



April 2015
Vol. LVII No. 4

NEW BRUNSWICK TEACHERS' ASSOCIATION

Council Day: Get to Know Keynote Speakers



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NBTA Winter Wellness Wonderland Contest

*Snowshoe
Square
Dancing
Volleyball
On Duty*



*Snow Angels
Sliding
Skating
Skiing
Hiking*

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



A Message from the President



Peter Fullerton

Why do we bother?

When one watches TV, listens to the radio and, especially, reads the newspaper, and continually sees or hears comments referring to low test scores, budget cuts, snow days (as if they are controlled by teachers), school closures and the like, teachers might tend to ask themselves, "Why do I bother?". When you enter your class on any given Monday morning, however, the answer becomes all too clear. There are many rich rewards to our chosen career.

That hug you receive on the playground from a young student and the words "I love you Miss" take your breath away. The moment the "Light" comes on for a student and they finally grasp the concept you have been working so hard to communicate makes you feel like you have conquered Mount Everest. The students coming back to visit with you long after they have graduated makes you aware of the profound impact you have on so many lives. For many students you are their guiding light and the anchor they cling to during crises in other parts of their lives. With many, you may never know the lasting effect you have had.

Our students are the reasons why we are willing to bite our lip and not respond every time we are criticized in the media. We simply cannot control what is printed and said in the media, or unfortunately, when reporters pick and print only the statements that paint us in a negative light. What some of the general population see as teachers looking out for themselves is, in reality, teachers looking for improvements to the learning environment of their students. Know full well that, in general, teachers are held in high regard and most parents support teachers and believe they do a fantastic job with their most prized possessions.

March Break has come and gone, and we can now start to see the finish line. At this point, it always feels as though the school year seems to speed up, with time passing all too quickly. As teachers, we make use of every minute to ensure all essential outcomes are completed so all children in our care can achieve to their fullest potential.

With the busy lives that teachers lead, we can sometimes overlook or miss out on opportunities as deadlines fly by. Here are a few reminders.

As you know, the election campaign for NBTA Vice-President is in full swing. Please take the time to become acquainted with the candidates and listen to their messages when they visit your school. Also, in this electronic age, you don't have to base your vote on a 2-minute chat. Links to detailed information about all candidates can be accessed through one button on the NBTA website. Voting week is April 20th to 24th.

I want to remind you of a couple of great summer learning opportunities. DSS (Developing Successful Schools) in Sackville in July, has a school administrator focus, while CONTACT, this year in New Brunswick in August, has a fantastic program for classroom teachers. The applications for these conferences are also available on the NBTA website.

I believe it is so important to recognize teachers for the time they volunteer on behalf of their colleagues. Don't forget you can nominate your colleagues for Branch Awards of Excellence; Elementary, Middle Level and High School Council Awards; and three major provincial awards. Please check out the NBTA website for information and applications for all of these awards.

Upcoming in May, will be our Annual General Meeting. The AGM is the highest decision-making body of the NBTA and I want to thank the delegates for volunteering and taking the time to represent the teachers of their branches. There may still be the possibility in some branches to attend the AGM either as a delegate or an observer. It is a learning opportunity I hope you do not pass up.

Each year, we look for members to fill vacant positions on our NBTA committees. There is no better way to become knowledgeable and to understand the workings of your Association than to become part of one of these committees. The application form will be printed here in the NBTA News and you can forward it to my attention at peter.fullerton@nbta.ca. The President-Elect and I will be spending a few weeks doing our best to match up the expertise of members with the appropriate committees later this spring. This is your chance to become part of the over 400 teachers who volunteer each year to serve their fellow NBTA members.

In closing, I want to remind you to look after yourselves. As teachers, it seems to be a character trait that we all too often put everyone else first. Take time to breathe and, as spring is upon us, take the time to "smell the roses". You can only continue to give your students your best if you take the time needed to recharge and do some things for yourself.

A handwritten signature in black ink, appearing to be "Peter Fullerton". The signature is stylized and written in a cursive-like font.

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: _____

To help the NBTA determine which committee(s) might be of interest to you, could you please write a brief paragraph expressing your interest, qualifications and expertise.

Deadline to Apply: April 30, 2015

Send applications to NBTA President Peter Fullerton or summarize the pertinent information and submit via e-mail: peter.fullerton@nbta.ca or erna.leger@nbta.ca

NBTA Winter Wellness Wonderland Contest

We are very pleased with the interest and turnout for our first-ever Winter Wellness Wonderland initiative. There were submissions from 20 schools and the only disappointing thing is that we were not able to give prizes to all. Teachers in participating schools went skiing (downhill & cross-country), skating, hiking, on sleigh rides, snowshoeing, sliding, snow painting, square dancing in snowshoes and did their supervision duty wearing snowshoes. They also played beach volleyball in the snow, king of the hill, Omnikon ball (with a severely deflated ball due to freezing temperatures) and made snow angels (occasionally in very large groups). The goal was to get teachers active outside together during the very challenging month of February, and we believe the contest helped facilitate this.

Congratulations to our winning schools for the NBTA Winter Wellness Wonderland Contest. The decisions were made by the five teacher members on the NBTA Public Relations Committee which met March 12.

Most Fun - Magnetic Hill School – Group snow angels, magnetically pulling sliders uphill

Most Unique - Bathurst High School – Snowshoe square dancing

Most Physical - Forest Hills School (Saint John) – 42 day activity challenge

Best Participation – Belleisle Elementary School – 20 of 21 staff sliding

Wild Card - Dr. A. T. Leatherbarrow Primary School - ice skating, a hike to the Midland Ice Caves and mitten/snowshoe volleyball

A huge thanks and Honourable Mention to our other participating schools:

Harold Peterson Middle School

Northrup Frye School

Bessborough School

Island View School

Fredericton High School

Evergreen Park School

Frank L. Bowser School

Vincent Massey Elementary School

Southern Carleton Elementary School

Nackawic Middle School

Eleanor W. Graham Middle School

Janeville School

Barkers Point School

Saint Mary's Academy

Sussex Corner Elementary School

“We need to win because it has been sooooo cold here!”

- St. Mary's Academy, Edmundston



NBTA Winter Wellness Wonderland Contest

"Hopefully this is the start of a new tradition for us."



"It wasn't fancy, but it sure was fun."



"Good for the body, good for the soul."

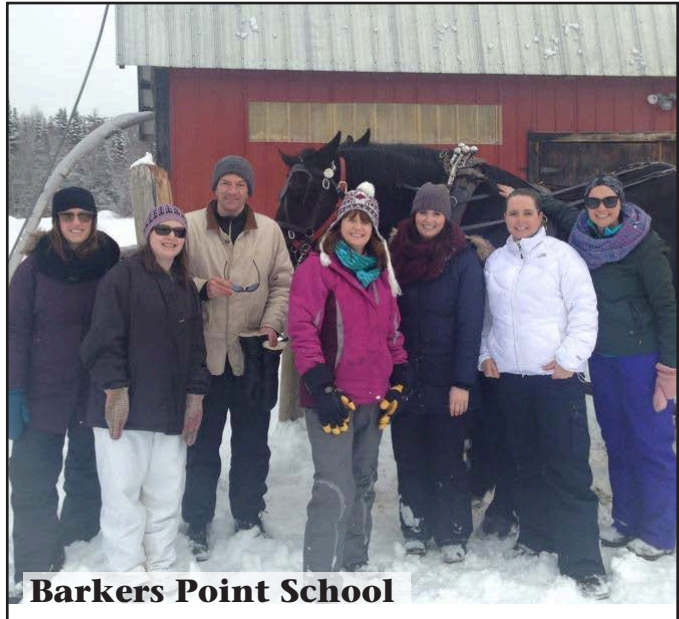


NBTA Winter Wellness Wonderland Contest



Dr. A. T. Leatherbarrow School

"It took a bit of encouragement to get mobilized but everyone was glad they participated."



Barkers Point School



Barkers Point School

NBTA Winter Wellness Wonderland Contest



Vincent Massey School

"It was a great opportunity to get off the couches and get outside together — something we don't do enough of."

"We left work for the weekend with smiles on our faces and lifted spirits."



Magnetic Hill School

Canadian Association of Principals Awards

The Canada's Outstanding Principals program was developed by The Learning Partnership "to celebrate the achievements of extraordinary principals and their dedication to enhancing our public education system."

"LIONS ROAR"

Louise Johnson, Loch Lomond School

By Blake Robichaud, NBTA Staff

Louise Johnson says being a recipient of such a prestigious award means she had to get used to taking compliments. "It made me pretty uncomfortable at first, but what I realized, eventually, is that we all have to do more of it, and not just when someone retires or receives an award. There are a lot of people that need to be told more often that they are doing a great job, particularly the staff that I work with."

Johnson views the Canada's Outstanding Principal Award as recognition of a team effort rather than an individual one. "I come up with some crazy ideas, some great and others not so great, and the staff here is always willing to try anything if it will benefit kids. They are risk-takers in the best way." She says they have been instrumental in the development of a vision and mission for the

school. "Achievement is important, but at Loch Lomond we also put a premium on helping children develop other skills that will be invaluable for them in the long-term in both their personal and academic lives."

At Loch Lomond, the school mascot is far more than just a logo. The LION(S) is an acronym for their Academic Code (Leadership; Interpersonal skills; Organizational skills; Numeracy, literacy & science; and Social responsibility) while ROAR (Respect Others; Accept Responsibility) symbolizes the Behaviour Code. "There is a lot of emphasis on making connections with the community, whether it is volunteering with seniors or raising money for the SPCA or other charities. Kids learn they can be contributing citizens."

Recipients of the COP Award are honoured at a gala event in Toronto

and spend several days at the Rotman School of Management at U of T speaking with leaders from various other fields. "I was really stressed that we refer to ourselves as leaders rather than administrators and this really resonated with me. Principals spend a lot of time on administrative or managerial tasks. These have to be done, but they aren't truly "important." Why we really do what we do is because of a passion for leading the improvements that make the most difference for students, parents and teachers."

"I am really flattered to be recognized, but I don't think I am really doing things much different than so many other principals. I guess the PSSC, staff and students who contributed to my nomination must have done a great job with it."



from The Learning Partnership

School, Family, Community

Bonnie Worrall – Geary Elementary School

By Blake Robichaud, NBTA Staff



Bonnie Worrall has found a home and her own little piece of heaven in Geary after spending a lot of years living in various parts of Canada and the world. She was born in Plaster Rock, but having a father, and years later a husband, in the military left her rich in experiences, but short on roots. Now in her twelfth year at Geary Elementary (five of those years as principal), she feels extremely fortunate to have become part of such a wonderful community, “I love it here and the sense of belonging that has developed is something I’ve never really had before because of all of the moving. These people have accomplished some great things because they work so hard and so well together.”

Receiving the Canada’s Outstanding Principal Award was a bit of a shock. “Initially, I thought someone was playing a joke on me because getting an award was really the farthest thing from my mind. I was certainly honoured by the recognition and very touched when, eventually, I had the opportunity to read the letters of support that had been written.”

The nomination, although initiated by a teacher at the school, de-

veloped into a community effort, like so many other initiatives in Geary. “I get up everyday and love to come to the school and work and learn with the people I do. We start the day as a family having breakfast together. We know the kids, the parents, and the grandparents. In the last couple of years, we have built a new school together and we have maintained our sense of unity even when we, our students and staff, were temporarily placed elsewhere.”

Worrall says that both school climate and the use of data have profound impacts on successful student learning at her school. “At Geary we really try to educate the whole child. We have great programs that help develop some of the less obvious, but vitally important, interpersonal skills such as being polite, respectful and caring. At the same time, data really helps us understand our students’ needs and to move their learning forward. It is data and vision that drive our school improvement plan.”

Canada’s Outstanding Principals spend several days in Toronto par-

ticipating in professional learning at the Rotman School of Business and are honoured at an awards ceremony. Worrall says she was amazed at the quality of professional learning and of the presenters, many of whom are CEOs of major corporations. The “big ideas” that were brought forward also impressed her, “In business they must match their practice to the demands of society or they can’t sustain themselves and, I believe, we have to take some lessons from that. What kinds of jobs will there be and how do we develop the learners we need? Community colleges and the more applied and hands-on skills are becoming increasingly in demand.”

Worrall says that another crucial set of skills identified by business leaders were “soft skills” such as being a good communicator and how to work together as a team. “People skills, having values and being morally strong are probably even more important now in an era of easy, but faceless, communication. I think this really affirms a lot of what we make our priorities at Geary Elementary.”



2015-2016 Education Leaves

Education Minister Serge Rousselle and Federation Co-Presidents Peter Fullerton and Phillippe Cyr, have released the names of the Education Leave recipients for the 2015-2016 school year. In all, fifty-four (54) NBTA and twenty-four (24) AEFNB members received leaves for the purpose of retraining, specialization or professional growth.

Education Leaves awarded to NBTA members amounted to approximately \$1,961,375. Because of the mix of full and part-time leaves, the Committee was able to grant 54 leaves. In the past few years, NBTA leaves were awarded as follows:

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
 2014-2015 — 46 leaves at \$1,930,866
 2015-2016 — 54 leaves at \$1,961,375

Education Leave Committee

The Education Leave Committee, established under Article 37 of the Collective Agreement, met on January 14, 2015, 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:

- Inga Boehler - EECD
- Marcel Lavoie - EECD
- Dianne Kay - ASD-W
- Jean-Guy Levesque - Superintendent
- Peter Fullerton - NBTA
- Phillippe Cyr - AEFNB
- Marcel Larocque - NBTF (Secretary)
- Larry Jamieson - NBTF
- Monique Caissie - NBTA (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 confidential 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 Education 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 2015-2016

- There were 92 applications from NBTA members.
- Funds available for educational leaves, determined by the formula in Article 37.03 of the Collective

Agreement, were \$2,856,900; the AEFNB share was approximately \$895,525.

- Fifty-four (54) leaves (full and part-time) were granted to NBTA members.
- Thirty-nine (39) leaves were granted to females and fifteen (15) were granted to males.

Leaves Awarded

K-8	30
Grades 9-12	24
To Achieve	
CERT V	10
CERT VI	5
Masters	30
Princ. CERT	2
Other	7

Areas of Study

Administration	12
Curriculum Studies	9
Exceptional Learners/ Spec Ed/Spec. Needs	4
Guidance/M&R/ Resource/Counselling	13
Literacy	2
Technology	2
Other	12
Total	54

Conclusion

When all is said and done, fifty-four (54) NBTA members will be happy to be receiving an Education Leave, while thirty-eight (38) 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 2015-2016 school year are listed by district. The length of the leaves varies from four months to a full academic year.

2015-2016 Educational Leaves continued...

Dist.	Name	Period	Dist.	Name	Period
ASD-E (02)	Donna Crewe	4 months	ASD-S (10)	Joseph Lee	5 months
ASD-E (02)	Christopher Falconer	4 months	ASD-S (10)	Sabrina de Jong	Year
ASD-E (02)	Krista Royama	Year	ASD-S (10)	Susan Stroud Kaneko	6 months
ASD-E (02)	Samantha Wood-Hicks	6 months	ASD-W (14)	James Cole	Year
ASD-E (02)	Carole Bell	Year	ASD-W (14)	Karen Palmer	Year
ASD-E (02)	Michelle-Andree Boudreau	Year	ASD-W (14)	Peter Craswell	5 months
ASD-E (02)	Amie Dorcas	6 months	ASD-W (14)	Leeanne Lanto	Year
ASD-E (02)	Kim Gallant-Nowlan	5 months	ASD-W (14)	Christopher McLaughlin	5 months
ASD-E (02)	Gerald Moore	Year	ASD-N (15)	Carole-Julie Savoie-LeBlanc	5 months
ASD-E (02)	Emily Ostler Colpitts	Year	ASD-N (15)	Jennifer Drake Grass	6 months
ASD-E (02)	Tanya Rideout	5 months	ASD-N (15)	Janet Ramsay	Year
ASD-E (02)	Cathy Steeves-Weber	Year	ASD-N (15)	Ann Landry	Year
ASD-S (06)	Newton Johnston	Year	ASD-N (16)	Shayla Mutch	Year
ASD-S (06)	Michelle Brenton	6 months	ASD-N (16)	Kendra McLean	6 months
ASD-S (06)	Shannon Case	5 months	ASD-W (17)	Julia AuCoin	5 months
ASD-S (06)	Tracy Comeau	6 months	ASD-W (17)	Maribeth O'Donnell	Year
ASD-S (06)	Jean-Claude Cormier	Year	ASD-W (17)	Greg Tucker	Year
ASD-S (06)	Charlene Dorcas	Year	ASD-W (18)	Mark Bray	4 months
ASD-S (06)	Caroline Price	5 months	ASD-W (18)	Cynthia Burnett	6 months
ASD-S (08)	Carol Armstrong	6 months	ASD-W (18)	Margaux Cheney	6 months
ASD-S (08)	Margo Duff	6 months	ASD-W (18)	Audrey Cook	5 months
ASD-S (08)	Robyn Giffin	6 months	ASD-W (18)	Jamie K. Henderson	4 months
ASD-S (08)	Karolyn Hills	Year	ASD-W (18)	Pamela MacDonald	6 months
ASD-S (08)	Michele Hogan	5 months	ASD-W (18)	Tayne Moore	Year
ASD-S (08)	Janis Rodger	6 months	ASD-W (18)	Malcolm Mulligan	Year
ASD-S (08)	Philip Sweezey	6 months	ASD-W (18)	Andrea Patterson	6 months
ASD-S (08)	Rachel Wallace-Nolan	Year	ASD-W (18)	Gary (Bill) Perro	Year

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4-8

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Teens for Jeans

submitted by Pam Thomas, Harold Peterson Middle School

Candle is a student action group at Harold Peterson Middle School in Oromocto. It was started 4 years ago when Caleb Stringer, one of Pam Thomas' students, asked if he could start a school club. He was inspired by what he was learning in her Social Studies class about local and global issues. Caleb told her, "When you tell us that we can make a difference in our world, I believe you." And so, Candle was born.

This group has undertaken many initiatives over the years, primarily sponsoring Free the Children and local service groups/organizations. Most recently they have taken part in the Teens for Jeans campaign sponsored by Aeropostale. In Canada, 1 in 5 people experiencing homelessness is under the age of 25. One item they often request? A pair of jeans. Jeans are the perfect item to donate. They can be worn multiple times between washes, can be dressed up or dressed down, and provide a sense of normalcy to the person wearing them.

The goal was simple...to collect as many pairs of jeans as possible. There was no set vision of how many to expect with this being the first time they had taken on the challenge. The campaign was promoted within the school, on the radio and social media. From there the jeans started pouring in. Boxes were set up in the lobby of the school, 4 at first. Those were soon overflowing.

In the span of three weeks, Candle has collected 371 pairs of jeans to donate to those in need. As there are students who could benefit within the school, jeans will go to them first. Those remaining will be dropped off to Aeropostale. From there, they will be distributed to group homes and shelters across Canada.

"Everyone thinks helping others has to be hard, complicated or expensive," Pam Thomas said, "but that is not true. Simply look around you, pay attention, and dig in."



Helping Students Manage Stress

New Brunswick Association of School Psychologists

Submitted by Erika Nason, School Psychologist, Anglophone West, Oromocto Education Centre

As we approach the last few months of the academic year, we may notice a sudden increase in student (and teacher) stress levels. Stress is our “perceptions and interpretations of the way our body responds to demands placed upon us by the environment” (NASP, 2009). It can be positive or negative. Meeting academic deadlines, preparing for exams, transitioning to a new grade/school, changes in routines and schedules and year-end activities can lead some students to thrive. However, it can trigger significant distress in others and lead to a downward spiral of anxiety or depression. Students’ stress may be further compounded by events within the home, social pressures and peer conflict. Stress impacts individuals differently, however symptoms can be categorized in four domains:

How Teachers Can Recognize Stress in Children and Adolescents	
Cognitive	More off/task; increased difficulty making decisions; decline in academic performance; negative self-statements (e.g., “I just can’t do anything right”)
Emotional	Changes in emotional sensitivity; increased fears, anxiety, irritability, tearfulness
Behavioural	May appear more aggressive or acting out behaviours; more withdrawn; regression in behaviour; changes in sleeping and/or eating habits; increase in high-risk behaviour
Physiological	Increase in stomach aches, headaches, general malaise, aches/pains

It is typical to experience these symptoms on occasion and for relatively short periods of time. It’s not always easy to identify when a student’s level of stress reaches a critical level. Documentation of any changes and regular communication with parents/guardians about your observations will help identify any patterns, possible contributing fac-

tors and when more intensive intervention is required. It’s important to note that when students are under extreme distress, they are not able to learn as effectively because their bodies are in a constant stress response (i.e., “fight, flight or freeze”). Preventative strategies to mitigate the impact of stress can help their social and emotional functioning as well as how much they learn in the classroom!

How Can Teachers Help?

- Watch for changes and communicate your concerns with the student and family
- Teach emotional vocabulary so students can express themselves
- Talk about stress and normalize experiences that induce stress
- Compare and contrast healthy and unhealthy coping strategies
- Build on students’ strengths and resilience (e.g., increase level of connection and number of adult connections; pro-social activities)
- Explore healthy outlets for stress and help students identify which ones work best for them (e.g., exercise, creative outlets, relaxation techniques)
- Teach and practice relaxation techniques daily in your classroom (e.g., breathing exercises)
- Brainstorm other preventative steps that your school can take to mitigate the impact of stress
- Consult with your Education Support Services Team when you have concerns about student stress
- Your EST can request a consultation with your School Psychologist regarding stress reduction techniques within your classroom or with concerns specific to a student

Stress is a normal and healthy response to environmental demands. Practicing healthy coping strategies in school gives students the opportunity to learn important skills that will help them navigate difficult situations throughout their lives.

Reference:

McLaughlin, C. & Christner, R. (2009). *Understanding stress: Helping students cope*. National Association of School Psychologists. Bethesda, MD.

Resources:

Biegel, G. (2009). *The stress reduction workbook for teens: Mindfulness skills to help you deal with stress*. New Harbinger, Oakland, CA.

Shapiro, L. & Sprague, R. (2009). *The relaxation and stress reduction workbook for kids: Help for children to cope with stress, anxiety and transitions*. New Harbinger, Oakland, CA.

NBTA Proudly Presents

3 Fierce Workshops in 1 Weekend!

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Fierce Accountability™ — Friday, April 24 (6pm - 9pm)

NBTA is pleased to once again offer **Fierce Accountability™** as a professional learning opportunity for New Brunswick educators.

What: Fierce Accountability™ is an instructor-led workshop that explores the cost of blaming, protecting, defending and playing it safe. Develop a new context about accountability – one in which you and your organization welcome responsibility and deliver agreed-upon results, despite obstacles.

Target Audience: This session will be open to any NBTA member who has received the certificate for completion of training for Fierce Conversations®.

Facilitators: Ardith Shirley & Kimberley McKay, NBTA Staff Officers

Date/Location: April 24, 2015 (6pm– 9pm), NBTF Building, Fredericton

Session Fees: \$30.00 (includes Fierce Accountability™ kit and nutrition break) Any additional expenses such as travel or accommodations are the responsibility of the participant.

Maximum Participants: 35 participants (Participants must have completed Fierce Conversations® training prior to enrolling in this session.)

Registration: April 2 - April 22 at www.nbta.ca > Fierce Registration icon. Participants will receive confirmation of their registration by email.

Fierce Negotiations™ — Saturday, April 25 (9am - 3pm)

NBTA is pleased to offer a **new** professional learning opportunity for New Brunswick educators – **Fierce Negotiations™**

What: You're always negotiating. It's part of daily life. Yet negotiating is often viewed as a struggle in which one side must lose for the other to win. Fierce Negotiations™ reframes the process of negotiation using Fierce techniques and models to yield the best outcome and enrich the relationship. Fierce negotiators are authentic, clear in resolve, and skilled at examining competing perspectives. They use their negotiation skills to direct the conversation to a place where new and expanded solutions are discovered.

Target Audience: This session will be open to any NBTA member who has received the certificate for completion of training for Fierce Conversations®

Facilitator: Deli Moussavi-Bock, Director of Training, Fierce in the Schools. *Deli comes to Fierce with over 13 years of corporate experience in marketing, branding and business development. She has worked in a variety of industries including the retail clothing industry, real estate investment, and technology. Prior to joining Fierce, Deli spent 7 years at RealNetworks fulfilling key roles in strategic marketing, branding and business development both domestically and internationally. In 2002, Deli helped launch Fierce, Inc. with Susan Scott following the publication of Susan's book.*

Date/Location: April 25, 2015 (9am– 3pm), NBTF Building, Fredericton

Session Fees: \$30.00 (includes Fierce Negotiations™ kit, nutrition break and lunch) Any additional expenses such as travel or accommodations are the responsibility of the participant.

Maximum Participants: 35 participants (Participants must have completed Fierce Conversations® training prior to enrolling in this session.)

Registration: April 2 - April 22 at www.nbta.ca > Fierce Registration icon. Participants will receive confirmation of their registration by email.

3 Fierce Workshops in 1 Weekend!

Fierce Generations™ — Sunday, April 26 (9am - 3pm)

NBTA is pleased to offer a **new** professional learning opportunity for New Brunswick educators – **Fierce Generations™**.

What: Are differences a source of strength within your team or a point of contention and division? For the first time in history, organizations are comprised of four unmistakably different generations, each with their own approach to, view of, and desired outcomes for work. Fierce Generations™ is multigenerational training that provides a framework for uniting people and realizing the rewards of an inclusive culture.

Target Audience: This session will be open to any NBTA member who has received the certificate for completion of training for Fierce Conversations®.

Facilitator: Deli Moussavi-Bock, Director of Training, Fierce in the Schools. *Deli comes to Fierce with over 13 years of corporate experience in marketing, branding and business development. She has worked in a variety of industries including the retail clothing industry, real estate investment, and technology. Prior to joining Fierce, Deli spent 7 years at RealNetworks fulfilling key roles in strategic marketing, branding and business development both domestically and internationally. In 2002, Deli helped launch Fierce, Inc. with Susan Scott following the publication of Susan's book.*

Date/Location: April 26, 2015 (9am– 3pm), NBTF Building, Fredericton

Session Fees: \$30.00 (includes Fierce Generations™ kit, nutrition break and lunch) Any additional expenses such as travel or accommodations are the responsibility of the participant.

Maximum Participants: 35 participants (Participants must have completed Fierce Conversations® training prior to enrolling in this session.)

Registration: April 2 - April 22 at www.nbta.ca > Fierce Registration icon. Participants will receive confirmation of their registration by email.

Register for 1, 2 or all 3 sessions at:

www.nbta.ca
Fierce Registration Icon

Questions? denise.johnson@nbta.ca or 452-1828

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 2600 members.
- *Reflections* magazine published three times per year.
- Representation on the NBTF Group Insurance Trustees.

- School Days Museum filled with teaching memorabilia and artifacts.
- Affiliations with NBTA, Canadian Association of Retired Teachers, SERFNB, Coalition for Seniors and Nursing Home Residents Rights.
- Deduction of dues at source.

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

Betty Smith, President
New Brunswick Society of Retired Teachers



NBTA Focus Groups for Report Card Pilot

by Kimberley McKay, NBTA Staff Officer

What?: NBTA will be offering a focus group in each of the 11 Branches in ASD-W. This will be an afterschool session lasting 75 minutes and snacks will be provided. The session will be facilitated by Kimberley McKay, NBTA Staff Officer.

Why?: The purpose of the focus groups is to collect feedback on both the Progress Report pilot and the Achievement Report pilot. The collected feedback will be summarized and shared with NBTA Board/Committees as well as the Provincial Report Card Committee. As well, a summary will appear in the September issue of the *NBTA News*.

When?: The focus groups will be held on a rotating basis from mid-April until late May. See below for full schedule of Branches/dates.

Who?: The focus group registration will be open to any K-8 contract teacher who has been using the pilot Progress and pilot Achievement Reports. Each site will be allocated a maximum number of seats (dependent on Branch size). Registration will remain open as long as seats remain available.

How (to participate)?: Complete the registration form below and e-mail (denise.johnson@nbta.ca) or fax (506-453-9795) to the attention of Denise Johnson. The deadline to register to participate is Wednesday, April 15. A minimum number of participants will be required to run the session.

Confirmation of Registration: Participants will receive confirmation by e-mail in advance of the date.

Focus Group Schedule

Branch	Date	Time	Location
1428	Monday, April 20	4:15 - 5:30 pm	Nackawic Middle School (Teaching Theatre)
1429	Monday, May 4	4:15 - 5:30 pm	Townsvie School (C119)
1430	Tuesday, May 5	4:15 - 5:30 pm	Centerville Community School (Library)
1431	Wednesday, May 6	4:15 - 5:30 pm	Andover Elementary School
1450	Tuesday, April 28	4:15 - 5:30 pm	John Caldwell School (Library)
1454	Wednesday, April 29	4:15 - 5:30 pm	Saint Mary's Academy (B105)
1724	Monday, May 25	4:15 - 5:30 pm	Chipman Elementary (Room #9)
1725	Wednesday, May 20	4:15 - 5:30 pm	Harold Peterson Middle School (Room #108)
1809	Tuesday, May 19	4:15 - 5:30 pm	Central New Brunswick Academy (Mult-Purpose Room)
1826	Thursday, May 7	4:15 - 5:30 pm	NBTF Building (Room 204C)
1827	Wednesday, May 13	4:15 - 5:30 pm	Harvey Elementary School (Mobile)

Focus Group Registration

Name: _____

Branch: _____

School: _____

Teaching/Work Assignment: _____

**Please return by email to denise.johnson@nbta.ca or fax (506) 453-9795
DEADLINE: Wednesday, April 15, 2015**

English Language Learners

By Chantal Lafargue, National Council Representative for NB, Canadian Association of Second Language Teachers

TESL NB is a professional organization affiliated with TESL Canada that aims to support teachers and instructors of English as a Second/Additional Language (ESL/EAL) in a variety of institutions in the province of New Brunswick. This association meets bi-annually for networking and professional learning in the areas of ESL/EAL. In fact, many new members are K-12 educators who are working with EAL students as part of their diverse classroom composition. Recently, TESL NB's president, Dr. Paula Kristmanson, represented the association at provincial EAL advisory committee meetings organized by the New Brunswick Department of Education and Early Childhood Development to discuss issues and priorities related to EAL in NB schools. As our province continues to focus on in-bound migration to sustain our population, professional learning to support K-12 educators in working with EAL students is relevant and timely.

In an effort to provide access to opportunities for professional growth, TESL NB in collaboration with the Canadian Association of Second Language Teachers (CASLT), both partner organizations of the NBTA, are co-sponsoring a feature speaker presentation at their spring AGM. Stéphane Lacroix, who has taught ESL for 23 years at the elementary, secondary, college and university levels in Quebec, will deliver a workshop, entitled, "Student Interaction in English. No Sweat!" focusing on communicative activities and games to help promote oral interaction. His previous audiences in Costa Rica, Peru, France, and several Canadian provinces have experienced Stéphane's upbeat presentation style and his ability to connect the dots between theory and practice.

An annual fee of \$40 provides educators membership to both TESLNB and TESL Canada. Members of TESLNB will be able to participate in the Spring AGM featuring Stéphane Lacroix in Fredericton on Saturday, June 6th, free-of-charge. For more information, and to become a member of TESLNB, please visit: <http://tesl-nb.wikispaces.com/>



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- English Additional Language
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- Mathematics, Sciences
- Pre-Kindergarten (18 mths - 5 yrs)
- Music, Art, PE
- Social Studies



@AEITeachAbroad



@ Atlantic Education International



By Kimberley McKay, NBTA Staff Officer

Early Career Teacher Profile: Jacob and Tasha Lingley Bliss Carman Middle School

What has your career path been to date?

TL: After graduating from the Bed program at Saint Thomas University, I began as a day-to-day supply teacher in what was then District 18. At the end of that year, I received a four month Long Term Supply position teaching grade 7 science and social studies. The next year, I found myself in the same school, holding a second LTS position, teaching grade 8 science and math. The following year I returned to supply work. Since then, I have been on a “D” contract for three years, at the same school where I held the long term supply positions, teaching grade 7 science, math and social studies.

JL: Strangely enough, my teaching career began before obtaining a bed from Saint Thomas University. As odds would have it, in my small home town of Liverpool, Nova Scotia, they were in need of a middle-level science teacher. Within days, I was hired teaching grade 7, 8 and 9 science in the same school and the same classroom where I spent my middle-school years. Fast-forward a few years, it was in September of my first year of supplying in Fredericton, when I accepted a LTS position at a local middle-school. Over the past 7 years, I have been extraordinarily lucky to see the letters of my contract change from LTS to D to B. For the past three years, I have been teaching grade 8 mathematics.

Describe a typical day in your professional life?

TL and JL: Without getting into who’s responsibility it is to take out the trash, our days follow much of the same pattern once we arrive at school. Like so many of our colleagues that live on the North side of Fredericton, we have found the best time to avoid the bridge traffic is to arrive at school no later than 7:30. Arriving this early allows us to have some of the best professional learning one could ask for with the “breakfast crew” in our staff room: never

underestimate the power that is breakfast cake. After a few jovial anecdotes are exchanged 8:00 arrives and it is go time. Coffee trail to the classroom. Objectives written on board. Check email. Start to respond to emails when we discover we need 10 more copies of that entrance slip. Arrive back in staff-room (hoping for one last crumb of cake) to find photocopier is out of toner. Power walk down to office - stop on the way to talk to at least 5 of the friendliest colleagues in the world. Bell rings. Swarm of eager students make us forget about the toner. Welcome students, engaging activities, questions, answers, assessment, the endless distribution of pencils that we clearly hold in higher regard than students... repeat. Nutrition break - stand in line with hopes to make it into the bathroom before the bell rings - hopes squashed. Class resumes and in the blink of an eye it’s lunch. Bell rings, which means lunch for students - duty and extra help for us. Energy level beginning to fade, coffee required. Afternoon classes start, standing on head seems to be a viable option to maintain student engagement. Still loving life, we push through and end the day with inspired students leaving the building and us, finally finishing the remnants of lunch. Through all of this, each of our days include an incredible amount of collaboration between our teams of teachers and student support staff. The amount of care and attention to all aspects of any one student’s education is an inspiring culmination of efforts from some of the most knowledgeable colleagues in our profession.

How/when did you decide you wanted to become a teacher? What response did you get to your decision?

TL: While pursuing a Bachelor of Science, I was hired as a counsellor at the Saint John UNB Science and Sports camp. During this camp, there were some students that were only there for either interests in sports or science. I took it upon myself to inspire them to appreciate both by demonstrating the science and math of sports. It was here that I developed a passion

for teaching science. When I announced my future aspirations to become a teacher to my parents, my father responded that he had always had a sneaking suspicion that this would be my career path.

JL: Back in high school biology, I had a great teacher. Being the geek that I was (still am) I encouraged my teacher to convert his smudged, purple inked overheads into powerpoint slides. I cannot tell you the hours I spent mindlessly digitizing those statically charged transparencies. My teacher often assured me that all this hard work would pay off and I would return one day to teach his class. While attending Dalhousie University, my path towards a career in education was competing with a passion for research in behavioural neuroscience. I was lucky enough to be a TA toward the end of my BSc which rejuvenated my passion for teaching. When I was ready to tell my friends and family about my career intentions of becoming a teacher, I thought I was telling them some big revelation, they simply said: It's about time!

What are your greatest sources of satisfaction as a teacher?

TL: The greatest source of satisfaction as a teacher is developing an individual connection with each of the students that I teach. I hope that my influence as a middle level teacher will ultimately help students in various areas of their lives during what can be a challenging time. Through my passion for science education, I enjoy motivating young learners of science towards appreciating their future potential as global citizens.

JL: My greatest satisfaction as a teacher, particularly a math teacher, is the transition that occurs between the most disgruntled, anxiety filled student of mathematics and the student who then becomes one who appreciates and welcomes the study of math. My passion for teaching is continually fuelled by the innovation students demonstrate on a daily basis.

What are your greatest challenges?

TL and JL: You mean other than realizing that we have inadvertently chosen to wear the same colour shirt to work? Our greatest challenges are similar to many

colleagues: maintaining effective, individualized instruction so that our students have the highest quality learning environment and opportunities available. Oh... and then there is our work/life balance: we are personally still working on that.

Can you comment on your involvement and experience with NBTA and/or Branch work?

TL: I first became involved with Branch 1826 as the first Supply Teacher Representative. This was an exciting position as I felt it was important for the exhaustive list of over 500+ supply teachers to have a voice. Once securing a D contract, I became an alternate school representative and have been the primary school representative for the last two years. Last year, I had the privilege of acting as a delegate from our branch at the provincial AGM. Finally, if working with my husband, at the same school wasn't enough, we passionately accepted the shared position of Professional Learning Co-Chairs. Luckily we share this responsibility better than the laundry.

As you reflect on your experience, brief though it is, what are your thoughts on the teaching profession in general and your experience as a professional teacher?

TL and JL: We have been motivated to serve as the Branch 1826 Professional Learning CoChairs after travelling to many conferences. The opportunities that New Brunswick teachers provide our students and the profession are truly unique. The quality and dedication to providing all of our students with the skills and values they require will ensure that our unique way of life in New Brunswick will continue for years and years to come. As teachers, we have the ability to see the direct influence that our profession has on the quality of life of individuals in our local and global communities. We truly cannot think of any other profession that offers such responsibility as well as valuable opportunity to inspire the minds of our future citizens.

Know an early career teacher who should be profiled?
Submit names to kim.mckay@nbta.ca



Cognitive Coaching for Educational Leaders

An Instructional Leadership Institute

Mount Allison University

Sackville, NB

July 6-9, 2015

John Clarke has facilitated programs that promote the development of enhanced teaching practice, the creation and maintenance of positive and successful school cultures and the establishment of quality work environments. He has been a trainer, facilitator and presenter for schools, school districts and professional organizations across Canada, the United States and Australia for 25 years.



John is a Training Associate for Thinking Collaborative (www.thinkingcollaborative.com), offering "Adaptive Schools" and "Cognitive Coaching[®]" Seminars to schools, school districts and organizations. John also, presently, works with school districts to create long term professional development plans aimed at student achievement, enhanced teacher practice and organizational success.

Special Qualifications

John has over 30 years experience as a counselor, teacher and principal at the Junior and Senior High School levels. He holds a Master's Degree in counseling psychology.

These sessions will be a continuation of the Cognitive Coaching work offered in 2014 but will be tailored to also provide powerful, "quality added" thinking and skills for educators who are attending for the first time (or who were unable to attend last year) This work focuses on building capacity and enhancing practice.

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, & Nunavut Teachers' Association

If interested, please contact Ardith Shirley for more information.

Cognitive Coaching for Educational Leaders

The mission of Cognitive Coaching[®] is to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Research indicates that teaching is a complex intellectual activity and that teachers who think at higher levels produce students who are higher achieving, more cooperative, and better problem solvers. It is the invisible skills of teaching, the thinking processes that underlie instructional decisions, which produce superior instruction. Cognitive Coaching[®] is a research-based model that capitalizes upon and enhances teachers' cognitive processes.

In the seminar, participants learn how to:

- develop trust and rapport
- develop an identity as a mediator of thinking
- utilize conversation structures for planning, reflecting and problem resolving
- develop teachers' autonomy and sense of community
- develop higher levels of efficacy, consciousness, craftsmanship, flexibility and interdependence
- apply four support functions: coaching, evaluating, consulting, collaborating
- utilize the coaching tools of pausing, paraphrasing, and posing questions
- distinguish among the five forms of feedback
- use data to mediate thinking

CONTACT 2015 CONFERENCE ON NEW TECHNIQUES AND CLASSROOM TEACHING August 4-7, 2015 • Saint John, NB

Waves of Change • Oceans of Opportunities

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, May 22, 2015**.
2. The Professional Learning 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 PL Chair for possible funding support.

CONTACT 2015 Application Form

Forward your application directly to the NBTA by May 22, 2015.

Name of Teacher: _____ Member #: (if known) _____
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 wait-listed and contacted in the event of a cancellation? Yes No (Wait-listed applications will be considered up to June 30, 2015).

Date: _____ Received: _____

Deadline Date: May 22, 2015
Late Applications will not be considered. Return to:

Ardith Shirley, NBTA Professional Learning Services, 650 Montgomery Street, Fredericton, NB E3B 5R6
or ardith.shirley@nbta.ca

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



Some Things are Worth Repeating!

by Ardith Shirley, NBTA Staff Officer

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

I well remember reading that article in 2002. At the time, I was just completing my own Masters Degree - three years of part-time study while juggling my duties as a teaching vice-principal at a 6-12 school. Looking back, I do have to wonder how I managed all of the competing priorities.

I can’t pretend it was all rosy. I distinctly recall driving home after the first class and calculating that it would take 288 hours of driving back and forth to classes to complete the degree, not to mention time spent in class, on assignments and the financial investment of tuition and gas money...I remember those moments of feeling so discour-

aged and overwhelmed. I probably would never have gotten through it (actually even got started), if it weren’t for the two dear colleagues who embarked on the quest with me. As a matter of fact, if I recall correctly, they decided they were starting and simply told me, “Get in the car!” One class at a time was our motto, and together we endured the two-hour commutes from Chipman to class and laughed our way through 10 of our 12 courses together. (Thanks for those memories Trace and Jackie!)

Even better was the end result—the degree that qualified me for Certificate VI and the pay raise that went with it! Besides the obvious financial gain, I also have to acknowledge that completing a Masters has afforded me many other opportunities that I could not even have predicted.

In hopes of encouraging those of you who may be considering a certification upgrade, I felt that a few excerpts from Nancy’s original article were definitely worth repeating....

Get a Raise!

by Nancy Roach (originally written in 2002)

It is often said that teaching is a calling. Yeah, someone invariably replies, we sure don’t do it for the money!! True, no one stays in teaching for the salary, but let’s be realistic. Everyone likes to get paid and a raise always feels right! Everyone wants to be remunerated in a way that reflects the value of the hard work we do.

How can you guarantee that you get that raise? Upgrade your certification! The difference between a Cert V and Cert VI is \$6811, top of scale (updated with 2015 figures) in the first year - More than enough to recover the costs of taking the courses, and that raise stays with you for the rest of your career, impacting not only your take-home pay, but your pension, as well.

I know how difficult it is to take courses and teach full time. I started teaching after two years of Teachers College

(making the grand sum of \$4600 per year!) and completed three degrees through extension courses. No, it wasn’t fun, or always easy. But I just couldn’t accept working as hard as the person across the hall but being paid less!

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

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

Don’t forget to check out the Council Day information on pages 24-30!



May I Recommend?

The January 2015 issue of *Phi Delta Kappan* Magazine chose a theme that I believe teachers will see as a timely topic – Supporting the Mental Health Needs of Children in Schools. While the entire issue was certainly worth reading, Rossen & Cowen’s article, “Improving Mental Health in Schools” (Pg. 8-13) notes that “In many communities, schools are ‘the largest de facto provider of mental health services’ (Foy & Perrin 2010), and, in more rural communities they are the only source of possible mental health services for children.” The article does a good job of helping school staffs put this awesome responsibility into a manageable continuum for educators and other mental health service providers.

The Minke & Vickers article titled “Get Families on Board to Navigate Mental Health Issues” (Pg. 22-28), from the same issue, offers some very good tips in communicating with families on these very sensitive and difficult issues and quite eloquently puts the difficulty parents of children suffering from mental health issues in perspective for us with the quote, ‘A parent can only be as happy as their most miserable child.’ A reminder that the entire family unit will often require supports that are all too often unavailable from alternate sources and therefore fall to teachers as front line caregivers to mitigate or advocate on behalf of the family.

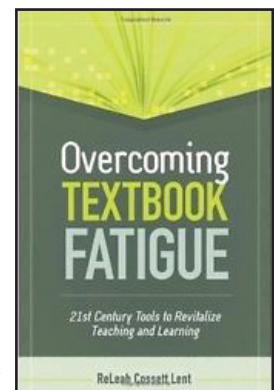
Final thought from Ardith: I often hear later career teachers lamenting, “I only have a few years left, it’s too late for me to get enough return on my investment.” Think again! Larry Jamieson and I ran the numbers a few years back. A certificate upgrade, even in your last five years of teaching, could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

Ardith



Book Give-Away!

Congratulations to — Lisa van Tassel of Campobello Island Consolidated School who is the winner of last month’s draw for Larissa Pahomov’s *Authentic Learning in the Digital Age*. This month our draw is for **Overcoming Textbook Fatigue: 21st Century Tools to Revitalize Teaching and Learning** by ReLeah Cossett Lent. Sound intriguing? Drop me a quick email with the subject line: BOOK DRAW before May 1st.



Closing Quote:

“An investment in knowledge always pays the best interest!”

— Ben Franklin

Elementary Council Day Keynote

What does the first day of May signify to you?

by Danny Brassell, Keynote Speaker at Elementary Council Day, May 1, 2015

Perhaps you celebrate May Day. If you have few friends and no hobbies, it is possible that you recall that on May 1st (1896), Charles Tupper took the oath as the sixth Prime Minister of Canada (only to resign 69 days later), or that the first Canadian silver dollar was circulated on that glorious introduction to May in 1935. More likely, for you the first of May probably means that the school year is winding down, your students are wound up and you are extremely ready for your summer vacation.

Thanks to Barbara Brown, it also means you're stuck in professional learning with a Yank. That's right, New Brunswick. Get ready, because I am geared up to see you this May 1, 2015! Who in the heck am I? My name is Danny Brassell. It is really easy to remember how to spell my last name; it's spelt bras sell. No, I never took any grief over that as a child. I inspire people to read, lead and succeed. I've taught all ages – from kindergartners to rocket scientists – and everyone in between. My goal is to provide you with the best professional learning day you've ever had. So get ready to laugh, sing, dance...

"While on my first SDE conference in Las Vegas a few years ago, I had the opportunity to hear Danny speak. At first my colleagues and I thought we had stumbled into a Vegas show by mistake as the speaker was truly dynamic, entertaining and FUNNY! Danny Brassell is without a doubt one of the most knowledgeable literacy teachers I have met. He has worked at all ends of the educational spectrum from kindergarten through to



high school; working with resource and second language learners as well as providing enrichment for high-end students. He has the answers! I have since attended two more conferences with Danny Brassell and look forward to seeing him once again." Krista Page, VP of Croft Elementary, Miramichi

Danny Bio: For the past two decades, Danny Brassell, Ph.D. (www.dannybrassell.com) has served as an educational advisor to students ranging from preschoolers to rocket scientists. Affectionately known as "America's

Leading Reading Ambassador," he is a best-selling author of 14 books, including "Read, Lead & Succeed." A gregarious, highly-acclaimed and sought-after international keynote speaker, Danny is a recognized authority on leadership development, motivation and communication skills. Audiences rave about Danny's ability to deliver meaningful and memorable messages that are applicable for individuals within all levels of organizations.

Note: Previously, we have announced several suggested changes to the Elementary Council Constitution. These are detailed on the NBTA website (www.nbta.ca). One additional suggested change has been added: ***"The term for Members-at-Large be extended from 2 years to 3 years"***.

Elementary Council Day Keynote

So...What Have You Learned So Far?

by Drew Dudley, Keynote Speaker at Elementary Council Day, May 1, 2015

I recently celebrated my 38th birthday, and as I stared in the mirror that morning I asked myself a single question: "So...what have you learned so far?"

So I sat down and set myself to creating a list of a few things I've learned in my 38 spins of this little blue ball around the sun. They are in no particular order, and I like to think they do not represent the sum total of my accumulated knowledge, but they're a few pieces of what I use to make sense of life and leadership:

1. You have to be the love of your own life.
2. The best people elevate situations, they don't escalate them. Human beings are the only creatures with a gap between stimulus and response. The quality of your life will be in large part determined by how you choose to use that gap.
3. "Never give in--never, never, never, never, in nothing great or small, large or petty, never give in except to convictions of honour and good sense." Remember the end of that quotation is as important as the first three words.
4. The question, "am I capable of five seconds of extraordinary courage right now?" can change your life.
5. Money isn't everything. But debt can be. Save.
6. Don't hate your body, but don't lie to yourself when it's unhealthy.
7. Both Romeo and Juliet end up dead at the end of that story. Love doesn't conquer all. It does



- however have a quality winning percentage. Love is Greg Maddux. Adjust expectations accordingly.
8. The dog that's running up to you now is not the one that bit you when you were eight.
9. Only hurt people hurt others.
10. If you've always wanted to see them perform, go see them perform. Now.
11. Don't obsess about 5-year plans. Focus on creating 5-year momentum.
12. There is nothing on earth that cannot be made better by a sleep and a shower.
13. There's a fine line between not caring about what others think of you and acting in a way that says "I don't care about others".
14. Before you envy confident people, remember that it's possible to have an amazing sense of self-confidence and yet have no sense of self-worth.
15. Feel free to dismiss the judgements of anyone who is not as happy as you are. Your life is going to be filled with people who judge your choices, your loves, your words, your clothes, your everything. Feel free to dismiss any judgements that come from someone who loves their life less than you love yours. I'm not saying ignore what they have to say (you can learn a lot about how to avoid unhappiness by those who have been unsuccessful in that endeavour), but feel free to dismiss their judgements. Anyone who is not as happy as you are has no credibility as a judge of your life.

Elementary Council Day Keynote

Inspiring All Students to Write

by Brenda Augusta, Keynote Speaker at Elementary Council Day, May 1, 2015

“How do you handle it when kids just don’t write?”

Teachers ask this question from coast to coast to coast. A big part of my response falls under the category of describing quality. When students are shown what quality writing can look like, some of that reluctance disappears. I use two very powerful strategies for showing my students what writers do.

Modelling

Teachers have always modelled. It was part of my repertoire as a beginning teacher and it is today. Changes have occurred over the years, as I have refined my practice and re-framed my thinking about what I am doing and why. Today, when I model writing, I choose to do so when we are learning a new genre or format, when I need to show students how a writer works, why a writer revises, or what good writing looks like and sounds like.

In the past, I sometimes modelled because it was a step in the gradual release. I modelled because it was part of good teaching, because valued colleagues modelled, because I was a Grade 1 teacher... I modelled for many reasons that, on their own, were not as authentic or intentional as they could have been. Now, I model for very specific purposes with a very particular audience in mind... the students sitting in front of me. And my models are stronger because of it.

When I take the stance that the purpose of modelling is to describe quality, I know they cannot be incomplete...or the writing that follows

will be incomplete. I know they cannot be shallow and impersonal...or the writing that follows will be shallow and impersonal. What you model is what you get. What I understand now is that this applies not only to the writing itself, but also to topic selection, the commitment you feel toward the writing and your readers, and your attitude toward writing.

To inspire students to write, I need to find topics and formats that we can care about. Great writing topics, those that have a purpose and audience worth investing in, appeal to the teacher and the students, including the reluctant writers.

As I model, I talk. This talk shows the student writers the kind of thinking that a much more experienced writer does, a running commentary that adds to the description of quality. To make this description even more explicit and more beneficial to the reluctant or struggling writers, I ask students to tell me what they noticed me do. This list informs the criteria we will co-construct later - yet another description of quality.

Shared Writing

Shared writing is an incredibly powerful way to release some of the responsibility to the students, to engage them in writing with you while maintaining control over the picture of quality writing being presented. Viewing shared writing as another picture of quality, I find I am able to make decisions in the moment about what to include, what to leave out, when to write a sentence myself, what questions and comments to make.



My purpose is no longer muddled.

I know that it is NOT:

- writing down whatever the students say
- making sure that all voices are heard
- completing the second step in the gradual release of responsibility and getting quickly to the students’ writing

I know that it IS:

- providing another description of quality
- releasing some of the responsibility to the student writers
- supporting all of the writers in the group

When writers have a topic or reason for writing they care about, some choice within that topic, and several clear descriptions of quality...they write.

References

- Pearson, P.D. & Gallagher, M.1983. The Instruction of Reading Comprehension. *Contemporary Educational Psychology*, Vol. 8(3), pp. 317-344.
- Routman, R. 2005. *Writing Essentials: Raising Expectations and Results While Simplifying Teaching*. Portsmouth, NH: Heinemann.

Middle Level Council Day Keynote

The Battle over Student Engagement

by Jack Berckemeyer, Keynote Speaker at Middle Level Council Day, May 1, 2015



Jack is a nationally-recognized presenter, author, teacher and humorist. He brings his energy, humour, and expertise to our Middle Level Council Day this year, to help teachers and administrators remember why this job makes a difference.

I can't claim to be a major history buff, nor can I recite all of the major battles of the European Campaign in World War II. But I have learned one important lesson from war movies such as *Saving Private Ryan*: often, it's the smaller battles that win the war.

In education, we face battles every day. Some are parent-teacher, teacher-administrator, teacher-teacher or teacher-student skirmishes. One of the most pressing of these is the struggle to engage young adolescents in the classroom. I say pressing because it is a crucial victory to attain!

Unfortunately, there is no one right strategy for engaging adolescent learners. There are plenty of strategies, tools, and curriculum programs that have been written and tried, yet none has proven to be the perfect device to motivate every student.

Perhaps the "answer" does not lie in motivation programs, strategies, or tools. We must start with the students themselves.

Several years ago, I was working at Lima West Middle School in Ohio. At the time, the school was working on relationship-building and student engagement, along with a goal of increasing student achievement.

I asked if I could spend some time talking with students about what motivates them and what they like about their teachers and school. To be honest, I was expecting answers such as: "We want better lunches, more time with friends, and less homework." What was fascinating (and surprising) was the number of really insightful responses from the mouths of the students!

Next, I asked the teachers in the same school to list the factors that motivate their students and to make a second list of what they themselves like about their school. Each group had a different vision for the battle over engagement. It was like watching a general in the army who never listens to his or her soldiers on the front lines.

What Students Say

Here are some student responses to "What motivates and engages you?"

1. Teachers with a sense of humor. Students want a teacher who can laugh with them and make them laugh. I'm not saying that every teacher needs to be a stand-up comedian; just realize that it is okay to laugh. It's a way of enjoying your students and showing them you are human.

2. A classroom that looks like a middle school classroom. I recently visited a building in Ohio where I was greatly impressed by what some

of the teachers had done to their classrooms. One teacher created a small time machine which he would enter and then come out dressed as a character from history or from a story they were reading. Another teacher had the front of a refrigerator mounted so students could put their work on the "fridge."

Keep your mind open to great ideas that are middle-school focused!

3. A teacher who really wants to be there! This answer was like shock and awe, yet it came up again and again and again. I thought, "How can a 12-year-old kid be so observant about the teacher's state of mind?" But then I thought, "Jack, you know in your gut that kids have quick and deep insight. They can read attitudes and intentions. They know real when they see it."

Students did not request more rewards and more free time. They just wanted to come to a school where teachers made them laugh, actually liked being their teachers, created inviting classrooms, and communicated respect and a warm welcome—every day.

Winning the War

Maybe it is time that we get into the bunker with our students and really ask them about motivation and engagement. The war for student motivation can be won. It takes more attention to relationships, human engagement, and classroom climate. Win those small skirmishes, and we just might be able to raise the victory flag!

Middle Level Council Day Presenter

Now is The Time for Telling

by Sheree Fitch, Guest Speaker at Middle Level Council Day, May 1, 2015



Sheree is a Canadian adult and children's author and mid-wife to other writers. Her workshop on Middle Level Council Day will open up the imagination and creative process, inspiring even the most reluctant writer.

A few years ago I was in the Montréal airport and a woman approached me.

"Sheree Fitch, right?"

I nodded. She said she didn't expect me to remember her but she'd taken a writing workshop I'd given some fifteen years previous.

"It changed my life," she said.

"Changed your life?" I repeated. Needless to say, I was overwhelmed.

"Yes it did!" she said.

"Did you become a writer?" I asked timidly.

"Heavens, no!" she said. "I became a quilter. You said we all needed to tell stories and there were many ways we could to tell them. We could grow a garden, sew a quilt, or write a song. I picked up my needle not a pen. I now design my own quilts."

We had a good laugh and great chat and I've never forgotten her.

Like all teachers, I never know how what I offer will be received. I sometimes forget what I have said or even why I do what I do. But I was lucky to meet her because she reminded me again of the only thing I really want my workshops to do--- help release the creative energy and artist within.

"Everyone is talented, original and has something important to say."

These words by Brenda Ueland in her classic book *If You Want to Write* guide the writing workshops I offer. In my experience, in order for our imaginations to work and creative energy to flow, we need a safe place, free from judgment and comparison, a space where we can explore, share our voices and visions, find our poet brains and hearts and tell our stories. Teachers rarely get that opportunity in the midst of their busy workday lives. My other hope is that my workshops provide an opportunity for teachers to have fun and let go. We learn by doing, and there are many ways to tune in and listen to the stories we have hidden within.

The workshops I offer do not follow a formula or format. Instead through a series of guided exercises or prompts to spark our imaginations, we write and write and write. We keep the pen moving on the paper and try NOT to think. Then, only if we want to, and we find the courage, we share that first burst writing – knowing that it is only a first burst.

Here is an amazing thing: we often catch the raw truth, the glimmer of beauty, the startle of shine in that first frenzied round of writing.

Hopefully, we leave the workshop swimming in words and images; with a notebook full of ideas we can revise in order to make the poem or the story more reader friendly. Even better, we can adapt and use these same ex-

ercises with whatever grade we teach.

So be prepared to get up, move and stretch and play and laugh. Sometimes a particular exercise might take us to a place of deeper emotion and in a creative writing class—yes, there can be tears. No worry, I'll bring tissue.

The best teachers of writing are teachers who write. Or try to write. After thirty years I'm still an apprentice. The idea is for us to give ourselves permission to see ourselves as writers and storytellers and poets. Like Ueland, I'm convinced everybody is an artist in hiding.

One of my favorite stories is *The Bat Poet* by Randall Jarrell. It's a story about a little bat who wants to be a poet. At one point in the story the bat says: "the trouble isn't writing poetry, the trouble's finding someone who will listen."

It doesn't really matter whether it's a poem or story, or even whether you want to be a published poet or a writer –or whether you teach Math or Science or English - all of us need those someones who will listen.

I learn so much every time I am with teachers. I'm so grateful for this opportunity to be in my home province and hope to see you in the workshop. And maybe, like my quilter friend, you'll find the story you most need to tell and the way you need to tell it.

Until the next page ---

Councils

Middle Level Council Day Physical Education Strand

Nashwaaksis Middle School, Fredericton

The New Brunswick Physical Education Society (NBPEs) is proud to host the P.E. Strand NBTA Council Conference on Friday, May 1, 2015, at Nashwaaksis Middle School in Fredericton in partnership with the Middle Level Council.

There are 32 sessions booked for this day to provide hands on P.L. lessons, skills and resources to all Elementary, Middle and High School Physical Education Teachers.

P.E. STRAND SCHEDULE:

9:00 - 10:00 am	Rise and Shine Sessions
10:00 - 10:40 am	Student Showcase
10:45 - 11:45 am	Block A Sessions
11:45 - 1:00 pm	Lunch
1:00 - 2:00 pm	Block B Sessions
2:10 - 3:10 pm	Block C Sessions
1:00 - 3:00 pm	Block D Sessions

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Fundamental Movement Patterns and Skills (FMPS)
Games for Middle & High School P.E. Classes
GetOutside! NB
Golf in Schools
Gymnastics
Hodgepodge of Games
Incorporating Physical Literacy Principles in the Gym and Classroom
Indoor Golf and Games
Lacrosse
Organizing Family Phys. Ed. Nights
Outdoor Classroom Education
Positive Mental Health - Tools for our NB Schools
Skatepass (Skateboarding in Schools!)
Sports Ambassadors Program
Tennis in Schools

Ultimate

Using the Zones of Regulation in the Gymnasium
Wrestling in P.E.
Yoga Cards
Yoga In School: Empowering Girls

The P.E. Strand Committee members include: Ross Campbell, Alex Yaychuk, Crystal Bourgoin, Erin McAuley, Shannon Atherton, Steve Doucette, Joe Crossland, Sarah Kalemkiarian, Katelin Crossland, Benjie Shanks, Jamie Chiasson, Bruce Thompson, Ian Chiasson, Phil Merrill, Mike Lanteigne, Brad Mahar, Brennan Foley, Amanda McMorran and Robin Buchanan.

The NBPEs P.E. Strand Committee's goal is to be able to provide two Physical Education P.D. Conferences to New Brunswick P.E. Specialists now in the Spring and Fall of each year.

Council Award Nominations are now Online!

We all know worthy colleagues who deserve to be recognized. Nominating them for any of the three council awards is easier than ever. Details for the: Elementary Council, Middle Level Council, and High School Council Awards can be found at www.nbta.ca. Forms can be filled out online, saved and emailed to the appropriate council. Information can be accessed either through the "Councils" link or by clicking the "Council Day 2015" button



Deadline: April 17, 2015

Councils

High School Council Day Regular Session in Moncton, Art Specialist Strand in Sackville

by Shyann Watters, Sussex Regional High

High School Council Day is fast approaching and let us hope, so is Spring. I am including some info that will be helpful to you for May 1st.

Everyone **must pre-register**, but sessions will be filled on a first-come, first-served basis.

Our host Hotel is the Four Points by Sheraton (formerly Future Inn) located at 40 Lady Ada Blvd. in Moncton just off Mapleton Road 506-852-9600 or 1-800-565-0700). Book by April 1st for the special group rate and cite NBTA High School Council. The cost for Single or Double Rooms are \$109.00 plus tax for up to two people, with an additional charge of \$10 per person for more. Suites with a king size bed and pull out couch are \$159.00 plus tax, with an additional charge of \$10 per person for more than two people.

Our first event begins Thursday evening with our **NBTA School Rep Reception** from 6:30 – 7:00 pm in the Port Royal I and II at the Four Points by Sheraton. We welcome all School Reps to join us to acknowledge their hard work. There will be a gift draw for the reps in attendance. The **High School Council AGM** will start at 7:00 pm following the reception for Reps. At our AGM, we will have our business meeting, door prizes, refreshments and will present our annual awards. The **Social** will start at 9:00 pm in the Rendezvous Ballroom also located at the Four Points. **Marc Little and Band** will be playing the tunes you love until midnight.

(<http://www.youtube.com/watch?v=S97fgBwfd0A&feature=youtu.be>). A cash bar will be provided for your use.

At the Social we will draw for the following painting by Marc Little.



Council Day is running a little differently this year in order to accommodate teachers who have to travel to the event. We will start at the Wesleyan Celebration Centre (945 St. George Boulevard) with scanning registration printouts or smart phones at 8:00 am. Opening Remarks will be there at 9:00 am. The day's sessions will be split between the Celebration Centre (Keynotes) and the nearby Bernice MacNaughton High School.

KEYNOTE INFO

That Big Bad World: Helping Kids Thrive in Anxious Times by Dr. Alex Russell

Stress Mastery: You Have More Control Than You Think by Dr. David Posen

Overcoming Personal Trauma to Influence Positive Social Change by Sheldon Kennedy

Mentally Tough Teachers by Ryan Hamilton

Please bring your own water and/or coffee vessel because they will not be provided, but water and coffee will be available to fill your containers.

There are \$5000 in prizes this year that will be presented at the end of the day and you must be present to win.

Full information is available at www.nbta.ca, including information on pre-ordering lunch from Dolma, one of Moncton's newest and exciting restaurant and food market. Click on High School Council Program for more details.

Art Strand Mount Allison University, Sackville

There will be an online pre-selection, prepaid registration. Credit cards will be required for these sessions as some require a small materials fee. Please note that those attending must print their barcode receipt as the smartphone option will not be available. Teachers are asked to bring their own lunch for their convenience, but a few restaurants are available.

Teachers! High School Council is looking for members to fill positions in the Saint John and Miramichi regions of the province. Nominations will take place at the High School Council AGM meeting on the evening of April 30, in Moncton.

NBTA Sponsored Professional Courses

Enrichment Triad Training Course

Target Audience: Elementary Teachers (K-5)

Dates: **Spring:** April 18, 25, May 2, 9, 16
Saturdays (9am to 3pm) (7+ hours outside of class)

Reg. Deadline: Wednesday, April 1, 2015.

OR Summer: July 6-10

Monday-Friday (9am to 3pm) (7+ hours out. of class)

Reg. Deadline: Monday, June 15, 2015.

Location: NBTF Building, 650 Montgomery Street,
Fredericton, NB

Instructor: Barb Buckley, Educator (former Supervisor/
Coordinator of K-12 Programming)

Cost: Tuition **\$500 + \$15** material fee

Registration Deadline: See above. **(Please make cheques payable to NBTA)** Register by going to www.nbta.ca and clicking on the NBTA Sponsored Courses button then "Enrichment Triad Training Course".

Register Early - Limited Enrolment!

Kagan Cooperative Learning Credit Course

When: July 13-17, 2015 (Monday to Friday, 8:30 am - 4:00 pm)

Location: NBTF Building, 650 Montgomery Street,
Fredericton, NB

Instructor: Michael Smith, Certified Kagan Instructor

Cost: Tuition **\$500 + \$59** material fee **(Please make cheques payable to NBTA)**

Registration Deadline: May 30, 2015

Register Early - Limited Enrolment!

Open to any New Brunswick teacher. Course may be used to attain 3 credits towards certification for those moving from Certificate 4 to Certificate 5 OR for those moving from Certificate 5 who have already achieved 30 credit hours towards Certificate 6 and require an additional course to meet Certification requirements with EECD.

**Course must have enrollment of 16 participants in order to be viable.*

For more information, got to www.nbta.ca and click on the NBTA Sponsored Courses button then "Kagan".

Professional Course Summer 2015

Name: _____

School: _____

Email: _____ Cell: _____ Member Number: _____

I would like to attend: Delivery of Enrichment Triad Training Course (\$515) — Spring 2015
 Delivery of Enrichment Triad Training Course (\$515) — Summer 2015
 Kagan Cooperative Learning Credit Course (\$559) — Summer 2015

You will be emailed with a confirmation of your seat.

**Please print and mail registration form with payment (cheques payable to NBTA) to:
Judy Deveau, Executive Assistant
NBTA, PO Box 752
Fredericton, NB E3B 5R6**

PLEASE NOTE: Course **may** be used to attain 3 credits towards certification for those moving from Certificate 4 to Certificate 5 OR from a Certificate 5 to a Certificate 6 depending on your individual Education Plan. **Please contact Joseph Arseneault or Kevin Bourque of Teacher Certification (teachercertification@gnb.ca) to inquire if the course is approved toward your Certificate 5 or Certificate 6 Education Plan.**

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Lisa Calhoun

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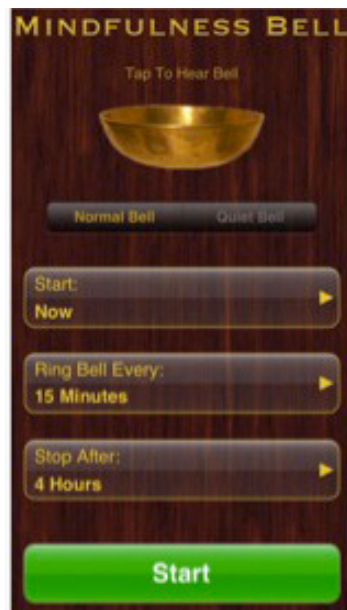
lisa.calhoun@teacherwellness.ca

Wellness Apps for the Busy Teacher

By Carmen Meehan, Lisa Calhoun, and Michael LeBlanc

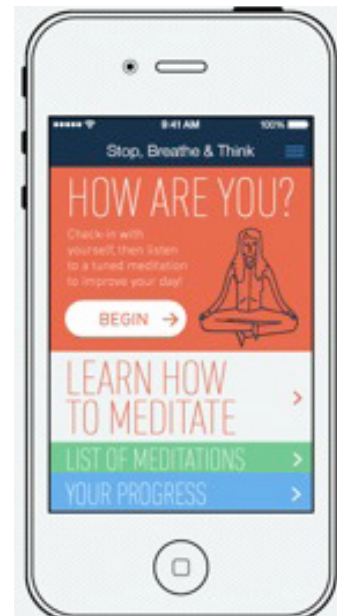
We know your time is precious, so we wanted to give you 6 low-cost apps to help you in your wellness journey. If you have other wellness-related apps that you would like to share please send them along! Go to www.teacherwellness.ca and leave a comment with your info.

Mindfulness Bell: \$0.99



Rings a beautiful Tibetan Singing Bowl at a specified interval - or random intervals - throughout the day. This is a great App to remind you to be present and mindful.

Stop, Breathe and Think: Free



<http://stopbreathethink.org/>
A friendly, simple tool to guide people of all ages and backgrounds through meditations for mindfulness and compassion.

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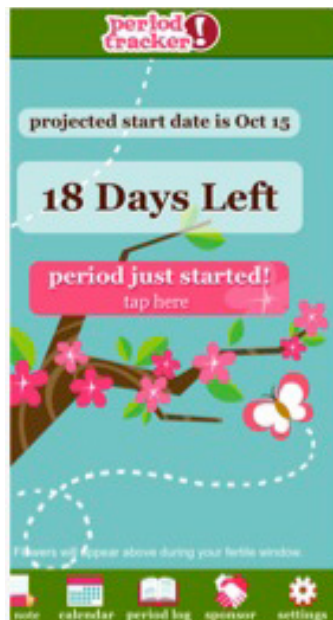
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One Moment Meditation:
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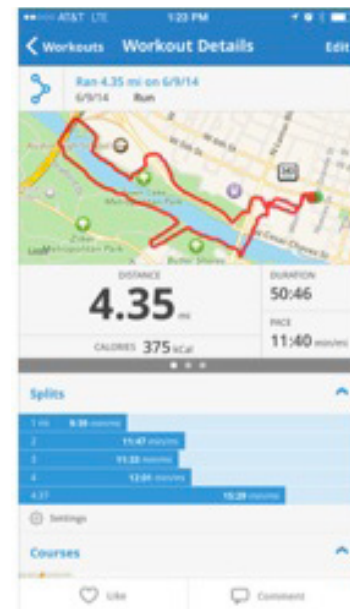
www.onemomentmeditation.com/app/ Breathe. Let go. Be still.....learn to meditate quickly and powerfully, finding balance and calm wherever you are...even if you've never meditated before.

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Map My Fitness: Free



www.mapmyfitness.com Get fit with this app. It's a workout trainer for general fitness, running, cycling, step and activity tracking, coaching, weight training and calorie counter. Works well with tracking everything from dog walking to actual running.

HEY TEACHERS! SEND IN YOUR PICTURES BY THURSDAY, APRIL 30TH! Our NBTA School-Based Wellness Program is looking for pictures and/or stories of wellness activities that your schools have participated in during the 2014/15 school year. We want to include them in the final issue of the *NBTA News*. Send your pictures and/or stories to Lisa Calhoun at lisa.calhoun@teacherwellness.ca



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Your Students' Frustrations Could Be Vision Related

This message brought to you by



If a child struggles to see, they will struggle to learn.

Vision affects every aspect of a child's development, from gross and fine motor skills to language. Vision also impacts a child's learning, including reading, note taking, participation and paying attention in class. All of these things can have a tremendous impact on children's self-esteem. Yet, many preschool and school-age children are not receiving adequate professional eye care.

School age learning is 80% visual.

- Children rarely complain of vision problems often because they are not aware of them.
- With no comparison to 'normal', these children may assume that everyone sees the way they do.
- As many as one in six children have a vision problem significant enough to impair their ability to learn.
- As many as 60% of children identified as having reading difficulties have been found to have vision problems.
- While approximately 10% of children start school with a vision problem, this percentage almost doubles by the time they reach high school, where the visual demands of studying increase significantly.
- Frustration with learning, behavior and discipline problems can follow and eventually lead to school dropout.
- The cost of lost vision for children is high and can be long lasting.

The 20/20 vision screening.

20/20 only means your child has good distance vision. A School-age child's eyes are constantly in use in the classroom and at play. For school-age children, several different visual skills must work together so they can see and understand clearly:

- Clear vision, both at distance and up close
- The ability to maintain focus accurately at any distance
- Good focusing flexibility to allow rapid change from one distance to another
- Binocular vision skills, including control of eye position, movement and tracking
- Peripheral vision and eye-hand coordination.

If any of these visual skills are lacking or impaired, the child will need to work harder possibly causing headaches or fatigue. Children may have one eye that is doing most of the work, hiding the fact that the other eye is not functioning properly. You can't assume children have these visual skills because they have passed a screening test. An eye exam by an optometrist is designed to detect much more.

NB

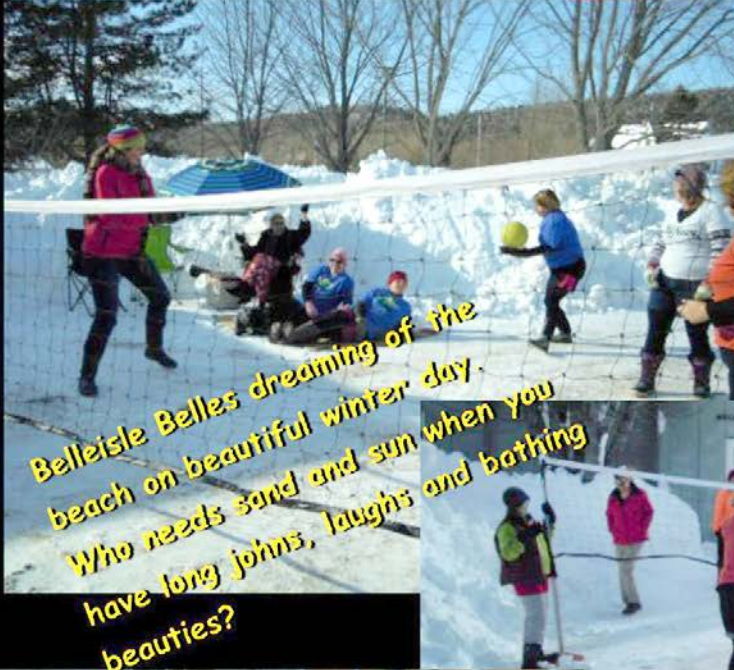
DOCTORS OF OPTOMETRY

To learn more about your eye health, visit nb.doctorsofoptometry.ca



Every year the Juno Beach Centre holds a 10-day Summer Institute and Battlefield Tour for Educators (<http://www.junobeach.org/for-educators/professional-development-tour-for-educators>). 2015 marks the 11th anniversary of this exciting and educational tour, running from July 25 to August 4. It is aimed at all educators but especially at secondary school Canadian history teachers. The photo shows New Brunswickers on the 2014 tour: Pictured are (L-R) John Henderson and Nancy Ryan-Henderson (Simonds High), Scott Powers (now teaching in Manitoba), Stephen Wilson (Belleisle Regional), Lorelei Jensen (Hartland Community School), and Mary-Ellen Campbell.

A Little More Winter Wellness from Belleisle



Belleisle Belles dreaming of the beach on beautiful winter day. Who needs sand and sun when you have long johns, laughs and bathing beauties?





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A record turnout of 460 teachers attended the 2014-2015 NBTA Pension Seminars in Bathurst, St. Stephen, Bristol, Moncton, Saint John, Fredericton, Miramichi and Sussex. The teachers above attended the last seminar of the year in Sussex.



NBTA School Learning Environments Committee met in Fredericton. (l to r) Karin Boudreau (Birchmount School - Moncton), Kevin King (Harbour View High - Saint John), Kerry Casey (Fairvale Elementary - Quispamsis), Les Crossman (Perth-Andover Middle School), and Kim McKay, NBTA Staff. Missing from photo is Warren Coombs (St. Malachy's - Saint John).



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Web: www.nbta.ca

33rd Annual New Brunswick Mathematics Competition (for Grades 7, 8, 9) Friday May 8, 2015

Forms were sent to the principals at the beginning of February. Preliminary application forms should be returned by Friday, March 13, 2015 and final application forms should be returned by Friday, April 10, 2015. Forms can also be submitted electronically by accessing: <http://www.math.unb.ca/mathcomp/forms> For further information contact:

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(506) 336-3451, yvette.duguay@umoncton.ca



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\$4500 in 2015-2016

Duration of 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 graduate 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 2015-2016 academic year be accepted, unconditionally, into a graduate-level program in education on a full-time basis.

Application Deadline: May 15, 2015

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: eduksj@unb.ca



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Isabelle Dulac, MEd., CCC



Inspiring and Empowering Counselling
for Children, Adults and Families

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New Brunswick Teachers' Association
650 Montgomery Street
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5 Spring Financial Tips for Teachers:

1. Make savings **automatic**. You don't have to wait until the RRSP deadline to contribute - Now is the time to start saving for a 2015 contribution.
2. Review your **financial situation** and your **financial goals**. Do they match?
3. Are you planning a **major purchase or reno** in the next 1-3 years? Make a **savings plan** to minimize financing costs.
4. You should check your **credit report and credit score** annually. When you file your taxes is a good time to check each year and March is fraud prevention month!
5. Need advice? Talk to an NBTA Credit Union representative. We have been helping teachers reach their financial goals since 1971 and we're here to help.

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