



April 2012
Vol. LIV No. 4

NEW BRUNSWICK TEACHERS' ASSOCIATION



NBTA Supports Born to Read

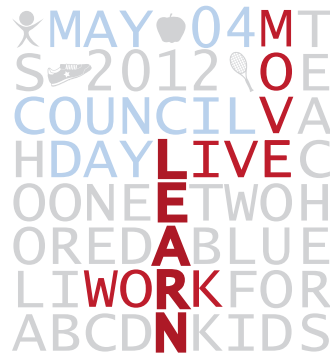
Council Day - May 4, 2012

Fredericton



*Middle Level Council
+ Art Strand*

Moncton



*Elementary Council
+ Phys. Ed Strand*

Saint John



*High School Council
+ Music Strand*

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The deadline for the next NBTA News is May 15. We welcome all submissions from teachers!

A Message from the President



Heather Smith

Although spring is in the air, at least on some days anyway, I have always found April to be a very tiring month. It is at this time of year that the question "Why did I become a teacher?" still pops into my head, especially after 'one of those days'! I have to admit that this is not a question that I have often taken the time to answer.

"I love making connections and developing relationships with these students as they encounter school for the first time."

So why did I, and you, my colleagues, decide to become teachers? It certainly is not, as many in the public may contend, because we get summers and school holidays off. (My brother, a retired teacher, always called these our 'mandated holidays'!) The stresses and demands of the job during the other 10 months of the year certainly do not balance the benefits

It's April...So Why Did I Become a Teacher Anyway?

of the time off. After pause for reflection, I have included some of my own thoughts below, but I encourage all of you to consider your own answers to the title question.

"A career in education is unique in that it provides a myriad of experiences and possibilities."

I realize that one of the reasons I became a teacher is because I like kids. I know this sounds too simplistic but really...if you don't like kids then this is not the profession to be in. In the early 70's, I told my high school guidance counselor that I wanted to teach Kindergarten, even though it was not a grade in the public school system at that time. Interestingly, I have been fortunate to have taught Kindergarten students for over half of my teaching career.

I love making connections and developing relationships with these students as they encounter school for the first time. We can't underestimate the long-term impact this has on a child's future. It is essential that these experiences be positive ones for students and for parents because education is the key to their (and our) future. I have always worked hard to ensure that this first experience is a positive one. Of course, while it can be a breeze, sometimes my work has been cut out for me. The latter cases may not be easy but I love the rewards of working through these challenges and making a real difference for some kids who have difficulty with the transition.

A career in education is unique in

that it provides a myriad of experiences and possibilities. I love teaching primary-aged children but, thankfully, there are those whose preference is to teach middle school or high school. A teaching career offers so many opportunities...to be a teacher leader or an administrator, to be creative, to spend time with students outside of school hours being a mentor/sports coach/choir director/band director/drama coach, to promote wellness in your students and peers, to be involved in your teacher organization at the local or provincial level and the list could go on.

Never in my wildest dreams, when I began teaching in 1982, did I think that I would be the President of NBTA! But choosing teaching as my career has provided me this opportunity. It has also afforded me many occasions to learn on a daily basis. I learned from my students every day and my present job came with a steep learning curve. It started with learning to 'run' my iPhone and MAC computer since, of course, I came from the PC world of public schools.

"Being a teacher has allowed me to work with and learn from a great group of colleagues..."

I have learned from the staff we have working for us at NBTA. The wealth of their expertise and experience is unfathomable. I have learned from your school reps and Branch Executives as I strive to attend at least one meeting in each Branch. I have learned from teachers who sit on NBTA committees as they use their knowledge and exper-

periences to work on behalf of their colleagues. I have learned from our Board of Directors as they discuss, deliberate and make decisions that will affect the future direction of this Association. I have learned the importance of collaboration and understanding the perspectives of others as I work with colleagues in NBTF, AEFNB and the Department of Education and Early Childhood Development.

I now know the importance of looking beyond New Brunswick's borders to learn from the successes and challenges of fellow teachers across Canada. Last month, I walked with striking teachers in BC and learned that teacher solidarity is important. I also learned that I love living and being a teacher in NB and hope to never have

to walk a picket line here (BUT if we do, I do have some experience!). Also last month, at the CTF Women's Symposium in Winnipeg, I learned of the continued concerns in Canada about the dehumanization of women, the impacts of poverty and human trafficking (see article on next page).

"...I am proud to be in a profession that makes a difference every day for each student we teach..."

So how does all of this answer my original question..."So why did I become a teacher anyway?" Being a

teacher has allowed me to work with and learn from a great group of colleagues and to never be bored. I am met daily with new successes and challenges. But most of all, I am proud to be in a profession that makes a difference every day for each student we teach as we strive to positively impact the future of our communities, New Brunswick, Canada and...hey...even the world!

This month's Hinky Pinky (two-syllable word answers): *What would you call an improved written communication?* Come on...give it a try...learn something new! Email me your solution.

Heather



Victoria, March 2012: NBTA President Heather Smith (left) joins the march in support of the teachers' strike in British Columbia. Next to Heather is CTF President Paul Taillefer.



Submitted by Illyana Vermeersch, Fredericton High School

The 2012 CTF Women's Issues Symposium was held in Winnipeg, Manitoba, March 8-10. The Manitoba Teachers' Society and the Saskatchewan Teachers' Federation also co-sponsored this year's symposium. The focus of the conference was to develop an understanding of the issues women continue to face, to examine our roles as individuals and activists within our teacher organizations, and how we can create a moral and ethical space in which we can all commit to "being an ally" for Aboriginal women and others.

The symposium started off with a prayer and welcome by Mary Courchene, an Ojibway woman from the Sagkeeng First Nation. Following that, Marilou McPhedran, a lawyer who co-founded LEAF (Women's Legal Education and Action Fund), spoke about what she and several hundred other women accomplished on February 14, 1981, on Parliament Hill. These women pushed for stronger wording in Section 28 in the Charter of Rights and Freedoms, where all the rights and freedoms would be available to men *and* women. She commented that many women's organizations are now disappearing due to cutbacks. She observed that we now have a generation of students who are passionate about human rights in other countries, but fail to recognize the need in our own country. Adi Sara Kreindler, with her satirical musical compositions, provided the entertainment for the evening.

The next morning saw Dr. James McNinch, Dean of Education at the University of Regina, discussing his study of the transcripts from a sexual assault trial of a 12-year-old Aboriginal girl and three white men. He showed how white privilege is normalized in everyday language and questioned the

illusion of "legal objectivity" in this rural Saskatchewan case where these men received minimal punishment for their crime. He asked what educators must learn from this and what are we obligated to teach our students, especially about keeping their vocabularies objective.

Dr. Julie Kryzanowski, a Deputy Medical Health Officer for the Saskatoon Health Region, presented about a study that compared the health of the residents in the 6 poorest areas of Saskatoon to the residents in the 5 most affluent areas. She described the health impacts of poverty on marginalized groups. She showed what the Saskatoon Health Region was doing to combat these disparities and what educators could do to help out.

A conference dinner was held at the Qualico Family Centre at Assiniboine Park. Dr. Priscilla Settee, a Cree woman and an Associate Professor at the University of Saskatchewan, read from her latest book, *The Strength of Women*.

Diane Redsky started the last day of the conference with information on the human trafficking issue in Canada. Diane is working with the Canadian Women's Foundation as

the Project Director for the Task Force on Human Trafficking of Women and Girls in Canada. She gave a very clear, concise and eye-opening presentation on the sex trafficking of young Aboriginal women and girls between Manitoba and Ontario. She shared some strategies that she and the Canadian Women's Foundation are working on to stop this insidious practice, what teachers can look for as warning signs in these young girls, and how to help.

The conference concluded with a panel discussion on what the theme of the conference means through the eyes of various individuals in the education field.

I would encourage anyone (these symposiums are not just for women) who is interested, to go to one of these yearly conferences. If attending is not possible, CTF has the main speakers presentations available on their website at www.ctf-fce.ca. Please watch them. As educators, we need to be more aware, and educate our future activists on social justice issues that are prevalent not only on a global scale, but in our own country.



Canadian teacher organization leaders, including the NBTA's Heather Smith, at the CTF National Women's Symposium in Winnipeg.

NBTA Supports New Brunswick Book

The NBTA will help sponsor the next New Brunswick book that will be given to all newborns (anglo-phone) in the province through the *Born to Read NB* program. \$5600 (approximately \$1 per member) will be contributed to support “*New Brunswick Lullaby*,” written by Jennifer Aikman-Smith, a supply teacher from the Moncton-area, and illustrated by Leo Hayes High art teacher Chris Browne.

The UNB Learning Center contest, which chose the new book, was promoted in the June 2011 issue of the *NBTA News*. This is the third year that the NBTA will support a book of this type. The book will be officially launched in May of this year.

Learn more about **Jennifer Aikman-Smith** at:
http://dragondreams.accra.ca/Artists_Bio.html

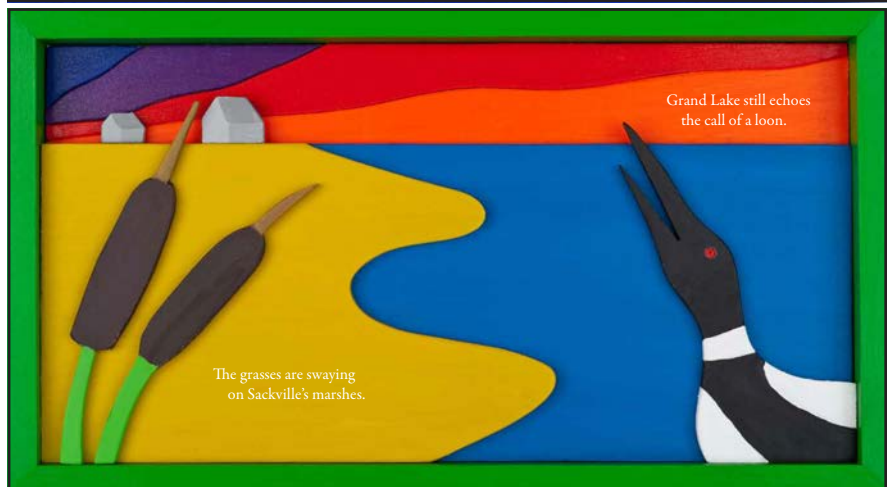
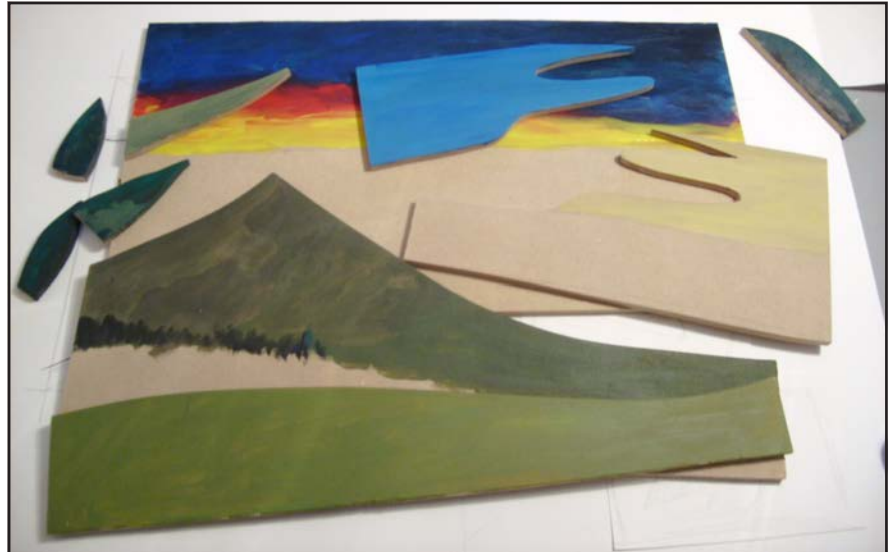
Learn more about **Chris Browne** at:
<http://chrisbrowneart.carbon-made.com>



Born to Read:

www.borntoreadnb.com

Image from “*New Brunswick Lullaby*”



2012-2013 Educational Leaves

Education Minister Jody Carr and Federation Co-Presidents Heather Smith and Suzanne Bourgeois, have released the names of the Educational Leave recipients for the 2012-2013 school year. In all, fifty (50) NBTA and twenty-two (22) AEFNB members received leaves for the purpose of retraining, specialization or professional growth.

Educational Leaves awarded to NBTA members amounted to approximately \$2,003,528. Because of the mix of full and part-time leaves, the Committee was able to grant 50 leaves. In the past few years, NBTA leaves were awarded as follows:

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
2011-2012 — 45 leaves at \$1,998,766
2012-2013 — 50 leaves at \$2,003,528

Educational Leave Committee

The Educational Leave Committee, established under Article 37 of the Collective Agreement met on January 10, 2012, 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:

- Zoë Watson - Dept. of Education
- Marcel Lavoie - Dept. of Education
- Gary Hall - Superintendent
- Diane Albert-Ouellette - Superintendent
- Heather Smith - NBTA
- Suzanne Bourgeois - AEFNB
- Larry Jamieson - NBTF (Secretary)
- Marcel Larocque - NBTF
- Carolyn Foisy - NBTF (Observer)
- Monique Caissie - NBTF (Observer)

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 the 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, high school)
- past professional involvement
- years of experience
- number of times teacher has applied
- certificate level
- subject specialty

**There is also the expectation that Educational Leave recipients will share their knowledge and expertise through professional development sessions in their school, district and/or province with interested colleagues.*

Leave Statistics for 2012-2013

- There were 109 applications from NBTA members.
- Funds available for educational leaves, determined by the formula in Article 37.03 of the Collective

Agreement, were \$2,890,007; the AEFNB share was approximately \$886,479.

- Fifty (50) leaves (full and part-time) were granted to NBTA members.
- Forty-one (41) leaves were granted to females and nine (9) were granted to males.

Leaves Awarded

K-8	30
Grades 9-12	20

To Achieve

CERT V	9
CERT VI	3
Masters	32
Princ. CERT	2
Other	4

Areas of Study

Administration	10
Curriculum Studies	8
Exceptional Learners/ Spec Ed/Spec. Needs	6
Guidance/M&R/ Resource/Counselling	7
Literacy	3
Technology	6
Other	10
Total	50

Conclusion

When all is said and done, fifty (50) NBTA members will be happy to be receiving an Educational Leave, while fifty-nine (59) 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 of study and learning. 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 2012-2013 school year are listed by district. The length of the leaves varies from four months to a full academic year.

2012-2013 Educational Leaves continued...

Dist.	Name	Period	Dist.	Name	Period
02	Carrie Duggan	Year	10	Jocelyn Myatt	6 months
02	Claudette Belliveau	Year	10	Kelly Malloy	6 months
02	Natalie Belliveau	6 months	10	Krista McKnight	5 months
02	Jessica Fenton	6 months	10	Marlene Phillips	6 months
02	Beverly Franklin	Year	14	Peter Gorham	6 months
02	Chantal Frenette	Year	14	Michael G. Fletcher	Year
02	Jennifer A. MacDonald	Year	14	Terri Mahoney-Walker	6 months
02	Denise MacEachern Hutchings	Year	14	Brent Shaw	Year
02	Cynthia Smith	Year	14	Rebecca Kennedy	Year
06	Sheri Smidt	5 months	15	John Mihaljevich	Year
06	Kerry Casey	6 months	15	Maria Thompson	Year
06	Janice Dalton	6 months	16	Kathryn MacDonald	5 months
06	Andrea Lewis	6 months	16	Adam Hayward	Year
06	Kim Medford	5 months	16	Robert Hemrough	Year
06	April Rioux	4 months	16	Katherine Halas Moulton	Year
06	Margaret K. Ryan	5 months	17	Tim Thornton	Year
06	Ken Stackhouse	5 months	17	Gail Costello	5 months
06	Donna Veniot	Year	17	Jill Isherwood	Year
08	Michele Banks	Year	17	Samantha Robichaud	4 months
08	Jacqueline Bartlett-Donaldson	Year	18	Barbara Brown	Year
08	Melanie Gaudet-McCarthy	6 months	18	Denise Dorcas	Year
08	Andrea Holland	Year	18	Brenda Graves	Year
08	Margaret M. Kirkpatrick	Year	18	Dominic Leach	Year
08	Robin LeRoy	5 months	18	Heather Mazerolle	Year
08	Mary O'Hara	Year	18	Joanne L. Williams	Year

You could win!



Enter for a chance to win **\$500**
 1 of 2 gift cards valued at

Exclusively for NBTF active and retired members. Simply request a home or auto insurance quote by June 15, 2012 for your chance to win a gift card from a retailer of your choice. (Existing policyholders are automatically entered.)

Call: 1.800.563.0677 | Visit: www.johnson.ca/nbtf



Group ID code: 63



Home and Auto Insurance

Home and auto insurance is available through Johnson Inc., a licensed insurance agency. Policies are primarily underwritten by Unifund Assurance Company (Unifund). Unifund and Johnson Inc. share common ownership. Eligibility requirements, limitations and exclusions may apply. Contest runs from January 1st to June 15th, 2012. No purchase necessary. Existing policyholders are automatically entered in the contest. The contest is open to New Brunswick Teachers' Federation members. One (1) \$500 gift card will be awarded to each winner. Chances of winning depend on the number of entries received. Winners must correctly answer a 9th Grading question. Visit www.johnson.ca/nbtf for full contest details. CAT02-2012.

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Canada's Outstanding Principals

Release from The Learning Partnership

Great principals build great schools. They communicate a compelling vision, engage their communities and nurture their staff. They are exceptional leaders who lay the foundation for the success of their students and the betterment of their communities through a strong, vibrant public education system.

The Canada's Outstanding Principals program, which was developed by The Learning Partnership, is now in its 8th year. Veronica Lacey, President & CEO of The Learning Partnership, states, "We are proud to celebrate the achievements of these extraordinary principals. Their dedication to enhancing our public education system clearly demonstrates the importance of strong leadership in education. They will have the opportunity to further their knowledge and leadership capabilities through the five-day executive leadership program, which is part of the Canada's Outstanding Principals program."

The principals being honoured as Canada's Outstanding Principals for 2012 by The Learning Partnership will receive their awards at a gala dinner event and awards ceremony on February 28, at the Sheraton Centre in Toronto.

Canada's Outstanding Principals program utilizes the expertise of professors from the University of Toronto's Joseph L. Rotman School of Management and well known community leaders to provide a week-long executive leadership training program.

Wendy Dickinson: "They All Matter" Ridgeview Middle School

by Blake Robichaud, NBTA Staff

Wendy Dickinson drinks from a coffee mug featuring a formal studio photo of the "Student Services Team" at her school. "It's all about teams and teamwork at Ridgeview," Dickinson says. Enthusiastic and entertaining, she clearly loves kids ("They're awesome.") and lives by the adage, "They all Matter."

Dickinson is honoured to have been chosen as one of Canada's Outstanding Principals and to have been nominated by her school community and District 17 Superintendent David McTimoney. She believes her school has made significant progress since she assumed her role as principal seven years ago, and that this can be credited to intensive, individual, intervention.

"We try to give each student exactly what he or she needs and they don't all need the same things. It doesn't matter what their parent does for a job, or if they have a job, each kid gets the same amount of respect and opportunity. We always ask the questions:

What do you do for the students that don't get it and for the kids that do?" She says they make every effort to provide choices for students and to

ensure that for all of them there is a connection with at least one adult in the building.



Dickinson splits some teaching duties with Vice-Principal Shane MacNeil to allow grade level teams to meet. Including a teaching assign-

ment in her schedule is something she believes has many benefits. "I never want to ask these teachers to do anything I wouldn't do myself."

Located in Oromocto, CFB Gagetown has a strong connection with Ridgeview Middle School. The majority of the students and staff have close relatives either in the military or working at the base and this was keenly felt when the Afghan mission began to intensify. "Deployments are a big deal for everyone. We worry when they are gone and there is such relief when they return."

On a personal side, Dickinson is a positive thinker and doesn't believe that you need any special patience for Middle School because there really are "challenges everywhere." She still keeps her hand in coaching some badminton too, and proudly points out that, despite numerous challenges, she remains unbeaten against the Grade 8 boys.

The principal that I am today is a product of my experiences and learnings from my family, and from the colleagues I have been lucky enough to work and grow with throughout my career."

Beth McCarthy: An Open Door and a Special Place Ian Baillie Primary School

by Blake Robichaud, NBTA Staff

When I arrived at Miramichi's Ian Baillie Primary School shortly after dismissal time on a day in late February, there was a touch of spring in the air and the front door was wedged wide open. This was as refreshing as the weather, because if you visit many different schools in New Brunswick after hours it is often a challenge to determine which door is the "right" door and also to find someone to let you in. Within a few steps, I was greeted by Beth McCarthy. Unlike the school door, her office door is always open. "Kids and staff always come in and chat. The teachers have even named my couches "Laurel" and "Lauralee," the joke being that when the bell rings you can't rest on your laurels."

Beth had worked very closely for many months last year with the Ian Baillie PSSC when a variety of plans were being considered for the eventual closing of the school. She was nominated for the Outstanding Principal Award by the chair of that parent

group, but says her nominator would be a deserving recipient of a similar honour, "She is such an amazing,

the elementary level. She thinks it's wonderful that she still has the opportunity to teach a number of

Phys. Ed. and music classes. "You get to know all the kids and their parents. When a student messes up and is sent to the office he or she isn't a stranger, but someone you've had the experience of teaching as well."

Beth says she will be retiring in a couple of years, and that teaching has been such a great career because everyone around her made it that way. "I inherited the best staff in the world. Everyone is happy and works hard. Anyone that comes through our door knows within minutes that they are in a very special place."

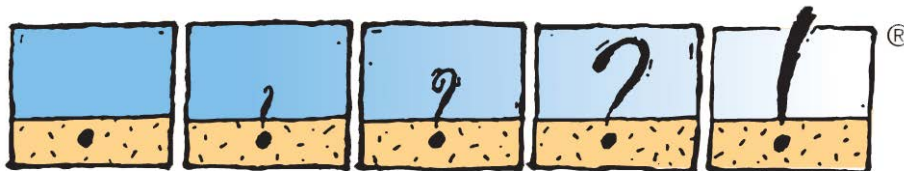
As I left Beth's office, a young girl - a former student I was told - walked in and began chatting with her former principal about all the new things in her life and education. It was easy to see that this was a pretty common event in a "special place" with an "open door."



brilliant hard-working person that she is the one that should be getting an award."

McCarthy began her career as a Special Education teacher and her assignments have mainly been at

began chatting with her former principal about all the new things in her life and education. It was easy to see that this was a pretty common event in a "special place" with an "open door."



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Under the Sea: What do you NEED?

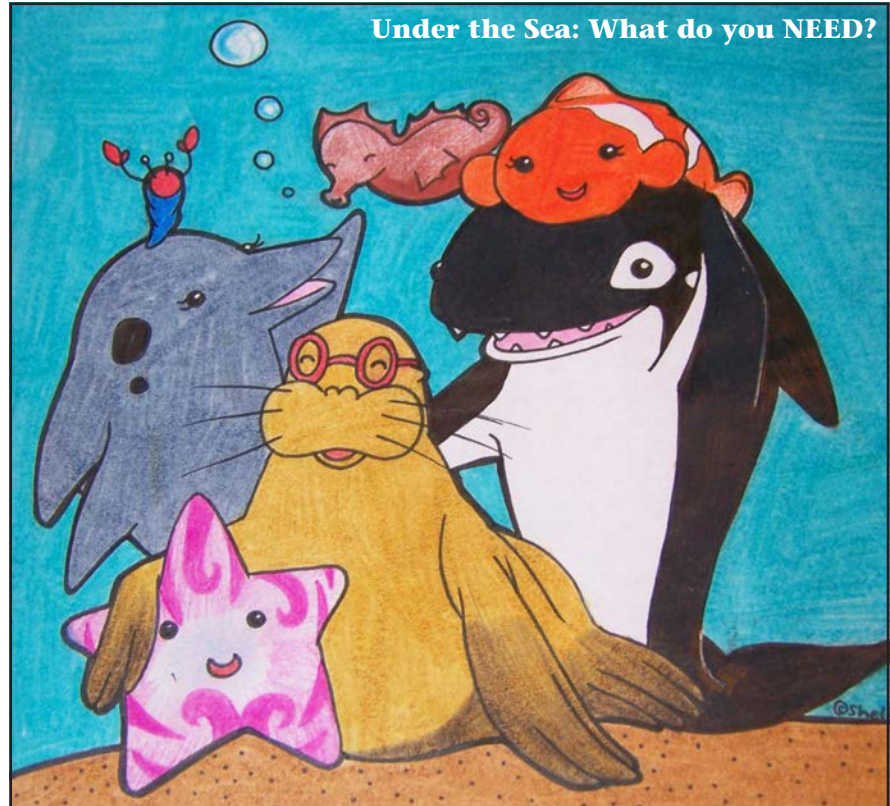
By Diane Leger (O'Brien), Salisbury Elementary School; diane.leger@nbed.nb.ca

I never dreamt I would one day be writing children's books...not to mention five of them! By having determination, perseverance and a positive attitude the possibilities can be endless to what you achieve!!

I always wanted to work with marine mammals and a few years ago I had the amazing opportunity to become a Marine Mammal Trainer. Upon returning home from Marineland (Niagara Falls, ON) in 2005, I continued working in the field of education. I then completed my masters in Counselling Psychology and have been a school counsellor in Salisbury, NB for the past five years. I was certified in Choice Theory/Reality Therapy in 2010 and had the privilege of meeting Dr. William Glasser. From my certification project the idea took off to write 5 children's books on the Basic Needs.

As a school counsellor, I often have parents and teachers asking why children behave as they do. My *Under the Sea: What do you NEED?* book set with reproducible activities was designed to teach children ages 5+ about the basic needs. For those not trained in Choice Theory, this set makes it easier to understand the needs that drive all of us including children.

When it came time to sit down and write the books, I quickly came up with my characters, the setting and all activities that take place themed around the ocean. The playful and endearing characters range from a starfish, to a killer whale, to a sea horse and even a walrus. One enjoyable aspect of each book is finding Wendall who is hiding on each page. He also plays a special role at the end of each book as you read "Wendall Walrus' Words of Wisdom" where the five basic needs are tied together. Each book focuses on one character who goes about their day trying to meet their basic need at home, school/work and play. Each book has



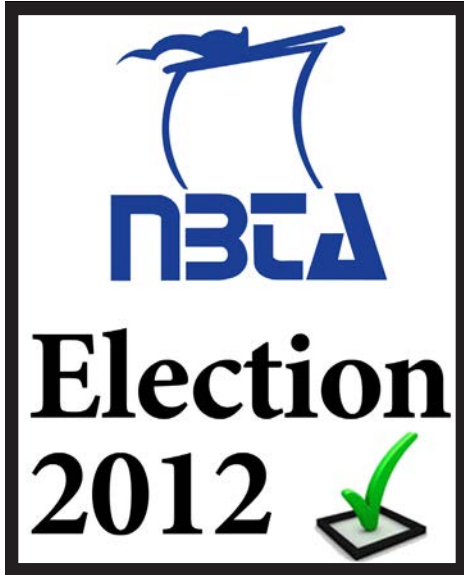
a parent/educator page that gives a brief description of how to use the books and there are three extension activities included to help take the guess work out of what to do next. My goal in writing these books was to help children and adults under-

stand that their behaviour is driven by these needs and our choices can either be effective or ineffective. If each of us has a better understanding of our own needs and what drives them, we will then be able to live the life we desire and want.

Cast Your Vote for NBTA Vice President/ President-Elect

April 23 - 27, 2012, at www.nbta.ca

Vote Countdown



School Reps can
Cross off
X
days to help
remind teachers
to vote.

5 days
left to vote
April 23rd

4 days
left to vote
April 24th

3 days
left to vote
April 25th

2 days
left to vote
April 26th

1 day
left to vote
April 27th

You will need your NBTA Member Number to vote. Please have it ready!

Your member number is located on the blue member card shown here:



It takes just a minute!

How to Vote?

- Click the Election 2012 icon at www.nbta.ca
- Choose: LEARN MORE information about the candidates or PROCEED to the voting process
- Vote: Enter your NBTA member # and your birthdate. Confirm your identity.
- Choose a candidate. Confirm your vote.

April 27th

7	6	5	4	3	2	1	0
hours left to vote	hours left to vote	hours left to vote	hours left to vote	hours left to vote	hours left to vote	hour left to vote	hours left to vote
9:00 am	10:00 am	11:00 am	12:00 pm	1:00 pm	2:00 pm	3:00 pm	4:00 pm

For details on “Who Can and Cannot Vote”, “Confidentiality of the Vote” and the “Results of the Vote” see the back page of the NBTA News Election Supplement.

Students Compete in Safety Tweet-Off

By April Cunningham, Reprinted with permission from the Telegraph Journal

SAINT JOHN - Share your online experiences with mom and dad to help them better understand computer social networking sites. Think before you post.

If you wouldn't do something in real life, don't do it online.

Such Internet safety tips were pouring through Twitter on Tuesday, February 29th, as middle school students tweeted their ideas in 140 characters or less.

The students at Lorne Middle School, in the Saint John's north end, were taking part in a friendly competition between homerooms - honing social media skills while inadvertently learning Internet safety at the same time.

"The kids are using this language outside of a school context, so if we're not using it in school, then we're obviously not speaking the same language they are," principal Greg Norton said.

"So it has helped increase student engagement, and we're hoping we'll see some increased student achievement." Norton said he'd rather embrace social media, rather than ban it in his school.

"We're encouraging the use of Twitter...in a responsible fashion"

Since the school set up its own Twitter profile about three months ago, under the alias @LorneMS, Norton says 80 per cent of the students have signed on to Twitter.

Teachers have used the social media

website to post questions about French, Language Arts and Math. Students respond on the public site, so anyone can see. Norton said the middle-school age is the best time to reach young people about Internet safety - encouraging them to leave a positive "digital footprint" and not to post dangerous personal information or photos.

"We're encouraging the use of Twitter, and part of the Tweet-off is to encourage it in a healthy, responsible, safe fashion," Norton said.

The class with the most interesting posts by Wednesday would win a pizza party and a BlackBerry Playbook.

The idea is probably not unique in other cities, but it's an encouraging way to get young people positively involved in digital culture, said Jeff Roach, a Saint John social media consultant.

Roach, founder of Sociallogical, said he encourages businesses to use social media, and to learn it through mentorship. The same applies to young people.

"It's not a knowledge or skill, but a culture," Roach said.

"If you don't culture kids to use these tools, they're going to be behind the eight ball." An event such as Lorne Middle School's "Tweet-off" makes students comfortable enough to plug into the digital world, he said.

Twitter is also generally a more friend-

ly social media platform than Facebook, which is popular among teens, he said.

"It's really a safe platform, it's wide open, and the thing I find with Twitter is it's generally more polite, supportive and friendly because it's public," he said.

"Because Twitter is public, there's very little opportunity for abuse or bullying. If someone sends you a message you don't like, you un-follow them and they can't do it anymore." On Tuesday in Melissa Lisik's Grade 8 homeroom class, students were crowded around laptops and others were using Twitter on the SMART board.

"This is really the tip of the iceberg with what we can do with it," she said.

"It gets them excited about whatever topic we happen to be talking about - just by working through a different medium. So that's really exciting as a teacher." Alyssa Ellis, 14, said Twitter is a fun way to keep connected to the school from home, and more convenient than checking the school website.

Meagan McIvor, 14, who was posting ideas through the smart board, said she likes following famous people on Twitter.

"We use it at school all the time now," she said. "I like it better than Facebook. I find Facebook is too much drama."

Yoga in Schools

Submitted by Blair Abbass

Who would have imagined that one day Yoga would be a credit course within public schools? From a pilot program in a rural high school in NS, over 200 teachers have been trained to share yoga with their students and staff.

NB native and teacher, Jenny Kierstead has written six yoga programs for students, such as Yoga Grade 11, Yoga for Autism, Yoga for Special Needs and Yoga posters published by Thompson Publications Inc.

In its fifth year being taught, Yoga 11 students are exercising in a non-competitive environment, becoming fit, dropping smoking and approaching life with respect and compassion. One student says "I've never



exercised in my life, but now that I'm taking Yoga 11. I'm exercising every day!"

Yoga for Special Needs, in its second successful year, teaches students

with a broad range of cognitive and physical abilities. One student commented, "Yoga class relaxes me so much that I really hope I can take it again next year."

This new movement is spreading across Canada, with KVHS in Quispamsis completing its first year offering Yoga 11.

Jenny Kierstead will be leading a full Yoga in Schools certification program from April to July in Moncton.

To register, contact: **Blair Abbass** (902) 444-YOGA (9642) info@BreathingSpaceYogaStudio.ca www.BreathingSpaceYogaStudio.ca or **Tanya Thibeau** (ED02) tanya.thibeau@nbed.nb.ca

Teachers' Pension Plan

While the government is currently reviewing public sector pension plans, it is believed that there will be no report for several months. The Teachers' Pension Plan is very healthy, and on track to be fully-funded by 2015-16. The retirement allowance is part of the collective agreement and is a bargained benefit. The government could only change this through

negotiations unless they unilaterally change legislation and this would entail serious political risk/resistance/backlash. Any teachers planning to retire this year should contact NBTA Staff Officer **Mike Ketchum** (michael.ketchum@nbta.ca, 506-452-1722) for advice.

So, You Have Decided to Retire?

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

- If you are unsure of your pension service, check with the Compensation & Employee 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:
Specify the date of retirement (always at end of the month - e.g., June 30, 2012)

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

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

Forms to fill out at District Office:

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

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

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

**Michael Ketchum, NBTA, P.O. Box 752,
Fredericton, NB E3B 5R6 Tel. 452-1722**

Farwell to Pocket Calendars

The NBTA Board of Directors, at its February 2012 meeting, voted to discontinue the production of NBTA Pocket Calendars beginning Fall 2012. Many members now utilize electronic calendars in some form, and there is a strong indication that many calendars are being wasted. However, the extremely popular 8.5 x 11 NBTA Planning Calendars and large format NBTA PrinciCals/Staffroom Calendars will continue to be produced.

**2011 - 2012
POCKET
CALENDAR**



Proud to be a part of the
New Brunswick Teachers' Association

NBTA Provincial Committees

We need your input!

Role: NBTA Committees provide in-depth research, advice and recommendations on specific topics to the NBTA Board of Directors.

Structure: NBTA Committees are made up of five teachers, including a Director, unless otherwise specified.

Commitment: NBTA Committees meet up to three times per year with the release time provided through the Collective Agreement (Art. 36.06). The regular term on a committee is two years.

Availability of Positions: As a general rule, committee members are replaced so that continuity is ensured. Therefore, due to the two-year terms, there is an average of two positions open on each committee each year.

Selection Process/Timeline: Committee members are chosen by the President in consultation with the Vice-President. Members who are selected will be contacted by the President and are officially confirmed by the Board of Directors in October.

NBTA Committee Application Form

Name: _____

School: _____

The names and Terms of Reference for various NBTA committees are currently under review and could be significantly changed for 2012-2013. To help the NBTA determine which committee(s) might be of interest to you, could you please write a brief paragraph expressing your interest, qualifications and expertise.

Deadline to Apply: April 30, 2012

Send applications to NBTA President Heather Smith or summarize the pertinent information and submit via e-mail: heather.smith@nbta.ca or erna.leger@nbta.ca

Citizenship Week at Fredericton High School

Submitted by Sally McAllister, Fredericton High School

The importance of creating effective citizens is integral to our role in the education system. As so many young people are choosing not to vote, this is taking on an even more significant role.

As the Social Studies department at a large school (Fredericton High School), we set a goal as part of our School Improvement Plan, to increase the involvement of students in their school and community. With a student population close to 2000, this can be a challenge!

The curriculum for Grade 9 Social Studies is very valuable in informing the students about the workings of government. To add to this, we have run several Student Vote programs (for both provincial and federal elections) where a group of students have taken on the roles of representatives of the various parties. They presented and debated with one another in each of the Social Studies classes. On a day near the actual election day, all the students were brought to a room set up as a polling station, where they "cast" their ballots in a mock election. The Political Science class played a major role in organizing and running the election.

This student involvement means a sense of ownership takes place. It was this idea of student-centered learning which led to our first Citizenship week in 2009. We have had several since then and have reevaluated the program each time. Our last Citizenship Week was held October 31 to the 4th of November 2011.

Our focus was on involving all students in Social Studies classes in a discussion. This ongoing conversation was to model the citizen's role in a democracy and the importance of being heard. The focus of the discussion was the question:

"How can we make FHS a better place to learn?"

It was suggested that the teacher take a class to discuss this and choose one or two representatives to meet with the Administration and SRC representatives during a lunch hour of Citizenship Week. A schedule was established, representatives chosen and administrators informed of the times. Suggestions for teacher "facilitators" sent out this year included:

1. Some items are outside the schools domain and the students need to be aware of this.
2. It is important that the students realize that the district has taken a 2% cut in funding and the fiscal reality is that we can expect no new assets.
3. As citizens of the school, it is important that students take responsibility for making some of the changes.

The process followed included the following:

1. Class discussions and choosing representatives
2. During the week, announcements will be made each day.
3. Representatives meet with Administration

4. Administration responds to the suggestions by holding an open forum several weeks later for all students.

Another possibility was that if students were comfortable signing a waiver, some of the meetings were filmed to be added to the FHS website. Each teacher was also given the comments made by the students the year before and the responses made to them by the administration.

At the meetings the Administrator took comments down and listened. The SRC representative was also involved and listening. The next step will be for the Administration to respond to the concerns in an open meeting.

Our experience last year has led to such things as changes in the school day, physical changes in the building and the creation of new clubs for specific purposes such as recycling. We plan on doing this again in the spring, at which time we will have a Citizenship Assembly, run by students, and recognizing the clubs and activities at the school. A sense of ownership taken by the students is our goal and the goal of our Administration. This has been a very positive program, not only for the students, but also the teachers and the administrators involved. Although we hope that it plays a role in creating the citizens of tomorrow, we can already see the positive effects that it has had on the connection between the students and the school.



Dalhousie's L. E. Reinsborough School Wins Video Contest

Submitted by Reggie Cyr, LER

Three of our grade five students, under the direction of grade four teacher Mr. Cyr, wrote, filmed, and edited a short commercial on anti-bullying. The three students, Drake C., Taylor A. and Troy L. submitted their video to "Hey U.G.L.Y., Inc." - a non-profit organization dedicated to helping youth with self-esteem and empathy-building. Betty Hoeffner, the co-founder and president, informed us that the students' submission was selected as the winning video. The students received clothing and cash prizes. Staff and students are proud of the great school community that we have at the L.E.R. The contest was judged by award-winning documentary filmmaker, Rick Erwin. 'Hey U.G.L.Y.' has an annual video and essay contest, so we encourage other schools to take part.

<http://heyugly.org/Contest%20Video.php>



Students Learn That Even Though They Are Small, They Can Still Make a Big Difference

Submitted by Sarah Cogswell, Bristol Elementary School

Students at Bristol Elementary School learned one more lesson in giving from retiring Principal James Wright. James spent his last few days at Bristol Elementary School in January, visiting each classroom with an important mission. During a 30 minute lesson he showed students how it's possible to make a big difference in the lives of families in countries on the other side of the world through a non-profit organization called Kiva.

It all started eight years ago in 2004 when there was a tsunami in the Indian Ocean. The students at Bristol Elementary School were upset and wanted to do something to help. Students decided to hold a bottle drive. They raised \$800. Now the bottle drive has become an annual fundraiser. Some of the money raised through bottle drives has been given out in the form

of 34, \$25 interest-free loans through the Kiva organization. The loans get paid back each year and the money can then be loaned out to new families. Students are giving the gift that keeps on giving.

During his 30 minute presentation in the grade one/two classroom, Principal James Wright read the students a story "One Hen: How One Small Loan Made a Big Difference", written by Katie Smith and illustrated by Eugenie Fernandes. This is a true story about a small boy named Koyo and how a small loan made it possible for him to buy one hen which immediately made a big difference to his family and eventually his community.

The students then had the opportunity to visit kiva.org to view the profiles of some families from third

world countries who want to borrow a small amount of money to improve their businesses. On this micro financing site, people can loan \$25 to people living in poverty to help them work their way out of poverty. The students chose to loan money to two farmers on the other side of the world who needed money to buy seed and tools. They will have one year to pay back these interest-free loans.

After the lesson, the students left for recess with smiles, knowing that their fundraising efforts would really make a difference. Mr. Wright left knowing that these children had learned an important lesson, that although they are small they can still make a big difference. A lesson worth learning!

www.kiva.org

Bristol Elem. School Staff and Students Honor Beloved Retiring Principal

Submitted by Sarah Cogswell, Bristol Elementary School

On the afternoon of Friday, January 20th, 2012, students and staff of Bristol Elementary School gathered in the gym to surprise retiring Principal James Wright with a farewell assembly in his honor. The assembly was organized by Social Committee President Vicki Thompson. Students and staff were eager to participate and perform.

Mr. Wright was greeted with a chorus of "Surprise!!!!!" by the students when he entered the darkened gym. He was then led to the seat of honor at the front of the gym, a comfy, overstuffed green armchair. There was also a padded footstool and a side table with a box of Kleenex and a mug of coffee so he could enjoy the show in comfort.

The assembly began with a welcome from Mrs. Colleen Dyer-Wiley (Acting Principal for the remainder of the school year). Grade Five student Amelia O'Neil was the MC. There was a hush of silence as the program began. Several staff members were already using their Kleenex.

First to honor Mr. Wright was Joanne Curtis's Kindergarten students who spread out across the stage

with the letters spelling PRINCIPAL MR. WRIGHT and huge smiles. Each student took turns saying something they will always remember about Mr. Wright that started with the letter they were holding. Brenda Ciesielski's grade one students followed with a beautiful song they'd written entitled "Mr. Wright's Legacy". Sarah Cogswell's grade one/two class performed a cheer "retirement means...", a rap, and also presented Mr. Wright with posters showing the three most important lessons he's taught them that they will never forget: 1. Care about your planet and each other. 2. We are all special and unique. 3. Even though we are small we can still make a BIG difference. This was followed by a song "So Long" written and performed by Pam Green's grade two class.

The Elementary students followed the Primary students and continued to show respect and tribute to Mr. Wright. Vicki Thompson's grade five class read a poem and shared some favorite memories of their time with Mr. Wright. Angela Welch's grade four class moved everyone with their version of "We Hope You've Had the

Time of Your Life" accompanied by a PowerPoint presentation. The last students to perform were Linda Ferguson's grade three class. They performed a hilarious skit, written by their teacher that was entitled "Mr. Wright's Grade Three Social Studies Class". The grade three students then presented Mr. Wright with an afghan that they had knit the previous year as part of an Arts Smart grant.

If there were any dry eyes left, Mrs. Vera Doherty, Bristol Elementary School's Administrative Assistant, took care of that with her beautiful rendition of "To Sir With Love". This was followed by the staff singing "Hey There Mr. Wright" (written by Linda Ferguson and Angela Welch and accompanied on Guitar by Miss Bea Martin.) The entire school body followed with the song "We Can Make a Difference" and "For He's A Jolly Good Fellow".

At the end of the Farewell Assembly everyone enjoyed cupcakes, juice boxes, tears and hugs. It was an emotional afternoon that we will never forget. A fitting farewell, for a wonderful Principal.

Set Goals, Short-Term Goals, Long-Term Goals, Stay Focused, Determined, Persevere and be Committed

Submitted by Phoebe Bruce, EA at Central New Brunswick Academy

This was the resounding message of Canadian Gold Medalist Katie Weatherston, as she spoke to the students at CNBA (Central New Brunswick Academy) at the beginning of the new year.

Goals - Specific, Measurable, Attainable, Realistic, - she encouraged the students of Central New Brunswick Academy to start NOW in 2012, if they haven't all ready done so. She attributed her success as an athlete to always working hard, staying focused

and never giving up even though there were problems encountered along the way. She forged through injury and disappointment but persevered and was able to make the Canadian team, (Women's Hockey) allowing her to travel, make new friends, have fun and WIN A GOLD MEDAL.

Weatherston complimented her speech with a slide presentation of her early beginning in sports to present. Students had an opportunity to view her medals and ring.





By Bernie Froese-Germain, Richard Riel and Bob McGahey, February 08, 2012

Among Canadian teacher unions, discussions of class size are increasingly being informed by the importance of considering the diversity of student needs within the classroom (often referred to as class composition).

Gordon Thomas, Executive Secretary for the Alberta Teachers' Association, provides this reality check on the relationship between teachers, class size and student diversity:

Let's bring class size and composition within Alberta schools into focus. A high school teacher might begin her day with a class of 37 students. Four of these students have learning disabilities, five have just moved to Alberta for the booming economy, one has serious behaviour issues, three are repeating the course from last year, seven are below grade level, two arrive late to class on a regular basis, and one is not attending class at all due to instability in his home life. This is just the first of several large classes she will teach this day. In the past, there may have been relief in the form of support staff in the classroom, funding for reducing class sizes across the K-12 system or personnel to provide a comprehensive approach to services that meet the diverse learning needs of all students, but these all appear to be vanishing with the instability associated with funding for education in Alberta. (Thomas, 2011)

Thomas goes on to pose a series of questions that will resonate with teachers across the country:

Now, does this learning context of 37 diverse individuals set the stage for a constructive, personalized, and rewarding learning environment for our children? How frequently might positive teacher-student interactions



A View From the Classroom

occur? To what extent could a strong sense of belonging and community among students be created in this classroom? How often would innovative pedagogical practices be undertaken by a teacher to transform the learning in such a challenging context?

These questions raise issues that go beyond the demonstrated positive impact that smaller class size has on student achievement, as important as that is, and speak to students' broader learning experiences at school.

What Class Size Research Says About Education Quality and Equity

For teachers, both class size and diversity matter.

Teachers consistently adapt their teaching to address the individual needs of the learners in their classroom. As the classroom becomes larger and more diverse, this task becomes increasingly more onerous.

Class size and composition also have obvious implications for inclusive education – if class composition is the degree of student diversity, broadly conceived, in the classroom, inclusion is the extent to which teachers have – or not – the necessary supports and services to be able to effectively integrate students with spe-

cial educational needs into their classrooms and schools. Indeed research has demonstrated that “smaller classes may have the greatest positive impact on students with the greatest educational needs.” (OISE-UT/CEA, 2010)

An extensive review of the research on class size by U.S. educational researchers Bruce Biddle and David Berliner concluded that:

- When it is planned thoughtfully and funded adequately, long-term exposure to small classes in the early grades generates substantial advantages for students in American schools, and those extra gains are greater the longer students are exposed to those classes;
- Extra gains from small classes in the early grades are larger when class size is reduced to less than 20 students;
- Extra gains from small classes in the early grades are found for various academic topics and for both traditional measures of student achievement and other indicators of student success;
- Extra gains from small classes in the early grades are retained when students are returned to standard-size classrooms, and these gains are still present in the upper grades and the middle and high school years. (excerpt from Canadian Council on Learning, pp. 2-3)

In addition, their research review reinforces the finding that smaller classes are more equitable because they allow teachers to more effectively address the needs of all the students in their classroom, particularly the needs of the most disadvantaged students.

They report that, “although extra gains from small classes in the early grades appear for all types of students

Class Size and Student Diversity: Two Sides of the Same Coin

(and seem to apply equally to boys and girls), they are greater for students who have traditionally been educationally disadvantaged; initial results indicate that the greater gains associated with small classes in the early grades for students who have traditionally been educationally disadvantaged are also carried forward into the upper grades and beyond” (as cited in Canadian Council on Learning, pp. 2-3).

Smaller classes can provide teachers with the opportunity to teach the way they aspire to teach. In a major study of Ontario’s primary class size reduction initiative implemented from 2004-2008, teachers reported that teaching in small classes has important pedagogical benefits:

While the large literature base on class size reduction includes some contradictory research interpretations, it also includes a number of relatively robust findings. The research confirms that class size reduction does provide the environment in which teachers can teach differ-

ently. In smaller classes, they interact with individual students more frequently and use a greater variety of instructional strategies. They can create more opportunities for higher-order co-construction of meaning by students. They also may spend out-of-classroom work time on more creative planning (and less on routine marking), and they may interact more frequently with other teachers and adults in support of classroom teaching. (Bascia, 2010)

Teachers in the study also reported improved student behaviour and engagement with classroom activities in small classes. A classic win-win-win – for students, teachers, and parents.

It’s not difficult to deduce how this could disproportionately benefit students with special educational needs, and why it’s a high priority issue for teachers and their organizations. To cite one example, the Manitoba Teachers’ Society annual member survey conducted in November 2010 found that the biggest concern of Manitoba teachers is class size and

class composition.

The Canadian public also supports smaller class sizes. In our public opinion polling conducted by Vector Research & Development, class size reduction ranked as the highest spending priority in seven of the eight surveys conducted from 1995 to 2008, regardless of variations in the spending priorities examined in each respective survey.

Last spring CTF conducted a national teacher survey on the theme of *The Teacher Voice on Teaching and Learning*. As part of the survey teachers were asked what changes they would make to the education system for the benefit of student learning. Their responses touched on a range of issues and, not surprisingly, class size and class composition were clearly identified as priorities. Provision of the necessary supports and services to allow teachers to help students with special educational needs was another high priority.

Governor General of Canada becomes Patron of CTF’s Imagineaction Program

January 19, 2012 — Ottawa...The Canadian Teachers’ Federation (CTF) is pleased to announce that His Excellency the Right Honourable David Johnston, Governor General of Canada has agreed to become Patron of the CTF Imagineaction program.

“We are extremely honoured that His Excellency the Right Honourable David Johnston has agreed to become Patron of our Imagineaction program. This program’s goals are very much aligned with His Excellency’s vision of a smart and caring nation that values the importance of civic engagement, empathy and community involvement,” says CTF President Paul Taillefer.

“Imagineaction is an innovative educational program which goes beyond the curriculum, using a criti-

cal thinking model to teach citizenship through active participation in community-based projects,” Taillefer adds. “Imagineaction is national in scope, providing English and French schools with funding subsidies to encourage student-initiated, developed and delivered social action projects to effect change at the community level.

“We are delighted that His Excel-

lency has confidence in the Imagineaction program which provides the framework to support his three pillars as outlined in his 2010 installation speech,” concludes the CTF President.

Other patrons of the Imagineaction program include former Governor General the Right Honourable Michèle Jean (2005-2010) and former Senator the Honourable Landon Pearson.





Council Day: Fri

Council Mission: The aim of the Councils of the New Brunswick Teachers' Association is curriculum assistance to the

For further details regarding Council Day Progr

WWW.N

Please bring the email confirmation with you on Council Day as it will con

Elementary Council



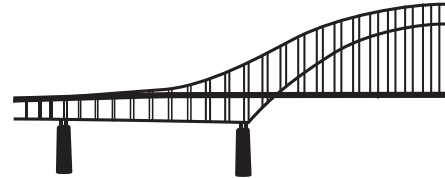
Moncton

Bernice MacNaughton High School
and Wesleyan Celebration Center

Move, Live, LEARN, Work
Regular Program

Physical Education
Specialist Strand

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Please note: Specialist Strand sessions are designed for K-12 teacher

We look forward to seeing

Friday, May 4, 2012



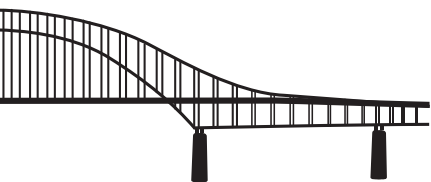
to promote and foster opportunities for professional development, communications and teachers of New Brunswick.

ams and to register (after April 4th, 2012), go to:

nbta.ca

tain your bar code for admission to the events and reminders for your day.

Level Council



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Program

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st Strand

High School Council



Saint John

Hilton Saint John
Saint John Trade and Convention Centre
Saint John High School
Harbourview High School

Regular Program

Music
Specialist Strand

rs already possessing a strong background in these specialist areas.

g you at Council Day 2012!

Frequently Asked Questions

by Ardith Shirley, NBTA Staff Officer - Professional Development

Council Day is on its way...

One of the best parts of my job here at NBTA is having the opportunity to work with the 37 teacher volunteers from around the province who serve on our three Councils. These individuals volunteer their time and talents throughout the year in service to their profession and in support of the NBTA Council mission: "to promote and foster opportunities for professional development, communications and curriculum assistance to the teachers of New Brunswick."

How do members of the Council Executive get elected?

It is easy! Each of the Councils has a nominating committee whose job it is to ensure that the Council Executive represents the geography and demographics of the membership. During the three Council Day programs, each holds their own AGM (Annual General Meeting) where annual reports are presented including nominations and election of officers. (Yes! These AGMs are different from the ones held at branches in May.)

What do Councils do?

Essentially, Councils work to support their mission: "to promote and foster opportunities for professional development, communications and curriculum

assistance to the teachers of New Brunswick." They meet approximately five times per year and make many decisions about how to support their members. They provide feedback to the Department of Education on Curriculum and Assessment, they plan professional learning activities such as institutes and, last but not least, they plan the details of the annual spring conference held in May on Council Day.

Tell me more about Council Day...

Council Days are important! These are days that have been negotiated as a regular part of our school calendar. Currently there are three Council days for professional development day activities planned by teachers, for teachers through their professional association. Two of these days traditionally take place in early fall, and the other on the first Friday in May. It is of utmost importance to our profession to maintain these days, AND that they be used for their intended purpose — professional growth.

Do I have to attend a Council Conference?

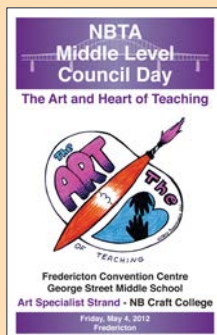
Teachers in New Brunswick do have a contractual obligation to participate in professional development on Council Day. Your Professional Association encourages all teachers to participate in one of the three Council programs. However, teachers have a choice about their

Council Day 2012

Mark Your Calendar!

Council Day 2012, Friday, May 4th

Elementary & Phys. Ed. Specialist Strand – Moncton
Middle Level & Art Specialist Strand – Fredericton
High School & Music Specialist Strand – Saint John



Upcoming Professional Development Opportunities!

DSS
July 3-6, 2012

CONTACT
August 7-10, 2012

Mark Your Calendar!

professional activity on this day. If for some reason a teacher is unable to attend a Council Day conference and has not been otherwise approved for absence through the employer then that teacher must submit an Alternate Proposal (see below for details).

May a teacher attend any Council?

Definitely -- Yes. The trend has increasingly been for teachers to consider all three Council programs as options. Teachers are free to select one of the programs based on either program content or geographic accessibility. Most programs provide many generic learning opportunities that would be appropriate for teachers regardless of the level at which they teach. The chance to meet with colleagues from around the province and share in both learning and social activities is a once-a-year opportunity.

What is an Alternate Proposal?

As mentioned, if a teacher is unable to attend Council Day, the Association has requested that this teacher give some serious personal thought to an individual meaningful professional development activity that could substitute for their attendance at the provincial conference. By completing the Alternate Proposal application form (available from your PD Rep or on the NBTA website) and submitting it to your School-Based Committee for approval, a teacher will be free to pursue that individual plan, provided it meets the guidelines developed by the NBTA Provincial Association.

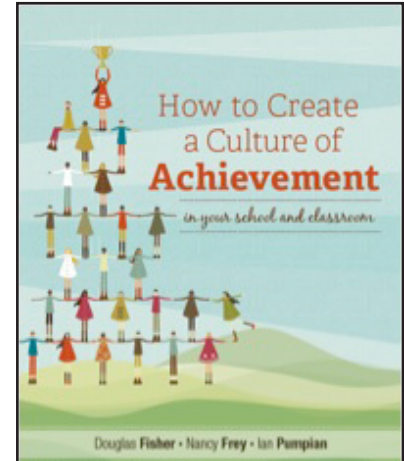
Book Give-Away!

The winner for February's draw was Kimberely Sears from Miramichi Valley High School.

This month's draw will be for: **"How to Create a Culture of Achievement in your School and Classroom"** by Doug Fisher, Nancy Frey and Ian Pumpian.

In order to have a chance to win, simply drop me an email at the email address below before **April 27th** with the subject line – Book Give-Away.

Ardith



Recommended Website:

www.nbta.ca and click on the Council Day Icon. I guarantee you will be impressed when you see the three fabulous programs that our Council volunteers have put together for you!

Closing Quote:

"You are what you think about all day long."

- Dr. Robert Schuller

Councils

Elementary Council News

Teaching Science in Grades 3 -5

By Tessie Hickey, Parkwood Heights Elementary School

Science can be a lot of fun to teach, and it often reaches the interests of students who are hard to motivate in other classes. I hope the following teaching tips can be useful in your classroom!

- Engage your students with as many hands-on activities as possible. Don't be afraid to get messy, and make sure to include time for getting the students to help with clean up.
- Students will use the words that you teach them, so if you use proper terminology when teaching science the students will use them too. Take a few minutes everyday to teach and review vocabulary. It might feel boring to you after a while, but the daily repetition is important.
- Instead of always giving students questions to answer, let them make

mistakes and come up with their own questions. Resist the urge to always prompt their questions. My students learn more from their own questions than the ones that I ask, especially when they get it wrong the first time or two.



- Plan ahead, but let the lesson take on a life of its own. Students will often take a topic into places above and beyond what was planned. If you don't know the answer to something – look it up together on

Google, or challenge students to find out and share the next day.

- Begin or end some lessons with related short videos like the ones found on Brainpopjr.com and Bill Nye. Students enjoy them, and they can help give a lot of information in a short amount of time. Pause the clip once in awhile to ask questions and predictions, it might get some moans and groans, but it lets you know they are paying attention!
- Find fiction and non-fiction picture books related to the topic that you can read aloud with the students and have available for students who finish early.
- Last, and definitely not least, get excited! Science is messy, fun, and lends itself to great teaching and learning.

The Elementary Council of New Brunswick Teachers' Association Annual Teacher Awards

In 2011 the New Brunswick Teachers' Association, Elementary Council decided to create Annual Teacher Awards to honour the vital role teachers play in developing the potential of students. These awards support peer recognition of those teachers and leaders whose inspirational approach to teaching stimulates student learning.

These special teachers and leaders are found throughout our education system and it is of benefit to the teaching profession that we identify and honour fine examples of inspirational teaching and leadership. These educators will not only continue to shine as positive role models for beginning teachers, but also help build confidence in the profession as a whole.

The Elementary Council calls on its members to identify teachers and leaders who are an inspiration to their

students, their peers and their community. Nominate a teacher who is a member of the NBTA Elementary Council. To obtain a copy of the nomination form, please go to www.nbta.ca (under Councils) or contact Karla Roy (address below).

Return the form to Elementary Council Awards Committee Chair post marked, emailed or faxed no later than April 19th, 2012.

To: Karla Roy Park Street Elementary
111 Park Street, Fredericton, NB
E3A 2J6
506 453 4255 fax
karla.roy@nbed.nb.ca email

Up to three (3) Annual Awards will be presented at the Elementary Council's Annual General Meeting on May 4th, 2012, at the Crystal Palace Hotel in Moncton, N.B.

Councils

Elementary Council Day 2012 — MOVE, LIVE, LEARN, WORK **Bernice MacNaughton High School & Wesleyan Celebration Centre, Moncton, NB**

By Donna Losier, Elementary Council President

The Council Executive members are very excited about our program, and are sure that you will be too when you visit the NBTA website and register. **A random draw from registrations received by midnight on April 15th will be held.** You have a chance to win one of these great prizes: NEW iPad3, Keurig Machine, Kobo e-reader, Video Camcorder, or Digital Camera.

We have tried to put together a program that has something to offer everyone. We are very pleased to be sponsoring the Phys. Ed. Specialist Strand this year. **Don't miss it!**

Thursday, May 3rd — Crystal Palace 7:00 pm - 7:45 pm - Annual General Meeting Come join us and find out what Elementary Council is all about and have a chance to win fabulous door prizes!

Each year the Elementary Council recognizes up to three extraordinary teachers at the annual AGM who have shown a positive contribution to their school environment. If you know of such a teacher and would like to nominate him or her for one of these awards, please see the previous page of the *News*. The nomination deadline has been extended to April 19, 2012 .

Socialize and celebrate our award winners with us at the Republic Ballroom Crystal Palace. Music, complimentary wine & cheese, 8:00-10:00pm. Hope to see you there!

Friday, May 4th — Council Day Schedule

8:00 - 9:00 Registration & Bar Code Scanning (even smartphone scanning) at Bernice MacNaughton High AND Wesleyan Celebration Centre.

9:00 - 3:00 Session ABCD (full day)

9:00 - 11:30 Session AB (half day)

9:00 - 10:00 Session A

11:00 - 12:00 Session B


12:00 - 1:00 LUNCH

1:00 - 3:15 Session CD

1:00 - 2:00 Session C

2:15 - 3:15 Session D

Self-select an individualized program that will offer you the optimal amount of professional choice of PD packed into one day.

The 'sneaker' indicates that this is a Specialist session but others may register if there is room. 

Saturday, May 5th — Literacy Workshop with Linda Hoyt

What: Literacy Workshop

When: 9:00 am – 2:30 pm

Where: Riverview Middle School
45 Devere Rd., Riverview

Cost: \$30.00 (for all council members) - nutrition & lunch provided. Payment made by credit card on-line. \$40.00 (for non-council members)

How: Register on line at www.nbta.ca. Use the link: Saturday Workshop.

Linda Hoyt has many years of experience teaching in elementary classrooms. She has worked as a reading specialist, a staff developer, a curriculum specialist, and a Title I Coordinator. Her special love is creating environments where children engage as active participants in the learning process.

Cross-Curricular Strategies for Lifting Achievement and Motivation (K-6) Learners who have a well-defined array of tools for seeking meaning retain more content, think more deeply and have better attitudes about themselves as readers. This session is jam-packed with strategies that will empower your readers and writers for all the texts of their future. You will walk away with a wealth of strategies that you can implement across the curriculum to raise achievement...Helping you to teach smarter instead of working harder.

Important Note to: All Physical Education Specialists regarding: “Move, Live, Work, Learn”, May 4th, 2012

The Elementary Council is happy to be hosting the Physical Education Specialists this coming Council Day in Moncton.

Our program committee has organized what we feel is a rich and interesting day of professional development for specialists. We cannot save seats for you, however, we want to encourage all Phys. Ed. specialists to register early to ensure that you have the pick of the sessions. Please consider going to the website - www.nbta.ca on April 4th, 2012 after 9 a.m. or as soon as you can after that date and register for the sessions you wish to attend. **Most sessions have limited seating. Register Early.**

Councils

Middle Level Council News

Middle Level Council, NBTA Nomination for Making a Difference in the Middle



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Student Council Advisor

School Spirit

Chaperone

Hot Lunch Organizer

Volunteer Ski Club

Evening Extra Duties

Planning Activities

Supervising Dance Club



Who me, recognized?

How to submit a teacher's name: please email information to Middle Level awards chairs Linda Dickson at linda.dickson@nbed.nb.ca or Cheryl Richardson cheryl.richardson@nbed.nb.ca with teacher's name, school and reason for the submission.

Deadline: April 20, 2012

Diary of a Middle School Teacher

by John Irvine, Woodstock Middle School

The following stories and anecdotes are not about one particular school or student but a compilation of three decades of teaching comprised of twenty-nine years at the Middle School level.

March 2nd,

Dear Diary,

The week before March Break is always an interesting time. It is a time to finish work, look forward to the week's vacation and in many cases have activities for Winter Carnival. Dress up days, special noon-hour events and, at Woodstock Middle School, the traditional teacher/student tug of war, are all part of these festivities.

This year, I decided to put my personal health and safety aside and join the staff team for the final championship pull. My back issues and sore hip were ignored. My hernia operation was forgotten. Lastly my scoped knees were pushed deep to

the back of my mind. I was to be the anchor of the team.

To be honest, I believe the teachers had more people pulling on their team than the student's team. It really makes little difference. We, the teachers, won! I walked away with my head held high and with pride in my step. That was on Friday. By Saturday morning the step of pride had turned to a crawl with a very sore back as I made my way from the bed to the couch. Oh, to be young again!

March 13th,

Dear Diary,

As a technology teacher I have the opportunity to see students excel in areas that are less academic and more hands-on. Today was one of those days. Two young men, who sometimes struggle in certain areas, completed an amazing stop animation movie. What was most special was the look of satisfaction and pride in their eyes. They knew that they had done a great job and could hardly wait to share their movie with the rest of the class. As teachers, we all look forward to moments like this. They come every once in a while to remind us of why we do what we do.

Councils

High School Council

Reflections and Personal Musings on Science Education

By Robert Dawson, Harrison Trimble High School

As my time for retirement approaches, I chose to take some time to reflect on the changes and evolution of science education throughout my 39 year career. As a high school student (late 1960's) science was taught using encyclopedic textbooks filled with facts and figures. As students, we were expected to memorize and reproduce this material on tests. We were given ample practice questions, facts and definitions to study. Labs were the cookbook style in which the results were predictive and lead to the fudging of the data to obtain the expected results. We became experts in figuring out how to change our results to obtain a calculated value close to an accepted value (problem solving at its best???) Exams were based on word problems and labs completed in the year-long course of study; recall of facts was important for most of the exam.

As a beginning teacher, I had been versed in the Inquiry Method of learning – learning through questioning and experimenting to answer these questions. Programs were imported from Britain and the US. The emphasis was on the experiment in which the results were not so predictive. The

curriculum was taught in a year-long course so we could get 30 labs done for the year. The process of learning became the focus of science education. Students were given data tables or allowed to use their texts to get the information. Memorizing was seen as evil. Science fairs grew in popularity and in some cases became required parts of the curriculum. (1970's and 1980's)

Along came the division of the school year into semesters (1990's)! Instructional time cut in half but curriculum virtually unchanged. Teachers were challenged with the delivery of the set curricular material in a drastically reduced time frame. Some chose to revert to an encyclopedic approach – seen as the most efficient way to cover required curriculum. Others decided to teach to their strengths and thus reduce the material covered to a manageable level. Over time, curriculum has been changed to align with time constraints. Lab activities seemed to take the back burner. As a teacher, the great personal debate became establishing a balance between instructional time and time spent on lab activities. Modern learning theory supports the constructivists'

approach where students learn best through a hook to prior knowledge. With this in mind I tried to use lab activities to reinforce curriculum outcomes based on previous knowledge, by giving students hands-on experience with concepts. These lab activities may be as simple as classifying different samples of matter as homogeneous or heterogeneous.

During the last 10 years, the proliferation of technologies has again changed my classroom practices. I have video clips at my fingertips and have developed PowerPoints. I have developed a website <http://hrsbstaff.ednet.ns.ca/dawsonrj/> and a Wiki to share information (a far cry from the spirit duplicators that I started with). All these methods address different learning styles. In the lab we use Pasco probes which yield more precise and accurate data for students. We also use computer simulations to demonstrate chemical principles and concepts.

It is with some reluctance that I have chosen to leave at such an exciting and challenging time of change for the 21st Century learner and teacher; I wish all great success in future endeavours.

One-to-One Computing

By Shane Sturgeon, School District 02

This year, I have been fortunate to work directly with a Demonstration School as a Technology Mentor. One of the main directives to the Demonstration School initiative is to provide computers to students on a one-to-one basis. In this case, netbooks were chosen. Netbooks are basically small-

er, stripped down versions of laptops. Not only is the program one-to-one but, in some cases, the students can take the netbooks home with them at night. I was unsure how I felt about this idea but after witnessing the effects of the program, I am happy to report that the netbooks are truly

making a positive difference.

One-to-one computing initiatives are becoming increasingly popular throughout the world. The integration of laptops, netbooks, tablets, and smartphones into classrooms on a one-to-one basis has had positive impacts on student learning, inter-

Councils

est, and communication to the point that one-to-one computing can no longer be ignored.

These devices offer information on demand as well as frequent communication opportunities through multiple avenues. Along with help from Web 2.0, 21st Century Learners are becoming widely known for their abilities to multitask within digital communities.

By reflecting the use of technology in contemporary life, education is becoming more dynamic and relevant, therefore sparking student interest and motivation. Motivation plays a large role in daily attendance, achievement and engagement, which, in turn, contributes to student success. One-to-one computing offers one computer for every student

to be used as his or her own personal learning assistant. When properly implemented and supported, one-to-one computing programs have been documented as providing favourable results for all stakeholders: students, teachers, administrators, and parents.

This is all easy for me to claim and research supports much of the findings but, this week, I went into the classrooms and asked the teachers and students what advantages and challenges were associated with having netbooks in their classes on a daily basis. The responses were overwhelming. Students and teachers told me first-hand accounts of how the netbooks were keeping students better organised and more attentive. The quality, quantity, and efficiency of the students' writing had notice-

ably improved. Their shyness in class was becoming less of an issue as many choose to collaborate online. Less time was spent writing down notes and assignments and more time was being spent actually producing new work.

As for challenges, many teachers found that students were communicating virtually but not always on the task at hand. So, passing notes has gone digital in these classrooms. The other barrier was that students often came without their netbooks charged or they forgot their power supplies at home. Sound familiar? Forgotten pencils? Forgotten textbooks? It seems that one-to-one computing has brought a positive change to today's classrooms but the problems that exist are familiar.

High School Council Day 2012

High School Council Day is quickly approaching and offers plenty of opportunities for professional development, networking, and socializing. Our venue in Saint John and our diversified sessions are sure to impress. This year, we are also hosting the K-12 Music Strand.

Thursday May 3 — Annual General Meeting

The High School Council will hold its Annual General Meeting from 8:00-9:00 PM at Hilton Saint John's Kennebecasis Rooms I&II. Wine and Cheese adds a touch of elegance to this important event. There will be draws for several prizes and we will present our Teacher Recognition Awards.

Social: Our social will take place at O'Leary's Pub from 9-11 PM. Dance to the music provided by *Nothing but a Necktie!* www.olearyspub.com

Friday May 4 — Council Day

Location: This year's High School Council Day will be hosted by the luxurious Saint John Trade and Convention Centre. www.saintjohn-tradeandconventioncentre.com/

Schedule:

8:00-8:45	On-site Registration Hilton Saint John
8:50-9:05	Opening Remarks
9:15-10:15	Keynote and A Sessions
10:15-10:40	Nutrition Break
10:45-11:45	Keynote and B Sessions
11:45-1:15	Lunch On Own
1:15-2:15	Keynote and C Sessions
2:25-3:25	Keynote and D Sessions

Parking: With limited parking in the downtown area, the High School Council is offering a free shuttle from Costco Saint John to the Saint John Trade and Convention Centre.

Shuttles: Will run from 7:30-9:00 am and 3:00-4:00 pm. Teachers must request this upon registering so we know how many busses to book.

Accommodations: The High School Council is pleased to have reserved Hilton Saint John as its host hotel. Rooms are going fast and the exclusive rate is only guaranteed for a limited time. Reservations can be made by: **Phone:** 1-506-693-8484

Web: http://www.hilton.com/en/hi/groups/personalized/S/STJHH-HH-TEAA12-20120502/index.jhtml?WT.mc_id=POG

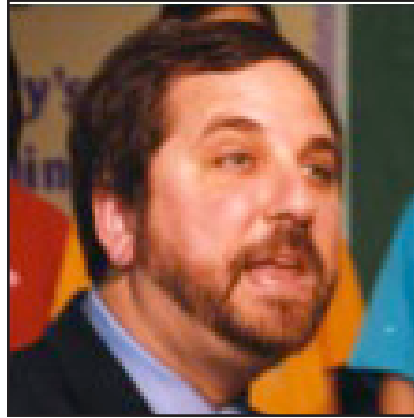
Price: Rooms start at \$119/night
**Rate is only guaranteed until April 13, 2012*

Keynotes: **Brian Thwait's** is a dynamic and immensely entertaining 'brain trainer', a learning and communication whiz with a wealth of experience in both the public and private sectors. He first demonstrated his flair for performance as an award-winning educator and is now an acclaimed professional speaker who



Councils

engages both the hearts and minds of his audiences -- so they leave his presentations with sides splitting from laughter and minds bursting with ideas. Brian has been featured in various media and is the author of *The Big Learn: Smart Ways to Use Your Brain*. Thousands of people in countless audiences have experienced his unique and thought-provoking take on how we use our heads, and his extensive client list is rapidly expanding as his reputation continues to grow. www.brainspeaker.com



Rafe Esquith: A once-in-a-lifetime educator, Rafe Esquith may be the most inspiring school teacher in America. He's been called "a modern day Thoreau" by *Newsday*, "a genius and a saint" by *The New York Times*, and "the most interesting and influential classroom teacher in the country" by *The Washington Post*. For the

past two decades, Esquith has taught fifth-graders at a public school in a Los Angeles neighbourhood plagued by guns, gangs and violence. His exceptional classroom at Hobart Elementary - known simply as Room 56 - is unlike any other in the country. www.thelavinagency.com/speaker-rafe-esquith.html

Music Strand Info: Music Strand session will take place at Saint John High School and Harbourview High School.

***Note:** Teachers do not pre-select sessions they wish to attend. Sessions will be filled on a first-come, first-served basis on Council Day

Greening Council Day: Please bring a reusable water bottle with you. Water refill stations will be provided.

Prizes: Council Day will feature plenty of prizes and giveaways. Don't forget to bring something to carry them in!



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By Kimberley McKay, NBTA Staff Officer

THE POWER OF COOPERATIVE DISCIPLINE

When early career teachers are asked to identify topics on which they would like to learn more, classroom management is an oft-repeated request. While an abundance of classroom management resources exists, the strength of the *Cooperative Discipline* approach continues to allow educators and students to work together to make powerful improvements in the learning environment.

So what exactly is the *Cooperative Discipline* approach? It is a model of classroom management founded in the belief that every student has the potential for choosing appropriate behavior and for becoming a more responsible citizen of the school community, regardless of background, past performance or current level of functioning. This approach contains elements of supportive, preventive, and corrective strategies. It emphasizes both the goals of misbehavior as well as building self-esteem through making students feel capable, connected, and contributing. *Cooperative Discipline* adheres to three core concepts:

1. Students choose their behavior and the ultimate goal is to belong.
2. Behavioral choices are often influenced by classroom management styles.
3. There are 4 goals of misbehavior: attention-seeking; power; revenge; or avoidance-of-failure.

Attention-Seeking Misbehaviors

Attention seekers are like stage performers; they require an audience. Although we all require a certain amount of attention to feel we belong, attention seekers require extra attention. Active attention-seeking behaviors are unmistakable because they disrupt the class and prevent us from teaching. Passive attention-seeking behaviors rarely disrupt the class. Students exhibiting passive attention-seeking behaviors

are sometimes hard to redirect as they respond with “I’m not doing anything wrong”.

When teachers observe attention-seeking misbehaviors they may feel mildly annoyed or irritated and respond by reminding, nagging or scolding the student. The student will in turn stop the misbehavior temporarily.

Several interventions exist to address attention-seeking misbehaviors:

- minimize the attention
- legitimize the behavior
- do the unexpected
- distract the student
- notice appropriate behavior
- move the student

Power-Seeking Misbehaviors

Power-seeking students constantly challenge us. They try to prove they are in charge. They may completely disregard our instructions, or they may comply insolently. They often don’t act out until they are assured of an audience. Power seekers sometimes have a “verbal” tantrum which manifests itself as lip or sass. Or, they exhibit “lawyer syndrome” whereby instead of acting disrespectfully, they speak in a pleasant manner using pseudo-logic to explain misbehavior. Passive power seekers will avoid the battle; they smile at teachers and say what we want to hear while doing precisely what they want to do. Ironically, power seekers can be charming and strong leaders when not in power-seeking mode.

When teachers observe power-seeking misbehaviors they may feel angry or frustrated and respond by fighting back or giving in. Power seekers tend to respond by continuing the misbehavior and eventually stopping on their own terms.

It is critical to distinguish between attention-seeking and power-seeking misbehaviors because



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interventions for attention-seeking usually are not effective with power behaviors. Several interventions can be effective with power seekers who are still in the “rumbling” stage (meaning they have not yet “exploded”):

- acknowledge the students’ power
- remove the audience
- table the matter
- schedule a conference
- change the subject
- agree with the student
- state both viewpoints
- deliver a closing statement
- take a teacher time-out

Revenge-Seeking Misbehaviors

While students who seek power can be charming when not misbehaving, this is not usually the case for students who habitually seek revenge. These students often sulk and scowl even when not lashing out. Revenge behavior may follow power behavior if the teacher has responded with a display of force. Students exhibiting these behaviors put us on edge because they seem ready to explode at the slightest provocation. Many of them are retaliating for real or imagined hurts from someone against whom revenge might be too risky.

When teachers observe revenge-seeking behaviors they may experience anger, hurt, disappointment or even a sense of dislike. The teacher may retaliate, punish severely or simply withdraw from interactions with the student. In response, the student may continue, intensify the behavior, or choose to stop on his or her own terms.

The intervention strategies that work for power behaviors also work for revenge. However, students who choose revenge behavior need extra help in anger management and nonviolent conflict resolution.

Avoidance-of-Failure

Students engaging in avoidance-of-failure

misbehaviors often procrastinate, engage in non-completion, temporary incapacity or assumed disabilities. Emphasis on competition in the classroom may exacerbate this behavior. It is important to recognize that temporary withdrawal is fine; it becomes a problem when the student consistently engages in such behavior over a period of time, in ways that impede academic and social development.

Unlike the other goals of misbehavior, avoidance-of-failure may leave the teacher feeling only professional concern and he or she may refer the student for support. Students will generally respond by continuing to avoid tasks for which they perceive they cannot be successful.

Several interventions exist for students exhibiting avoidance-of-failure misbehaviors:

- modify instructional methods
- encourage positive self-talk
- reframe the “I can’t” refrain
- teach procedures for becoming “unstuck”
- provide forms of extra help

As teachers consider the *Cooperative Discipline* approach, it is important to remember that intervention is not synonymous with punishment. The purpose of the intervention is to stop the behavior occurring at the moment and to influence the student to choose more appropriate behavior in the future.

This article is intended as a synopsis of the Cooperative Discipline approach to classroom management. Teachers interested in the full range of interventions and accompanying explanations should consult the reference cited.

References:

Albert, Linda. *Cooperative Discipline: How to Manage your Classroom and Promote Self-Esteem*. United States of America: American Guidance Services, Inc. (1989).



Important Things to Note about the NBTF Group Insurance Plan

by Lisa Calhoun and Lise Shaw

The NBTF Group Insurance Plan is managed by a group of active and retired teachers (The Trustees) who meet four times a year to make decisions about what benefits will be covered, what premiums will be charged, etc. Johnson Insurance is the administrator of the plan for us and they also handle claims and consultation for the Trustees.

All teachers are automatically enrolled in four insurances: Basic Life, Health, Salary Continuation, and as of September 2011, Critical Illness. Everyone starts with the single plan and if you wish to purchase more insurance or add family members, you need to contact Johnson directly. You can also choose to opt out, but remember that if you do so and decide later to opt back in, sometimes you may need to provide medical information and it may be more difficult to obtain. Teachers are NOT automatically enrolled in Dental, but you can choose to purchase that as well. If you do, you have to stay in the plan for a minimum of one year.

Home and Auto Insurance are not part of our Group Insurance Plan, however we have an agreement with Johnson wherein they can provide these policies. If you are registered with Johnson, you can have the premiums deducted from your pay similar to your other insurance deductions.

Check your paystub to see what you are paying for your Group Insurance - it falls under code 18 and is shown in a lump sum. Twice a year you will receive a statement indicating all of the coverage you are enrolled in with a breakdown of the costs for each. If you have questions about anything on your statements call Johnson directly at 1-888-851-5500.

All teachers are encouraged to go to the Johnson website at www.johnson.ca in order to register. Once there, go to the right-hand corner where it says "Members Only" and click on "Register". Have your green and white NBTF Group Insurance Card nearby, as you will need your certificate number. Johnson will send you a temporary password within 24 hours and then you will be able to access your profile, benefit summary, and claims information.

Under the "Claims Information" it will list the various benefits, the maximum amount you can claim for each, and how much you have remaining for the year. For most practitioners the maximum benefit is \$600/year, however psychology is \$700/year and for physiotherapy there is No Maximum! It is important to check the "Eligible Expenses" so that you know exactly what

is covered under the Health Plan - you may be pleasantly surprised!

On the Johnson website you can print a report of the premiums paid and use it for your income tax return. As well, you can print out a report indicating the 20% that was unpaid on each claim and you can claim that portion on your income tax if it is a certain amount. If you are sending receipts in to Johnson for reimbursement, you can also print off a blank form to attach with them - very convenient! Remember that you must send the original receipts to Johnson - they can't be faxed.

It is very important to carry your NBTF Group Insurance Card with you at all times. Please have a look at it right away and make sure all the numbers are legible. Travel Insurance is covered under the Health Plan, so if you travel outside of NB, you are covered for everything you are covered for here in this province. If you have a family plan, each person in your family is also covered. When travelling to Cuba, make sure you bring your card, but also obtain a letter from Johnson proving that you're insured for health insurance, otherwise they may not let you into the country.

If you run into health problems while travelling, make sure to look on the back of the card for the World Access/Accès Mondial number - 1-800-249-6556 (for Canada and the United States). From other countries you call collect (519) 742-6683. Do not pay any medical expenses until you have called them (unless, of course, they are minimal and less than \$200.00) then keep your receipts and submit them to Johnson upon your return. Again, it is important for you to familiarize yourself with the details of our travel insurance policy.

If you are getting married, getting divorced, changing districts, etc, it is very important to let Johnson know. It is also important to make sure your beneficiary designation cards are up to date. If not, your life insurance payment could go to your ex-wife or husband!

New membership booklets are being printed this year and will include detailed information about all of the policies/coverage, including the newest addition of Critical Illness Insurance. Until then, descriptions of the plans/policies can be found on the Johnson website.

If you have specific questions/concerns about any of your insurance policies, you can access names, numbers, and emails for all of the administrative staff at Johnson in Fredericton on the NBTA website under "Other Links" or call the toll free number at 1-888-851-5500.

Carmen Meehan

Coordinator, Districts 6, 8, 10
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For more information, please contact:

Terry MacDonald
Manager, Teacher Education & Technology
Enhanced Learning
School of Professional Studies
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terry_macdonald@cbu.ca



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ATTENTION RETIRED TEACHERS

If you are a recently retired teacher or know someone who is, you are encouraged to join your professional organization: the New Brunswick Society of Retired Teachers. Membership in the NBSRT has the following benefits:

- Being part of a growing organization of over 2000 members.
- *Reflections* magazine published three times per year.
- Representation on the NBTF Group Insurance Trustees.
- School Days Museum filled with teaching memorabilia and artifacts.
- Affiliations with NBTA, Canadian Association of Retired Teachers, SERFNB, Coalition for Seniors and Nursing Home Residents Rights.
- Deduction of dues at source.



For membership information contact Vernon Harding, Membership Secretary, (506) 459-2633, or e-mail at tutoris@nbnet.nb.ca

Roger H. Nesbitt, President
New Brunswick Society of Retired Teachers

Branch 0820 Suitcase Social



Branch 0820 would like to congratulate **Heather Riley** on her winning of the Collins Tours Suitcase Social! She plans on taking her sister with her to Jamaica! Congratulations also to Terri Shipley, the winner of our 50/50 draw (\$195!!!) A big thank you to all those who supported the event. With your help, we were able to raise \$2500 to support our Retirement Teachers Banquet in June. We also like to thank Collins Tours and Consulting for providing a great trip and Bowlarama West for hosting a fun night.



St. Thomas University
LEADERS IN LIBERAL ARTS

Education Institute Summer 2012 – Fredericton

The *St. Thomas University* education institute is pleased to announce that it will be providing four new Summer courses in Fredericton. More detailed information on education institute courses will be available by **mid April** on the university website www.stu.ca For further course information, contact the Education Institute Coordinator RayWilliams@stu.ca

EDUC 5553 - Technology in Education

Dates: Tuesday, July 3rd to Saturday, July 7th, 9:00 am to 4:30 pm

EDUC 5703 – Contemporary Mathematics Concepts for Elementary Educators

Dates: Monday, July 9th to Friday, July 13th, 9:00 am to 4:30 pm

EDUC 5713 – Contemporary Mathematics Concepts for Middle Level Educators

Dates: Monday, July 16th to Friday, July 20th, 9:00 am to 4:30 pm

EDUC 5723 – Contemporary Science Concepts for Elementary Educators

Dates: Monday, July 16th to Friday, July 20th, 9:00 am to 4:30 pm

EDUC 5733 – Contemporary Science Concepts for Secondary Science Educators

Dates: Monday, July 9th to Friday, July 13th, 9:00 am to 4:30 pm

EDUC 5823 Writing for All Teachers: Critical and Multiple Perspectives Across the Disciplines

Dates: Tuesday, July 3rd to Saturday, July 7th, 9:00 am to 4:30 pm

EDUC 6133 – Shared Leadership

Dates: Monday, July 9th to Friday, July 13th, 9:00 am to 4:30 pm



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2012 Summer Courses

Marine Biology

(15+ years old and students)
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Deadline to Apply: June 9, 2012

All Things Marine

(Adults and teachers)
Monday, July 16 to Friday, July 20
Deadline to Apply: June 16, 2012

Visit www.huntsmanmarine.ca for more information or to apply - Early bird discounts available.



April is Run Canada Month

We are thrilled to announce that April 2012 has been designated Run Canada Month. This new initiative has the goal of promoting the sport of running in our communities and getting Canadians of all ages and abilities out and active. One of our biggest goals is to help engage young people across this great country in the sport of running.

Canada has a rich history in the sport of running and through our website you will find class projects for students of all ages. Through our "Can Your Class Run Marathon Project" you will give your students an appreciation for what a tremendous accomplishment completing a marathon is, while helping them be active.

Please join us in celebrating April as Run Canada Month.

For more information on Run Canada Month visit our website at:

www.runcanada.ca



The Health of Canada's Young People

The Health of Canada's Young People: a mental health focus provides a snapshot about the health and well-being of Canadian youth in their social settings. The report is based on the Canadian data from the 2009/10 cycle of the Health Behaviour in School-aged Children (HBSC) study.

This year's report focuses on mental health, but it also looks at unintentional injuries, healthy living and healthy weights, risky behaviours, bullying and the social settings that impact the health and well-being of youth (home, school, peers and the community).

The HBSC study is conducted in Canada and 42 other countries across Europe and North America in collaboration with the World Health Organization Regional Office for Europe. Canada has participated in the HBSC study since 1989 and is led by a team of researchers based out of Queen's University in partnership with the Public Health Agency of Canada. Going forward this information will be used to support the development of policies and practices to address health-related challenges facing youth today while taking into consideration the unique and complex social settings where they live, learn and play.

www.phac-aspc.gc.ca/hp-ps/dca-dea/prog-ini/school-scolaire/behaviour-comportements/publications/hcyp-sjc-eng.php

Safer Internet

To mark Safer Internet Day, the Canadian Internet Registration Authority (CIRA) and Media Awareness Network (MNet) are launching the first in a series of cyber security tip sheets to help consumers stay safe when using the Internet.

While surfing the Web is fun and can present a wide variety of opportunities, you can also encounter unexpected problems. Today's release focuses on Safe Surfing, which explores the different types of risk relating to using the Web and ways Internet users can protect themselves.

"MNet is pleased to partner with CIRA on this education initiative to help Canadian consumers learn about the security risks they face online, and the simple steps they can take to minimize these risks," said Cathy Wing, MNet Co-Executive Director

This new series of tip sheets complement the Cyber Security Consumer Tip Sheet released by CIRA and MNet in April 2011. Where it provided general high-level information about potential risks one may encounter online and suggested tools that may assist in lowering the level of risk, this new series will expand on key issues and provide more detailed guidance.

"Anything we can do to help youth and adults have a safer online experience is a step in the right direction," said CIRA President and CEO Byron Holland. "CIRA's unique perspective on the Internet positions us well to provide Canadians with resources on proper online habits and ultimately create an improved online experience."



The Safe Surfing Tip Sheet is available at www.cira.ca and on the MNet website at www.media-awareness.ca, as well as other digital literacy resources.

Safer Internet Day is organised by Insafe, and is held each February to promote safer and more responsible use of online technology and mobile phones. More information is available here:

www.saferinternet.org.

Day of Pink April 11th

Jer's Vision: Canada's youth diversity initiative is a charity that works to support and encourage the work of youth to address discrimination in their schools and communities.

Our annual Day of Pink is **April 11th**. We are encouraging schools across the country, and internationally to celebrate this day.

We have all the resources you need available at www.dayofpink.org to order, or free downloads from the website.

If you are able to send us a picture and a letter from your Day of Pink Celebrations, perhaps you might make it in our newsletter too!

If you have any questions, please contact Loresa at gala@jersvision.org or call the office 613-400-1875.

DayofPiNK.org

School Psychologists

"As professionals with training in both mental health and education, school psychologists are uniquely equipped to help schools provide evidence-based services and programs that promote academic achievement and social-emotional wellness,"

(Gene Cash, President of the National Association School Psychologists). The New Brunswick Association of School Psychologists (NBASP), whose membership is drawn from psychologists working in Anglophone school districts throughout the province, has developed a bookmark highlighting the roles of school psychologists. If you would like a copy of this bookmark, or if you have questions about school psychology, please email the New Brunswick Association of School Psychologists at NBASP.EXEC@gmail.com.



5

things you should know about
School Psychologists

1. School psychologists base their practice on scientific principles that guide assessment and treatment.
2. School psychologists are fully trained psychologists licensed and regulated by the College of Psychologists of New Brunswick.
3. Children with learning, social-emotional, and life challenges can be assisted by school psychologists.
4. School psychologists focus on the strengths that individuals bring to learning and to life.
5. Assessment and therapy tools and skills that are utilized by school psychologists have been tested and proven to be effective.

*New Brunswick Association of
School Psychologists*
NBASP



Music Care Conference

Atlantic Institute on Aging

**June 3 & 4, 2012
Fredericton**

What is the Music Care Conference? A day which brings together music care stakeholders to identify and integrate common themes and issues using music across the care spectrum and highlight the social implications of music in care

Quick Facts

Monday June 4 – 8:30-4 p.m.
Registration cost (does NOT include

cost of Raylene Rankin concert; includes lunch at Crowne Plaza)

Early Bird (before Apr. 1) - \$101.70 (\$90 + 11.70 HST)
Seniors/Students - \$84.75 (\$75 + 9.75 HST)
Regular (after April 1) - \$124.30 (\$110 + 14.30 HST)

Raylene Rankin Live! Concert – Sunday June 3, 7 p.m. Tickets are regular \$45, seniors & students \$35 (includes HST). Order at www.theplayhouse.ca

Conference Registration at www.room217.ca or phone 905.852.2499

Conference will be in English and French (simultaneous translation available)

www.aginginstitute.ca



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Men Teachers Curling Bonspiel January 20, 21, 22



Section A Winners (l to r): Dennis May - 2nd, Tilman Martin - Lead, Andrew Loughery - Mate, Mike McCaustlin - Skip, with NBTA Vice President Adam McKim.



Section C Winners (l to r): Terry Dickson - Skip, Curtis Fournier - Mate, Josh Taylor - 2nd, and Ian Patrick - Lead.



Section B Winners (l to r): Mike Gorman - Lead, Ernie McNeill - 2nd, Terry Kilfoil - Skip, Mike Bishop - Mate, with NBTA Vice President Adam McKim.



Section D Winners (l to r): Jason Melendy - Lead, Adam Trider - Skip, Craig Hutchings - Mate, and Dave Gerhardt - 2nd.

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