



NBTA

news

NEW BRUNSWICK TEACHERS' ASSOCIATION

February 25, 2004

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Three Seek Vice-President/ President-Elect

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Calvin MacDonald

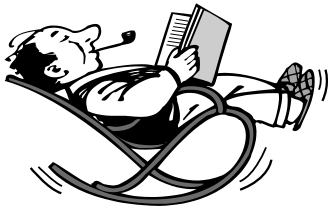


Wes Tingley

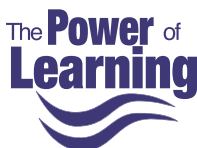


Indu Varma

**Enjoy your well
deserved break!**



**March Break
1st - 5th**



The following is an excerpt from NBTA By-Law 6(b):

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

The successful candidate will
assume the office of
Vice-President/President-Elect
on
August 1st, 2004.

Calvin MacDonald

- Statement -

I am applying for the position of Vice-President/President-Elect. I believe in change when change is necessary, and I am a TEACHER ADVOCATE. I would like to share with you my background as a teacher. I started 19 years ago at Oromocto High School and have remained there, teaching mostly technology courses and also math, science and special education. The last new course that I asked to teach was 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 that summer to do research on gifted education/talent development. I have been working with gifted students since then. Many teachers view gifted students as leaders of tomorrow. Not me; I think they are the leaders of today. You can make a difference at any age.

As you can see, I have varied interests. Certificates from the summer institutes that I attended last summer showed up in the mail a few weeks ago and they included those for: a) Automotive and Welding Safety Processes, b) Career Opportunities in Apprenticeship, c) Confratute North: Addressing the Social and Emotional Needs of Gifted and Talented Students

(workshop #3), and d) Primal Leadership for Schools. One thing that I would like to say about the summer institutes, and I am likely the only person in the province who gets upset about this, is that they tend to schedule the automotive and the gifted institutes at the same time.

I went to the last institute because the book that was being used for the course was written by Daniel Goleman. Goleman has written two other books about E.I. (emotional intelligence) that I have studied.

I would like to have had much more experience with our Association and I do not have all the answers, but I am willing to learn. Presently I am alternate director for Branch #1725 and also our school representative.

I believe that the most important issue in education today is DISCIPLINE, as it has been in the past. It is time to put the control back in the hands of teachers. Another important issue is wellness. If the teacher is not happy, then no one is happy. With wellness I want to start a special fund for medical concerns (Life and Death issues). The third issue that I feel is important is new teachers and teacher retention. We need to support our new teachers more, and we need to put incentives into place that will help motivate teachers to

stay in our Province.

Most of the other issues do not change much from year to year, so you tell me what is important to you because what is important to you is important to me. I am also interested in becoming more involved with elementary school issues because my son will be starting school soon; he is now 3 1/2 years old.

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 that I can meet personally. 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 to me, 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 in as short a period of time as possible. What this means is that 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 because I plan on returning to the classroom after my tenure as your representative.

HELP ME, HELP YOU.

ELECT CALVIN MACDONALD
for N.B.T.A.
VP/President-Elect

CALVIN MACDONALD
calvin.macdonald@nbed.nb.ca
(School) 506 357-4015
(Cell) 506 461-9250
(Home) 506 357-8845

Wes Tingley – Statement –

The school year marches on, and once again the New Brunswick Teachers' Association is holding its election in April for the office of Vice-President/President-Elect.

Over the past thirty years, my teaching experience has included classroom teaching assignments, guidance counsellor, vice-principal and principal. Currently, I am a teaching vice-principal at Upper Miramichi Regional High School. I have been actively involved with the local NBTA Branch 1809 over the past thirteen years, having served as Branch Vice President, President, and Wellness Facilitator. As well, I am Branch Director and serve as executive member for the New Brunswick Teachers' Association and the New Brunswick Teachers' Federation.

At the present time, teachers are seeking improvements with respect to their Collective Agreement. In particular, there is an expectation from teachers for a fair wage settlement and changes to Article 20 which deals with the on-going issue of class composition and class size. Over the years, our working conditions in the schools and classrooms have been in decline as we deal with a multitude of concerns such as: not enough textbooks for students; lack of instructional aids; computer technology equipment difficulties; reduced methods and resource support; tracking forms, SEP's; a host of learning behaviours

and discipline; and increased workload. You and I both know the list is not exhausted here!

As well, the government's Quality Learning Agenda attempts to paint a plan of prosperity over the next ten years and the goal is to have a "world class public education system". There is an invitation for partnership. While I see the value in the plan, it still seems to me that this endeavour will require a serious commitment from those who administer the publicly-funded system to deal with the issue of change and restructuring. By extension, this means resource funding and real dollars dedicated to the education system which will translate into real and meaningful differences in the classroom. And in all of this — your voice as a classroom teacher needs to be heard. Let me remind you that while we, as professionals, are accountable, government as well has a responsibility and accountability to provide equal and adequate resources to schools and to you, the classroom teacher.

I have asked myself several times what I would like to see in our schools of the future. I would want to see, at all grade levels, solid art programs with trained professionals. I would want to see a comprehensive physical education program at all grade levels with trained professionals. I would want to see music programs, again with trained professionals. And for those students

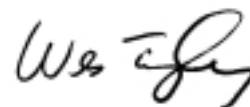
who have strong practical skills - the kinesthetic learner - practical programs which deal with the industrial and mechanical technologies. Let's recreate this vision and begin work on it now!

As a candidate in the upcoming election for Vice President/President-Elect, I offer you experience which I have gained from involvement with students and teachers. I offer you commitment and hard work to represent the interests of teachers in the classroom. I offer you solid common sense and I want to see teachers involved more directly in initiatives which will directly benefit the instructional process in the classroom.

I believe we can make a difference each and every day. With teachers and ideas together, we can create a team which will enhance and support the change process.

I seek your support in the upcoming election as Vice-President/President-Elect. Let me remind you as well — you are at the head of the classroom — that is where you make a difference. Keep well, and I hope our paths cross in the future!

Wes Tingley



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- 4 years Branch Director
- 3 years NBTA Executive
- 3 years NBTF Executive
- Experience Working For You!

The Power of Teaching ~ The Power of Learning

Indu Varma - Statement -

Together we Shape the Future
I'nd U = Perfect Team

Seeking re-election - Time flies! It is hard to believe, but here I am once again asking for your support in my candidacy for NBTA Vice-President/President-Elect. I am grateful to you for having elected me last Spring as NBTA Vice-President. I feel very proud to be representing the NB teachers who I know are among the finest and most dedicated group of professionals in Canada. I believe in you and know that by educating our pupils daily you play a key role in carving and shaping the future of our society; for education is the cornerstone to a society's development, economic growth and prosperity.

Why should you re-elect me? - A good leader should have knowledge and understanding of issues, experience, vision, strong communication skills, commitment, dedication, caring attitude, and above all a strong desire and drive to work hard to bring about improvements. I believe I have these qualities.

My Experience - After having taught in New Brunswick classrooms for 33 years at elementary, middle and high school levels, I still love the job and the challenges that go with it. I can honestly say that teaching by far is one of the most rewarding professions, because by teaching we make a difference! I am proud to be a teacher and know that you share this feeling with me.

Though I have been involved with NBTA in various capacities since the inception of my teaching career in 1970, this year has been significantly

different. During this year of Vice-presidency I have obtained a better perspective of our organization and how it functions. I have learned and am still learning about policies, procedures, and how best to present teachers' concerns. Being a classroom teacher, I know teachers' issues. Armed with this knowledge, the experience gained through representing you at the negotiating table and board meetings, accompanied by a strong resolve and a drive to work hard for you, I feel well prepared for the role of Vice-President/President-Elect.

My goal - is to continue to seek improvements in the three key areas you identified last year: • Salary • Class composition • Support for teachers.

Teachers deserve better financial remuneration than what is currently in place. New Brunswick teachers are just as highly qualified and work just as hard as their counterparts across Canada, yet in terms of salary we are the second or third from the bottom (http://www.learning.gov.ab.ca/k_12/teaching/FactsStatics/teacherpaid.asp). Based on your input and my personal experience, I know that class composition is a big issue. The increased number of special needs students has generated increased demands on us. Their efforts, however, need to be adequately supported. This was clearly stated in the Scraba report in April 2002, that the NB education system is "a system in crisis despite the dedication and efforts of the professionals in the system". Teachers are doing a phenomenal job of meeting the needs of their students.


QLA and Teachers' Working

Conditions - Since teachers are at the core of implementing QLA, their job satisfaction and improved working conditions are bound to have a significant impact on QLA. Our Premier, Hon. Bernard Lord stated as he unveiled his Quality Learning Agenda in April 2003, "Our goal is to create a world-class public education system that aspires to excellence and achievement at all times." The teachers' goal is synonymous; yet we know that accomplishing this goal will be challenging since there is a wide gap between QLA goals and where the system is.

Yet I feel a sense of optimism - Based on my observation during the negotiation process, I sense that there is recognition on the part of the government of the challenges teachers face and a willingness to support us. Given this kind of climate, I am hopeful that through teamwork we can bring about improvements. Let's focus on the silver lining.

Together we shape the future - I have a strong desire to continue working for you on our collective issues so that we can shape the future together. If elected, as your Vice-President/President-Elect I will continue to make your concerns my priority and represent you effectively by using my knowledge, professional experience, and drive to bring about improvements. By nature I work hard to accomplish my objectives. I am also counting on your support, for I believe that I 'nd U make a perfect team.


Together, we shape the future!!

Re-elect Indu Varma 

Background & Experience	
I will bring to the position of NBTA Vice-President/President-elect	
Teaching Awards	Professional Experience
Governor General's	33 years teaching experience
Prime Minister's	NBTA & NBTF Executive (2003-2004)
Marshall McLuhan	NBTA Vice-President (2003-2004)
Hilroy Fellowship	President, Elementary & Computer
A&E	Councils (3 years)
	14 years - NBTA Experience (Councils,
	Director, Br.President/Vice-President,
	Liaison, PD)
	Historica's Advisory Council (4 years)
	Professional Involvement (55 workshops)

Indu Varma

Re-Elect for President-Elect!



Contact me:
Tantramar High
Tel: 364-4060
Email ivarma@nbnet.nb.ca
Web: <http://users.eastlink.ca/~varma/>



Brian Bawn

Brian Bawn

Congratulations to all first-year teachers; you are halfway through your first year of what I pray will be a successful and rewarding career. I trust that you are now starting to feel comfortable with your classes, the routines and the way the system works.

As you reach that point where you feel that you are starting to get things under control, take a moment to reflect on all you have accomplished in the past six months: surviving the opening of school, receiving and getting to know your students, preparing your first report card, having your first parent/teacher meeting, serving on various committees, and doing the required duties expected of you at school.

I know that you will also have your personal highs and lows, but remember that we are all in this profession because we want to do what is best for our students. Don't be afraid to ask your colleagues or administrators for help if you need it. We all need support from time to time and that is one of the ways we improve and become stronger teachers.

Candidates for President-Elect

I cannot believe that I am already six months into my two-year term as your President. The process for finding my replacement has already

There's No Life Like It !

begun. You were already made aware that Wes Tingley and Indu Varma have agreed to let their names stand for the position of vice-president/president elect. Since that time, a new candidate, Calvin MacDonald, has been nominated by his branch. The deadline for nominations from branches was February 8, 2004.

Please take the time to find out about each of the candidates and welcome them into your school as they conduct their campaigns. I know that everyone is busy but when candidates take their time to travel to your district and schools, please understand that they cannot schedule all schools and cannot always arrive at recess, noon hour or before the hours of instruction.

I remember when I was campaigning and a school would ask if I could come back at a more convenient time. There is a lot of work that goes into planning your campaign and traveling schedule. Trying to get into as many schools as you can in a day and meeting as many teachers as you can is very important, so please be patient with the candidates and remember that one of them will be your next president. It is your professional responsibility to be informed and to exercise your vote the week of April 19-23, 2004.

Educational Leave Awards

The Educational Leave Committee met January 2, 2004 and it was one of the most interesting committees on which I have ever served. Congratulations to all those successful applicants. To those who were unsuccessful I trust that you will apply again next year.

NBTA Concerns

As I am writing this article, we are still awaiting final approval for NBTA courses from the Department of Education. As soon as we have any information, we will get the information to you so that those

teachers who have already completed the courses will get due credit toward their certification. We will also be in a position to indicate any new course offerings. This has become a very complicated process and we are doing our best to bring it to a successful completion.

Negotiations a Priority

We had two three-day negotiating sessions in January and we now have a better sense of how things are going after those sessions. For this round, we have started negotiations six months prior to the expiration of our current collective agreement. The idea was to reach a new collective agreement closer to the expiration of our current contract which expires February 29, 2004. The current agreement continues until a new agreement is signed. We are much further along in this round of negotiations than in previous rounds.

You should have received the latest communiqué informing you of the results of our recent negotiating sessions. I can assure you that we will follow the process until we reach a tentative agreement that is acceptable to teachers. Thank you for your patience and continued support.

Spring Is Coming!

I hope that everyone is surviving the cold spell and I know how difficult it is when the students cannot get outside, so be patient with one another and realize that March Break is just around the corner.

Hello to all my frozen friends at Teed and if I was there I could look at the whiteboard and know how many days till March Break. Take care.



Six Recipients, Six Schools, Six Approaches to History

Canada's National History Society (the History Society) is pleased to present the 2004 Governor General's Awards for Excellence in Teaching Canadian History.

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, broadening the reach.

Six Approaches to History!

We welcome submissions from elementary, middle, and senior school teachers. Nominees can submit a project, a body of work, or a group or school-wide initiative.

Who Can Apply?

The Governor General's Awards is open to new and seasoned elementary, middle and secondary school teachers 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.

Submit a Nomination Today!

We encourage you to apply and share your experience with other Canadian history and social studies teachers. The deadline for applications is **April 30, 2004**.

Free Lesson Plans and Posters!

Visit us at www.historyociety.ca for a diverse array of lesson plans, available through the education link. This year the nomination poster is *Nation Builders – Women Who Have Contributed to the Development of Canada*. Order a copy for your classroom.

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



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 Administration and Finance
New Brunswick Teachers' Association

P.O. Box 752

Fredericton, N.B. E3B 5R6

Tel: (506) 452-8921

The deadline for applications is



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2004-2005 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 2004-2005 school year. In all, thirty-nine (39) NBTA and eighteen (18) AEFNB members received leaves for the purpose of retraining, specialization or professional growth.

Educational leaves awarded to NBTA members amounted to approximately \$1,440,406. This year, because of the mix of full and part-time leaves, the Committee was able to grant 39 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

Educational Leave Committee

The Educational Leave Committee, established under Article 37 of the Collective Agreement, met on January 6, 2004 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
- Alex Dingwall - Superintendent
- Solange Haché - Superintendent
- Brian Bawn - NBTA
- Gilberte Michaud - AEFNB
- Bob Fitzpatrick - NBTF (Secretary)
- Richard Caissie - NBTF

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 2004-2005

- There were 112 applications from NBTA members.
- Funds available for educational leaves, determined by the formula in Article 37.03 of the Collective Agreement, were \$2,099,790; the AEFNB share was approximately \$656,901.
- Thirty-nine (39) leaves (full and part-time) were granted to NBTA members.

- Twenty-nine (29) leaves were granted to females and ten (10) were granted to males.

Leaves Awarded

Elementary	13
Middle	14
Senior High	12
CERT V	12
CERT VI	19
Ph.D	2
Other	6
Areas of Study	
Fine Arts	1
Counselling/Guidance	6
Special Needs/Exceptional	4
Literacy/Early Childhood	6
Administration	10
Physical Education	1
Other/Partnerships/Special	
Projects/Research	2
French	2
Technology	2
Curriculum/Math/	5
Language Arts/Etc.	
Total	39
	<i>(31 Full-time and 8 Part-time)</i>

Conclusion

When all is said and done, thirty-nine (39) NBTA members will be happy to be receiving an educational leave, while seventy-three (73) members will be disappointed, and at least some of these seventy-three 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 2004-2005, 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 2004-2005 school year are listed below by district. The length of the leaves varies from four (4) months to a full academic year.

Dist.	Name	Period	08	Karen Vickers	Year
02	Noreen Hachey	Year	10	Jane Bartlett	Year
02	Kim MacPherson	Year	10	Lesley O'Leary	Year
02	Gabrielle O'Brien Gaudet	4 Months	14	Sheila Graham	6 Months
02	Trevor Perry	Year	14	Tony Hawkes	Year
02	Scott Steeves	Year	14	Kathy Lewis	Year
02	Sheila Thomas	Year	14	Susan Morehouse	6 Months
02	Steven Tibbits	6 Months	14	Parise Pelletier	Year
02	Heather White-Gerhardt	Year	15	Chantale Roy	Year
06	Phyllis Corbett	Year	15	Joan Wilson	Year
06	Carolyn Fleiger	Year	16	Catherine Arseneault	Year
06	Anne Marie Milner	Year	16	Debra Copp	Year
06	Louise Parlee	6 Months	17	James Clark	Year
06	Bette Theriault	Year	17	Robert Mazerall	6 Months
08	Carol-Ann Haggarty	Year	17	Rosalie McLaughlin	Year
08	Johanne Hannan	Year	18	Sally McAllister	Year
08	Michele Hogan	5 Months	18	Cheryl Miles	Year
08	Bonnie Lockhart	6 Months	18	Chris Treadwell	Year
08	David Shiels	Year	18	Cynthia Urquhart	Year
08	Monica Vautour	Year	18	Brian Wilkins	Year

REMEMBER THESE DATES



Deadline Dates

Conference Grants — Five weeks prior to opening day

Certification Changes — March 31, 2004

Election Dates

- (a) Ballots mailed to Branch Presidents - On or before April 15, 2004
- (b) Voting to take place - April 19-23, 2004 inclusive
- (c) Ballots returned to Central Office by 5:00 pm - April 30, 2004
- (d) Counting of Ballots - May 5, 2004
- (e) Candidates notified - May 5, 2004

NBTA/Beaverbrook/Hagerman Interest-free Loans — March 31, 2004

Centennial Award Nominations — April 1, 2004

Aliant Award Nominations — April 1, 2004

Branch Resolutions for A.G.M. — April 1, 2004

A.G.M. Registration of Delegates — April 1, 2004

Employment Insurance Rebate Report — June 1, 2004

Registration of Branches — June 1, 2004

Report of Branch Meetings — June 1, 2004

Names of Branch Committee Chairpersons — June 1, 2004

NBTA Council Annual Reports — June 15, 2004

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

OTHER IMPORTANT DATES

NBTA AGM — May 28-29, 2004

Retiring Teachers' Luncheon — May 29, 2004

Johnson Inc. Administration Update

Johnson Inc., Administrators of the NBTF Group Insurance program, is pleased to inform all NBTA members that we now offer the following direct and toll-free telephone numbers with voice-mail for each member of the administrative staff. In addition, each staff member's e-mail address has been updated as follows:

Corinna Maillet	cmaillet@johnson.ca	451-0842	1-888-209-7442
Marise Godbout	mgodbout@johnson.ca	451-0844	1-888-209-7441
Donelda Kolijn	dkolijn@johnson.ca	451-0841	1-888-209-7443
Kim Bourgoin	kbourgoin@johnson.ca	451-0833	1-888-209-7440



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:

- ✓ 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, 2004);
 - (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 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
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 29th.

Working Together

by Melinda Cook, NBTA Director of Finance & Administration

We all want the education system to work better. Whether we work in a school, in a district office, at the Department of Education, or for the NBTA, we all want to improve the system. The problem is, of course, that we have different viewpoints, and therefore often have different ideas concerning what needs to be improved, and how improvements should best be made.

Since its inception, the NBTA has represented the views of teachers. The voice of the President is the voice of the membership. Voices of teachers are heard by School Reps, and then echoed to the Branch Executive. Branch Directors sound the viewpoint at the Board of Directors, and eventually the Board adopts a position that is represented by the President. Teachers speak with a single voice because of effective communication.

In 2001, when Mary Wilson assumed the office of NBTA President, the message she brought with her was that discipline issues had to become a priority. An ad hoc committee was struck to study the issues and make recommendations – the Ad Hoc Committee on Discipline and Classroom Management. In the spring of 2002, the Committee drew up a list of recommendations for action. Among the twenty-five recommendations accepted by the Board of Directors was one promoting NBTA participation in a joint committee with representatives from the Department of Education and Districts "to promote positive, responsible behaviour in schools".

The Joint Provincial Committee on Positive Behaviour in Schools has now met eleven times. It is a very large committee having nearly thirty

members. Committee members include representatives of the NBTA (teachers and staff), each District, the Department of Education, and the Education Group (Superintendents and Directors).

Much has been accomplished by this Committee. The most important of these accomplishments has been the development of open communication between the various partners. As viewpoints have been shared and common understandings formed, a unique opportunity has been granted for all educators to speak with a single voice on discipline issues.

As this Committee has advocated for positive behaviour in schools, effective communication has been a central goal. In the first eighteen months the Committee focused on producing materials that would provide teachers, students, parents, and the public with accurate information on appropriate behaviour in schools. These materials include the pamphlets *Yes, You Can*; *When Conflict Arises*; and *Positive Learning Environment Policy – What is it for?*. PowerPoint presentations were developed on Policies 701 and 703, and to accompany the booklet *Discipline and Classroom Management: Strategies and Guidelines for Teachers and Administrators*. As well, poster size copies of sections of the *Education Act* have been distributed to schools, and smaller copies to individual teachers.

The Committee meetings this year have focused on communicating with other agencies. During one meeting, a representative from the Department of Public Safety presented information on the



Youth Criminal Justice Act, and its intended impact on the education system. In turn, Committee members were able to provide information on the actual impact of the *Act*. Representatives from the Department of Family and Community Services were invited to another meeting to hear concerns on the lack of support for 16 to 18-year-olds, and to state their position on the issues.

After nearly two years of providing communications to teachers, and other partners in education, it is now time for the Committee to receive communications from teachers. With this issue of the *NBTA News* is a survey on the activities of the Joint Provincial Committee on Positive Behaviour in Schools. The information collected during this survey will be used to evaluate the materials produced by the Committee, to determine if the work of the Committee will continue, and if so, with which initiatives.

Please take a few minutes to complete and return the survey to your school rep. Your expertise and guidance is invaluable. By working together, we can improve the system.

Membership Has Its Privileges

While the greatest rewards in teaching are the intrinsic ones, there are vendors who are interested in providing other rewards to our members. For example, **Moore's** and **Color Your World** are two

organizations that offer special discounts to NBTA members. Educational discounts and government rates are also often obtainable through the use of the NBTA membership card.

In December, new membership cards were sent out to NBTA statutory members in order to ensure that all members have access to all special incentives. Although organizations occasionally approach

the NBTA with special offers, the NBTA only has one contract with a service provider – the **Ramada Fredericton**. Between the Board of Directors' meetings, the Annual General Meeting, committee meetings and conferences, hundreds of hotel rooms are booked for teachers traveling to Fredericton each year. In order to ensure that your dues money is wisely spent, the NBTA has negotiated special rates

with the Ramada for our members.

The current rates are \$62.00 (single), and \$68.00 (double) plus taxes. These rates increase to \$82.00 and \$92.00 during the summer. However, part of the deal is that our members will provide proof of membership, so please do not be impatient with the staff there if they ask to see your card, or to provide identification. Doing so simply meets the terms of our contract.

Like everything NBTA does, the printing of the membership cards and the negotiation of the contract with the Ramada were done to benefit our members. Remember that you are a member of a highly-respected profession and professional organization. Membership has its privileges. Be proud to show your NBTA card.

Census at School

Statistics Canada recently launched the Census at School project — an international online activity for students from 8 to 18. Students in each participating country anonymously fill in an online survey in class. They supply non-confidential information about themselves such as their height, pets and favourite school subject. Teachers can then access their class responses to use in classroom activities on graphs, tables, fractions and percentages, statistics and probabilities, and data management. By participating, your class will contribute to a Canadian

and international database. You can use this database to compare class results with those in other countries



and eventually with results for Canada. The Census at School web site provides:

- Step-by-step instructions for teachers on how to get ready and

- participate in Census at School
 - A letter to inform the school principal, and one for the parents
 - Two Census at School questionnaires (for grades 4-8 and 9-12)
 - Lesson plans and other learning activities
 - Links to the international data and many more learning activities
- In addition, SchoolNet

GrassRoots funds are available for classes that create web pages about their Census at School experience. Find out more at www.censusatschool.ca or contact Luke.Pelot@statcan.ca.

Forest Glen Elementary Sets the Standard for Environmental Citizenship

October 2003 marked the launch of an adventure for Forest Glen Elementary School in Moncton. This site was chosen as the pilot for the implementation of the Wet/Dry program in schools. Meetings between District 2 and the Westmorland-Albert Solid Waste Corporation concluded that the time was right to allow students to become greater participants in the stewardship of our planet.

Forest Glen is a K-4 school with a population of approximately 330 students. A Green Team made up of Grade 3-4 students had been recently established to gather and prepare drink containers for recycling. This dedicated team agreed to take on the responsibility of monitoring the

division of waste created in the new cafeteria.



The Westmorland-Albert Solid Waste Corporation provided training and moral support as Forest Glen rose to the challenge. As a result the

amount of garbage accumulated in the cafeteria has been greatly reduced and to date remains a fraction of what it was.

The entire school population has joined the program and black garbage bags are a hard thing to find anywhere in the school. Everything is being sorted. The school has even begun a weekly Waste-Free Wednesday to see if we can reduce our waste even further.

Forest Glen School would like to thank its supporters, as well as the District 2 Administrators and the Westmorland-Albert Solid Waste Corporation for this opportunity to demonstrate our commitment to the environment and we encourage other schools to join in — for a Greener Earth.



Women in Educational Administration

W.E.A. - N.B.

Annual Spring Workshop

Friday, April 16, 2004
Delta Hotel, Fredericton
(formerly the Sheraton)



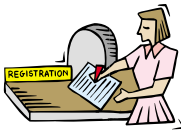
Gender and Education: Underachievement in Boys and Attitudes in Girls



Facilitator: Ms. Bev Freedman
Educational Consultant and Former Superintendent
Durham School District, Ontario

Agenda

Friday, April 16



- 8:30am On-site Registration
- 9:00am Workshop
- 12:00pm Lunch (included in registration fee)
- Annual General Meeting
- 1:15pm Workshop resumes
- 3:00pm Wrap-up



W.E.A. welcomes all administrators
to share in collegial conversation and professional learning.

REGISTRATION

- Early Bird registration on or before March 1:** \$20.00
- Registration after March 1:** \$30.00



Name: _____

Address: _____

Postal Code: _____

To register, please make cheque or money order payable to W.E.A.-N.B. and send with registration form to:



Diane Gillett
526 Main Street
Chipman, NB
E4A 2P3
dgillett@nbnet.nb.ca

See Jane Teach!

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

Raise your hand if you have visited another teacher's classroom for the sole reason of watching that teacher teach.

A few hands up? Lower your hand if you went to see that teacher when you were a school administrator, mentor or cooperating teacher. Hmm....not too many hands still up?

Why is it that in all our efforts to improve as teachers we so seldom engage in observation of a colleague?

There are many obvious answers to that question...teachers are too busy being the front-runner. If we look beyond the obvious, however, we come to the real reason(s) that prevent (or at least discourage) teachers from observing one another. Many of our school cultures still do not encourage this type of professional growth opportunity. While teachers are beginning to work more collaboratively and collectively, this often does not extend to actually sharing one another's teaching space. Doors are often still closed.

And let's face it; having a colleague actually watch you as you work your magic is scary. It is considered a 'high risk' professional activity because the teacher is opening him/herself up to a colleague, allowing scrutiny and feedback. It is far safer to keep the door closed and just 'do our thing'...that is human nature.

Yet when we think of other professionals, observation is often part of the culture. Those big glass

observation windows over operating rooms are not for family members to watch the procedures; they exist for the purpose of allowing other doctors to observe the most skilled surgeons at work. Lawyers often work as co-council, observing and overseeing each other's work both in and out of the courtroom.

In "**The Kind of Schools We Need**" (*Phi Delta Kappan*, April 2002), Elliot Eisner wrote of the need to make teaching a "professionally public process". By this he meant that teachers would have opportunities to observe each other and provide feedback. "If even world class artists and athletes profit from feedback on their performance from those who know, so too do the rest of us," he wrote. "We need a concept of schooling that makes possible teachers' access to one another in helpful and constructive ways."

This will require several things: 1) a teacher must want to improve his/her skills, 2) a teacher must have the confidence to ask to either observe a colleague, or better still, invite a colleague to observe him/her, 3) the school must provide support for such practice.

We must also, as a profession, move beyond the idea that one only observes or is observed, if there is a problem. Fixing problems is not what peer observation is about. Rather it provides another set of

eyes to help a teacher see and reflect upon what is happening in the classroom.

Ask a colleague to come in and

watch for a specific thing...i.e., give me some feedback on how much time is being wasted between activities, or do I ask the boys as many questions as the girls, or how many of my questions are higher order thinking skills. You can ask for feedback on anything...you are not asking for a judgment, simply for some data that you can think about after the class is over. (I actually have a list of the most

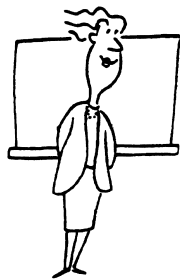
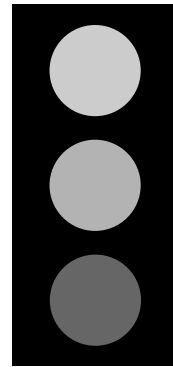
common things that teachers want feedback about. I can send it to you to stimulate ideas!)

You only need one interested, supportive colleague to act as your observation buddy, and you can return the favour. Of course, if the school can promote this kind of observation, the possibilities become really exciting.

One school used the Green light, Red light system. Every teacher

who was interested in having colleagues observe during a particular period would post the 'green light' sign on the door, meaning any teacher could come in, observe, and leave three positive 'observations' (i.e., feedback) for the teacher. If the red light sign was posted that period, it meant this was not a good time to visit. The culture of observation and feedback became a part of the fabric of the school, and conversations about teaching and learning became much more common. (and if members of the admin team can offer to teach a class so that a teacher can go observe a colleague, everyone wins!)

Of course, true coaching requires skill and practice that can be developed, but first we must allow ourselves to see the benefits of just observing....both the observer and the teacher being observed have a chance to grow. It can break down



isolation, provide new insights and ideas, improve both instruction and achievement and give teachers opportunities to talk about things other than discipline and duties. (I do know that teachers talk about many more things...but I also know that many schools find it difficult to have conversations about how you actually 'teach'!)

Over two decades ago, Marilyn Ferguson wrote, "Risk brings its own rewards. We must take charge of the journey, urging ourselves past our own reluctance..." (The Aquarian Conspiracy). Take the risk. Invite a colleague to your classroom. Ask to visit that teacher down the hall.

See Jane teach. You will both be glad you did.

Difficult Conversations

We have all been faced with having a difficult conversation, be it with a parent, student or colleague. Administrators in District 2 have been examining the book **Difficult Conversations, How to Discuss What Matters Most** by Douglas Stone, Bruce Patton and Sheila Heen, of the Harvard Negotiation Project (the folks who did Getting to Yes). Barb Gebuhr, principal at Riverside Consolidated School, is finding the book valuable reading and recommends it to others. "It is good," she told me, "and talks about skills that help take the emotion out of those hard talks we often find ourselves having." The book is published by Penguin. (ISBN #0-14-028852-X)

Assessment: Never Easy

Many teachers are using cooperative learning principles to maximize learning in their classrooms. One of the challenges of this approach is what to do when it comes time to evaluate/assess the learning. The recent article in *Orbit Magazine* (OISE/UT) Volume 33, No. 4, 2003 offers some of the most current research and ideas on this topic. **Understanding Assessment in Cooperative Learning: Six**

Design Tips (Rolheiser and Ross) includes a continuum that suggests a variety of ways that the student can be involved in the assessment.

Still with assessment, I have a great one-pager that lists some excellent websites related to the topic. Whether you want to know more about Rubrics, Performance Assessment, Student-Led Assessment, you can find practical info on the many sites listed. **Hot Links: Assessment** is from *Middle Ground, February 2004* (They refer to one site as a teacher's rubric paradise. Try www.quadro.net/~ecoxon/Reporting/rubrics/htm and let me know.)

Stress: Ever Present

Our wellness initiatives in schools have never been more necessary as the demands on teachers continue to increase. We all must work collectively to find ways to manage the stress (because it probably isn't going to just go away!) **"Stroking Stressed-Out Teachers"** (*Education Digest, January 2004*) provides a good overview of some of the causes of teacher stress and suggest strategies of reducing it. The article was

originally written for school boards so it might be of interest to share with PSSC's and other groups, as well as staff.

Homework: Always Controversial

Agreement can never be reached regarding the homework issue...too much, too little, not meaningful...you have heard it all. In *Middle Ground (February 2004)*, a neat two-pager gives some worthwhile ideas on the topic. **Classroom Connections: Homework** includes a great sample,

not done) work. The student completes the form and passes it in when the others pass their homework in....a nice tool for parent teacher time!

Webquests

Many teachers continue to find more ways to make use of technology as an instructional tool. The power of the Internet needs to be utilized in truly meaningful ways. **In The Learning Power of Webquests** (*Educational Leadership, January 2004*), the author provides an excellent overview of what a webquest is and is not, as well as sound strategies for making the most of this learning structure.

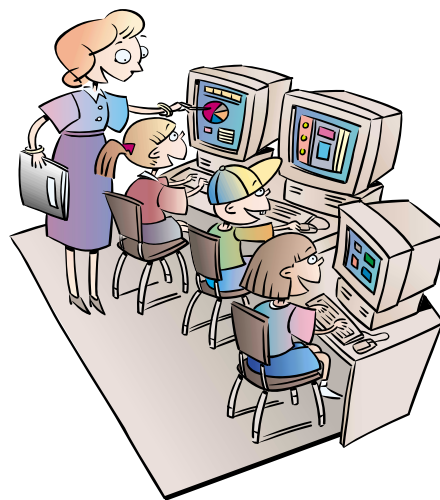
Council Day Coming Soon

This is the last newsletter before you receive your Spring Council day programs. Last year more than 75% of our teachers attended one of the three conferences organized by the Elementary, Middle and High School Councils. As always, the councils continue to work hard to develop strong programs. This year, the Elementary Council is making use of the beautiful facilities in the Harbour City of Saint John to offer you a keynote conference. (Note this change in format is for this year only). Middle Level meets in the middle of the valley (Woodstock)

and the entire community is eager to welcome you! High School Council is in Moncton at McNaughton High. The programs will be in your schools right after March break with the courier bags for returning the registrations. I encourage you to get a group from your staff (or

everyone!) and share in this annual PD conference opportunity.

Have a wonderful March break!





Elementary Council News

Hello once again!

I hope that all of you have had a very good first month back to school. Can you believe that it is February already? I hope that everyone is keeping warm and cozy and you are all having fun and doing great things in your classroom.

Your Elementary Council recently met for their bi-monthly meeting. Our meeting took place on February 20 and 21 in Fredericton at the NBTF Building. We presented the Curriculum Committee's report to Darlene Whitehouse-Sheehan of the Department of Education and we also discussed all the exciting things that will happen at the upcoming council day. It is promising to be a very exciting one with many wonderful speakers and presenters. This Council Day is definitely one that you won't want to miss!

The Elementary Curriculum Committee braved the frigid temperatures and blowing snow for their first meeting on January 14th in our provincial capital. Now that's dedication!! The members of the committee discussed a host of issues concerning the elementary teachers of New Brunswick. From class size and classroom materials to new curriculum and assessment, there were many points of view and ideas brought to the table. It was a very interesting discussion that brought

together teachers from all over our wonderful province.

Their second meeting took place on January 29th in Fredericton at the NBTF Building. From this meeting, this committee took the ideas discussed from the first one, and the ideas from colleagues around the province and wrote a report to be presented to the Department of Education. I would like to take this opportunity to thank each and every one of the members of this committee for their ideas, thoughts and concerns that were put into such a well-written and important document. **Thanks ladies, for a job well done!**

Sandra Tingley sends us news that a workshop held in Sussex was a resounding success! The Science East Workshop was a very interesting one where participants found the science activities presented were captivating and appropriate to our science curriculum. Micheal Edwards demonstrated that science is for everyone and that you don't have to be a rocket scientist! Sandra said she would encourage anyone to take advantage of Science East expertise whenever available.

If any one of you out there is looking for information from the Lung Association, look no further. Jane O'Rourke is the program coordinator of the New Brunswick Lung Association's Healthy School Program. She has begun a program in various schools throughout our province that discusses this important issue. If any of you would like to find



Participant at Science East

out more about this program please do not hesitate to contact Jane at:

Jane O'Rourke
Environmental Program Coordinator
New Brunswick Lung Association
65 Brunswick Street
Fredericton, NB E3B 1G5
tel: (505) 455-8961, ext. 115
fax: (506)-462-0939

With the 100th day of school fast approaching, many schools throughout our province will be celebrating in their own special ways. If anyone would like to send along any photos, ideas or descriptions of what happened in their schools, please do not hesitate. We would love to showcase it in this column and share your ideas with others throughout the province. Our addresses are natalie.richardson@nbed.nb.ca and debsloan@nbed.nb.ca. Keep watching our website at www.nbta.ca for any information or ideas you could use in your own classroom.

Enjoy your classrooms and the students in them.

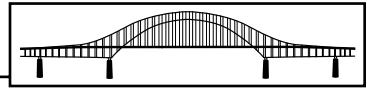
Take care,
Natalie Richardson



Science East Workshop

"Learning is discovering that something is possible."

—Fritz Perls



“In the Middle of the Valley” Middle Level Council Spring Conference 72 Days and Counting!

Woodstock, N.B. will be **the** place to be on **May 7** this year. The MLC Conference Planning Committee has put together a day of exciting professional development activities and has done its utmost to provide something for everyone. The official programs for the day’s events will be available in schools after March Break.



Keynote Speakers

The Middle Level Council is proud to present two dynamic keynote speakers for this year’s spring conference.



Leslie Rose

Leslie Rose has been a trainer, after-dinner speaker, and a coach for over 25 years. For ten years, he was Director of Training for the “Canadian Institute of Stress”. Leslie’s programs are enjoyable, involving and practical. His conference presentations are wide-ranging, and include subjects as varied as humour, effective communication, and managing stress. In Woodstock, Leslie will be speaking on “Humour in the Workplace”.



Dave Durepos

Dave Durepos is well known in New Brunswick sporting circles. At the age of twenty, he was involved in a motorcycle accident which left him a paraplegic. He has since gone on to become one of New Brunswick’s premier athletes. Dave’s biggest accomplishment so far has been the basketball gold medal at the Paralympics in Sydney in 2000. His present goal is “gold” in Athens this year.



Awards! Awards! Awards!

Middle Level Council Awards for Teaching Excellence



It is time to be finalizing nominations for this year's MLC Teaching Awards. Each year on Council Day, we recognize individuals, teams and/or administrators who have made significant contributions to their middle school. Many outstanding teachers in middle schools all over New Brunswick are making exciting things happen for their students, their colleagues, and their communities. We want to know who they are so that we may recognize their achievements. **We are including a nomination form in this edition of the NBTA News.** In addition to their Council Day recognition, winners receive a plaque and an overnight stay the night before the conference. The deadline for this year's nominations is **April 15, 2004**. Complete your application as soon as possible. Collect testimonials, artifacts and other examples to help strengthen your candidate's nomination. All nominees must be members of the Middle Level Council and have made a substantial contribution in one of the following areas: school environment, school spirit, or student learning opportunities.

Middle Level Council T.E.A.M. Award Middle Level Council Teacher / Team Recognition Award Nomination Form

A maximum of four awards presented annually to Middle Level Council members. Nominations may be made to recognize one teacher or a team of teachers from one school. All nominees must be members of the M.L.C. and have shown substantial contribution to any of the following areas: School Environment, School Spirit, and Student Learning Opportunities.

Name and School of person nominated: _____

Description of the contributions made (Attachments may be used)

Three people who support the nomination. (Students, co-workers, parents etc...)

Supporting documents encouraged. (Letters of support, press clippings, etc..)

Please Contact:
Awards Committee
c/o Linda Maxwell
Queen Elizabeth School
Fax: 506-856-2192
Tel: 506-856-3447

Due Date: On or before April 15, 2004

Middle Level Council Curriculum Question of the Month

Immersion teachers in New Brunswick have frequently expressed frustration with the level of resources available to them.

How do you feel about the situation in your school? Consider the following:

- availability of age appropriate reading material
- availability and suitability of textbooks
- availability of support for resource identified students (SEP)



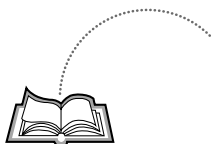
Comments:

I am a teacher of: Early Immersion Late Immersion

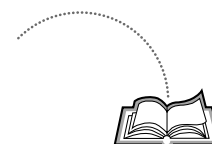
We are also interested in any other comments you might have:

We need your feedback. Please fax a copy of this page to Sandy MacCurdy — 506-759-7121.

Be assured that your opinions and insights are valued. They will be compiled and sent to the NBTA Curriculum Committee who will, in turn, share them with officials at the Department of Education.



Thank you for your support.





• High School Council •

President's Message



Randy Hunter

✓ Checklist

- ✓ Have you received information from your Principal or our High School Web Site regarding Teacher Recognition Awards?
- ✓ Have you been able to take the time to nominate someone?
- ✓ Have you written our Communications person about some wonderful thing happening at your School?
- ✓ Have you made your reservation for Council Day?
- ✓ If not, are you going to do so TODAY?
- ✓ Check out all the wonderful sessions offered during this great day at highschool.nbta.ca.
- ✓ Have you given yourself a pat on the shoulder for the great things you do?
- ✓ If not, do so NOW.
- ✓ The ground hog saw his shadow; therefore, . . .
- ✓ Many of you, including myself, will be heading South or other places for a well-deserved holiday. Have a wonderful time doing whatever you decide to do.

Have A Great Remainder of the Year.

Teacher Awards

Your Council provides up to nine Teacher Recognition Awards plus a Teacher of the Year Award. The selection of the appropriate candidates is an important decision and we are very dependent upon the quality of the various school nominees. A committee of the executive will review the credentials of the candidates submitted for consideration by our membership.

To ensure that each high school is represented, an information package was prepared and sent to each school principal. We hope that each school has established its own working committee to consider worthy candidates for these prestigious awards. These are important recognition awards and it is very important that the best possible candidates be nominated. We are entirely dependent upon you to submit appropriate nominees. Please take this task very seriously and submit complete information on the most worthy individuals for consideration. Your cooperation in this regard would be very much appreciated. The application deadline is **March 14** and application forms are available on our website at <http://www.highschool.nbta.ca>

All nominations should be submitted to:



Awards Committee
Brenda MacPherson
Simonds High School
1490 Hickey Road
Saint John, N.B. E2J 4E7



Who will you nominate?

Deadlines for submission of news to *NBTA News*

• March 5 • April 2 • May 7 (Newsflash - 4p) • May 31



Teachers applaud Supreme Court decision to uphold Section 43 of the Criminal Code

(CTF News Service – Ottawa) The Canadian Teachers' Federation (CTF) is pleased that the Supreme Court of Canada has recently ruled in favour of maintaining Section 43 of the Criminal Code.

"The Court agrees that Section 43 provides essential protection for teachers in exercising their responsibilities to provide a safe and secure learning environment," says CTF President Terry Price. "The decision confirms that Section 43 does not confer a right to use force, nor is it a licence to hit children," she explains.

"Section 43 does not sanction or condone child abuse. CTF opposes

the use of corporal punishment and maintains there is a need to protect the right of children from abuse."

The President further explains that Section 43 allows teachers to intervene, when appropriate and without fear of criminal prosecution, in situations that arise on a day-to-day basis within schools:

- protecting students or teachers when fights broke out at school, including restraining students if necessary;
- escorting an uncooperative student to the principal's office;
- removing a disruptive student who refuses to leave the classroom or the school itself;

- placing a young student on the bus, in a situation where the student has been on a field trip and refuses to return to the bus;
- restraining a cognitively impaired student;
- intervening in a potentially disruptive situation to prevent escalation into something more dangerous.

"For these reasons, teachers opposed the legal challenge to Section 43," concludes Terry Price.

CTF is the national voice of 240,000 teachers across Canada.

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Check the web site for registration deadlines.

www.athabascau.ca/mais/



Master of Arts — Integrated Studies

1-888-206-2027, ext. 6792
mais@athabascau.ca

Discount Offered to NBTA Membership

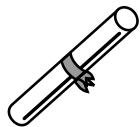
Effective February 1, 2004, all Color Your World and Glidden locations in New Brunswick are pleased to offer the following discounts on their products and services:



- 40% off all regularly-priced retail paint
- 20% off all regularly-priced sundries (paint brushes, roller refills, etc.)

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.

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 2004 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, Bag Service #45333, Fredericton, NB E3B 6E3, before May 14, 2004.

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 2003

The week of November 2nd to 8th, 2003 will long remain in my memory. I traveled to Ottawa, our nation's capital, to participate and represent New Brunswick's Social Studies teachers at the Teacher's Institute on Canadian Parliamentary Democracy. This Institute was well planned and extremely tightly packed with information and experiences never to be found anywhere else in Canada. I felt privileged to be the representative from New Brunswick, to be a participant but also charged with the responsibility of promoting the Institute in our own province. Following is a summary of our exciting week in Ottawa.

The Institute began with our registration in the lobby of the Lord Elgin Hotel, where we received our binders, schedules, nametags, security tags and committee information packets. All were professionally written and well organized for our convenience. While most participants were able to visit some of the local museums, I

proceeded to the Annual Meeting for Canadian Council for History, Social Studies and the Social Sciences (CCHSS) Teachers. We met to discuss common concerns and ways to promote our subject throughout the country. We met with several people who wished to address the teachers of Canada with new information and methods of teaching. Some were asking for our support to promote new videos, cds and books. There are some very exciting things being done in our country and province. In our province there is a joint project underway to make a Virtual Tour of the Nation's capital and Parliament Buildings. This interactive project is a joint effort of UNB and the Community College in the Miramichi. Look forward to finding out more about this subject. After our meeting was completed we proceeded to the Resource Fair where we met more people who are based in Ottawa with tons of information, much of it free to teachers. This resource was a tremendous success

and the box we filled with relevant material was shipped home for us, arriving Friday of the following week.

The remainder of Sunday was filled with a tour of the Centre block, Group orientation and a Welcome Dinner. We met our reflections group, each province and territory was represented and divided up among the ten groups. At dinner we were seated by province. There were six participants from New Brunswick, Lise Martin-Keilty, Sally MacAllister, Heidi Whipple, Joline LeBlanc and Ian Andrews who served as an advisor. We were introduced to the organizers, Dianne Brydon, Director of Parliamentary Public Programs, Diane Brayman, Education Outreach Manager and their support staff whose services and help were invaluable throughout the week. Facilitators and Territorial/ Provincial Representatives were also introduced with an explanation of our roles. We also had the opportunity to try the translation devices we were to

grow accustomed to using by the end of the week.

Monday began in earnest with Breakfast at 7:30. We proceeded to the Centre Block for our first official photo. The day was filled with information. James Robinson gave a very informative talk about the Constitution and the context in which Parliament operates. Jean Pierre Kingsley gave us an insider's view of the history of Elections and how the process evolves into our democracy. Glen Milne was very comical with his presentation of the roles and responsibilities of the executive branch of government with insight into how government legislation is formed. Dianne Brydon and Christina Russo gave a detailed description of the Library of Parliament with all its rich resources encouraging us to utilize this source in our teaching. The day closed with a panel of MPs consisting of David Kilgour, Deborah Gray, Benoit Sauvageau, Rick Borostik and Bill Blakie. We were encouraged to ask questions as they explained some of the challenges they face everyday trying to balance the personal, constituent and party demands. Each speaker expressed the value they placed on education and thanked us for becoming involved in this Institute. We left that day feeling tired but proud of the fact we were all teachers contributing to the building of this great nation. The day concluded as most days with a Group reflection and briefing of any changes for the next day. As most days, there were changes to our schedule as exciting things were happening on the Hill. Although the evening was booked as a free evening, we were expected to read the biographies of those people we were to meet the next day.

The following day we visited the Supreme Court of Canada and viewed a panel discussion with the media and an MP, lunched with Lobbyists and toured Rideau Hall. There we had tea and participated in a round table discussion with Her Excellency the Right Honourable Adrienne Clarkson and His Excellency John Ralston Saul. This meeting was originally planned to be only one hour but continued on for two hours with a lively exchange of ideas.

Next morning began early with breakfast in the Parliamentary Restaurant hosted by the Parliamentary Librarian Richard Pare, moved swiftly to the House of Commons for a private audience with the Speaker of the House, the Honourable Peter Millikan MP, a humorous gentleman who gave us some behind the scenes information. We were escorted to the West Block for lunch with the Parliamentary staff; William Corbett, chief clerk of the House of Commons took time from his busy day to lunch at our table. His fascinating insights to the workings of the House were enjoyed by those lucky enough to sit at his table. We were hurried back to the House to witness the Speaker's Parade followed by our attendance at Question Period. On our way many of us had the opportunity to meet and shake hands with the Prime Minister who jaunted away to prepare for the House. Question Period was very lively that day as the government was trying to pass several bills before the break. We continued through the Scrum as reporters scurried for interviews on breaking news. From there we broke into interest groups and attended a variety of Committees on the Hill. We traveled back to the Hotel to change and head back up to the Hill for dinner with the Parliamentarians in the West Block, which was beginning to feel like home. The delightful dinner was shared with our Senators and M.P.s from our Province.

Breakfast the following day was shared with the Senators in Senate Foyer. We then proceeded to the Senate Chamber where we met with the Honourable Dan Hayes, Speaker of the Senate. Many of us were to meet with an M.P. in small groups to discuss their day and way of life of a Parliamentarian; unfortunately our member was called to the House but



This is the official photograph of the New Brunswick contingent. Do you recognize any faces?

fortunately left us with tickets to the House for Prime Minister Chretien's last day where we witnessed his historic speech along with all the tributes and accolades heaped upon him by the leaders of the opposition. We were very excited as we proceeded to the Bearpit session with clerks of the two Houses, William Corbett and Heather Lank.

Our time was fast drawing to a close. We worked on our learning strategies for the web site and met with our Provincial groups to discuss and plan our Next Steps to promote the Institute. We were whisked off after lunch to witness the Royal Assent to a bill passed this week in the Senate. We hurried back to our hotel to prepare for the Honours Banquet and stopped on the way at the War Memorial to place flowers on the "Unknown Soldier's" grave realizing the value of their contribution to keep our democracy, our country free. We walked back up the Hill for the last time and into the Parliamentary Restaurant for the Honours Banquet. We were each recognized individually with a framed certificate autographed by Speakers Peter Millikan and Dan Hayes. There was much picture taking as over one hundred people said their goodbyes to new friends and comrades, pledging to keep in touch. Everyone remarked on the quality and quantity of information we received in one short week. We each realized we had shared a special, unique experience; one we will remember and cherish for the rest of our lives.

Wellness Highlights



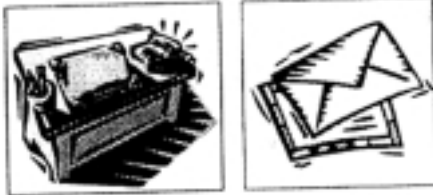
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“ Control your own destiny or someone else will”

- Tichy & Sherman

Myth - My time is completely controlled by external events.



Myth - I have to meet everyone's time expectations.

Myth - I shouldn't have time limits.

Doing More With Less: How to Get Control of the Time You Have
By Sylvia Patzlaff

Handling Drop-in Visitors

1. Establishing periods per day when your door is open to drop-in visitors.
2. Communicate this to others in the workplace/colleagues (interrupted for emergencies only)
3. If an unannounced visitor arrives, stand up and don't invite person to sit down. Discourage casual conversation by asking for a description of the emergency.
4. Encourage others to make appointments with a prepared question list.

Managing Interruptions and Staying Focused

1. Organize your work space so that you can focus on the task at hand or relocate to a space where you won't be disturbed.
2. Estimate the time you need to finish the task. Hold all calls and messages.
3. If you can't avoid interruptions, build in extra time to deal with them.
4. Head off interruptions. Give people what they want so they won't come to you later (e.g., make calls, sign papers, deliver notes, answer questions).
5. When other priorities come up, be flexible. Make progress where and when you can.
6. Say "No". "No" doesn't mean that you can't or won't do it; it means "not right now."
7. See what you can delegate or whom you can ask for support.

Did I...

	Yes	No
1. set any priorities today?	<input type="checkbox"/>	<input type="checkbox"/>
2. prepare a to-do list?	<input type="checkbox"/>	<input type="checkbox"/>
3. delegate or ask for support in at least one of my tasks?	<input type="checkbox"/>	<input type="checkbox"/>
4. take several breaks today to energize myself or relax?	<input type="checkbox"/>	<input type="checkbox"/>
5. know where to find the things I needed and/or did I spend a bit of time sorting, filing, trashing or otherwise reducing clutter?	<input type="checkbox"/>	<input type="checkbox"/>
6. manage distractions and interruptions well?	<input type="checkbox"/>	<input type="checkbox"/>
7. stay focused on the task at hand?	<input type="checkbox"/>	<input type="checkbox"/>
8. do what I set out to do today (i.e., I didn't procrastinate or make excuses)?	<input type="checkbox"/>	<input type="checkbox"/>
9. get a good night's sleep and eat well?	<input type="checkbox"/>	<input type="checkbox"/>
10. set realistic goals and priorities that I could accomplish?	<input type="checkbox"/>	<input type="checkbox"/>

If you answered YES to all of these questions, you're an expert time manager!

If you answered NO to any of these questions, there's room for improvement. Choose one or two trouble spots to work on.

After using the 10 quiz questions to evaluate your day, use them as a checklist to plan your next day.

Evaluate at the end of the day.

Plan at the start of the day.

Attention Teachers!

Envirothon New Brunswick Has Begun for 2004

What is Envirothon?

Envirothon is an environmental education program offered by The Tree House for high school students in Grades nine to twelve. The goal is to increase secondary school students' knowledge of environmental issues and ecological sustainability principles through practical studies in their own communities. It is delivered through local schools with the assistance of cooperating organizations, agencies, companies and individuals. *Envirothon* has three components:



- 1) School-based learning guided by a set of learning outcomes and key references;
- 2) Workshops and field trips led by local professionals;
- 3) Provincial and international team competitions, including an outdoor field testing component and group oral presentations.

How Does Envirothon Work?

Any high school in the province can register five students and one alternate, with up to two advisors (teachers, parents, or interested volunteers) to guide an *Envirothon* team. Resource materials, such as lists of websites and contact people, are furnished to help teams prepare

for the provincial competition. Throughout the school year, teams increase their knowledge of five environmental subjects: soils, forestry, aquatics, wildlife and a fifth topic of environmental concern that changes annually. Workshops and field trips with professionals can be done throughout the year in preparation for the provincial competition.

At the New Brunswick *Envirothon* competition in May, the students' theoretical and field knowledge is examined through outdoor field tests under the supervision of natural resources professionals such as aquatic and wildlife biologists, foresters, and soil scientists. During these field tests, the students will be asked to do such things as measure the height of trees, describe nutrient cycles in aquatic systems, and identify signs of wildlife. During the competition, the teams are also asked to devise and present a proposal to deal with a serious environmental concern presented to them the day earlier. Integrating all five subject areas, and



Envirothon NB 2003 winning team, Harrison Trimble High School: From left to right: Ron Harwood (teacher/advisor), Jesse Henwood, David Wadden, Jennifer Edmonds, Chris Hughes, Zach Everett, and award presenter for J.D. Irving, Limited, Jo Anne Claus.

presenting their proposal in a manner that the public will understand, helps students understand real-world issues involving ecology and the environment.

How To Get Involved

If you would like more information about the program, please contact Marie-Paule Godin at 1-866-405-7000, or by email at envirothon@nb.aibn.com or by fax at 506-452-7950. Check out our website! More information and pictures are available at www.nbtreehouse.ca

Disability Awareness Week 2004

The Premier's Council on the Status of Disabled Persons is pleased to confirm Disability Awareness Week (DAW) will be held from May 30 to June 5, 2004. The theme will be "Put Our Abilities to Work for You".

Activities for DAW will be coordinated at the provincial level by the Premier's Council on the Status of Disabled Persons. The Co-Chairpersons will be Randy Dickinson and Gary Comeau, working with a volunteer Executive Planning Committee.

During the run-up for Disability Awareness Week 2004, the provincial committee will be planning a variety of new and exciting activities related to our theme. Local committees will also organize community projects across the province. It is expected that thousands of New Brunswickers will attend these events, making DAW 2004 a true community initiative.

If you have an idea for a new Disability Awareness Week 2004 activity, please share it with the Premier's Council on the Status of

Disabled Persons. Regular updates will be posted on the Council's website. For more

information, contact: Disability Awareness Week, 648 - 440 King St., Fredericton, N.B. E3B 5H8, Toll-free: 1-800-442-4412, E-mail: pcsd@gnb.ca; www.gnb.ca/0048



Pyjama Story Night at Lord Beaverbrook School



In Pat Ouellette's class, children and family members are listening to a story read by special reader, Mary Laevski.



The staff of Lord Beaverbrook School in their pyjamas on Pyjama Story Night.

Over 400 students and family members attended a Pyjama Story Night at Lord Beaverbrook School in Campbellton, N.B. on January 28.

His Worship Mayor Marc Ramsay was in attendance for a special proclamation. January 27 being Family Literacy Day across Canada, the school community celebrated the importance of reading and writing by planning school-wide activities such as *Pass Along Story Writing*, culminating in the family night.

Eighteen special readers were present to share their love of reading. A book-swap in each

classroom took place, as well as generating a list of favourite children's books from which the school will post the top ten most-loved books. A-Z tips to encourage literacy and learning in the home and community were shared with the families. Family Literacy Night may become an annual event because of the response and positive comments received from students, parents and the staff.

We wish to acknowledge and thank our special readers and the staff of Lord Beaverbrook School for having made this special night possible.



Margot Allain preparing hot chocolate during Family Literacy Night.

Lakewood Heights School "The Celebration" Wall Hanging

During the school year 2001-2002, extensive renovations and extensions were made to Lakewood Heights School in Saint John East, School District 8, to accommodate the students from three small schools in the area — Lakewood, Lakewood Heights, and Latimore Lake — two which would be closed.

In August of 2002, the staff of the new facility met for the first time. One of the most important discussions of this meeting was the need for school-wide projects and initiatives which would bring staff, students, and families together.

During the month of September, the school administration was



approached by Mrs. Cyndi Norris, a teacher assistant working in the

school. Mrs. Norris is a quilter and she had been eyeing a large wall space outside the gymnasium and she had an idea which would spruce up a bare wall and involve all the children in the school. Cyndi's plan was to design a large quilted wall hanging which would contain quilting squares and pieces made by the children. Throughout the school year 2002-2003, Mrs. Norris, with the help of the teaching staff and parent volunteers, met with all 259 students in small groups to put together this

quilt. Little did we know when the



project was in the making, the tremendous results which would follow. The creativity of each child shines through in his/her unique addition to the design. Young children could not believe what they had produced. Older children learned new skills (how to use a sewing machine) and grew in their self-worth and creative ability.

Under Mrs. Norris' watchful eye and patient skill, a 13' x 9' quilted "masterpiece" was produced. Kindergarten and grade 1 students left their mark with boldly painted

handprints. Grade 2 and grade 3 students drew pictures with iron-on crayons depicting some aspect of their school life, either at their old school or our new one. Grade 4's nimble fingers hand-sewed yo-yo flowers. Grade 5 students had their choice of butterfly or our school mascot

— the hornet. Each grade 5 student sewed his/her contribution by sewing machine.

A representation of all three schools is contained in the design: children playing, children working, children making new friends and children proud of their accomplishments. Mrs. Norris aptly named her quilt "The Celebration" wall hanging because it symbolized growth, friendship, cooperation and sharing artistic talents, all from the view of a child. We have a lot to

"celebrate".

On a closing note, we were honoured to learn that "The Celebration" would be submitted to the Canadian Quilters Magazine by the Flower Patch Quiltery and will be shown at quilt shows around southern New Brunswick.



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Voices and Choices is an initiative between Health Canada, the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD) and the Canadian Association for School Health (CASH).

Disponible en français également.

Leap into Literacy

by Laverne Stewart, *The Daily Gleaner*

The Daily Gleaner and elementary schools in Districts 17 and 18 have partnered to help kids learn the value of reading and writing. A weekly literacy page, written by students, features things like book and movie reviews, events at schools and tips to help parents encourage kids to read and write.

"The schools are excited and we're definitely excited. It's a big part of our plan for 2004," said Kathy Jenkins, editor-in-chief of *The Daily Gleaner*. "From the newspaper's perspective, it's essential to involve young people in the newspaper. They're the next generation of readers. It's a natural link for newspapers and schools because of the educational opportunity a newspaper provides in the classroom."

Every Wednesday, the second page of the B section is devoted to one of the elementary schools. Students will provide material for the page, with the help of a literacy teacher. The page features a number of different elements, such as craft ideas for kids, recipes and student-submitted jokes.

The school that is featured Wednesday will receive copies of *The Daily Gleaner* so students can show off their school's work. The school also receives a book for its library, compliments of Beegie's Bookstore. "We're delighted to be able to participate in this initiative," said Eldena Gorman, owner of Beegie's bookstores in Fredericton Mall and Oromocto Mall. "We're always anxious to promote literacy and we recognize that schools are the best place to start."

The idea for the collaboration between schools in the two districts and the newspaper began last fall when Jenkins started to consider ways to be more youth-inclusive. Then she received a phone call. District 18 literacy support teacher, Judy Jenkins (no relation to Kathy Jenkins), was searching for a way to help kids who were struggling with literacy issues and to encourage kids who weren't being challenged

enough.

A meeting was set up between the two women, and the district's literacy co-ordinator for kindergarten to grade 5 students, Joanne LeBlanc-Haley. "Their enthusiasm for literacy is remarkable and contagious," said Kathy Jenkins, who was impressed with their drive to go beyond school borders — and even school hours — to get the idea going.

What LeBlanc-Haley says what she likes about this new *Gleaner* page is that it tells students that literacy is a valued part of society so

children should value it, too. "If the newspaper is there, and someone tells kids their class was mentioned, then kids will pick it up and actually read it. It does contribute to a more literate society in the future and it's relevant to them," LeBlanc-Haley said.

Both Judy Jenkins and LeBlanc-Haley say they believe that students, who may otherwise dismiss the newspaper as something only for adults, will take a second look at it because there's a page in it that's just for them. "We see this as one of the ways that will reach out to the

Meet Lenny the Lizard

Lenny the Lizard is a lanky reptile who loves to read. The neon-green creature, with his shiny skin and big, googly eyes, walked into the gymnasium of McAdam Avenue School one afternoon to the delight of dozens of youngsters who have been waiting to meet him.

Lenny is District 18's literacy mascot and each week he appears on the pages of *The Daily Gleaner's* literacy page. "Lenny loves to read. When you see Lenny, he always has a book in his hand. He is promoting reading and is a role model for children," said Judy Jenkins, District 18 literacy support teacher.

Instead of a book, the reptile arrived at the school with a copy of *The Daily Gleaner* under his arm. The children could hardly contain their excitement as he told them, through an interpreter, that McAdam Avenue School would be the first school to be featured on the newspaper's literacy page. He says he reads the newspaper all the time. "I know, Lenny, that they'll read this page, too, with their grown-ups," Jenkins said during the assembly.

Because this was the lizard's debut, the kids were curious about his background. One girl wanted to know where Lenny is from. "He came from the rainforest, where lizards like to read under trees,"

Jenkins said after Lenny whispered in her ear. "When were you born?" another boy asked. He doesn't know the exact date, but he's still quite young and he will always be a kid at heart," she told the students.

Before Lenny the Lizard made his way to the school's library to do more reading, he shook hands with some of the students and allowed them to touch his 1.5 metre-long tail.

As the kids headed back to class, they were all chattering about the reading reptile they'd just met. Nine-year-old Emma Corey usually reads the classified section with her mother. But, with the prospect of reading about her own school and classmates, the grade 3 student said she will be reading the literacy page before any other section from now on. Six-year-old Cody Chase is a huge fan of Shania Twain. He said he likes to read about the country singer and look at photos of her in magazines. Still the little boy agreed with his schoolmates that reading about his school and about students at other schools would also be interesting.

Each Wednesday, Lenny the Lizard will appear on the literacy page to share ideas about getting kids motivated about literacy.

whole community and emphasize what's happening in District 18 in terms of literacy," added LeBlanc-Haley.

Kathy Jenkins also approached District 17 about the possibility of getting involved. Kimberley McKay, supervisor of literacy and second language programs for District 17, was equally enthusiastic. McKay took the idea to the elementary schools in the district and they immediately jumped at the chance to sign on. "Literacy is such a focus at our district that anything we can do to showcase the work of students — they want to be a part of. The schools didn't want to miss out on this opportunity," said McKay.

She praised the idea of a literacy page for elementary school kids, calling it a great opportunity to show kids there is a real purpose for writing. "They will know that their opinion on a book, movie or something that's happening in their school will be read by many in the community."

The literacy page has featured schools in district 18 for the first few

weeks and will then focus on what's happening in district 17. The page will rotate between both districts until the end of June.

"Children are such a positive force. We hope to harness their energy and enthusiasm in the literacy page," said Kathy Jenkins. "It's a wonderful addition for the newspaper."



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How the Brain Learns; How the Special Needs Brain Learns

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Todd Whittaker
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2004 NBTA Men's Bonspiel Carleton Curling Club, January 23-25

(NBTA President Brian Bawn presented the trophies)



(NBTA & Moosehead Breweries Trophy) Section A Winners : Lead - Jeff Nelson , 2nd - Andrew Loughery, Mate - Peter Woytiuk, Skip - Gary Sullivan



(NBTA & Moosehead Breweries Trophy) Section A Runners-up: Skip - Frank Belyea, Mate - Phil Bartlett, 2nd - Kevin Robertson, Lead - Ron Caines



(Consolation - Dundee Securities) Section A Winners: Skip - Hermel Mazerolle, Mate - Louis-Emile Daigle, 2nd - Maurice Roy, Lead - Delphis Cormier



(Consolation - Dundee Securities) Section A Runners-up: 2nd - Richard Sullivan, Mate - Kevin Kilfoil, Lead - Doug Sare, Skip - Ken Garey (missing)



(Angus-Miller Ltd. Trophy) Section B Winners : Skip - Norm Richard, Mate - Maurice Richard, 2nd - Paul Robichaud, Lead - Frank MacPhee



(Angus-Miller Ltd. Trophy) Section B Runners-up : Skip - Bev Tozer, Mate - Tom Gillett, 2nd - Norm Bowen, Lead - Mark Holland



(NBTA Credit Union Trophy) Section C Winners : Skip - Chris Daigle, Mate - Al Barteaux, 2nd - Chris Caines, Lead - Andrew Peters



(NBTA Credit Union Trophy) Section C Runners-up : Skip - Terry Kilfoil, Mate - Art MacFarlane, 2nd - Ernie McNeill, Lead - John O'Brien



(Danka Canada Ltd. Trophy) Section D Winners : Skip - Dave Bowen, 2nd - Denis Nadeau, Lead - Bob Peters, Mate - Mark Anderson (missing)



(Danka Canada Ltd. Trophy) Section D Runners-up : Skip - George Burchill, 2nd - Terry Dickson, Lead - Bob Lee, Mate - Mike Graham (missing)

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Education in NB: Is Gender an Issue?

by Nancy Roach
For the NBTA Equity in Education
Committee

The NBTA Equity in Education Committee is charged with overseeing our system and developing policy and practice that will ensure equity for all.

The Committee was formerly called the Gender Equity Committee and their work focused on matters related to the balance (or imbalance) of men and women in various levels of the education system. However, in keeping with changes in many parts of the country, the reference to gender has recently been dropped to allow broader issues of equity to be explored.

Does this suggest then, that gender is no longer an issue in our New Brunswick schools, district offices and our provincial association?

One of the tasks the Committee has always undertaken has been to monitor the statistics related to gender representation. These stats

have recently been the subject of some discussion at the Canadian Teachers Federation Equity Work Group since they are very different from the numbers generated by most other provincial teacher associations across the country.

Let's examine the snapshot picture which the stats provide. As of November 2003, 72.4% of New Brunswick teachers are female and 27.6% are male. This trend of increasing percentages of females in the profession is common across the country. If we break it down by level, our Elementary teachers are 90% female, our Middle Level are 66.5% and the High School has just passed the equal mark with 53.5% female.

Since women seem to dominate our ranks, the question for many organizations is are women also fairly represented in positions of responsibility? This year, we have 52.5% of our principals and 55.7% of our vice-principals jobs held by women. These numbers have shown a steady increase over the past 5 years.

At District Offices women are also gaining in numbers. Five of our 9 superintendents (55.6%), six of the Directors of Education (66.7%) and 46% of the district supervisors are female. Clearly the proverbial 'glass ceiling' seems to have been shattered in this arena.

What about our own NBTA? Once again, women do not seem to be reluctant to participate in their professional association and are well represented at all the elected positions. This year's Board of Directors is 51% female, while women hold 57% of the Branch Presidents offices. The other elected positions at the branch level are overwhelmingly female: 80% of the VP's, 96.3% of the secretaries (no surprise here!) and 85.7% of the treasurers. We have also had 4 of our past 11 presidential positions held by women.

Although there is no formal policy for gender balance on NBTA committees, the practice is to keep gender in mind as one of the factors. Thus we see 57.3% of our

committee members are women. Your NBTA staff is currently 40% female (2 out of 5). The Executive Director's position has never been female...but as one young teacher stated, "it just hasn't happened 'yet!'"

So back to the discussions at the National level. Why are the NB statistics of interest to the CTF work group? In most other provinces, despite the large percentage of women in teaching, the numbers of women in leadership positions is not even close to our reality. Some provinces have never had a female president (never!), and many groups report numbers like 29% of the Board of Directors or 36% of their principals as female.

Here in New Brunswick women, for the most part, seem to feel empowered to participate in all levels of the education system. A history of encouragement, education and patience seems to have made the difference. I must give credit to Paulette Moore, the NBTA staff person who worked so many years with the Gender Equity Committee. By publishing the stats (back when they looked very different than they do now) she continued to create an awareness of the need for gender balance in the work of the association. Her legacy is apparent. Our system seems to have reached the point where positions are filled with the best candidates, so in that sense can we say that gender is not an issue?

Not quite. The Equity Committee has identified another gender related phenomenon, that of the under representation of men in our profession. Each year the percentage of men teaching declines and the numbers entering BEd programs are not encouraging. There is a lot of discussion about the ramifications of the 'feminization' of the profession. Do declining numbers of men result in economic implications? Will a lack of male role models influence achievement in boys? The answers to these questions are not clear.

What is clear is that while the questions may change, the issue of gender will continue to generate challenges for our education system.

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The Begbie Canadian History Contest

by Ian Andrews

During my thirty-five years of teaching high school history, the last thirty-three at Oromocto High, the most difficult part involved evaluating students – constructing tests and exams that would adequately determine the skills and knowledge acquired by the students. My passion was for classroom teaching, experiencing discussion and exchange with students, seeing young minds come alive with questions, concerns, doubts and sometimes cynicism. I often thought that the class time required for teachers to administer and invigilate tests and students to complete the tests was taking away from valuable instruction.

However, tests and the testing process are a fact of life. As recently as January 12, 2004, the Maclean's Magazine cover included the bold statement **Why Report Cards Cheat Our Kids**. The feature article was entitled **How Grades Fail Our Kids**. The question is not whether we should evaluate, but how.

Is there a **best** way to evaluate our students?

From my study of Bloom's *Taxonomy of Educational Objectives* during teacher training, I discovered that in evaluation one should test for not only the lower level skills, such as knowledge and comprehension, but also the higher level skills which included evaluation, analysis, and application. The problem - how does one construct tests to properly evaluate these skills? The theory was much easier than the practice!

I tried to make tests that would be learning experiences for the students, giving more take-home tests, and trying to craft questions so that they would think critically before supplying a response. Although I had taught Canadian History for two decades, it was only during my last few years that I was introduced to the Begbie Canadian History Contest, a test that sought to achieve the same objectives.

The brainchild of British Columbia teacher Charlie Hou, the Begbie Contest was originally designed for students in that province in 1994, but since 2001 it has developed a more national focus and has been available for any Canadian high school student

wishing to participate.

Charlie Hou was the first winner of the Governor-General's Award for the Teaching of Canadian History. He firmly believes that students from across the country can be challenged to think critically about their history with questions containing statistics, graphs, political cartoons, speeches, advertisements, posters, maps, paintings, diaries, songs and photographs. And he has consulted with Canadian History teachers from every province in developing the Contest.



The Begbie Canadian History Contest has the following objectives:

- To increase the profile and popularity of Canadian history among students, parents and the general public.
- To examine students about the common core of knowledge educated citizens need in order to make informed decisions about future problems.
- To expose students to the primary and secondary sources used by historians.
- To challenge students to think critically about historical and contemporary problems.
- To encourage academic achievement at a time when the world is increasingly competitive.

The Contest contains three sections: twenty-five multiple choice questions, one paragraph question, and one essay question. The paragraph question usually involves analyzing visuals. The essay question requires the student to read, view and interpret up to ten short primary or secondary documents before answering a specific question. Previous essay questions have

featured bilingualism, women and the vote, the Avro Arrow controversy, the Flag debate, immigration and prohibition. The contest length is two hours, with all students writing on the same day. This year's test will be written on April 14. And the test may be written in either English or French, so French Immersion teachers and students may be interested. **The entry deadline is March 12, 2004.**

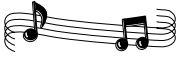
All tests are graded by University of British Columbia History students. Results, including correct answers to multiple choice questions, analysis of the paragraph and essay documents, as well as copies of the best answers, are included. Each student's mark is given as a percentage. There are monetary rewards for the top three students in both the English and French versions. In 2003 the top three English students came from BC, Nova Scotia, and Ontario. Of the ten Oromocto High students who wrote last year, four scored over eighty per cent.

And the test items are not copyright. Teachers may (and are encouraged) to use any items in future years.

To cover marking costs, there is a ten dollar fee for each student writing, and a fifteen dollar per school shipping and handling fee. Further information, including sample questions, can be found online at www.begbiecontestsociety.org. Registration forms can be found online as well. Any teachers wishing to contact me concerning the Begbie Contest may do so by email andrewsi@nbnet.nb.ca or by phone (506) 357-6340. I encourage as many New Brunswick teachers and students as possible to consider entering this contest. This should prove to be a great learning experience for teachers and students alike.

The contact person for the Begbie Contest Society in British Columbia is:

Raquel Chin
Minnehada Middle School
1390 Laurier Avenue
Port Coquitlam, BC V3B 2B8
Phone (604) 942-0261, ext. 108
Fax (604) 942-8721
Email: raquelchin1@hotmail.com



Leo Hayes High School Music Department Receives Award



The Leo Hayes High School music department is putting its \$3,000 cash award from the New Brunswick Arts Board towards the purchase of a new piano.

"We are absolutely thrilled that the diversity of the school's Fine Arts Department has been recognized," said music teacher Jennifer Keating. "To have the school acknowledged assures us that we are on the right track with the types of experiences we provide the students."

The New Brunswick Arts Board and the New Brunswick Foundation for the Arts named Leo Hayes High School one of this year's recipients of the School of the Arts Award. The award, offered in partnership with the Culture and Sport Secretariat, recognizes schools for their efforts in fostering the arts in an innovative

and community building manner.

Arts board chair Vicky Lentz said Leo Hayes stood out with programs in music, visual arts and graphic arts and communicating to students the importance of arts in their lives and communities.

Keating said about 300 students take part in what is considered an inclusive fine arts program. "Students can explore all aspects of their musical ability," she said. The Fine Arts Department is made up of five art teachers, two music teachers, and two English teachers, under the direction of department head, Peggy Holt.

She said the students take part in curricular and extracurricular programs comprised of two jazz bands, two concert bands, a choir, string ensemble, a saxophone ensemble and production including drama. Eighty per cent of all the students are involved in art classes.

Keating said the recognition serves to showcase what is going on in the Fine Arts Department. "The unique aspect is that other teachers at the school have incorporated fine

arts in classroom studies. Students can express themselves as they carry out their regular studies in science, math and English," she said.

Math students will discover the mathematical connection with music, English students can develop their song-writing abilities and science students can study the symmetry and structure of human organs.

"This is significant for the school because when we work hard we can lose track of the perspective outside school," Keating said. "To receive this major award helps put everything back into perspective." But Keating gives much of the credit for the award to school officials. "We have strong leadership with the vision to see opportunities for growth in the Fine Arts Department," she said.

The \$3000 prize will go toward the acquisition of a new piano, which costs about \$10,000. "We will begin some fundraising activities to make up the balance," she said. "This money will provide us with a good start."

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

Friday, May 14, 2004

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

Preliminary application forms should be returned by

March 19, 2004 and final application forms should be returned by **April 16,**

2004. Forms can also be submitted electronically by accessing:

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

For further information contact:

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

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



N.B.T.A. Mixed Curling Bonspiel

When: March 19, 20 & 21, 2004

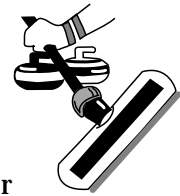
Where: Carleton Curling Club, Saint John

Cost: \$120.00/team First 16 teams to register

Accepting any team configuration except all male.

Skip must be a teacher.

Contacts: Anne Levasseur (H) 648-0885 (W) 658-5362
Jackie Clark (H) 672-4194 (W) 658-5340



Announcements

Drama/Theatre PD Opportunity

The International Drama/Theatre and Education Association's (IDEA) Fifth World Congress will be held in Ottawa, July 2-8, 2004. It will include keynote addresses by many of the world top theorists and practitioners, as well as numerous performances and social events.

"The Universal Mosaic of Drama" invites drama educators, professional theatre artists, community theatre members, health care workers, community activists and parents to a great week of learning and sharing.

Deadline for registration is **May 30, 2004**. Further information is available on the website: www.idea2004.ca

Focus 2004 - Leaders & Healers II

This conference will be held April 25-27, 2004 in Victoria, B.C. The theme will be "Reaching Success Through Adversity". For further information, contact: Barbara Smith, Tel. (250) 598-1039, Fax (250) 598-2368, e-mail: barbarasmith@focusconferences.com or register online at: www.focusconferences.com

Geotechnology Summer Educators' Institute

This Institute will be held July 5-9, 2004 at St. Michaels University School, Victoria, British Columbia. This programme is designed for educators teaching grades 6-12 who are interested in learning or advancing their understanding of Geotechnology (GIS, GPS, Remote sensing [satellite imagery], digital images, file management) for use in the classroom. Visit <http://www.smus.ca/programmes/extension> for on-line registration or contact: Mr. Lindsay Thierry (250) 370-6117, EdExtension@smus.ca, Mrs. Cheryl Murtland cmurtlan@smus.ca, or Mrs. Kirsten Davel kdavel@smus.ca.

Nutrition/Physical Activity Resource

*Mission Nutrition** is a fun, interactive and easy resource to

teach kids about nutrition, physical activity and positive self-esteem. It is an engaging program that supports teachers with curriculum-based lesson plans and entertaining activities that target four grade levels: Kindergarten-grade 1, and grades 2-3, 4-5, and 6-8. The age-appropriate classroom activities include fun and interactive games, songs, puzzles, science experiments and activity sheets

The program was created by Canadian dietitians, with real input from teachers and leading experts in physical activity, psychology and health education.

The free, bilingual *Mission Nutrition** resources are available online at www.missionnutrition.ca or by calling 1-888-453-6374.

2004 Symposium on Safety

The NB Safety Council Inc. will be holding a two-day conference on May 12-14 in Moncton, N.B. "Being Ready for Disaster" will bring together representatives from industry, construction, business, government, and the general public to discuss hot topics in health, safety, and accident prevention.

For further information, contact the NB Safety Council Inc., Tel. 458-8034, Toll-free: 1-877-762-7233, e-mail: info@nbsafety.com

Attention ASF Fish Friends Teachers!

With the anticipation of warmer weather comes... salmon eggs??!! Sounds crazy but it's a lot of fun!

Students and teachers in over 75 New Brunswick schools are involved in the ASF Fish Friends program and are anxiously anticipating a special delivery of tiny salmon eggs next month. Egg deliveries will begin immediately following March break. Teachers should have their tanks cleaned and set up (refer to the step by step instructions on the Atlantic Salmon Federation website at www.asf.ca/fishfriends/) before leaving for March break. The tank must be filled and brought online to a temperature of 4-5°C. As well, the three filters, foam (AquaClear 300 Step 1), carbon (AquaClear 300 Step 2) and ammonia (AquaClear 300 Step 3) must be replaced annually and can be purchased at any pet shop.

When your tank is set up and ready for eggs please contact Amanda McGuire at (506) 529-1384 or via email at asfcc@nbnet.nb.ca.

Other online resources for teachers interested in Atlantic salmon and its issues are available at www.asf.ca/fishfriends/onlineresources.html.



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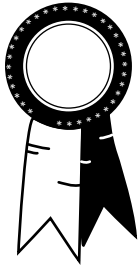
The NBTA Credit Union is proud to present an enhanced education award program *which offers members of the NBTA Credit Union* the opportunity to apply for one of five education awards

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(\$1000 each).

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THE DEADLINE FOR APPLICATIONS TO REACH
THE NBTA CREDIT UNION IS APRIL 30, 2004.



— *PLUS* —



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- Four bursaries are available to be won by non-Credit Union members.

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DEADLINE FOR APPLICATIONS IS 1:00 P.M. APRIL 16, 2004

For more details on these bursaries and awards
call our office

OR

visit our website at www.nbtacu.nb.ca



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