



NBTA

news

NEW BRUNSWICK TEACHERS' ASSOCIATION

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Certification Regulations Approved

by Nancy Roach

NBTA Director of Professional Development

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After many months of discussion, phone calls, confusion and waiting, the new regulations for teacher certification have been finalized and approved by Cabinet.

What does this mean for teachers of New Brunswick and why did the NBTA consider this such an important step?

The regulations governing teacher certification had been in place for over two decades. The current workplace for teachers is vastly different than it was 10 years ago and the teaching assignments are much more diverse. Teachers in today's schools, especially in rural communities, are frequently required to undertake teaching assignments that include preparing for several different subjects, some of which might not have been part of the teacher's initial teacher training.

As well, the past decade has seen a decline in the number of off-campus courses that universities are able to offer. This makes on-going education a real challenge for teachers who are not fortunate enough to live in a university town.

These factors combine to create the need for a number of changes in the certification regulations that will encourage teachers to 'go back to school' to further their own learning. The changes present



Nancy Roach

greater flexibility and increased opportunity for teachers to develop continuing education plans that reflect their needs as classroom teachers.

Here are the basics of some of the changes to the regulations.

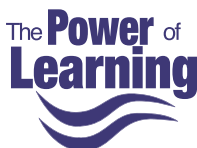
To move from a certificate 4 to a certificate 5, a teacher may complete 36 hours of a non-degree program. Of these 36 credit hours (i.e., 12 courses) 18 credit hours must be university courses at the 3000 level or higher. Of the remaining 18 credit hours, a teacher may now include 4 non-university courses that have been pre-approved by the Office of Teacher Certification at the Department of Education.

(Continued on the following page...)

HAPPY



EASTER!



What are non-university courses?

These are courses that are submitted by an education partner such as the NBTA or a School District for approval by the Minister's Advisory Committee on Teacher Licensing and Certification. Most teachers know that the NBTA had begun offering these courses, which are based on practical teaching strategies and approaches to classroom management and learning, some time ago. Without rehashing the confusion that developed, let us just happily declare that the new regulations allow for these courses to be given full credit towards a certificate 5.

Will NBTA offer more courses?

The NBTA is committed to continuing to offer these courses in locations around the province and the Department has acknowledged that this is a benefit to the system. Details about the approval process for each course are still being worked out. Courses this spring? *Maybe* is the best answer at the moment. Courses next fall? *Definitely!*

To move from a Certificate 5 to a Certificate 6, a teacher may choose a number of routes. One may:

- complete a Masters of Education degree (36 credit hours)
- complete a 36 credit hour undergraduate program IF you already hold a Masters degree.
- complete 30 credit hours of graduate coursework (non degree) in a single 'teachable' area
- complete 30 credit hours of graduate level work (non degree) which meets the following criteria:
 - combined with your undergrad credits you achieve another major or 2 minors or
 - combined with your undergrad credits you achieve another minor plus a 'concentration' of 9 credit hours in Administration, Curriculum, Student Services or General Pedagogy.

Why is this last option considered such a benefit for teachers, especially in rural areas?

The 30 credit hour graduate coursework (non degree) option allows teachers to choose a variety of courses that match their teaching needs, rather than meet the strictly defined requirements of a Masters Program. Also, teachers may choose courses from any combination of universities, thus allowing teachers to access more on-line courses or

courses that may be offered at different Atlantic institutions. A teacher in a rural school may select several guidance courses, several Art Education courses and a course in Literacy because this relates to his/her varied workload! In this way, teachers can build a program that will really help them do their jobs better.

Considering the province's Quality Learning Agenda which promotes on going professional learning, and considering the many benefits - to the teacher, the students, the school and the system - of seeing teachers go back to school to upgrade, these new regulations represent a win-win opportunity. If you are a teacher who has not yet maximized your teaching credentials, there has never been a better time to start!

If you would like more information on how to begin, feel free to contact Nancy Roach, Director of Professional Development at the NBTA (roachn@nbnet.nb.ca) or Yves King, Registrar for Teacher Certification at the Department of Education. (yves.king@gnb.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: The deadline for applications is

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



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President's Message



Brian Bawn

Brian Bawn

Hello! I hope that everyone had a great March Break and is recharged and ready for the final three months of the school year.

I am sure that everyone is looking forward to longer days of sunlight and the first signs of spring, as I am.

I was recently reading an article by Maureen MacDonald in the January/February edition of the British Columbia Teachers' Newsmagazine entitled "*Fighting Back is a Wellness Activity*". The more I thought about the article, the more I agreed with the premise that standing up for your rights is good for your self-esteem and your physical health. The article talks about addressing the stresses in your life and coming up with an action plan to address them. If there are stresses in your workplace that are out of your control, you have the right, individually or collectively, to appropriately question them and see if a plan can be put in place to help reduce those stresses.

I will give you a personal example. A number of years ago, I was appointed vice-principal of an elementary school, and in talking to the staff I asked them if there was one thing I could do to help improve their teaching situation, what would it be? They told me that parents would arrive about 10 minutes before dismissal and wait in the hall outside their classrooms where their students could see them, talking and visiting one another while waiting for the final bell. This led to congestion in

the hall at dismissal and in the teacher's opinion, a loss of instructional time.

I talked the issue over with the principal and we decided to ask the parents to wait outside. We explained it as a safety issue; in the event of a fire or other emergency, there was too much congestion in the hallways and that it would allow teachers more instructional time with their students. There were a few complaints, but most parents understood the concerns and responded appropriately. It didn't seem like a big issue to me, but to the classroom teachers it was one more of those added stresses that they didn't need. My point is that if you are not part of the solution, then you are part of the problem. Communication is the key and sometimes people need to be made aware of concerns that you have that may not be a concern for them. If you don't speak up, then you become a victim, and being a victim is bad for your health. Anything that we can do to make our workplaces less stressful is good for everybody.

NBTA Committees

We will soon be at that time of year where the President and Vice-President sit down to strike the committees for next year. NBTA has provincial and regional committees that meet up to three times a year.

The provincial committees are Centennial, Classroom Management and Discipline, Council Coordinating (elementary, middle, high), CTF Advisory (NBTA Executive), Curriculum, Equity in Education, In-school Administration, Finance, Nominating, Professional Conduct and Standards, and Professional Development.

The regional committees are the 2004 Conference (Moncton), Teacher Ed. and Certification, Pension (Sussex), PR and Communications (Saint John), Teacher/Learning Conditions (Bathurst).

The NBTA Board of Directors and NBTA Executive are elected committees.

We also appoint members to the following NBTF committees: Employee-Employer, Executive,

Finance, Grievance, Group Insurance Trustees, and Teacher Education and Certification.

If you have an interest in serving on any of these committees, please forward your name to me so that I can add you to the list of teachers who are willing to serve their professional associations. Remember that we are an association of teachers serving teachers.

A reminder to you that we have three candidates running for the office of NBTA Vice-President/President-Elect. You should have received some of their campaign information by now. I would urge you to take a few minutes to become familiar with the candidates. When they come to your school, tell them your concerns and ask them your questions. This information will be invaluable to the successful candidate when he/she has the opportunity to represent you and speak on your behalf.

NBTA Sponsored Courses

I am pleased to announce that we finally have resolved the issue of NBTA Sponsored Courses. Those teachers who have already completed NBTA Sponsored Courses that allowed them to change teacher certification should have already received confirmation of their change in certification. We are now working on the process that will allow the courses to be approved for further offerings. We appreciate the co-operation of the Minister, Deputy Minister and Assistant Deputy Minister of Education in bringing this issue to a resolution.

Thanks

I would like to take this opportunity to thank all teachers for the wonderful work they do on behalf of all of our students to help them be the best they can be. It is unfortunate that all teachers cannot get the support that they really deserve. Keep up the good work!

To my friends at MGT, I hope you have a great end to another year and try to stay out of the mud on the playground!

Teachers and the Law

Section 43 Upheld

by Bob Fitzpatrick, NBTA Executive Director



On January 30 of this year, the Supreme Court of Canada upheld Section 43 of the Criminal Code by a 6-3 majority. The Court rejected all aspects of the challenge to Section 43 and went on to comment on the evolving nature of the application of Section 43 in the courts.

Section 43 of the Criminal Code of Canada states:

“Every school teacher, parent, or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.”

Chief Justice Beverley McLachlin, writing for the majority, clarifies a number of issues related to s. 43 which will give parents, teachers, caregivers, and lower courts some guidance as to the future application of this section of the Criminal Code. Following, we present some of the issues related to s. 43 and quote the Court’s decision to give clarity.

1. Why retain Section 43?

(para. 58,59) “While children need a safe environment, they also depend on parents and teachers for guidance and discipline, to protect them from harm and to promote their healthy development within society. ...

Section 43 is Parliament’s attempt to accommodate both of these needs. It provides parents and teachers with the ability to carry out the reasonable education of the child without the threat of sanction by the criminal law. The criminal law will decisively condemn and punish force that harms children, is part of a pattern of abuse, or is simply the angry or frustrated imposition of violence against children. But s. 43 ensures the criminal law will not be used where the force is part of a genuine effort to educate



Bob Fitzpatrick

the child, poses no reasonable risk of harm ... and is reasonable under the circumstances.

2. What force might be deemed “reasonable under the circumstances”?

The Court is clear that only the mildest force will be sanctioned and only if it is corrective in nature and not resulting from loss of temper or frustration.

(para. 40) “Generally, s. 43 exempts from criminal sanction only minor corrective force of a transitory and trifling nature. ... [I]t does not apply to corporal punishment of children under two or teenagers. Degrading, inhuman or harmful conduct is not protected. Discipline by the use of objects or blows or slaps to the head is unreasonable. ... Coupled with the requirement that the conduct be corrective, which rules out conduct stemming from the caregiver’s frustration, loss of temper or abusive personality, a consistent picture emerges of the areas covered by s. 43 ... [and] of what is ‘reasonable under the circumstances’.”

3. What does the decision say about teachers?

There are a few specific comments about teachers which can give us significant guidance.

(para.38) “Contemporary social

consensus is that, while teachers may sometimes use corrective force to remove children from classrooms or secure compliance with instructions, the use of corporal punishment by teachers is not acceptable.” (Corporal punishment is already prohibited in s. 23 of the *Education Act*.)

(para. 46) “There may, however, be instances in which a parent or school teacher reasonably uses corrective force to restrain or remove an adolescent from a particular situation, falling short of corporal punishment.”

It is clear that the Supreme Court would be supportive of the wording in Policy 701, Section 4.4 - *Examples of Appropriate Behaviour*, bullet 2, which reads:

- physical force or restraint not exceeding that required for the protection of an orderly learning environment, personal safety, the protection of others or the protection of school property.”

Teachers need the protection afforded by s. 43 to carry out their duties without fear that even minimal physical contact, to maintain a safe orderly environment, could be met with criminal charges.

We are appreciative of the Canadian Teachers’ Federation and others who intervened to retain s. 43 and we are relieved that the Supreme Court has not only upheld s. 43, but that it has also provided some much needed clarification in its decision.

(para. 62) “The reality is that without s. 43, Canada’s broad assault law would criminalize force falling far short of what we think of as corporal punishment, like placing an unwilling child in a chair for a five-minute ‘time-out’. The decision not to criminalize such conduct is not grounded in devaluation of the child, but in a concern that to do so risks ruining lives and breaking up families ...”

District 17 & 18 Partner to Deliver Professional Development

District Physical Education Mentor Robin Buchanan (District #17) and fellow Physical Education Mentors, Diane Hoyt, Heather Nielson, Ruth Henry-Dickinson, and Garth Wade (District #18) partnered in hosting Linda Blade of Edmonton, Alberta – presenting a new sporting activity for children called *Run, Jump and Throw (RJT)*.

Linda Blade, who works with Athletics Canada, was on a Canadian Tour promoting the *Run, Jump and Throw* program. The program is designed for five to twelve-year-olds and teaches the principles of movement. It is really the basics – running, jumping and throwing skills. "Making movement more efficient for children will go a long

way toward creating a healthier population," stated Mrs. Blade to the physical education specialists from Districts #17 & 18. A similar presentation was held in Moncton for District #2.

The professional development session held at Assiniboine Avenue Elementary provided awareness of the RJT resource that

complements the K-5 and 6-8 Provincial Physical Education Curriculum. Through the various activities, children would develop the confidence and capacity to participate in numerous activities.

Knowing that running, jumping and throwing are the key skills that kids need to participate in most physical activities, the RJT resource is seen as a great benefit to the delivery of a quality physical education program in our schools.

The program is currently being used in schools in British Columbia, Alberta and



Manitoba. The resource provides lesson plans for all grades and features fun, innovative ways to teach both the fundamentals of athletics and standard technical progressions for the instruction of the basic skills.

The resource is available in English and French and can be purchased from: Athletics New Brunswick, c/o Dave Thomas, Technical Director, PO Box 22, St. Stephen, N.B. E3L 2W9, Tel: (506) 466-4942, fax: (506) 466-9189 or email: anb@nbnet.nb.ca

Submitted by:

Garth Wade, Physical Education Mentor, District #18



Parental Role in Education Urged

The important role parents play in the education of their children was the focus of an awareness campaign unveiled by the Minister of Education recently.

The initiative is part of the Quality Learning Agenda, released by the Premier last April for the public schools system. It is the government's strategic plan to improve the quality of the provinces education and training systems over the next decade.

"This will be a system characterized by excellence and achievement, by high standards and high results, by quality teaching and strong schools, by parental responsibility and by education systems accountability," said

Education Minister Madeleine Dubé. "The Learning Counts initiative is one of the year one actions outlined in the Quality Learning Agenda", she said.

"The theme of the campaign is *"Impact Their Future Today - Get Involved"*, and will employ both television and newspaper ads to raise awareness about the importance of learning and the role of parents in supporting their children's education," said Dubé. As well, a pamphlet prepared by the Department and school officials will be delivered to parents during the awareness campaign. It outlines easy but effective ways that parents can support their children's learning.

"Though schools are at the

frontline of a quality education system, no one group is able to produce the high results we all want for our

children," said Dubé. "And that's what this all about — providing our children with a quality education that will be their passport to prosperity," she said. "We all have a role to play in achieving this goal."

The television ads focus on the fact that our children have dreams and education is the key to making those dreams come true. Print ads



will focus on the idea that education begins at home and give tips on how parents can help their children learn.

"What we want to do with this campaign is enhance (parental involvement) further," Dubé said. "The overall goal of the Quality Learning Agenda is to put New Brunswick students among the top three in Canada. We want the very best for our children. They deserve the very best. And while phase one is aimed at younger children, the message holds true for children of all ages."

"The cost of this campaign is less than \$250,000," said Dubé, "and will last for several months. The Quality Learning Agenda for the public school system has set out more than 70 initiatives and actions that we will undertake with our partners in order to achieve our goals," she said. She expects anywhere from 15 to 19 initiatives to be announced this year. "We're very focused. All of our partners are working very hard to make sure we reach our goals together," Dubé said.

District 18 Superintendent Alex Dingwall attended the unveiling. He said he sees the campaign as a win-win situation for all of the parties involved. "The initiative is to try to get children better prepared before entering the education system," he said. "To increase awareness of this is something quite good."



SchoolNet News Network Student Journalism Award

Now in its third year, the SNN Student Journalism Award continues to encourage excellence among student journalists. The award is not based on a single story. Instead, the judges will look at the student's portfolio of work. Judges for this award are professional journalists and journalism teachers.

SNN /RDR will award 3 prizes:
1st Prize - \$500, 2nd Prize - \$300,
3rd Prize - \$150.

The Rules

1. The stories must be completed and published/broadcast between September 1, 2003 and May 4, 2004 (or submitted to SNN's May edition by that date).
2. The portfolio must include three separate stories. Two of those articles must have been published in SNN while the other article must have appeared in other media: community papers, school papers, church newsletters, radio, tv. OR all three articles must be published in SNN. The portfolio should include stories from different genres:

news, opinion, profile, sports, entertainment. In other words, not all of the same genre. Stories should reflect issues facing students in their schools, their communities and globally.

3. The student must be registered in a recognized secondary school during the prescribed period.
4. Students must send their entries to SNN/RDR by May 4, 2004.
5. Entries can be submitted via email with word/wordperfect attachment, by regular mail or courier.

If you have a student interested in the SNN Journalism Award, please do not hesitate to enter them into the Award process. If you have any questions, contact me: Carmelita Joy-Bolger, Coordinator, SchoolNet News/ Rédaction de Rescol
email: snn@stemnet.nf.ca
webpage: <http://www.snn-rdr.ca>
c/o STEM~Net, Room E5038, Education Building, Memorial University of Newfoundland, St. John's, NF A1B 3X8
709-737-2611(o)
709-737-2179(f)

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

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.

The Right Frame

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

Tom Sawyer was definitely on to something. By representing fence painting as more fun than fishing, he was able to create a mindset that caused his friends to embrace the 'opportunity' he presented to them.

Is there a lesson here for teachers, who on a daily basis invite seemingly reluctant learners to participate in our lessons? Research would say "yes."

"Framing" refers to creating a context, either positive or negative, for what we ask our students to do. In a 1999 study, researchers Kishor and Godfrey attempted to determine whether framing produced a higher rate of task completion in the sample group of Grade 3 and 4 students. The majority of teachers in the study had not previously used framing as an instructional strategy.

The results? After employing both negative framing (i.e., indicating negative consequences) and positive framing, teachers saw a 20-30% increase in completion of the tasks that they were asking students to do. Makes sense, doesn't it? If we take the time to give kids a rational explanation for why they should do something, we will see more kids actually doing what we ask.

It seems obvious, but having been both a parent and a teacher, I can think of many times when I relied more on the 'because I said so' explanation than any real contextual explanation for my requests.

With teaching, it is not only important to frame our requests, that is, put them in a context that our students can understand, but

also to consider the impact of our frame.

Rich Allen, founder of Impact Learning in California, uses the example of a teacher announcing the final two minutes of a test. Consider the impact of these words: "You have just two minutes left!" To the students, the word 'just' can be

interpreted as putting pressure on the students, especially if a student has test anxiety to begin with.

How much different is the response when the statement is framed this way: "You have plenty of time. Please make sure you have written

your answers clearly in these final two minutes." The same information has been given (i.e., two minutes left) but the perspective of the student has been drastically changed due to the manner in which the teacher framed the statement.

Consider the difference in attitudes when the teacher says: "OK, you have this major assignment due next week worth 50%. If you don't pass this one, it really will drag your mark down;" or "This is a great chance to bring up your term mark, since most students do well on this assignment. Let's talk about a reasonable due date." The positive framing will contribute to greater intrinsic motivation. No one can really motivate someone else, but if we can create an atmosphere of hope for our students, more of them are likely to believe that doing the work will be worth the effort.

I guess it's the educational equivalent of seeing the glass half full. If we approach our teaching and their learning with attitudes that convey optimism

and enthusiasm, and if we take the time to explain our requests in ways that are meaningful, we will have put a frame around the classroom experience that enhances that experience for everyone. Like the picture in the art store, having the right frame makes us more likely to buy!

The results can be impressive. Tom Sawyer knew it. Good teachers know it, too.

More on Observing Each Other Teach

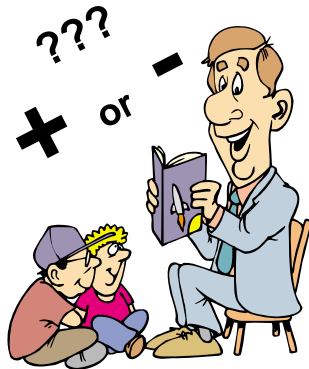
Last month I encouraged teachers to create opportunities for watching colleagues teach. I wish I had read **Teachers Observing Teachers: A Professional Development Tool for Every School**, an article by Michele Israel in *Education World's* on-line newsletter. It really summarizes benefits and approaches to this PD activity. Thanks to Al Maxwell from St. Malachy's Memorial High School for sending it to me.

He also referred me to the www.educationworld.com website, a terrific site for both teachers and administrators. Sign up for the Administrator newsletter, teacher lesson plans, even a humour newsletter. A wealth of information is available and you choose the sections that are most relevant to you.

Science Comes Alive

With so much emphasis on literacy, teachers of science may wonder who is paying attention to this important subject. The February 2004 issue of *Educational Leadership* is devoted to science and math.

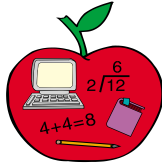
While the entire issue is worthwhile, I especially liked **What Do Kids Know - and Misunderstand - About Science?** which talks about moving elementary students from understanding through to



assessment of science ideas. High school teachers of science will appreciate the suggestions for projects and case studies that bring science to life in *The Dangerous Intersection Project and Other Scientific Inquiries*.

Marvelous Math

In an article by the same name, the author shares ways that students can be shown the fascinating aspects of mathematics (*Educational Leadership Feb. 2004*). There are some really intriguing suggestions for teachers who love math to share. For math teachers who are attempting to differentiate their instruction, **Creating A Differentiated Mathematics Classroom** combines what we know about learning styles with approaches to math instruction.



Computer Ethics

The challenge of getting students



to understand their responsibilities to use technology wisely continues to plague teachers at all levels. **Talking To Students About Cyber-Ethics** (*Middle Ground*

February 2004) offers some insight as well as a terrific little 'quiz' for student use called "**Is It Stealing?**".

Active Researchers

ASCD has recently released a neat little book called **Teaching Middle School Students to be Active Researchers** by Judith Zorfass. At just over 100 pages, it is not too taxing and has really good strategies for helping young adolescents (even into high school) grapple with doing research. The book includes rubrics to help with the assessment process also.

CONTACT

Check the application form elsewhere in this issue of details of the annual summer conference, **CONTACT**. This is one of the best

summer programs in the Atlantic region and features sessions delivered by teachers for teachers. This year's conference, *What Teachers Need*, will be held in Antigonish, at St. FX, from August 8-11. New Brunswick has only 30 seats so I encourage interested teachers to apply early!

Conferences on Website

Check the NBTA website www.nbta.ca for a new feature on the PD page. Conferences will be listed with a description, dates, URL, and often even application forms. If you have information about a conference (maybe you are on a special mailing list for example), you can now **Add Your Conference** to the sight by completing the simple form available there. Once the info has been submitted and verified, the conference will be posted automatically. Teachers should check the site often for information about upcoming conferences.

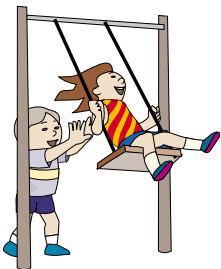


Andover Elementary is Beating the Odds

by David Spears, Teacher, Andover Elementary

It seems that only a week or so goes by before we hear another reference to the bulging waistlines of our Canadian children. It is discouraging, as a physical educator, to hear and read that today's children are becoming fatter, faster than ever before. And that adult diseases are beginning to show up in children. Professors, doctors, kinesiology faculties, Stats Canada, and most recently, CBC Radio, are telling us that our children are

becoming obese and overweight at alarming rates. Dr. David Katz is saying that teenage heart disease is just around the corner. Wow,



scary isn't it.

As I read and heard more of the alarming news mentioned above, I began to look at our student population in a different light. I started noticing if the students were, indeed, overweight or obese or at a healthy weight. I felt confident that our student body did not fit the profile.

So I decided to do a study of our student population in 2002-2003. Body Mass Index (BMI) seems to be the tool of choice by the rest of the world, so I had to do the same. Every student at the school was measured in May 2003. There were 430 students included in our study. After all the calculations were made, Andover Elementary came out with a 21.2% rate of overweight children, compared to 33.8%, the average for New Brunswick, according to a 1996 study. Obesity was not included in

that study.

More recently, numbers from Stats Canada (1999) indicate 35.4% of Canadian boys and 29.2% of Canadian girls are overweight. At Andover Elementary, the rates are 19.7% for boys and 20.5% for girls. The 1999 Stats Canada figures included numbers for obesity and the Canadian averages are 16.6% (boys) and 14.6% (girls). Andover Elementary has rates of 10.8% (boys) and 11.9% (girls).



Since records have been kept from 1999-2000, three grade levels were profiled — grades 3, 4, and 5. All of these classes were in the study for 4

years. Of these classes, one showed an increase in obesity over the four-year span. Not so with the other two grades. These two grade levels showed improvement over the time span. One of the groups had 70% in the healthy weight range in 2000 and 71% in 2003. The other went from 69% to 73%. This appears to be a reversal in the trends shown in the rest of the country, according to the Stats Canada numbers. It is conceivable that there would be a greater difference between Andover Elementary at 21.2% overweight and

the rest of the Canadian child population if there were more recent stats, assuming that it is, indeed true, that children are getting fatter all the time. (There is a 5-year gap between the Stats Canada results and ours.)

It appears that the student population at Andover Elementary is, indeed, beating the odds. Why? Who can say for sure? Here are some factors that could or should be considered.

- There has been a Physical Education specialist at this school

since the 1960's

- There is a well-attended intramural program
- The school has a large playground with soccer fields, a track, and 3 sets of playground equipment, one for K-1, another for 2-3, and yet another for grades 4-5.

As well, all students must go outside at recess and after eating lunch. Equally important is the fact that the Perth Andover Recreation Commission offers a variety of programs for children.

New Zealanders in New Brunswick

Our family decided a few years ago to apply for an exchange to Canada. Our New Zealand application (41 pages long) listed Ontario, Alberta or British Columbia as destinations. However, we were offered an exchange to Garden Creek School in Fredericton – and all five of us are so pleased to be here!

We have felt so welcomed by the warm and friendly New Brunswickers. We've had a fantastic time in the seven weeks we have been here. We have experienced three storm days, one with over 40 cm of snow and two when temperatures got down to -47C with the wind-chill. Something that is almost unbelievable for New Zealanders and yet we are all thoroughly enjoying the snow, the temperatures, the friendly people and experiences such as ice hockey, ice skating, cross-country and downhill skiing, as well as snowshoeing.

Learning to drive on the other side of the road in heavy snow has been an awesome experience, even if the van heater hasn't warmed up much.

We left New Zealand on Dec 16, 2003, the day school finished for the year, flew to Los Angeles and then came across America and Canada by train. We stopped for Disneyland, the Grand Canyon and a visit to Chicago, before spending Christmas in South Haven, Michigan with an

American teacher we had hosted in New Zealand six years ago.

We arrived in Fredericton on Dec. 30th to be met by a colleague at Garden Creek School — Barb Frame and her husband, Craig. They delivered all five of us to our exchange partners' house in

We were invited to attend various parties around the local area on New Year's Eve, enjoying a very hospitable evening and meeting some wonderful people. On New Year's Day we had supper with Barb, Craig and family before getting down to the serious business of teaching on January 5th.

Bryce (5) and Courtney (8) attend Keswick Ridge School and have fitted in extremely well, thanks to the staff and local community. They are thriving and are enjoying cross-country skiing and ice skating, as well as experiencing Valentine's Day and riding on yellow school buses. Richard (16) is at FHS and is having a great time with fantastic courses, a far greater variety of courses than would be available in New Zealand. He's even built an igloo!

Sue, who is a trained teacher also, specializing in Early Childhood Education, spent two weeks supply teaching at College Hill Day Care before being offered a permanent position at the New Maryland Children's Centre. She has found some differences between Early Childhood Education in New Zealand and Canada. In New Zealand, the Early Childhood Sector is governed by the Department of Education which means that teachers need to plan, implement teaching programmes for children.



Sue and Tony Naughton from New Zealand.

Mactaquac and showed us all the Canadian house extras — fire, snow shovels, etc. December 31st saw Barb and Craig pick us up and show us Fredericton, and in a couple of hours we had purchased a Ford Windstar Van, arranged Medicare, obtained New Brunswick licenses, and shopped for food. Wow! Then we had our first experience of driving home on the other side of the road.

The learning outcomes for each child need to be assessed and evaluated, as well as formal assessment conducted detailing each child's learning and development for the parents, and eventually teachers, within the formal school system. A national curriculum is implemented across all Early Childhood Services. There appears to be a distinct philosophical difference with education being the focus in New Zealand, and care in Canada. Children enter the school system in New Zealand on their 5th birthday so they need to have a sound understanding of early literacy, numeracy, and an ability to express themselves creatively through art media, dance or movement.

She is enjoying the challenge of working in a different environment and is continually amazed at children's ability to prepare themselves for outside play and adventure in some pretty amazing temperatures. In New Zealand +5C would be considered too cold to let children out to play! The children here are so self-sufficient when it comes to donning all the gear that is required to go outside; they could teach New Zealand children a thing or two.

I started at Garden Creek with a Grade 3 class of 20 pupils (since increased to 22) on January 5. What an interesting first week! Marianne Erdle had left her long-term plan which has made things so much easier, and the staff at Garden Creek have been great, very friendly and most helpful while I found my way around the Canadian system. It is too early to comment too much on comparisons between our schools but my observations to date can be briefly summarized as:

Curriculum – basically very similar, at grade level, to New Zealand with minor differences such as...

- Cursive handwriting instead of Linked Script
- *Math* – appears to include a higher content including division, tables up to 6x6 and provincial-wide assessment in May. The current theme in New Zealand is to have children master addition and subtraction before tackling multiplication and division – and multiplication would initially include only 2x, 3x, 4x, 5x and 10x (at Grade 3 level). However, both systems focus on strategies.
- *Phys Ed* – One period a week here and daily fitness, and in New Zealand daily fitness and Phys Ed, including sports.
- *Unit Studies* – One period a week in Canada vs. three times a week in New Zealand

The children/students have the same ability range as a New Zealand class, but in New Zealand I would have three grade levels in one class of about 25/30 children. We would also have Teacher Aide assistance for Special Needs children, as well as a Teacher Aide for Moderate Needs students.

I have had the opportunity to visit John Caldwell College in Grand Falls to see a K-12 school (Area School in New Zealand) and its Special Needs operation. The two systems appear to be very similar, both limited by finances. The main differences are in:

- 1) application and approval for Teacher Aides. In New Zealand, a 30-page application form sent to Central Government Office with

no visit by experts to observe the child.

- 2) New Zealand allocates a Special Needs teacher and Teacher Aide to high or very high needs Special Needs pupils for periods of up to three years before a review, and schools receive a Special Needs grant to use for Moderate Needs pupils.

I do note the Canadian children, as a generalization, are more outgoing than New Zealand children; however, my Canadian class has some lovely pupils.

Some other differences that I have noted are:

- 1) No sick bay in Canadian schools
- 2) Non-contact time and specialist teachers for library, music and French – in New Zealand, teachers teach all subjects.
- 3) Only one meeting per month, whereas in New Zealand I would have at least four meetings a week!
- 4) No apparent syndicate operation.

We are all looking forward to furthering our experiences in Canada over the next year, including Winterlude, March Break, the snow in March, the bugs in June, and Summer holidays in July and August.

A special thanks must go to the New Brunswick Exchange Teachers Organization for their guidance, help and amazing social functions. Thanks to Nancy and Hector Roach, Brenda Boucher and Bob Kennah, and Mike and Claudette Gardner.

— Tony & Sue Naughton



Summer Institutes 2004

The Department of Education is pleased once again to offer a unique opportunity for staff in our education system — Summer Institutes 2004.

This is a time when colleagues share their knowledge, expertise and craft in the more relaxed atmosphere of a New Brunswick summer. If you

have not participated before, or if you are an "institute regular", take a look at the 2004 catalogue or visit the website and see what is offered this year. Print catalogues will arrive at schools with the April edition of *NBTA News*; they will show the website address and telephone number (thanks to the NBTA for

providing this distribution). The website allows you to browse the latest information on an institute and to submit a registration. As in 2003, all registrations will be conducted on-line; the site will open on April 23.

Since 2002, some changes have been introduced in an effort to

maintain the best range of institutes within a restricted budget. In each of the last two years a budget of \$250 000 has supported over 4000 participants attending more than 120 institutes at various locations across the province. Presenters and participants included teachers, teacher assistants, mentors, district and department staff, university faculty, representatives of non-governmental organizations and people "from away". Institutes have ranged from one to four days, with participants numbering between 15 and 100. Topics were as diverse as the interests of the people who submitted proposals. The 2004 program continues with no registration fee, although sometimes a charge will be made for resources and materials. It's a chance to meet new people, learn more in your area

of expertise, or discover very different concepts, ideas and processes.

As in 2003, the website will be updated on a daily basis providing the most current information. For institutes that are oversubscribed, people will be placed on a "waiting list" and can check the latest status. **If you are registered but cannot attend, please contact us with your cancellation** at the institute telephone line; "no shows" become "wasted places" and are a concern to presenters/organizers.

For 2004, institutes will be offered between July 5 and August 20. Most presenters and participants have preferences for institute dates and locations. By sharing information with all presenters this year, efforts are being made to distribute the institutes more evenly by date and

location, as well as to avoid scheduling similar institutes at the same time. In an effort to improve the program, feedback and suggestions are incorporated wherever possible.

The Summer Institute Program is unique. Its success relies on the cooperative spirit that exists in New Brunswick among school staffs, NBTA, district personnel and Department employees. It is a voluntary form of professional development enjoyed by many people in our system. Ultimately, our students benefit when summer learning is applied during the school year. The theme this year is "*Context, Application, Reflection - Quality Learning*". Consider yourself invited!!

Kingsclear Consolidated School Enjoys Being "The Heart of the Community"

Kingsclear Consolidated School students and staff enjoy a wide range of different activities that go hand-in-hand with learning. Recently, a very special, whole school and community-involved project, entitled "Reaching Out and Bringing In", allowed students the opportunity to visit and interact with employees of local businesses, service providers and community members in the Kingsclear area.

We extended our learning outside of the school walls into our local community; then we brought back a newly-found wealth of knowledge and expertise. Through customized tours and guest speakers involved with the Kingsclear Mushroom Factory, C-Horse Stable, Mactaquac Generating Station, Mactaquac Park Sleigh Rides, Silverwood Arabians, Thistle Family Restaurant, a local

craftswoman, City of Fredericton Animal Control Office, the Holiday Inn Hotel and Resort, Kingsclear First Nation Culture Room and

confirmed the value of lifelong learning. We increased our positive and appreciative sense of pride related to our community, all the while enhancing literacy and numeracy skills.

Thank you to the Minister of Education's 2003-2004 "Innovation in Education" grant for providing this valuable learning opportunity for KC students, staff, community members and parents. We certainly appreciated that we are all learners.

"A Celebration of Learning, Reaching Out and Bringing In" was held on February 20. The open house enabled students of Kingsclear Consolidated School to celebrate and

share their "new" knowledge with parents and guests alike.

Kingsclear Consolidated School truly is "the heart of the community".



Grade 2 students Steven Campbell and Cassidy Allan explain a video to Lenny the Lizard

Precision Metal Works, we increased our awareness of the skills required and how skills change over time.

We developed a better understanding of our area and we



Women in Educational Administration

W.E.A. - N.B.

Annual Spring Workshop

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



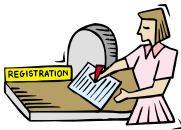
Gender and Education: Underachievement in Boys and Attitudes in Girls



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

Elementary Council News



Hi everyone! I hope you all had a very relaxing and rejuvenating March break. Now back to reality... report cards, parent-teacher interviews, Council Conference.

This year's Council Conference, "*Harbouring The Hearts Of Learners*", is only a month and a half away and it is going to be awesome. I hope you've made your reservations. Remember to register early! When booking your room be sure to ask for our rate; you need to do this before the 1st of April.

Registration will take place Thursday evening, May 6 at the Saint John Trade and Convention Center, as well as Friday morning, May 7. Make sure you check out the social at *Taps* on Thursday evening to get the party going.

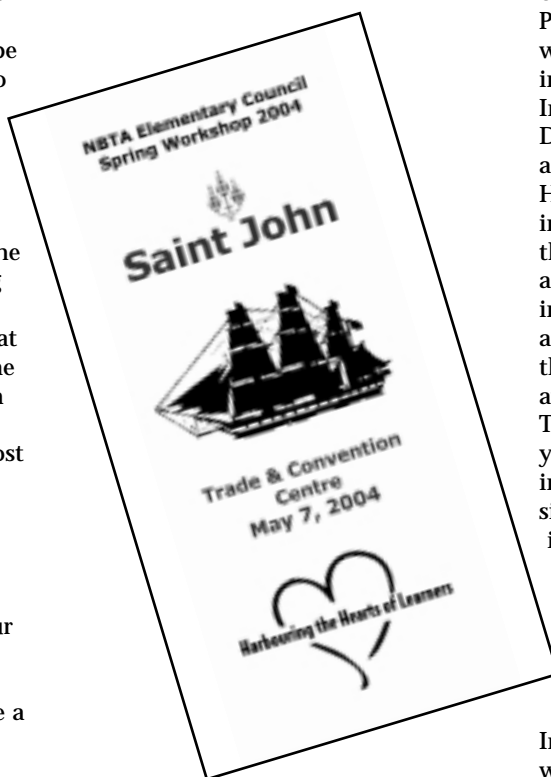
On Friday, our Keynote begins at 9:00 - 10:15 in The Great Hall of the Trade and Convention Center with Emmy Award winning journalist, Ann Medina, one of Canada's most highly-respected and well-known journalists. She will share her insights and sometimes "rib-tickling" analyses of some of the issues of the day. A self-described computer "nut", she brings humour and insight to charting a course through the chaos of change.

From 10:15 - 10:30, there will be a nutrition break. Then at 10:30 - 12:00, you will have a choice of three great speakers. First is Gayle Gregory, who is an experienced elementary teacher as well as an education instructor at York University, curriculum consultant and staff development coordinator. She is the co-author of *Designing Brain Compatible Learning and Differentiated Instructional Strategies - One Size Doesn't Fit All*. She will be presenting "Differentiated Instruction" in the Marco Polo Room.

In the Loyalist Room will be well-known parenting expert, psychotherapist, lecturer, and author, Stan Shapiro. Stan will

present "Creating Humanistic Classrooms".

At the beautiful Imperial Theatre will be New Brunswick's own poet, lecturer, author and storyteller, Sheree Fitch. Living in Washington now, she is the author of 19 books thus far and the recipient of several important awards for her work.



From 12:00 - 1:30 lunch will be on your own. Take your pick of the many eating establishments of Market Square, Brunswick Square, or attend the business meeting at *The Turn Of The Tide* located in the Hilton, where a sumptuous luncheon buffet will be waiting (decadent desserts included!). There is something for everyone, with time to check out the publishers' displays. The publishers' displays will be located throughout Market Square, stretching from the Delta to the New Brunswick Museum.

Sessions will convene again at

1:30 - 3:00 with four choices. In the Marco Polo Room be inspired by Alison Hart who believes the heart is the intelligence center of the system, not the brain; that when love, sincere appreciation, and forgiveness are experienced, they produce an energy that heals.

Sharing the Spencer Room will be our own Elementary Council President, Hazel Lane-Coates, who will present "*Democratic Addict*", an information session on the Teachers Institute On Canadian Parliamentary Democracy, an institute she attended earlier this school year. Hazel will give you strategies for use in your social studies classroom on the electoral process, the parliament, and senate. You will also receive information on how to apply to attend this institute, referred to as the "best Professional Development available to teachers in Canada". The application deadline for this year's institute is April 30. See page 2 in this *NBTA News* or go to the web site <http://www.parl.gc.ca/information/about/education/teachers/index.asp?lang=E>

Parks Canada will also present the history of our National Parks and how to use them as teaching tools.

Lloyd Mallard, a consultant with Improvement Through Learning, will be presenting "Harbouring the Tides of Learning" in the Loyalist Room, and at the Imperial Theatre will be Sheree Fitch with her second session. What a day! Hope to see you there.

Not sure how to get there? If you're coming from Port Elgin or Moncton take Exit 123 and turn left at the lights. This is Wall St. Make a right turn onto Dorchester St. and another right onto Union St. At the end of Union St. turn left and you're there!

If you're coming from Fredericton or St. Stephen, take Exit 122 onto Main St. Turn right at the lights (this is Union St.) and left at the

bottom of the hill. Ta-dah!

Have you checked out our web site yet? It's easy! Simply go to www.nbta.ca, click the Councils button, and then click Elementary Council. That's it! "Our Site" has some great teaching ideas such as field trips that cost very little or nothing at all, as well as Geary Elementary School's Kindergarten Welcome and Orientation Packet. This is great stuff! Check it out yourself.

Also, Lisa Kerr is looking for input. Have you come across web sites that are interesting, field trips, good speakers, grassroots projects, school web sites, projects that are not grassroots? Make your class or school famous; put it on our site. E-mail Lisa at kerrlisa@nbed.nb.ca.

Spring is just around the corner. Take your class to a nearby farm to see the newborn lambs and maybe see a lamb being born while you're there! Spring is magical. Take some time to appreciate small springtime miracles with your class. It may be something they (and you) will never forget. We hope you have a wonderful spring and look forward to hearing from you. E-mail us if you have any suggestions for next month's Council News or if you would like to highlight something you're doing in your school. Our addresses are: natalie.richardson@nbed.nb.ca and debsloan@nbed.nb.ca.

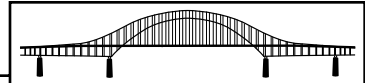
Take care,
Debbi Sloan
Port Elgin Regional School

The Three Sisters

To appreciate the harbour, one must have a sense of the total environment and bring value to each component within this unique place. Change happens and the challenge is to combine the new with the old as the harbour strives to maintain itself. The wisdom of days gone by lies within and rests there for us to build upon today. While in the harbour, let us reflect on teaching and learning - yesterday, today and tomorrow.



Middle Level Council News

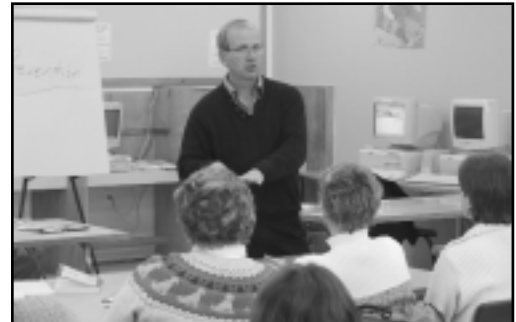


Ron Morrish at Campbellton Middle School

In February, Campbellton Middle School hosted noted educator and behaviour specialist, Ron Morrish, at a school professional development day.

Mr. Morrish worked with the entire staff, including custodians, secretary, librarian, teacher aides, teachers and administrators. In the evening he presented a session for parents. During these sessions he dealt with many issues on discipline.

Ron Morrish has been an educator and behaviour specialist since 1972. He was a teacher for many years and since 1997 has been an independent consultant. Teachers, parents and child care providers, internationally, have been the recipients of his expertise. He is the author of several books and videos focusing on discipline and raising responsible children.



What's Happening In Your School ?

Middle school teachers and administrators in New Brunswick are well aware of the multitude of exciting and innovative events and activities which are taking place in their schools. We would like to share some of these happenings with other teachers in the province ---- and we hope you feel the same way. Let us know what is going on in your school.

Contact:
Mike Gardner at
michael.gardner@nbed.nb.ca



Middle Level Council Awards for Teaching Excellence

The deadline for submitting nominations for this year's T.E.A.M. Awards is fast approaching. We want to recognize teachers and administrators who are making a difference in New Brunswick middle schools. In order to do so, we need your input. A nomination form appeared in last month's *NBTA News*.

Awards will be presented at this year's Council Day in Woodstock.

The deadline for submitting nominations is **April 15, 2004.**

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



Council Day Update

The 2004 Middle Level Council Spring Conference in Woodstock is less than 44 days away. By now you have had a chance to peruse the MLC program. We are excited about this year's offerings, and hope you are, too. Most sessions have placed a limit on the number of registrations. So

Avoid disappointment and register early.

Complete registration information may be found in the Council Day programs which have been distributed to your school.

And don't forget to book your hotel room for Thursday night, May 6.

The MLC Program Committee is pleased to have well-known New Brunswick teacher and humourist Doug Murphy as the guest speaker at our closing Plenary Session (the one where all the prizes are given out).

This is sure to be a relaxing and entertaining way to end an exciting day.

We look forward to seeing all of you in Woodstock on May 7!



Potato Tunes

Entries for our **Potato Tunes** contest keep rolling in. It is not too late to enter, and remember the more often you enter, the better your chances of winning. Winners and prizes will be announced at Council Day.

Send your potato tunes to:

Marsha Cougle

e-mail: cougmars@nbed.nb.ca

fax: 506-278-6019

Here are a few early entries to inspire you. Names of these potato scribes are being withheld until Council Day. In the case of duplicate "potato tunes", the earlier entry will receive first consideration.

"I Wanna Hold Your Tater"

and on the flip side

"I Saw Her Making Fries"

(both with apologies to John, Paul, George and Ringo)

• *"You've Lost That Lovin' Peeling"* •

• *"You Blight Up My Life"* •

• *"Bake, Rattle and Roll"* •

• *"These Eyes"* •

• *"Gonna Fry Now"* •



Now, everyone, thinking cap on, spade in hand, dig up your own potato tunes.

High School Council News



• *High School Council* •

President's Message



Randy Hunter

Spring is in the air! It is hard to believe that in three months yet another school year will be completed.

By the time you

receive this message, you will have your Spring Program in your hands. Once again there is something there for everyone. We have some wonderful prizes available to be drawn throughout the day. As an

example, a Palm Pilot donated by Staples.

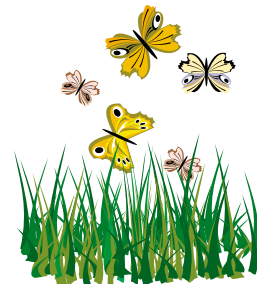
Registration is going well. Please register early to take advantage of the reduced cost — send your registration in the courier bag provided to each school by NBTA. See your NBTA Rep for further information.

Hopefully, you have made reservations at one of the various hotels available in the Moncton area.

The next scheduled meeting of your High School Council is scheduled for April 2, 3, 2004 in Moncton. If you have any information you would like

distributed, questions answered, etc., please get in touch with me at Randy.Hunter@nbed.nb.ca or one of your other members. Your input/suggestions are very important to us.

Take care and be well.





Teachers!



Do you have a story or anecdote that would show the importance of "hands on" courses such as Tech/Voc/Home-Ec/Business in the high school? There appears to be an interest on the part of the government to reintroduce these programs into the high school, as indicated in the recently released *Quality Learning Agenda*.

The Curriculum Committee of the High School Council NBTA is pleased to see movement in this direction by the government and would be interested

in receiving stories from teachers that would support this initiative.

These stories could be passed on to the NBTA to be used in discussion with the Department of Education as support for the re-introduction of technical and vocational courses.

If you have a story that shows how these types of courses have had a positive influence on the education and the life of a former student, would you please send it to jonathan.hunter@nbed.nb.ca

Deadlines for submission of news to *NBTA News*

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

Media Awareness Network (MNet) Honoured with Internet Awareness and Education Award

Canada's Media Awareness Network (MNet) was honoured recently as a global leader in Internet safety education by WiredSafety (www.wiredsafety.org). The *WiredKids Excellence in Internet Awareness and Education Award* is part of a new international awards program established by U.S.-based WiredSafety, the world's largest online safety, education and help group.

"When we looked at leading organizations working in the area of Internet safety education, Media Awareness Network stood out," says Dr. Aftab, Executive Director of Wired Safety. "In particular, we singled out this Canadian centre of media education excellence because of the depth and relevance of its Internet literacy program. Its Web site is packed with terrific, practical resources. That's why it's so popular with educators, librarians, researchers, and parents around the world."

Reflecting on MNet's contributions, Dr. Aftab explained that, "Media Awareness Network has protected and educated children online long before it was fashionable. Their work on online privacy was the first of its kind anywhere in the world. Those of us

considered experts in this space have always followed in the footsteps of Media Awareness Network."

In accepting the award for Media Awareness Network, Executive Director Jan D'Arcy said, "This award from WiredSafety, itself a well-known leader in Internet safety, recognizes the quality of our research-based media education work at home and abroad, and underlines Canada's leadership in the innovative adaptation of technology for life-long learning."

Media Awareness Network was formed in 1996 to research, support, and encourage, media literacy and its widest possible integration into Canadian homes, schools and communities. In pursuing that mission, MNet builds on the energy and enthusiasm young people bring to the media they love – an approach that sees media education as learner-centered, and fosters life-long critical thinking skills.

For a 90-second tour of MNet's award-winning site, visit: www.mediaawareness.ca/promo/index.cfm. For additional information about WiredSafety, go to: www.wiredsafety.org.

Media Awareness Network (MNet) is a non-profit Canadian organization whose mission is to support and encourage media education, and its widest possible integration into Canadian schools, homes and communities.

WiredSafety, is a 501(c)(3) Program and the largest online safety, education and help group in the world. We are a cyber-neighborhood watch and operate worldwide in cyberspace through our more than 9,000 volunteers worldwide. (WiredSafety is run entirely by volunteers.)

Our work falls into four major areas:

- help for online victims of cybercrime and harassment
- assisting law enforcement worldwide on preventing and investigating cybercrimes
- education
- providing information on all aspects of online safety, privacy and security.





New Media Literacy Tools to Provide Teachers and Parents with Ideas to Help Children and Students Deal with Media Around Them

(CTF News Service - Ottawa) The new educational resources developed by the Canadian Teachers' Federation (CTF) and released recently aim to help Canadian teachers and parents nurture the media critical thinking skills of their students and children. The tools are a follow-up to the Federation's *Kids' Take on Media* national survey involving 5,700 children and youth in 122 schools in 37 different school boards in every province and territory. The 2003 survey showed that nearly half the students say they receive no parental guidance on which TV programs they can watch, and two-thirds report that no one says which video or computer games they can play, or for how long. According to the report, these are the children who are more likely to regard media violence as benign.

"Clearly, parents and teachers have a crucial role to play in helping young people sort through the wealth of media in our society," says CTF President Terry Price. "Students who watch the news at home regularly show up at school with questions and concerns about everything from birth control to international terrorism. That is why we believe that media literacy, just like any literacy, is about helping children to develop the ability to

understand, interpret and communicate," says Ms. Price.

"The study shows that children and adolescents whose parents supervise their TV viewing and who discuss violence, racism and sexism in the media, are more likely to be aware of the negative impact of media violence," continues Ms. Price. "In cooperation with Family Service Canada, we have developed a workshop template for parents which can be adapted to the needs of specific parent groups. The workshop, while providing practical tips and an easy-to-follow checklist for parents, is an excellent complement to the Bulletin to Parents produced earlier by CTF and available online.

"Although students watch and play with media at home, they bring their personal views and questions about the media in the classroom. Teachers have also told us that they often witness kids imitating dangerous stunts and violent behaviour that they've seen on TV. CTF has developed a teacher/student activity guide to help teachers and to encourage students to think critically about the media in their lives.

"In a well-rounded approach to media literacy children and youth learn about media and with media.

Learning about media helps children understand and interpret the ideas and concepts they encounter. Learning with media teaches children how to access and use media in productive ways. These new CTF resources offer activities and tips to help parents and teachers do both of these things, because the habits children develop around media use in their early years can last a lifetime."

The two documents carry the *Kids' Take on Media* banner and are entitled *Teacher/student activity guide* and *Me, My Kids and the Media: A Workshop for Parents*.

The 2003 *Kids' Take on Media* survey was designed and conducted by Erin Research, in collaboration with CTF and the Media Awareness Network (MNet). It was made possible by a Government of Canada grant through the Department of Justice's National Crime Prevention Centre. The resources can be downloaded at <www.ctf-fce.ca> free of charge. If hard copies are required, they can be ordered for \$10, which includes the full study report conducted by Erin Research.

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



Teaching Opportunities in China

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



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

Teaching opportunities exist in 3 schools in the cities of Shenzhen and Beijing in Kindergarten through 12, beginning Mid-August 2004 through July 2005.

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

Teachers holding a N.B. teaching license or those whose credentials would be eligible for a N.B. teaching license need apply.

For more information please contact:

Alan Norman, General Manager
Phone: 506-372-3255

Lana Taylor, Program Coordinator
Phone: 506-856-2520

Or Email: china.programs@gnb.ca

Wellness Highlights

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1-888-763-5050

*The beginning of wisdom is the realization that what
is of concern today won't seem important tomorrow.*

-Old Chinese Proverb

*Look to this day,
For yesterday is but a dream
And tomorrow is but a vision.
But today well lived,
Makes every yesterday a dream of happiness,
And every tomorrow a vision of hope.
So look well to this day.*



Telephone Tips

1. Ask the people you call regularly for the times when they are not busy. Give them the same information about yourself.
2. Screen the calls you make and group these so that all calls made concerning the same topic are made consecutively.
3. Very good times of the day to make phone calls are right before you go to lunch or go home for the end of the day as you are slightly (or severely) fatigued and you should do a less demanding, lower-level task such as this at these times. Similarly, the person you call will probably feel the same and will welcome the break and purposefully contribute to the call without undue extraneous talk.
4. Initiate the callback system so you can at a time of your choosing and terminate the conversation at your choice.
5. When you have difficulties getting to the point or reaching the main point of the conversation, you may want to say,
 "Here's what I called about."
 "What I really wanted to know is..."
 "What do you think?"
 "Can we do that?"
 "What do you think about..."
6. When an impending appointment awaits, tell the person, "I've got an appointment waiting"; "I have only a few minutes and I'm going to have to get to the point quickly".
7. Keep a mental note of phone calls; consciously reduce the number of times you call those who depress your energies by their telephone habits.
8. Observe the mannerisms of others who speak to you. Keep a written record of the good phrases or methods on increasing the effectiveness of telephone conversations.



CONTACT 2004

• *A Professional Development Opportunity for Atlantic Canada Teachers* •

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- Keeping Kids Engaged • Assessment that Works

- ***Only 30 spaces available to New Brunswick teachers. Apply early!***
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Interested? Complete the application form below and send to Nancy Roach, NBTA Director of Professional Development, P.O. Box 752, Fredericton, N.B. E3B 5R6 (Fax) 506-453-9795

CONTACT 2004 Application Form

Name: _____

School: _____

Branch: _____ Contacts: (tel:) _____

(e-mail) _____

Have you attended CONTACT before? Yes () No ()

If yes, when and where? _____

- Registration fee: \$140.00
- Details for accommodations (in residence) and meals will be forwarded to successful applicants.
- Total costs approximately \$400.00 (all expenses except transportation). \$200.00 grant available from NBTA. Applicants should also apply to Councils or local Branches for other available funding.

DO NOT send registration fee. Successful applicants will be contacted.
Registration deadline: May 14, 2004.

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How the Brain Learns; How the Special Needs Brain Learns

Murray Banks
Performance and Lifestyle

Todd Whittaker
15 Things Great Teachers Do; Dealing with Difficult Parents

Rex Murphy

Social events the evening before at Delta Beausejour.
Plan to stay the night. Rooms have already been blocked. Reserve Now!
Watch this space for more details in future issues.



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CTF National Conference

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- A registration fee of \$300 is payable upon selection.
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Detailed information and application forms are available from the Library of Parliament:

(613) 992-4763
(within the national capital region)

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

www.parl.gc.ca
(About Parliament)

Completed applications must be forwarded electronically or be postmarked no later than April 30, 2004.

Renseignements disponibles en français.

Top Dozen Things Teachers Really Hate

12. Your class is interrupted by an announcement from the office apologizing for class interruptions.
11. Your most disruptive and destructive student is also the one with the best attendance.
10. You take the last of the coffee and then stop to make a fresh pot, but no one sees you do it.
9. You spend all morning of your workshop day looking for papers you've misplaced, and all afternoon filing papers you'll never be able to find.
8. As you pull into the school parking lot, you hear on your car radio that school is canceled, and you've just driven fourteen miles through a raging blizzard to get there.
7. You make a copy of a confidential memo and then discover you've left the original in the office copy machine.
6. As soon as you finish taking attendance, three students arrive and two leave.
5. You get sick on the second day of your break and finally recover the day before school starts again.
4. On the day that you decide to dress "professionally", there is a 20-minute fire drill in the rain.
3. Thirty minutes into a test, you realize that you've been projecting the answer key on the screen in front of the room since the end of the last period.
2. You have ink on your face and chalk on your back and not one of your students tell you.
1. You realize you're talking to yourself. And then you realize you're also raising your hand and calling on yourself.



2004 Summer Institute Teaching FOR and ABOUT Human Rights

(Comprised of a 3 credit hour graduate course)

St. Thomas University

July 25-30, 2004

Co- Sponsored by:

The Faculty of Education, St. Thomas University
and

The New Brunswick Department of Education

Coordinated by:

The Atlantic Human Rights Centre and the Faculty of Education

The Atlantic Human Rights Centre and the St Thomas University Education Department are pleased to present the 7th Annual Summer Institute in Human Rights: Teaching FOR and ABOUT Human Rights. This institute is organized by Dr. Michael McGowan, Director of the Atlantic Human Rights Centre and Professor in the Human Rights Programme at St. Thomas University. The academic supervisor for the summer institute is Dr Heather Richmond, Chair of the Education Department at St. Thomas University.

Course Description

This human rights education course is designed for preservice teachers, practising teachers and professionals in related fields. The course introduces participants to the various rights, instruments, and issues relevant to the classroom and provides opportunities for teachers and others to increase their knowledge base in the human rights field. (3 credit hours)

Course Objectives

The objectives of the institute are to provide students with:

1. A background in the content of human rights which are universally acknowledged internationally, regionally, and domestically.
2. To develop an understanding of the content of human rights education through the study and the experience of different countries in dealing with social-economic, cultural civil and political rights.
3. To effectively use a human rights framework in the development of educational policies and programs.
4. To evaluate current curricula with regards to human rights education.

Course Structure

Each student enrolls in the course at either the 5000 (5503) or 6000 (6503) level. Both courses are offered together. Students enrolled in Education 6503 will be assigned a post institute project.

For further information, contact:

Dr. Michael McGowan

Ph: (506) 452- 0486

mmcgowan@stu.ca

Making the Grade

Report card day — a time that used to strike fear in the hearts of many youngsters years ago is nothing to worry about, according to most kids today. That's because educators concentrate on a child's accomplishments in the note that's sent home to Mom and Dad, rather than pointing out his/her weaknesses.

As a grade 2 student, Collin Wiggins is an old-hand when it comes to report cards. The little boy said he never worries about what his teacher writes about him because it's all good. His classmate, Joe Perdue, said sometimes he's a little nervous on report card day. 'I usually get good stuff said about me though. My parents usually say congratulations.'

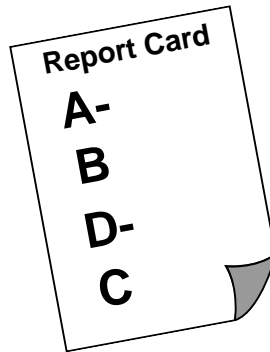
Chris Treadwell, principal of Park Street Elementary School, said report cards have changed over the years and, in writing them, teachers now focus on the positive aspects of a child's academic achievements and his/her behaviour in class. "We're much more precise in what we're expecting kids to learn each year. So teachers are communicating to parents not just their perceptions of what students have learned but, somewhat objectively, what students have achieved. There is no room for negative comments on a child's personality, behaviour and academic skills on report cards," Treadwell said.

"Sensitivity to the child's self-esteem is something all teachers are much more aware of," he added. "Report cards aren't meant to be used to put kids down but are meant to be opportunities for teachers to tell parents of the areas where they've had success and also where areas of growth could be achieved."

Teachers are expected to communicate with parents throughout the school year and address issues as they arise. Grade 2 teacher Tessa Walsh has spent more than 10 hours, at night and on weekends, at her computer preparing report cards. Even though it's a time-consuming job, Walsh said, she doesn't mind. The reports she writes gives her a chance to tell parents how well their children are doing, above and beyond the notes she

sends home and the phone calls she makes throughout the year.

"There should never be a time that parents are surprised about how their child is doing. I have enough communication with the parents that if there is an area of concern, they would know about that prior to report cards going out," Walsh said.



Corine Coburn teaches kindergarten at Harvey Elementary. The report cards she prepares are a milestone for the children and their parents. "It's an exciting time for the kids and their parents. I tell the children I'm writing about how well they're doing in school. Sometimes it's a big deal for the parents because they want their child to succeed."

She keeps anecdotal records about their personality and their behaviour, which she adds to the report cards. "I realize this is in print and it will be read by the family. This is very

important." When she was a student, Coburn said, she didn't look forward to report card time, but for kids today receiving them is a much more positive experience.

"The children receive three report cards in the run of a school year. When parents read the first report that's issued in November and compare it to the one that will be handed out at the end of the school year, in June," Coburn said, "It's amazing to see each student's development."

Heather and Kent McFadyen weren't expecting their twin boys would be bringing home their first report cards in November, since they're in kindergarten. But Matthew and Nickolas McFadyen's mother said she would be putting them in a keepsake book. "This will be an event. The first report card is a milestone. It's the beginning of the notability of their progress. When they bring them home, we sit down and look at them together and talk about what their teacher has said."



Positive Playgrounds

Have you ever noticed ...

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If you said yes... Positive Playgrounds Program can help! A proactive approach to dealing with behaviors on the playground and in schools, with an emphasis on the importance of physical activity to the health and well-being of all individuals. It is currently being used in schools, recreational programs and pediatric diabetes programs across Canada.

Positive Playgrounds Program Manual and Comprehensive Resource of Outdoor and Indoor Games gives you all the tools you'll need to implement and teach K-6 students traditional and cooperative games that **encourage positive social skills and physical fitness**. Easy step-by-step program instructions and over 180 games (researched and field tested) to plan your own Positive Playground and to incorporate into your Physical Education program.

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Read-a-Thon Promotes Schools' Need for Books



An MLA, a CBC personality, Fredericton Mayor, and the Lieutenant-Governor recently teamed up for a Celebrity Read-a-Thon to promote the need for more literature in school libraries.

Fredericton-Fort Nashwaak MLA Kelly Lamrock, Mayor Les Hull, CBC personality Terry Seguin and Lieutenant-Governor Hermenegilde Chiasson treated children to a public reading at the Chapters bookstore.

Lamrock, who organized the event, said there is a desperate need for new literature in school libraries. "I strongly believe that well-stocked and well-staffed school libraries are crucial in helping children develop literacy and critical-thinking skills," Lamrock said. "We encouraged local children and their parents to come to Chapters. Each school was invited to submit a list of books they would most like to add to their library collection."

While at the read-a-thon, parents were encouraged to purchase a book for their child's school, Lamrock said. "All listed books will be sold at a discount by Chapters and the school with the greatest turnout was awarded a \$100 Chapters gift certificate. This gives the children a chance to hear stories and for the schools to register for the book discount. It is very important to be able to read and write and libraries help develop an intellectual curiosity in children," he said.



Story Time: From left, Alisha Michael, 5, and Alex MacMillan, 6, kindergarten students at Forest Hill Elementary School, listen as Fredericton-Fort Nashwaak MLA Kelly Lamrock, Lt.-Gov. Hermenegilde Chiasson and CBC personality Terry Seguin read to them.

Italian Campaign Victory in Europe D-Day Liberation of Holland



Over the next twelve months, Canadians will commemorate the 60th anniversaries of a series of events which defined who we are as a nation and what we can accomplish together.

These also represent one of the last opportunities for large numbers of WWII veterans to participate in the commemoration of the proud history they helped create.

Help celebrate these defining moments in the Story of Canada and honour our WWII veterans by hosting a Memory Project speaker to talk with your students about the anniversary, and share his or her own personal story of service and sacrifice during World War Two.

Participating schools and community groups can win great prizes - books, computers and more!

Call the Memory Project at 1-866-701-1867 or email memory@dominion.ca to host a veteran visitor in the weeks surrounding these important dates in our historical calendar.

www.thememoryproject.com



The Memory Project is an initiative of the Dominion Institute - a nationally registered charity dedicated to the promotion of Canadian history. Ce programme est également offert en français.

Reading Can Open Many Doors

by Hermenegilde Chiasson

Reading in this day-and-age has become not only a common ground but something that we take for granted. We have all heard the heroic stories from days of old, when children would march kilometers in the snow to reach a one-room schoolhouse where a dedicated teacher would try to instruct many grades, while selling the virtues of education to parents who were not always convinced. Thank heavens those days are gone – or so we would like to believe.

One common myth about education nowadays is the idea that availability has erased all the stigmas of denied access to the world of knowledge. It is not necessarily so. There are still many obstacles to the dream world where everyone can read, write, understand and communicate. There are still major obstacles that we continue to face – as a society and as a civilization.

Literacy is a new word for many of us. It has different levels of meaning. It could pertain to people who cannot read at all and who have to find incredible motivation to return to education at an age when there are all the reasons in the world for not doing so.

There are children, and even teenagers, who can read but who cannot connect the mental activity of deciphering a text with the meaning contained within.

On both fronts, we in New Brunswick face very high levels of deficiency. It is time for us to be alarmed about this situation – and time for us to take action. Reading is an activity for which all of us entertain various degrees of guilt for not doing as much as we would like. Life is a full-time job and reading often comes low on a long list of priorities.

However, there is a time in our lives when reading is crucial, and it is long before we all become so busy. Early childhood is the age when books are more than a pastime. They are a means of opening the imagination while furthering access to literacy – that is, the full

understanding of what is being transmitted by that very old code of writing; the first efficient one, and indeed, the one that still works.

Herve Fisher, a philosopher who has concentrated his thoughts on computer technology, says that we are not able to open files that have been created by software 10 years ago, but you can still take a book 10 centuries old, open it and immediately have access to its contents. Without doing away with such essential and efficient tools as computers, we must admit that books are strong competition with screens of all kinds, these days.

Children love stories, they love the books that contain them, but they especially value the time that you spend reading to them.

Children associate the act of reading with intimacy, with the time when they can have an adult all to themselves. Of course it takes time, but this is part

of the harmonious relationship of knowledge, imagination and affection. It has priceless results. Not only will the child appreciate these moments, but they will stir his/her curiosity and generate the urge to access the fantastic universe contained in the books being read to him/her.

Some children have been known to read long before they reach school age – but whether they do or not, reading has been proven to

produce superior results in school.

School represents a major, yet delicate step in the child's relation to reading. All of a sudden, books, which had

been so pleasing, now become a source of disagreement. Books now equal "homework." This passage from play to work represents a major adaptation, not only in terms of reading, but on a global basis.

There is great probability that the



Hermenegilde Chiasson

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teenager who reads *Great Expectations* because he has to write a book report will not develop a very harmonious relation with literature and with reading as a form of enjoyment in knowledge.

We have to be very conscious that new ways are found to foster a love of reading since this exercise is central to the acquisition of knowledge in whatever form it may present itself. It may start at school by a better understanding of mathematics, which is first presented as reading material before it translates itself in equations and solutions.

Making the connections between

these operations necessitates a knowledge and a practice that are the product of literacy. This also applies, in a general understanding of translating written codes, in directions for our everyday life –

“ Without doing away with such essential and efficient tools as computers, we must admit that books are strong competition with screens of all kinds, these days.”

from reading a medical prescription to learning how to pilot new computer software (hence, the expression "being computer literate").

Since the beginning of the year, I have been invited to schools and to libraries for what I would describe as celebrations of literacy. The plan is to instill a love of books and reading in the minds of young children. I usually read to them and talk about the stories and the role of books. This brings us to their lives and the importance of reading as a way of opening a door to a world of fantasy and knowledge. The idea is to show that reading is "cool."

I am told that boys usually have a problem with reading. They believe that it shows them as weak and effeminate. Some teachers

have come up with great ideas to change this opinion, and influence students in subtle ways.

At one school where I went to read poetry that the students had written, the principal had asked people from different walks of life to participate – among them, a policeman who came in his working garb, bullet-proof shield and gun included. It created an image that I will never forget.

At another school, they asked hockey players to read to young children. I suppose that having the Lieutenant-Governor doing the same thing adds some credibility to the idea that reading is not only important, but essential.

I have no doubt that with such efforts, reading will soon become the coolest activity in the schoolyard (or so we would like to believe). It is definitely something to wish for, and to expect soon.

Many people are concerned with literacy, which goes far beyond the love of books. But for many adults, books are still a mystery. Illiteracy is everyone's business and we can all help to improve it. This is why I urge you to read to a child, the same way I urge children to ask their parents to read to them. This will prove to be a most worthwhile gift – the gift of our time – something we all have in limited quantities, but something that will definitely make a difference in eliminating this knowledge deficit as an investment in the future.

Hermenegilde Chiasson is the Lieutenant-Governor of New Brunswick. He writes this column for The Daily Gleaner once a month.



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Announcements

Global Education Resource

This resource provides all the necessary information, tools and resources to easily incorporate the teaching of global issues into the classroom. The package includes: • A starter educational resource entitled *Teaching Global Issues* • 1 booklet from the VIDEA Global Learner Series • 1 copy of the VIDEA Sweatshop Series with accompanying Facilitator's Guide • Feedback questionnaire

For further information, contact: Lynn Thornton, VIDEA, Tel. (205) 385-2333, info@videa.ca, <http://www.videa.ca>

Online Educa Madrid 2004

Madrid to host Online Educa Madrid, fourth international conference on technology-based learning and training, May 12 to 14, 2004, Palacio de Congresos y Exposiciones de Madrid. The conference language is Spanish. For further information in English you can visit our website www.online-educamadrid.com or request more details through info@online-educamadrid.com.

Professional Development Program

Palaeo Week for Teachers 2004 is a program which offers first-hand experiences in palaeontology and geology. Scheduled for July 19-23 at the Royal Tyrrell Museum in Alberta, teachers will work with Tyrrell educators and palaeontologists and get the latest scientific information available, with a host of resources to help apply the information in the classroom.

Palaeo Week for Teachers is a recognized PD opportunity and may be eligible for funding. For more information, call 310-0000 then (403) 823-7707 or visit www.tyrrellmuseum.com

Sunbury Shores Summer Program

Sunbury Shores Arts & Nature Centre offers courses and workshops which use the rich natural

environment of this region as a source of artistic inspiration and scientific exploration. The Centre contains artists' studios, a printmaking shop, a pottery studio, exhibition gallery, and a library. The Program this summer includes: Painting, Drawing and Mixed Media, Crafts, Nature Workshops, One-Day Nature Excursions, Children's Workshops, and a Pre-School Workshop.

For further information, tel. 529-3386, fax 529-4779, e-mail: info@sunburyshores.org, website: www.sunburyshores.org

Disability Awareness Week

Disability Awareness Week, *Put our abilities to work for you*, will once again take place this year from May 30 to June 5. Take part to help promote the participation of people with disabilities in the labour force. Numerous activities are planned, such as: • provincial Kick-off in Campbellton on Saturday, May 29th; • Legislative Breakfast; • job placement contest; • promotional

items for sale; • t-shirt day on Friday, June 4th; • employment promotion quiz; • Walk 'n Roll challenge across the province on Friday, June 4th; • as well as several other activities in your community.

For more information, please contact: Disability Awareness Week, Tel: 1-800-442-4412
Website : www.gnb.ca/0048

Genomics and Proteomics Education Website

The Genome Education Centre is a new education web site aimed at students, teachers and the generally curious. The Genome Education Centre contains valuable information about the many aspects of genomics and proteomics research. It includes fact sheets, easy-to-read and understand texts, interactive games, activities, a glossary of terms and information on important Canadian researchers. This fun, entertaining and new web site can be found at: www.genomeeducation.ca.





IT'S SPRING!



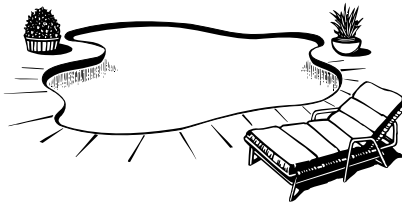
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