour relations and grievance procedures.
- Experience representing employees in hearings & resolving conflict situations.
- Practical research and computer literacy skills.

Please visit the YTA website at www.yta.yk.ca for the complete job posting. Email your cover letter and resume to Denise Schneider at admin@yta.yk.ca or fax to 867-667-4324.



There's a new movement spreading throughout our schools in the Maritimes. It is being taught by teachers and brought to life by our students. It is **Yoga in Schools**.

The Breathing Space Yoga in Schools program has certified over 300 school teachers and reached over 50,000 students in the last 9 years throughout Atlantic Canada. Piloted within the school system by the pioneering work of the national award winning duo of Jenny Kierstead and Blair Abbass, the Yoga in Schools program is changing the lives of teachers and students every day.

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

- Daneen Dymond,
Yoga in Schools Graduate, NB



Join Breathing Space Yoga, the originators of the Yoga in Schools program, at our 5th Annual Winter Teacher Training Conference.

This all levels conference will provide teachers with an introduction to Yoga, Yoga 11, Yoga for Special Needs and Autism, Mindfulness and The Girl on Fire Empowerment Program with physical practice and experiential activities. These can be applied to the optional 200hr certification, which is required in some provinces to teach Yoga 11 in schools. Graduates of the 200hr certification program will receive all yoga programs designed by Jenny.

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

Who can attend: All teachers/specialist especially Phys.Ed., support & guidance.
Date(s) & Time: February 27th, 28th, 2016; 9:00 a.m. - 3:30 p.m. each day.
Location: Moncton, Northrup Frye School
Fee: \$ 275.00 + HST

Register early to secure your spot!

Call 902.444.YOGA or email info@BreathingSpaceYogaStudio.ca to register.

*200hr. certification begins in March

Paid Advertisement

WINNERS


2016 NBTA Mens' Bonspiel CCC Jan. 8, 9, 10

Section	Trophy	Winners	Runners-up
A	NBTA	Louis Daigle Maurice Richard Walter Holleran Rob Woodburn	Peter Taylor Patrice Robichaud Al Barteaux Ron Badger
A Cons.	Rob Scott Insurance	Merrill Loughery Ernie Doucet Kevin Loughery Tom Baduik	Mike McCaustlin Andrew Loughery Tom Donaldson Mike McCaustlin Jr.
B	Johnson Insurance Inc.	Ivan Keirstead Leo Sheehy Peter Fullerton Barry Snider	Ron Caines Kevin Robertson Daryl Caines Gary Caines
C	NBTA Credit Union	Mike O'Neill Frank McNeill Mark Crowley John Dauphine	Sterling Ferguson Ron Brunet Ron Sessaman Kevin Montague
D		Al Narrowmore Neil White Ron Sessaman Jim Morris	George Burchill Harvey Miller Ray Quan Bob Peters



Did you know...

Teachers with
Johnson Insurance
have \$600 of reflexology
coverage per year



Karen Totton, RRT, RMT
Registered Reflexology & Massage Therapist
181 Westmorland St., Fredericton, N.B.
Tel. 506-260-1781

Book your reflexology session online!

www.BackInBalanceMassage.ca

Paid Advertisement

**LOOKING FOR THE ULTIMATE
OUT OF CLASSROOM
EXPERIENCE?**

APPLY NOW!
www.parl.gc.ca/teachers



**TEACHERS INSTITUTE
ON CANADIAN PARLIAMENTARY DEMOCRACY**



PARLIAMENT | PARLEMENT
CANADA

Paid Advertisement

Is an RRSP loan right for me?

by Mark Gorman, NBTA Credit Union

An RRSP loan is a short-term loan (usually at a preferred interest rate), that allows you to contribute to an RRSP now and pay back a good portion of the loan with your tax savings. RRSP loans can be a great choice when:

- You have unused contribution room but you're faced with a cash shortage. Always be sure you have the ability to make the payments on the loan and can pay it back within a reasonable time period.
- You have an expected lump sum pay in this income-tax season. An RRSP loan could help to offset or even eliminate the amount of tax payable.
- RRSP loans offer relatively low interest rates, especially if you're able to pay off the loan within a year. A good strategy is to use the RRSP loan to maximize your contributions now, and with your tax refund, pay down your RRSP loan. Ideally, you would pay off the loan within one year.

Do you know if you have unused contribution room? Checking your Notice of Assessment from CRA, or calling CRA directly, will tell you if you have unused contribution room from the past. If you have questions about what to invest your RRSP savings in, talk to a trusted professional.

If you know you have unused contribution room and don't want to incur the debt of an RRSP Loan, another option is to set up an automatic deduction from your pay to go toward purchasing an RRSP over time.



Have a financial question you would like answered?

Email questions to: nbtacu@nbtacu.nb.ca

Retired Forest Hills School Teacher Maritimer of the Week

Congratulations to retired teacher Pat Roy who was named CTV's Maritimer of the Week. She still puts in lots of hours volunteering with kids at Forest Hills School in Saint John. Several staff members were also interviewed in the story and they all did extremely well (Melissa Savoie, Erika Brown, Kari Parsons, Chris Tombin and Liza Muise). There is a real genuineness to this story that is very appealing...professionals, even retired ones, giving their all to support students, despite a lack of resources. Congratulations to Pat.





**Deposit Special:
40 Months
2.00%**

Put more away with NBTA Credit Union



New Brunswick Teachers' Association
650 Montgomery Street
P.O. Box 752, Fredericton, NB
E3B 5R6

Place Label Here

Paid Advertisement

**Ask about registered savings for a chance to have
your RRSP or TFSA contribution* matched by us!**

Wealth management services also available through:



**Contest ends Feb 29, 2016. No purchase necessary. Full terms/conditions available at www.nbtacu.nb.ca.*



NBTA

650 Montgomery St., P.O. Box 752, Fredericton, N.B. E3B 5R6
506-452-1724 • 1-800-565-5626 • (Fax) 506-452-1732

www.nbtacu.nb.ca

