

NBTA News



February 23, 2005
Vol. XLVII, No. 6

New Brunswick Teachers' Association

Five Seek 2005-2006 Vice-Presidency

• Vote set for April 25-29, 2005 •

INSIDE:

Candidates' Statements	2-6
2005-2006 Educational Leaves	8
NBTA Sponsored Professional Courses	9
Are You Eligible to Retire?	15
Provincial Mathematics Survey Update	16
Interest Free Loans	17

**Next Final Copy Deadline
For NBTA News:
Friday, March 11**

The Power of
Learning



Emily Daigle



Bill Hogan



Jonathan Logan



Calvin MacDonald



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 on
August 1st, 2005.**

Emily Daigle – Statement –

“I will seek dollars and ‘sense’ for education.”

(Emily Daigle, February 4, 2005)

My Story

Teaching was not my first career choice. I always thought I'd be a doctor one day. I enrolled in science at Dalhousie University following grade 12. My path was charted! Then it happened; six weeks into my first year of science, I decided to go to the theatre to see a movie based on a true story about a teen paralysed in a skiing accident. Halfway through the movie, I could feel my dream start to slip away; I almost fainted at the sight of her blood, spilled on the screen. I left the theatre immediately and decided right then that medicine was not the career for me. I withdrew from university the next day and went home to New Brunswick to mull over my options.

Some months later, I ran into my former teacher, Mrs. Mintis, at the grocery store. She suggested that I apply for education. As the saying goes, when a door closes, a window opens, and this certainly was the case for me – she had just opened that window. Now, looking back, I realize I have thoroughly enjoyed 25 years of teaching at Bonar Law Memorial School in Rexton. I have been blessed with excellent colleagues, supportive administration and students who make every day an interesting experience.

I have taught youth from grade 7 through 12, in every subject except French and Physical Education. I love teaching and learning, but more importantly, I know the students need and value teachers' contributions to their lives. The only drawback is that occasionally I have to deal with the sight of blood, and on those days, I still feel faint!

Higher education has been an important part of my professional life. I completed a B.Ed. in Social Studies, a non-degree in English, a Masters in Curriculum and Instruction, requirements for a

Principal's Certificate and a DAUS in Home Economics. I continue to seek opportunities to learn new strategies for reaching each student.

My Commitment

As Vice-President of NBTA, I pledge to be a strong, persistent voice for teachers and to seek dollars and to insist on 'sense' for our education system. With adequate funding and common sense, we can regain lost ground. We need to turn the tide if we wish to see an improvement in teachers' working conditions and in children's learning. Conversations need to be held where we hold Government accountable for providing us with the resources, training and support necessary for educators to teach and for students to learn. I will listen to and address the concerns of teachers, and pursue changes deemed necessary by our membership. I will focus on the restoration of the dignity and self-worth of educators.

I am honoured to be nominated for the office of Vice-President of the NBTA. I believe I am a logical candidate for the position. I know the issues, I have been representing teachers at the NBTA/NBTF Boards of Directors for the last five years, and

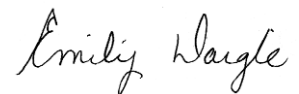
have been elected to the NBTA Executive since 2002. I speak strongly on key issues, relating to the quality of life for teachers in the ever-demanding environment of the school system.

I have been described as a critical thinker, a good listener, diplomatic and well-organized. These are all important traits for the future Vice-President of the NBTA. I believe I have earned the respect of the leaders from your branch, and I hope when it is time to cast your vote, you will place an "X" by my name.

I will be touring the province some time near the end of March and I look forward to meeting you and hearing your ideas and concerns. Please feel free to contact me by e-mail, at daiglema@nbed.nb.ca or phone Bonar Law Memorial School at 523-7162.

Thank you for being part of the best profession in the world.


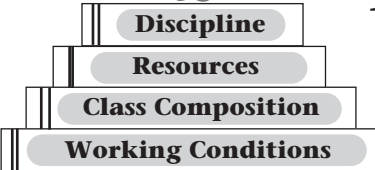
Yours in education,




Emily Daigle

Emily Daigle

for **VP**

523-7162
daiglema@nbed.nb.ca


Candidate for
Vice-President

I seek dollars and 'sense' for education.



Bill Hogan – Statement – A Voice of Experience



<http://www.geocities.com/billhogan2005>

This is my 20th year teaching. It's amazing how fast time flies. I'm fortunate that my career has provided me with many unique and interesting opportunities.

I enjoyed my first 16 years at Woodstock High school, teaching English, French, History, FI History, Computer Ed, FI Science and Co-op. I spent 4 years in Methods and Resources and finished my tenure as Acting Vice-Principal.

The years at Woodstock High were exciting, with lots of changes. Academically, we went from a partially semestered system with eight periods a day to a four-period semester and back to a five-period, partially semestered day once again.

I've taught a four over four and a six over six, witnessed the destructive power of the foundation years and the strength of team work. I had unique experiences, from delivering assignments and books to a student in jail to handing out meal tickets to our students in need.

This is my fourth year as Principal of Debec Elementary School. The transition from high school to elementary has been quite a leap, to say the least, one that I wouldn't trade for anything.

I have thoroughly enjoyed the child-centered approach of elementary school which is refreshing and exciting.

We all learn quickly that dress

shoes and playground duty don't mix. I have experienced quite a paradigm shift, learning to teach with few resources. The curriculum guides are a great help but continuously searching for materials is extremely time-consuming.

Discipline is very different at this level. It's not acceptable to say to a grade four student, "This just isn't working, come back next semester". Elementary children require an extraordinary amount of patience, especially when a young child has his chair over his head threatening to throw it at you.

Change is rapid at this level; it seems to be constant, with new curricula and programs – Science, Math, Health, You and Your World, The Literacy Block, etc.

My career has provided me with many opportunities to meet teachers from around the province. I am proud to be part of our hardworking, dedicated and positive profession.

The issues are the same throughout the province.

Negotiations are a major concern. I know that at the end of the day we will have a new collective agreement; unfortunately, it's already been a long process and it could very easily become more difficult.

Classroom composition affects all of us on a daily basis. The art of teaching is complex which requires

teachers to be everything from surrogate parents, to social workers, to health care providers, etc.

Programs like inclusion need to be properly funded. The diverse needs of our classes is evidenced by the growing number of students on support plans. These programs require adequate funding if we are to maintain a successful and healthy classroom environment.

Please visit my website.

Provincial Experience

- 8 years Board of Directors
- 3 years NBTA Executive
- Member of Ad Hoc Committee for External Testing
- NBTA representative on Ministers' Advisory Committee for External Testing
- Director attached to Ad Hoc Committee for High School Reorganization
- Member and Chair of Professional Development Committee
- Member of an NBTF Grievance Appeal Committee

"This is the beginning of a new day. You have been given this day to use as you will. You can waste it or use it for good. What you do today is important because you are exchanging a day of your life for it. When tomorrow comes, this day will be gone forever; in its place is something that you have left behind... let it be something good."

(Unknown)

Jonathan Logan

- Statement -



Jonathan Logan

I am a teacher. I am married to a teacher. I am also a parent whose children spend their days in the care and company of teachers. I

have relatives who are teachers. I have worked and learned beside my teacher colleagues for many years. As a result, I count many teachers among my closest friends.

All of the teachers I have encountered share the same desire to provide their students with the successful learning experience they deserve, no matter what their background or circumstance. Despite the challenges and frustrations, teachers find themselves meeting the ever-expanding expectations that society places on the education system in general, and teachers in particular. Even with very limited resources, our profession continues to deliver a high quality education to our students. We should be very proud

of that achievement.

Teachers now have an opportunity to shape the future of education in this province. The *Quality Learning Agenda* introduced by government holds many admirable goals for education; the active participation of teachers is essential for their attainment. Teachers, like government, want a better future for the education system and the students it serves. The immediate future is critical as teacher-leaders work co-operatively with government to plan and implement meaningful changes to our system. This is a time for teacher-leaders to actively advocate for a system which will meet the needs of students, yet recognize the legitimate concerns of educators.

Since I began my career, I have always believed that teachers play a vital role in society. As we work with students, shaping young minds to accept and successfully meet the challenges of an unknown future, our work cannot be measured on a balance sheet. Our successes are often recognized only years after they leave our classrooms. However, these successes will only be guaranteed when the resources

required by the students of New Brunswick today are made available for teachers to address each individual student's needs. We all understand that the improvements we seek have direct and positive impact on the students of New Brunswick.

By the time you read this, the NBTA membership will have given a strong direction with respect to the *Conciliation Board Report and Binding Arbitration*. Teachers expect that the issues of class composition, respect for the profession, salary, and other related working conditions will be addressed by government.

I wish to serve you as Vice-President of the NBTA. I have the skills, the knowledge, the energy, and the desire to improve the working conditions for the teachers of New Brunswick. It would be a privilege to work on your behalf. I ask for your support.

Sincerely,

Jonathan P. Logan
Candidate for NBTA Vice-President

NBTA/NBTF Biography

Education: B.Ed. 1981(UNB); B.Sc. 1982 (UNB)

Teaching Experience: 16 years teaching experience at Elementary, Middle and High School levels

NBTA/NBTF Involvement: 15 years locally and provincially

Marital Status: Married to Brenda Lee Logan, also a teacher; two children – Katie, age 16 and Paul, age 14

Provincial Level:

NBTA Pension Committee member - 2 years
(1992-1994 – Chair 1994)

NBTA/NBTF Finance Committee member - 2 years
(1997-1999 – Chair 1999)

NBTA Executive Committee member - 4 years
(2001-present)

NBTF Executive Committee member - 3 years
(2002-present)

Branch Level:

School Representative - 8 years
(1990-1998)

Branch 1023 Treasurer - 7 years
(1991-1998)

Branch 1023 President - 3 years
(1998-2000)

Branch 1023 Director - 5 years
(2000-present)

District 10 Liaison Committee - 5 years
(2000-present)

School: 529-5010
Home: 529-3936
Fax: 529-5012
E-mail:
jonathan.logan@nbed.nb.ca



Calvin MacDonald

- Statement -



I am again asking for your support in my candidacy for NBTA Vice-President.

I started teaching 20 years ago at Oromocto

High School and have remained there, teaching mostly technology courses but also math, science and special education. Most recently I was asked to teach law.

I was given time from my regular teaching assignment one semester to work with gifted students.

I enjoyed working with these students so much that I went to the University of Connecticut for two weeks in the summer of 1997 to do research on gifted education/talent development. Since then I have been working with these students. Many teachers view gifted students as the leaders of tomorrow. Not me; I think they are the leaders of today. People can make a difference at any age.

Because of my desire to find out more about the NBTA and the possibility of running for office again this school year, I spent much of my time doing research at such places as the Provincial Legislative Building, the Legislative Library, the Provincial Archives, the Department of Education, the NBTA Resource Center, and the "School Days" Museum. I also joined Toastmasters so that I could improve my public speaking skills.

I also acquired copies of the other Maritime Provinces' collective agreements. In the Legislative Building, I researched New Brunswick teacher pay scales dating back to 1856. In 1856 the currency used in N.B. was British. It was interesting to see how the N.B. pay

scales were set up from 1856 and changed to the present system we have today. There were three classes of pay scales until 1957. In 1958 they changed to five pay scale levels and in 1968 there were six pay levels. It was not until 1968 that women made the same money as men in New Brunswick. In 1942, figures published by the Statistics Bureau at Ottawa showed New Brunswick as having the lowest paid teachers in Canada. Today we seem to compete with Newfoundland and Prince Edward Island for the lowest pay in the country.

In light of the latest communication about our current contract negotiations, I would like to tell you about what Nova Scotia is doing in their next round of negotiations. All their members are being sent a survey to help the committee decide the priorities for their new contract. Perhaps this grassroots approach is something we should investigate.

At the present time, I am Alternate Director for Branch 1725 and school representative. As one of last year's Vice-President / Elect candidates, I traveled throughout New Brunswick talking with teachers who indicated the most important issue to them was ARTICLE 20, which deals with the ongoing issue of CLASS SIZE and COMPOSITION. Teachers know from their own experiences that small classes provide better learning environments for students. I would work to lower class size.

My second issue is DISCIPLINE. I want to research what is happening in both New Brunswick and the rest of Canada.

The third issue that I want to work on is WELLNESS. I think that anything that is going to help teachers in their day-to-day teaching lives relates to wellness. The first

part of this would be salary. We should seek increases to be competitive with Nova Scotia. The second part of wellness would be to work on a plan for hiring and keeping new teachers. The third part of wellness would be to try and drop the age service index to 85 and out with no penalty if the teacher so desired. The last point on wellness that I would like to work on is about our Association. I feel that all our members need to become more informed about our rights and also to become involved, enabling our Association a strong united voice to move us forward into the FUTURE.

I would like to meet with each and every teacher in the Province, but because of time and distance, I will be limited to the number of teachers with whom I can meet. If you want to contact me, feel free to phone or e-mail with your concerns, comments or questions.

COMMITMENT

My commitment is to teachers and education. For every concern that you introduce, you will get a response. If it is important enough that you contact me, then it is important to me, and you will get a response as quickly as possible. The decisions made by me tomorrow are your calls for change today. I am a teacher for teachers. The changes that I will try to bring about are for you and for me.

Calvin MacDonald
Candidate for Vice-President

Home # 357-8845
School # 357-4015
Fax # 357-4018
Cell # 461-9250

E-Mail: calvin.macdonald@nbed.nb.ca

**HELP
ME, HELP
YOU.**

**"CHANGE IS INEVITABLE,
LET'S DIRECT IT."**



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 18 years, I have taught at all levels. I have been employed at Carleton North High School for the last 9 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 am presently serving my third year as an NBTA Executive Committee member. I have sat on several NBTA committees provincially, being a strong voice for teachers throughout my career.

I married Sharon Robichaud from the Miramichi in 1987, and we have two sons – Tyson, age 13 and Dylan, age 11.

I am extremely honoured to have been nominated for the position of Vice-President of the NBTA. I accept without reservation. I am very pleased 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
- Class Composition/class size
- Salary

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".

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.

When you read my article, hopefully we will have a new Contract representing our true value. The leaders of our Union must always recognize we need to make 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. Give me your support; I will not let you down.

Sincerely,



Brent Shaw

RESPECT
CLASS COMPOSITION
CLASS SIZE
SALARY





IT'S TIME FOR RESPECT!

RESPECT
CLASS COMPOSITION
CLASS SIZE
SALARY



Brian Bawn

Brian Bawn

This past month, as I was traveling the province and doing presentations on the results of the Conciliation Board Report to teachers, I had the opportunity to have many discussions on a variety of topics. Inevitably, the conversation turned to the disaster in South Asia and the devastation caused by the tsunamis as a result of the earthquake under the Indian Ocean. I was moved by the compassion of teachers. No matter what their personal circumstances, they all understood that they were better off than the people who have lived through that experience. Their concern was what could we do to help those individuals start to rebuild their lives and communities. What could we do individually and collectively to help? I know that many teachers and students are organizing fundraisers at their schools and I know that they will be well-supported. It is in difficult times, when we all work together, that we can accomplish great things.

I am pleased to report that the NBTA Executive Committee unanimously moved to donate a dollar per member to the tsunami relief effort on behalf of all teachers. The donation of \$5207.50 will be

Seeing the Big Picture

divided equally between UNICEF and the Canadian Teachers' Federation request from Education International (EI) tsunami relief fund to help 10,000 teachers and their families who were affected by this disaster in South Eastern Asia.

The ability to work together in difficult times to reach a goal will serve us well in the negotiations process also. I want to thank you for your continued support and encouragement of the negotiating team as we move through this process to reach an acceptable agreement for all teachers. The comment I have heard most often from teachers is that they don't feel that the last government offer or the conciliation board report treats them with respect for the job they do on a daily basis. I am convinced that teachers are united and will do what is needed to ensure that we receive the respect we deserve and that it will be reflected in our final agreement.

The NBTF negotiating team and strategies committee are doing their best to keep members as up to date with negotiations and the process as possible. Remember that it is your responsibility to read the communiqués and attend the meetings for your branch so you will be as informed as possible on what is happening. It is important that when you are asked to vote that you have all the facts before you make your decision.

If you have not yet taken the opportunity, please visit the NBTA website at www.nbta.ca and take a few minutes to fill out the online survey on Inclusionary Practices. This will offer you an opportunity to express your concerns on inclusion and offer the ad hoc committee on Inclusionary Practices valuable information. The committee is offering a series of focus groups around the province in February and

combining the results of those groups and the data from the online survey to prepare a final report that will be presented to Wayne MacKay later in this school year. Mr. MacKay, a Dalhousie University law professor and former president of Mount Allison University, has been hired by the Department of Education to review inclusion in New Brunswick schools and to write a final report with recommendations. The information that the committee receives will reflect the concerns and opinions of NBTA members, teachers and administrators. Inclusion has an effect on all classes and it is important that we accurately reflect the positives and the negatives to Mr. MacKay before he writes his final report. The survey can be accessed until March 4, 2005. You will need your NBTA membership number to log on to the survey. If you can't find your number you can call or e-mail Carlene Merrick at (506) 452-1833 or merrickc@nb.aibn.ca.

I would remind you that this is an election year for NBTA and we will be electing a new NBTA Vice-President. There are five candidates: Emily Daigle - Branch 1640, Bill Hogan - Branch 1429, Jonathan Logan - Branch 1023, Calvin MacDonald - Branch 1725, and Brent Shaw - Branch 1430. They will be traveling the province over the next couple of months to visit schools and teachers and to hear your concerns and seek your support. I hope that you will take the time to find out about each of the candidates and welcome them into your schools.

Hello to my friends at MGT. Don't worry, March Break is just around the corner and you will survive the cold. Take care and see you soon.

2005-2006 Educational Leaves

In a recent joint announcement, Education Minister Madeleine Dubé and Federation Co-Presidents Brian Bawn and Gilberte Michaud, released the names of the educational leave recipients for the 2005-2006 school year. In all, forty-eight (48) NBTA and nineteen (19) AEFNB members received leaves for the purpose of retraining, specialization or professional growth.

Educational leaves awarded to NBTA members amounted to approximately \$1,459,361. This year, because of the mix of full and part-time leaves, the Committee was able to grant 48 leaves. In the past few years, NBTA leaves were awarded as follows:

1994-1995 — 43 leaves at \$1,255,000
 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

Educational Leave Committee

The Educational Leave Committee, established under Article 37 of the Collective Agreement, met on January 4, 2005 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:

- Terry McInerney - Dept. of Education (Chair)
- Marcel Lavoie - Dept. of Education
- Marilyn Ball - Superintendent
- Solange Haché - Superintendent
- Brian Bawn - NBTA
- Gilberte Michaud - AEFNB
- Bob Fitzpatrick - NBTF
- Richard Caissie - 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 2005-2006

- There were 117 applications from NBTA members.
- Funds available for educational leaves, determined by the formula in Article 37.03 of the Collective Agreement, were \$2,123,879; the AEFNB share was approximately \$663,924.
- Forty-eight (48) leaves (full and part-time) were granted to NBTA members.

- Thirty-eight (38) leaves were granted to females and ten (10) were granted to males.

Leaves Awarded

Elementary	20
Middle	8
Senior High	20

To Achieve

CERT V	11
CERT VI	27
Other	10

Areas of Study

Fine Arts	4
Counselling/Guidance	6
Special Needs/Exceptional	3
Literacy/Early Childhood	7
Administration	10
Other/Partnerships/Special Projects/Research	2
Languages	3
Technology	5
Curriculum/Math/Language Arts/Etc.	8
Total	48

(27 Full-time and 21 Part-time)

Conclusion

When all is said and done, forty-eight (48) NBTA members will be happy to be receiving an educational leave, while sixty-nine (69) members will be disappointed, and at least some of these sixty-nine 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 2005-2006, 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 2005-2006 school year are listed by district. The length of the leaves varies from four (4) months to a full academic year.

Dist.	Name	Period			
02	Patty Blanchard	Year	10	Patricia Potter	6 Months
02	Penny Guitard	Year	14	Stephanie Chowdry	Year
02	Alan Haggart	5 Months	14	Nicole Giberson	5 Months
02	Dianne Lavoie	5 Months	14	Cynthia Hebert	6 Months
02	Gregory Longaphie	Year	14	Derrick O'Leary	Year
02	Michel Morin	5 Months	14	Brenda Sisson	Year
02	Barbara Ryan	5 Months	15	Cline Gideon	6 Months
02	Pam Sheridan	Year	15	Lori Johnson	5 Months
02	Kathryn Steeves	6 Months	15	Joan MacMillan	Year
02	Karen Tanner	Year	16	Natalee Morehouse	Year
06	Catherine Beckingham	Year	16	Dean Mutch	Year
06	Judith Blanchard	6 Months	16	Joanne Robichaud	Year
06	Laura Malatestinic	Year	16	Heidi Whipple	5 Months
06	Krista Saunders	6 Months	17	Susan Belliveau-Brown	Year
06	Bonnie Williams	6 Months	17	Judith Anne Breen	4 Months
06	Rhoda Wilson	Year	17	Lisa Murphy	Year
08	Jennifer Craft	Year	17	Linda Savoy	6 Months
08	Jennifer Ellis	Year	18	Donald Bossé	Year
08	Tanya Murray	Year	18	Wendy Davis	Year
08	Patricia Slipp	Year	18	Tracy Gatto	5 Months
08	Charles Sullivan	Year	18	David Mombourquette	6 Months
08	Deborah Young	6 Months	18	(Sara) Louise Morrison	Year
10	Lori Craig	Year	18	Janis Walker	Year
10	Nancy Greenlaw	6 Months	18	Phillip Wilcox	6 Months

NBTA Sponsored Professional Courses

NBTA Sponsored Professional Courses will be offered after March Break. Please see the NBTA website www.nbta.ca for full details re course costs, registration form, etc.

Please register by March 1 to ensure that courses will have sufficient numbers to proceed. Cheques payable to NBTA may be post dated to the first day of class.

These courses are approved toward Certificate 5 and are also excellent for professional growth. Our teachers have consistently applauded their value. **Register early to avoid disappointment!**

Course No.	Course Name	Instructor	Location	Start Date/Time
DM-05S	Designing Motivation for All Learners	Julie Kilcollins	Southern Victoria High Perth-Andover	8 Tuesdays (6-9) Start Mar. 22 Plus 2 Sats. - Apr 2, May 14 (9-4)
DM-05S	Designing Motivation for All Learners	Jill Beaulieu	KVHS - Quispamsis	Fri. (6-9) Mar 18, Sat.(9-12) Mar. 19 5 Tuesdays - Mar. 29 - Apr. 30 (6-9) 2 Sats. (9-4) Apr. 30, May 7
DM-05S	Designing Motivation for All Learners	Pam Sheridan	MacNaughton High Moncton	10 Thursdays (6-9) Start Mar. 17 Plus 2 Sats (9-12) Mar. 19, Apr. 23
TLC-05S	Teaching Through Learning Channels	Cheryl Miles	Oromocto High Oromocto	12 Tuesdays (6-9) Start March 15
LR-05S	Learning to Read: Beginning Reading Instruction	Kathy Prosser	School TBA Rexton	6 Sats. - Mar. 19, Apr. 2, Apr 9, Apr. 16, Apr. 23, Apr. 30 (9-4)
LR-05S	Learning to Read: Beginning Reading Instruction	Philip Sexsmith	Dist. 08 Office Millidgeville North	6 Saturdays (9-4) May 7 - June 11

One Step At A Time

by Paulette Moore

"What are you doing with yourself these days?" As a retired teacher and NBTA "staffer", I have been asked this question countless times, as I'm sure many retirees have. Fortunately for me, I have an answer — "For a good part of my time since retirement, I've been playing "TAG"!"

Before you write me off as entering my second childhood or approaching senility, please let me explain.

TAG is an acronym for "Teachers' Action for Girls", the name given to a project of the Ugandan National Teachers' Union (UNATU) and the Canadian Teachers' Federation Social Development (SODEP) Program. As outlined in the November issue of *NBTA News*, this project, among others, forms part of CTF's support of the UN's "Education for All" (EFA) targets with respect to achieving equitable access to quality public education for all children.

I would like to say that my years of teaching, as well as my many years working with equity issues as part of my duties as a staff officer with NBTA, prepared me for this project. Perhaps to a great extent it did, but now that the TAG pilot is completed and I have had time to reflect, I don't think any amount of arms-length training would have fully prepared me for what I was about to learn, to see, to experience, and to feel.

I don't know how, for example, one could be prepared to hear the many heart-breaking stories illustrating the challenges faced by the girl-child in Uganda — stories from teachers, NGO's, civil society organizations (example, UNICEF) and, in particular, from the girls themselves. These challenges



"girl-friendly", they are also not safe places to be! Girls are not safe travelling to and from school, nor are they safe on the school grounds, particularly in boarding schools. Defilement by fellow students, school personnel, and *by teachers* is common practice. In a culture that places greater value on the male, most of these cases of abuse fall on deaf ears, or worse, the girl is the one punished. Needless to say, the drop-out rate for school girls is extremely high.

The risk of contracting HIV/AIDS is frighteningly high in Africa. The fear of becoming a victim of this dreaded disease is very real and adds even more stress on the Uganda school girl. It is estimated that of the forty (40) million cases of HIV/AIDS in the world, thirty (30) million of them are cases in Africa. Whereas in Canada it might be difficult to find a case in our communities, in Uganda practically every family has lost a loved one — a mother, a father (or both), a sibling, a child, an aunt, an uncle, a friend — and the list goes on. There are many cases of aunts and uncles bringing up the children of their sisters and brothers; families adopting orphans; and sadly, children bringing up children. In most cases, the result is added workload for the already overburdened girl child.

include:

- forced prostitution as a means of family support for survival
- forced early marriage to alleviate financial stress on the family and, in many cases, for the dowry
- forced labour — carrying water and firewood long distances
- working in the fields
- caring for siblings, household chores.

For me, the most disturbing stories centered around the many risks girls face by attending school. Not only are schools in Uganda not

The Ugandan Teachers' Union (UNATU) has taken the position that "nothing is impossible". They have made a firm commitment to mobilize their teachers in every region of the country to make schools safe and accessible for girls,

Karen Russell: Teaching in the U.S.A.

Home Country: Canada

U.S.A. Placement: Georgia

Professional Goal: Start an international pen-pal program

Personal Goal: Learn how to surf

How She Got Started: www.vifprogram.com



Karen is teaching in the U.S.A. and gaining experience that will advance her career. Find out how you can do the same. Visit www.vifprogram.com, call 877-798-4115, or email canada@vifprogram.com.



Paid Advertisement

and perhaps more importantly, to sensitize their membership and hold them accountable in cases of abuse and defilement.

To date, there have been three TAG Workshops offered in different regions of the country, each taking in five to seven school districts. The SODEP team (Beverley Park - NLTA, Carolyn Francis - PEITF, and Paulette Moore -

NBTA) attended and facilitated the first workshop held in the Iganga region in March of 2004. In November 2004, we had the privilege of returning in order to participate in an evaluation of the first two workshops and attending the third. This third workshop was held in Arua, a district in the West Nile region.

From all that I had read and heard about the Northern Ugandan/Congo region before departure, I have to admit that at times I felt anxious. I recall looking out of the window of the small plane on the flight up from Entebbe to Arua, searching for signs of rebel activity below. Instead of chaos, I saw lush greenery, lakes sparkling in the sunlight, smoke rising from outdoor cooking fires, structures of straw, boards, tin or various other materials that could be tacked together. As we touched down on the dusty landing strip and taxied up to the tiny building that served as an airport, I saw a smiling teacher holding a sign: *Welcome CTF/UNATU*. I suddenly felt safe and quite at home. Uganda, for all its history of turmoil and strife, carries on.

As with the first two TAG Workshops, the five-day Arua Workshop was an unqualified success. The facilitators were excellent — young, exuberant, intelligent and humorous. In contrast to the first workshop where the SODEP team



took an active role in the facilitation, this time our participation was greatly reduced. The seeds had been planted, the roots had sprouted and the flowers had begun to blossom. The UNATU team had fully taken ownership of the Project.

The energy and commitment of the sixty plus workshop participants was simply amazing! The days were long, hot and humid; yet by 5:00 pm they were still attentive, fully engaged and actively participating. Their action plans, if followed through (and I have no doubt they will be) represent excellent first steps. Simple steps that, if taken slowly, one by one, promise to vastly improve access to education for girls in the region and in the country.

Many participants, for example, recognized that their school compounds would be safer and more inviting for girls if they made separate washrooms for them or if they could at least add stalls with doors and provide water. All were in agreement that sexual abuse and



defilement must not be tolerated and that girls deserve protection from their peers and, most certainly, from those in positions of trust and authority. UNATU could play a strong role as an advocate and lobby group.

I flew out of Arua in a totally different frame of mind than when I flew in. I was no longer anxious and overwhelmed by the issues. I had been touched (TAGGED). I

was touched by the stories of oppression, poverty, abuse, AIDS, and warfare. I was touched by the commitment and energy of the UNATU secretariat, the workshop facilitators, and the participants. And I was touched by the open respect given to the Canadian team during our stay. At a formal ceremony, for example, we were given local tribal names: Paulette became ALESI (out of love); Carolyn became LETASI (because of love); and Beverley became LETARU (full of love).

As we arrived at the small, dusty airstrip — tired and not particularly looking forward to the long flights ahead, yet at the same time excited to be going home — we were treated to a pleasant surprise. All of the workshop participants, including the UNATU General Secretary and the District Education officers, arrived behind us to see us off and to say good-bye. As we did at the opening of each workshop day, we formed a circle, joined hands, and sang the union anthem — “Solidarity

Forever”. A short time later, as the plane circled over the airport, my friends and colleagues were still below — waving.

I left with a sense that the SODEP/TAG Project *will* make a difference in Uganda. I am honoured, proud, yet humbled, to have been a participant and to have played a role. I am also proud to be a teacher.

Thank you CTF, CAPTO, and thank you, NBTA.

Parents, Progress and PD at School

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

"I can't believe those teachers have another day off."

"I know, Susie and Johnnie are going to be home again...what do teachers do when the kids aren't there?"

These sort of conversations, unfortunately, are far more frequent than we would like. It is often very difficult to convince parents that real, meaningful work takes place in schools, even when students are not present. However, we may be as much a part of the problem as of the solution.

As teachers, we are often not equipped or don't have an opportunity to talk with parents about what we are doing on those school based PD days. The National Staff Development Council (NSDC) suggests that schools have to make a concerted effort, a form of PR, to ensure that parents have a better understanding of the professional learning that occurs when their children are at home for a PD day.

Notes could be included in parent bulletins sharing the topics to be included in the PD sessions. When teachers attend conferences, it is important to share this with parents, with a focus not just on the conference title, but on the aspects of the teachers' learning that will benefit the students. If the staff development for the year has a particular focus, this could be highlighted at "Open Houses" and "Meet the Teacher" nights so that parents get a feeling, from the beginning of the year, that this is a school where the adults also are expected to learn and grow on a continuous basis. (NSDC has published some great tips for communicating with parents on this topic, including a survey on professional learning that heightens awareness of the topic in **Tools for Schools**, January 2005. I would be

happy to send you a copy).

I also urge teachers to use discretion when they make public comments about PD sessions. I know that not everyone appreciates every opportunity for PD, but when a teacher publicly declares that "that was a waste of time...I would rather have been teaching!" or "don't give us any more PD days!", you cannot expect the public to be enthusiastic when the notice for an afternoon school closure comes home. Teachers should try to be well informed about the topic, the



application/relevance of the initiative and should be sure to save any less enthusiastic comments for a very private conversation with someone who isn't going to paint the entire professional development experience with a negative brush.

Finally, we all need to consider how to make the best use of those school based PD sessions. While I welcome the opportunity to come and work with school staffs, I do encourage school PD committees to think beyond the traditional 'workshop' when thinking about school based PD. This seems like a perfect time to engage in some sort of collaborative inquiry. Consider some of these:

- Group same subject teachers for an examination of the curriculum document or a session on curriculum mapping.
- Form teams and spend some time

developing rubrics for assessing such common assignments as essays, science labs, projects and speeches. This sort of consistency will yield big benefits for students (see *Building A Better Assignment* below).

- Examine student work in teams of teachers who do not normally work together. *The Tuning Protocol* (I can send you this) provides a simple step-by-step process for engaging in this professional growth activity.
- Participate in a Lesson Study.
This model, originating in Japan where teachers spend as much time learning away from their students as they do teaching, allows a group of teachers to collectively plan a model lesson. The team then observes one of the teachers teaching the lesson to a class while they make notes. The discussion and debriefing results in an even better lesson which all teachers can use. (I can send you several articles, including *Japanese Method Gets a Wyoming Accent*, JSD Winter 2005)
- Read and Learn sessions allow teachers to bring an article to share or admin teams to provide a series of articles. Silent reading time (a real luxury) is combined with discussion, reflection and sharing of the many articles which can be provided, either on a specific topic or general pedagogy.
- View and Chew sessions allow a staff to view one or more videos. Good food and good discussion can make this a valuable session. If you haven't used the Harry Wong videos on Classroom Management, Procedures etc, they are worthwhile. The Literacy Lesson Series highlights a number of strategies for improving literacy from elementary to high school levels. View them and discuss if these strategies could be implemented

school-wide at your school (these videos are available on a limited lending basis from the NBTF Resource center).

- Have a Shreshop. I know I have plugged this model before, but I really believe that we have so little opportunity to benefit from the successful teaching and organizational strategies that teachers have developed. Share the wealth, again either with a focus (strategies for organizing; communication with parents, etc.) or a more wide open 'here's something that works for me' approach.

Perhaps if we can use the school-based PD time in ways that teachers find meaningful, and we share the purpose and value of these sessions with our parents, we can accomplish two things: a more positive view of teachers' professional learning and improved teaching and learning.

Building a Better Assignment

An article by this name (JSD Winter 2005) is a terrific step-by-step approach to allow teams to work collectively to create an assignment that will stretch students to their fullest capacity. It is not easy to create an assignment that isn't flawed, that does not actually limit student performance. This protocol, called *Standards in Practice*, is suitable for all grade levels (another great school based PD activity!).

Literacy Tips

The recent edition of ASCD *Educational Leadership* (January 05) focuses on helping those students whose first language is not English. We can expect to see the phenomenon that has hit Ontario schools (where as many as 23 languages are represented in a single elementary school) to continue to develop here in our province. These articles also shed light and offer advice that would benefit any students who are struggling to learn to read. "Reading Supports for All" provides tips on scaffolding that will invite success. "If I Said Something Wrong, I was Afraid" gives us a perspective from elementary

students that will remind us of the importance of safe environments. The January issue of the *Middle School Journal* offers a practical article on a successful "Tutoring Program for Struggling Adolescent Readers," complete with ideas for books and practical suggestions.

Adolescents: More Than One Challenge

No one who has ever worked in a middle school has escaped the challenge of this title, "Dealing With Rumours, Secrets and Lies: Tools of Aggression for Middle School Girls" (*Middle School Journal* January 2005). This heartfelt article, written by a vice principal, includes real life excerpts from student journals, and advice from the author on improving these volatile situations.

In *Sleep and Adolescents* (*Principal Leadership* January 2005) the author shares some of the fascinating insights we now have on the impact of sleep deprivation in our adolescent students. We now know that this is more than just lazy teens, and we, as educators, have a responsibility to learn more about the facts and the impact of both sleep patterns and true sleep disorders.

Administrators' Skills

Several short articles might be of interest to school based administrators. *Valuing Conflict* (*Educational Leadership* January 2005) is a one-pager that provides food for thought on this ever present element. In *Building Blocks for the New Principal* (*Principal Leadership* January 2005) the author gives advice on Communication, Climate, Change and Time. Finally, Bob Garmston's regular column *Group Wise* (*JSD* Winter 2005) offers advice on the principal's role as facilitator in regular meetings.

Closing Quote:

"When teachers are unable to describe what they have learned and how they will use it, parents rightly become very skeptical about the value of professional development."

Joan Richardson

In "Break the Inservice Habit"
NSDC Tools for Schools, January 2005

Graduate Courses for Teachers

Upgrade your teacher certification through

- Distance Learning
- Summer Institutes
- Evening and Weekend Classes

Programs include

- Educational Technology
- Curriculum Studies
- Leadership
- Special Education
- Counselling

Beginning Online 2004

- Philosophy of Education
- Introduction to Educational Tech.
- Research Literacy
- Curriculum Foundations
- Theoretical Developments in Curriculum Studies
- Principles of Assessment
- Community Perspectives on School and Society

Summer Institutes 2005

- Inclusive Education (July 7-21)
- Learning and Technology (July 28-August 11)



Wolfville, Nova Scotia B4P 2R6
<http://conted.acadiau.ca>
continuing.education@acadiau.ca
(800) 565-6568 (902) 585-1434
Fax(902) 585-1068

ACADIA
UNIVERSITY
Continuing and Distance Education

Paid Advertisement

History Teaching Awards 10 Years Strong! Easier to Apply - Easier to Win!

Canada's National History Society is pleased to announce a call for nominations for the 10th Governor General's Awards for Excellence in Teaching Canadian History. With 10 years under our belts, we've learned a thing or two and this year, we've simplified the submission process. 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 the Governor General of Canada.

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, 2005.**

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.

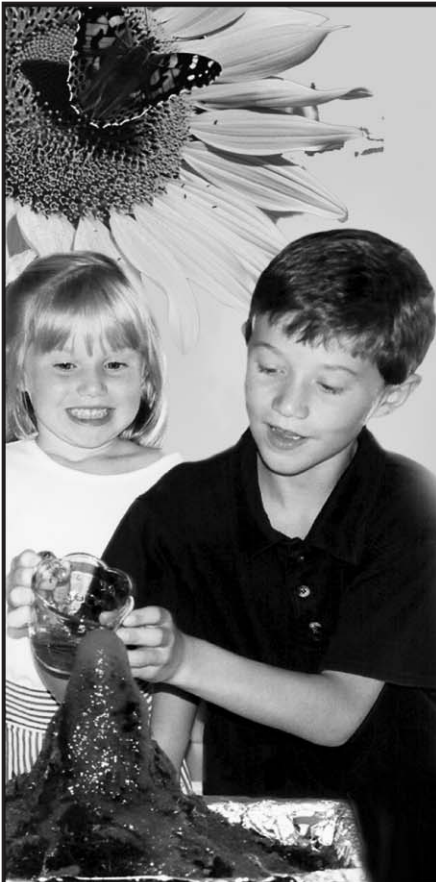
Free Lesson Plans, Posters and On-line Resources!

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 – this year's poster features the use of primary sources in history research. Order a copy for your classroom.

1-800-861-1008

prixggawards@historysociety.ca

www.historysociety.ca



Upgrade Your Teaching Certificate Classification Level!

Distance Education Courses For Busy Teachers

- Choose from 9 courses, each offering 3.5 Graduate Level semester credits
- Acquire up to one extra year of University Grad Credit (3.5 semester credits)
- All courses are fully accredited through Portland State University. Travel is not required.
- **CONVENIENT • AFFORDABLE • MANAGEABLE**

Call or visit our web site for further information:

Toll Free: 1.877.531.6665 info@montessoritraining.net

www.montessoritraining.net/psucourses.asp

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 and receive an immediate pension:

- (a) at age 60 with 20 or more years of pensionable service.
- (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 65 with 5 or more years of pensionable service (no penalty)
- (d) after completing 35 years of pensionable service (no penalty)
- (e) when a combination of a teacher's age and service equals 87 (no penalty)
- (f) 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).



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, 2005);
 - (b) provide information to have your retirement allowance forwarded to the financial institution of your choice.

Note: In the case of a disability pension, these steps would only occur when the teacher has received approval for his/her disability pension from the Public Service Employees Benefits Division.

- 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 Public Service Employees Benefits Division to make the necessary deductions from your pension cheque.

Note: It is important that the Public Service Employees 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

Public Service Employees
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 28th.

Worth It In the End: An Update from the Provincial Mathematics Survey

by Melinda Cook, Director of Curriculum and Finance

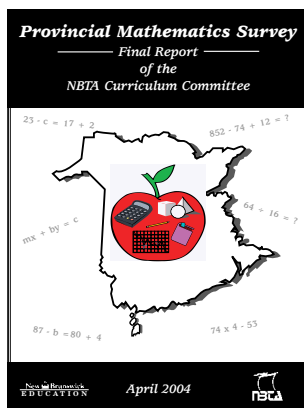
Nearly two years ago, hundreds of teachers from across the province gave of their limited time to complete the Provincial Mathematics Survey. The Survey was lengthy, and required a considerable amount of time to complete. On behalf of the NBTA Curriculum Committee, teachers were offered assurances that it would be worth it in the end.

The Final Report on the Provincial Mathematics Survey was accepted by the Board of Directors in April, 2004. In the concluding section of this Report, teachers were again assured that their efforts would be worth it in the end.

In the Provincial Mathematics Survey, hundreds of professionals articulately described not only current conditions, but also their vision of an improved mathematics program. This Committee developed a series of recommendations, twenty-two of which were approved by the NBTA Board of Directors. When acted upon, these recommendations should lead to the improvements envisioned by respondents.

Following is an update of the progress made with regard to each of these twenty-two recommendations.

1. That performance standards be prepared for all mathematics curricula K-12. Performance standards are currently being prepared for grades 3 and 5.
2. That more effective means of presenting curricula, such as in grouped outcomes, be prepared and distributed K-12. Professional development resources are being piloted which contain outcome groupings. The Department is waiting for feedback from these pilots before a decision on further action is taken. In the meantime, mentors in several districts have developed outcome groupings as part of yearly curriculum mappings.
3. That commentary within new mathematics curricula include some explanation of preceding and proceeding grade requirements. Currently, no new mathematics curricula are being prepared. This recommendation may be revisited in the future.
4. That provincial mathematics assessments be scheduled as late in the school year as possible. In 2004 Provincial Mathematics Assessments were moved to later in the school year.
5. That current mathematics text resources be replaced as soon as possible, beginning with those at the upper elementary level. New resources are currently being brought in at Grades 3 and 4. The Department plans to purchase materials for Grade 5 during the 2005-2006 school year.
6. That a single core resource be identified and that this new mathematics text be closely aligned with the curriculum. The new Grade 3 and 4 resources were adapted for the Atlantic region and are therefore aligned with the curricula.
7. That the approach of new mathematics texts include a balance of investigation and practice for skill development. From the examination of the new texts, it appears there is a better balance of investigation and practice for skill development contained therein.
8. That the readability of the resource be an important factor in choosing new texts. Readability was an important factor in deciding which resource to use at Grades 3 and 4.
9. That new texts be obtained for Immersion students that are designed with the special requirements of Immersion, rather than francophone, students in mind. The publisher who is providing the new Grade 3 and 4 texts has experience in translating material for Immersion students. In addition, French Immersion teachers who piloted the resources met with Department representatives to compile information for the publisher concerning the translation.
10. That quality remedial and supplementary materials be identified and supplied to mathematics and resource teachers. Further, that supports such as graphing calculators and manipulatives be provided in sufficient numbers. The two mathematics PD initiatives that are being piloted may address this recommendation. Both the PRIME and First Steps Mathematics programs provide diagnostic assessments and remedial suggestions. The Committee and Department representatives have discussed the problems that arise in schools because materials such as graphing calculators are designated as support materials, rather than core materials.
11. That teacher resources be allocated on a basis of one per teacher, rather than one per school. For the Grade 3 and 4 roll out, teacher resources have been allocated one per teacher.
12. That sufficient funds be allocated to ensure that the implementation of new texts be done on a one per student basis. As well, that sufficient funds be



allocated to replenish texts as needed. Again in the Grade 3 and 4 roll out, texts have been allocated one per student. Further, the purchase was made by the Department in order to ensure provincial consistency in this matter.

13. That the mathematics mentor program not only continue, but also be expanded. The mathematics mentor program has continued, but has not been expanded.
14. That the role of mathematics mentors be centered on providing long-term, ongoing professional development focused on teaching methodologies. Many mentors are providing ongoing professional development on teaching methodologies. Mathematics PD programs currently being reviewed are based on the concept of ongoing professional development.
15. That universities be encouraged to provide more mathematics methodology courses for pre-service teachers. Although no action has been taken with regard to this recommendation, relationships with the universities seem to be improving, and it is hoped that progress may be made.
16. That the number of curriculum delivery days be increased. Further, that scheduling of curriculum delivery days be staggered so that expertise in subject areas may be drawn from a number of sources. The

number of curriculum delivery days has not been increased. However, Districts are committed to trying to stagger the scheduling of the days so that expertise may be shared.

17. That multiple opportunities for in-service be provided in a timely manner both prior to and during the implementation of new curricula. The Department has indicated they are trying to ensure these opportunities are available. Discussion on this issue will continue.
18. That means of using technology for professional development be investigated. Since the use of technology for professional development was specified within the Quality Learning Agenda (QLA), work in this area is ongoing. Development of the portal system continues. Within the portal system a site will be constructed for the sharing of instructional strategies, lesson plans, and resources. As well, high school teachers are encouraged to investigate the materials and teaching suggestions available through the on-line courses for high school students.
19. That training and materials on differentiation and the best practices of multi-level teaching be provided to teachers. Both the Department and Districts are committed to providing information on differentiation to teachers through professional development opportunities.
20. That provincial assessments be

designed to provide information in such a manner that the results can be used as a formative tool by teachers. The Evaluation Branch of the Department of Education maintains that provincial assessments are unlikely to include sufficient questions related to an outcome to be used as a diagnostic tool. They simply are not global enough to be used as formative tools by teachers. The Evaluation Branch further maintains that classroom assessment is far more important and revealing about a child's progress.

21. That mathematics intervention initiatives similar to the current literacy initiatives be developed and implemented. The mathematics PD programs, PRIME and First Steps Mathematics, are similar to First Steps Literacy professional development programs.
22. That literacy initiatives include the development and implementation of intervention strategies for the reading of non-fiction text. Current literacy initiatives are focusing more on the reading of non-fiction text.

The NBTA Curriculum Committee is pleased with the progress to date. The Committee believes the expert advice offered by teachers has been heard, and has frequently been acted upon. Improvements are being made in the working lives of teachers and the academic lives of students. The Committee believes that in the end, it was worth it.

Interest-Free Loans

Up to \$1,200.00 in any one school year shall be made available to active members of the Association wishing to take a year off from teaching to improve their professional qualifications. These loans are available only to those teachers who are improving their professional qualifications on leaves of absence or educational leaves.

Application forms are available from:

Melinda Cook

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

The deadline for applications is



Mark Your Calendar!

The New Brunswick Society of Retired Teachers Biennial will be held May 2, 3, and 4, 2005 in Sussex, N.B. A time for business, meeting friends, social events, and fun. Your directors will have information this fall. Plan now.



*Gordon Lewis
Chair of Host Committee*



President's Message

As I sit watching the snow - blizzard conditions - I'm reminded of my encouraging words of last month. Here is a classroom growth opportunity I'd like to share. Please keep in mind that I employ humour and game playing as staples in the bag of tricks I utilize daily in my classroom.

As a master teacher, I have come to realize that what children want most at school is the opportunity to interact with their peers. As a teacher, what I want most is for my students to learn in ways that are meaningful to them. We can both get what we want if I allow games to be used in my classroom, in as many subject areas as I can find ways in which to integrate them.

Children's natural motivation to play games can be used to engage them in actively mastering several important mental and social skills. Playing games with other children or adults can help them develop self-control, social relationships, problem solving, reasoning, receptive and expressive language, and self-esteem building skills.

Instructional games can be useful in helping students to master factual knowledge. Students learn factual information from playing games due to several aspects of gaming. First, the immediate reward a player

receives from using the information correctly during play reinforces the use of that knowledge. The player is motivated to learn the knowledge so it is available to use effectively during the game, thereby providing the player with some kind of perceived advantage in play.

Furthermore, the student is involved in actively acquiring this knowledge as well as being actively involved in checking the acquisition of knowledge by other players. The



repetition of facts, which is possible to provide in a positive manner through the use of games, enhances retention of those facts. During game play, since the teacher is not directly involved, students may feel that the learning environment is less threatening and will assume greater responsibility for their own learning.

Critical thinking and decision making skills can be developed through the use of games designed to incorporate their necessity. Higher order thinking skills and problem-solving abilities expand,

given the opportunity. When decisions must be made which will affect a player's status in the game, then careful scrutiny of several facts is needed. Alternative strategies may be devised and then tried out with their results observed and conclusions drawn on the basis of the direct experience of play. In simulation games, real life decisions are made without the players suffering severe consequences. Students can experience this decision-making process without fear of personal, lasting penalty. Risk taking is reasonably safe and learning can be comfortable. Instructional games which are created with the ingredients necessary to engage students in learning can have far reaching positive effects in all three domains of learning.

As you work to prepare your lessons and create unit plans, perhaps you will consider incorporating games in your bag of tricks, too.

Happy gaming! Please add a smiley face here. Thanks!! More information on this topic is available on our website.

Please share your ideas on our webpage by sending them to Lisa at kerrlisa@nbed.nb.ca.

Rona Howald

Your Elementary Council is Busy

Hello everyone! I hope that each and every one of you out there had a great start to 2005! I can't believe that it is the end of February already! With March break just around the corner, students and teachers are working hard to get everything done.

Your Elementary Council Executive met on February 4th and 5th. Our meeting took place in Fredericton at the NBTF Building. On Friday night, we met with

Darlene Whitehouse-Sheehan to discuss the Curriculum Committee's report and on Saturday we discussed the various workshops that your Council is organizing and preparing for you. Stay tuned to this column and to the *NBTA News* for all the latest updates about these events!

Our own Elementary Council secretary, Connie Kavanaugh, sends us news of a wonderful Wellness activity that has begun at her school. "Neither rain nor sleet nor"

can keep the Wellness Committee at John Caldwell School from their objective. They are on the move! They gather together twice a week after school for a one-hour



Connie Kavanaugh

walk through the streets of Grand Falls to work off some of the stress. Elaine Bilodeau, who chairs the Committee, says they do much, much more. "We have supper together once a month. A few of us even went to a spa. Our main focus is to stay healthy and have fun at the same time." Way to go guys!

Staff and students at Port Elgin Regional School had a very exciting Winter Carnival a few weeks ago. Activities ranged from theme days (Crazy Hair and Pyjamas) to ice sculptures to noon-hour activities. The K-3 students had an exciting movie day. We watched movies on the big screen in the gym and had popcorn to snack on. The 4-8 students spent a day outside skating, tobogganing, and then indoors for bowling. The Winter Carnival ended with a sock-hop for the K-4's and a dance for the 5-8's. *Thank-you's* go out to all staff and volunteers who helped make this Carnival such a success.

As promised, we are featuring members of the Elementary Council

Executive in each issue. This month we would like to feature two members. The first is Ralph Williston. He is a graduate of the



John Caldwell School "on the move".

University of New Brunswick with a Bachelor's Degree in Physical Education and Education. Upon graduation he moved to South Korea to teach English as a second language. Ralph became trained as a Reading Recovery teacher in 1999 and has taught at Millerton Rural School and Saint Andrews Elementary School in the Miramichi. This is Ralph's third year serving on

the Elementary Council.

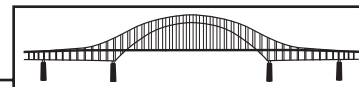
This month we are also featuring our Council's secretary, Connie Kavanaugh. Connie teaches Kindergarten at John Caldwell School in Grand Falls. This is her third year serving on Council. Connie lists reading and spending time with family as her favourite pastimes. She and hubby Larry live in New Denmark and are parents of four adult children and have one grandson. She will show you pictures even if you don't ask her to!

As always, Debbie and I welcome your comments, pictures, stories and insight. If you have any information about anything that is happening or occurring in your schools, please do not hesitate to send it to us at natalie.richardson@nbed.nb.ca or debsloan@nbed.nb.ca.

Have a wonderful March Break! Enjoy yourselves!

Take care,
Natalie Richardson
Port Elgin Regional School

Middle Level Council News



What's Coming Up?

Middle Level Council AGM 2005

Friday, March 18
7:00 pm - 8:30 pm
Le Chateau Bathurst
Bathurst, NB

All are welcome to attend!

**Just a
Reminder!**

Regular Committee Meeting

Saturday, March 19
9:00 am - 12:00 pm
Le Chateau Bathurst
Bathurst, NB

Middle Level Council is exploring the possibility of hosting the Council Day 2006 (May conference) in Bathurst. Any teachers from the area who are interested in this discussion are invited to join us at our Saturday morning meeting at the Chateau Bathurst. We will require local support and look forward to working with you. Please feel free to contact Tanya Whitney (Tanya.whitney@nbed.nb.ca) or Sandy MacCurdy (Sandy.maccurdy@nbed.nb.ca) for further details.

Courage to Care

Over the years, the students of Woodstock Middle School have been involved in activities that show they care about the well-being of others in their school and home community. Both the students and those being helped have benefited from the experience. To be of service to others has been a powerful and rewarding learning opportunity for the students of this school. Recently, students of Woodstock Middle School took part in activities to raise money for those devastated by the disaster in Asia. Efforts continue at W.M.S as they are across our nation to lend a helping hand to those in need.



Middle Level Language Arts Conference

Calling all teachers of Language Arts to come join us on April 28 (evening) and all day April 29 for a jam-packed conference addressing Middle School Language Arts needs.

When: Thursday, April 28, 2005 6:30 pm
Friday, April 29, 2005 8:30 am - 3:00 pm

Where: NBTF Building, Fredericton, N.B.

Who: Middle School Language Arts Teachers

What: Whole-group and Divided Sessions
Topics including:
• Differentiation
• Literature Circles
• Balanced Approach to Literacy
• and more

Cost: \$30 per participant

Thursday, April 28

6:30 pm Registration
7:15-8:15 pm Keynote: Jackie Seidel
(University of Alberta)

Friday, April 29

8:30 am Opening
8:45 - 11:30 am **Small group sessions
11:30 - 12:15 pm Lunch provided on site
12:15 - 1:30 pm **Small group sessions
1:45 - 2:30 pm Whole group writing session
2:30 - 3:00 pm Plenary—Jackie Seidel

**Small group sessions

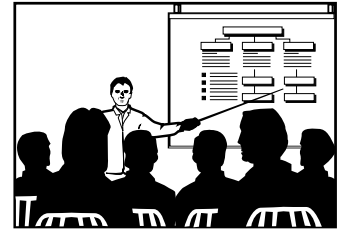
There will be three divided sessions and registrants will be able to participate in all of them.

The sessions will be:

- Curriculum Mapping
- Literature Circles
- Differentiation

Registration deadline is April 4.

Any questions, please direct them to Tanya Whitney (Tanya.whitney@nbed.nb.ca), Stacey Price (Stacey.price@nbed.nb.ca) or Tanya Murray (Tanya.murray@nbed.nb.ca). Registrations forwarded to Cindy Crowhurst at Bath Middle School.



Middle Level Language Arts Conference Registration Form – April 28 & 29, 2005

Name _____

School _____

Home Address _____

Telephone (h) _____ (s) _____

Please send form along with cheque, **payable to Middle Level Council**, to:

Cindy Crowhurst
c/o Bath Middle School
118 School Street, Unit 1
Bath, N.B. E7J 1C4

Further information will be forwarded upon receipt of application.

“A Professional Development Opportunity of a Lifetime”

As the 2004/05 school year began, I could never have dreamed that November would bring what I consider to have been a professional development opportunity of a lifetime. I had the privilege of representing the N.B.T.A. at the annual Teachers' Institute on Canadian Parliamentary Democracy held in our nation's capitol. I spent six nights and seven days in Ottawa experiencing many events that I had previously only seen on television.

The Parliamentary Institute began in 1996 and is coordinated by the Speakers of the House of Commons and the Senate and the Library of Parliament. Teachers who are chosen to attend this event experience Parliament Hill like no tourist ever could. This adventure included: one on one meetings with Senators and Members of Parliament, House Committee meetings, a meeting with the Governor General, personal tours of the Senate and House of Commons, sitting on the floor of the House and Senate, and the chance to hear from the respective speakers. It was exciting to meet many of our nation's leaders and see the spectacle of 'Question Period in the House'. Bear pit sessions with Members of Parliament were informative. Also provided was a workshop on the Supreme Court inside the Supreme

Court chamber. The experiences listed were but a fraction of what took place during this incredible week.

Seeing the city of Ottawa and much of what it offers was an event in itself for a New Brunswick native who had never been there before. The schedule was quite full but I tried to take advantage of any free time to explore Ottawa further. I stayed in Ottawa an extra day and was able to visit the National Art Gallery and the Canadian Museum of Civilization.

As exciting and meaningful as all these experiences were, the memory that I hold dearest is the first time I walked up the hill from the hotel and walked around the corner to see the Parliament Buildings. The sense of awe and pride that filled me was indescribable. I was proud of my country and for what these buildings stand.

I learned much that week. One important lesson was that the House of Commons and Senate are filled with men and women who really are working extremely hard for Canada. I was impressed that they seemed to



be doing their very best to make a genuine difference.

This account is only a fraction of my experiences and learning from an incredible week in Ottawa. To share with teachers from across Canada was in itself an invaluable experience. I encourage every teacher in our province to take the time and effort to submit an application to the Teachers Institute on Canadian Parliamentary Democracy. See <http://www.parl.gc.ca/information/about/education/teachers/index.asp> for further details. If chosen, I'm sure you'll agree that this is an opportunity of a lifetime. Feel free to contact me directly at irvinjod@nbed.nb.ca.

John Irvine
Woodstock Middle School
Middle Level Council

High School Council News

• High School Council •



President's Message



Randy Hunter

Yet another year is half way through.

Our Communications Chairperson, Nancy Vessie, is constantly looking for information to put in our section of the

NBTA News. I know there are great things happening, great professional development opportunities you've attended, etc. Please get this information to her. The deadline dates for submissions appears in each edition of *NBTA News*.

Your High School Executive is meeting on February 18. I will keep you informed as to things happening, especially in regard to the date for our AGM. Normally this

is held during Council Day. This year will be different, but our constitution indicates that an AGM must be held. I will also inform you of upcoming meeting dates.

An informal survey was completed in regard to institutes that you would like to see offered. Our Curriculum Chair, Lynn Steeves, would like to get some information from you in regard to interest areas.

Grant Hendry is presently

working on our website. If there is something you would like to have as part of this site, please contact him.

Council Coordinating met on February 7. I will give you an update as to happenings.

Your Council is continuing to work on Council 2006. The

challenge to our Executive was to have names submitted to Shane Hoyt of potential presenters. You are also invited to share names with Shane of presenters that you may have heard and would like to see as part of our program.

I wish you a fabulous March

Break and continued success for the remainder of the 2004 – 2005 school year.

Please feel free to contact me at randy.hunter@nbed.nb.ca, if there is anything I can assist you with.

– Randy

Multiculturalism On the Miramichi

What could be cooler than lying on a beach in Cancun or celebrating "Carnival" in Mexico City? Well for 13 teenagers, going to school on the Miramichi just may be the answer. It's -35 wind-chill as I write this so we certainly don't want to get much cooler than that.

In September of 2004, twelve students from Mexico arrived on the Miramichi to attend school (the thirteenth arrived in January). Their purpose is to improve their English and to experience and enjoy living in another culture. Four students are enrolled in our two middle schools and the remainder attends our three high schools. They are part of School

District 16's Miramichi International Student Program.

Since their arrival, the students have become immersed in school and community life here. All are in regular classes and most are doing exceptionally well. They have



Discount Offered to NBTA Membership



Effective February 1, 2005, all Color Your World and Glidden locations in New Brunswick are pleased to offer the following discounts on their products and services:

- 30% off all regularly-priced retail paint
- 20% off all regularly-priced sundries (paint brushes, roller refills, etc.)
- 10% off all window blinds

In order to receive these discounts, you must show your NBTA membership card at the time of purchase. This offer cannot be combined with any other offer, and excludes items already on sale.



written articles for their school papers, performed in variety shows, and competed in sport meets. In the community they are embracing life here on the river. They have joined dance, gymnastics, music classes and ringette, to name a few.

On weekends they attend activities organized for them by the program. These have included the Sussex Balloon Festival, a visit to the fish hatchery, a day in the woods making a Christmas wreath, and an evening of Miramichi music at Saltwater Sounds.

The key to the success of this program is the families who have opened their homes to these students. They take

these students in and treat them as their own. They help with their school work, taxi them to their activities, and comfort them when they are lonely. Their commitment to these students is what makes this program work. Their homes are situated all over this great river in Quarryville, Littleton, Matthew Settlement and Miramichi City. Here you see the true meaning of Miramichi hospitality.

These students are sharing their culture with us and in turn are experiencing much of ours. They have touched a live Miramichi salmon, skated on an outdoor rink, watched a bull moose amidst the beautiful fall foliage, and have enjoyed their first white Christmas.

Now, I ask you what could be cooler than that?

Evelyn Fletcher, Coordinator
Miramichi International Student
Program
(Submitted by Nancy Vessie)

REMEMBER THESE DATES



Deadline Dates

Conference Grants — Five weeks prior to conference

Certification Changes — March 31, 2005

Election Dates

- (a) Ballots mailed to Branch Presidents - On or before April 15, 2005
- (b) Voting to take place - April 25-29, 2005 inclusive
- (c) Ballots returned to Central Office by 5:00 pm - May 6, 2005
- (d) Counting of Ballots - May 11, 2005
- (e) Candidates notified - May 11, 2005

NBTA/Beaverbrook/Hagerman Interest-free Loans — March 31, 2005

Centennial Award Nominations — April 1, 2005

Aliant Award Nominations — April 1, 2005

Branch Resolutions for A.G.M. — April 1, 2005

A.G.M. Registration of Delegates — April 1, 2005

Employment Insurance Rebate Report — June 1, 2005

Registration of Branches — June 1, 2005

Report of Branch Meetings — June 1, 2005

Names of Branch Committee Chairpersons — June 1, 2005

NBTA Council Annual Reports — June 15, 2005

NOTE: Check with NBTA Personal Calendar for key activities within NBTA, NBTF and CTF.

OTHER IMPORTANT DATES

NBTA AGM — May 27-28, 2005

Retiring Teachers' Luncheon — May 28, 2005

Colloque 2005
de l'Association
canadienne des
professeurs
d'immersion

ACPI-CAIT

27-29 octobre 2005
Hôtel Delta Beauséjour
Moncton, Nouveau-Brunswick
<http://acpi.scedu.umontreal.ca/colloque2005/>

Patrimoine Canadien Canadian Heritage



Are you looking for up-to-date resources on women's issues in New Brunswick?

Visit our Web site: www.acswccf.nb.ca

Subscribe to:

- NB Women's News, our weekly e-mail with news of interest to New Brunswick women
- Women and Politics in NB, a monthly e-mail with statistics, summaries, and lists of resources

Request our free publications, including:

- 2004 Report Card on the Status of Women in N.B.
- Celebrating Achievers, the quiz on New Brunswick women's history
- The kit, posters, and workshop manual on the pay gap in New Brunswick
- Posters on violence against women

The Advisory Council on the Status of Women works toward improving the status of women in New Brunswick. We are a provincial government agency with the mandate of advising the government on matters of importance to women and of bringing these issues to the public's attention.

1 800 332-3087 ; 506 444-4101
acswccf@gnb.ca
www.acswccf.nb.ca

Paid Advertisement

Classroom Management and Organization: A Means of Creating a Positive Atmosphere for Learning

An Institute for Early Career Teachers

Sponsored by the NBTA Elementary, Middle and High School Councils

May, 2 and 3, 2005 (two full days)

Description of session:

Most early career teachers are highly qualified in their specific disciplines, but they are seldom trained in how to deal with the actual classroom. The potential for making a positive impact is a reality every moment of every day for teachers.

This session will unpack a collection of practical, effective techniques and ready-to-use tools for organizing and managing the classroom. The focus will be on creating the positive environment that helps to promote learning and preventing problem behavior before it begins. While the facilitator's experience is largely at the elementary and middle level, high school teachers who approach the institute with an open mind will find application is possible to that level. A sample of topics to be addressed includes:

- Establishing procedures for the smooth running of the classroom
- Getting off to a good start

- Communication with the home
- Teaching students how to work together
- Planning for transition time
- Promoting participation
- Preparing for a substitute
- Celebrating successes

Facilitator **Sandra MacDonald** has taught for the past 25 years. Currently, she teaches in an elementary school in Halifax. A frequent facilitator of workshops on a wide range of topics including classroom management, team building, assessment strategies and mathematics, she also serves as a math mentor for the Halifax Regional School Board. Three years ago, she spent a month teaching in Ghana with the Canadian Teachers' Federation.

Interested teachers should register by completing the form below and faxing it to Nancy Roach, NBTA, 506-453-9795.

NOTE: There is no registration fee. Lunches will be provided both days. Teachers must negotiate release time through their principals or districts.

Because this institute is being funded by the NBTA provincial office and the three councils, participants are not eligible for NBTA/DoE Educational Improvement Grants. You may, however, apply to your local Branch for PD funds if they are available.

Maximum participants: 40 (Preference will be given to teachers with 7 or fewer years of experience)

Classroom Management and Organization: A Means of Creating a Positive Atmosphere for Learning REGISTRATION FORM

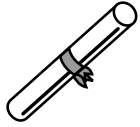
Name: _____ School: _____

Teaching Responsibilities: _____

Telephone: _____ Fax: _____ Email: _____

You will receive confirmation of your confirmed seat in the institute.

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 May 13, 2005.**

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.

**TEACHERS INSTITUTE
ON CANADIAN PARLIAMENTARY DEMOCRACY**

**OCTOBER 30 TO NOVEMBER 4, 2005
PARLIAMENT HILL, OTTAWA**

- Get an insider's view of Canada's parliamentary system.
- Meet parliamentarians, and political, procedural and pedagogical experts.
- Explore key issues in parliamentary democracy.
- Develop resources for teaching about Parliament, governance, democracy and citizenship.
- To be eligible, you must teach social studies or a related subject to students between grades 4 and 12, or CÉGEP.
- 70 applicants will be selected by a committee of educators from across the country.
- A registration fee of \$300 is payable upon selection.
- The program covers travel costs, accommodation and most meals.

Detailed information and application forms are available from the Library of Parliament:

(613) 992-4793
(within the National Capital Region)

1-866-599-4999
(toll free in Canada)

www.parl.gc.ca
(About Parliament/Education)

Completed applications must be forwarded electronically or be postmarked no later than April 30, 2005.

Renseignements disponibles en français.





Exit Realty Advantage
(506) 455-3948

In the greater Fredericton and Oromocto areas, get two full-time realtors working for you.

Ron Buck – 260-3461 (cell)
Claire Buck – 260-6273 (cell)

- Are you ready to buy your first home?
- Do you need a larger home?
- Are you empty-nesters planning to downsize?

Call Us Today!



This certificate entitles the bearer to one complimentary market evaluation of your home. Your home could be worth more than you think!

" We provide this service without any obligation or expectation."

Trash as Treasure



Here's an idea. The students and staff of Tantramar Regional High School want to put on *Grease*, the musical, from May 19-21, 2005. They also want to have a big set, elaborate lights and sound, and more audience members than the theatre space allows, so they're planning to put on the show in the gym.

Here's a problem. As many physics teachers could tell you, most gyms are not designed for good acoustics. In other words, performing the show in the gym would make the microphones less effective, create bouncing echoes, and generally reduce sound quality.

Here's a possibility. If acoustic baffles are attached to the walls, they can absorb sound and reduce the distortion. However, acoustic baffles are expensive, difficult to find, and difficult to maintain. What was needed was a cheap, environmentally-friendly, easily-constructed and easily-stored alternative.

Here's a solution — *trash*. To be specific, egg cartons and drink trays. The cost is minimal. The structure diffuses sound waves so that they don't bounce about the room, causing distortion and echoes. They can be attached to the wall in a wave pattern using simple cardboard. And, once they're painted black, people will barely notice them.

Here's a plan. All the TRHS students and staff have to do is a bit of recycling. Figure out the size of the gym ... figure out the size of the egg cartons ... and the calculations report that all they need is approximately 3000 egg cartons and drink trays.

It was a daunting prospect, but since the Egg Carton Campaign started in December, TRHS students and the Sackville community have really risen to the occasion. Through the use of talkmail, word of mouth, and the support of local businesses, over 1200 cartons and trays have already been collected. Since the campaign is meant to continue until

May 10, the teachers in charge of the project are greatly encouraged. "It's showing a growing sense of community and spirit," says Jeff Legge, who is the Music Director, Tech Supervisor, and Set Designer for *Grease*. Students are also excited. "It's a great idea," says grade twelve student Emily Reade; "Gotta love eggs and drinks," says Andreea Dane, a grade eleven student. "I'm going to gain a lot of weight so we can do this. Crazy but cool."

Mr. Don McCormack, Principal at TRHS, thought the idea was unusual at first. "It was .. unique," he said. However, he is impressed with the amount of support the idea has received. "It's great to see these sort of things come to fruition. I like it when financially responsible ideas help make things work."

Trash to treasure. It just goes to show that the old saying still has a ring of truth: "Where there's a will, there's a way."

by Angela Ranson
Teacher and Drama Coach

Census at School

An international
Web-based classroom
activity for students
aged 8 to 18

- Your students have fun as they
- answer a simple online survey about height, activities, etc.
 - analyse their class results
 - compare themselves with kids around the world
 - discover the survey process

Get your class involved!

www.censusatschool.ca



Canada



**Self-Nurturing
Workshop for Women
Staff of District 14**

*"New Beginnings in a
Working Woman's World"*



When:
April 16, 2005

Where:
Woodstock High School

Time:
9:00am – 3:30pm

Registration Fee:
\$25.00

Guest Speakers:
Dr. Joan Wright
Nancy McKay



Guest Speakers

– Dr. Joan Wright is a well-known Fredericton psychologist. One of her specialties is stress management.

– Nancy McKay is a physiotherapist who is a founder/partner of Management Dimension, a health and management consulting firm.

Lunch will be included in the registration fee.

**For further information, please
phone Ann Kennedy, 462-0208**

An opportunity to continue sharing and growing will be offered through a series of follow-up sessions to be held once a week.

Self-Nurturing Workshop for Women (Staff of District 14)

Name: _____

School: _____

Home Address: _____ Postal Code: _____

Telephone #: Home: _____ School: _____ Cheque Cash

**Please make cheques payable to:
Teachers' Counselling Program
c/o Faye Swezey
PO Box 752, Fredericton, NB
E3B 5R6**



Deadline Date: April 8, 2005

Masters Degree in Education - Deafness Studies

Department of Educational Psychology, University of Alberta

Children who have hearing losses need specialist intervention in order to achieve their full potential.

Teachers who are trained to work with deaf and hard-of-hearing students are also able to use their unique skills with other special needs children.

Over the last ten years, deaf and hard-of-hearing children have been increasingly included in regular classrooms, but often without proper support systems and without opportunity for a specialist's assistance. This has created new challenges for teachers, who often do not recognize the true impact that a hearing loss has on the child's ability to use the English language to learn. Some provinces mandate that all deaf and hard-of-hearing children be served by teachers with specialized training; Alberta does not have such legislation.

Canada is now facing a shortage

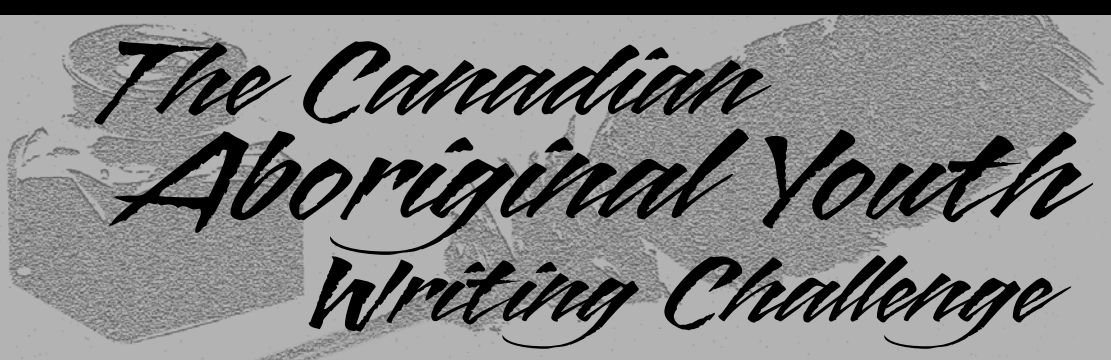
of teachers who have specialized training in working with deaf and hard-of-hearing children. In 2004, the University of Alberta has received calls from every province in Canada, looking for trained teachers of the deaf to work in both classroom and consulting situations.

The Canadian Association of Educators of the Deaf and Hard-of-Hearing (CAEDHH) offers certification for those trained to work with this population. This training is offered at the University of Alberta: a one-year course-based M.Ed. in Deafness Studies in the Department of Educational Psychology. The training includes studies in language development and reading, American sign language (and other forms of manual communication), psychology, audiology, auditory/oral rehabilitation, curriculum design, and counselling. In addition, there is a field experience component in

which the students work with CAEDHH certified teachers of the deaf in a variety of settings. Field experiences are designed individually and students have been placed in educational settings worldwide.

Professionals who have undergraduate degrees in fields related to deafness are also invited to apply for a Masters Program in Deafness Studies. Programs will be set up according to the individual's needs in accordance with Graduate Study requirements.

For more information please contact: Dr. Mary Ann Bibby, Director, Deafness Studies Education, Department of Educational Psychology, University of Alberta, Edmonton, Alberta T6G 2G5, Tel 403-492-3697 Fax 403-492-1318 Email: maryann.bibby@ualberta.ca




The Canadian Aboriginal Youth Writing Challenge

Presented by
Enbridge Inc.

A Project of
**The Dominion
Institute**

ABORIGINAL STUDENTS FROM ACROSS THE COUNTRY (15-18 YEARS OF AGE)
ARE INVITED TO EXPLORE DEFINING MOMENTS IN ABORIGINAL HISTORY.




STUDENTS CAN WIN...


- CASH PRIZES
- A TRIP TO OTTAWA
- AN APPEARANCE ON CANADIAN LEARNING TELEVISION
- PUBLICATION IN THE BEAVER MAGAZINE

Stories due May 6, 2005


Visit www.our-story.ca or call 1-866-701-1867 for details.


Project Partners:







Through RBC Foundation









Interested in a Teacher Exchange?

- Do you have an interest in teaching overseas or elsewhere in Canada?
- Do you have a sense of adventure?
- Are you a flexible person who can adapt to change?
- Does the prospect of living and teaching in another community excite you?



Plan to attend an **INFORMATION MEETING** sponsored by the NBTA to learn about the exciting possibilities and how to arrange a teacher exchange.

Join *Carol Wilkins, Co-ordinator of the Canadian Education Exchange Foundation*, and members of the Exchange Teacher Organization of NB.

Date: Saturday, April 23, 2005

Time: 11:00 am *Lunch will be provided*

Place: NBTF Building, 650 Montgomery Street, Fredericton

To register or for more information contact *Nancy Roach, Director Professional Development*, NBTA at 506-452-1740 or roachn@nbnet.nb.ca

“Using the Resources”

A Hands-on Art Workshop for Elementary Teachers

When: Friday, April 1, 2005 **Time:** 9:00 am - 3:00 pm

Where: Beaverbrook Art Gallery, Fredericton (Prager Family Art Education Room)

Facilitator: Peter Gorham

Participants: 30 NBTA members

"Using the Resources" is a hands-on art workshop for elementary teachers. Beginning with the Art Connections textbooks and resources, we will explore a variety of media and create flat and three-dimensional art objects to take back to our classrooms. We will have a guided tour of the Beaverbrook Art Gallery's current exhibitions and library. Peter Gorham, an art teacher from Nackawic Elementary, will share stories of his art teaching practice illustrated by his students' art work. Most of the workshop, however, will be hands-on art production — so please bring or wear studio clothes.

Nutrition breaks will be on site. **Lunch is not provided**, but we will have time to visit a local restaurant. Participants are welcome to bring lesson plans, and/or samples of their students' work to share with the group.

Registration Deadline: March 18, 2005

Please fax registration to: Rona Howald, 847-6252



“Using the Resources” Art Workshop

Friday, April 1, 2005 9:00 am - 3:00 pm

Beaverbrook Art Gallery, Fredericton

Name: _____ Teaching Assignment: _____

School: _____ District: _____

Home Address: _____ Postal Code: _____

Telephone #: Home: _____ School: _____ E-mail: _____

Elementary Council Member: yes ____ no ____

Participants will receive confirmation that registration has been received.

PAMS' Grade 6 Team Leads the Way in PLC's

Something wonderful is happening at Perth Andover Middle School! The grade 6 teaching team, along with Debbie McCarty, the R&M teacher and Crista Sprague, the math mentor, has formed a Professional Learning Community whose mission is to create an effective math community in which any student can succeed in a nurturing environment.

This PLC team has devoted one prep period per six-day cycle and several after-school meetings to math lesson planning and the development of outcome standards to shape common assessment tools across the four grade six classrooms. Every math lesson reflects a balanced approach to math instruction and includes varied assessment techniques and



PAMS' PLC Team (l-r): Andrew Sleeves, Scott Muherin, Gina Fournier, Debbie McCarty, Iris Hitchcock, Mike Grant

learning tasks that meet the needs of all students.

Discussions center around four big questions:

1. **What do we want students to learn?** The team has grouped

curriculum outcomes into teachable units that match the primary resources being used. The outcomes are spaced over the entire school year and allow students to work/review in all five math strands throughout each unit.

2. **How will we know when they have learned it?**

Performance standards were developed for consistent feedback to students and parents. Marking rubrics were created that parallel the provincial report card criteria.

3. **What background knowledge do students need?**

As lessons were planned, teachers discussed the background knowledge needed to be successful. Pre-tests were done to determine the readiness of students. Using the data from the pre-tests, the PLC team was more effectively able to fill gaps in a

(following page)

Your Retirement Allowance

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

In the years prior to retirement you could:

- deplete all or part of your retirement allowance by going on pre-retirement vacations re: article 40 of the teachers' collective agreement
- set up an investment plan that your retirement allowance would support. This plan would allow you to withdraw funds from your investment and pay taxes on only half the amount withdrawn. This is like reducing a 36.82% marginal tax rate to 18.41%!

If you choose to invest your retirement allowance, you have to decide on the best investment option for you. Would you like an investment that has:

- higher volatility with higher returns?
- medium volatility with smaller returns?
- low volatility with smaller returns?
- no volatility with guaranteed returns/no losses?

Each of these options has advantages and disadvantages; therefore, the options you decide on should be based on sound financial advice, considering your risk tolerance and your investment expectations.

For a "no-fee" consultation for you or a group of teachers on the options available, contact:

Mike Springer

Retirement and Investment Consultant

Fax (506) 454-9086

Tel. (506) 472-9474

E-mail: springmp@nbnet.nb.ca

The year you retire you could:

- invest your retirement allowance and then use all or part of it to supplement your teacher's pension until the age of 60 when you could then receive your Canada Pension
- invest your retirement allowance for a longer term until age 65 and plan to withdraw funds at that age, when your teacher's pension decreases and your drug and health premiums go up.



Mike Springer

student's previous learning and build onto that learning through their balanced lesson plans.

4. **How will we intervene if students are struggling?** This is the hardest question of all. The PAMS' PLC team continues to discuss strategies that will be implemented to help the struggling learner. The goal is to continue to differentiate instruction and provide as many types of assessment opportunities as possible.

This PLC is an exploration of personal teaching practices and an opportunity for professional growth. Congratulations to the PAMS' grade six team for their commitment to providing quality math instruction to PAMS' students!

Applying for a Certificate Upgrade? Applying for Work Experience to increase salary?

March 31, 2005 is the deadline to apply to the Office of Teacher Certification.

Forms are available at
www.nbta.ca
(click teacher certification)



Priestman Street Elementary School - District 18 - is on the BALL!



September 2004, Grade 4 FI teacher Nicole Bourgoin-Carr's Principal (Donna Bliss) distributed information on opportunities for classrooms to be involved in various projects throughout the school year. This one caught her eye. It was *Kidsworld Magazine & Wonder 8 Essentials Exercise Program*. Nicole thought it would be a fun and unique way to complement the required 100 minutes of Physical Education for her students.

During October 4 - November 26, students performed daily a series of eight essential exercises. At the end of each week, Nicole submitted her weekly class total online. On the last week of the program, Nicole's Grade 4 class won the national weekly draw for 20 exercise balls (valued at \$800). Congratulations, Nicole, and your students in Grade 4 FI Priestman Street, for taking the initiative to find a creative way to enhance your Physical Education experience!

Submitted by:
Ruth Henry Dickinson, P.E. Mentor, District 18



A relationship you can trust.

At Johnson Inc., our service staff offer "best friend" advice on all of your home and auto insurance inquiries.

For a home and/or auto insurance quote, call or visit us online today.

When requesting your quote, please identify yourself as a NBTF Member and provide your Group ID Code: 63.

1.800.563.0677 or www.johnson.ca/nbtf



Paid Advertisement



Introducing Earth Ed – Ideas to green up the classroom

by Christa McMillan, New Brunswick Environmental Network

Are you searching for quality environmental resources geared to the New Brunswick curriculum? The “Earth Ed” catalogue was designed by educators to meet this need for teachers.

Earth Ed is a comprehensive bilingual catalogue with over 400 listings of New Brunswick environmental education resources for teachers.

“Teachers can easily find useful books and materials for the classroom. They can connect with speakers who will give presentations or they can locate interesting field trip destinations so students can learn in an interactive way about the environment. It is a very exciting and valuable instrument for all educators”, said Christa McMillan, NB Environmental Network

webmaster.

“The goal of Earth Ed is to provide an opportunity for teachers to obtain materials and resources to actively engage their students in environmental learning and sustainability education”, continued McMillan.

Teachers can perform searches for resources which will fit specific curriculum outcomes.

Searches can be refined by language, environmental topic, course stream or grade level. “For example, if a teacher needed English materials on biodiversity for a science class, a search would yield 50 results. Searches can further be narrowed by selecting a grade level. Using the same example, if Grade 6 was added as criteria, 12 results would be given. These 12 results would each indicate precisely where the resource integrated with the New Brunswick curriculum, for example: “Natural Sciences, Grade Level: 6, Unit 1: Life Science: Diversity of Life”. Content is linked to the curriculum to provide a really comprehensive result”, said McMillan.

In order to make this catalogue as useful to teachers as possible, a short questionnaire is provided on the site



to collect teachers’ opinions of the tool. The first 10 teachers to complete the survey before March 9th will win a free resource book to help with their environmental education work. In addition, 10 other random winners will also be made.

This easy-to-use catalogue was produced by the New Brunswick Environmental Network and is accessible online at www.nben.ca/earthed.htm.

**Contact: Christa McMillan, New Brunswick Environmental Network, 167 Creek Rd, Waterford, NB, E4E 4L7
Tel: (506) 433-6101 Fax: (506) 433-6111, nben@nbnet.nb.ca**

(Brochures are included with this issue)

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

Friday, May 6, 2005

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

Preliminary application forms should be returned by

March 4, 2005 and final application forms should be returned by **April 8, 2005**. 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: April 1, 2 & 3, 2005

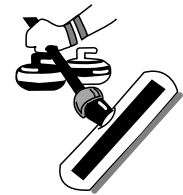
Where: Carleton Curling Club, Saint John

Cost: \$120.00/team

Accepting any team configuration except all male.

Skip must be a teacher.

Contact: Anne Levasseur (506) 648-0885



3rd Annual River Valley Film and Photography Festival



River Valley Middle School is again hosting the 3rd Annual River Valley Student Film and Photography Festival.

If anyone knows of any schools involved in Photography and/or Filming, please forward the festival information to them or pass their email address to me.

This year the festival is open to all schools in Canada and the United States. Again this year, we have two divisions of the festival — Filming and Photography. Filming will be made up of Documentaries, Dramas,

Comedies, and Animations. The Photography division will be made up of Nature, People and Experimental categories.

The films must be no longer than 4 minutes in total length and must have been produced during the 2004 and 2005 school years. The photographs must be digital, in jpeg, tiff or raw format with a resolution size capable for a 5 x 7 image and they must have been taken during the 2004 and 2005 school year.

Note, all the dates and categories are subject to change.

To view festival requirements and samples of winning photographs and videos from last year, please check out our site.

<http://rvms.nbed.nb.ca/rvsvf/index.htm>

Any questions and/or comments please contact:
LeRoy S. Vincent,
River Valley Middle School,
33 Epworth Park Road,
Grand Bay/Westfield, N.B. E5K 1W1
506-738-6500 work
506-849-1545 home

Fredericton International Tuba Fest - 2005 May 6 & 7

Memorial Hall on the University of New Brunswick Fredericton Campus

A Professional Development Opportunity for Atlantic Canada Teachers

Clinics/workshops/ensembles with leading low brass specialists:

- **Lance Nagels** - returning this year - principal tubist of l'Orchestre symphonique de Quebec and instructor at the Conservatoire de musique de Quebec and Domaine Forget
- **Curtis Metcalf** - Artistic Director and euphonium soloist of the Hannaford Street Silver Band, Head of Music at Pickering College and brass instructor at the University of Toronto - a Besson artist/clinician
- **John Griffiths** - Soloist and principal tuba of the Regina Symphony and Professor of Music at the University of Regina - a Yamaha artist/clinician

Come and share the beauty of the tuba and euphonium. Topics to include: tone production, breathing, phrasing, articulation, and ensemble balance and join in large and small ensembles.

Saturday evening a gala public concert featuring the clinicians along with Jean Sutherland and the Tuba Fest ensembles.

Registration Fee: \$50 for adults and \$15 for students - includes lunch both days and the final concert



Registration Form

Name _____

Address _____

Phone _____

E-mail _____

Instrument: Euphonium ____ Tuba ____ Neither ____

Enclose a cheque payable to "UNB Centre for Musical Arts"

For more information or to register contact:
UNB Centre for Musical Arts, P.O. Box 4400,
Fredericton, N.B. E3B 5A3, Tel/Fax 506 453-4697

Accommodations: Participants should arrange their own housing:
<http://www.unbf.ca/housing/conf/accommodations.html>
<http://fredericton.ca/eccom04.asp>

Get a Raise: Encouragement to Upgrade

By Nancy Roach, Director of Professional Development

At a recent committee meeting, a teacher proudly announced: "I have just finished my Certificate 6! You know," she said, "the best article you ever wrote was the one where you encouraged people to give themselves a raise by upgrading their certificate." I read that, and it really started me thinking — you should run it again!

I remembered the article, and the numerous responses that came as a result of it. I was a bit surprised, when I went looking for it, to discover that it had been written in 2002! (where does time go?). In the three interim years, I cannot tell you how many teachers have called or visited me to ask questions about going back to school. Many of them are anxious about it, confused about the regulations for certification, or worried about the time commitment. They often say something like "I'm ready" or "It's time" and they begin the process. They often tell me, when they have completed the certificate or degree, how rewarding it has been. I know of several teachers who started their Certificate 5 after reading that article and have since, with the help of an Educational Leave, finished their Certificate 6!

SALARY DEFERRED LEAVE PLAN 2004-2005

**Application forms are
available
from District Offices.**

**Application Deadline is
Monday,
February 28, 2005.
(For this year only)**

So, here is the article, updated with current statistics. I hope it will act as a catalyst for some of you to consider your current situation and make the decision that you, too, are ready to give yourself a raise!

Get a Raise!

It is often said that teaching is a calling. Yeah, someone invariably replies, we sure don't do it for the money!!

True, no one stays in teaching for the (not high) salary, but let's be realistic. Everyone likes to get paid and a raise always feels right! Everyone wants to be remunerated in a way that reflects the value of the hard work we do.

I guess that is why I found the statistics about New Brunswick teacher's certification levels such a surprise. I was somewhat surprised to learn that there are 1,287 teachers in the province with a Certificate 4, but I was even more astonished to discover that there are over 3,065 teachers working in classrooms with a Certificate 5.

Now this is not to suggest that any of these teachers are not qualified or not working hard (very hard), but I question why would anyone continue to work so hard and get paid less than they deserve, or could potentially be paid?

How can you guarantee that you get that raise? Upgrade your certification! The difference between a Cert 4 and Cert 5 is \$5028 (top of scale) in the first year. That first year is enough to recover the costs of taking the courses, and that raise stays with you for the rest of your career, impacting not only your take-home pay, but your pension as well. Same goes for the upgrade to Cert 6. Over a 20-year period, that's additional earnings of \$100,000 and an additional \$3000 more on your retirement allowance!

I know all too well how difficult it is to take courses and teach full-



time. I started teaching after two years of Teachers' College (making the grand sum of \$4600 per year!) and completed three degrees through extension courses. No, it wasn't fun, or always easy. But I just couldn't accept working as hard as the person across the hall but being paid less! Along with earning the raise I deserved, I kept abreast of current educational thinking and even, in some classes, learned things I could actually use in my work! A win-win situation.

I want to encourage each of you who is not at your maximum certificate level to consider taking the step and starting the course work. There have been recent changes in requirements for Cert 5 and Cert 6 (visit the NBTA website at www.nbta.ca and click on the Certification button for more details). With NBTA courses, on-line courses from so many universities and more flexible options, teachers are finding it easier to access the courses they need.

Begin with just one course and take it from there. You may be surprised what it feels like to be back in the classroom as a student, exposed to new ideas and stimulating conversations, and you may find that the learning makes your teaching more effective. If nothing else, you will be on the road to a higher pay cheque.

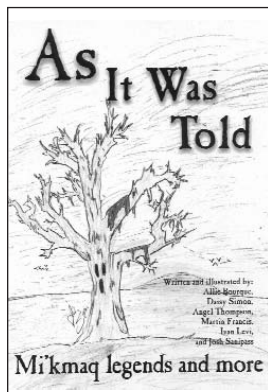
There has never been a better time ... and you deserve that raise!! Go for it!

Bonar Law Memorial School Launches Book

by Anne Marie Driscoll, Enrichment Teacher, Bonar Law Memorial School

It all started with a phone call. Emily Daigle, Vice-Principal of Bonar Law, was on the other end of the line. "Would you be interested...? Eleanor MacLaughlin, Enrichment Coordinator for School District 16, ...an idea for an enrichment project?" That project became the book, *As It Was Told: Mi'kmaq Legends and More* and will be launched at the 2005 Northrop Frye International Writers' Festival in Moncton, April 23, Saturday, 4:30 pm - 6:30 pm. The theme for this year's festival is aboriginal writers.

On the Monday after March Break 2004, I presented myself at Emily's office; we pulled together a group of students who wished to be in the



enrichment project. The students for the group were identified as either an artist and/or a writer. After much discussion, we selected six grade nine and grade ten

students: Allie Bourque, Daisy Simon, Angel Thompson, Martin Francis, Ivan Levi, and Josh Sanipass. It was a dream team. Our task was to find local legends to retell, write them down and illustrate them.

As It Was Told: Mi'kmaq Legends and More is a collection of legends and pictures written and illustrated by the six students. They collected legends from their grandparents and other local Mi'kmaq storytellers. These women — Jane Alice Dedam, Marilyn Simon Ingrid, and Rita Thompson told legends and stories to the students. The students also wrote and illustrated three more legends based on what they had heard.

CJ Taylor, a well-known Mohawk author and artist, has written such books as *The messenger of Spring: The monster from the swamp: Native*

legends of monsters, demons and other creatures; and The secret of the white buffalo: an Oglala legend, and others. Eleanor ordered these books for the project and the students loved them. The students read and re-read the CJ Taylor books. Also, Eleanor provided a video of CJ Taylor's life.

The students wrote and wrote about everything they saw and/or talked about; the time would pass so quickly. One day, Ivan looked at the clock and he couldn't believe that the day was almost over. Allie, I feel, said it the best, when she wrote to thank Eleanor for the many books, art supplies, of course the trip to the Miramichi, not to mention timeout off class to read, write, talk, and watch videos. It did not seem like work. Allie wrote, "I really enjoyed the enrichment program and would love to see other students involved in this next year. This would definitely help others to see the importance of writing and reading". Also, the comments of other students at the school who continually asked, "How do you get picked to be in the project?" tell us that the project had raised an interest within the student body.

With consultation of William Kierstead, Principal and Emily Daigle, Vice-Principal, the decision to publish was made. Although a couple of publishers were interested, self-publishing the book offered a better option for the school and more control over the process. Now, Bengal Press (a publishing arm of Bonar Law Memorial School) has its first book, and six new writers and illustrators will join the ranks of the published.

The lesson here is: if Emily calls, answer the phone.



(l-r) Marilyn Simon Ingrid, Ms Driscoll, Daisy, Ivan, Martin, Josh, and Allie. Angel is taking the picture.

Anne Marie Driscoll is the editor of this book and it is her second book. The first was *Women of Kent*. She has a BA & BEd (UPEI), and a Med (MSVU).

Driscoll lives in Kouchibouguac, NB with her husband Douglas MacDonald. She also loves teaching, writing, and riding her horse, Dutchess.

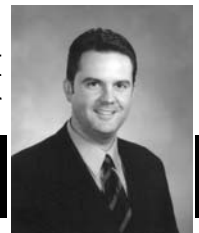
The MORTGAGE Centre

We bring Canada's leading lenders to you.



Brad Wilcox

Mortgage Broker



452-6855

An Independent Member of the Mortgage Centre Network

- BEST RATES AVAILABLE
- NO FEE SERVICE
- FREE CONSULTATIONS

WWW.FIRETHEBANK.COM

The MORTGAGE Centre

We bring Canada's leading lenders to you.



Paid Advertisement

NBTA Men's Bonspiel

Carleton Curling Club, January 21-23, 2005



(NBTA & Moosehead Breweries Trophy) Section A Winners: (l-r) Bob Lee - presenting trophy, Ken Garey - Skip, Doug Sare - Lead, Jim Stevenson - 2nd, Kevin Kilfoil - Mate



(NBTA & Moosehead Breweries Trophy) Section A Runners-up: (l-r) Marven Goodine - Skip, Don Albert - Mate, Terry Langille - Lead, Blair MacDonald - 2nd



(Bob Scott Insurance Trophy) Section A Consolation Winners: (l-r) Bob Lee - presenting trophy, Tom Gillett - Skip, Mark Holland - Lead, Bob Brannen - Mate, Roger Brown - 2nd



(Bob Scott Insurance Trophy) Section A Consolation Runners-up: (l-r) Mike Gorman - Lead, Andrew Loughery - Skip, Mike Bishop - 2nd, Owen Dunn - Mate (Missing)



(Johnson Incorporated Trophy) Section B Winners: (l-r) Bob Lee - presenting trophy, Dave Morgan - Skip, Mike Butler - Mate, Kevin Dixon - Lead, Tony Smith - 2nd (Missing)



(Johnson Incorporated Trophy) Section B Runners-up: (l-r) Norm Richard - Skip, Paul Robichaud - 2nd, Frank MacPhee - Lead, Delphis Cormier - Mate



(NBTA Credit Union Ltd. Trophy) Section C Winners: (l-r) Bob Lee - presenting trophy, Terry Kilfoil - Skip, Wayne Manuel - 2nd, Ernie McNeill - Lead, Art MacFarlane - Mate
 (NBTA Credit Union Ltd. Trophy) Section C Runners-up: Absent for photos

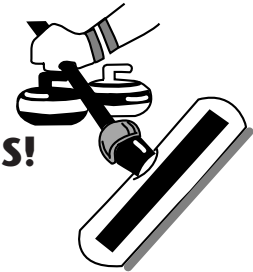


(Dundee Securities Ltd.) Section D Winners: (l-r) Bob Lee - presenting trophy, Hermel Mazerolle - Skip, Louis-Emile Daigle - Mate, Louis-René Comeau - 2nd, Maurice Roy - Lead



(Dundee Securities Ltd.) Section D Runners-up: (l-r) Chris Daigle - Skip, Gary Caines - 2nd. Missing: Al Barteaux - Mate, Andrew Peters - Lead

CONGRATULATIONS!



Counselling Services

- Anger and Stress Management
- Self - Esteem
- Relationship Counselling

Yvonne Vaughan

MA M.ED CCC

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

* Insurance Coverage *

Teacher Exchange

Alberta teacher seeks year exchange to New Brunswick. Requires Catholic applicant who teaches junior/senior secondary science. Central Alberta location in town of 6,000, one hour from Edmonton and two hours from Calgary. Contact Carol Wilkins at the Canadian Education Exchange Foundation. (705) 739-7596
 email: cwilk@ceef.ca



Paid Advertisement

Wellness Highlights



PROFESSIONAL COUNSELLING SERVICE
FOR TEACHERS

TEACHER COUNSELLING SERVICES

Ann Kennedy, Districts 14, 17, 18

1-800-561-1727

Betsy Colwell-Burley, Districts 6, 8, 10

1-800-563-3938

Niel Cameron, Districts 2, 15, 16

1-888-763-5050

Scheduling and Planning

1. Use a personal organizer (e.g., diary, day planner, calendar) that works best for you. Keep it with you or visible at all times.
2. Understand your body rhythms. When do you do your best thinking? Don't schedule demanding tasks at a time that you are typically low in energy.
3. Mark all important dates in advance — yearly, monthly, weekly, and daily.
4. Don't schedule big tasks in small time frames. If you need half a day of uninterrupted time, schedule it!
5. Expect the unexpected and book a little extra time.
6. Balance work and personal time. Allow for exercise, family time, social activity, etc.
7. Plan long-term as well as short-term goals. Make sure that each day you do a bit of work toward reaching a long-term goal. Don't let daily priorities take all your time.
8. Establish routines (e.g., plan in the morning, evaluate at night, fitness, bedtime).

“The greatest waste of time is to spend it being irritated.”

—Time Management for Teachers

“The urgent things are seldom important and the important things are seldom urgent.”

How to Avoid Distractions

- Understand the real issue: Why are you giving in?
- Check to see if the distractions fit your priorities.
- Determine if you enjoy the diversity that distractions provide.
- Stop, when you feel yourself being tempted.
- Don't be misled by the apparent urgency.

Time Management Teacher Time Waster Checklist ✓

Directions: Read the following list of time wasters and place a checkmark next to those items that most concern you at this time. (If any of your own time wasters are missing, add them at the bottom of the list.)

Time Waster

1. Procrastination/Indecision/Daydreaming _____
2. Inability to concentrate _____
3. Leaving Tasks Unfinished - jumping from one activity to another _____
4. Perfectionism _____
5. Failure to set priorities/confused priorities _____
6. Socializing/Idle conversation/Interruptions _____
7. Attempting too much at once _____
8. Lack of self-discipline _____
9. Making unrealistic time estimates/Lack of planning _____
10. Personal Disorganization _____
11. _____ _____
12. _____ _____

Drop-In Visitors

1. Establish parameters when you can accommodate visitors.
2. Tell visitors exactly how much time you have.
3. Sample phrases to use:
“I am scheduled for something in _____ minutes.”
“I can spend _____ minutes with you.”
“Thanks for stopping by. Please come back at a designated time.”
“We need more time to discuss this issue; let's decide on a mutually appropriate time.”

For in-school visitors

- stand up and move towards the door as you see someone approaching and inquire about the nature of the visit.
- once a day schedule some time to be uninterrupted to do paper work, e.g., don't answer the phone ; put a “do not disturb” sign on your door; leave your class and go to a quiet area of the school.
- schedule specific times to meet with colleagues such as R & M teachers, guidance counsellors, TA's, etc.

Announcements

Conference on Bullying and Victimization

Bullying: Beyond Rhetoric is Canada's second conference on bullying and victimization to be held March 21-23, 2005 at the Ottawa Congress Centre. The conference serves as a follow-up to the successful "Fear & Loathing" symposium which took place in Ottawa in May 2002 and attracted 500 delegates from across North America.

The "Beyond Rhetoric" Conference will raise awareness of the issues and impact of bullying, profile those interventions that are demonstrating results, address critical gaps in service, identify special targeted groups, and highlight the critical involvement of youth.

For more information: Tel (613) 244-3803, Fax (613) 244-3808, Email: oabc@cayfo.ca
www.bullyingawarenessnetwork.ca
(Click on 'Conference')

The Talk About Canada!™ Scholarship Quiz 2005 On the Internet - February 12 to February 28, 2005

Operation Dialogue is the registered Canadian charity that runs the *Talk About Canada Scholarship Program*. This is the third time for the contest - last year almost 5000 students participated and \$45,000 in scholarships was awarded.

The quiz will take place from February 12-28 and will be entirely online and takes on average 2-3 hours to complete. Students have the option of working alone or collaborating with their peers on the answers. Also, they do not have to complete the quiz all in one sitting - they can save their answers and return to complete the quiz at a later date, as long as it is completed by the end date of the contest.

Further information is available by contacting: Judy Anderson, Program Manager, Operation Dialogue, Tel. (416) 364-8863, Fax (416) 367-8094, janderson@operation-dialogue.com
www.talkaboutcanada.ca

"The Explosive Child" Conference

The Fredericton Residential Youth Services Inc. presents this Conference with Dr. Ross Greene on April 29, 2005, 9:00 am-3:30 pm at the Wu Conference Centre, UNB Campus, Fredericton, NB. The cost is \$99.00 per seat.

It will provide an intense, in-depth orientation to the Collaborative Problem Solving (CPS) approach to intervention.

For more information, contact: Jenny Wilkin, Office Manager, F.R.Y.S., Inc. (506) 458-9720, e-mail: frysmain@rogers.com

Ontario Association for Supervision and Curriculum Development Spring Conference

The Art and Soul of Teaching — "Global Implications for Classroom Practice" will be held April 7-9, 2005 in Toronto. Confirmed speakers are from Canada and the United States. This important conference will allow plenty of opportunity to meet about 350 key decision-makers, consumers and recognized experts in the education field expected to attend.

To access the conference brochure and further details, visit the website at www.ascd.ca

Cable in the Classroom Teacher Survey

It's report card time for CITC! Does CITC programming meet your needs? What improvements would you like to see? What would you like added to our site? Take the CITC survey and tell us like it is! Your feedback helps us continue to improve and you could be eligible to win one of ten weekly prize packages. Visit:

www.cablededucation.ca

Environmental Conference

A one-day conference "*Our Children's Health: Does environmental quality matter?*" will look at the relationship between the environment and children's health. Speakers will present comprehensive information and research, as well as offer their expertise and new ideas for health protection. The conference will take place March 17, 2005 at the N.B. Teachers' Federation Building, 650 Montgomery St., Fredericton, from 9:00 am - 4:30 pm. Hosted by the New Brunswick Environmental Network. For more information call: 506.433.6101

email: nben@nbnet.nb.ca or visit: www.nben.ca/children.htm

Music Award

The Moncton Symphony Foundation announces the creation of the Richard Gibson Award for Young Composers in New Brunswick. The

jury, selected by the Moncton Symphony Foundation, will be instructed to give the award on the basis of musical excellence and no stylistic preferences will be imposed. Deadline for receipt of applications is **April 1, 2005**. For further information, contact: Mrs. Holly Waltz, President, Moncton Symphony Foundation, 301 Mollins Rd., Colpitts Settlement, N.B. E4J 2X1, Tel: (506) 372-5386.

Middle Level Conference

National Middle School Association will be offering the following conference in Seattle, WA, March 17-18, 2005 — *Examining Student Work to Improve Achievement*. Through interactive discussions and activities, participants will learn:

- How to analyze content standards and performance standards and utilize them to design effective student assignments and assessments
- How to individually and collaboratively evaluate the design of and responses to student work in light of the standards.

For further information, contact: National Middle School Association, 4151 Executive Parkway, Suite 300, Westerville, OH 43081
www.nmsa.org
1-800-528-NMSA (6672)
Email: info@NMSA.org



ISSN 0317-5227

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

Editor: Jim Dysart

Editorial Assistant: Loretta Clarke

Graphic Artist: Christy Price

Printed By: NBTF Printing Services

Member: CEPA

Address all correspondence to:

The Editor

P.O. Box 752, Fredericton, N.B.

E3B 5R6

Telephone: (506) 452-8921

FAX: (506) 453-9795

E-mail: nbtaNews@nbnet.nb.ca

Web: www.nbta.ca

February is Fraud Awareness Month

Recognize It

- It sounds too good to be true.
- You must pay or you can't play.
- You must give them your private financial information.
- Will that be cash ...or cash?
- The caller is more excited than you are.
- It's the Manager calling.
- The stranger calling wants to become your best friend.
- It's a limited opportunity and you're going to miss out.



Report It

- Call your local Police Department
- Call the RCMP
- Call Phone Busters 1-888-495-8501



Stop It

If you'd like to organize a fraud awareness event in your community, or find out about events that are already scheduled, please contact:

Saint John Volunteer Centre
PO Box 7091, Station A
116 Prince William Street
Saint John, NB E2L 1S5
Telephone: 506-658-1555
Fax: 506-652-3791

Fraud costs the Canadian economy billions of dollars each year. The Credit Union System is supporting National Fraud Awareness Month to help Canadians protect themselves from fraud.



**CREDIT
UNION**

NBTA

650 Montgomery St., P.O. Box 752, Fredericton, N.B. E3B 5R6
506-452-1724 • 1-800-565-5626 • 506-452-1732 (fax)
E-mail: nbtacu@nbnet.nb.ca • Web: <http://www.nbtacu.nb.ca>
Hours: Monday to Friday, Telephone Service 8:30 am - 4:30 pm
In-Branch Service: 9:00 am - 4:30 pm