



April 2013  
Vol. LV No. 4

NEW BRUNSWICK TEACHERS' ASSOCIATION


## Ending Violence Against Women



*Heather Smith at United Nations Conference*

## Council Day – May 3<sup>rd</sup>, 2013

**NBTA**  
Elementary  
Council Day



LEARNING TOGETHER IN  
*Harmony*

James M. Hill Memorial School  
Dr. Losier Middle School  
Miramichi  
Music Specialists Strand

May 3, 2013

**NBTA**  
Middle Level  
Council Day



Tapping into NB Teachers' Talent



Hotel NB & Northrop Frye School  
Physical Education Specialist Strand  
Evergreen Park School

Friday, May 3, 2013  
Moncton

**NBTA**  
High School  
Council Day



Fredericton High School  
Art Specialist Strand  
NB College of Craft and Design

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Friday, May 3, 2013  
Fredericton

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Also available at

[www.nbta.ca](http://www.nbta.ca)



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New Brunswick  
Teachers'  
Association

## A Message from the President



During the week of March 2-9, 2013, I had the opportunity to attend the 57<sup>th</sup> session of the United Nations Commission on the Status of Women (UNCSW) in New York. I was part of the Education International delegation, which joined with trade union groups from around the world. There were six of us from the Canadian Teachers' Federation, with Newfoundland and Labrador, Manitoba, Yukon and New Brunswick being represented. However, in our trade union delegation there was also representation from United Kingdom, Italy, Zimbabwe, South Africa, Algeria, Ghana, Senegal, Australia, Jamaica, United States and several Canadian unions. Before I even left the room for the first of our daily briefings, it was already

an experience of a lifetime sharing a purpose with these women.

Each year the UNCSW has a priority theme and the goal is to have agreed conclusions, a set of concrete recommendations, accepted by the countries represented. These conclusions outline progress, gaps and challenges that governments, intergovernmental bodies, civil society actors and other relevant stakeholders put into action at the international, national, regional and local levels.

In addition to the formal UNCSW meetings and deliberations, there are representatives of hundreds of Non-Governmental Organizations (NGOs) who travel to New York to present their work in the area of the priority theme. It was mind-boggling to listen to the plight of women and girls in other parts of the world and I found myself being thankful for where I was fortunate enough to be born.

The priority theme for the 57<sup>th</sup> UNCSW was the elimination and prevention of violence against women and girls. I am sure you can appreciate the difficulty of ensuring agreement from 193 nations, each with different lenses, experiences, cultures and realities. Trade unions lobby for women worldwide, regardless of whether or

not they are members of unions. Our role was to lobby for what our trade union group had determined were our priorities, of which there were five.

One of these five priorities was the need for strong and inclusive language on the role of educators and educational institutions in preventing and eliminating violence. Sally Armstrong, a Canadian journalist and author, once said in an interview that, "...it has to do with education. That's the danger for fundamentalists and extremists and nut bars. If you educate your women they're going to ask you why on earth you're doing what you're doing."

In Canada we take for granted that everyone has the right to an education. In other parts of the world girls, like Malala Yousafzai of Pakistan, are literally risking death to have the opportunity to get an education. The education of boys was also a focus so that they would grow into men who respected women, beginning with their own mothers, sisters and friends. The question was asked of all of us: How are we raising our sons?

The testimonials and stories I heard firsthand were of commonly accepted domestic violence, of rapes- gang rapes, marital rapes and rapes in times of conflict, of child brides of 8 or 9 years of age, of female genital mutilation, of targeted gang assaults on women and the list could go on. It is easy to sit back and say these things are happening somewhere else and not in our great country of Canada. While this may be true of these extreme examples, there are cases of hundreds of missing aboriginal women. The Native Women's Association of Canada has catalogued 520 cases of missing or murdered aboriginal women, half of them since the year 2000.

Midway through the week I must admit I felt a pang of guilt as I thought about an area where we have spent a huge deal of energy: bullying. Somehow it seemed so trivial when set against the atrocities that girls and women are facing in other parts of the world. Interestingly, this was brought up in a session to which a woman from Africa replied that we are just farther along the road towards equality and that we must keep up the fight so they would have something to strive towards.

For example, I attended the launch of [cybersafegirl.ca](http://cybersafegirl.ca), which is an initiative of the Ministers for the Status of Women from the four Atlantic Provinces. It is a website designed for girls

that contains a wealth of information for girls, parents and educators.

On Friday, March 8<sup>th</sup> I marched with several hundred other women to celebrate International Women's Day. On that same day, Sally Armstrong was interviewed on *The Current* on CBC radio about her new book titled *Ascent of Women*. Sally, who has cottaged in Bathurst for a number of years, documents a long list of examples of women around the world who are working together like never before in the fight for equality between the sexes -- and winning. Her book is one of hope for the future and, if the tenacity and perseverance of the women I met and listened to in New York are any indication, I share Sally's optimism. I

also have a much stronger resolve to ensure that my elementary students experience a character education program that teaches them how to be responsible for their words and actions so they grow up to be kind adults who respect all others...men and women.

This is your last chance to answer one of my Hinky Pinkys! Since I just visited the large metropolis of New York... What would you call a place with beautiful skyscrapers? Remember it is a two-word, two-syllable answer!

Enjoy the beautiful spring weather!

Heather



# 2013-2014 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 2013-2014 school year. In all, fifty-one (51) NBTA and nineteen (19) AEFNB members received leaves for the purpose of retraining, specialization or professional growth.

Educational Leaves awarded to NBTA members amounted to approximately \$1,963,360. Because of the mix of full and part-time leaves, the Committee was able to grant 51 leaves. In the past few years, NBTA leaves were awarded as follows:

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  
 2013-2014 — 51 leaves at \$1,963,360

## Educational Leave Committee

The Educational Leave Committee, established under Article 37 of the Collective Agreement, met on January 15, 2013, 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 and Early Childhood Development (EECD), the Superintendents, and the NBTA, AEFNB and NBTF. The composition of the Committee is as follows:

- Darlene Whitehouse-Sheehan - EECD
- Marcel Lavoie - EECD
- David McTimoney - Superintendent
- Jean-Guy Levesque - Superintendent
- Heather Smith - NBTA
- Suzanne Bourgeois - AEFNB
- Larry Jamieson - NBTF
- Marcel Larocque - NBTF (Secretary)
- 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 superintendents regarding 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 2013-2014

- There were 125 applications from NBTA members.
- Funds available for educational leaves, determined by the formula in Article 37.03 of the Collective

Agreement, were \$2,837,225; the AEFNB share was approximately \$873,865.

- Fifty-one (51) leaves (full and part-time) were granted to NBTA members.
- Forty-four (44) leaves were granted to females and seven (7) were granted to males.

## Leaves Awarded

K-8	35
Grades 9-12	16
<b>To Achieve</b>	
CERT V	10
CERT VI	5
Masters	32
Princ. CERT	2
Other	2

## Areas of Study

Administration	4
Curriculum Studies	14
Exceptional Learners/ Spec Ed/Spec. Needs	10
Guidance/M&R/ Resource/Counselling	14
Literacy	4
Technology	2
Other	3
<b>Total</b>	<b>51</b>

## Conclusion

When all is said and done, fifty-one (51) NBTA members will be happy to be receiving an Educational Leave, while seventy-four (74) 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 2013-2014 school year are listed by district. The length of the leaves varies from four months to a full academic year.

2013-2014 Educational Leaves continued...

Dist.	Name	Period	Dist.	Name	Period
ASD-E (02)	Shelly Anderson	16 Weeks	ASD-S (10)	Karen Doiron	4 months
ASD-E (02)	Kimberley Carter	Year	ASD-W (14)	Brenda Kilfoil	Year
ASD-E (02)	Daniel Cogger	6 months	ASD-W (14)	Karen Miller	6 months
ASD-E (02)	Elizabeth Edison	4 months	ASD-W (14)	Susan Palmer	Year
ASD-E (02)	Joel Fogarty	5 months	ASD-W (14)	Danielle Porter	6 months
ASD-E (02)	Michele Gorham	Year	ASD-W (14)	Jennifer Rossignol	4 months
ASD-E (02)	Rosemarie Killam	Year	ASD-W (14)	Christopher Sparrow	5 months
ASD-E (02)	Karen Mitton	Year	ASD-N (15)	Michelle Basque	Year
ASD-E (02)	Russell Smith	5 months	ASD-N (16)	Mary Ann Barrieau	Year
ASD-E (02)	Kelly Sweet	6 months	ASD-N (16)	Paula Davidson	Year
ASD-E (02)	Louise Vautour	Year	ASD-N (16)	Brandi Lennox	5 months
ASD-S (06)	Sonya Annear	Year	ASD-N (16)	David Mason	4 months
ASD-S (06)	Alexandra Barrett	Year	ASD-N (16)	Gail Morrow	Year
ASD-S (06)	Heather Kyle	5 months	ASD-W (17)	Laurie-Lee Billings	Year
ASD-S (06)	Kandi Murphy	Year	ASD-W (17)	Paula Richards	5 months
ASD-S (06)	Peter Smith	Year	ASD-W (17)	Carla Small	Year
ASD-S (08)	Amie Belyea	6 months	ASD-W (17)	Trina White	5 months
ASD-S (08)	Patricia Boudreau-Lemon	Year	ASD-W (18)	Leah Bidlake	Year
ASD-S (08)	Christine Halcrow	6 months	ASD-W (18)	Casey Brophy	4 months
ASD-S (08)	Liza Muise	4 months	ASD-W (18)	Katy Culberson	6 months
ASD-S (08)	Ryan Murphy	5 months	ASD-W (18)	Tara Delaney-Thompson	Year
ASD-S (08)	Teresa Ryan-Myles	Year	ASD-W (18)	Daneen Dymond	Year
ASD-S (08)	Mary Ellen Veale	6 months	ASD-W (18)	Lori Hay	5 months
ASD-S (08)	Heather Wiggins	Year	ASD-W (18)	Carmen Quinn	Year
ASD-S (10)	Pearl Bourque	Year	ASD-W (18)	Tracy Stewart	6 months
ASD-S (10)	Renee Caldwell	6 months			

# YOU COULD WIN

## A \$5,000 PRE-PAID VISA Card



Simply request a home or auto insurance quote by June 30, 2013 for your chance to win. (Existing Johnson home and auto customers are automatically entered.)

To receive full advantage of the Johnson plan and be entered into the contest, call today.

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Group ID code: 63



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Home and auto insurance is available through Johnson Inc., a licensed insurance intermediary. 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 1, 2013 to June 30, 2013. No purchase necessary. Chances of winning depend on the number of entries received. Winner must correctly answer a skill-testing question. One (1) \$5,000 pre-paid VISA card is available to be won in the contest (retail value is \$5,000). For full contest details visit [www.johnson.ca/atlantic](http://www.johnson.ca/atlantic). MVMJan2013

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# Cast Your Vote for NBTA Vice President April 22 - 26, 2013, at [www.nbta.ca](http://www.nbta.ca)

## Vote Countdown



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

**5 days**  
left to vote  
April 22<sup>nd</sup>

**4 days**  
left to vote  
April 23<sup>rd</sup>

**3 days**  
left to vote  
April 24<sup>th</sup>

**2 days**  
left to vote  
April 25<sup>th</sup>

**1 day**  
left to vote  
April 26<sup>th</sup>

**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 2013 icon at [www.nbta.ca](http://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 26<sup>th</sup>**

<b>7</b> hours left to vote 9:00 am	<b>6</b> hours left to vote 10:00 am	<b>5</b> hours left to vote 11:00 am	<b>4</b> hours left to vote 12:00 pm	<b>3</b> hours left to vote 1:00 pm	<b>2</b> hours left to vote 2:00 pm	<b>1</b> hour left to vote 3:00 pm	<b>0</b> hours left to vote 4:00 pm
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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 or click "Information on Eligibility & Procedure" at [www.nbta.ca](http://www.nbta.ca)

# 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 member of the NBTA Board of Directors, 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 some could be changed for 2013-2014. 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.

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**Deadline to Apply: April 30, 2013**

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

# Canada's Outstanding Principals Adam Rogerson – Gunningsville School “Relationships, Partnerships & Improvement”

by Blake Robichaud, NBTA Staff

Adam Rogerson considers himself to be very fortunate. He has loved every year of his teaching career, which included stops in England, Amherst, Port Elgin and Magnetic Hill before arriving at Gunningsville School (Riverview) eight years ago. He also feels particularly honoured to have been selected as one of Canada's Outstanding Principals by the Learning Partnership and to have been nominated for the Award by the Parent School Support Community (PSSC). “Their amazing support has been such a key factor in our progress. We have great partnerships with the community and always have lots of parent volunteers.”

Originally from Baie Verte, near Port Elgin, Rogerson is a graduate of Mount Allison and UNB and has completed some Ph.D. requirements at the University of Calgary. He is



very proud of what has been accomplished at Gunningsville. “We’ve really worked hard at having a positive learning environment at our school and the entire staff, from teachers and EAs to administrative support and custodians, has been dedicated to this. We set lofty goals for achieve-

ment in our School Improvement Plans and our results increased exponentially.”

He says it really is about a change in focus from being “classroom” teachers to being “school” teachers. “We focus on each individual child.”

Rogerson’s journey will continue next year as, for the first time, he will be involved in the opening of a new school. He will be the principal of the, as yet unnamed, east-end Riverview school that will be replacing the Gunningsville and Lower Coverdale Schools. He is very excited about the challenge and confident that blending the two strong school communities into one will be successful. “We’ll be creating a new school culture using best practices from both schools focused on student learning and high achievement.”



“Tree-mendous Work” board: One of Adam Rogerson’s favourite spots at Gunningsville School. “Kids can post their best piece of writing on the “Tree-mendous Work” board. It may not be perfect, but if it’s their personal best they’re awfully proud of it.”



# Islandview School Looks for Support to Win Outdoor Classroom

by Mark Blucher, Principal – Island View School (ASD-S)

Island View School in Saint John was chosen as one of the 10 finalists in the MAJESTA Trees of Knowledge Competition. Competing against schools across Canada, Island View School has a chance to win \$20,000, allowing them to build an outdoor classroom and giving the children a unique learning space for years to come. Having a dedicated outdoor learning space will provide for exceptional interactive hands-on activities to engage the students and teach them about the treasures they can discover in their own backyard.

Our school was the only school in New Brunswick as well as the only Atlantic Canadian School to reach Top 10 Finalist status and we need the support of New Brunswickers if we are to be successful in this competition. The school with the most votes at the end of the voting period will win the top prize. The public can vote daily for the school of their choice and are entered to win \$10,000 of their very own from MAJESTA by visiting [majestatreesofknowledge.ca](http://majestatreesofknowledge.ca) from March 18 to April 26, 2013.

Please help the students Island View School have an extraordinary learning space!



## Queen's Diamond Jubilee Medal



*James Wright, a retired teacher from Bristol Elementary School, received the Queen's Diamond Jubilee Medal from NBTAP President Heather Smith on February 15, 2013. James received the Bell Aliant Award in May 2011.*

# 2013 International Women's Day: Honoring Women Leaders of Teacher Organizations in Canada



CTF News Release — March 7, 2013

On International Women's Day, the Canadian Teachers' Federation (CTF) would like to salute all women teachers and, particularly, the women who hold leadership positions within the CTF Member organizations and our Affiliate Member.

"We are proud of all the Canadian teachers who have helped to raise awareness around gender issues, provided leadership training and promoted the equality of women within the labour movement here and abroad," says CTF President Paul Taillefer.

"Internationally, CTF and its Members organizations have also helped to advance gender equality in developing countries for over 50 years through the CTF International Programs," adds Taillefer.

Statistics show that women make up the majority in the education sector and in their organizations. According to the 2006 Census, women account for:

- 83.6% of elementary school teachers;
- 57.3% of secondary school teachers;
- 52.9% of school principals and administrators of elementary and secondary education. (NBTA - 63% Principals and 65% Vice Principals are female)

"Women are powerful and effective leaders whose voices and vision benefit their organizations," explains Taillefer. "Women's leadership within their teacher organizations often leads to leadership positions in other areas of public life, such as politics. This leadership also opens doors to mentorships and to the nurturing of skills in other women. It often inspires young women and girls to follow in their footsteps. That is why leadership development is a critical step in female empowerment."

CTF would like to honour the fol-

lowing women who serve on the CTF Board of Directors:

- Dianne Woloschuk, CTF President-Designate and former president of the Saskatchewan Teachers' Federation (STF)
- Lily B. Cole, CTF Vice-President and President of the Newfoundland and Labrador Teachers' Association (NLTA)
- Katherine Mackwood, President of the Yukon Teachers' Association (YTA)
- Gayla Meredith, President of the Northwest Territories Teachers' Association (NWTTA)
- Carol Henderson, President of The Alberta Teachers' Association (ATA)
- Suzanne Bourgeois, President of the Association des enseignantes et des enseignants francophones du Nouveau-Brunswick (AEFNB)
- Heather Smith, President of the New Brunswick Teachers' Association (NBTA)
- Shelley Morse, President of the Nova Scotia Teachers Union (NSTU)
- Louise Landry, Executive Director, AEFNB
- Gwen Dueck, Executive Director, STF
- Rhonda Kimberley-Young, Secretary-Treasurer, Ontario Teachers' Federation (OTF)
- Emily Noble, Education International representative, former president of CTF and of the Elementary Teachers' Federation of

Ontario (ETFO)

CTF also wishes to recognize the following members of the CTF Advisory Committee on the Status of Women for their wisdom and guidance in the promotion of gender equality:

- Lily B. Cole, Chairperson of the Committee, NLTA President
- Shelley Morse, NSTU President
- Heather Smith, NBTA President
- Michelle Vanhouwe, teacher librarian, local Saskatoon Teachers' Association representative and STF member
- Shari Worsfold, Treasurer of the YTA
- Maureen Weinberger, ETFO Vice-President

Many more women hold office within CTF Member organizations' boards/executive committees. Learn about more of them in the most recent issue of *Perspectives*.



CTF VP Lily Cole and NBTA President Heather Smith

# Being part of CTF is being part of the world of teaching



By being a member of CTF Member organizations, teachers are connected nationally and internationally. Even though CTF is a small organization, its impact on the teaching profession is tremendous in terms of vision, voice and vibrancy. While direct service to members is provided by provincial and territorial teacher organizations, CTF provides support and service to each Member organization. Let's give you the "Big Picture" of what the Canadian Teachers' Federation is all about for a little more than \$2 per month per teacher.

## Coordination of knowledge and activities

CTF acts not only as a clearinghouse to share material among Member organizations but also provides analysis and impact that complement their work. Our researchers draw out interactions and identify trends in education that stand to benefit all teachers and many national organizations that share teacher values and support public education.

**Past CTF Research projects have examined student mental health, class size, student diversity, education funding, out of pocket expenses of teachers, professional development, technology in the classroom and most recently teacher aspirations through its Teacher Voice series.**

Every summer, the CTF President's Forum explores the different perspectives of quality education – this year, the Forum will examine First Nations, Aboriginal and Métis education.

## Influence directions in education

CTF is pro-active in working with national groups around the world to head off or divert bad ideas that originate outside the country and/or by narrow-minded organizations such as the Fraser Institute. CTF is currently working with the National Education Association (3.2 million teacher members) and the American Federation of Teachers (1.7 million members) to re-

verse the information flow from the US to Canada by sharing the many strong and positive practices of Canadian teachers.

## Advocacy

CTF lobbies the federal government on matters of direct interest to teachers such as taxes, copyright legislation, employment insurance, criminal checks and criminal allegations. **One example of our success has been to protect teachers' free access to materials (especially on the Web) with respect to copyright protection through our collective efforts with other educational groups.** Despite strong lobbying from the corporate sector to cut free educational access off, the copyright act has maintained provisions for free educational access. Another success has been to the protection of teachers from frivolous legal charges thanks to Section 43 of the Criminal Code of Canada.

CTF also provides briefs and makes appearances before numerous Parliamentary and Senate committees. CTF also coordinates a Hill Day in which provincial and territorial teacher organizations leaders meet face to face with Ministers, MPs, Senators and senior officials.

## Solidarity is priceless

There are many interest groups who would gladly subvert public education to private interests; insert corporatism into pedagogy; restrict pensions, employment insurance and health benefits; control or profit from assessments; press for unfair evaluation practices and a host of other initiatives that go counter to teacher interests and values. Through the CTF, Canadian teachers can maintain a common vocabulary, shared views and a joint focus to protect us all.

## International representation

CTF gives Canadian teachers a strong voice on the world stage. Whether it's opposing bad ideas such as Public Private Partnerships (PPPs),

the creep of institutional assessment, and the influence of the OECD, the International Monetary Fund (IMF) and World Bank, CTF has been vocal and influential.

## International service

Through its Project Overseas program, CTF and its Member organizations offer rewarding and life-changing experiences both for participating Canadian teachers and overseas partners. By working through the CTF, the impact of Member organizations funds is maximized, redundancy eliminated and value enhanced.

## Social Action projects

Canadian teachers can receive subsidies to engage their students in citizenship and social justice activities in their communities through CTF's Imagineaction program. One highly successful initiative under the program is the "Listen, I read" in cooperation with the Canada Council for the Arts, the Canadian Commission for UNESCO, the Public Lending Rights Commission and Indigo Books & Music.

Another exciting program is the Canadian Defenders for Human Rights which was launched last December by CTF, the Canadian Museum for Human Rights (CMHR), the Assembly of First Nations (AFN), the Inuit Tapiriit Kanatami (ITK) and the Robert F. Kennedy Center for Justice and Human Rights.

Visit [www.imagine-action.ca](http://www.imagine-action.ca) for more information on these programs which are readily accessible to all K-12 Canadian teachers.

**In closing, find out more about what your national federation is doing on your behalf by subscribing to *Perspectives*, the CTF flagship online publication.**

**Also check out our new campaign "Hear My Voice" which rallies us collectively for democracy in Canada. [Vox.ctf-fce.ca](http://Vox.ctf-fce.ca)**



June 2013  
Vol. LV No. 5

NEW BRUNSWICK TEACHERS' ASSOCIATION

# We Need Your Stories

**Professional  
Activities**

**Human  
Interest**

**Teaching  
Experiences**

**Connecting  
with the World**

**School  
Community  
Connections**

**Pedagogy**

**Helping Others**

**Upcoming  
Events**

**Beyond the  
Classroom**

<b>Issue</b>	<b>Deadline</b>
September 1	August 15
November 1	October 15
February 1	January 15
April 1	March 15
June 1	May 15

To submit an article, please contact Blake Robichaud (blake.robichaud@nbta.ca) or Eileen Anderson (eileen.anderson@nbta.ca) 452-1832

**ALL teachers have something they can share that would be interesting or beneficial to their colleagues!**

# Grade 7 Students Learn by Doing

By Krista Reynolds and Carmen Quinn

This fall, students at George Street Middle School in Fredericton experienced the concept of empowerment first hand. The various types of empowerment are the focus of the grade 7 Social Studies curriculum. At the point when students were learning about how they can become personally empowered by developing their strengths, getting in touch with their culture, and helping out their community, two girls read an article in the newspaper. The article was about a little girl in Fredericton named Hailey Fitzgerald. Hailey has been diagnosed with a rare and incurable brain disorder, MLD, and is only expected to live another three to five years. In that time, Hailey's physical and mental condition will gradually deteriorate. Hailey's aunt had set up a website to generate donations in order to help Hailey live out her dreams while she is still able and to help cover the costs of her medical

care later on. The two girls came to school the next day wanting to know what they could do to help this little



girl and her family. They brought the idea to their classmates and amongst themselves decided to form the 'Hailey's Dreams' Committee.

The Committee scheduled many meetings, wrote morning announcements, made posters, and organized

several fundraisers such as a Halloween Costume Swap, Moustache Day, Backwards Day, and Zumba in the gym at lunch. Their Social Studies teachers supported their endeavor by talking about Hailey to their classes but beyond that, students were completely responsible for this initiative. In the span of a couple of months, the Hailey's Dreams Committee raised \$700 to help Hailey live out some of her dreams. Hailey was on hand at GSMS's annual Christmas assembly to accept the cheque as well as a handmade Christmas card and a stuffed Georgie Bear. Much more than money was gained from this experience. Students learned that when terrible things happen, people are driven to come together and help each other out. They experienced first-hand how communities strive to look after their own and most importantly that it feels good and empowering to help someone in need.



## Policy 703:

### Positive Learning and Working Environment Putting the Policy to Work Empowerment: A Proactive Approach

Available  
Fall 2013

Department of Education and Early Childhood Development's Policy 703 can be an important tool in supporting the positive learning and working environment in New Brunswick schools. The policy identifies best practices for discipline and setting limits for behavior.

**Interactive Website • Key Policy Links •  
Behavior Scenarios • Learning Modules**

*A product of the NBTA School Learning Environments  
Committee  
Teachers working for teachers.*



# Democracy: Engaging Our Youth Through Our Teachers

## Teachers Institute on Canadian Parliamentary Democracy

by Laura McCarron, NBTA Staff

*"It is in the schools where citizenship is shaped that there is the greatest need to bolster the educational resources or our parliamentary democracy. Here, the need is not only for teachers who are knowledgeable about the workings of our parliamentary institutions, but also for the teaching materials that can engage and inform young Canadians in their formative school years...Civic education is of vital importance for sustaining parliamentary democracy. It must be attached a sense of urgency. Nothing less than the essential popular foundation of our parliamentary system is at stake"* (Russell, 2008, Two Cheers for Minority Government, pp. 165-6).

With the slogan, "Hear My Voice," the Canadian Teachers' Federation has launched a nationwide campaign about democracy to reinforce to government that "good government means listening to all voices, not just a select few", and to teachers that they need to "speak up to keep democracy alive" (find out more about their postcard campaign by going to [www.ctf-fce.ca](http://www.ctf-fce.ca)). As a teacher, these are essential values I attempt to instill in my students every year. I want my students to be proud of the democratic system in place here in Canada, to challenge anything that doesn't seem democratic to them, and to be full participants as citizens of this great country.

It's also important to model those values as teachers. In order to provide teachers with the skills and resources needed to effectively teach about democracy, the Parliament of Canada holds an annual Teachers Institute on Canadian Parliamentary Democracy. I attended the Institute in the fall of 2011, and it was one of the best professional learning experiences I have ever received. I was one of 70 educators from across Canada who was flown to Ottawa for a 5-day course on Canadian Parliamentary Democracy. During this week, we got close and personal with prominent politicians and government staff including the Speakers of the House for the House of Commons and the Senate, the Parliamentary Librarian, the Governor General David Johnston, lobbyists, journalists including Craig Oliver and Evan Solomon, and several Members of Parliament including the Green Party Leader, Elizabeth May. We toured the Centre Block and East Block of Parliament, and were given lots of trivia to intrigue young Canadians about their political history. We were given the opportunity to meet privately with either a Senator or Member of Parliament from our region. I was lucky enough to meet both with a local Senator, and with my local MP, as well as other MPs from across New Brunswick. We experienced Question Period in person, and sat in the chairs of the Judges of the Supreme Court of Canada. We attended Committee meetings that occur after Bills go through a Second Reading, and I even got to sit in my favorite Senator's chair – that of the Lt. Gen. Honourable Romeo Dallaire.

As enriching as these opportunities were, the most important sessions of this 5-day Institute were the times we spent exploring how to use these resources as teachers. It was heartening to discover that the Parliament of Canada provides lesson plans, class sets of books and kits, and activity sheets about Canadian democracy, all user-friendly, and extremely accessible. If you teach any Social Studies courses, or need a lesson on democracy, law, Aboriginal Education, or Canadian Identity, you should check out the following websites for instant activities and/or ideas:

**Canadian Parliamentary System:** [www.parl.gc.ca/education](http://www.parl.gc.ca/education) (the first place a teacher should start in preparing lessons on Canadian democracy).

**Law:** [www.scc-csc.gc.ca/education/kit-trousse/index-eng.asp](http://www.scc-csc.gc.ca/education/kit-trousse/index-eng.asp) (I actually used this resource when I was teaching about crime and punishment during the Medieval Period as part of my grade 10 Social Studies class. We compared crime and punishment during the Middle Ages with current practice in Canada). Also visit [www.csc-scc.gc.ca/index-eng.shtml](http://www.csc-scc.gc.ca/index-eng.shtml) for educational resources for Law, History, and Social Studies.

**Aboriginal Education:** <http://pse-esd.ainc-inac.gc.ca/pubcbw/catalog-eng.asp> (Order free resources from their catalogue or check out the section on Education).

**Canadian History and Democracy:** <http://www.cic.gc.ca/english/resources/publications/discover/index.asp> (Click on "Study" or "Citizenship" to get educational materials or to get sample questions of a "Citizenship Test."

**Canadian Identity:** [www.pch.gc.ca](http://www.pch.gc.ca) for information on holidays, symbols, anthems and other elements of Canadian identity.

**Citizenship and Multicultural:** [www.citizenship.gc.ca/youth](http://www.citizenship.gc.ca/youth) (This website provides games, word searches, and crossword puzzles).

Every one of these websites provide materials in English and French, and it is tailored for all grade levels.

I strongly encourage you to also check out [www.parl.gc.ca/teachers](http://www.parl.gc.ca/teachers) to learn more about the Teachers Institute on Canadian Parliamentary Democracy. It will be held November 3 – 8, 2013, and the deadline to apply is April 15<sup>th</sup>. Most of the costs are covered, and with the help of local branch funding, Educational Improvement Grants, and bursaries available through the Parliament of Canada, very little expense is left over. Experience a week on Parliament Hill and discover how it can enhance your teaching of democracy.



(Back Row, L-R): Barb Corbett, Veronique La Salle, Laura McCarron, Lise Martin-Keilty, and Heather Ingalls  
(Front Row, L-R): MP Mike Allen and MP Hon. Rob Moore

# TEACHERS INSTITUTE

*on Canadian Parliamentary Democracy*

November 3 to November 8, 2013

*Application deadline April 15, 2013*

## Experience a week on Parliament Hill!

- ▶ 70 participants selected from across Canada
- ▶ All grade levels
- ▶ Most costs covered
- ▶ Bursaries available

[www.parl.gc.ca/teachers](http://www.parl.gc.ca/teachers)

613-922-4793 or 1 866 599-4999

[www.parl.gc.ca/education](http://www.parl.gc.ca/education)

## Educational Programming and Products

The Parliament of Canada has free educational resources available for your use.

- ▶ On-line and downloadable
- ▶ Tailored for all levels of instruction
- ▶ Class sets and Teacher Kits available



PARLIAMENT | PARLEMENT  
CANADA

*Renseignements disponibles en français.*

By Kimberley McKay, NBTA Staff Officer

## ***Effective Teacher Observation to Support Meaningful Teacher Performance Assessments***

[Excerpt from action research report by Kimberley McKay]

### **Introduction**

I blushed. I squirmed. I avoided eye-contact with my fellow principal colleagues. I mumbled under my breath. What horrendous embarrassment prompted such a level of discomfort? Unfortunately, such was my response to the simple question “So, how are walk-throughs going in your building?” My response can perhaps be more clearly understood in a reflective journal entry dated 7 October 2008:

*I have concerns that part of my responsibility as principal is to provide feedback to teachers that will help them improve their teaching practice and promote qualities of effective teachers.... Finding a format that is both manageable and effective is difficult...And the end of the day have I really helped anyone?*

The sheer number of questions rolling around in my head [about teacher evaluation] made it clear I had an interest in a goldmine of potential topics for action research.

### **Context**

I am a teacher-researcher, generally and genuinely curious, with a penchant for thinking about what “could” be rather than “what is”. My 18 years of experience span the gamut from classroom teacher to district office supervisor. Regardless of the position, whether receiving or giving feedback, my comfort level with teacher evaluation has always been tenuous at best. My frustration with my own evaluator skills, combined with a renewed focus on teacher evaluation practices at the district level, made this a timely topic to delve into. As such, I embarked on a four-month action research project [September 2008] *Effective Teacher Observation to Support Meaningful Teacher Performance Assessments*.

### **Statement and Origin of the Research Question**

As I began work on this action research project, I attended a two-day workshop, *Qualities of Effective Teachers* by Dr. James Stronge. I connected strongly

with his premise that teacher evaluation must be determined by multiple data sources: observations, portfolios/artifacts, surveys, and student achievement data. Stronge’s research gave implicit permission for me to focus on one datum source and to set aside questions about my practice pertaining to the remaining three sources. Thus, the focus of my research became the use of observation as part of a teacher’s performance assessment. Although Stronge et al. (2004) included observation as one of the requirements for a comprehensive teacher performance assessment, he delineated the limitations of observation:

*...the observation only covers .4% of performance; it allows for observation of classroom responsibilities only; subject to evaluator bias; focus on the process of teaching versus the outcomes; inspector model of evaluation (p. 3)*

However, despite the limitations that Stronge identified, an observation system developed to provide teachers with effective feedback and support for professional growth would be a valuable tool. Additionally, the format which teachers find most effective to provide feedback after an observation remained a significant aspect of my practice of which I was relatively uncertain and therefore warranted further research. ....From here, my research questions eventually crystallized as follows:

1. What observation format do teachers find most effective to provide feedback after they have been observed?
2. What criteria are teachers looking for in an effective observation feedback form?
3. Will teachers’ perceptions of the feedback they receive change after experiencing three sample observation forms?

### **General Research Assertions**

It is based on my findings that I make the following assertions with respect to the observation format teachers find most effective and the criteria teachers are using to determine if it is effective:





# POINT

PROJECT



PROFESSIONAL ORIENTATION AND INDUCTION FOR NEW TEACHERS

**Assertion 1: Of the three sample observation forms, participants preferred the District Performance Assessment** [based on the work of Danielson]. They indicated that the information provided was useful and just the right amount to help them improve their teaching. This preference, combined with the suggestion of video-taping lessons offered an observation format that focus group participants were enthusiastic about exploring further.

**Assertion 2: Teachers want to work collaboratively with the evaluator to set improvement goals for themselves; forms that provide a “checklist” of “to do’s” are often found to be stressful and not ranked as effective.** Participants appeared ready to devote the time required to engage in an effective evaluation if they felt directly involved in the process and if the process was actually designed to help them improve teaching.

**Assertion 3: What makes an observation effective is not the form but rather the feedback provided upon completion.** Teachers are not expecting more frequent or longer duration observations; quite simply, they want more time to talk about their practice and what they might do next to grow as a professional.

**Assertion 4: Teachers will find pre and post conferencing more effective if the conference is focused on an improvement goal and if it has a time limit.** In addition, the significance of allowing time for teacher and evaluator to build rapport should not be underestimated.

**Assertion 5: Generally, teachers find feedback about curriculum and instruction to be more effective [useful] than feedback pertaining to management or interpersonal skills.** It is also worth

noting that participants appeared to find the use of reflective questions useful.

### **Implications and Conclusion**

As I consider the implications of my action research, it is clear to me that I have learned as much about myself as an observer of teachers as I have about teacher observation. Had I remained as school principal, I would have given more respect and diligence to the conversation piece of the equation; I would have worried less about being “efficient” and more about being “effective”. I would have tried to focus more on listening to what the teacher was going to do in the classroom and less on what I was going to do in the classroom. I would have tried to incorporate lesson video-taping so we could observe lessons together through multiple lenses. Although I continue to criticize my own skills as an

evaluator, I do this because without continuous self-reflection, my own professional growth will stagnate. More importantly, teacher evaluation is too critical an element not to “get it right”. .... Ultimately, you cannot expect a teacher to do differently if they do not know differently. Effective teacher observation forms and feedback will help teachers begin to know differently.

### **Works Cited**

- McKay, K. (2008). Effective Teacher Observation to Support Meaningful Teacher Performance Assessments. Unpublished action research report, New Brunswick Educational Leadership Academy, Fredericton, NB
- Stronge, J.H., Tucker, P.D. and Hindman, J.L.(2004). Handbook for Qualities of Effective Teachers. Virginia, ASCD.



# SUPPLYing the Skills for Success: Who are the People in your School Neighbourhood?

by Laura McCarron, NBTA Staff

One of the many advantages of working as a teacher is the opportunity to have control over your own job (teaching in your classroom), while at the same time being an integral part of a supportive team. As a supply or new teacher, however, we often aren't even aware of all the support that is outside of the classroom. If you are a supply teacher, and are just getting to know your school community, take the time to find out about the following individuals who can support you and your teaching:

- a) **Administrators:** Every school has a principal and either one or more vice-principals. They are a wonderful source of support, and can help you have a better understanding of the school system. Introduce yourself so they are aware you are in the school for the day. If you're in a classroom or school for any length of time, feel free to take the initiative to let them know how you're doing in the classroom, and if you would like them to visit your classroom while you are teaching.
- b) **Administrative Assistants:** As administrative assistants are the first people parents and students often meet, and are the link between teachers and administrators, it is important to introduce yourself to the administrative assistants, learn about their responsibilities, and what services they are able to offer you. If you need a class list, for example, they are the people to see.
- c) **Custodial Staff:** It is important to get to know the custodian work-

ing with you to keep the classroom clean. Make sure to introduce yourself to your custodian and discuss strategies to maintain the best physical environment possible. As every custodian may have a different assignment, it is wise to check in with the principal or the head of the custodial staff (in larger schools) to inquire about custodial responsibilities.

- d) **Education Support Workers:** These include teachers in Resource and Guidance who are there to provide support and strategies for students. Resource teachers work with teachers who have students with special needs in their classrooms, and are there to help you design appropriate lessons. They may also operate programs for particular students in or outside of the classroom. Guidance teachers are great sources for providing strategies to help you deal with difficult students. They would also have information on addiction services and school psychologists, and are able to make referrals if that is needed for a student. Together with administrators, Educational Support Workers form a "Student Services Team" at your school to continually be informed of the needs within the school.
- e) **Educational Assistants:** Educational assistants are a strong link between teachers and students with special needs. They are excellent sources of insight into a student's strengths, needs, and interests. If they are present in the classroom, introduce yourself immediately, and discuss how they

will be able to support you and students in the class that day.

- f) **SPRs (Supplementary Positions of Responsibility):** Depending on the size of the school, some schools have teachers assigned as head of a particular department or specialization in the school (for example, some schools have had SPRs of Advisory, or Math or other subject area, or Resource). They are excellent resources if you need an emergency lesson or support for a particular subject area. They also may be able to visit your classroom while you teach to offer you pointers or ideas.
- g) **Teacher Mentors:** Often traveling between schools, teacher mentors are direct supports for teachers on specific subjects, depending on the District. Districts have mentors in many areas including Literacy, Math, Science, and Technology. Teacher Mentors are happy to assist teachers by providing resources, or even coming to the classroom to model a particular strategy, or to provide support using a new resource.
- h) **Teacher-Librarians:** Some schools have a teacher who is partly assigned to the school library. These teachers not only look after library materials, but can also provide other services including helping you plan research-based assignments, providing orientations of the library for students, and ordering student and teacher resource materials.

(Adapted from the NBTA Beginning Teachers' Handbook)

# Steps Involved in the Purchase of Pensionable Service in the New Brunswick Teachers' Pension Plan

*by Michael Ketchum, NBTA Staff*

1. Identify the actual number of days of supply teaching, leave of absence, maternity leave or other eligible time, by requesting a **Record of Service** from your District Human Resources personnel.
2. Once identified, an “**Application to Purchase**” the service must be completed by the District Office Human Resources personnel and signed by the member.
3. This document will be forwarded to Pensions Branch.
4. It will take approximately 2 months to receive the actual purchase documents. These will be forwarded directly to your home address.
5. There will be an “**Election Deadline**” indicating when the forms and funds must reach Pensions Branch. This will be 90 days from the date the purchase documents were produced.

The various **Purchase** options are;

- a. Lump sum personal cheque.
- b. Post dated personal cheques.
- c. **RRSP transfer** (full or partial)
- d. Bi-weekly payroll deductions
- e. Retirement Allowance (for retiring teachers only)

You will decide the method of purchase and forward the funds to the Pensions Branch. We recommend **RRSP's** to purchase your service and you can utilize existing RRSP's or purchase RRSP's, which you would then transfer to Pensions Branch. RRSP's represent before tax funds, whereas most of the others represent taxed funds.

For service that is post 1991, there will be a Past Service Pension Adjustment. This is an RRSP adjustment based on the fact that the employer will be contributing an equal amount of funds to the pension plan in your name. This means that you will need to have a comparable amount of RRSP eligible space for the employer's contribution.



# Council Day: Friday

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

**For further details regarding Council Day Programs**

**WWW.NBTA.NJ**

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

## Elementary Council



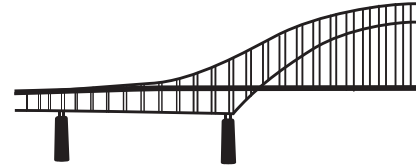
### Miramichi

James M. Hill Memorial High School  
and Dr. Losier Middle School

Learning Together in Harmony  
Regular Program

Music  
Specialist Strand

## Middle Level



### Monmouth

Hotel New Brunswick  
and Northrop

Tapping Into NB  
Regular Program

Physical Education  
Specialist Strand

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

**We look forward to seeing you**

# Day, May 3, 2013

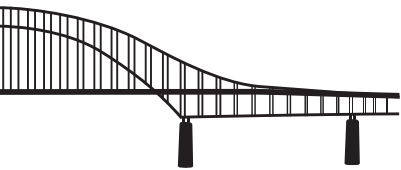


to promote and foster opportunities for professional development, communications and teachers of New Brunswick.

and to register (after April 3<sup>rd</sup>, 2013 at 4pm), go to:  
**nbta.ca**

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

## Level Council



### cton

swick Moncton  
o Frye School

Teachers' Talents  
Program

Education  
t Strand

## High School Council



### Fredericton

Fredericton High School

Regular Program

Art  
Specialist Strand

ers already possessing a strong background in these specialist areas.

## g you at Council Day 2013!

# Council Day is on Its Way!

by Ardith Shirley, NBTA Staff Officer

## 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?

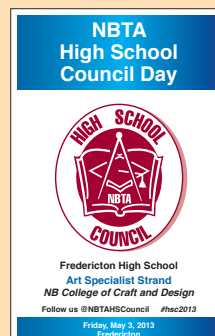
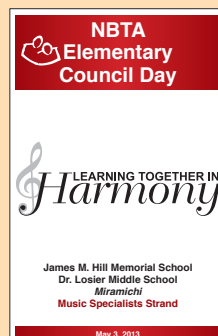
Teachers in New Brunswick do have a contractual

## Council Day 2013

### Mark Your Calendar!

### Council Day 2013, Friday, May 3<sup>rd</sup>

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



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 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!

Congratulations to **Julie Daigle** of **Loch Lomond School** in Anglophone School District South on winning a copy of ***Learning Targets: Helping Students Aim for Understanding in Today's Lesson*** by **Connie M. Moss** and **Susan Brookhart**.

Our next book give away offer is for ***How to Create and Use Rubrics for Formative Assessment and Grading*** by **Susan M. Brookhart**.

You will want to be sure to enter in this draw if the following descriptor, stolen from the publisher's website, interests you:

What is a rubric? A rubric is a coherent set of criteria for student work that describes levels of performance quality. Sounds simple enough, right? Unfortunately, rubrics are commonly misunderstood and misused.

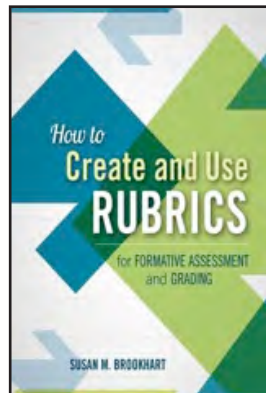
The good news is that when rubrics are created and used correctly, they are strong tools that support and enhance classroom instruction and student learning.

In this comprehensive guide, author **Susan M. Brookhart** identifies two essential components of effective rubrics: (1) criteria that relate to the learning (not the "tasks") that students are being asked to demonstrate and (2) clear descriptions of performance across a continuum of quality.

She outlines the difference between various kinds of rubrics (for example, general versus task-specific, and analytic versus holistic), explains when using each type of rubric is appropriate, and highlights examples from all grade levels and assorted content areas.

In addition, Brookhart addresses

- Common misconceptions about rubrics;
- Important differences between rubrics and other



assessment tools such as checklists and rating scales, and when such alternatives can be useful; and

- How to use rubrics for formative assessment and grading, including standards-based grading and report card grades.

Intended for educators who are already familiar with rubrics as well as those who are not, this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources. And it makes the case that rubrics, when used appropriately, can improve outcomes by helping teachers teach and helping students learn.

**Sound intriguing? Send me an email with the subject line "Book Draw" before May 3<sup>rd</sup>!**

*Ardith*



# Councils

## Council Day 2013



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

## Elementary Council News

### Teaching Science in Elementary Classrooms

*Written by Angela Graham-Debertin, Centreville Community School*

Science is just one subject taught by elementary teachers. Here are some helpful tips.

- Display a positive attitude. Science is fun and interesting. Learn with your students. Get to know your curriculum.
- Hands-On and Minds-On. Teaching should include hands-on activities, requiring critical thinking for minds-on. Bilingual Science Learning Packages were designed for K-5 teachers. Full of easy to follow inquiry based activities, packages are on the portal. (Click on "Learning Resources". Scroll down to "Elementary" and click on "Science") <https://portal.nbed.nb.ca/Teacher/Default.aspx>
- Integrate science with literature. Non-fiction books engage learners. Local libraries can supplement your school's resources. Nelson Literacy kits integrate science well in Language Arts resources: <http://www.nelsonliteracy.com/>
- Ask questions. Lots of them. Keep them open ended.

Encourage students to explain their thinking with evidence from their experiment.

- Use videos to encourage thinking. Students love Bill Nye the Science Guy: <http://www.billnye.com/>. Check out [brainpop.com](http://brainpop.com), a video website offering kid friendly videos or youtube Dr. Zed's Brilliant Science.
- Use experts:
  - o [www.stevespanglerscience.com/experiments](http://www.stevespanglerscience.com/experiments)
  - o <http://kids.discovery.com/>
  - o <http://pbskids.org/scigirls/>
  - o [www.reekoscience.com/](http://www.reekoscience.com/)
  - o <http://pbskids.org/zoom/activities/sci/>
  - o <http://tomatosphere.org/>
- Take field trips; outside on the school grounds, science museums, nature parks/reserves.

Teaching science to elementary students is critical for establishing a foundation for further success. Make it fun. Make them think. Students will love science!





# Councils

## 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 Awards Committee Chair post marked, emailed or faxed no later than April 17<sup>th</sup>, 2013. Please do not send via school mail as it can take up to 3 weeks to receive.

Erica LeBlanc  
Summerhill Elementary School  
21 Summerhill Street  
Oromocto, NB E2V 1V1  
Phone: (506) 357 - 4098  
Fax 357 - 4065  
Email: erica.leblanc@nbed.nb.ca

**OR fill this form out online at [www.nbta.ca](http://www.nbta.ca) under Councils > Elementary Awards.**

Up to three (3) Annual Awards will be presented at the Elementary Council's Annual General Meeting on May 2<sup>nd</sup>, 2013 at the Rodd Miramichi River Hotel in Miramichi, N.B.

Name of Elementary Council member making the nomination:

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Email address and contact phone number:

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Name, address and email of member nominated:

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Position held by nominee and present school(s).

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Nominated members are teachers who have shown a substantial positive contribution to at least 3 or all of the following: School Environment, School Spirit, Student Learning Opportunities, Teacher Morale, Individual Student Development and Professional Activities.

Please identify the general area(s) from the list above. Please provide a letter of nomination indicating the activities that support the nominee's positive contribution(s). Please have two teachers and an administrator indicate their support by signing the letter.

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Winners will receive a certificate and a cash award. Photos will be taken for the *NBTA News*.

# Councils

## Elementary Council Math Institute

**When:** Friday, April 12, 2013 — 9:00 am – 3:00 pm

**Where:** Ceps, Université de Moncton, NB

**Presenters:** Susan Marshall & Amy Boljkovac

*The cost of a Supply Teacher will be provided by the NBTA Elementary Council to the first 12 teachers who complete their registration. Teachers will be responsible for their own travel cost.*

### How to Differentiate in your K-2 Math Classroom

Are you looking for a better way to reach the wide range of learners in your math classroom? This full day PD will fill your toolbox with ideas and strategies to support your struggling students and to challenge your high flyers (without pulling your hair out)! Come spend the day with your colleagues and Numeracy Lead Teachers Susan Marshall and Amy Boljkovac to develop resources for your math classroom.

This Institute is designed for Grades K, 1 and 2 Elementary Teachers. Enrollment is limited to the first 12 applicants, so:

Please email registration to [danielf.doucet@nbed.nb.ca](mailto:danielf.doucet@nbed.nb.ca) (Please note the "f" after Daniel in the email address)

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



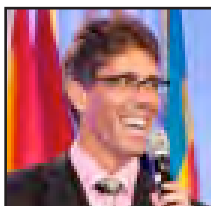
### Social

**Thursday, May 2  
7:30 - 10:30 pm**

**'Bored of Education'  
in the Monte Carlo  
Lounge, Hotel NB**

## Middle Level Council Day

**Friday, May 3, 2013 — Moncton  
Physical Education Strand**



**Keynote  
Joe Grondin  
*Living in Harmony with  
Our Children***

### MLC AGM

**Held during Block A  
10:45 - 11:45 am**

**All teachers are welcome!**  
The Executive will be on hand to answer any questions you may have. Come see how your Council Dues are spent.

# Councils

## High School Council News

### NBTA High School Council Day

Friday, May 3, 2013 — Fredericton High School  
Art Specialist Strand — NB College of Craft and Design  
Follow us @NBTAHSCouncil and/or mention us  
#hsc20132 on Twitter.

### Schedule

#### Thursday, May 2<sup>nd</sup> - Evening

8:00 pm Business Meeting — Fredericton Inn, Salon F  
9:00 pm Social – Fredericton Inn, Salons A, B, C  
Live music by Mad Mary. Cash bar.

#### Friday, May 3<sup>rd</sup> - Council Day

Fredericton High School

8:00 - 8:45 am On-site Registration/Scanning (Art Strand scanning takes place at the NBCCD, 457 Queen St.)

- Scanning/Bar Code Receipt — All participants who have preregistered must bring their bar code receipts to be scanned on Council Day. Smartphone scanning is available.

8:50 - 9:05 am Opening Remarks

9:15 - 10:15 am Keynote and A Sessions

10:15 - 10:40 am Nutrition Break

10:45 - 11:45 am Keynote and B Sessions

11:45 am - 1:15 pm Lunch On Own

1:15 - 2:15 pm Keynote and C Sessions

2:25 - 3:25 pm Keynote and D Sessions

*\*Note 1: Regular Sessions - Teachers do not pre-select regular sessions they wish to attend. Sessions will be filled on a*

*first-come, first-served basis on Council Day.*

*\*Note 2: Art Strand - There will be an online pre-selection, prepaid registration for the Art Strand. Credit cards will be required for these sessions as some sessions require a small materials fee for consumables. Early registration is advised because spaces are limited. Participants must register by April 19<sup>th</sup> so that session presenters can order materials.*

### Registration

To register, please visit the NBTA website at [www.nbta.ca](http://www.nbta.ca) and click on the Council Day button and follow the High School Council registration link.

- You will need your NBTA member number to register. If you have forgotten your number there is a member number retrieval system on the site. Once you enter your member number, all of your personal information will be entered automatically.
- Random draws will be held before Council Day and selected winners will be notified by e-mail.
  - o Winners must present their registration e-mail to receive prize.
  - o Prizes may be picked up in person between 2:00 and 3:00 pm in the FHS cafeteria.

### Host Hotel

- Participants are encouraged to use the newly renovated Fredericton Inn. \$109 + tax

### Greening Council Day

- Water will be provided.

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### Keynotes

**Sarah Kay** is an American poet and poetry teacher. Known for her spoken word poetry, Kay is the founder and co-director of Project V.O.I.C.E., a group dedicated to using spoken word as an inspirational tool.

**Angus MacBeath** brings 30 years of experience as an educator. After serving in several senior executive positions in district administration, he accepted an appointment as Superintendent of Schools in September, 2001. Angus has continued to lead the ongoing effort of Edmonton public schools to improve student achievement. MacBeath has also published articles for the American Association of School Administrators and Cross City Foundation.

**Sheree Fitch** is a Canadian children's author. Though she was born in Ottawa, Ontario and grew up in Moncton, New Brunswick, she spent many of her adult years in Halifax, Nova Scotia. She earned a B.A. from St. Thomas University, Fredericton, New Brunswick and an M.A. from Acadia University, Wolfville, Nova Scotia. She was a frequent guest on CBC's Peter Gzowski morning show. She now divides her time between Washington D.C. and Nova Scotia.

**Mandy Wintink** is the director for The Centre for Applied Neuroscience is a centre for coaching, education, ideas, inspiration, and community. It is built on a foundation of knowledge and wisdom from the sciences like neuroscience and psychology and wisdom from ancient traditions of yoga, meditation, and mindfulness. The practical work of the centre includes coaching and education for personal and professional development from the perspectives of science and wisdom.



# Councils

High School  
Council Day  
Extra!

Sheree Fitch's Workshop  
Saturday, May 4, 2013  
**Breathe, Stretch, Write!**



**Who:** All teachers  
**When:** 9:00 am – 4:00 pm  
**Where:** NBTf Building  
650 Montgomery Street  
Fredericton, NB

**Cost:** \$40.00

**Payment made by credit card on-line.**

Due to the fact that many of our costs are incurred in advance, there will be **no refund** of registration fees. **Lunch is provided.**

**How:** Register on line at [www.nbta.ca](http://www.nbta.ca).  
Use the link: Sheree Fitch's Saturday Workshop.  
The maximum number of participants is 30.  
Register early!



Fitch holds a B.A. from St. Thomas University, an M.A. from Acadia University, and honorary doctorates from St. Mary's, Acadia and Saint Thomas for her contribution to Canadian literature and issues affecting women and children. She's taught writing workshops around the globe and in universities, including the Faculty of Education at the University of New-Brunswick and children's literature at St. Thomas University. Sheree Fitch has been a goodwill ambassador for UNICEF and her work as a poet and literacy educator has taken her to the Arctic, Bhutan, Uganda, Tanzania, Kenya, Belize, China, Thailand, Vietnam, and Mexico. Fitch is currently the Honorary Spokesperson for the New-Brunswick Coalition for Literacy, and each year she sponsors a writing competition for New Brunswick Youth. Her ventures in literacy education include completing a three-year summer writer in residency for Somebody's Daughter in Nunavut. She still spends some of the year speaking and touring schools and various libraries, both in Canada and abroad. For a complete bibliography, visit her website at [www.shereefitch.com](http://www.shereefitch.com)

Sheree Fitch, is a storyteller, educator, and literacy activist and the author of award winning poetry, picture books, nonfiction, plays and novels for all ages. Her first publication was the children's book *Toes in my Nose*. (Doubleday 1987.) Her second children's book *Sleeping Dragons All Around* (1989), won the Atlantic Bookseller's Choice Award in 1990. Subsequent awards include the Mr. Christie Book Award, (*There Were Monkeys in my Kitchen*), The Young Canada Reads award (*The Gravesavers*) and the Vicky Metcalf award for Children's Literature in 1998 for a body of work inspirational to Canadian children.

## Breathe, Stretch, Write!

Teachers who write and model themselves as writers are the most effective writing teachers. This is an all day workshop where teachers write and share and explore their own creativity and imagination. Through a series of guided exercises, working through both body and breath, as well as head and heart, we will, by day's end produce pieces that will startle us in originality, voice and vision. A safe place to tickle your fancy, rage on the page or begin to tell the story you always wanted to tell.

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## Reaching New Frontiers with Twitter!

by Phil Swezey, Technology Mentor for Anglophone School District - South

***"We become what we behold. We shape our tools and then our tools shape us."***

- Marshall McLuhan

Plunging yourself into yet another online social media site is certainly daunting, especially one that has developed its own vocabulary and restraints on characters. Nevertheless, this application truly has made a splash in the stream of educational technology. Its contributions are numerous in scope and implementation. Whether it is a Professional Learning Network tool, micro-blogging publisher, collaboration platform or resource for learning, it has remarkable potential and the atmospheres it covers are incredibly diverse.

Educators can join up much like they do for any other service or tool but in order to obtain a benefit; they need to be authentic users and contributors. The true rewards come from interactions with others in the field. That's when ideas and strategies are really analyzed and hashed out.

Professional learning Networks (PLN) are integral for every teacher throughout the different stages of their career to grow. Resources abound on this platform; however, you need only sip from the stream as it can very easily become overwhelming. You can go back through tweets

of those you have identified as experts or become involved in collaborative weekly sessions grouped with #hashtags. If harnessed, it facilitates a real focus on learning.

In addition when you engage in meaningful discussions you are forced to clearly identify and clarify your own beliefs and support them with details. Everyone brings different skills sets and experience to the conversation, and the large scope and reach of twitter allows for a broad range of opinions.

The 140 character constraint can initially seem almost limiting. How-

# Councils

ever, it forces you to be deliberate and concise. Instead of erroneous details we are always left with the true essence of the message. The content is plain to see.

Tweets can range from mundane updates, pictures, links to resources, or questions. The last of which is the most pertinent when twitter is used

as a tool for engagement. In the classroom twitter can be used as a way to bring students in to the discussion, having them post questions about the content making them feel involved.

Alternately, it can also be used as a formative tool for micro-blogging. You could see examples of a class tak-

ing a twist on an anti-bullying tweet off or a Grade 12 English class posting poems that they felt spoke towards the true meaning of the day.

It is demonstrations like these that truly speak to its effectiveness as an educational technology tool and I believe it will continue to lend itself to this field for a long time to come.

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## Science Is A Process Not Knowledge

*by Ian Fogarty, Riverview High School*

Teaching Science is an interesting journey. In my teacher training, my instructor asked me if Science was a series of facts or a process. I gave her the answer she was looking for, it was a process. I had no idea what I was saying, nor did my teaching practice reflect my response. Now however, my students know science as a way of thinking and a process.

My first years were lecture intensive and I completed the curriculum with weeks to spare. If some students struggled, I believed it was due to their own defects. I was teaching the way that I was taught, the best that I knew how. The high-end students performed well despite my strategies and the rest fell by the wayside. Teach the best and don't worry about the rest, after all it is enriched physics. This was not good.

When the idea of Essential Learnings flooded in, we simply re-wrote all of the outcomes from the curriculum document. We did not really understand what was truly important. As a science geek, it is all important. Fortunately, we did not stay there.

There was synergy in my PLC, where we had good friendly and open debates. Rather than talking about a class average, we found ourselves discussing this particular student or that one, from a wide range of abilities. We talked about what

they really needed to get out of my course for their paths in life. This is when we started to figure out the true meaning of 'Essential'. However, we



did not have the jargon to describe the things we were discussing.

The 21<sup>st</sup> Century Learning movement aligned quite nicely with our notions. It is not so much about the "what" we were teaching, but rather "how" we can teach it so that many different kinds of students benefit.

I found myself saying that learning just physics was not enough.

A discussion with a respected university professor told me that students only really need to know how to solve an equation, read a graph and write a lab. It was humbling to concede the amount of content that my students really needed to know. Our new list of essentials includes writing a lab report, collecting data, creating a graph, and devising a mathematical equation to match a physics situation applying Newton's Laws. These were chosen because they are required for both further studies in physics and because they are useful outside of physics. The skills are general, so there is no specific time in which the Essentials must be completed, but they must be done well.

For me, the Essential Learnings provide freedom to personalize learning for both the struggling student and the future Nobel Laureate. Once they demonstrate true mastery of the Essentials, then there is freedom to send them on paths that allow them some choice of how far and where they go inside my curriculum. Now students have time to ask questions and think like a scientist or engineer, rather than being on the same page on the same day. The Essentials ensure balance between consistency and personalization.

# DEVELOPING SUCCESSFUL SCHOOLS



## Leading the Way - Transforming Schools through Effective Engagement, Assessment, and Leadership

*An Instructional Leadership Institute*

**Mount Allison University**

**Sackville, NB**

**July 8-11, 2013**

**Sandra Herbst**, CEO of Connections Group, is a noted system leader, author, speaker, coach, consultant, and educator with extensive experience in assessment, leadership, and adult learning.

Sandra's expertise, informed by wide-ranging practice and research, is enhanced by her compassion and humour. She has worked in both elementary and secondary schools as a classroom and specialty teacher, school administrator, and program consultant. Sandra is the former assistant superintendent of the second-largest school district in Manitoba and a past President of the Manitoba Association of School Superintendents and the Manitoba ASCD Affiliate.

As a facilitator of workshops, web conferences, and Institutes across North America and internationally, Sandra provides teachers and leaders with strategies and methods to help meet the diverse needs of learners. She engages in long-term projects with school systems including co-teaching and co-planning with teachers. Sandra models strategies through demonstration lessons with students in their classrooms. Through these events and interactions, Sandra has conveyed her vision, humour, and passion to thousands of teachers and has followed up with many of them to assess and learn from their experiences.

Sandra is co-author (with Anne Davies and Beth Parrott Reynolds) of two books: *Transforming Schools and Systems Using Assessment: A Practical Guide* (2012), and *Leading the Way to Assessment for Learning: A Practical Guide* (2012). She has several more works in progress in the areas of leadership and assessment.

As Sandra works with schools, systems, and organizations, whether in person or online, she tailors her work to meet the learners' needs. She is a charismatic and highly energetic speaker and leader who is deeply committed to seeing the educational system contribute to the success of all learners.



### **Leading the Way - Transforming Schools through Effective Engagement, Assessment, and Leadership**

Transforming education is not about the 'latest idea.' It is about imagining the best possible future for our students and putting our hearts into our work, so that we can take the next steps that make the most sense and have the greatest impact. It is about building on research and finding ways to make the seemingly impossible both possible and practical. And we do that while maintaining thriving relationships with those around us. This is both the joy and challenge of leadership.

This year's Institute will allow you to reflect upon whatever you and your learning community are currently working towards, through the lens of deep student and organizational learning and engagement. As leaders, our journey to success begins with the end in mind and uses quality assessment practices to keep on track and to provide tools for what lies ahead.

Quality assessment and engagement propels schools and systems toward their desired goals. Using the same steps that enable our students to achieve, leaders can employ assessment in the service of learning techniques to plan for, implement, gather feedback, and collect evidence of progress and growth.

Successful leaders don't attempt to do this work alone, though. We learn alongside each other, by deliberately pausing, listening, asking questions, and reflecting. This is our cycle of engagement and renewal.

As a result, the agenda for this Institute will be process-driven. We will draw on active learning strategies, so that we can think and talk together. These strategies will be ones that you can use with your learners when you return to school in the fall, whether they are 6, 16, 26, or 56. And because of this focus on process, there will be the capacity to respond to emergent trends, questions, and issues.

In this interactive and practical Institute, you will:

- learn more about recognizing indicators of quality classroom assessment, ways to assist teachers and others to deepen their understanding of quality assessment practices, and ideas for you to model these practices from a leadership perspective
- think about ways to transform today's resistance into tomorrow's support, using the continuum of routine to adaptive expert
- explore more ways to create and effectively implement professional development that leads to learning
- examine ways to help teachers use their professional judgment to evaluate and report student learning and communicate that to parents
- identify common barriers that block learning system initiatives and plan ways that can proactively address and transform these barriers
- examine imperatives that underlie leadership, engagement, and assessment in these times

*Sponsored by: New Brunswick Department of Education and Early Childhood Development, New Brunswick Teachers' Association, Prince Edward Island Teachers' Federation, Nova Scotia Teachers Union, & Newfoundland and Labrador Teachers' Association*

*If interested, please contact Ardith Shirley for more information.*

# CONTACT 2013

**The More Things Change...  
Plus ça change...**

**August 6-9, 2013 • Holland College  
Charlottetown • Prince Edward Island**

## Plenary Sessions, Keynotes and Your Choice of Concurrent Sessions

Presented by your teacher colleagues from the four Atlantic provinces and the Canadian Teachers' Federation on a variety of topics including classroom management; technology in the classroom; teaching to multiple levels and abilities; and equity.

## New Application Guidelines

**1. Forward your application directly to the NBTA by Friday, June 7, 2013.**

2. The Professional Development Committee is the Selection Committee for delegates to CONTACT and decisions will take into account the following:

- Priority will be given to teachers who have not previously attended CONTACT.
- Branch representation will be considered.

3. Teachers will be notified of acceptance as soon as possible following the selection of delegates.

4. a) NBTA provides successful applicants with \$200.00 funding support towards CONTACT registration.
- b) Applicants may also apply for a Council Educational Improvement Grant (up to \$400.00 based on receipted expenses)
- c) Applicants may also apply to their local branch PD Chair for possible funding support.

CONTACT is sponsored by the teacher organizations of the Atlantic Region.



Prince Edward Island  
Teachers' Federation

# CONTACT 2013 APPLICATION FORM

Forward your application directly  
to the NBTA by **Friday, June 7, 2013**

Name of Teacher: .....

School/Address: .....

Postal Code: .....

Tel: (s) ..... (h) .....

Email: .....

Home Address: .....

Postal Code: .....

Have you attended CONTACT before?  No  Yes; Year .....

Branch: .....

Grades/Areas of Teaching Responsibility:

If you are not selected in the initial process, do you wish to be waitlisted and contacted in the event of a cancellation?  Yes  No  
(Waitlisted applicants will be considered up to June 30, 2013)

Date: ..... Received: .....

**Deadline Date: June 7, 2013**  
**Late Applications will not be considered.**

### Return to:

Ardith Shirley, NBTA Deputy Executive Director  
650 Montgomery Street  
Fredericton, NB  
E3B 5R6

or [ardith.shirley@nbta.ca](mailto:ardith.shirley@nbta.ca)

# Anxious Children in the Classroom: How Teachers Can Help

Submitted by: Lisa Mazerolle, Psychologist, Anglophone South

New Brunswick Association of School Psychologists

Anxiety is the most common mental health concern of children and adolescents. It is defined as excessive worry, fear or doubt, leading to interference in academic or social activity. Anxious children and teens will have more trouble concentrating at school and are likely to be easily discouraged, irritable and tired in class. This frequently results in lack of academic success. The following strategies can help teachers work successfully with anxious children at school.

**Take the child's concerns seriously:** How are they managing, is there anything they don't understand, do they need extra help? Express confidence in the child's ability to be brave and overcome anxious feelings. If it seems they are overwhelmed, arrange to discuss jointly with the counsellor some ways to reduce expectations for a defined time period. Do not excuse them from class, however, regular attendance is a lifeline.

**Communicate with parents:** You need to be in touch with parents in a positive, problem-solving way. Work to establish consistency in reinforcing the behaviours parents are trying to change. Perhaps parents can help by getting a tutor, or keeping the child on track with assignments. Having a peer who the anxious child trusts, and the parents recommend, can also be helpful in the school.

**Adjust work expectations:** Short answer, multiple choice and matching type tests may be easier for anxious teens. Producing essays and answers which require a lot of effort and thinking may

be overwhelming. These students often need help breaking larger tasks such as projects, into individual steps. You could help by encouraging the child to make intermediate deadlines, checking how they are coming along, and providing encouragement to keep it up. Anxious children often have perfectionist standards, which results in assignments "not being good enough" to turn in. Encourage submission of any part of an assignment.

**Interaction in the classroom:** Anxious children do not like to be singled out for the teacher's attention. This includes having their name put on the board, being selected for special projects and getting disciplined in front of others.

**Establish a cue and 'safe place':** Many children need to feel that they have a safe place in the school building that they can retreat to, in order to avoid the worrisome situation or if they feel they are going to lose control. Prepare a system in advance whereby the child can signal the teacher and quietly leave the classroom in order to go to another place in the building. Many children prefer to sit at the desk nearest the exit door.

**Remind the child to use coping techniques:** Teachers can quietly suggest or remind students to implement whatever coping strategies have been helpful for the child. This may include breathing deeply, using distraction techniques, and practicing positive self-talk.

Adapted from Tips for Teachers of Anxious Students; Anxiety Disorders Association of BC and BC Children's Hospital







## G. Forbes Elliot Award for Educational Leadership

**Value: \$4,500 in 2013**

**Duration: One year**

### Description

This award is to encourage experienced teachers who have demonstrated leadership qualities related to their field to return to university to undertake postgraduate studies at the MEd or PhD level at the University of New Brunswick. The award is funded from the estate of the late Dr. G. Forbes Elliot, first Vice-President of UNB Saint John.

### Eligibility

(1) A minimum of 5 years of experience in the public schools of New Brunswick;

(2) In the 2013/2014 academic year be accepted, unconditionally, into a graduate-level program in education on a full-time basis.

### Awarding Agency

The University of New Brunswick, upon the recommendation of the Selection Committee.

### Applications forms are available from:

The Elliot Award Selection Committee Office  
Telephone: (506) 648-5590  
E-Mail: [educsj@unb.ca](mailto:educsj@unb.ca)

### Application Deadline

**May 15, 2013**



## 2013/SU Term Courses in Education UNIVERSITY OF NEW BRUNSWICK SAINT JOHN

ED 3355 TTh	<b>Issues &amp; Strategies in Media Literacy</b> 4:30-6:50	May 2 – June 20
ED 4565 TWThF	<b>ESL for Classroom Teachers</b> 8:00am-4:20pm	July 2 – July 5
ED 5096 MW	<b>Behavioural and Emotional Disorders: Introduction</b> 9:30am-11:50am	May 1 – June 19

These courses are open to students in an undergraduate Education program and to teachers wishing to upgrade certification.

For additional information please contact [educsj@unb.ca](mailto:educsj@unb.ca)  
506.648.5590

Applications for admission to UNB can be found at:  
<http://www.unb.ca/admissions/undergraduate/>

# Wellness Highlights

PROFESSIONAL COUNSELLING  
SERVICE FOR TEACHERS



**Carmen Meehan**  
Coordinator, District South  
1-800-563-3938  
634-2901

carmen.meehan@teacherwellness.ca



**Michael LeBlanc**  
District West  
1-800-561-1727  
462-0208

michael.leblanc@teacherwellness.ca



**Lisa Calhoun**  
Districts North and East  
1-888-763-5050  
855-5243

lisa.calhoun@teacherwellness.ca

## The Healthy Mind, Body, Spirit Menu

**Connecting**



**Sleeping**



**Playing**



**Reflecting**



**Moving**



**Relaxing**



**Eating**



Mind, Body, Spirit...



by Lisa Calhoun, Teacher Counsellor, Anglophone Districts North & East

### ***Sleep and Relaxation***

**Myth #1:** Sleep is not important. I can get by on just a few hours.

**Myth #2:** Insomnia is not a serious medical condition and has no consequences.

**Myth #3:** Watching TV in my bedroom and working on my laptop in bed helps me wind down and fall asleep.

**Myth #4:** Turning up the radio, opening the window, or turning on the air conditioner in the car are effective ways to stay awake when driving.

**Myth #5:** Alcohol or wine will help me fall asleep faster.

How you feel during your waking hours hinges greatly on how well you sleep. Similarly, the cure for sleep difficulties can often be found in your daily routine. Your sleep schedule, bedtime habits, and day-to-day lifestyle choices can make an enormous difference to the quality of your nightly rest. The following tips will help you optimize your sleep so you can be productive, mentally sharp, emotionally balanced, and full of energy all day long. Many of these tips will seem like common sense, but it is surprising how many of these important points are ignored by many of us.

Some tips to improve your sleep:

- Establish a regular bedtime and wake-time schedule and follow it every day, even on weekends.
- Create a consistent and relaxing bedtime routine-maybe a warm bath and soothing music.
- Make sure your bedroom is a comfortable temperature, well ventilated, dark and quiet.
- Invest in a comfortable mattress and pillows.
- Don't eat within two to three hours of bedtime.
- Avoid caffeine, alcohol, and tobacco before going to sleep.
- Exercise regularly - a brisk walk or workout can improve your sleep.
- Only sleep and have sex in your bedroom -- nothing else.
- No television, computers, ipads, or iphones before bedtime - they suppress your melatonin production and stimulate your mind.
- Do not take your worries to bed.
- Practice relaxation techniques.

Poor sleep habits are among the most common problems encountered in our society. We stay up too late and get up too early. We interrupt our sleep with drugs, chemicals and work, and we over-stimulate ourselves with late-night activities such as television and electronic devices.

Physiologically, sleep is a complex process of restoration and renewal for the body - it is essential. People suffering from sleep disorders do not get adequate or restorative sleep, and sleep deprivation is associated with a number of both physical and emotional disturbances.

How much sleep does a person need? Adults need 7-9 hours on average.

What is the most common sleep disorder? Insomnia

Breathing pauses, gasps, shallow breaths, and airway collapse during sleep indicate what condition? Sleep Apnea

What are some complications of sleep deprivation? Memory problems, depression, a weakened immune system, and increased pain perception.

Sleep disorders and chronic sleep loss can put you at risk for developing which diseases and conditions? Heart disease, heart attack, heart failure, stroke, high blood pressure, and diabetes.

### ***Relaxation***

Relaxation is beneficial for everyone, but especially for those struggling with sleep. Practicing relaxation techniques before bed is a great way to wind down, calm the mind, and prepare for sleep. Some simple relaxation techniques include:

- Deep breathing. Close your eyes, and try taking deep, slow breaths, making each breath even deeper than the last.
- Progressive muscle relaxation. Starting with your toes, tense all the muscles as tightly as you can, then completely relax. Work your way up from your feet to the top of your head.
- Visualizing a peaceful, restful place. Close your eyes and imagine a place or activity that is calming and peaceful for you. Concentrate on how relaxed this place or activity makes you feel.

Relaxation breathing can be done at any time during the day when you are feeling stressed and need to get centered again. By concentrating on our breathing, it allows the rest of our body to relax itself. Deep breathing is a great way to relax the body and get everything into synchrony and ready for sleep.

Relaxing bedtime rituals to try

- Take a warm bath
- Listen to soft music
- Do some easy stretches
- Wind down with a favorite hobby
- Listen to relaxing books on CD or on your iPod
- Meditation

You need to practice relaxation almost daily to obtain significant benefits from it. The more consistently the relaxation is practiced, the greater the benefits for sleep, health, and daily life.

Try to allot ten to twenty minutes per day for the relaxation. Most people simply can't relax and quiet the mind in less time. As more experience is gained, relaxation occurs more quickly.

Practice relaxation in a comfortable position and in a quiet place where you will not be disturbed.

Experiment to find the time of day that works best for you. Then designate that time as regular relaxation time.

# Huntsman Marine Science Centre

## “All Things Marine” Summer Institute July 15 - 19, 2013, St. Andrews, NB.

“All Things Marine” is a cross-curricula maritime institute with connections between biology, art, history, culture and cooking! Join us as we explore the unique environment of the Bay of Fundy and the diversity of life it supports. This institute is open to teachers and friends.

Course Fee: \$670 (\*\*early bird fee of \$610 if you register by May 15<sup>th</sup>!).

<http://www.huntsmanmarine.ca/subcontents.php?id=17&sid=45>

*(Also available on our website is a listing of some professional development funding that could assist with the cost of the institute.)*



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**Telephone:** (506) 452-8921

**Fax:** (506) 453-9795

**E-mail:** nbtanews@nbta.ca

**Web:** www.nbta.ca

## 50<sup>th</sup> Annual NBTA Bowling Tournament

Where: **Fairlanes, Moncton**

When: **October 18-20, 2013**

Cost: **\$50** per player

**Fun and Camaraderie** are the main game

Your team will need **5 players:**

- Must have no more than three men
- open to teachers and their significant others
- averages not important (over the years, they have ranged from 50 to 102)

Need a break after 6 weeks back in school???

Send your name (as captain) along with the names of the other 4 players to:



**Larry Lunney**

**3071 Main Street**

**Salisbury, NB E4J 2J9**

**[larry\\_lunney@hotmail.com](mailto:larry_lunney@hotmail.com)**

Please include a cheque for \$50 as a deposit. Make it out to “NBTA Bowling - Larry Lunney”

The remaining money for the team can be sent any time or brought over the night of registration. More information about the dance, accomodations, etc. to follow as plans are finalized.

*As it is our 50<sup>th</sup>, we are asking for anyone with pictures taken during any of our tournaments over the last 50 years to please forward them to us.*

## Gagetown Military Family Resource Centre

The Gagetown Military Family Resource Centre in Oromocto is looking for a variety of contract Facilitators for their Homework Program.

The homework program facilitator would work one on one with school age students to help them with homework and school assignments. Hours may include late afternoons, evenings and weekends, depending on participants' needs.

If you are interested in this opportunity please submit a cover letter and resume indicating the grade level and subject you are interested in assisting with.

If you are interested in this opportunity please submit your resume to Shannon.nowell@forces.gc.ca, if you have any questions regarding the opportunity please contact Shannon Nowell by email or by phone at 422-2785.

## The Historical Thinking Project

Promoting critical historical literacy for the 21<sup>st</sup> century  
Halifax | Toronto

In July 2013, come join one of the UBC Faculty of Education's week-long offerings of the Historical Thinking Project summer institute. This exciting institute will take you on an exploration of historical thinking, while examining the themes of immigration and aboriginality. As well, we will look at the broader substantive theme of cultural exchange across borders. Plenary lectures will be given by Dr. Peter Seixas and distinguished guests. Field trips will enhance the work conducted during the in-class portion of the institute. Come collaborate with history curriculum leaders, history teachers, and historical site and museum educators from across Canada for one of two exciting immersion experiences.

### TWO DATES | TWO LOCATIONS

Halifax | July 8-13

- Canadian Immigration Museum at Pier 21

Toronto | July 15-20

- Centre for Social Innovation
- Seats are limited to 30 people per institute; register now to reserve your seat!*

### REGISTRATION

The program can be taken for credit (3 credits) or for professional development purposes (non-credit). Visit [pdce.educ.ubc.ca/htp2013](http://pdce.educ.ubc.ca/htp2013) for details.

### BURSARIES

A number of bursaries will be provided by our partner, THEN/HIER. Visit their website ([thenhier.ca/en/content/thenhier-funding-programs](http://thenhier.ca/en/content/thenhier-funding-programs)) for information and application instructions. Bursary Application Deadline: **May 15, 2013.**

### LEARN MORE

Help promote the program. Download and share the poster.

Web: [pdce.educ.ubc.ca/htp2013](http://pdce.educ.ubc.ca/htp2013)

Contact: Jo-Anne Chilton (1-888-492-1122)

## Attention Teachers!

Cape Breton University offers several online diplomas for teachers, program options include:

- **Counselling**
- **Curriculum**
- **Educational Technology**

CBU also offers an online Master of Education in Information Technology in partnership with MUN.

These programs are delivered completely online; students are not required to attend on-campus courses. All programs can be used in New Brunswick for Teaching License upgrade.

For more information, please contact:  
Terry MacDonald  
Manager, Teacher Education & Technology  
Enhanced Learning  
School of Professional Studies  
(902) 563-1647  
[terry\\_macDonald@cbu.ca](mailto:terry_macDonald@cbu.ca)



**CAPE BRETON  
UNIVERSITY**  
[www.cbu.ca/academics/education](http://www.cbu.ca/academics/education)

## 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@nbnnet.nb.ca](mailto:tutoris@nbnnet.nb.ca)

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

*Paid Advertisement*

## Get *Inspired!*

Enjoy one of the many fine craft workshops offered by edVentures Fredericton. With over 70 workshops, there are plenty of opportunities to get your creative juices flowing! Small class sizes allow for one-on-one attention with leading Canadian artists.

**New for 2013 – A Master Class Series!**

Visit our website for more information.

**Register by May 31 to receive a 15% Teachers Discount!**

July 8 – August 9, 2013



Awaken your creativity.  
Refresh your senses.  
Revitalize yourself.

1.888.850.1333  
edVentures@fredericton.ca  
www.edVentures.ca



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Fredericton

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## edVentures Fredericton

### **We know teachers love to learn . . . why not relax and become a student again?**

Treat yourself to an edVentures Fredericton workshop. With more than 70 to choose from there are plenty of opportunities for you to get your creative juices flowing! New for 2013, we are offering a Master Class Series; visit our website for more information.

Learn a new skill, challenge yourself, have fun and take home a one-of-a-kind treasure – created by you!

**Register by May 31 for a 15% Teacher's Discount!**

506.460.2233 / 1.888.850.1333  
www.edVentures.ca

## Counselling Services

- Anger and Stress Management
- Family and Relationship Counselling
- Mediation

**Yvonne Vaughn**

MA M.ED CCPA

1-506-454-2216

or

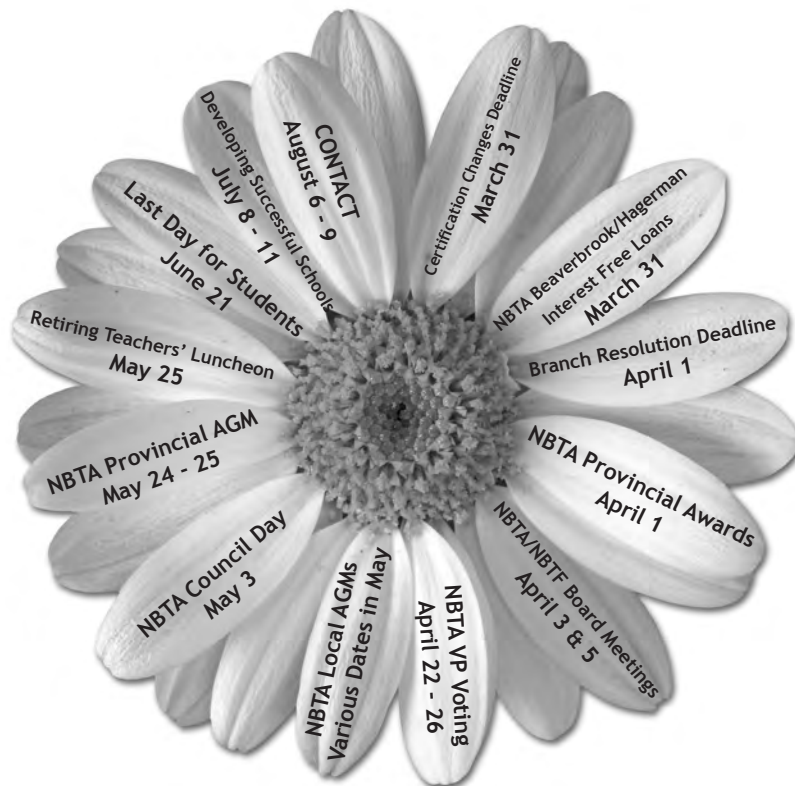
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*\*Insurance Coverage\**

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# A Busy Spring & Summer for NBTA Members



## REQUIRED IMMEDIATELY:

### Teaching Positions in Dhaka, Bangladesh, 2013-2014 Canadian Trillium School (CTS)

We are looking for flexible, adventurous and vibrant certified teachers for the international school in Dhaka.



#### Attractions:

- round-trip air fare, transportation, accommodations and an attractive salary and benefit package
- CTS will be the first fully equipped laptop school in Bangladesh, with all students and staff provided with new laptops.
- Smart Boards in all teaching classrooms
- NB Curriculum

**Positions include:** Pre-Kindergarten, Kindergarten, Elementary, Music/Middle School, Math/Science-Middle School, Art-Middle School, French-Middle/High and/Middle School, English Language Arts High School and Guidance Counselor/Middle School

#### Desirable Qualifications:

- The selected candidate for the above position will have:
- A valid New Brunswick Teacher's License, Certificate IV or V,
  - A vision of creating an educational environment that supports the 21st century learner
  - Proven ability in providing quality education for students and improving student outcomes
  - Effective communication skills
  - Capacity to promote participation of the school community in developing and achieving the school's goals and purpose
  - International teaching at all levels is preferable

After completing your application from the website, [www.aei-inc.ca](http://www.aei-inc.ca), please forward all information to Holly Lydon [holly.lydon@gnb.ca](mailto:holly.lydon@gnb.ca)

Please attach a current resume, letter of intent and 3 referees with contact information.

**Competition closes April 10<sup>th</sup>, 2013.**

New Brunswick Teachers' Association  
 650 Montgomery Street  
 P.O. Box 752, Fredericton, NB  
 E3B 5R6

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