

NB

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TA News



New Brunswick Teachers' Association

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**Next Final Copy Deadline
For NBTA News:
Friday, March 10**



Two Seek Vice-President/President-Elect



Noreen Bonnell



Brent Shaw

The following is an excerpt from NBTA By-Law 6(b):
"Ballots with special addressed envelopes and a branch nominal roll shall be forwarded by Central Office to the president of each branch on or before the 15th of April each year. *The Branch President or designate, if the Branch President is a candidate, shall cause the voting to take place during the last full week of April. The ballots must be received properly sealed in the ballot envelope at Central Office not later than 5:00 p.m. on Friday of the following week.* The Nominating Committee shall meet within a week of the date fixed for the receipt of ballots and with the assistance of Central Office staff, check the names on the ballot envelopes against the appropriate nominal roll, tear off all the perforated flaps, place the envelope containing the ballot in a prepared ballot box, and on the completion of this, open the ballot box and tally the results. Candidates shall be notified of the results on counting day ..." (Candidates' statements appear inside.)

**The successful candidate
will assume the office of
Vice-President/President-Elect
on
August 1st, 2006.**

Noreen Bonnell

- Statement -

I am honoured to be running for the position of Vice-President/President-Elect of the New Brunswick Teachers' Association. With the honour comes the responsibility of communicating my beliefs and values to the membership. I look forward to the opportunity to discuss my ideas with you on a personal basis, but in the meantime, let me outline some of my thoughts for you.

I am an advocate for teachers and teaching. I believe in teachers. I believe we teachers work hard, and care about our students and their achievement, learning, and personal growth. I trust that we teachers will do our utmost to honour our profession and our students with hard work and dedication. Every day, teachers make professional decisions about teaching and learning, based upon professional knowledge and experience. Those decisions deserve validation and trust.

Trust is built on respect and confidence. I pledge my energy to building trust, as it can never be taken for granted. We must work continually at building and maintaining trust. For teachers and teaching, and for recognition of the value of what we do each day, we need the trust of our students, the trust of our parents, the trust of our employers, and the mutual trust of our colleagues.

How can we achieve this? I believe that teachers want to have the option of making their own *professional learning choices* that will impact on their professional growth. These, together with the in-service opportunities provided by our

Districts and the Province, would support and encourage the constant learner (the teacher). The more we know about the skills of our chosen profession, the better equipped we are to meet the learning needs of our students. I plan to advocate for continued resources to support a myriad of teacher learning opportunities.

Classroom composition is an issue of the past, present, and future. We have begun to address only some of the needs regarding class size, curriculum delivery, and classroom composition at *all* levels. In certain areas, there has been some impact as a result of our last negotiated agreement. We have only just begun to educate the public and our government about the realities of the needs in our classrooms throughout the Province. I will continue to advocate strongly for increased accessibility to resources which can meet the realities in our schools. Realities such as classrooms at maximum capacity, the high rate of recognized learning needs, curriculum overload, highly increasing expectations from our communities, and teacher stress, are issues that should and must be addressed.

Collective bargaining is a major issue for all teachers. In the near future, we will once again go back to the bargaining table. We need to build on the gains made in the past, and move forward in addressing the working concerns that impact on classroom teachers, administrators, and specialists.

Above all, we, as teachers, need to keep current about students, about teaching and learning, and about



our own organization and the emerging issues surrounding our profession. Not only is this important for the more experienced teachers, but it is especially important for the new teachers in our Association, the present and future of our profession.

I believe in transparency. I believe in collaboration. I believe in the power of *clear and frequent communication* – the basis of building trust. I will work for you, my fellow teachers, to ameliorate and maximize **communication** with every teacher, through our Provincial organization, through our Branches, through our schools, and through my own personal commitment to building **trust** in all that I do.

I do and will work hard for teachers. I offer you my experience in leadership, in teaching, in learning, in change, in three Atlantic Provinces, as Vice-President/President-Elect. I ask for your vote in April.

Noreen Bonnell

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www.noreenbonnell.ca

Communication, Experience, and Leadership

Brent Shaw

– Statement –

I was born in Woodstock, attended school in the Florenceville area and graduated from Carleton North High School in 1982. I pursued my education attending UNB (Fredericton), graduating with a Bachelor's Degree in Industrial Arts.

For the past 19 years, I have taught at all levels. I have been employed at Carleton North High School for the last 10 years teaching Broad Based Technology and Construction Technology.

NBTA has been my interest for many years. I have been Director of Branch 1430 for the past 6 years, in addition to having served as Branch President for 6 years and Branch Vice-President for 3 years.

I have served 3 years as an NBTA Executive Committee member. I have sat on several NBTA committees provincially, being a strong voice for teachers throughout my career. I am currently your NBTA Vice-President.

I married Sharon Robichaud from the Miramichi in 1987, and we have two sons – Tyson, age 14 and Dylan, age 12.

I am extremely honoured for you to have chosen me as your NBTA Vice-President. I am proud to be a teacher; it is a truly honourable profession.

Throughout my career of nearly 20 years, I have been actively involved with the Association. This has enriched my personal and professional life, providing me with friendships with amazing colleagues across our province. Through discussions with these teachers and formal work with my Association, I see three key areas that should be our focus:

- Respect for teachers
- A proactive media campaign
- Class composition

Respect for teachers is paramount. Daily we are faced with mandates and decisions that are unique to teaching. Teachers are nurses, psychologists, guardians.... The list goes on. It is time that we had more resources and more compensation to

fulfill all of these roles. All of society must become involved in our children's future. As Hillary Clinton stated, "It takes a village to raise a child".

A *proactive media campaign* I believe is essential to promote what we do as teachers. We need to continue to make the public aware of what teachers face on a daily basis. Our campaign must be positive but honest.

Class composition is by far the most complex of all our concerns. Teachers are crying for help with the overwhelming diversity of problems in the classroom. We need more teachers to guarantee success for all our students.

We have lost many of our true industrial arts programs because of a lack of vision from our politicians. There should have been collaboration and consultation with teachers before this regressive decision was made. Many officials say it will cost too much to replace this program. I say it will cost far too

much not to replace them. It is not only the loss of this program that is troubling; we have lost many outstanding Music, Physical Education and Art programs. These programs contribute totally to a well-rounded member of our society.

As members of the NBTA and NBTF, we must continue to recognize and work for substantial financial gains to keep our best teachers in our fine province, and more importantly, to provide true legitimacy to our admirable profession.

My Commitment:


All who know me realize I am frank, honest, energetic, supportive and humorous. I have always stepped up to advocate for teachers; I will continue to. Re-elect me as your NBTA President-Elect.


Sincerely,



Brent Shaw

RESPECT
PROACTIVE MEDIA
CLASS COMPOSITION





Brent Shaw
Re-Elect for President-Elect

Carleton North High School
30 School Street
Bristol, N.B. E7L 2G2

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IT'S TIME FOR RESPECT!

RESPECT
PROACTIVE MEDIA
CLASS COMPOSITION



Indu Varma

Although Corcoran's above quote is in the US policy-making context, it reflects the reality of the teaching world. As teachers we need to stay current with our knowledge, expertise and skills since we are entrusted with the responsibility of preparing our children for the world of tomorrow.

Effective and on-going professional development (PD) is essential to maintaining a dynamic teaching force. Time for PD is time for learning through reflection, dialogue and sharing with colleagues. It is time well spent because the knowledge gained helps us do our jobs well and directly impacts the learning of our children.

The *laptop pilot project* is a good example of how proper PD has brought about a level of comfort for teachers to use technology as a seamless tool to facilitate learning. During my recent visits to two laptop pilot project schools – Harry Miller and Nashwaksis Middle, I learned that a full-time tech mentor is available at each of the pilot sites to provide PD and technical support to ensure proper integration of technology in the curricula.

The New Brunswick government must be applauded for acknowledging this need for ongoing PD and including it in its Quality Learning Agenda (QLA) by stating, "Teachers will be provided with an additional 2 days in-service training per year on curriculum." These PD days, when put in practice on a province-wide basis, will provide us with the much-needed opportunity of learning about new curricula, strategies for differentiated instruction, proposed assessment practices and various other initiatives of the Department of Education.

Towards Building a Culture of Professional Development

"...if today's teachers are to be adequately prepared to meet the new challenges they are facing, this laissez-faire approach to professional development must come to an end. The needs are too urgent and resources too scarce to simply continue or expand today's inefficient and ineffectual arrangements." – Thomas B. Corcoran, Transforming Professional Development for Teachers: A Guide for State Policymakers (Washington, DC: National Governors' Association, 1995.

The timeliness of PD also has a bearing on the impact it will have. Unlike other Atlantic provinces, for us the PD days are scheduled just before school opening. At that time our major preoccupation is with setting up our classrooms, gathering teaching materials, having various school opening routines in place, getting a sense of the students we are about to receive and preparing effective lesson plans to meet their diverse needs. Our needs would be better served by having PD days interspersed throughout the school year.

Educational leave program is another way by which both NBTA and Department of Education support teachers' professional development. Having 137 worthy applicants and approximately 1.5 million dollars to grant leaves meant the committee had to make some very difficult decisions. Congratulations are in order for the forty-seven recipients of full or part-time leaves. All of the applicants were deserving of a leave, but the funds were insufficient to support all requests.

Building a culture of professional development is a slow and arduous process. New Brunswick government was well on its way to accomplish this with its previous format of Summer Institute program at its height a couple of years ago.

This program was truly the envy of other provinces and countries because of the variety of curriculum areas that were supported with over two hundred available choices, the financial support provided by the provincial government, and the quality of sessions presented by teachers for teachers. Presenting and sharing knowledge with our colleagues meant an incredible opportunity for professional growth, for we learn best by teaching. Moreover, it gave us the chance to network with our colleagues across the province and benefit from

each other's work.

The government can only be commended for its forward thinking in having provided such a dynamic and exemplary format of professional development! It took foresight and hard work to make that Summer Institute program so attractive, valuable, and popular that teachers readily gave up their summer vacation time. As teachers, we would welcome a return to the old format or a more balanced program designed to meet our needs adequately.

Recently I participated in a virtual PD conference hosted by our PD Director, Nancy Roach. This, first of its kind event, was successful due to Nancy's advance preparation and technical support provided by the Department of Education at each of the eight locations. Teachers connected through NB Portal, used Interwise meeting format and Polycom video technology to participate in this virtual PD conference. This modern delivery of PD demonstrated the potential of the NB portal as a valuable conduit for teachers to learn and share their expertise.

With QLA goal of increased access to PD through on-line delivery and other electronic initiatives of the Department of Education, on your behalf I have suggested to our Minister of Education, Hon. Madeleine Dubé, to provide teachers with the proper tools, such as laptops, and consider it as an essential cost of doing the job. She recognizes that teachers' efficiency and effectiveness have a direct bearing on our children's learning. She is also cognizant of the fact that current educational funding levels are not meeting our children's needs adequately. I am very hopeful that as next year's budgets are prepared our children's learning needs will be in the forefront.

Our children are worth it!

2006-2007 Educational Leaves

In a recent joint announcement, Education Minister Madeleine Dubé and Federation Co-Presidents Indu Varma and Louise Landry, released the names of the educational leave recipients for the 2006-2007 school year. In all, forty-seven (47) NBTA and twenty (20) AEFNB members received leaves for the purpose of retraining, specialization or professional growth.

Educational leaves awarded to NBTA members amounted to approximately \$1,552,555. This year, because of the mix of full and part-time leaves, the Committee was able to grant 47 leaves. In the past few years, NBTA leaves were awarded as follows:

1995-1996 — 43 leaves at \$1,238,601
 1996-1997 — 45 leaves at \$1,237,912
 1997-1998 — 45 leaves at \$1,226,745
 1998-1999 — 50 leaves at \$1,227,385
 1999-2000 — 43 leaves at \$1,248,804
 2000-2001 — 45 leaves at \$1,271,000
 2001-2002 — 47 leaves at \$1,255,292
 2002-2003 — 37 leaves at \$1,336,054
 2003-2004 — 43 leaves at \$1,375,736
 2004-2005 — 39 leaves at \$1,440,406
 2005-2006 — 48 leaves at \$1,459,361
 2006-2007 — 47 leaves at \$1,552,555

Educational Leave Committee

The Educational Leave Committee, established under Article 37 of the Collective Agreement, met on January 10, 2006 to complete the difficult task of selecting this year's educational leave recipients. The Agreement specifies that the Committee will be comprised of 8 members representing the Department of Education, the Superintendents, and the NBTA, AEFNB and NBTF. The composition of the Committee is as follows:

- Dawn Weatherbie - Dept. of Education (Chair)
- Marcel Lavoie - Dept. of Education
- Marilyn Ball - Superintendent
- Solange Haché - Superintendent
- Indu Varma - NBTA
- Louise Landry - AEFNB
- Bob Fitzpatrick - NBTF
- André Deschênes - NBTF (Secretary)

Process

The full Committee met for a short time to discuss and confirm the criteria to be applied in the selection process and to verify the amount of money available pursuant to Article 37. The Committee then divided into two sub-committees to consider applications from NBTA and AEFNB members.

Criteria

Although an educational leave must fall into one of the three accepted purposes — retraining, specialization, or professional growth — the Committee receives comments and recommendations from principals, and Directors of Education, based upon the value of the leave to school and District.

In considering applications from NBTA members, the sub-committee must take into account the total funds available and the number of NBTA members in each district so that the funds can be allocated fairly throughout the province. This means that, while larger areas may be allocated multiple full and/or partial leaves, some smaller areas may get a leave every second or third year, and, in some cases, an even longer period of time might elapse between leaves. Although the Committee is not bound to award leaves on a direct total numbers/leaves available ratio, it is a factor that must be considered. Other factors considered are:

- program to be followed
- male/female distribution
- position distribution (teacher, S.P.R., vice-principal, principal)
- grade levels (elementary, middle school, high school)
- past professional involvement
- years of experience
- number of times teacher has applied
- benefit of leave to school and school district
- certificate level
- subject specialty

Leave Statistics for 2006-2007

- There were 137 applications from NBTA members.
- Funds available for educational leaves, determined by the formula in Article 37.03 of the Collective Agreement, were \$2,241,957; the AEFNB share was approximately \$689,402.
- Forty-seven (47) leaves (full and part-time) were granted to NBTA members.

- Thirty-six (36) leaves were granted to females and eleven (11) were granted to males.

Leaves Awarded

Elementary	20
Grades 6-12	27

To Achieve

CERT V	19
CERT VI	12
Principal's Certificate	5
Other	11

Areas of Study

Art	1
Mathematics	1
English	1
Psychology	1
Special Ed./Special Needs/ Exceptional Learners	5
R&M/Guidance	5
Music	2
Literacy/Early Childhood	6
French	4
Administration	10
Technology	3
Other	8
Total	47

(23 Full-time and 24 Part-time)

Conclusion

When all is said and done, forty-seven (47) NBTA members will be happy to be receiving an educational leave, while ninety (90) members will be disappointed, and at least some of these ninety will feel frustrated by the process. The one thing that can be said is that the Committee did its best to weigh all of the criteria, consider all of the factors and award the leaves as fairly and equitably as possible.

To those teachers who received leaves for 2006-2007, the Committee extends its best wishes for a productive and successful year. And, to those applicants who were not successful this year, the Committee thanks you for your interest and encourages you to apply again next year.

The NBTA recipients for the 2006-2007 school year are listed by district. The length of the leaves varies from four (4) months to a full academic year.

2006-07 Educational Leave Recipients

Dist.	Name	Period			
02	Robin Andersen	year	10	Tim Davis	5 months
02	Ronald Batt	year	10	Greg Deering	year
02	Peter Fullerton	year	10	William Peppard	6 months
02	Brenda Haley	year	14	Katharine Brooks	year
02	Kandi Horsman	year	14	Sandra Langdon	year
02	Jane Jonah	6 months	14	Crista Sprague	year
02	Brenda Logan-Adams	6 months	14	Gerald Sullivan	year
02	Elizabeth Matson	6 months	15	Dawn Beckingham-Noël	year
02	Holly Waltz	6 months	15	Danielle-Celine Gionet	year
06	Lori Aiton	6 months	16	Kim Cook-Corlett	6 months
06	Gary Caines	5 months	16	Joan Cormier	6 months
06	Mary Campbell	4 months	16	Mary Lou Lyons	4 months
06	Allison Gates	5 months	16	Amy Maloney	6 months
06	Faye Horgan	year	16	Nancy Robichaud-Hannay	year
06	JoEllen Jensen	5 months	17	Kynda Bryant	year
06	Michael Swift	5 months	17	Susan Fawkes	year
08	Mark Blucher	6 months	17	Mary McCarthy	6 months
08	Ann Dewar	year	18	Don Davis	year
08	Cynthia Freeman King	year	18	Cynthia Drummond	year
08	Christine Hansen	year	18	Linda Goodine	6 months
08	Lisa Jardine	6 months	18	Cindy Grasse	year
08	Veronica Murphy	4 months	18	Sheryl LeBlanc	4 months
08	Susan Thompson	4 months	18	Cheryl McKillop	year
			18	Andrew Sharkey	6 months

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

In order to keep our NBTA members' database as accurate as possible, it is important that you advise the NBTA Communications Department (Carlene Merrick, 452-1833) of any changes such as marital status, home address, school location, phone number, etc., as soon as possible. This is necessary to ensure that all mailings reach our members and that our nominal roll is up to date for voting purposes. Initial information is collected on the green registration forms, but changes occur. Many of these changes occur during the summer months.



We do not receive this updated information through any other source, so please keep us informed of any changes.

Thank you for your assistance in helping us serve you better.

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Class Composition Funding Fully Allocated for 2005-2006



The Joint Action Committee on Classroom Composition first awarded grants to groups or individuals trying to improve school learning environments on November 2nd. More money was distributed during the December 12th meeting, and the remaining funds were allocated on January 19th. The \$353,000 in special funding for the 2005-2006 school year has been transferred from the Department of Education to Districts to pay for new human and material resources.

Reaching consensus on decisions regarding the distribution of the money was very challenging for the Committee; however, the eight teacher members are confident that the awards will allow for positive interventions in school environments. Based on the funding amount available this year, the Committee was only able to award funds to approximately 25% of the applications. The Committee believes, however, that the remaining 75% of the applications also had submissions that would have resulted in initiatives to better the classroom environment.

Ultimately, every Anglophone District received funding from the Joint Action Committee. Just over 20 grants were distributed around the Province. Seven of those grants were targeted at the elementary level, nine were at the middle level, and five were at the high school level. The amount of the grants ranged from less than \$500 for supply days to more than \$46,000 for a full-time Contract E teacher. In only one case was funding used to purchase a material resource; in all other cases, personnel were hired to work directly with students.

The proposed interventions include programs ranging from supply days for teachers to collaborate, tutoring programs, the division of combined classes into single grades, literacy specialists at the middle school, behaviour intervention programs, the development of gifted programs, and grouping and regrouping. Given that many recipients were notified in mid-December (or later), and subsequently positions had to be advertised, some of these programs are only now being established in schools.

The Joint Action Committee's mandate includes not only distribution of the funds, but also the identification of strategies to address classroom composition issues. Therefore, successful applicants will be required to complete a report for the Committee detailing the intervention and providing evidence of success. In addition, the co-chairs of the Committee will visit as many of the sites as possible to observe students and programs and to meet with teachers and administrators.

In most cases, money was awarded to applications that would impact a number of classes in the recipient school. Therefore, although the \$353,000 was allocated in just over 20 grants, the teaching and learning conditions of dozens of teachers, and hundreds of children will be positively impacted by the funding. The Committee is looking forward to helping many more students and teachers in 2006-2007, when \$710,000 worth of grant funding is available for distribution.

Melinda Cook
Director of Finance & Administration

Discover! Living History School Programs Kings Landing Historical Settlement



Are you looking for a unique and fun way to introduce your students to the past? Would your students learn well by immersing themselves in a living history environment? Are you having difficulty with presenting the lifestyle of the 19th century? If you answered yes to one or more of these questions, you need to bring your school class to Kings Landing! Programs for 2006 will be available during the following three time periods:

- 19th Century Sugar Bush Program - March 28, 29 & 30
- Hands-on Activity Programs - May 8 - June 2
- NEW - Provincial Heritage Fair

Showcase - May 23 - June 16

- Guided & self-guided tours - June 5 - June 21 (meal enhancement package available, with NEW nutritional option). The Kings Landing Museum Gift Store will be open.

A detailed description of each school program is available on our website www.kingslanding.nb.ca.

Reservations for your class field trip to Kings Landing Historical Settlement started early February. A reservation form is available on the website.

Bookings for the spring education programs are on a first-come, first-served basis by:

E-mail: reserve@kingslanding.nb.ca
FAX: (506)363-4989
Phone: (506)363-4971
Mail: Education Office, 20 Kings Landing Service Road, Kings Landing, NB E6K 3W3.

If you wish to register more than one class, please provide all information for each class. You will receive written confirmation detailing your program via e-mail or fax.

Kings Landing will be offering "hands-on" activity programs for school classes from September through November, 2006. Watch for our e-mail to your school in late August or early September.

Tribute to Long-time NBTF Employee — Nicole Hachey



The first person you see as you enter the NB Teachers' Federation Building is the receptionist. For the past 16 years,

this person was Nicole Hachey who retired in June of 2005.

Nicole brought a positive attitude to the workplace each morning, and joyfully shared this attribute with everyone.

She performed an array of tasks daily, among them masterfully managing the switchboard for the Building — in both official languages. Along with her day-to-day duties, Nicole always found time

to decorate the foyer and her workstation appropriately for such occasions as Valentines, Halloween and Christmas. She initiated all fundraising within the Building, such as the Daffodil Campaign for Cancer and selling peanuts for the Kidney Foundation.

She welcomed every teacher warmly as they entered the Building and frequently reminded us all that "this Building belongs to the teachers".

Besides her monetary compensation, Nicole left at the end of the day knowing she had done a professional job to the best of her ability. Many times it was heard throughout the Building — "Ask Nicole".



1948-2005

Her many co-workers/friends associated with the New Brunswick Teachers' Association wish to lovingly remember Nicole who passed away on December 30, 2005.

NB Beginning Teacher Induction Program (BTIP): Program Overview for 2005-2006 Expansion

by Jamie Yeamans, Department of Education

The Beginning Teacher Induction Program (BTIP) has existed in all Anglophone school districts since September of 1995. This provincial program is a unique partnership consisting of the Department of Education and the nine school districts, the New Brunswick Teachers' Association (NBTA) and the University of New Brunswick (UNB).

BTIP involves pairing each new beginning teacher with a mentor. The mentoring aspect of this induction process is important, as it enables BTIP to offer distinctive in-service opportunities for beginning classroom teachers. These opportunities include orienting beginning teachers to the profession, helping them to gain greater subject area and pedagogical confidence and develop good classroom management practices. The feedback for this program has been decidedly positive, generating interest within other jurisdictions.

For 2005-2006, the Quality Learning Agenda (QLA) has provided additional funding that will allow

for certain enhancements to BTIP to promote quality teaching. The changes are a response to recommendations proposed by UNB as presented in the annual BTIP report: *Toward a Smooth Entry: A Report on the 2002-2003 Beginning Teachers Induction Program in New Brunswick*. This study included surveys conducted by UNB researchers who polled beginning teachers, their mentors and principals and district supervisors with responsibility for BTIP, with regard to their experiences in the program.

The most significant change in 2005-06, in addition to increasing the per-pair funding for BTIP year one, involves expanding BTIP into a two-year program. The second year of BTIP includes a greater emphasis on pedagogical practice as well as expanded teaching and assessment strategies. The rationale for this additional year comes as a result of feedback from BTIP participants. Formative evaluations performed by UNB identified a need for extended professional development in the above areas.

The Coordinating Mentor (CM) position is a new role in the context of the two-year BTIP. One intent is for coordinating mentors to provide experience and guidance to new mentors, many of whom will be mentoring for the very first time. The coordinating mentor position will also provide greater stability to the program as it evolves into a two-year initiative.

Coordinating mentors will work collaboratively with the district supervisors who have lead responsibility for BTIP. The main role of coordinating mentors is to facilitate the professional development of year-two teachers. The Coordinating mentor position presents an interesting professional growth opportunity for experienced teachers looking to assume a leadership role not in an administrative capacity.

QLA Objective III seeks to promote quality teaching by providing ongoing professional development opportunities focused on effective instruction; the expansion of BTIP will contribute to achieving this objective.

Are You Eligible to Retire?

By Larry Jamieson, NBTA Director, Teacher Welfare Services

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

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



Larry Jamieson

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

- If you are unsure of your pension service, check with the Public Service Employees Benefits Division, Office of Human Resources (Pensions Branch) to make sure that you are indeed eligible for retirement. Include your Social Insurance Number (SIN) and birth certificate in any communication with the Pensions Branch.
- Notify your Superintendent, in writing, of your intention to retire (the Regulations of the *Education Act* now stipulate this notification be communicated as of February 1st):
 - (a) specify the date of retirement (always at end of the month - e.g., June 30, 2006);
 - (b) provide information so that your retirement allowance can be forwarded to the financial institution of your choice.

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

- Make arrangements with a financial institution to have your retirement allowance placed in a RRSP account or any other registered investment mechanism. The banking institution, trust company or credit union, etc. will then undertake the necessary steps (complete TD2 form) so that the amount is deposited directly into a RRSP account without going through your hands. Otherwise you might end up paying tax at a high rate on that amount.
- If you are age 60 or over, do not forget to apply for the Canada Pension (CPP).

Forms to fill out at District Office:

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

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

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

Larry Jamieson
New Brunswick Teachers'
Association
P.O. Box 752
Fredericton, N.B. E3B 5R6
Tel. 452-1722

OR

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

Please notify NBTA Central Office as soon as possible if you have decided to retire. This will help us prepare for the provincial Retiring Teachers' Luncheon, which will be held at the Aitken Centre, University of New Brunswick campus on Saturday, May 27th.

School-Based Learning Team Grant Recipients 2006

The NBTA is pleased to announce the recipients of this year's School Based Learning Team grants. This year there were five grants sponsored by the NBTA and one additional grant sponsored by the NBTA Middle Level Council.

Each SBLT grant is valued at \$1000 and allows the team to explore an area of student learning which they have identified as a priority for their team. The team has full autonomy to spend the grant as they wish, with most past teams using the funds to provide release time for the team members to conduct their collaborative work. Other uses have involved purchase of resources, production of materials for sharing and honoraria for expert speakers to support the work of the team.

The successful teams all had applications that were well developed and specific. This specificity was often the deciding factor for the selection committee. If the project was very broad in scope, or if there was a similar project title which reflected greater detail and a plan for achieving the work, these factors influenced the committee.

The committee gave preference to those teams who had narrowed their focus and identified both specific and unique learning goals. The selected applications also provided enough detail to indicate that some serious thought had been given to the goal of the team and the manner in which they hope to achieve it.

It is hoped that all teams who submitted an application benefited from the experience of thinking

about working together as a team and collaborating to improve both teaching and learning in this area. Not receiving the grant certainly does not imply that the project is not worthwhile. Indeed, it is hoped that many teams will proceed with this important work even without the grant.

The recipients of the grants will receive their cheques by mail, along with the Team Log Book for keeping record of their work and expenditures. The work of the team may extend to next December. We hope to provide periodic reports from teams about their projects so that more teachers may benefit from their work.

Thanks to all teams for your submissions. Special congratulations to the schools listed below.



Grant Recipients

Harbour View High School
The Characteristics of Electricity in the Science 9 Curriculum

Forest Hills School
Bilingual Middle School Novel Study Bank & Resource

Parkwood Heights Elementary
The P.A.W.S. Project (Parkwood's Awesome Writing Success)

Leo Hayes High School
Grouping - Regrouping to Enhance Student Learning

Campobello Island Consolidated School
Gifted and Talented Learners

Hubbard Avenue Elementary
Reading and Writing Round Table



Honorable Mention

L.E. Reinsborough School
Developing Higher Order Thinking Skills (HOTS)

Fundy High School
Improving Reading Skills at Middle Level Through a SSR Program

Sussex Regional High
Readin', Writin' & 'Rithmetic: Promoting Literacy in Grade 9 Mathematics

Harvey High School
Special Literacy Project

Oromocto High School
Exploring Reading and Writing Workshops in Grade 9 English Classrooms

St. Stephen Elementary School
SSES: The LOOT PLAN - "Literacy One On Target"

NBTA Professional Courses – Spring –

- All courses are applicable to a Certificate 5 (or if you already hold a Masters degree, the courses may be used towards a Certificate 6). Courses may be taken also for professional or personal interest.
- Fee for all courses is \$375 payable by cheque dated the first day of the course. Make all cheques payable to NBTA.
- All courses require 36 hours of instruction.
- Full description of each course is available at www.plsweb.com. Click Graduate Courses.
- Maximum seats per course: 24 (minimum numbers are required for a course to run).

MAGIC06SDOF — Meaningful Activities to Generate Interesting Classrooms

Dates: Weekends, Friday (6-9); Saturday (8:30-3:00); Apr. 7/8, Apr. 21/22, Apr. 28/29, May 12/13

Location: George Street Middle School, Fredericton
Instructor: Derek O'Brien

Description: This is an exciting hands-on course that offers teachers opportunities to learn about and acquire a multitude of engaging activities that go beyond the textbook and worksheet. Participation in over 60 activities will give you practise in creating, evaluating and adapting ideas to your own specific curriculum needs.

LR06SKPR — Learning to Read: Beginning Reading Instruction

Dates: Weekends, Friday (5-9); Saturday (8-5); May 5/6, May 12/13, May 26/27, June 2/3.

Location: Kennebecasis Valley High School, Rothesay

Instructor: Kathy Prosser

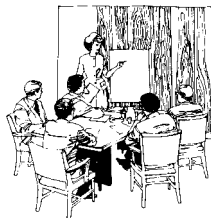
Description: Improve student reading achievement by using a balanced and integrated approach. Explore the latest reading research and connect it to practical strategies to help struggling readers. Learn strategies for both decoding and comprehension. This course will give teachers of all grades a better understand of how reading can be taught.

Skills For Administrators 2006

Space Still Available!

**Brain-Based Instruction:
What Should It Look Like
in YOUR School**
(May 2 & 3, 2006)

To find out more information and to register, please go to the website www.nbta.ca



Interest-Free Loans

Up to \$1,200.00 in any one school year shall be made available to active members of the Association on leave to improve their professional qualifications through educational programs.

\$\$\$ \$ \$

Application forms are available from:

Melinda Cook

Director of Finance
New Brunswick
Teachers' Association
PO Box 752
Fredericton, N.B. E3B 5R6
Tel: (506) 452-8921

The deadline for applications is



Much Ado About “Nothing”

By Nancy Roach
Director of Professional Development
roachn@nbnet.nb.ca

Teachers spend a lot of time marking student work. They put hours into recording and calculating marks. It is one of the most time consuming and challenging aspects of the job, and it permeates our work at every grade level.

Notwithstanding the K-2 block, where teachers have received extensive inservice that has significantly altered the way they approach assessment, it is probably safe to say that teachers perform this task in much the same way as it has been performed for decades. In fact, Thomas Guskey, educational researcher and author, suggests that “grading practices are not the result of careful thought or sound evidence, ...rather, they are used because teachers experienced these practices as students and, having little training or experience with other options, continue their use.” (*Communicating Student Learning: The 1996 ASCD Yearbook*, ASCD, Alexandria, Va, 1996)

I have learned, however, in a series of workshops around the province on Assessment for Learning, that teachers hold some very passionate beliefs about their marking. It usually plays out something like this: participants in my workshops listen politely while I explain the differences between assessment OF learning and assessment FOR learning (à la Rick Stiggins). They nod when I explain how researchers believe that the assessment strategies that teachers use can really make a difference in student achievement. They even take notes when we discuss all the ways that students can become involved in assessment, so that it doesn't become something that is just 'done to them' by someone else.

But, the minute I start to talk about grades, and especially when I mention 'zero', people come to life

and display a passion that is fervent.

“Of course we give zeros at our school...especially for cheating!” (they say). “It’s the only way we can teach kids the importance of honesty.”

“Yeah, I’ve given a zero when work isn’t passed in. I take off 10% for every day it’s late, and soon the mark is zero.”

“If a student skips school and misses a test, I give them a zero. It’s a penalty for jiggling!”

The practice of giving zero is one of the most controversial elements of assessment that I have encountered. Teachers use it, not thoughtlessly, but because they

“The practice of giving zero is one of the most controversial elements of assessment that I have encountered.”

believe that it is an integral part of a grading system. It is something that has 'always been done'.

It is time that teachers give some serious thought to what the grade they put on a final report card represents. Often, again because it has always been done this way, the final mark is the average of a myriad of other marks which may or may not include grades given (or taken away) for participation, effort, home assignments. Proponents of assessment for learning suggest that a mark should be truly representative of what a student knows and can do. The other factors, (effort, behavior, etc.) should be reported in other ways, but should not 'cloud' the integrity of the mark.

So when a student is given a zero, is that a true indication of what the student knows, or is the zero a reflection of a belief we hold about other attributes or qualities? Do

they really know 'nothing'?

We also need to examine the real impact a zero makes, when we calculate the “average” as the term or final mark. It's tough, almost impossible, for a student to recover from being given a zero. Contrary to our belief that the student is 'taught a lesson' by being given the goose egg, what actually occurs is that most students just give up. They know that it is now close to impossible to either get a good grade or maybe even to pass the course, so, with hope gone, they choose not to try.

As Guskey points out in “Zero Alternatives” (*NJEA Review, October 2005*), even in “such Olympic events as gymnastics or diving, the highest and lowest scores are eliminated. If they were not, one judge could control the entire competition simply by giving extreme scores. A single zero has more influence on an average than any other score in the group.”

This is a tough practice for teachers to let go of, not because teachers want to exercise 'power' over their students, but because they truly believe that we have an obligation to uphold high standards for honesty and behavior. They believe that deadlines are important and that students must learn these things as preparation for 'real life'.

Those who advocate that we abandon the use of zero, in fact, that we abandon the use of marks as any form of 'punishment' for behaviour or other infractions, will argue that of course we must uphold high standards. Of course there must be consequences for cheating. But, they suggest, these consequences should not be in the form of marks. Assign detention, in-school suspension, whatever consequence is fitting, but do not make a mark a weapon or a punishment.

It serves us well to remember also, that students are not adults in little bodies. Because their frontal lobes

are not fully developed, they will make mistakes in judgment. They will be ruled more by emotion than by common sense. They will procrastinate and miss deadlines. But the question remains – is giving a zero the best way to respond to these situations?

As Guskey suggests, “ Developing honest and fair grading policies should begin with candid discussions about the purpose of grading and reporting....if guided by reflections about the true purpose of grading, it is likely that teachers at all levels will abandon the use of zeros completely”. Here’s hoping.

More on Assessment

It seems I am not the only one who had recognized the importance of developing an assessment literacy. Every major educational journal has printed a theme issue within the last year. I have selected two articles from the current *JSD (Journal of Staff Development Winter 2006)*. In **What A Difference a Word Makes**, authors Rick Stiggins and Jan Chappuis review the differences between assessment FOR and assessment OF learning. They outline 5 key attributes and describe what that looks like in a teacher’s world. Noted researcher Dylan Wiliam approaches the same topic and ties it to the PD needs of teachers in **Assessment: Learning Communities Can Use It**.

Digital Natives

Digital natives is the term that the author of **Listen to the Natives (Educational Leadership, December 05/January 06)** uses to describe our students. They are so familiar with the world of technology that it is as if they were native to it..in fact most of them have grown up with computers. We, on the other hand, are the digital immigrants, still trying to become comfortable in this new techno world. In the same issue, **The New WWW: Whatever, Whenever, Wherever** outlines some of the impact of computers, cell phones and other technology devices on our kids’ lives. Both these articles urge teachers to recognize how different today’s

students are, and suggest ways that we can integrate the technology in our classrooms.

The World of Digital Storytelling encourages literacy through creating electronic personal narratives. (in fact, this whole issue of EL is a good read!)

Teacher Morale

Principals are always concerned about **Maintaining Teacher Morale** in their schools. This short article by the same name (*Principal, January/February 2006*) provides a summary of research about what teachers need from principals to make them feel professionally satisfied.

Drama Festival

The annual NB Drama Festival is quickly approaching. The High School festival will take place April

26-29 while the Middle Level event will be May 1-2. Teachers and students learn so much by participating in this terrific event.

Summer PD

Just a reminder to watch the next issue of the *NBTA News* for application forms for CONTACT 2006 (for teachers - August) and DSS (for administrators - July.) The limited seats in these two popular summer PD opportunities will go quickly. Science teachers will also be eager to hear about the new CRYSTAL FORUM, a summer PD opportunity being created by UNB. Details soon.

Closing Quote:

“Few teachers currently use the words ‘assessment’ and ‘joy’ in the same sentence.” — Stiggins and Chappuis, *JSD Winter 2006*

Administrators’ PD: Assessment FOR Learning

On January 31 and February 1, more than 30 principals and vice-principals convened at the NBTF Building to work with the latest research around **Assessment FOR Learning**. Facilitated by NBTA Staff Officer, Nancy Roach, and vice-principal, Julie Kilcollins from Florenceville Middle School, the participants were introduced to the work of Rick Stiggins, Ruth Sutton, Ken O’Connor and other leaders in the field of assessment.

The workshop is the second this year in the *Skills for Administrators* series which is jointly sponsored by the NBTA, Districts and Department of Education. Evaluations of this two-day session indicated that administrators were very pleased with the content and relevance of the material. They were anxious to return to their schools and begin discussions with their teachers about some of the principles and best practice surrounding our classroom assessment practices.

The next Skills session is **Share the Wisdom: An Institute for Early Administrators** on March 15-16. This session is currently filled. There are still spaces in the dynamic session titled **Brain Based Instruction: What Should It Look Like in Your School** to be held May 2 and 3. Registration form is available at www.nbta.ca



Elementary Council News



Looking Back ↔ Moving Forward

It's hard to believe that the year is flying by so quickly! No one knows this better than your Council executive who have been involved in planning Council Day 2006. This is the tenth anniversary of the three council format and we are **Looking Back**, at our past successes, being mindful of where we can make improvements as we are **Moving Forward**. Planning Council Day is a huge undertaking as we have over 2300 members. As a result, we have had to look for a venue that can accommodate such a large number of participants. Although we realize that not everyone will choose to attend, we must ensure we have enough space IF they all choose to do so. This year we will return to Mount Allison University in Sackville. The last time we were there, we had a highly successful social on the evening before the big day, so we've decided to hold another! (Mount Allison University will again make rooms available for overnight accommodation.) We'll have a live band and a great time, so please plan to attend.

This year, we will have both **on-line** and **mail-in** registration. The on-line will require credit card payment. The mail-in will accept cheque. You may use the courier bag that is sent to your school to

return your mail-in registration. Similar to last year, your name tag and receipt will be returned to you, at your school, BEFORE Council Day. You will need to bring your name tag with you, as it will have a bar code that will be scanned to allow speedy entrance to the day. Should you forget to bring your name tag with you, the line to replace it will be long, as it will also be our on-site registration table.

Again this year, we have decided to go with a large sessions format. That means we will have a major keynote to kick off the day, divided sessions in the next blocks and closing with a session that brings us all back together. We are really enthused about the speakers who will address us this year. Sandy Tingley has worked diligently to find presenters who will be of interest to all. I commend her for her choices: **David Bouchard, John Van de Walle, Lloyd Mallard, Linda Millar and Steve Brinder**.

When you receive your Council Day brochure, you will notice information about *how to get there*, parking and other changes, too. One of the areas that causes major stress for planners is the nutrition break and lunch. With such a large number in such a small community, luncheon can become a nightmare. **For this year, the Elementary**

Council is pleased to offer complimentary lunch. We are using the money from our surplus from last year to perform a service to our members. We will have lunch stations throughout the publishers/display areas that will be located in Jennings (dining) Hall. Our lunch break will be staggered. You will have the opportunity over a two-hour period to attend a session or to view the publishers, area while you enjoy your lunch and meet old friends. We are apprehensive about trying new things, but we believe it will work.

At the same time as the first lunch session, the Annual General Meeting for the NBTA Elementary Council will be held in the Harper Library. We will lose six members of our current executive as their terms are up or they head to the land of bliss (retirement). I urge you to consider serving your profession by allowing your name to stand either as a member of the Curriculum Committee or the Executive.

I'm **Looking Back**, at what we've accomplished as a team, but I'm certainly **Moving Forward** to ensure our tenth anniversary is memorable, and I can hardly wait to see you there!!

Rona Howald, President
NBTA Elementary Council

Heather Perry – A Teacher Who Makes a Difference!

District #18's Heather Perry currently works as the Resource teacher at South Devon Elementary. Heather describes herself as outgoing, active and enjoys giving back to her students. She certainly hits the mark on all three counts. Donald Levesque, Principal of South Devon, related that "Heather is a leader in the school as a caring dedicated teacher who always goes the extra length to support our

students". Mr. Levesque adds, "As a colleague, she is always energetic, positive and supportive of staff and students."

Heather Perry grew up in the Ottawa area and was very active as a youth participating on numerous school teams, as well as being involved in many summer programs. Basketball and softball tended to be her favourites. Heather opted for UNB, graduating in 1992 with an

Education / Physical Education degree. She continued her professional development by adding a DAUS in 1993, as well as ESL and Special Education training in Ontario. Heather states that her dad went to UNB and the fact that the Concurrent Education program was rated very high at the time were motivating reasons for her to come to Fredericton.

After graduation, Heather lived

and taught in the Arctic. A four-year stay in Baffin Island and three more in the Yukon added to her many talents. Heather remembers her time fondly at Clyde River, a fly-in community of 600 people, as well as Whitehorse and Dawson City. When asked if she would do it again, there was no hesitation. "Yes, my experience teaching Physical Education and being involved in alternate programs was fun and rewarding." While there, Heather also had the opportunity to coach, another love; her teams were able to participate in the Arctic Winter Games trials and she enjoyed seeing her efforts paying dividends having her athletes compete against other countries, Norway in particular. It is very easy to see that her time in the north was busy. Along with her teaching duties, Heather ran many programs for the students and community.

Upon her return to New Brunswick, Heather spent time in Grand Manan, teaching High School; Fredericton High, teaching the Kingsclear First Nation program; and shared time at Barkers Point Elementary / South Devon before settling in at South Devon Elementary full-time.

Heather Perry believes that she owes it as a professional to give back. She believes that the extra that she gives makes the more challenging

student easier to work with, both inside and outside the classroom. "I like the coaching and running intramurals; it helps me to build relationships with the kids outside the classroom," she states. Her



Heather Perry

Principal agrees, stating that she is an integral piece of the school's Positive Learning Environment.

When asked, what does she do for herself, you find a very interesting side to Heather Perry. She loves to travel and has visited many spots around the world, including Iceland, England, France, Switzerland, Wales, Germany, Belgium, Mexico and most of the United States. Not to mention she has driven across Canada – three times! Her favourite location is Iceland. Heather also

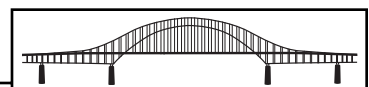
finds time to run triathlons, having participated in a few (Parlee Beach & Hampton), hoping to try an Olympic size one in the near future. She is also a member of the Fredericton Free Wheelers, a cycling club that travels either by road or trail bike on various treks. Softball, beach volleyball and indoor volleyball are other activities that Heather finds time to participate in.

In five years, Heather is not certain where she may be, but states that she would like to see Physical Education specialists back in the elementary schools. Maybe she would be one. She is planning on working on her administration certificate so that may be an option. Heather was quick to say that she enjoys her current role.

Heather Perry is an exceptional individual. Along with providing her students with quality instruction, she looks to add the extras for both her students and school. Heather Perry has found the balance that is required to be an excellent educator. The Physical Education Mentors of District #18 are very appreciative of her tireless efforts at South Devon Elementary and within the District.

Submitted by:
Garth Wade, Supervisor
Physical Education/Health
District #18

Middle Level Council News



**Hot off
the Press!**

**Summer Institute set for July 10-12, 2006
Mactaquac Holiday Inn**

Revisiting the Middle School Model
What have we accomplished? Where do we need to go?

This institute will focus on the organization and teaching of middle school students and promises to be a fantastic, informative, and reenergizing event for our teachers. Discuss having a whole team attend—and administrators will benefit from this as well. There will be more information to come in the next *NBTA News* and on our website (<http://middle.nbta.ca>), so keep watching. Space will be limited to 100 participants.

This institute is ONLY made possible through the partnership of the Department of Education, the Anglophone superintendencies, and the Middle Level Council.

Mark your calendar and plan to attend! For more information or to provide us with ideas/possible sessions, PLEASE contact: Tanya Whitney at Tanya.whitney@nbed.nb.ca.

Middle School Curriculum Question for February 2006

?

How were you in-serviced in your district for teaching the new social studies curriculum?

? Please explain. ?

?

Please forward your comments to Sandy MacCurdy at Campbellton Middle School, 759-7121, email: sandy.maccurdy@nbed.nb.ca

Middle Level Council Council Teacher Recognition Awards Nomination Form

Each year, the Middle Level Council recognizes teachers who put that extra initiative into their profession, benefiting and enriching the lives of our students. The award recognizes excellence in teaching. It salutes the time and effort that initiative and commitment involve. These contributions could be in the areas of classroom teaching, school environment, school spirit, student learning or in any other of the multitude of ways that teachers touch the lives of their students. These awards can go to an individual teacher or a team of teachers. Spend a few minutes and complete the nomination form below. Provide as much information as you can to support your nomination.

Award nominations must be in to Linda Maxwell by April 17, 2006. Awards will be presented on Council Day in Bathurst, May 5, 2006.

To nominate one or more of your colleagues, fill in the form below and forward to: Linda Maxwell, Queen Elizabeth School, 31 Lynch Street, Moncton, N.B. E1C 3L5, Fax 856-2192, e-mail: maxwelil@nbed.nb.ca

Nominee's Name: _____

School: _____

Nominee's Email: _____

Nominated by: _____

Contact Number: _____(w) _____(h)



Please answer on a separate sheet of paper and include any supporting documentation (photos, letters, work samples would be great!)

1. What happens in your nominee's classroom/school that makes learning seem interesting and exciting?
2. What creative teaching strategies or innovative teaching practices does your nominee demonstrate?
3. If you could get in the head of a middle school student, how would he/she describe this teacher? (Quotes from students would be great!)
4. Describe how your nominee inspires and supports other teachers.
5. What contributions does your nominee make to our profession?

Administrator's Signature: _____

Middle Level Council Day

The Middle Level Council Day organizers at Superior Middle School are very pleased to have **Katharine Brooks** as the keynote speaker at Bathurst High School on May 5. She has a wealth of experience in the school and professional development activities including resource and methods, as well as classroom teacher from Nackawic Middle School, First Steps Tutor, presently working on her Master's degree, and has helped on projects like the Portal and District 14's Curriculum Delivery day.

And importantly, she has a sense of humor which we all know is

essential. She has spoken at charity events and has even done stand-up comedy. Her keynote, "I Know you Believe You Know", based on Robert McCloskey's quote "I know that you believe that you understood what it is you think I said, but I am not sure you realize that what you heard is not what I meant" promises to be entertaining and uplifting.

Each of your schools should soon be receiving the day's roster and it is jam-packed with possible learnings for all teachers because there are three different sessions offered. The deadline for registration is April 3 and everyone should take note of

the new on-line payment opportunity. To help keep you organized, much of the information and a bit more will be posted on the NBTA website. So if you get lost in the paper, check the web!



Katharine Brooks

Story Time with HMMS

Throughout the month of December, grade 8 students from Harry Miller Middle School worked diligently writing and illustrating their own children's stories. Then, on December 22, the 4-year-old class from Kid Zone Day Care arrived at HMMS for an afternoon of stories and snacks. The young visitors from Kid Zone thoroughly enjoyed their time with the grade 8 students.

The grade 8 students read their stories with expression and enthusiasm, played a game of *Head and Shoulders* and then ended the visit with snack time. It was a wonderful experience for both groups of children.



HMMS Grade 8 students: Margaret Gould, Olivia Greenbank and Allison Mee share their story "Kileigh Goes To Work" with students from Kid Zone Day Care.

Lunch & Listen Series Promotes Literacy

During the last two weeks of school before the holidays, the students of Harry Miller Middle School enjoyed listening to their favorite Christmas stories read by "celebrity readers" during the Lunch&Listen series set up to promote Literacy.

Organized by Diane O'Connor, the Literacy Mentor, well-known guest readers from the community came each noon hour to read aloud their favorite Christmas stories while students enjoyed hot chocolate and candy canes.

Some of the people who came to read during the series were: Troy Dumville - Assistant Coach of the Saint John Sea Dogs, Andrew Hopper - Director of Education District 6, Jim Hennessy - 97.3 The Wave, Steven Webb - CBC Information Morning Host, Gary Hall - Supervisor, District 6, Mary Ann Gallagher - owner of Benjamin's Books, and Paul Zed - Liberal M.P.

After the reading, the students had an informal question period and learned about each guest reader's job and the importance of reading as an essential skill in today's world.

Diane O'Connor
Literacy Mentor
Harry Miller Middle School



Middle Level Conference Held October 20 & 21, 2005, Successful

The "Practical Suggestions for Working with Exceptional Learners" conference was well-attended. We hoped for a registration of thirty people, but ended up with forty-four participants. Sessions started on the evening of October 20 with a keynote speaker — **Mary Ferris** — presenting the new electronic SEP.

The conference offered divided sessions on October 21, all of which

were well-attended. Several of the highlights included the session on *Autism Spectrum Disorder*, *Differentiated Instruction*, and *how to modify and accommodate the same lesson plan*. Sessions were practical and offered hands-on suggestions for classroom teachers. They were informative and gave participants a chance to ask questions as well as leave with handouts and useful strategies.

Evaluation forms were extremely

positive and consistently reinforced the need for more regional institutes which cut down on travel and expenses.

Special thanks to **Ruth Donald**, resource teacher at Queen Elizabeth School in Moncton, for all her help in organizing this conference, and to Gregg Ingersoll, Supervisor in District 2, for his support in providing the facility, prizes and supply time.

Middle Level Council – “Exceptional Learners” Conference April 20-21, 2006, Woodstock

Meet with the “Best” at the Best Western Woodstock Inn & Suites

- Thursday evening will feature a guest speaker — **Ellen Bubar**, *Alcohol Fetal Syndrome and Effects*, who will also do a session on Friday.
- 6 Divided Sessions on Friday — first-come, first-served basis
- Cost: \$30.00 (meals included)
- A block of rooms has been pre-arranged with the hotel.
- Draws for prizes

Registration Form

Name _____

School _____

Tel _____ E-mail _____

Send registration with cheque
(payable to Middle Level Council)
to:

Cindy Crowhurst
Bath Middle School
118 School Street, Unit 1
Bath, NB, E7J 1C4
Tel. 278-6000
Fax 278-6019
Email:
cynthia.crowhurst@nbed.nb.ca

High School Council News



• *High School Council* •

President's Message

I hope all of you had a successful and stress-free exam period! It is now time to focus our attention on second semester and the upcoming excitement of High School Council Day.

The program for Friday, May 5, at Bernice MacNaughton High School in Moncton has just been completed and sent off to the printers (remember, it is never too early to book your hotel room). You all should be receiving a copy of the program in your schools no later than the middle of March. Also look for the program to be available soon on the High School Council website (<http://highschool.nbta.ca>).

The registration deadline for this year's Council will be **April 3**. Remember that you will have two options to make the registration process simpler this year: (1) register the old-fashioned way using the paper registration form at the back of your program booklet, or (2) register online through a link on the High School Council website using your Visa or MasterCard. The online registration form will become active after you receive your program.

Whichever method of registration you choose this year, make sure you register early to avoid increased fees (\$30 to \$40) and line-ups on Council Day. Members who register early will receive registration materials in the mail, enabling you to avoid the long waits traditionally associated with on-site registration! Look for more information regarding Council Day registration in future issues of the *NBTA News*.

Your High School Council Executive met in Fredericton on Saturday, February 11. The agenda was packed with items concerning High School Council Day, teacher professional development, and curriculum assistance. By the time you read this article, the High School Council Professional Development Committee will have offered two very successful Automotive Institutes and is planning on offering an institute dealing with Smart Boards in the near future. Look for further details on how to register for this professional development opportunity in this section of the *NBTA News*.

I would like to conclude this

article by again encouraging you all to check out our High School Council website. It is located in a link on the NBTA website (www.nbta.ca). It is here that you will find application forms for Educational Improvement Grants and Teacher Recognition Awards (please take note that the deadline for these awards is **March 31, 2006**). It is also here where updates regarding the High School Council Day Program and Electronic Registration will be posted. Please check back frequently!

Your High School Council Executive will be having its fourth meeting during the evening of Friday, April 7 and the morning of Saturday, April 8 to discuss new business and plan for May 5 and the upcoming institutes. If you ever have any items you would like to see included on an agenda for these meetings, please do not hesitate to contact me (derek.taggart@nbed.nb.ca) or any of your other High School Executive members.

I hope you all have a wonderful second semester and I look forward to seeing you all at Council Day!

Teacher Recognition Award – Jennifer George

Jennifer George is a grade nine teacher of mathematics at Bernice MacNaughton High School; she has ten years of teaching experience.

Previously she taught at Moncton High School and Marshview Middle School in Sackville, N.B. Her favourite courses to teach are Physical Education and Mathematics.

She has coached High School basketball for nine years, but has taken the 2005-06 season off as she has a husband and two young children - son Ben, age five and daughter Ryan, age three — no small family commitment!

Her hobbies and interests include regular daily exercise, golfing, camping and spending time with her family.



Randy Hunter, 2004-05 High School Council President, makes presentation to Jennifer.

Submitted by: Nancy K. Vessie

High School Council Institute

SmartBoards in the Classroom

Location: North and South Esk Regional High School, Sunny Corner

Date: Friday, March 24, 2006, 9:00 am - 3:00 pm

Presenters: **Joey Savoy** and **Kelly Tozer**

Joey and Kelly will present an overview of SmartBoard Technology and how it can be applied to specific subject areas. The afternoon will allow participants to design their own lessons for their subject area that utilize some of the many features of SmartBoard Technology.

There is a required registration/holding fee of \$25.00, in cheque form, which will be returned the day of the presentation, to ensure participants attend.

Maximum 25 participants.

Lunch will be provided to the participants on-site.

Deadline for registration: **March 17, 2006.**

To register for this professional development session, please contact: Grant Hendry, 40 Northwest Road, Sunny Corner, N.B. E9E 1J4, (506)836-7000, email: hendrkeg@nbed.nb.ca.



Simonds High Gets Grinchy

The paint was still wet on the little Who houses when the cast of "How the Grinch Stole Christmas" hit the stage of Simonds High in Saint John this past December.

Teacher/director Jeff Scott had wanted to do the Grinch as a mini-musical after seeing the Ron Howard film many years ago. This past fall he brought that idea to fruition.

The one-hour presentation featured many Christmas classics such as "It's Beginning to Look a Lot Like Christmas" and "You're a Mean One Mr. Grinch". The play was a cross between the classic cartoon and the feature film, complete

with green fur, Mount Crumpit and Roast Beast! The show featured Joel Hicks as the Grinch and a cast of other Whos who were as enthusiastic as the teachers who helped put it together. The Simonds Drama production ran for three nights to sold out crowds who were delighted and left with a warm yuletide spirit.



Alyssa Gaudet as Martha May and Joel Hicks as the Grinch.



Introduce Students to the World of Wetlands!



The Ducks Unlimited Conservation Centre on Fredericton's Northside has just re-vamped its wetland education programs. The new programs meet NB Science curriculum learning objectives and offer students a hands-on approach to learning.

Visit our centre and have your class participate in one of our new programs!

We are offering our programs FREE of charge for a whole year (until September 2006) to teachers who wish to participate in the following programs:

- **Grade 1 - "Wetland Plants and Animals"**

Students will discover how both plants and animals are adapted to their environment by observing the special characteristics they have to meet their daily needs. (Also available in French)

- **Grade 2 - "Life Cycles of Wetland Animals"**

Students will be introduced to the concept of life cycles and examine the life cycle of 3 common wetland animals; dragonflies, frogs and ducks. (Also available in French)

- **Grade 3 - "Can you dig it? A study of wetland soils"**

In this program, students will investigate different types of soils by observing their texture, colour, particle size and ability to hold water.

- **Grade 4 - "Wonder of Wetlands" Giant Floor Game**

This interactive floor game teaches youth about the sustainable development of Canada's wetlands by investigating the natural wetland ecosystem, human impact on wetlands and how society can manage wetlands for wildlife, people and the environment. (Also available in French)

- **Grade 5 - "H₂Olympics"**

This program will allow students to investigate the properties of water and how these properties affect life in a wetland. The following properties will be examined through this program; surface tension, adhesion, cohesion, solubility and density.

For Information on booking a program for your class at the DUC Conservation Centre, please contact us at (506) 458-8848 Ext. 23.

Priestman Street Elementary Recognizes Respected Physical Educator – Kaye Lister

In 1976 the Priestman Street School Gymnasium had walls and ceiling of gray cement with the only colour in the facility being the tan flooring. Today, the school has had a considerable upgrade with a new gym floor and brightly painted walls. Despite the dull colour scheme in the 70's, there was one bright, energetic lady who brought life, fun and excitement to the gym with each lesson.

Every noon hour there were intramural programs offered to all students: soccer, badminton, basketball, and square dance was held in the not-so-colourful gym. After school, practises were held for the various school teams. Priestman had a proud history of fair play and sportsmanship, which continues to this day.

Kaye Lister was the physical education specialist from the time the school officially opened in 1970 until 1979. Kaye was that energetic lady who brought life to the Priestman Street Gym. Kaye moved to the District Office from Priestman serving as Coordinator of Physical Education, continuing in this role until retirement in 1992. During her career, Kaye became a mentor to many young teachers, guiding them in their professional careers. There are many who credit their love of teaching to her.

As a member of the NBTA Physical Education Subject Council, Kaye became the editor of the council's newsletter called "The Stopwatch". Along the way, Kaye earned much deserved recognition, including the Dr. John Meagher Award for excellence in Physical Education Teaching. She is a member of CAHPERD (Canadian Association for Health, Physical Education, Recreation & Dance), served on the Department of Education Physical Education Curriculum Committee and was a delegate to the Alberta Symposium on Adapted Physical Education.

Meanwhile, in her spare time, Kaye directed various youth summer camps, youth group leader for Girl

Guides, Cubs, CGIT Girls and the New Maryland Recreation Centre.

In retirement, Kaye has not slowed down. She is a member of the Delta Kappa Gamma Society International, board member of the NB Retired Teacher's School Days Museum, volunteer at the District #18 Track and Field meets and currently sits on the planning committee for the annual New Brunswick Physical Education Society's "Remember When" conference.

Priestman Street School takes great pride and pleasure to recognize Kaye Lister's outstanding contributions to the development of youth at Priestman Street and with the numerous groups and organizations she has and is a part of. A plaque has been placed to recognize her many contributions to the profession of teaching, the promotion of physical education and



District #18 Physical Education Mentor Team - Heather Neilson, Lee MacDougall, Ruth Henry-Dickinson, Norman Russell; Priestman Street Principal – Donna Bliss; Kaye Lister; Dist. PE/Health Supervisor – Garth Wade

the mentoring of many individuals in the past, present and future.

Garth Wade
PE/Health Supervisor, District #18

Spring Stress Buster!

Sea kayaking with FreshAir Adventure and lodging at the Fundy Highlands Inn and Chalets in Fundy National Park

Stress Buster Details

- One night at the **Fundy Highlands Inn and Chalets** - overlooking the Bay of Fundy
- One half-day guided **sea kayaking adventure** with **FreshAir Adventure** - all kayaking and safety gear, experienced guides, paddling jackets, substantial snack on a Fundy beach
- Package available May 20 to June 25
- **Package price:** \$99 single occupancy, \$135 double occupancy (+ HST)
- Extra night at the Inn - add \$65 + HST to the package price

FreshAir Adventure
16 Fundy View Dr.
Alma, NB
E4H 1H6

Contact Information
1-800-545-0020
info@freshairadventure.com
www.freshairadventure.com

Paid Advertisement

Sally Richards Recognized as one of Canada's Outstanding Principals

Thirty exceptional leaders in education from across the country have been chosen as Canada's Outstanding Principals™ for 2006 and will be inducted into the National Academy of Principals. An initiative of The Learning Partnership (TLP), the group has been recognized for their unique and crucial contributions as exceptionally dedicated principals of publicly-funded schools. Canada's Outstanding Principals is a unique program that recognizes and celebrates the accomplishments made by school principals who provide leadership, guidance and an education to millions of Canada's students.

Sally has taught in Quebec, Nackawic, Hartland, and is currently Principal at George Street Middle School in Fredericton. As a young girl, she knew she wanted to be a teacher and has had a successful 33-year career.

When inclusive classrooms started in New Brunswick, she helped thousands of students learn and

succeed. She was principal of Hartland High School before coming to Fredericton and helped many students and teachers achieve their potential.

Kendra Frizzell, a grade 6 teacher at George Street, was thinking of changing her career when she met Sally. "She encouraged me to meet challenges that I had never before thought possible. She is far beyond what is expected of a principal."

According to Kendra, Sally's strongest qualities are communication, leadership and dedication. She works beyond normal hours with parents, staff and students to ensure a great school for learning.

"Teaching is not the easiest job," said Kendra, but Sally makes it look easy, and she makes my job easy, because of who she is."

From February 12 – 16, the 30 winning principals were invited to a five-day Executive Leadership Training Program at the prestigious University of Toronto's Rotman School of Management where they had the

opportunity to dialogue and reflect on leadership issues with other renowned leaders from the educational, social, cultural and business communities.

Following these events, winners were inducted into the National Academy of Principals and will have the opportunity to participate in a year-long online forum. In addition, on February 14, the winners were formally honoured for their contributions at a dinner in their honour, Canada's Outstanding Principals Awards Gala Celebration, which is being held in Toronto at the Delta Chelsea Hotel.



Sally Richards

Your Retirement Allowance

Do you know the six different options for investing your retirement allowance?

During the years I worked for the NBTA as Director of Teacher Welfare Services, the question, "What should I do with my retirement allowance?" was frequently asked. There are, in fact, six investment options that you can pursue.

If you are retiring this year or in the next few years, you should know every option available to you. Each of these options has advantages and disadvantages. The option you decide on should be based on sound financial advice. Don't make a decision on investing your retirement allowance until you know all the options!

For a "no-fee" consultation for you or a group of teachers in your school (anywhere in the province), contact:

Mike Springer

Retirement and Investment Consultant

Fax (506) 454-9086 Tel. (506) 472-9474

E-mail: springmp@nbnet.nb.ca



Mike Springer

New Brunswick Strengthens Education Partnership with China

A new international school to be built in Beijing, China will offer New Brunswick's K-12 curriculum opening in September 2006. Alan Norman of Atlantic Education International Inc., an affiliate of the N.B. Department of Education, signed an agreement last January during the Canada Trade Mission between Prime Minister Paul Martin and Wen Jiabao at the Great Hall of the People in Beijing. Under the agreement, New Brunswick's K-12 curriculum will be offered to children of foreign Diplomatic Missions and expatriates stationed with their families in Beijing.

The signing of this agreement will strengthen and expand the existing co-operation with China through their commitment to partner in the creation and development of the new Capital International School in the diplomatic section of Beijing.

Since 1997, three New Brunswick supported schools have been established in China. These schools are recognized as model Schools for Chinese Education Reform and have been replicated by several Canadian provinces.

New Brunswick has enjoyed a partnership with Dr. Francis Pang of AKD International for many years. Dr. Pang initiated the bid to develop a new international school in Beijing using the New Brunswick curriculum. Bids from the United States, Great Britain, and many other countries were received. However,

the Chinese government's loyal relationship to New Brunswick as the first Canadian province to partner for the delivery of a joint High School diploma in China won out.

The new international school is a partnership between the Department of Education, Atlantic Education International Inc., AKD International, the Beijing Service Bureau for Diplomatic Missions and the Chinese Ministry of Foreign Affairs.

Teachers are also hired to work at one of three other schools which all have partnerships for the delivery of New Brunswick Curriculum to over 1600 students. The Beijing Concord College of Sino-Canada, located on the outskirts of Beijing, is a joint cooperative Chinese Residential High School, grades 10-12, offering a jointly approved mix of New Brunswick and Chinese curriculum. Successful students receive both a Chinese and a New Brunswick High School Diploma. Our current staff complement at this school is 18. The Shenzhen Concord College of Sino-Canada, which opened in September 2002, located in Shenzhen (approx. 1 hr. from Hong Kong), offers the same program as BCCSC. Our current staff complement is 15. These teachers form the English Department of the school and are responsible for approximately 35% of the entire instruction offering English, Social Studies and

Information Technology, all with a focus on English Second Language enhancement.

Our initial Shenzhen/Nanshan International School of Sino-Canada, also located in Shenzhen, opened in September 2002 and this school offers the complete New Brunswick K-10 curriculum for the non-Chinese international community of Shenzhen. Teachers are required for all subjects at all grade levels.

As in the past, A.E.I. Inc. actively recruits certified teachers from Atlantic Canada with our common curriculum objectives. Interested teachers looking for a new experience, entering the profession for the first time, those planning on taking a leave of absence, or looking for a post retirement experience of a lifetime are invited to visit the A.E.I. Inc. website at www.wei-inc.ca for further information and applications.

Tuition Income Tax Credit

If you paid tuition after January 1, 2005 to a post-secondary institution recognized by the federal government for the purposes of the tuition income tax credit, you will be eligible to accumulate a credit and claim a rebate if you have tax otherwise payable when you file income tax for the taxation year 2006, in April 2007.

Clean Nova Scotia
inspiring environmental change

Quagmire

a simulation game

Students role play to help decide the fate of a saltmarsh. Along the way, they learn about eco-systems, resource management, negotiation, critical thinking, issue analysis, and more!

Designed for grades 5-12, meeting curriculum expectations ranging from science to global geography.

Includes an interactive resource CD.

Ceci est aussi disponible en français

free resource

For more information or to order, visit www.clean.ns.ca or www.green-street.ca

Paid Advertisement

Fun in the Sun – Suitcase Social in Saint John

On Saturday, January 21, the fun-loving staff members of District 8, joined by friends from around the province, descended upon the Bowlarama West to show their support for retiring teachers. Although primarily a donation to their farewell dinner in June, the 327 people who purchased a \$25 ticket also bowled for free, raised \$2,000 for Romero House, and were entered into a draw to win a trip for two to the Dominican Republic over the March Break.

Adding to the suspense was a three-hour elimination draw that featured each and every name projected onto a giant wall by four laptop/projector combos on loan from Saint John High School. Slowly but surely, a random draw and the delete keys spared only **Dana MacDougall** of St. Martins by the time the event closed down at 12:30 am. Sunny skies and smooth flying will no doubt define the rest of his

adventure.

The NBTA Executive for Branch 0820 would like to extend thanks to their local reps for a tireless sales campaign, the Bowlarama for their hospitality, and to every single person who supported retirees by purchasing a ticket. First and foremost, however, they would like to thank Sears Travel for transforming a fun event into a successful fundraiser by offering up a beautifully priced trip.

The \$3,800 of pure profit (\$5,800 if Romero House is included) would not have been possible without them.



The Aboriginal Writing Challenge

16 year-old Nicole Nicholas from Victoria B.C. reinterpreted a Haida legacy and won the 2005 contest.

What story will you tell?

The first four schools to submit 20 stories will receive a digital camcorder

Win Cash Prizes
See Your Story in The Beaver Magazine
Appear on Canadian Learning Television

If you are between the ages of 14-18 or 19-29, you can showcase your creativity and explore your heritage.

Visit www.our-story.ca or call 1-866-701-1867 for contest guidelines. Deadline is May 6, 2006.



Branch PD Chairs Hold Virtual Conference

On Thursday, January 12, 2006, over 20 representatives participated in the first Virtual Conference for PD Chairs. Although attendance (especially in District 14) was hampered by wintry weather, the delegates to the conference unanimously agreed that the day was beneficial.

The NBTA has, in the past, co-chaired a fall meeting of the PD Chairs, both for the purpose of providing these volunteer leaders with some Professional Development for themselves, and to provide an opportunity for the group to meet each other and share ideas and tips on the challenges of being a Branch PD Chair. With a reduction in the financial support from the Department for a face-to-face meeting, the NBTA considered a virtual conference an opportunity.

Nancy Roach, Director of PD for

the NBTA, is quick to sing the praises of Department employees, Mary-Jo MacRae and Sandra Mitchell. "These two women gave hundreds of hours to ensure that the infrastructure and tech support were available for this venture," she said. "They procured sufficient laptops and even arranged for a tech mentor or other staff to be at each site to ensure there were no unsolvable glitches."

Through polycom video on eight sites around the province, participants met their colleagues and were introduced to the Department of Education Portal and spent time familiarizing themselves with the wealth of material there. They also worked with Interwise meeting software and saw the potential of that program for distance groups to meet.

At the end of the day, participants completed an on-line survey which provided instant data on their satisfaction with the day, as well as on other topics related to the job as PD Chair. Their



comments reflect their interest in this medium:

"I thought that this was a wonderful experience and a great way to limit the travel required. Although you still can't beat a face-to-face meeting."

"Loved this opportunity! Thanks so much for sharing it with us! I have learned a lot and can't wait to bring it back to my staff!"

"I was nervous about what I heard about the conference but I am coming away with a good feeling about the portal and how to get it up and going. Great day but terrible weather to get here."

The Branch PD Chairs will hold a face-to-face conference on April 19-20 at the NBTf Building.



CANADA'S NATIONAL HISTORY SOCIETY GOVERNOR GENERAL'S AWARDS FOR EXCELLENCE IN TEACHING CANADIAN HISTORY

Her Excellency the Right Honourable Michaëlle Jean, Governor General of Canada, illustrated her commitment to Canadian history education during the 2005 Governor General's Awards ceremony. Now it's your chance to show us yours!

Canada's National History Society urges you to submit a lesson plan or teaching idea for the 11th annual Governor General's Awards for Excellence in Teaching Canadian History. The process is easy. Candidates need only submit an original lesson plan or project description, supporting student work, evaluation of the student work, and a statement of their teaching philosophy. It's that simple.

Six Recipients Awarded \$2,500!

Six recipients will be awarded \$2,500, a medal and a trip to Ottawa for two, to attend the Awards ceremony and presentation by Her Excellency.

Six Schools Share in the Winnings!

An additional \$1,000 is awarded to the recipients' schools.

All Approaches are Welcome!

Canada is rich in stories and there are countless ways to tell them. The History Society invites educators from elementary, middle, and senior levels to participate in the Awards, provided that their work features Canadian content with an explicitly historical dimension. Teachers can present themselves or a

group, or be nominated by a student, parent or colleague. The application deadline is **April 29, 2006.**

A Career Highlight!

In addition to the cash awards and recognition, recipients enjoy two days of unforgettable experiences which have included in past years, Vice-regal ceremonies with her Excellency, cocktails in the Senate, and private tours of Parliament Hill, Rideau Hall, the Library and Archives Gatineau Preservation Centre, and the Mackenzie King Estate.

**1-800-861-1008, www.historysociety.ca
prixggawards@historysociety.ca**



Attention all Social Studies Teachers!

Imagine a week on Parliament Hill ...

by Barb Hillman

Teaching about citizenship is one of the primary goals of the new incoming NB social studies curriculum. As social studies teachers we are always looking for resources, ideally free resources that we can use to teach about citizenship. If you are one of these teachers, how would you like to access free resources, and have an opportunity to apply to spend one week on Parliament Hill immersed in the parliamentary democracy experience?

Before I highlight a number of free resources available to all teachers, allow me first to paint a picture: Imagine being flown to Ottawa to join 70 other social studies educators from across the country for an intensive, informative, and unforgettable week on Parliament Hill? You will attend a large resource fair and receive free materials designed to support teaching about Parliament, governance, democracy, and citizenship. Activities will include meeting the Speakers of the Senate and the House of Commons, as well as other

parliamentarians. You will attend Question Period, analyze critical issues with political and pedagogical experts, attend working luncheons with key parliamentary and federal government staff, and that is barely a start!

Barely! The week will also include tours (e.g., Centre Block, Supreme Court) and participants in the recent November 2005 Teachers' Institute visited Rideau Hall (meeting the new Governor General), and also toured the Canadian War Museum. How can you be a part of all of this? Simply apply at www.parl.gc.ca/education (here you will find

detailed information and application forms for the November 2006 Teachers' Institute on Canadian Parliamentary Democracy. See also ad on page 31 of this newsletter).

But what about those free resources for everyone? I'm glad you asked. Whether or not you attend the Teachers Institute, there are wonderful lesson plans available to you free of charge online. This web address <http://www.parl.gc.ca/education/> will take you to the



New Brunswick participants at the 2005 Teachers' Institute on Canadian Parliamentary Democracy shown with Parliamentarians and Senator N. Kinsella.

Parliament of Canada Education site. On this site you will find many lesson ideas as well as resources, produced by the Education Outreach branch of Parliamentary Public Programs. Note: While some products are for sale, there are lesson plans available under the link "Classroom Resources" which are free. Also, by reading through these lessons and completing a brief online survey, you will be mailed a complimentary poster for your classroom. You should also write and ask for a copy of the free "Teachers Kit" which includes the excellent resource "How Canadians

Govern Themselves, 6th Edition". Simply write to: info@parl.gc.ca or call 1 (866) 599-4999 (toll free). All of these resources are available in both French and English.

I would also suggest that you approach other organizations for materials to assist with your social studies teaching. You will be surprised at how accommodating these groups can be. For example, Veterans Affairs Canada <http://www.vac-acc.gc.ca> has binders (complete with lesson plans and videos) available for certain historical periods and they will send a complimentary copy to your school. In fact, you can find a directory of programs related to democracy and citizenship education within the link called "Background Resources for Educators" - accessible from the Parliament of Canada Education site www.parl.gc.ca/education.

It is my hope that you will take advantage of the resources I have highlighted and that while on the Parliament of Canada Education web site, you will also explore the link regarding the upcoming November 2006 Teachers' Institute on Canadian Parliamentary Democracy. The application deadline is **April 30, 2006**.

Barb Hillman is a teacher (on leave) in District 18 and currently a full-time Ph.D. student and sessional instructor at the University of New Brunswick . She is also the NB representative for the Education Outreach Teacher Advisory Committee (TAC) of the Library of Parliament.

New Resource for Teaching Global Citizenship

Sharing the Harvest is a ready-to-use activity guide designed to encourage the development of world perspectives and global citizenship in youth. Produced by Citizenship and Immigration Canada in conjunction with Classroom Connections, this resource provides transformative learning opportunities that explore concepts such as resource inequities in the global village, international human rights, fair trade and global interconnectedness. The materials are **free** to classrooms and youth organizations in Canada and are designed for use in grades 4 to 8, offering excellent curriculum connections in Social Science and Social Studies.

Sharing the Harvest is divided into three sections. "Gathering Crops" focuses on the interconnections we share, what it means to be a global citizen and the development of global perspectives. "Supporting Growth" examines the rights we hold as global citizens and looks at how the actions of individuals, organizations, businesses and governments can affect the rights and lives of others around the world. "Sowing the Seeds of Tomorrow" builds awareness and understanding of global issues and of the ways that each of us can make a difference. It encourages youth to imagine the range of futures possible for our world and the personal actions they can take to help create the future they envision.

Sharing the Harvest is the final resource in the **Cultivate Your Commitment to Canada** trilogy. The series aims to empower youth with the concepts, understanding and skills they need to be responsible, caring and active citizens, both in Canadian society and within the global community.

The first resource in the series, **Planting the Seeds**, explores the concept of personal citizenship, while the second guide, **Nurturing Growth**, expands that understanding to include what it means to be an active Canadian citizen.

All materials are available for download at <http://classroomconnections.ca/en/cc.html> and hard copies can be ordered at <http://www.cic.gc.ca/english/citizen/belonging/onlineform.html>.





Summer 2006 Tours

MONTREAL JAZZ FESTIVAL June 30 - July 6
Includes sightseeing in Quebec City, Montmorency Falls, guided city tour of Montreal, lots of shopping opportunities.

NEW YORK & PHILADELPHIA July 15 - 22
3 nights in Manhattan, 2 nights in Philadelphia, Broadway show, guided city tours, Statue of Liberty, Liberty Bell and Independence Historical Park.

Tours include: Transportation via deluxe motorcoach, all breakfasts, 2 dinners, services of tour escort, hotel accommodations, luggage handling, many attractions

We also offer customized group tours. Call for details!



JK Tours Inc., Moncton, NB
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TEACHERS INSTITUTE
ON CANADIAN PARLIAMENTARY DEMOCRACY

Experience a week
on Parliament Hill!

OTTAWA, NOVEMBER 5 TO 10, 2006

- ▶ **GET AN INSIDER'S VIEW** of Canada's parliamentary system
- ▶ **EXPLORE KEY ISSUES** in parliamentary democracy
- ▶ **MEET PARLIAMENTARIANS**, and political, procedural and pedagogical experts
- ▶ **DEVELOP RESOURCES** for teaching about Parliament, governance, democracy and citizenship

Seventy individuals from across Canada will be selected to attend this unique professional development event. The program is open to teachers of social studies, civics and related subjects teaching grades 4 to 12 (in Québec, from elementary cycle 2 up to CÉGEP).

The program covers travel costs, accommodation and most meals. A registration fee of \$300 is payable upon selection. Limited bursaries are available.

(Renseignements disponibles en français)

APPLICATION DEADLINE: APRIL 30, 2006

For detailed information and application forms visit our Web site or call us.



www.parl.gc.ca/education
(613) 992-4793 ▶ 1 (866) 599-4999

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FEBRUARY 2006

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Discovering Your Magical Mystery

by Beverley Park

Beverley Park is an Administrative Officer in the Professional Development Division of the NLTA. This article was originally published in the December 2005 edition of the NLTA bulletin and is reprinted with permission.

It's nearly holiday time and, even without the benefit of a crystal ball, I can tell that you are looking forward to a break. Teaching is not easy – even for those master teachers who make it appear so. This is a chance for you to regain some of your mental and physical energy. Even the later-than-usual nights and the partying that goes along with the festive season is not as fatiguing as some of the long hours you spend planning and preparing for lessons and grading assignments and tests. If you are traveling “back home” for Christmas, you can anticipate a lot of questions from your family and

friends. So, what are you going to tell them? Take a moment to reflect on something that really touched you, something that surprised you, something that you have learned. Think back over the first few months and identify a time when you were proud of your students, a time when you were proud of yourself. Hopefully, you'll have lots of positive things to recount over the dinner table or the pool table during the holidays.

By now you have discovered that there's no such thing as a typical day; no such thing as an average student. You have likely found out that there are as many learning styles as there are students and as many teaching styles as there are teachers. We are all unique, both as learners and as teachers. That's what makes the job so fascinating, not to mention challenging.

Buckminster Fuller said that “understanding one's own magical mystery is one of the teacher's most important assets if (s)he is to understand that every-one is thus differently equipped.” Have you come to understand your own magical mystery? Have you found the thing that makes you connect to your students? Have you found the way to your students' hearts and minds?

While the complex activity of teaching cannot be easily described,

in a recent lecture, Dr. Edward Pajak of Johns Hopkins University explained a simple but interesting way to view teaching styles. With his permission, I will share them with you here.

Some teachers, says Pajak, can be categorized as “knowing.” They primarily view their role as helping students acquire knowledge and skills and learn to reorganize information. He uses the phrase “step by step” to characterize their teaching style.

Another group of teachers, those who are more focused on helping students understand and respect themselves and cooperate with others, he denotes as “caring teachers” who operate “friend by friend.”

A third teacher type, the “inventing teacher” works “idea by idea” to help students collect and examine data to learn to reach logical conclusions.

Finally, Pajak talks about the teacher who is most inclined to go “dream by dream” as she or he helps students express personal values and develop a sense of vitality and purpose in life. These teachers he called “inspiring teachers.”

But, as Pajak cautioned, it isn't about classifying people or putting them in a box. In fact, we need to be knowing, caring, inventing and inspiring. For the purposes of this

Twenty-Fifth Annual New Brunswick Mathematics Competition (for Grades 7, 8, 9)

Friday, May 12, 2006

Forms will be sent to the principals by the beginning of February.

Preliminary application forms should be returned by

March 10, 2006 and final application forms should be returned by **April 14, 2006**. Forms can also be submitted

electronically by accessing:

<http://www.math.unb.ca/mathcomp/forms>

For further information contact:

Fredericton (UNB) — Dr. Bob McKellar
(506-453-4768), bob@math.unb.ca

Moncton (U de M) — Prof. Paul Deguire
(506-858-4155), deguirp@umoncton.ca



N.B.T.A. Mixed Curling Bonspiel

When: March 31 – April 2, 2006

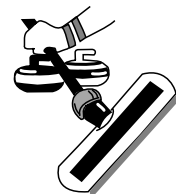
Where: Carleton Curling Club, Saint John

Cost: \$120.00/team

Accepting any team configuration except all male.

One non-teacher (can't be skip) permitted.

Contact: Anne Levasseur (506) 648-0885



article, it's about having you think about who you are as a teacher, the values you hold, the philosophy you espouse, the image you project. I hold firm to the adage: You teach some by what you say (your

content). You teach more by how you say it (your technique). You teach most by who you are.

When you are in your classrooms or in your school corridor or cafeteria, who are you? What is the

magical mystery you have within you? Like the gifts you received at Christmas you have to unwrap that mystery and reveal it to yourself, to your colleagues and your students every day!

CSLC/CCLE NB 2006

Ordinary Youth Doing Extraordinary Things

Des jeunes ordinaires accomplissant des choses extraordinaires

New Brunswick is proud to host the Canadian Student Leadership Conference on September 19 to 23, 2006 at Fredericton High School. We truly believe that the youth of our nation have the potential to achieve great things when provided the opportunities and necessary skills. During the 22nd CSLC, we hope to unleash the "extraordinary" in each and every one of the attendees.

For this conference, we are looking for presenters who would be willing to offer a session to either students, advisors or both. We know that the teachers of this province have great knowledge, expertise and experience that could benefit our

participants. The sessions could be on a variety of topics related directly or indirectly to student life, leadership, lifestyle choices, volunteerism in the community and the school, community/school relationship, fitness, outdoor pursuit, healthy living, school spirit, social issues such as bullying, racism, etc. Your school might be involved in a special program that you would like to share with the delegates.

In accordance with our conference theme, we are also looking for student presenters as we are sure that amongst our New Brunswick young leaders, we would have some ordinary youth doing extraordinary things who could

easily offer a session and what better way to showcase our students. Please note that sessions can be activity-based and take the form of a workshop.

We are looking forward to hearing from you and we thank you for the support you will give us in helping us make the CSLC 2006 the best one ever. If you know of someone from your community who could assist us, please pass on this information. The call for presenters form is also available on our website at www.cslc2006.com.

If you have any questions, please contact Francine Levesque at 847-6204 or e-mail francine.levesque@nbed.nb.ca.

Call for Presenters

CSLC/CCLE NB 2006

Ordinary Youth Doing Extraordinary Things

Des jeunes ordinaires accomplissant des choses extraordinaires

Name: _____

School: _____

Address: _____

Tel: _____ Fax _____ Email: _____

Name of Session: _____

Teacher or Student (Circle one)

Description of Session: _____

Maximum number of attendees: _____

Facilities – A/V requirements (specify): _____

Fax to Francine Levesque (506) 847-6244



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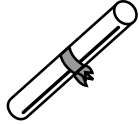
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Margaret Sophia (Fraser) Cox Scholarship Frank Hazen Rouse Scholarship Belle McLeod Rouse Scholarship



These scholarships are awarded by the "Teacher Education Trust" set up by the late Dr. Irvine B. Rouse. The awards amount to: Margaret Sophia (Fraser) Cox Scholarship - \$200; Frank Hazen Rouse Scholarship - \$200; Belle McLeod Rouse Scholarship - \$200.

Scholarships are offered to enable the recipients to enrich their background through travel and/or study. The award must be used either during the summer of 2005 or within the academic year following. Applicants, including teachers, principals and vice-principals, must be currently serving as co-operating teachers for the Faculty of Education.

Applicants must be Canadian citizens or landed immigrants on a continuing teacher's contract in the Province of New Brunswick. A condition of the award is that the recipients continue to accept student teachers upon request, and teach in New Brunswick during the year in which they receive the scholarship (education leaves excepted).

While applications are considered from those intending to obtain further academic qualifications, there is no requirement to follow specific courses. The Committee will judge applicants on the value of the projected travel and/or study to their work.

Send applications to "The Margaret Sophia (Fraser) Cox, Frank Hazen Rouse, and Belle McLeod Rouse Scholarships," c/o Associate Dean, Faculty of Education, University of New Brunswick, P.O. Box 4400, Fredericton, NB E3B 5A3, **before June 15, 2006.**

Letters should include a brief statement of the applicant's experience, qualifications and involvement as a co-operating teacher, an outline of the purpose for which the Scholarship would be used, with details of location, duration and estimated costs, where possible. Please include your address and telephone number.

James: Teaching in the U.S.A.

Home Country: Canada
U.S.A. Placement: Virginia
Professional Goal: Experience teaching in a diverse environment
Personal Goal: Go camping in Shenandoah National Park
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NBTA Men's Bonspiel

Carleton Curling Club, January 20-22, 2006



NBTA & Moosehead Breweries Trophies — Section A Winners: (l-r) Lead - Dennis May, 2nd - Owen Dunn, Mate - Andrew Loughery, Skip - Dave Ross, NBTA Director - Peter Murray



Section A Runners-up: (l-r) Skip - Frank Belyea, Lead - Darryl Caines, Mate - Ron Caines, 2nd - Kevin Robertson



Johnson Insurance Inc. Trophy — Section B Winners: (l-r) Lead - Bob Peters, 2nd - Mike McCaustlin, Mate - Ron Brunet, Skip - Merrill Loughery, NBTA Director - Peter Murray



Section B Runners-up: (l-r) Lead - Mark Holland, 2nd - Roger Brown, Mate - Bob Brannen, Skip - Tom Gillett, NBTA Director - Peter Murray



NBTA Credit Union Trophy — Section C Winners: (l-r) Lead - Paul Reid, 2nd - Don Fowler, Mate - Lawrence Welling, Skip - Mark McAuliffe, NBTA Director - Peter Murray



Section C Runners-up: (l-r) Lead - Louis Rene Comeau, 2nd - Maurice Roy, Mate - Louis-Emile Daigle, Skip - Hermel Mazerolle, NBTA Director - Peter Murray

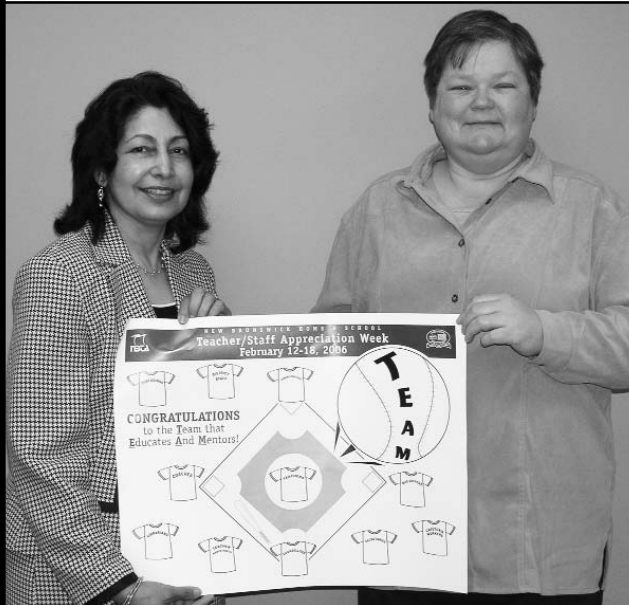


Dundee Securities Ltd. Trophy — Section D Winners: (l-r) Lead - Frank McPhee, 2nd - Paul Robichaud, Mate - Maurice Richard, Skip - Norm Richard, NBTA Director - Peter Murray



Section D Runners-up: (l-r) 2nd - Mike Gorman, Lead - Sterling Ferguson, Skip - Dave Morgan, NBTA Director - Peter Murray. Mate - Mike Butler was absent.

Teacher/Staff Appreciation Week



Teacher/Staff Appreciation Week 2006 was celebrated throughout New Brunswick schools during the week of February 12-18.

Pictured is NBTA President Indu Varma with Linda Bateman, Home & School Association, holding this year's poster that was distributed to each school throughout the province.



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District 18 Walking Program

Introduction

The District 18 Teachers' Wellness Program is a partnership between the teachers of District 18 and the Teachers' Counselling Program.

The District 18 Walking Program developed as a response to the need expressed by teacher wellness representatives. In the fall of 2004, the District 18 wellness facilitators and school representatives heard a representative of the Irving Company explain their walking program as it had operated in the spring of 2004. The school-based wellness representatives felt the benefits of a walking program were great and so the facilitators and teacher counsellor embarked on this mission.

A series of meetings was held and Susan Morrison, a clinical nursing supervisor who had written a thesis based on teacher wellness, helped the committee to organize and implement a pilot walking program which was held in the spring of 2005. The pilot program was called "Spring into Action" and approximately 100 participants proceeded to walk for 10 weeks.

This led to launching "Step into Fall", the fall District 18 Walking Program. Initially, 607 participants registered in the 6-week program.

The Program

The program was open to all School District 18 employees, with the following goals: (1) to improve the overall health of the participants; (2) to increase the physical activity of participants.

Participants received a booklet with information on walking and a chart to record their walking progress.

Pfizer Canada sponsored the program by providing 275 pedometers, with the additional pedometers being purchased by the monies collected through the registration fee of \$5.00 per participant.



Benefits

In addition to raising the level of activity for those involved, a stronger sense of collegiality was formed as pairs and teams of walkers carried out this activity. Many schools formed in-school teams as a means of fostering competitiveness and fun. For example, Barkers Point Elementary School had teams by the names of "The Step Sisters", "Master Stepper" and "Barkers Bouncing Babes".



Success

The pedometer walking program was considered a success in that 58% of the participants completed it. The participation of those 354 participants indicates the level of activity was increased and, as well, they gained an awareness for the need of activity in one's life.

Statistics

Participants

Registered	607
Completed Program (data submitted)	354

Successful completion rate	58%
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Averages per walker

Total Steps (6 weeks)	407,080
Weekly total	67,847
Daily total	9,693

Prizes Awarded

School with highest participation rate	Albert Street School
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Top Female Walker

Carolyn Grant	South Devon Elementary School
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Top Male Walker

Rob Doucette	Albert Street School
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Announcements

Teacher Exchange

French teachers (ages of students between 11 and 18) from Metropolitan France, West French Indies, French Guyana, Reunion Island and French Polynesia wish to get into contact with teachers for correspondence, exchange of flats, or holidays. Those interested should write to: SNES Échanges, Syndicat National des Enseignements de Second degré, 46 avenue D'Ivry – 75647 PARIS CEDEX 13, Fax: (33) 1 40 63 29 68, internat@snes.edu

Please provide information on your family (if it applies), age, grades taught, languages spoken, interests and hobbies or please describe your home and the region in which you live.

Free Lesson Plans, Posters and On-line Resources!

Canada's top history teachers share their expertise with educators across the country through the education link at www.historyociety.ca. The site offers a wealth of lesson plans and teaching approaches. Each year the Society also publishes a classroom poster and teaching tool. Order a copy for your classroom.

The Richard Gibson Award for Young Composers

The Moncton Symphony Foundation is happy to announce the second edition of the Richard Gibson Award for Young Composers. Three awards of \$250 for first place, \$100 for second place, and \$50 for third place will be given to deserving young composers who are residents of New Brunswick, or in the case of a student whose parent or parent's home address is within the province of New Brunswick and who is enrolled in Grade 12 or under as of April 1, 2006.

Deadline date for submissions is April 1, 2006. For further information, contact: Mrs. Holly Waltz, President, Moncton Symphony Foundation, 301 Mollins Rd., Colpitts Settlement, N.B. E4J 2X1, Tel (506) 372-5386

Membership in Autism Society

The Autism Society of NB would like to invite teachers to become members, as membership is their most valuable resource. For further information, contact: Geri Donahue, ASNB, 1-866-773-1916, autism_nb@yahoo.com

FORSC – Forestry Science for the Classroom

The Fundy Model Forest invites you to participate in a summer institute (free of charge) July 11-14 at the Hugh John Flemming Forestry Complex in Fredericton. Developed by partners in the Model Forest, FORSC (Forestry Science for the Classroom) will bring high school teachers together in an experiential, interactive, "face-to-face" environment to witness the degree to which science is the foundation for forestry management at many levels, and to show the many career avenues that students can pursue in forestry.

The program will highlight and focus on important aspects of forestry and the various science-related professions in the forest community that may not always receive attention.

The premise of FORSC is to impart knowledge to teachers in an interesting, activity-based, yet informal setting. Participants will be housed at the Maritime College of Forest Technology. Professionals associated with various aspects of forestry will be joining us for social events and discussing the path(s) that led them to their current positions.

To accompany the information provided at this event, we will be providing lesson plans that can be incorporated in your classrooms. The materials were prepared in conjunction with textbooks currently used in New Brunswick high schools, covering a range of topics and subjects. They are relevant to all science and math programs.

For further information and a registration form, please contact: Marie-Paule McNutt, Technical Team Leader, UNB Faculty of Forestry and Environmental Management - mpmcmnutt@unb.ca 506-453-4905; Jeanne Moore, Project Coordinator, Fundy Model Forest, 432-7561 jeanne@fundymodelforest.net

(NOTE: Registrations are due by May 15, 2006; however, an early indication by phone or email would be appreciated.)

Teaching Opportunities in China

*Looking for a new challenge?
Interested in living and working in China?*



Since 1997, Atlantic Education International Inc. (AEI Inc.), on behalf of the N.B. Department of Education has been working with the Concord Colleges of Sino-Canada on various education initiatives.

Teaching opportunities now exist in our two International Schools located in the cities of Shenzhen and Beijing in Kindergarten through 10, and in our two Concord College of Sino-Canada Schools grades 10-12, beginning Mid-August 2006 through July 2007.

We are looking for flexible, adventurous and vibrant certified teachers with an interest in embracing another culture. All subjects and specialties including English, Mathematics and Science specialists, experienced second language teachers, and experienced administrators are also required.

Applicants typically include recently retired teachers, recent Bachelor of Education graduates, and adventurous current staff.

Teachers, in good standing, holding a valid Canadian Provincial teaching license or those whose credentials have been recognized by a Canadian provincial Department of Education would be eligible to apply.

For more information, please contact: Alan Norman, General Manager, Tel: 506-372-3255, Email: china.programs@gnb.ca. Applications online at: www.aei-inc.ca



February is Fraud Awareness Month

Fraud affects businesses and government entities of all shapes and sizes, making the prevention and detection of it everyone's concern. Today, fighting fraud is a challenge for all of us. Scam artists are targeting you, your friends, your family and your neighbours. They add new spins to old scams in their search for new victims. They attempt to defraud you of your money, your property, and even your identity. The best way to protect yourself and others is through knowledge - be alert, recognize the danger signs and report it. Stop the victimization of yourself and others.

The Top 10 Scams are:

Identity Theft	Telemarketing Scams	Internet Scams
Bogus Business Opportunities	Bogus Charities	Deceptive Vacation Schemes
Office Supply Scams	Nigerian Letter Schemes	Deceptive Sales Practices
Fraudulent Cheque Schemes		

Fraud takes many forms, ranging from identity theft to misleading and deceptive practices. Consumers can protect themselves against three major types of fraud as follows:

1. Internet Fraud:

Scam artists are using the internet for fraudulent activities, such as investments scams, fake business opportunities and fraudulent auctions, among others. The Business Practices and Consumer Protection Authority administers consumer protection legislation that protects consumers making online purchases and sets requirements for distance sales contracts. Contact the BPCPA toll free at 1-888-564-9963.



2. Identity Theft:

Identity theft is one of the fastest growing crimes in North America. There is a new kit which includes an identity theft checklist on how to protect yourself and what to do if your identity has been stolen. For example, to prevent thieves from accessing your personal records from your blue box, shred your personal papers before throwing them out. To download the identity theft tool kit, visit <http://cmcweb.ic.gc.ca/epic/internet/incmc-cmc.nsf/en/fe00088e.html>



3. Telemarketing Fraud:

Telemarketing fraud is a particularly insidious type of fraud as virtually anyone with a telephone can fall victim. Criminals use high pressure and deception to scam victims with credit card schemes, foreign lotteries and bogus bonds. Consumers should report incidents of fraud to PhoneBusters at 1-888-495-8501.



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NBTA

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