

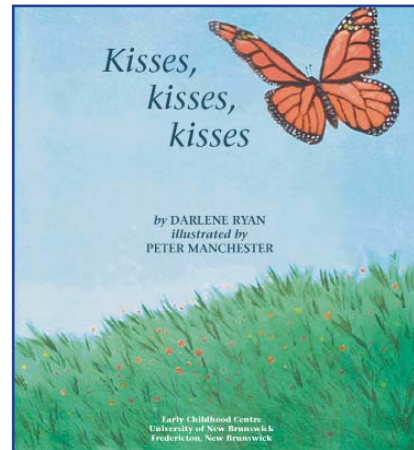


April 2010
Vol. LII No. 4

NEW BRUNSWICK TEACHERS' ASSOCIATION

Books for Babies

**NBTA
Sponsors
*Born to
Read*
Program**



Council Day

May 7, 2010



Full information and registration:
www.nbta.ca

Elementary - Fredericton
+ Art Strand

Middle Level - Miramichi
+ Music Strand

High School - Moncton
+ Alternate Learning Sites Strand

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The deadline for the
next *NBTA News* is
May 13



A Message from the President



At this point, let's acknowledge that some of our systemic story is the pressure that exists within our system, the pressure on students and teachers to perform on standardized assessments, the pressure to meet everyone's needs with very diverse classes, and more.

History – telling the story of past and/or significant events – is made every day. How often we say “There’s a story there!” – and there is. So here are some of my recent stories.

Once upon a week in March, I attended the UN Commission on the Status of Women meetings in New York, as part of the Canadian Teachers’ Federation (CTF) delegation, to support the Beijing Platform of statements, developed 15 years ago. As Jan Eastman, Deputy Secretary of Education International (EI) stated in her address to the Plenary Session at the UN, “This 54th Session is a critical gathering of the Commission on the Status of Women – marking Beijing +15. It is a time and a forum for us to reflect upon the 12 areas of the Platform, assess gains made, but more importantly, assess what should be done by Governments in partnership with unions and civil society to advance women and girls, and achieve real equality between women and men.”

There were 8000 registrants, most of whom were women. There were statements by delegates and government representatives, meetings organized by NGOs (Non-Governmental Organizations), caucus meetings, official functions, numerous side discussions, position writing, and more. Throughout the world we and many of our societies have come a long way with action to support women and children, but there is still a lot more work to be done, including work in our own backyard. We cannot be complacent about equality, social justice, and a global vision for development and peace, given they affect women, children and families, in our world. Everyone, both women and men, needs to be diligent and work together for “equal rights, equal opportunities – progress for all”.

What stories do we have to tell in our world of New Brunswick schools in making progress for all? There are many projects and creative learning opportunities in schools, much directed at citizenship building. We celebrate the

dedication these opportunities represent, knowing that there are thousands of other stories of success: stories of very specific knowledge and intervention, stories of challenge that are shared in different venues – to celebrate, to inform colleagues, and to seek support.

At this point, let’s acknowledge that some of our systemic story is the pressure that exists within our system, the pressure on students and teachers to perform on standardized assessments, the pressure to meet everyone’s needs with very diverse classes, and more. We all know that the classroom make-up and expectations of teachers and the system, have changed significantly in recent years, creating an additional and heavier load on the work of us all as educators.

Think of the story that can be told of the new teacher, or the newly assigned teacher. She/He might say that the expectation was that he/she hit the road running, with all the knowledge and skills, even though the time to learn and absorb some new skill or program has not yet occurred. Time needs to be a realistic factor. Changing the story line often will not strengthen the theme (learning).

Can we rely on all partners to support our system, instead of refusing to acknowledge the increasing pressure and stress? I applaud our Minister of Education, the Honourable Roland Haché, for his unfailing support of teachers; he states frequently that we all need to be allies and partners in education. Bravo! We need that – and want that true partnership.

The cliffhanger in this story for all partners is - where to next? We need to allow teachers the professional discretion and responsibility to teach the prescribed New Brunswick curriculum, collaboratively and responsively, as we seek to prepare students for the known, and yet-to-be seen, world of the 21st century...

The recurring theme in all our stories needs to be balance: balance in all aspects of life - and living that balance.

Long Time Coming

For the First Time, All Atlantic Provinces Teachers' Associations' Presidents are Female!



History Has Been Made!

Pictured above with CTF President Mary Lou Donnelly (centre) are from left to right: Alexis Allen - NSTU, Noreen Bonnell - NBTA, Lily Cole - NLTA, Monique Caissie - AEFNB, and (back row) Carrie St. Jean - PEITF.

Attention 2010 Retirees!

Teachers retiring in 2010 will, for the first time, be able to choose the option of having a donation made in their honour to the Children's Wish Foundation, rather than receiving the traditional plaque, featuring the NBTA stained-glass window. Those retirees wishing to choose the option of a donation must contact Karen Vautour at the NBTA by April 30th (karen.vautour@nbta.ca).



*These donations are not individually tax-deductable as it is the organization making the payment.



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Editor: Blake Robichaud

Editorial Assistant: Eileen McNeil

Graphic Artist: Eileen McNeil

Printed By: NBTF Printing Services

Member: CEPA

Address all correspondence to:

The Editor, P.O. Box 752,

Fredericton, N.B., E3B 5R6

Telephone: (506) 452-8921

Fax: (506) 453-9795

E-mail: nbtanews@nbta.ca

Web: www.nbta.ca

Melinda Cook Named NBTA Deputy Executive Director



The NBTA Executive Committee has named Melinda Cook as Deputy Executive Director of the Association. There is no separate hiring to fill this position. It is an additional role assumed by a member of the current Staff. The NBTA Deputy Executive Director assists the Executive Director (Larry Jamieson) in all duties, including in an expanded capacity during Negotiations as part of the Strategies Committee. The position was previously held by Larry Jamieson and had been vacant since last year.

Melinda Cook joined the NBTA Staff in 2002 as Director of Finance, following several years as a Member of the Board of Directors and having served on the Executive Committee. A native of Grand Manan, she taught at all levels at island schools and was a vice principal. Her background includes Bachelors degrees in Science and Education and a Masters Degree in Science Education.

As a member of the NBTA Staff, her role has expanded far beyond her original assignment in Finance. Among Melinda Cook's notable contributions are producing "*A View from the Front Line*," the NBTA Report on Inclusion that heavily influenced the McKay Report, and the *NBTA Position Paper on External Assessment*. A member of the NBTA Professional Issues Team, her research and efforts have also resulted in significant *improvements to the provincial Math curriculum*.

Your Dues

by Melinda Cook, NBTA Staff Officer - Finance

Although the NBTA budget materials will not be published until the NBTA News AGM Supplement later this month, the NBTF budget is under consideration a little earlier. The following background information may be useful to you as you consider their requested dues increase.

Total \$630 — 2009-2010 Membership Fees

Membership	Amount	Approved	By Whom
CTF	\$25.80/year	CTF AGM in July 2009	Provincial Delegates voting on your behalf
Councils	\$42.00/year	NBTA AGM in May 2009	Branch Delegates voting on your behalf
NBTA	\$379.40/year	NBTA AGM in May 2009	Branch Delegates voting on your behalf
NBTF	\$182.80/year	NBTF Board in April 2009	Branch Director voting on your behalf

Yearly Membership Fees of Provincial Teachers' Organizations 2009-2010

Organization	Amount
NBTA	\$630
AEFNB	\$780
Alberta Teachers' Association	\$1059
Saskatchewan Teachers' Federation	\$721
Manitoba Teachers' Society	\$876
Elementary Teachers' Federation of Ontario	\$1.6% of salary
Ontario English Catholic Teachers' Association	\$950 + 0.12%
Nova Scotia Teachers' Union	\$690
Prince Edward Island Teachers' Federation	1.5% of salary
Newfoundland & Labrador Teachers' Association	1.25% of salary

New Policy 703

A “Teacher Protection” Policy

by Melinda Cook, Deputy Executive Director

No one can be employed in the education system in New Brunswick without being familiar with *Policy 701: The Policy for Protecting Pupils*. It is disheartening, however, to realize how many employees are not as familiar with *Policy 703: The Positive Learning and Working Environment Policy*. Designed to balance and accompany the student rights and teacher responsibilities outlined in Policy 701, Policy 703 outlines teacher rights and student responsibilities.

Policy 703, first released in 1999, has recently undergone revision. The Department of Education, after extensive consultation with NBTA and other stakeholders, made a series of updates. I believe the changes reflect positive additions intended to enhance students’ learning environments and teachers’ working environments. Although it is not possible to discuss all the highlights herein, the following points are particularly noteworthy:

- Cyber bullying has been included as a *Serious Misconduct* behaviour. Behaviours in this category, “...will result in an immediate suspension, in addition to other interventions.”
- Students who have been victimized are addressed in Appendix B. “The focus of intervention should be on assisting students who have been victimized as well as those who need assistance to address appropriate behaviour.”
- Appendix B also indicates that those students in need of behavioural interventions will have them provided, “...to the extent that it does not interfere with the learning environment of the remaining students in the class”. This clause provides an important safeguard for the learning environment of the other students in the class.
- Appendix C is an entirely new section titled *Procedures for use by School Personnel for Incidents of*

Inappropriate or Harassing Behaviour by Parents or Other Visitors. In this section, the employer has supplied teachers with the means to seek redress in instances of harassment.

- Appendix D is *Provincial Student Code of Conduct Guidelines*. Though many schools have their own Student Codes, these guidelines provide a provincial buttress for

“...the changes reflect positive additions intended to enhance students’ learning environments and teachers’ working environments...”

Codes developed in individual schools. Among the most important inclusions is the following paragraph:

A Student Code of Conduct applies to all students. This means at school, on school buses, coming to and from school, at school-sponsored events, whenever a student is representing the school, in all communications related to school events and in all interactions among students and between students and school staff.

Following this thinking to its logical conclusion would mean that all interactions based on in-school relationships *that have a direct bearing on the positive learning environment* of schools could be addressed in schools. Students need to know that the required adherence the Student Code of Conduct means, for example, that scheduling a fight for after school does not prevent the school from dealing with such behaviour if it negatively impacts the learning environment.

- The Student Code also acknowledges that teachers must take time

to actually teach appropriate behaviours – an important addition in a climate in which teaching curricular outcomes receives primary focus.

- The Student Code also specifies that teachers should be consulted in the development of a re-entry plan to the classroom for those students whose behaviour has required their removal.

In discussing these changes with the School Learning Environments Committee at their last meeting, one member asked, “Did we lose anything with these changes?” After some thought, I could not think of any losses. We may not have achieved all the gains we would have liked, but I believe the new version of Policy 703 is a much-improved one.

I am a “numbers” person. If, like me, you often think in “numbers”, you may have noticed that I have highlighted 7 inclusions, and explained that we have lost nothing (0). Therefore, I leave with you with 3 final thoughts: First, in strengthening Policy 703 and changing the title to the *Positive Learning and Working Environment* policy, the employer has acknowledged the difficult circumstances staff are dealing with because of the extreme behaviours of a small minority of students and adults. It is encouraging that they are showing concern for the working environments of all of their employees. Second, in rewriting the policy, the Department of Education has attempted to empower the system to better protect and nurture the learning and working environments in our schools. Third, although 703 was not launched with the fanfare that accompanied 701, it is equally important in maintaining the safety and security of New Brunswick students and the staff who work with them. As teachers, it is in our best interest to be as familiar with the provisions of Policy 703 as we are with those of Policy 701.

The NBTA Supports Early Literacy Sponsors *Born to Read* NB

by Blake Robichaud, NBTA Staff Officer - Communications

The NBTA will donate approximately \$1 per member for the upcoming year to help provide one of the books in a bag given to each newborn in this province by the *Born to Read* program. Coincidentally, the number of expected births in Anglophone regions of NB is about 5500, the same total as NBTA membership. In short, it equates to each teacher contributing to a book for each newborn. The book *Kisses, Kisses, Kisses* was written by Darlene Ryan of Fredericton, illustrated by Peter Manchester of Sackville, and published by the UNB Early Childhood Center. Goose Lane Editions of Fredericton is responsible for the art direction. The NBTA Logo will be featured on the back page of the book, and the Association will be credited in the *Born to Read* NB brochure and on its website. *Kisses, Kisses, Kisses* is available through the UNB Bookstore.

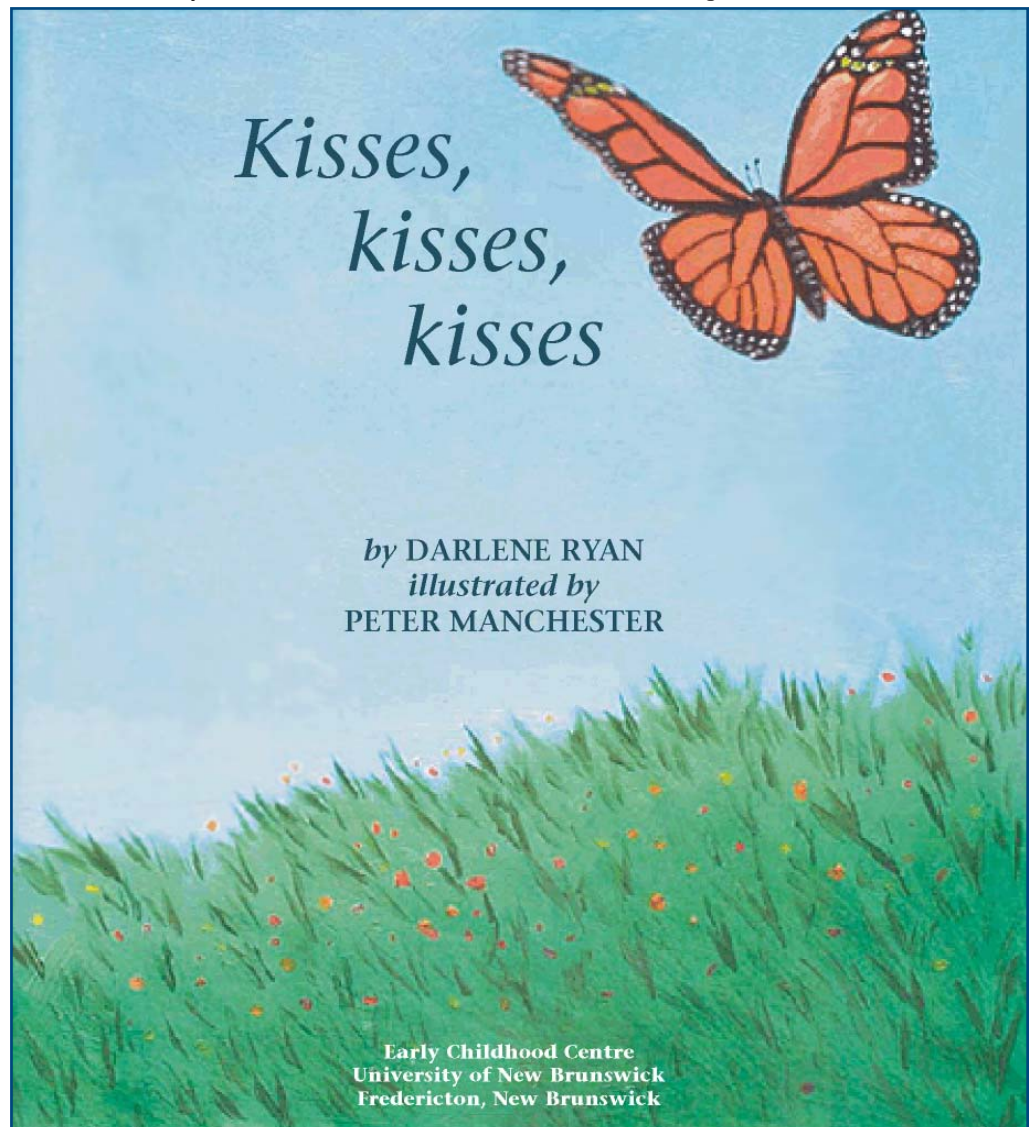
Born to Read is an early childhood literacy program designed to deliver the message of the importance of reading aloud to children from birth. It was patterned after a very small program in Quebec, but started in this province in St. Stephen in 1991 by Shirley Downey and the Heritage Chapter IODE. It soon became a provincial IODE project. In 1997, NB Lieutenant Governor Marilyn Trenholme Counsell, demonstrated her commitment to the concept by donating the

pension she had earned as an MLA to buy books. Her vision was that

“In short, it equates to each teacher contributing to a book for each newborn.”

a bag of books be provided to every baby born in New Brunswick. As

a result, Literacy NB Inc provided administrative and fund raising support to gather partners to make this a reality. Francophone organizations offer a similar program known as *Le Gout de Lire*. Financial assistance from the provincial government has been made available since 2000. The NB Department of Social Development commits funds to pay for the small bag and one book.



Born to Read

by Blake Robichaud, NBTA Staff Officer - Communications

...Baby - Gives as he Received. Robbie Hanson

The life and experiences of one of the first infants to receive a bag of books in the *Born to Read* Program seems like a Hollywood story. Robbie Hanson was one of the first group of 100 St. Stephen newborns to receive a little red bag, which in those early days were hand-sewn by the local IODE. From the age of five, Robbie faced significant health issues, requiring treatments at the IWK Hospital in Halifax. During some medical tests, Robbie had to lay still for as long as 12 hours at a stretch, and reading became a lifeline. Eventually, his skills developed to the point where he began to read to some of the other children in the facility.

The years have flown by, the red bags are now handed out province-wide, not just in St. Stephen, and Robbie will graduate from St. Stephen High School this June. Despite his continuing health challenges, he has received high achievement in scouting, worked as a leader for Beavers, is active in his church, and taken part in the NB Youth Career Connections Program - Service

“During some medical tests, Robbie had to lay still for as long as 12 hours at a stretch, and reading became a lifeline.”

Learning Project 2009. A very good student, he plays many sports and is a member of the Spartans Basketball Team. Recently, he and his teammates donned their jerseys and traveled to St. Stephen Elementary School where they read to the students.

The little red bag that Shirley Downey sewed and gave to him almost two decades ago remains one of his prized possessions. Robbie Hanson plans to attend UNB in Fredericton this fall with the goal of becoming a high school teacher.

...Founder - The Reward of Seeing Children Blossom. Shirley Downey

Shirley Downey shuns the limelight except when it benefits the program to which she has given so much.

She retired from the bank early in order to devote her time to the program she began and loves. Downey says it's amazing to see how the view of early literacy has changed, “In 1990, people laughed at me when I talked about reading to babies, but now they are holding book showers.” She believes that many problems in schools can be avoided or at least minimized by early exposure to books and the essential bonding that a parent reading aloud to a child can create.

“When kids come to school ready to learn, they are less likely to struggle and act out, and when they feel good about themselves it's rare that they become bullies. It costs a lot less to prevent problems

than to fix them.”

Shirley Downey downplays the honours she has received for her involvement with *Born to Read*. “I've met so many wonderful people I never would have dreamed of knowing, but nothing compares to watching some of these kids we've helped reach their full potential, and in turn give to others.”

“When kids come to school ready to learn, they are less likely to struggle and act out...”



Born To Read NB founder Shirley Downey (right) with Robbie Hanson and the bag he received in 1992.

Haiti Relief

The New Brunswick Teachers' Association has donated \$5500 to assist with relief in the wake of the Haitian disaster. The funds will be directed to Education International, which has set up a special fund. The decision to donate was made by the NBTA Executive Committee in its regularly scheduled meeting on Friday, January 15, 2010, and equates to approximately \$1 per member.

Congratulations to Two of “Canada’s Outstanding Principals”

by Blake Robichaud, NBTA Staff Officer - Communications

Canada’s Outstanding Principals recognizes the unique and crucial contributions of principals in publicly-funded schools. It is a program of the Learning Partnership, a national not-for-profit organization dedicated to championing a strong public education system in Canada through innovative programs, credible research, policy initiatives, executive leadership and public engagement. New Brunswick’s two 2010 recipients were honoured at a special dinner in Toronto following a week-long institute on executive leadership at the University of Toronto’s Rotman School of Management.

“We want young people to look back fondly and remember being surrounded by people who cared about them and gave them a solid foundation for the future.”

Beth Horgan – St. Malachy’s Memorial High School, Saint John

Beth Horgan’s pride in her school is palpable, and she is keenly aware of her responsibility to maintain the nurturing culture of the “St. Malachy’s Family.” She sees her role not in isolation, but as one of a series of principals who have been entrusted with guiding the school. “As principal, I have to ensure that St. Malachy’s continues to grow during my time in a leadership role. We work hard and have high expectations in everything we do, be it in academic achievement, athletics or other programs.” She says that you can accomplish nothing by yourself, and credits an absolutely wonderful group of students, parents and teachers, with a special recognition for the school’s three vice-principals (Alan Davis, Michael Whelton and Andrew Keleher).

Beth Horgan has been a lifelong resident of Saint John and her varied teaching experiences have all been in and around the Port City. Her

roles have included teaching History, English and French Second Language courses, guidance responsibilities, and duties as an administrator in several schools. St. Malachy’s is



very special to her because it retains a small school atmosphere, despite having a student population of over a thousand.

Beth sees the importance of continually working towards improvement and looking at the school through new eyes. “We can’t be

the same as we were 10 years ago. It’s vital to be on the cutting edge of research.” She values collaborative processes, such as Professional Learning Communities, and views it as a principal’s responsibility to encourage and support the continual growth of teachers, while safeguarding their well-being. Being a professional means constantly adjusting and doing what is necessary to be current.

“We shouldn’t be afraid to be passionate about what we do. Young people pick up right away on enthusiasm.” Beth Horgan believes school staffs do make a difference in the lives of young people. Developing the skills in students that will allow them to meet the demands of the changing world is key, but it’s also vital that they feel they can make contributions and a difference individually.

New 2010 Summer Courses at the HUNTSMAN

The Huntsman Marine Science Centre in St. Andrews, N.B., is running some new, fun hands-on marine biology courses alongside its traditional ones.

For students age 15-18, there are two summer courses, July 11-16 and August 3-7.

There will also be a **teachers’ institute** July 26-30, designed to assist teachers in delivering science in the classroom in a fun, hands-on way.

New this year are three ocean exploration ecotourism courses. For more information on our courses, please visit www.huntsmanmarine.ca, call (506) 529-1200 or email huntsman@huntsmanmarine.ca

“It’s Not a Principal’s Award, It’s a School Award”

Mike BeLong – Hillcrest School, Moncton

A significant percentage of Hillcrest School’s student population of 265 students (K-8) are from out-of-zone, and in a brief walk through the hallways at lunch hour, one of the reasons was apparent. A Moncton newspaper had featured a story about the principal receiving the

Outstanding Principal Award the previous day. “Congratulations Mr. BeLong,” said several students as they passed by. “He’s the reason I came to this school,” volunteered another.

Busy, happy, and proud are the most apt descriptors of the kids. A large number were playing sports in the gym, others were off to clubs and other noon hour

activities. They come from a wide-variety of socio-economic backgrounds, are enrolled in different programs, but as Mike BeLong points out, “They’re all the same here. We show kids that we care. It’s not what you say, it’s how you say it.”

Mike BeLong says Hillcrest’s successes are the result of a group effort, involving not just the school staff, parents and students, but also many external partners who have been

willing to assist with school projects.

“Teachers really help me do the best things for the school. My role is to let great teaching happen, empower them as leaders, and find support for them if they need it. We want people to be happy.” He says the staff feels comfortable

plete with rallies, logos, bookmarks and pens), and a quarter million dollar playground expansion/renovation, but a **climbing wall** in the gym is clearly special to Mr. BeLong. Realized through the assistance of a variety of partners, including two retired art teachers, **the wall is**

painted like a mountain and includes images such as a waterfall, dinosaur head, skull, drama masks and an eagle (the school mascot). During its creation, it offered unique learning experiences to students as it was the subject of art lessons, writing assignments, and other activities.

It was a school-wide,



Mike BeLong and the climbing wall mural at Hillcrest School

coming into his office and talking, whether it is about their teaching or their lives beyond the school. BeLong says that people, including himself, can get stale if they keep doing things the same way year after year. Change is good, as long as it is gradual and properly supported.

There have been numerous valuable initiatives introduced at Hillcrest over the past decade, including a Ban on Bullying Program (com-

cross-curricular project.

School Secretary Bev Soucoup says, “Kids always come first with Mr. BeLong, and he gives credit for so many things to others, but never to himself.”

As the interview ended, BeLong added, “Make sure you mention the Vice-Principal, Peter Trainer. He is amazing and has been an instrumental part of our success here.”

Point taken.

2010-2011 Educational Leaves

In a recent joint announcement, Education Minister Roland Haché and Federation Co-Presidents Noreen Bonnell and Monique Caissie, released the names of the Educational Leave recipients for the 2010-2011 school year. In all, fifty-one (51) NBTA and twenty-one (21) AEFNB members received leaves for the purpose of retraining, specialization or professional growth.

Educational Leaves awarded to NBTA members amounted to approximately \$2,027,137. Because of the mix of full and part-time leaves, the Committee was able to grant 51 leaves. In the past few years, NBTA leaves were awarded as follows:

2000-2001 — 45 leaves at \$1,271,000
 2001-2002 — 47 leaves at \$1,255,292
 2002-2003 — 37 leaves at \$1,336,054
 2003-2004 — 43 leaves at \$1,375,736
 2004-2005 — 39 leaves at \$1,440,406
 2005-2006 — 48 leaves at \$1,459,361
 2006-2007 — 47 leaves at \$1,552,555
 2007-2008 — 48 leaves at \$1,641,185
 2008-2009 — 47 leaves at \$1,761,005
 2009-2010 — 51 leaves at \$1,917,167
 2010-2011 — 51 leaves at \$2,027,137

Educational Leave Committee

The Educational Leave Committee, established under Article 37 of the Collective Agreement on January 14, 2008, to complete the difficult task of selecting this year's educational leave recipients. The Collective Agreement specifies that the Committee will be comprised of 8 members representing the Department of Education, the Superintendents, and the NBTA, AEFNB and NBTF. The composition of the Committee is as follows:

- Dawn Weatherbie - Dept. of Education
- Marcel Lavoie - Dept. of Education
- Andrew Hopper - Dir. of Education
- Claude Giroux - Superintendent
- Noreen Bonnell - NBTA
- Monique Caissie - AEFNB
- Larry Jamieson - NBTF (Secretary)
- Louise Landry - NBTF

Process

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

Criteria

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

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

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

Leave Statistics for 2010-2011

- There were 130 applications from NBTA members.
- Funds available for educational leaves, determined by the formula in Article 37.03 of the Collective Agreement, were \$2,027,137; the AEFNB share was approximately \$910,743.
- Fifty-one (51) leaves (full and part-time) were granted to NBTA members.

- Forty-two (42) leaves were granted to females and nine (9) were granted to males.

Leaves Awarded

K-8	32
Grades 9-12	19

To Achieve

CERT V	17
CERT VI	10
Masters	17
Other	7

Areas of Study

Administration	7
Curriculum Studies	9
French	1
Exceptional Learners/ Spec Ed/Spec. Needs	8
Guidance/M&R/ Resource/Counselling	8
Literacy	4
Mathematics	1
Technology	3
Other	10
Total	51

Conclusion

When all is said and done, fifty-one (51) NBTA members will be happy to be receiving an Educational Leave, while seventy-nine (79) members will be disappointed, and at least some of these members will feel frustrated by the process. The one thing that can be said is that the Committee did its best to weigh all of the criteria, consider all of the factors and award the leaves as fairly as possible.

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

The NBTA recipients for the 2010-2011 school year are listed by district. The length of the leaves varies from four months to a full academic year.

2010-2011 Educational Leaves continued...

Dist.	Name	Period	Dist.	Name	Period
02	Sylvie Arseneau	Year	10	Heather Bell-Williams	6 months
02	Christine Aube-Savoy	Year	10	Denise Concepcion	6 months
02	Tracey Carter	Year	10	Patricia Deering	Year
02	Donna Dealy	Year	14	Linda Ayotte	Year
02	Shannon Doyle	Year	14	Eleanor Foran	Year
02	Jennifer Flanagan	4 months	14	Suzanne Galipeau	5 months
02	Donna LeBlanc	Year	14	Pamela Green	Year
02	Carole MacLean	Year	14	Ellen Hatt	Year
02	Colleen Simmonds	Year	15	James Ryan	Year
02	Cynthia Steeves	6 months	15	Donna Winton	Year
02	Charlene Vienneau	6 months	16	Kevin Girouard	Year
06	Mary Clarke	5 months	16	Darcie Mutch	4 months
06	Christine Davis	Year	16	Kimberley Sears	Year
06	Karen Hayden	6 months	16	Marie Walsh	Year
06	Dacia Robertson	Year	17	Debbie May	Year
06	Stacey Stairs	Year	17	Randy Smith	Year
06	Joanne Urdang	4 months	17	Jeffrey Ward	Year
06	Darren White	Year	18	Francis Bennett	Year
08	Maureen Beckwith	Year	18	Sally Hirst	6 months
08	Gloria Dobbelsteyn	Year	18	Diane Langille	Year
08	Sandra Harrington	5 months	18	Jeanne Norrad	Year
08	Jaclyn Hetherington	4 months	18	Barbara Pierce	Year
08	Carolyn Jackson	Year	18	Tanya Smith	6 months
08	Susan Pitman	Year	18	Jeffrey Whipple	6 months
08	Gary Sullivan	4 months	18	Signe Williams	6 months
08	Tanya Whitney	Year			

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“Some Things are Worth Repeating”

by Ardith Shirley, NBTA Staff Officer - Professional Development

In April of 2002, my predecessor Nancy Roach wrote an article entitled “Get a Raise!” that received more feedback from NB teachers than almost any other of her six years worth of articles. In it, Nancy reflected on her path to upgrade her certification from a 2-year Teachers’ College program to her eventual completion of three degrees through extension and part-time courses. She also celebrated the financial gain that this professional learning awarded her.

I well remember reading that article in 2002. At the time, I was just completing my own Masters Degree - after three years of part-time study - while juggling my duties as a teaching vice principal at a middle/high school! Looking back, I do wonder how I managed all of the competing priorities. And, while I must have been busy, tired and perhaps frustrated at times, the memories that remain with me most are those of the many wonderful educators I met as a result of our

common learning goals. I also remember how stimulating it was to be able to take the ideas we were discussing in class and try them out in practice.

I can’t pretend it was all rosy. I distinctly recall driving home after the first class and calculating that it would take 288 hours of driving back and forth to classes to complete the degree, not to mention time spent in class, on assignments and the financial investment of tuition and gas money (Thankfully the evolution of online programs have helped increase accessibility for those in more rural areas). I felt so discouraged and overwhelmed. I also have to admit that I probably would never have gotten through it (actually even got started) if it weren’t for the two dear colleagues who embarked on the quest with me. (As a matter of fact, if I recall correctly, they decided they were starting and simply told me, “Get in the car!”) One class at a time was our motto, and together we endured the two-

hour commutes back and forth to class and laughed our way through 10 of our 12 courses together.

(Thanks for those memories Trace and Jackie!)

Even better was the end result – the degree that qualified me for Certificate VI and the pay raise that went with it! Besides the obvious financial gain, I also have to acknowledge that completing a Masters while still a relatively early career teacher has afforded me many opportunities that otherwise would not have been possible. In summary, it was well worth the effort!

In hopes of encouraging those of you who may be considering a certification upgrade, I felt that a few excerpts from Nancy’s original 2002 article were definitely worth repeating...CAN you believe that we are just a month short of eight years since its original publication?)

P.S. I have taken the liberty to update the stats as well as the financial incentive based on our current contract.

Get a Raise!

by Nancy Roach (excerpt from NBTA News Vol. XLIV, No. 8 - April 2002)

It is often said that teaching is a calling. Yeah, someone invariably replies, we sure don’t do it for the money!! True, no one stays in teaching for the salary, but let’s be realistic. Everyone likes to get paid and a raise always feels right! Everyone wants to be remunerated in a way that reflects the value of the hard work we do. I guess that is why I found the statistics about New Brunswick teacher’s certification levels such a surprise. I was somewhat surprised to learn that there are **921** teachers in the province with a Certificate IV, but I was even more astonished to discover that there are over **3603** teachers working in classrooms with a Certificate V.

This is not to suggest that any of these teachers are not qualified or

not working very hard but I question why anyone would continue to work so hard and get paid less than they deserve, or could potentially be paid?

How can you guarantee that you get that raise? Upgrade your certification! The difference between a Cert IV and Cert V is **\$6288** (top of scale) in the first year. More than enough to recover the costs of taking the courses, and that raise stays with you for the rest of your career, impacting not only your take-home pay, but your pension as well. Same goes for the upgrade to Cert VI.

I know how difficult it is to take courses and teach full time. I started teaching after two years of Teachers College (making the grand sum of \$4600 per year!) and completed

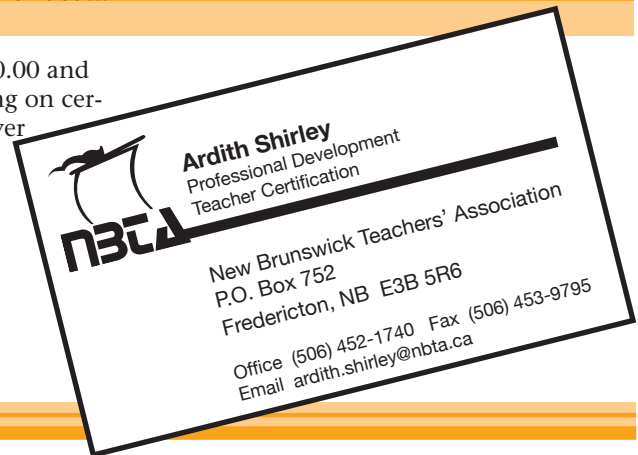
three degrees through extension courses. No, it wasn’t fun, or always easy. But I just couldn’t accept working as hard as the person across the hall but being paid less!

I want to encourage each of you who are not at your maximum certificate level to consider taking the step and starting the course work. Begin with just one course and take it from there. You may be surprised what it feels like to be back in the classroom as a student, exposed to new ideas and stimulating conversations, and you may find that the learning makes your teaching more effective. If nothing else, you will be on the road to a higher pay cheque.

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

Final thought: I often hear later career teachers lamenting, "I only have a few years left, it's too late for me to get enough return on my investment." Think again! Larry Jamieson and I ran the numbers a few years back and the impact a certificate upgrade even in your last five years of teaching could make over the course of 25 years of retirement (including your increased severance)

was between \$131 000.00 and \$294 000.00 depending on certificate level!!!! It's never too late!



May I Recommend?

Reversing Readicide by Kelly Gallagher (*Educational Leadership*, March 2010, Pages 36-41). What in the world is "readicide" you may ask? Ms. Gallagher's thoughts can best be summed up in the following quote: "Educators know the commonly cited culprits behind the decline of reading: poverty, (...) To this list, I would like to add a factor I call readicide, meaning practices educators employ to raise reading scores that actually kill students' love of reading. Readicide is occurring, ironically, in the one place where a love of reading should be fostered—schools." She continues to build a very convincing case that suggests that schools have become unwitting co-conspirators in the decline of reading.

(Available online: http://www.ascd.org/publications/educational_leadership/mar10/vol67/num06/Reversing_Readicide.aspx)

Need a little refresher in student motivation and classroom management? A worthwhile read is **Start**

Where Your Students Are by Robyn R. Jackson (*Educational Leadership*, February 2010, Pages 6-10) Ms. Jackson reminds us that many times disruptions in our classrooms occur when teacher values and needs for the learning environment may not align with student values and needs in the learning environment. She causes us to think about the "currency" used in our classroom and IF indeed our students value the currency we choose to use as teachers.

(Available online: http://www.ascd.org/publications/educational_leadership/feb10/vol67/num05/Start_Where_Your_Students_Are.aspx)

If you haven't guessed by now, I am obsessed with Assessment for Learning strategies and always looking for a new trick to try in the classroom. **Get Away from Grading and Get Students Learning** by Paul Barnwell (*Middle Ground*, February 2010, pg. 24-25) is chalk full of ideas that I believe those of you wishing to increase strategies for increased

interaction and feedback opportunities in your class will want to try.

Honour Roll? Really? by Rick Wormeli (*Middle Ground*, pg. 31-32) is one of those controversial articles that is sure to stir up the debate and discussion at your next staff meeting. Within the confines of two pages, Rick forces us to question the tradition of the honour roll, (especially at the Middle Level), and suggests several of what he considers to be far more constructive alternatives.

Last, but certainly not least, **Elements of Stylish Teaching: Lessons from Strunk and White** by Daniel Bergman and Cathlina Bergman (*Phi Delta Kappan*, January 2010, Pg. 28-31) is a very clever reflection on teaching through comparison to the principles of good writing from one of the English language's best known books: **The Elements of Style**. A great refresher for teachers of any level or stage!

(Also available in MP3 or podcast format at <http://www.pdkintl.org/>)

Closing Quotes:

"Education is not a spectator sport. Learning requires active participation not acquiescence." Bergman & Bergman

"Kids cheat with pen and paper. They pass notes. You don't ban paper."
Kipp Rogers, Principal of Passage Middle School in Newport News, Virginia responding to a survey that 35% of students use cell phones to cheat and subsequent calls for a ban on cell phones in the classroom.

Website of the Month:

<http://www.pdkintl.org/>

(Phi Delta Kappan online)

Top 10 Reasons to Attend Council Day

I really enjoyed all of the keynote speakers!

I was very pleased to get ideas that I can use in my classrooms

At the social, I got to network and socialize with many teachers from around the province

10. You've already paid, you may as well go!
9. A great way to recharge those teaching batteries for the last two months of school.
8. The Social ... say no more.
7. A chance for many to travel ... stay-cations are overrated!
6. It's like a school reunion without the icky "reunion" part!
5. You get to go to a dance without having to supervise!
4. No registration line-ups with our quick and simple online registration.
3. Once you've been on a "road trip" with colleagues, life at school will never be the same again.
2. A "big ideas" event without a "big ideas" event price tag.
1. We go to school but there are no students, no lesson plans, and we leave refreshed with lots of new ideas and friends.

The online registration was very user friendly.

The sessions I attended provided some insight and great ideas I hope to use!

The divided sessions were excellent. I would have wished I could have fit in one more.

Excellent choices for sessions!

The Middle School keynote speaker was best I've heard in over 18 years. His use of insightful humour was great way to end the day.

I rejuvenated my very drained batteries by building friendships with other teachers and challenging myself in a new and unique venue.

Councils

Elementary News

Council Day — Capitalize LEARNING — Fredericton

by Peter Gorham, NBTA Elementary Council President

Getting revved up for council day, the Council Executive members are quite excited about our program and are sure that you will be too when you visit our website and register. There are two pieces of advice I would like to pass along: one is to register early as there are limits on the number of participants in most sessions; and the second is consider ordering the box lunch. You can pay for it online and we hope that this will be the easiest and most convenient way to have lunch onsite. We hope you enjoy the day and have been working to plan a day that serves our members as best we can.

One part of our schedule which is not easy to sell to people is the Business Meeting (our Elementary Council's Annual General Meeting). We hope that more of our members can attend this year. It is on the Thursday night at 7:00 at our host hotel The Crowne Plaza (formerly the Lord Beaverbrook Hotel). It is a chance to meet the members of our Executive Council, there will be a President's Report, but more interesting there will be door prizes.

If you are interested in serving on the Executive Council please contact the chair of our nominating committee Roberte Melanson (roberte.melanson@

nbed.nb.ca).

Immediately following the Business Meeting and at the same hotel (well, it is going to start there) is our Social which promises a lot of fun. Billed as a "Cultural Caravan" it promises to be different than any other social we have had. You would be advised to be there on time.

Looking forward to seeing you on Council Day, at the Business meeting if you can make it, on the Cultural Caravan, not to mention the workshop on Saturday. Our Program and Onsite Committee volunteers have been working hard. It should be great!

NBTA Elementary Council Day

Thursday, May 6th, 2010

7:00 pm - 7:45 pm

8:00 pm - 11:00 pm

Crowne Plaza

Business meeting

Social (Cultural Caravan)

Friday, May 7th, 2010

Regular Sessions:

**Wu Centre, UNB
Brian Mulroney Hall, STU**

**Ted Daigle Theatre, Edmund Casey Hall, STU
Kinsella Auditorium, Margaret Norrie McCain Hall, STU**

8:00 am - 9:00 am

9:00 am

10:30 am

11:45 am

1:00 pm

2:10 pm

Registration

Session 1

Session 2

Session 3

Session 4

Session 5

Self select an individualized program that will offer you the optimal amount of professional choice of PD packed into one day. You can even lunch and learn if you choose.

Art Strand Sessions:

**New Brunswick College of Craft and Design
(NBCCD) 547 Queen Street, Fredericton**

9:00 am - 4:00 pm

9:00 am - 12:00 pm

12:00 pm

1:00 pm - 4:00 pm

All Day Session

Morning Sessions

Lunch

Afternoon Sessions

**8:00 am - 3:30 pm
Exhibitors
James Dunn Hall, STU**

Important Information

**Pre-ordered boxed lunches are available until April 29th.
Cash only will be accepted for pre-ordered box lunches -
\$7.90*

Saturday Workshop - May 8th with The Sisters - Gail and Joan

What: Literacy Café Workshop (UNB - SUB)

When: 9:00 am - 3:00 pm

Cost: \$50.00 (nutrition & lunch provided)

How: Step 1: email kelly.gaines@nbed.nb.ca

Step 2: Mail-in registration to Kelly Gaines

(see details at: www.nbta.ca)

Please help us to go 'GREEN', bring your own water bottle to be refilled. Register early as seating is limited.

The Literacy Café with "The Sisters," Gail & Joan

Assessing young readers involves more than determining a reading level and moving them onto the next. The Two Sisters, Gail and Joan, developed the CAFÉ Menu to help students understand and master different strategies used by successful readers.

CAFÉ is an acronym for Comprehension, Accuracy, Fluency and Expanding Vocabulary, four research-based components critical to reading. Developed as a guide and system to focus instruction, it provides a framework for teachers to help students set reading and behavior goals, monitor their progress--and do it all without losing their sanity! CAFÉ enables teachers to stay focused on children's needs and goals as well as keep records that help them plan focused individual conferences, flexible small-group instruction and whole class lessons. It's a flexible system that can be tailored to meet the needs of individual classrooms, schools, districts, and state standards. This engaging and highly interactive workshop will introduce the CAFÉ model and provide countless tried and true strategies for use in the classroom.

Councils

Elementary Council Art Institute on Impressionism

by Sarah LeBlanc, St. Rose School

“Every child is an artist. The problem is how to remain an artist once he grows up”

- Pablo Picasso.

On, Tuesday, October 26th teachers from across the province gathered for a day of exploration and creativity at the Beaverbrook Art Gallery in Fredericton. There were several Art specialists, and many classroom teachers of various levels, eager to become students for a day. We were all hoping to bring practical activities and strategies back to our classrooms and our expectations were exceeded.

The day was packed with hands-on activities that brought us out of our comfort zones and encouraged creative risk taking. The morning began with a short presentation, led by Adda Mihailescu, followed by interactive journaling exercises that allowed us to

converse with some great works of Impressionism currently on display in the gallery. Mary Blatherwick, of the New Brunswick Visual Art Education Association (NB VAEA), then showed us a film of local Fredericton artist Werner Arnold who creates wildly fantastic creatures out of wood. She demonstrated how we could apply this film in the classroom by sparking students’ interest and getting them excited about an idea. In Art Education, a teacher must avoid ‘cookie cutter’ crafts. If we have 30 children in the classroom, we should see 30 different answers in art; 30 different approaches to solving

one problem. As Art educators we are there to provide students with the tools and knowledge of how to create, as well as to guide children with ideas, but never to show how the end result ‘should’ look. We then tested our hands in the creation of a recycled paper bowl with Kimberly Herron. To conclude the day, local

session on paint mixing and color matching – how to challenge your children to really look at the colors and plan how to recreate them.

This wasn’t just a fun filled day of art, but a reminder that as educators we must encourage and support each child’s need and desire to create.

Too often the desire is lost by the time they reach Middle School due to fear and feelings of inadequacy. This workshop emphasized that we are highly visual creatures. We need to equip our students with the tools and confidence to enter this visual world, make sense of it, and become an active participant in leaving their



“If we have 30 children in the classroom, we should see 30 different answers in art; 30 different approaches to solving one problem.”

artist Stephen May shared why he considers himself an Impressionistic painter: painting the here and now and visually representing what it means to be human in the world around us. He provided us with a

own lasting impression for the world to share.

On behalf of the teachers involved, I would like to thank the staff of the Beaverbrook Art Gallery, the presenters, the NBTA and Karla Roy for organizing this valuable professional development opportunity.

* Another Art Institute will be held this summer at the Beaverbrook Art Gallery in Fredericton. Registration details will be included in a future issue of the *NBTA News*.

Councils

Two Elementary Science Institutes this Spring!

When: Monday, April 19th, 2010
9:00 am – 3:00 pm

Where: Moncton, New Brunswick
Location to be announced

When: Monday, May 17th, 2010
9:00 am – 3:00 pm

Where: St. Andrews, New Brunswick
Location to be announced

Presenter: Science East

Fun With Hands-On Science for Elementary School Teachers

Find science a little scary and intimidating? Then this is the session for you! Learn ways to integrate more hands-on science into your classroom and generally build your confidence level. The focus is on involvement, with plenty of chances for participants to try out cool science experiments and activities for themselves before taking it back to the most critical audience of all - your students.

This Institute is designed for Grades 3, 4 and 5 Elementary Teachers. Enrollment is limited to the first 30 applicants so register early!

Please email registration to: karla.roy@nbed.nb.ca

Please include:
Your name
School Name and Phone number
Grade level(s) taught

A \$25.00 cheque deposit is required to hold your registration. Your cheque will be returned to you when you come to the Institutes on April 19th and May 17th.

Please make your cheque out to NBTA Elementary Council and mail to
Karla Roy, Park Street Elementary School
111 Park Street, Fredericton, New Brunswick E3A 2J6

Middle Level News

Educating to Empower and Enlighten — Miramichi

Register Now! The Middle Level Council Day 2010 is going to be great! Music teachers will be joining us in the Miramichi. The festivities start on the evening of Thursday, May 6th with a showcase of District 16 Middle School students' musical talent. This will be followed by **student/parent night** during which our keynote speaker, Farley Flex, will talk about "Finding Your True Talent". Seating is limited for this session, so request your advance ticket when you register online.

The music continues at our Social at "Cowboys": upstairs you can rock to the tunes played by *Shaydid* or you can make your own music downstairs on the Karoke machine!

Council Day has something for



everyone. After our keynote session, there are a few full-day and half-day sessions during which you can explore Acadian or Miq'maq history or learn to geo-cache. There will be a wide variety of one-hour sessions from which to choose: Math, Science, Social Studies, Technology (blogs, podcasting), Language Arts, French Immersion Language Arts, Art, Differentiation, Assessment, Restoration, as well as teacher-specific sessions (investment, pension) and many others. A few sessions are presented *en français* and for some sessions the handouts will be available in French.

There is truly something for everyone. Register online at www.nbta.ca and book your overnight accommodations.

UNIVERSITY OF NEW
BRUNSWICK SAINT JOHN

Atlantic Summer Institute 2010

An intensive two-week institute held in July that focuses specifically on Learning Disabilities and how they impact children and adolescents.

ED6108 Special Topics:
ASI Learning Disabilities
Introduction An examination of Learning Disabilities:

The specific types as well as their individual characteristics and defining features (cognitive, behavioural, educational and social/emotional).

Instructor: **Prof. Beth Keyes**

For more information please e-mail the Education Program office:

educsj@unbsj.ca

www.unbsj.ca



Music Showcase with Farley Flex Thursday, May 6th, 2010

James M. Hill High School

- 5:00 pm Doors Open
- 6:00 pm Student Talent Showcase
- 7:00 pm Parent/Student Night with Farley Flex: Finding Your Talent.



By advance ticket only - contact tammy.malley@nbed.nb.ca for advanced tickets

Councils

High School News

Council Day — High School — Moncton

Council Day is quickly approaching! This year all registration will take place online at www.nbta.ca up until May 3rd. Your receipt will contain a bar code that will allow registration to be quick and painless; scan, beep, you're in. The program for all councils can be accessed online as well. Remember, you can attend any council you wish; just because you belong to High School Council doesn't mean you

can't take part in Elementary Council and enjoy the Two Sisters or register with Middle Council and get to meet Farley Flex. The choice is up to you. In keeping with a green theme, all council members are encouraged to GO GREEN – carpool, bring your green bag, and stay for lunch at Bernice MacNaughton. A BBQ lunch will be available to purchase at noon in support of one of the school teams. Parking is available at BMHS

as well as the Wesleyan Celebration Centre where onsite registration will take place. The two venues are only a 6 minute walk apart. Join us for the AGM at 8 pm, Thursday, May 6th, at the Old Cosmo followed by the social featuring *Angry Candy* (check them out on YouTube and Facebook). If you have any questions, please contact any member of the council. We look forward to seeing you on May 7th.

Teaching Tips — Science

Elementary Tip — submitted by Travis Drillen, Summerhill Street Elementary

Here is a fun Elementary Science Experiment that can be done in the classroom for students of all ages. It is a perfect experiment for a grade 5 class that is working in the Life Sciences and Human Body unit. This experiment however works at most elementary grade levels because it can also be incorporated into the health curriculum, when dealing with Nutrition and Healthy Eating Habits.

This experiment demonstrates to children the fat content in a hamburger from a local establishment. Below are the instructions on how to successfully complete the experiment in your classroom.

What you need:

- One hamburger (or as many as you want to blend in a row) from a local establishment.
- A Blender with it's top
- 700mL of water per burger
- 1 to 2 large mason jars, with tops, to collect the remains of the blended burger.



What you do:

- Tear the burger up into smaller chunks. This aids in the blending of the burger. Have a student do this.
- Place the torn burger into the blender and add the 700mL of water to the blender.
- Cover the top of the blender and turn it on to liquefy.
- Allow approx. 1 to 2 minutes of blending to allow the burger to become completely liquefied.
- When finished pour the liquefied burger into the large mason jar and twist the cap on.
- Allow several minutes (7 to 20 min.) for the contents to settle.

What you will see:

- The contents of the blended burger will separate into 3 distinct layers.
 - 1) A top layer of fat and grease
 - 2) A middle layer of water
 - 3) A bottom layer of non-fatty solids
- It is the top layer of fat and grease you want the students to pay attention to. This is an excellent visual of the fatty content in hamburgers from restaurants. Different burgers will have different fatty content, so you might want to blend a few different burgers separately at once. Just remember to clean/rinse out the blender each time to keep the experiment variables consistent.

I usually have the students complete a procedural piece of writing based on this experiment, the steps involved, and the product produced. This allows you as a teacher to incorporate Literacy into you Science class. A good template to use can be found in the First Steps writing resource in the "Procedural Writing" section.

BTW: A great web site for informational science videos is <http://learning.aliant.net>

Councils

Middle Level Tip — submitted by Charles Golding, Florenceville Middle School

Sparking Their Interest



An easy way to get middle school students interested in an upcoming topic, demonstration, or experiment, is to invite Bill Nye the Science Guy into your classroom. A quick search of YouTube or TV edublogs websites is all you need to do to find some appropriate video clips. The whole class will be engaged. During the video, click “pause” to ask students what they think will happen, why, etc?

Music can be used to keep this flame of interest alive! Middle school students love “raps” so have them make one for the scientific process, a definition, or a list of things that they need to remember. Remember, actions and sound effects can be added to the rap for fun and important connections.

Here’s an example of a “parts of a microscope” rap:

These are the parts of the microscope
You’ve got your eye piece,
Your nose piece,
And three objective lenses

Don’t forget your coarse adjustment knob
Oh no, I won’t forget the fine adjustment knob

What other parts are on the microscope?
You’ve got your arm,
You’ve got a diaphragm,
You’ve got a stage with some stage clips
And you can’t get around if you don’t have a base!



BTW: Here are the links to YouTube and TV edublogs:

- www.youtube.com
- <http://edublogs.tv>

Looking for some science warm-ups to get your students in the science frame of mind when classes start? Check out <http://sciencespot.net/Pages/starters.html>. It is very Smartboard/Projector friendly and answers are included!
- This tip provided by Charles Golding and Jean Anne Green, Florenceville Middle School

High School Tip

Science: GO GREEN

March – in like a lamb out like lion? Either way, Spring is coming and it is the perfect time to think about green projects. Our students are participating in many green projects throughout the province but how green are our schools? When we educate our students on their responsibility to reduce, reuse and recycle we are not only helping our schools, we are helping our communities. There are many programs that our schools have implemented such as blue bins, bottle drives, and composting that have helped to reduce waste in the schools. It is possible for students to continue to learn about recycling and composting by participating in a school/community garden. What a great way for students to learn about plant growth and nutrition by growing their own vegetables. Seeds can be purchased at a minimal cost and germinated within the classroom. If a plot of ground is not available around the school, perhaps a local member of the community living near the school would be willing to have the students tend a patch of earth. The possibilities could be endless, all you have to do is ask. If you are interested in starting a school garden, check out <http://www.cityfarmer.org/schgard15.html> for some ideas, comments and resources.

BTW: Have you ever been in a Physics class and wondered, “I don’t know how that would work?” Many students feel the same way and want some “hands-on” demonstration as to how something is going to happen. The Fantastic Contraption (<http://fantasticcontraption.com>) is a great site to show physics topics such as Newton’s laws of motion, momentum, energy of a system, inertia and elastic/inelastic collisions. Students must use problem solving skills to get the indicated object from one box to the other. Once the puzzle is solved, the student can view other solutions presented by other users of the game. The game can provide hours of entertainment, scientific conversations and healthy competition in class. And if anyone could let me know how to solve level 13, it would be greatly appreciated.

Gender, Media Constructions, and Critical Literacy: An Introduction and Discussion

Presenter: *Dr. Jane McLean*

More than ever before, North Americans are surrounded by media images of not only gender, but other identity positions, such as race, class, and sexualities, many of which reproduce dangerous and negative stereotypes. Teachers, in particular, are in a unique position to have a powerful impact on helping students develop critical literacy skills and to assist them in examining closely and critically media representations.

This session **should hold relevance for Language Arts teachers, in particular, but also for teachers of Social Studies, Media Studies, Graphic Arts, World Issues, History, Journalism and Sociology.**

Friday, May 28th, 2010

9:00 am - 3:00 pm

\$25 (Cheques Please)

Wednesday, May 19th

Historic Connell House
128 Connell Street,
Woodstock, NB, E7M 1L5

jane.porter@nbed.nb.ca

*Participants are asked to bring four photocopies of a short text (short work of literature, excerpt from a textbook, visual image, article from a magazine, video clip – anything that will take no more than 3-4 minutes to read/view).

Dr. Jane McLean earned her Education degree at UNB and has taught in several schools, presently Woodstock High School, for the past 30 years in what is currently called District 14. Her area of specialization is senior high English – Levels 1, 2, and 3.

Upon completion of her Masters in 2001, Jane immediately entered her Doctoral studies, with an integrated focus on critical literacies, critical pedagogy, poststructural feminisms, and media.

Registration Form: Deadline - Wednesday, May 19th

Name: _____ School: _____
Phone Number: _____ Position: _____
Email: _____
Meal Preference (Circle one): Vegetarian Regular

Send registration and \$25 fee (cheques please, made payable to High School Council) to:

Jane Porter, Hartland Community School, 217 Rockland Road, Hartland, NB E7P 0A2

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Building Bridges — Changing Lives

When: May 15th - 16th, 2010
Where: UNB Fredericton
What: Student Workshops
Agenda: 6 sessions in total
large group sessions - all at UNB



Saturday:

9:30 - 10:30	Registration	Tibbets/Dunn/Kidd Residence Lounge, UNB
11:00 - 12:00	Keynote	Dr. Reverend Brent Hawkes
12:00 - 12:30	Icebreaker	
12:30 - 1:30	Lunch	UNB
1:30 - 2:15	1 st session	Homophobia in the Media
2:30 - 3:15	2 nd session	Out in Sports
3:30 - 4:15	3 rd session	Protecting Ourselves
4:30 - 5:30	4 th session	Coming Out (Positive and Negative Experiences)
5:30 - 6:30	Supper	UNB
Evening	Open Mic./Dance	UNB

Sunday:

7:30 - 8:45	Breakfast	UNB
9:00 - 9:45	5 th session	Who is Your Family?
10:00 - 11:30	6 th session	Homophobia in the Hallways (for students) Parent Session (for families)
11:30 - 12:00	Closing Session	

The **\$30** registration fee covers all sessions, meals, lodging and the dance.

Registration deadline: April 16th — Register Early!!!

Organized by PIE (Pride In Education) Provincial Committee

Building Bridges — Changing Lives

A Pride in Education Workshop for Students

Name: _____ School: _____
Phone Number: _____ Email: _____
Meal Preference (Circle one): Vegetarian Regular

Send registration and \$30 cheque only to:
Jackie DesMeules, 50 Nicholson Crescent
New Maryland, NB E3C 1H5

Registration deadline: April 16th

Best Buddies at Leo Hayes

by Tanya McBride, Leo Hayes High School

Best Buddies was founded in the United States by Anthony Kennedy Shriver, and established its first chapter in Canada in 1993. The high school program was launched in 2002. This program was developed on the belief that friendship is important to the development of all individuals, and allows people with intellectual difficulties the chance to have experiences which most people take for granted. In high school, this could mean getting a phone call or e-mail from a peer, eating lunch with someone, and participating in activities both in and outside of school.

This is the second year for Leo Hayes High School's Best Buddies program. We started last year with 14 pairings, and one student executive. This year, our group has grown to four student executives and 30 pairings. Leadership training took place in Fredericton in September, which allowed more members to participate. The training in the fall of 2010 will also be in Fredericton, so we are hopeful that we will have several

students receive the training then, as well. This year, we were also fortunate to have second year nursing students



Best Buddies Mekayla Clark and Tanner Wilson have a visit with Santa.

from UNB assist with our program one noon hour per week.

Once students have expressed an

interest in being part of the group, an application form and references are required. Buddies are matched according to similarities of interests, and their first face-to-face introduction is done at an organized group event. The activities that students participate in with their Buddies are unique to each pairing. Some love to bake, and the resulting cupcakes have ended up at our group parties and at bake sales done to finance our social activities. Others like to shoot hoops together in the gym, or just hang out together during lunch time. One highlight for me was last year, when a Buddy pair went to the Christmas Formal together.

Group activities are held at least four times during the school year for holiday celebrations. March is Best Buddies month, and a trip to the movie theatre was planned to celebrate. With a motto of "Making a difference one friendship at a time", the Best Buddies program makes a difference in the lives of all people involved.

The Three Stages of Reality

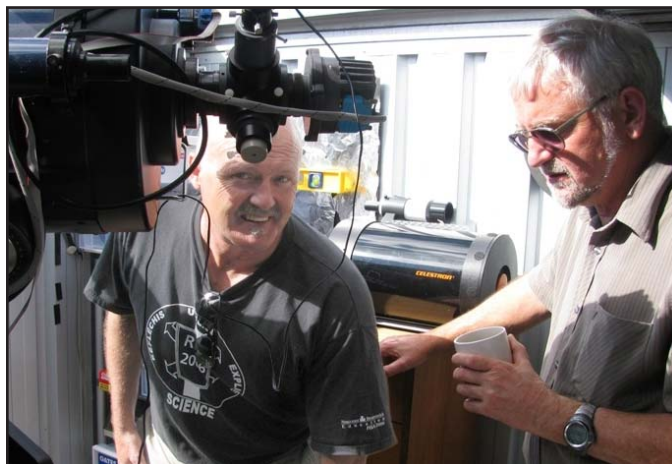
by Ron Brown, Dalhousie Middle School

As a teacher, at Dalhousie Middle School, I was involved in the telescope project where my students controlled a telescope in Bathurst, Australia. To prepare for this experience we used a program which simulated the process of using the telescope, taking photos of celestial objects and processing the pictures that were taken. This was a great learning exercise and we were helped out along the way by Dr. David McKinnon, at Charles Stuart University in Bathurst, New South Wales, Australia, who is the coordinator of this project.

After many practice runs we then arranged to control the telescope in Australia. Using programs run by Dr. McKinnon we controlled the telescope and took photos of the objects we had researched. Dr. McKinnon

helped us and talked us through any difficulties using Skype, a chat program on the internet.

Though I have done this program for about 6 years and I know we are



Ron Brown and Dr. David McKinnon prepare to watch the night sky.

operating a real telescope and taking real photos of the southern sky, there was always a reserve in my true ac-

ceptance of this process. I am old!

I have just returned from an exchange to Adelaide, South Australia.

Bathurst, New South Wales, is approximately 1400 km away. To truly make me a believer, I drove to Bathurst, visited Dr. McKinnon and, with my family, was given a night to remember. We spent an evening looking through the real telescope, with a true teacher guiding us. It is rare that you meet a person like Dr. McKinnon; his ability to break down some very complicated processes, such as how to understand the sky and how to properly cook a steak on the Barby, and make them understood by everyone is a true gift and calling.

After many years of virtual reality and digital reality, true reality was a night to remember.



INSTITUT DE RECHERCHE EN LANGUES SECONDES DU CANADA
SECOND LANGUAGE RESEARCH INSTITUTE OF CANADA

Summer Institute

Supporting Immersion Learners
July 19–23, 2010



Description

This 1-week summer institute (July 19–23) has been developed by the Second Language Research Institute of Canada (L₂RIC) of the Faculty of Education at the University of New Brunswick for classroom teachers, methods and resource teachers, and literacy intervention/support teachers working in French immersion from Grades 3 to 5 as well as teachers of French language arts in late immersion from Grades 6 to 8. Participants will have the opportunity to review and apply principles and practices from the fields of immersion and exceptionalities, and to share classroom experiences that support learners from a wide range of backgrounds and abilities. Information is provided below for those who are interested in applying. Final decisions regarding acceptance will be made by April 30, 2010.

Application and Further Information

Those interested in applying for the summer institute should visit the Second Language Research Institute (L₂RIC) website at www.unb.ca/L2 and follow the link to “Supporting Immersion Learners – Summer Institute 2010”.



A Case Study Approach

The institute will operate according to four themes:

1. learning in an immersion context
2. teaching students with difficulties in an immersion context
3. using assessment to inform instruction
4. exploring future needs of immersion teachers

Participants will select a case study based on their professional experience and interests, and will work together to explore and create support materials. Guest speakers will be presenting throughout the week providing additional information and support.

Acknowledgments

L₂RIC would like to acknowledge the support of the Department of Canadian Heritage of the Government of Canada and the University of New Brunswick.

Wellness Highlights

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"I've learned that you shouldn't go through life with a catcher's mitt on both hands; you need to be able to throw something back."

- Maya Angelou

Declutter 15 Minutes a Day 5 Great Tools That Make It Easy!

If you have too much STUFF, set a timer and spend 15 minutes a day decluttering.

1. The 27-Fling Boogie

Do this assignment as fast as you can. Take a garbage bag and walk through your home and **throw away 27 items**. Do not stop until you have collected 27 items. Then close the garbage bag and pitch it. **DO NOT LOOK IN IT!**

Take an empty box and go through your home collecting 27 items to give away. Finish filling the box and take it to the car.

Rule of thumb: if you have two of any item and you only need one, get rid of the least desirable.

2. The Hot Spot Fire Drill

A hot spot is an area, when left unattended, that will gradually take over. The hot spot will grow and take over the whole room as well as making the house look awful. **CLUTTER ATTRACTS CLUTTER!**

3. The 5 Minute Room Rescue

This is a reminder to spend just 5 minutes clearing a path in your **worst room** (the place you would never allow anyone to see). Just 5 minutes a day for the next 27 days and you will have a place that you can be proud to take anyone!

4. Daily Mission

Each day focus on one area of the home.

5. Work in your Zones

After a full month, you will have worked your way around the majority of the living areas in your home. As one area gets cleaned, it will become easier to do and you will have more time to face those areas that don't seem to fit in any zone.

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SELF-INJURY BEHAVIOUR IN YOUTH - ISSUES AND STRATEGIES

Moncton, NB - May 27-28, 2010

This workshop will begin with a general overview to assist participants in understanding the experience and motivations of adolescents who intentionally injure themselves. The content will then focus on practical strategies for working with youth struggling with this complex issue. Participants will leave this workshop with increased insight regarding self-injury behaviour in youth and direction for effective interventions.

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**MARGARET SOPHIA (FRASER) COX SCHOLARSHIP
FRANK HAZEN ROUSE SCHOLARSHIP
BELLE MCLEOD ROUSE SCHOLARSHIP**

These scholarships are awarded by the "Teacher Education Trust" set up by the late Dr. Irvine B. Rouse. The combined amount of the scholarships is approximately \$450.00.

The scholarships are offered to enable the recipients to enrich their background through travel and/or study. The award must be used either during the summer of 2010 or within the academic year following. **Applicants, including teachers, principals and vice-principals, must be currently serving as co-operating teachers for the Faculty of Education.**

Applicants must be Canadian citizens or landed immigrants on a continuing teacher's contract in the Province of New Brunswick. A condition of the award is that the recipients continue to accept student teachers upon request, and teach in New Brunswick during the year in which they receive the scholarship (education leaves excepted). While applications are considered from those intending to obtain further academic qualifications, there is no requirement to follow specific courses.

Send applications to "The Margaret Sophia (Fraser) Cox, Frank Hazen Rouse, and Belle McLeod Rouse Scholarships," c/o Dean, Faculty of Education, University of New Brunswick, P.O. Box 4400, Fredericton, NB E3B 5A3, before **April 2, 2010**.

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



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2010 Men's Curling Bonspiel



*Section A Winners - NBTA and Moosehead Trophies (l to r)
Maurice Richard - Mate, Paul Robichaud - 2nd, Norm Richard - Skip,
Noreen Bonnell - NBTA President, Frank McPhee - Lead.*



*Section B Winners - Johnson Inc. Trophy (l to r)
Roger Brown - Lead, Rod Aube - Skip, Noreen Bonnell - NBTA
President, Tom Gillett - Mate, Bob Brannen - 2nd.*



*Section C Winners - NBTA Credit Union Trophy (l to r)
Ron Badger - 2nd, Ernie Doucet - Skip, Noreen Bonnell - NBTA
President, Al Narrowmore - Mate, Ivan Crawford - Lead*



*Section D Winners (l to r)
Dave McCain - Skip, Noreen Bonnell - NBTA President,
Jim Clark - Lead, Brian Crain - 2nd, Ben Kilfoil - Mate*

Dessert Bridge

The Central Branch of the New Brunswick Society of Retired Teachers will be hosting a fundraiser in support of their Scholarship Fund that provides scholarships to deserving students enrolled in a New Brunswick teacher training program.

**To reserve your table, call Gerry at
(506) 458-2202**

Date: Thursday, April 29, 2010
Time: 6:30 pm - Dessert
7:00 pm - Play Begins!
Venue: NBTf Building
Fredericton, NB
Cost: \$40/table

2010 Genocide Education Institute

**August 9 - 13, 2010
Toronto, Ontario**

The Genocide Education Institute is designed to encourage teachers to teach their students about the lessons of genocide - the importance of tolerance, of upholding democracy and human rights, and of helping others in need - and to help prepare them to effectively and appropriately communicate those lessons in the classroom so that students can better reflect on the world that they live in and their role in it.

*****Accommodations are provided for
out-of-province teachers.*****

**Early Bird Registration: \$350.00 - May 31 (Regular
Registration: \$500.00 - Beginning June 1)**
For more information, visit the website of the Centre
at www.genocideducation.ca
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