



NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION



Also Inside:	National Awards for Two Saint John Principals	4
	Education Leaves 2016-2017	6
	Heather Smith: From Janeville to Ottawa	8

A Message from the President



Now that March Break and report cards are over, we can tell that spring is truly in the air by the number of NBTA activities beginning to occur at both the provincial and branch levels. It's the time of year that we see what I like to call "NBTA Democracy" in action.

NBTA Election

Two candidates are running for the position of NBTA Vice-President /President-Elect, George Daley from Bathurst and Donna Lagacy from Moncton.

I would like to thank both of them for putting their names forward and wish them safe travels and good luck with their campaigns. I encourage members to visit the candidates' websites, Facebook pages and Twitter feeds to get to better know their viewpoints.

Branch AGMs

In the next few weeks, branch annual general meetings will be taking place across the province. This is an opportunity for all members to learn more about their branch and the New Brunswick Teachers' Association. It is a chance for all members to have input in their branches and ultimately the provincial Association. Elections will be held for various positions at the branch level including the selection of delegates to the NBTA AGM. I urge you to consider offering for a position on your local Executive or to serve on one of your branch Committees. Teachers are professional leaders and all have something to contribute. I want to commend all our teacher volunteers for their dedication and the work they do for their colleagues.

NBTA AGM

The NBTA AGM, the highest decision-making body of the Association, takes place in Fredericton at the end of May. Delegates will discuss and vote on the NBTA Budget, Branch Resolutions to the NBTA AGM, and celebrate the achievements and careers of colleagues. The AGM helps set priorities for the Association and affect its operations and procedures. The meeting also features reports from the NBTA Staff on major events and progress over the past year. I particularly hope that those coming to the end of their teaching careers consider attending the Retiring Teachers' Banquet on Saturday, May 28.

NB BUDGET 2016

On February 2, the New Brunswick Budget was released. Although I am pleased that drastic cuts considered by government did not occur in education, I have expressed to Minister Rousselle that losing an additional 50 teachers next year will make it even more difficult for teachers to meet the diverse needs of our students.

I believe very strongly that public education is society's best hope of leveling the playing field for children and youth facing the greatest challenges.

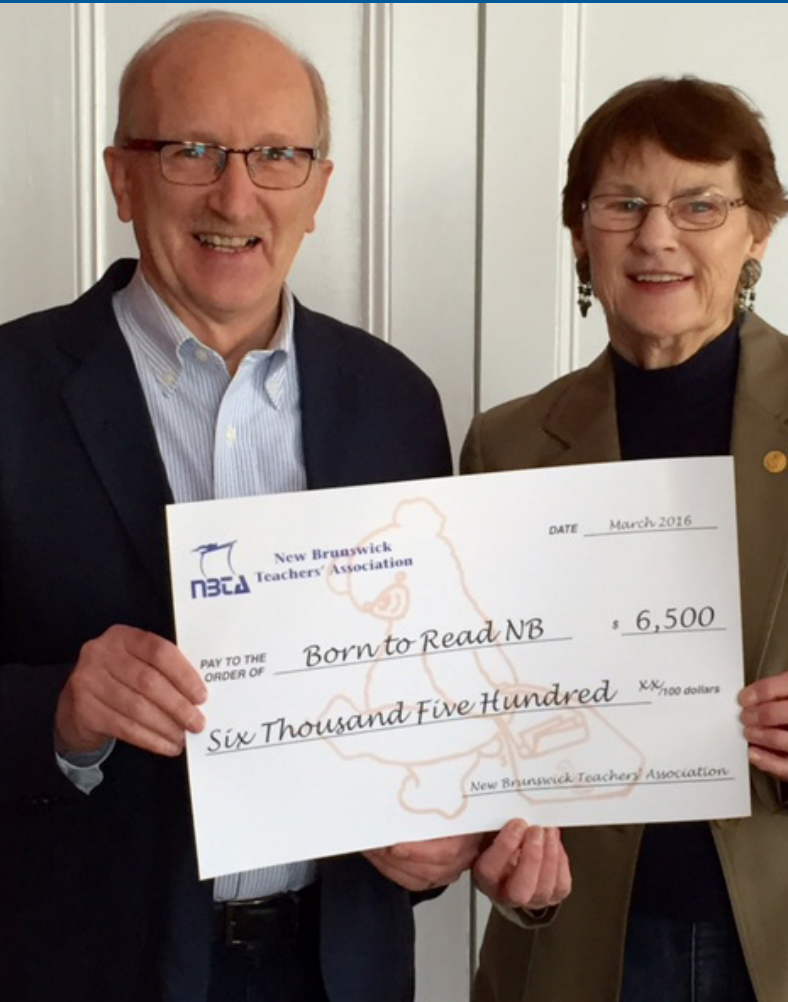
Inclusion Policy 322

At our February NBTA Board meeting, Directors passed a unanimous motion stating: "That NBTA call on EECDC to immediately undertake with stakeholders a full review of Policy 322." In my letter to the Minister, I indicated that the teachers of New Brunswick have always supported inclusion and give their all every day to provide for the learning and other needs of our Province's children. I also expressed concerns with regards to contradictions between Policy 322 and the Positive Learning Environment Policy (703) and the variation of interpretation and application across school districts. I have yet to receive a reply from the minister.

On February 18, I had the pleasure of attending the Canadian Association for Community Living Awards for New Brunswick hosted at Government House here in Fredericton. I would like to congratulate all of the recipients.

I want to conclude by congratulating all those who received Education Leaves and wish them much success in their continued quest for learning. I also extend on behalf of all teachers in the province, congratulations to Christine Roy and Pat Laskey for their achievements (featured in this issue) and to Fredericton High music teacher Don Bossé for being named MusicCounts Teacher of the Year Award.

See all of you at Council 2016!



“Over the past few weeks, I have had the opportunity to present a cheque from the NBTA to *Born to Read NB* founder Shirley Downey in St. Stephen (top left), join AEFNB President Marc Arseneau in front of the NB Legislature prior to budget day (top right), and to meet with executive members of the New Brunswick Federation of Home & School Associations (below).”



Home-Grown Saint John Principals Receive National Honours

Pat Laskey (Bayside Middle School) and Christine Roy (St. John the Baptist/King Edward School) are two of Canada's Outstanding Principals

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."

By Blake Robichaud, NBTA Staff

It is becoming less common to see educators who have the opportunity to stay close to home throughout their university studies and teaching careers, but the pair of Port City administrators honoured this year by the Learning Partnership with Canada's Outstanding Principals Awards are both exceptions. Both have spent their entire teaching careers in Greater Saint John, and neither had to travel beyond Fredericton for their university degrees. Growing up, learning, teaching and leading in the same community allows for a depth of understanding and connection with the community that has paid dividends for the pair, their schools and the students they serve.

Pat Laskey is from the city's North End and is a graduate of St. Malachy's Memorial High. A Bachelor of Arts from UNBSJ was followed by an Education degree at St. Thomas and a Master's from UNB. He began his career at Simonds High, and has spent fourteen of the last fifteen years (one year at Millidgville North as Acting Principal) at Bayside Middle School, the last five years as a principal.

Pat believes that a change in philosophy at Bayside has been central to improvements at the school, "We really moved our emphasis from imposing discipline to implementing prevention strategies and rewarding the vast majority of our students who are doing well. These successes have led to additional academic benefits because there is now more time-on-task for students."

Laskey says the acronym STOMP (Success, Teamwork, Ownership, Motivation, Prepared) and the associated Bronco mascot help reinforce the culture of the school. There are posters, motivational quotes every morning, mini-lessons, and draws every week for students who have received ballots through their positive actions. Morale is also boosted through talent shows, dances, and a wide variety of extra-curricular activities, including sports. Pat has been a basketball coach at the school for many years.

Pat says investments in the school facility have allowed it to become a real community gathering spot. "We have a new gym and cafeteria and there has been a major renovation to our auditorium. Our ties to the neighborhood and city are very strong and our facilities are very active in the evenings." Laskey says local support is so strong, it has allowed Bayside Middle to become the top fund-raising school in Canada for the Children's Wish Foundation. An astounding \$307,000 has been raised over a fourteen-year period.

"I do a challenge every year for the kids, agreeing to do something outlandish once they reach their fundraising goals. I've slept on the roof of the school, been taken to jail, and recently the vice-principal, Mark Phinney, and I dressed up like Tweedle-Dee and Tweedle-Dum. Not being ashamed to do something silly for a good cause and stepping out of your official shoes for a while is something kids remember."

Pat Laskey on the roof of Bayside Middle School



from the Learning Partnership

Pat says the outstanding parents and staff who nominated him for the Award are ironically the ones who deserve a lot of the credit because it was their support that made it all possible. "Recognition is great, but what I enjoy the most is the end product, when Bayside kids go out and make successes of themselves contributing to society in their chosen fields. No feeling is more wonderful than when these adults say that their experiences at our school helped them get there."

Canada's Outstanding Principal Award winners receive their awards at a ceremony in Toronto in February and also join colleagues from across the country at professional learning sessions at U of T's Rotman School of Business. As of this writing, Pat was especially excited about this opportunity. "I am really looking forward to picking the brains of the other winners and sharing some of my ideas and experiences as well. I really have to thank the Learning Partnership for honouring me, providing this great opportunity, and for all their efforts and advocacy in support of our public schools."

Christine Roy's roots are even closer to her school. She grew up just up the street from the school she now leads, and her mother was a student there. A graduate of St. Malachy's, just like Pat Laskey, her university education began at UNBSJ, followed by two more degrees in Fredericton. Ironically, Christine's first teaching contract was in Saint John, at Simonds High, replacing, you guessed it, Pat Laskey, while he was pursuing his Master's studies.



Christine Roy

Five years at that school, a year at Lorne Middle, another year shared between Brown's Flats and Morna Heights as Acting Principal, led her back to her old neighborhood as principal of St. John the Baptist/King Edward School.

"This part of Saint John has the highest rate of child poverty in the country. It isn't only the children who are facing a wide variety of serious challenges, but their parents and families as well. I felt we could improve what the school was able to offer by moving away from traditional, primarily punitive methods, and trying to address the roots of the behaviours instead. We consider every child to be unique and individualize their programming in order to give each his or her best chance of being successful."

Roy says several years of research and hard work by the entire staff have enabled them to reduce the suspension rate at the school to almost nil. They have found that providing opportunities for physical activity throughout the day to be very beneficial. "We have about forty students who use our three exercise bikes for fifteen minute increments every day. Kids can also step out of class for a few minutes and do the activi-

ties listed at various exercise stations in the hallways. We also have a play skills group to help with social interactions on the playground."

St. John the Baptist/King Edward is also very much a community school. The Saint John business community has been extremely understanding and supportive. The school benefits in many ways, including from the efforts of numerous volunteers. "There really is always something going on. We try to be visible and to tailor certain programs toward families, as well as kids. There are lots of extra curricular activities and community partners, such as P.R.O. (Positive Recreation Opportunities) Kids, which helps provide some wonderful experiences in sports, art, recreation and culture for many students. The Early Learning Center run by the YMCA in our building helps establish trust and assistance early on and has allowed for a more seamless delivery of supports."

On Fridays, parents can come to the school a half-hour before K-2 dismissal and participate in our "Take 5" Café, an opportunity for more relationship building. "We provide snacks and an opportunity for parents to learn some additional ways to help their kids. Developing a hand-in-hand, helping relationship with parents is more productive than passing judgments. Some lack skills and if we can assist them it pays off for everyone."

Christine is flattered to receive a Canada's Outstanding Principals Award, but she considers it to be a broader recognition for the staff and others who have worked so hard for the school. "You have to have great people working with you. I am honoured to have been able to join so many others who have been willing to learn and to step outside of their comfort zones. The folks that work away in the trenches every day deserve this award as much as I do. In the end, we have fun and we really care about the kids. It is why we are here and doing what we do."

2016-2017 Education Leaves

Education Minister Serge Rousselle and Federation Co-Presidents Guy Arseneault and Marc Arseneau, have released the names of the Education Leave recipients for the 2016-2017 school year. In all, forty-seven (47) NBTA and twenty-one (21) AEFNB members received leaves for the purpose of retraining, specialization or professional growth.

Education Leaves awarded to NBTA members amounted to approximately \$1,972,484. Because of the mix of full and part-time leaves, the Committee was able to grant 47 leaves. In the past few years, NBTA leaves were awarded as follows:

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
 2016-2017 — 47 leaves at \$1,972,484

Education Leave Committee

The Education Leave Committee, established under Article 37 of the Collective Agreement, met on January 21, 2016, 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:

- Nancy Boucher - EECD
- Marcel Lavoie - EECD
- Dianne Kay - ASD-W
- Susan Arseneault - FDS-NE
- Guy Arseneault - NBTA
- Lucie Martin - AEFNB
- Marcel Larocque - NBTF
- Larry Jamieson - NBTF (Secretary)
- Monique Caissie - NBTF (Observer)
- Nicole LeBlanc - NBTF (Observer)

Process

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

Criteria

Although an educational leave must fall into one of the three accepted purposes — **retraining, specialization, or professional growth** — the Committee receives 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 2016-2017

- There were 73 applications from NBTA members.
- Funds available for educational leaves, determined by the formula in Article 37.03 of the Collective

Agreement, were \$2,892,411; the AEFNB share was approximately \$909,663.

- Forty-seven (47) leaves (full and part-time) were granted to NBTA members.
- Thirty-three (33) leaves were granted to females and fourteen (14) were granted to males.

Leaves Awarded

K-8	23
Grades 9-12	24
To Achieve	
CERT V	3
CERT VI	1
Masters	32
Princ. CERT	4
Other	7

Areas of Study

Administration	10
Curriculum Studies	10
Exceptional Learners/ Spec Ed/Spec. Needs	11
Guidance/M&R/ Resource/Counselling	8
Literacy	1
Technology	1
Other	6
Total	47

Conclusion

When all is said and done, forty-seven (47) NBTA members will be happy to be receiving an Education Leave, while twenty-six (26) 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 2016-2017 school year are listed by district. The length of the leaves varies from four months to a full academic year.

2016-2017 Education Leaves continued...

Dist.	Name	Period	Dist.	Name	Period
ASD-E	Gillian Clarke	Year	ASD-W	Jennifer Acott	6 months
ASD-E	Jocelyn Cliffe	Year	ASD-W	Joan Allison	Year
ASD-E	Jennifer Crozier	Year	ASD-W	Erma Appleby	5 months
ASD-E	Liam Gillespie	Year	ASD-W	Caroline Beers	Year
ASD-E	Catherine Gray	Year	ASD-W	Francis Bennett	Year
ASD-E	Craig Hutchings	6 months	ASD-W	Henry Bertrand	5 months
ASD-E	Nancy Matthews	Year	ASD-W	Robin Beyea	4 months
ASD-E	Lynn McKenna-Cater	6 months	ASD-W	Crystal Bourgoin	4 months
ASD-E	Robert Wade Patterson	Year	ASD-W	David Burrell	6 months
ASD-E	Adam Trider	5 months	ASD-W	Richard Cuming	5 months
ASD-S	Paula Aasen-Haines	5 months	ASD-W	Valeri Durbin	Year
ASD-S	Tracey Baker	5 months	ASD-W	Holly Jones	6 months
ASD-S	Lindsey Carleton	4 months	ASD-W	Courtney LeBlanc	Year
ASD-S	Anne Gaudet	6 months	ASD-W	Alexis Rideout	Year
ASD-S	Kurt Gumushel	Year	ASD-W	Leah Sheen	Year
ASD-S	Steven Harding	3 months	ASD-W	Brett Sprague	Year
ASD-S	Holly Lint	Year	ASD-W	Jeff Taylor	Year
ASD-S	Jane McComb	Year	ASD-W	Krista Webb-Scheers	Year
ASD-S	Adam McKim	Year	ASD-N	Robin Martin	5 months
ASD-S	Brenda Phillips	Year	ASD-N	Jennifer McFarlane	Year
ASD-S	Caroline Price	5 months	ASD-N	Laura Perry	6 months
ASD-S	Angela Russell	Year	ASD-N	Kimberley Sears	Year
ASD-S	Elizabeth Stacey	Year	ASD-N	Shari Smith-Ellis	Year
ASD-S	Stacey Wood	5 months			

Some Key Messages on NBTA Facebook:



New Brunswick Budget 2016

“Although I am pleased that drastic cuts considered by Government did not occur, I have expressed to the EECD Minister that losing an additional fifty teachers next year will make it even more difficult for teachers to meet the diverse needs of our students.”

- NBTA President Guy Arseneault



Teachers Support Inclusion: A Review of Policy 322 is Needed

“The NBTA has sent a letter to Minister Rousselle asking for an immediate review of EECD’s Policy 322 (Inclusion). The teachers of New Brunswick have always supported inclusion and give their all everyday to provide for the learning and other needs of our Province’s children. Unfortunately, issues such as a lack of clarity, inconsistent application and conflict with other policies, make it increasingly difficult for teachers to meet the collective needs of ALL students.”

- NBTA President Guy Arseneault



Heather Smith: From Janeville to Ottawa From Leading a Staff of Four Teachers to Being Spokesperson for 200,000

By Blake Robichaud, NBTA Staff

The past months have been “interesting times” for former NBTA President Heather Smith, who began her term as President of the Canadian Teachers’ Federation last summer. She says that coming from a small province and one of its tiniest schools has had its advantages and disadvantages in her new role. “I came in knowing the NB system very well and how our teacher associations and Federation function, but learning about other public education systems in Canada, and how other Canadian teacher organizations operate, has been an interesting learning curve.” Advocacy work on key issues at the federal level is a new experience for Smith and there are a whole new set of relationships to develop with Ottawa’s “who’s who.” “On the other hand, coming into this role directly from a school gives me a deep background of real world experience and added credibility. I can easily give specific examples to support our organization’s messages.”

Smith says that by the time she became NBTA President, she had developed a fairly complete picture of the Association through countless days working within her Branch, on NBTA Committees, on the Board of Directors and as Vice-President. However, as CTF meetings are less frequent, she is now being exposed to many new aspects of their efforts, particularly outside of Canada. “CTF’s international programs are extensive and enormously valuable. I was in India last fall, and it was my first experience assisting with professional learning for teacher groups in developing countries. There is a real sense of satisfaction with this type of work.”

Smith’s schedule can be a whirlwind, particularly when many Member organizations are holding their annual meetings. “There are well over a dozen member groups and I try to attend as many of their AGMs as I can.

One weekend in March, I went to three separate meetings. It really is an amazing opportunity to experience the “culture” of these organizations. They can be so different from what we have in New Brunswick, but there is something to learn from all of the models.”

Building on Success

Smith says it is an exciting time to be CTF President. “We hosted over 2,000 educators from around the world last summer in Ottawa at the quadrennial Congress of Education International. That group is the voice of over 32 million educators from all continents. The “Hear My Voice” campaign during the federal election last fall helped to raise the profile and input of Canadian teachers on issues that are near and dear to us, such as mental health services for youth and child poverty. We asked for the establishment of a federal body that would oversee programs that touch children and youth and the new Liberal government, headed by a former teacher, announced it would create such a Commission.”

In regards to more syndical issues, Heather says that CTF was one of the major voices against Bill C-377 that threatened to undermine all labour unions. The Bill has now been repealed in the House of Commons and needs to be passed in the Senate to become a reality. “Fair and balanced labour laws that acknowledge the important role of unions in Canada, and respect their importance in helping the middle class grow and prosper, also benefit teachers across Canada.”

Moving Ahead

Austerity budgets and cuts to the number of teachers is a national trend. Smith says starving education funding, devaluing teachers, and then criticizing the achievements of public education opens the door to privatization and commercialization. “This is a battle we must all fight together, but beyond that, I see a lot of positive opportunities on the horizon as well. CTF continues to advocate for women’s issues on both the national and international stages. We are also taking an increasing interest in supporting and improving educational services for First Nation Students. There may also be some potential in improving our relationship with the Council of Ministers of Education, Canada.”

On a personal side, Heather is learning French three evenings per week via Skype. CTF has two Francophone affiliates, but Member organizations have hundreds of French language schools and thousands of francophone members. Smith says she is unsure of what is next for her when her term as CTF President ends in 2018. “My husband has worked internationally in the field of education for a number of years. Maybe I will join him.” Considering that Heather’s “pond” keeps expanding exponentially, this seems to be a likely step.



Aligning Language Proficiency with Scaffolds for Learning

Supporting EAL Students in the Classroom Series

by Chantal Lafargue, Faculty Associate & Paula Kristmanson, Professor
Second Language Research Institute of Canada (L2RIC), University of New Brunswick

Have you ever tried to describe what EAL students can do in terms of performing tasks of an academic or a social nature while using their speaking, listening, reading, or writing skills? If so, you may be interested to know that EAL educators have adopted the Common European Framework of Reference for Languages (CEFR) as the proficiency continuum for K-12 settings in NB. English language skills may have been assessed prior to placement in your classroom, depending on your school. However, if this is not the case for you, observations and performance-based tasks are effective ways to collect data to situate learners on the CEFR scale (below). Column 2 aligns each level with actions a teacher can take to support students' language development.

Student "Can Do" Tasks CEFR Global Scale ¹	Teacher Actions
<p>Basic User A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>	<p>Teach classroom words and social expressions. Use visuals, gestures, and tone of voice. Label items in class.</p> <p>Teach and post high frequency words related to lessons. Use picture dictionaries for key terms of lesson/unit. Provide sentence starters/models to ask and answer W-5 questions. Model directions multiple times for tasks.</p>
<p>Basic User A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>	<p>Teach academic vocabulary separately (e.g., analyze, justify). Use more wait-time during whole-class discussions. Read for main ideas. Encourage graphic organizers for students to convey their understanding of complex concepts. Focus feedback on quality of message (meaning) when errors impede understanding.</p>
<p>Independent User B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</p>	<p>Provide support with reading for details/ secondary arguments within the text. Provide support with interpretative literacy strategies or prompts for making inferences. Model sentence frames and expressions to connect ideas in lab reports, for example. Focus feedback on quality of language (accuracy) when it impedes understanding.</p>
<p>Independent User B2 Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p>Teach critical literacy strategies or other procedures in steps. Use graphic organizers to support student writing (e.g., sequencing ideas, arguments and counter, cause and effect, evaluation and synthesis). Focus feedback on sentence structure and argumentation.</p>

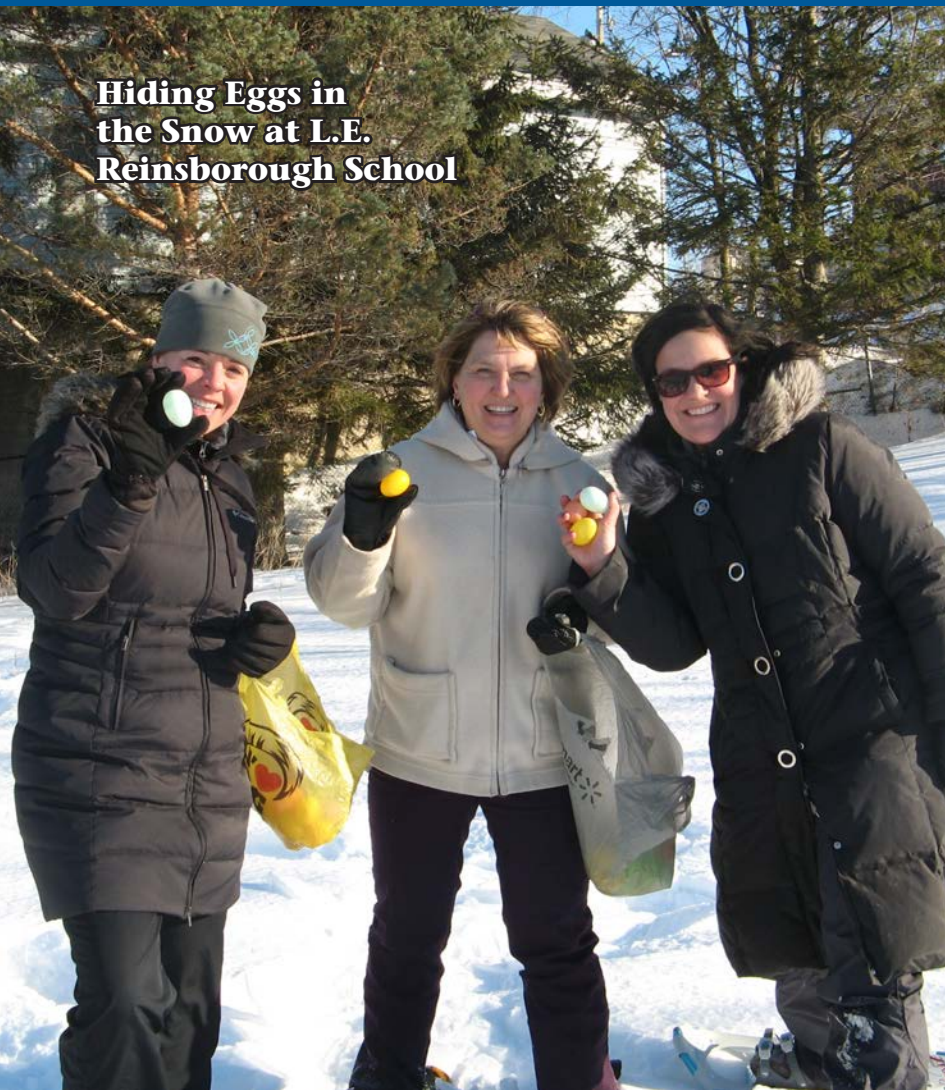
¹ Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment. London, England: Cambridge

For the complete version of this table, visit:

http://www.unb.ca/fredericton/second-language/_resources/pdf/teachingresources/supportingnewcomersandenglishlearners.pdf

NBTA Winter(less) Wellness Wonderland Contest Participating Schools Receive \$50

**Hiding Eggs in
the Snow at L.E.
Reinsborough School**



There wasn't much winter weather this year, but teachers improvised.

Thanks to:

Gagetown School

Nackawic Middle School

L.E. Reinsborough School

Cambridge Narrows Community

Rothsay High School

Forest Hills School

Belleisle Elementary School

Magnetic Hill School

Fredericton High School

Keswick Ridge School

Gretna Green Elementary

Lower Lincoln Elementary

Loch Lomond School

Harvey Elementary

Bathurst High

M. Gerald Teed School

**Forest Hills School Staff Skiing and
Snowboarding at Poley Mountain**





**Belleisle Elementary School:
"The closest thing we had to snow was this big puddle"**



**Cambridge Narrows
Community School: Hungry
Hungry Hippos Humans**



**Cambridge Narrows
Community School: Staff and
Family Sleigh Ride**

Deciding to Retire

Deciding to retire can indeed be a challenge. In fact retirement is more of an evolution from teaching full time, to changing your lifestyle to a life away from school. A number of factors are to be considered along this evolving path, some of which are determining the details of your pension, personal financial factors, family situations, job satisfaction, among many other personal factors. It is indeed a personal decision that only the teacher can make based on consultations with various important people in their lives.

Once the decision is made to change your lifestyle and retire, it can become a very exciting and celebratory time in one's teaching career. We do recommend attending retirement functions, as they are an important part of the evolution into life after school.

There are some formal aspects to retirement and they are;

1. Ensure you are eligible to retire by checking with the NBTA or Pensions and Employee Benefits.
2. Write a letter indicating your intention to retire (always the last day of the month) and forward it to your Superintendent. Email is fine.
3. Once this is done, you will hear from the school district human resources people. They will require the following from you;
 - a. A copy of your birth certificate and that of your spouse or common law partner, if you have one.
 - b. Your most recent Income Tax Assessment
 - c. A void cheque or direct deposit form completed by your bank.

- d. The contact information of the financial organization who will invest your Retirement Allowance
4. Once you have completed the forms for the school district, you will eventually receive some documents in your home mail from Pensions Branch. It is on these forms that you will make the choice of percentage of your pension your spouse will receive in the event of your death. This is a one time irrevocable decision.

This complete process will take approximately 90 days. If you intend to retire at the end of the school year and want to ensure your first pension deposit occurs in July, we recommend you begin the process by March.

If at any time during this process of retiring, you have questions or need assistance, please contact Michael or Melinda at the NBTA.

Congratulations and enjoy the ride to retirement!

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

Michael Ketchum or Melinda Cook at:

michael.ketchum@nbta.ca

melinda.cook@nbta.ca

If you are retiring this year...

You are invited to the 2016 NBTA Retiring Teachers' Luncheon

Come enjoy a lobster or roast beef dinner with other retiring teachers from across the province!

**May 28, 2016
Richard J. Currie Centre, Fredericton**

If you plan to retire, contact Tammy Boon at tammy.boon@nbta.ca

Fierce Generations™

Friday, April 22 (6-9 pm)

NBTA is pleased to offer a 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: Ardith Shirley & Kimberley McKay, NBTA Staff Officers

Date/Location: April 22, 2016 (6-9 pm), NBTF Building, 650 Montgomery Street, Fredericton

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

Maximum Participants: 25 participants (Participants must have completed Fierce Conversations® training prior to enrolling in this session.)

Registration: March 29 - April 20 (or when seats are full) at www.nbta.ca > Fierce Registration icon. Participants will receive confirmation of their registration by email.

Fierce Accountability™

Saturday, April 23 (9am-1pm)

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 23, 2016 (9 am – 1 pm), NBTF Building, 650 Montgomery Street, 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: 25 participants (Participants must have completed Fierce Conversations® training prior to enrolling in this session.)

Registration: March 29 - April 20 (or when seats are full) at www.nbta.ca > Fierce Registration icon. Participants will receive confirmation of their registration by email.

An Interview with an Early Career Teacher: Carlos Marrero, Vincent Massey Elementary

What has your career path been to date?

It has been a path full of challenges, constant learning opportunities, achievements, disappointments, fulfillments, daily recompenses and joy. It has been a path so stupendous and rewarding that I would take it again.

At the age of 23, I finished a five-year program at the Higher Pedagogical Institute in Santiago de Cuba, Cuba. I received a Bachelor Degree in Education together with a Major in English Language. Being among the best five graduates of that year I had the opportunity to apply for a job at the same institute I studied. I couldn't be any more proud and happier to have my former teachers as colleagues. It took me a while to stop calling them professors. I also had some of my best friends as students that was not too exciting. During my years of teaching at the Higher Pedagogical Institute I taught the students that were going to be future English teachers. Among the subjects I taught was Integrated English Practice. This subject included teaching listening, speaking, writing and reading skills. I also taught Stylistics of the English Language.

I was not always a classroom teacher. At some point in my career I drifted a bit from the classroom, but teaching was always there. I became a scuba diving instructor so I found myself teaching scuba diving for a long while. During those years I also taught English to the workers of the tourist industry.

In August 2010, my family and I moved from Cuba to St. Andrews, New Brunswick, thus starting a new chapter in our lives. After a week in NB I got my first job; I started working at a scrap yard in Saint John but it didn't take long for me to be back in the classroom. In October 2010, I got a part-time job teaching Spanish at the NBCC in St. Andrews. It lasted only a school year due to changes in their program. In that same year, I was enrolled as a supply teacher for the former District 10. The following year I summited all my



credits and certificates to the Department of Education in Fredericton. After some time I got the good news, my certificates and credits were accepted.

I supplied for a couple of years, mostly in elementary and middle schools.

I got my first D contract during the school year 2013-2014 at St. Stephen Middle School. During this period I got to teach Grades 6 and 7 Post-Intensive French and Grade 7 Math.

The following school year I was offered a position at the same school, this time teaching Grade 6 Post-Intensive French, Math and Physical Education. I also had the opportunity to coach the boys' basketball team. This school year I am working at Vincent Massey Elementary School. I am teaching Grade 5 Intensive French, Social Studies, Art and Music. I am also teaching grade 4 Pre-Intensive French.

For the last four years, I have been teaching as much as learning. As a D contract teacher you are challenged every year with new tasks and responsibilities, but the respect I have for my profession, my colleagues, my students, and the importance that our profession has in the future of our society, are more than enough to keep my motivation very high to embrace and overcome all the challenges I may face on the path of my career.

Describe a typical day in your professional life.

I don't think it's fair to ask a teacher to describe a day in his/her professional life, because once you become a teacher your professional life doesn't go by days any more, instead it becomes your life period. However, I will try to isolate some hours of my life as a classroom teacher.

I arrive at school about 30 minutes before the school doors are opened for the students. I get the snacks ready for my students, write on the board any information that they need to know as soon as they get into the classroom and I turn on the Smart Board for the Morning Announcements.

An Interview with an Early Career Teacher: Carlos Marrero, Vincent Massey Elementary

This is a live broadcast that goes to each classroom in our school through an internal channel and the Grade 5 students are the announcers. Then I go to the staff room and chat with my colleagues for a while. The bell rings at 8:15; it is time to open the doors. I greet my students at the school door. I look forward to this moment because they always have a smile in their faces and a lot of stories to tell. They love to be listened to. The students have about 15 minutes to eat their snacks, get ready for the first class and watch the announcements. From 8:30–9:00 my home room has Gym and I have my Prep. During this time, I upload the attendance, check the students' agendas and get my Smart Notebook going. From 9:00-10:00 I teach Intensive French to my homeroom. Then the students will go out for recess. After recess, I teach French to a Grade 5 class that has finished their Intensive French block, but who continue with the program with less hours of French during the week. I have this group from 10:15 -11:00. From 11:00 – 11:50, I teach Pre-Intensive French to Grade 4. Right after that they go to recess and then lunch. From 12:40-3:00 I teach French to my homeroom. During this time we work on reading and writing. At 3:00 they get ready to go home. I walk them to the bus and wish them a good afternoon. This is the time when the staff asks each other how the day went, crack a joke or pass along any information. Then I come back to my room to check some of the work done by the students and to get all the materials ready for the next day. After that, I review the whole day in my head looking for what I could do better to keep my students motivated, engaged and happy at school.

What are your greatest sources of satisfaction as a teacher?

Having 100% attendance in my classroom, being able to share with the students the triumphant smile they show when they succeed on a task that looked impossible for a while or when a student thanks you for having a good day at school.

What are your greatest challenges?

The uncertainty of whether I am successfully reaching the needs and expectations of my students.

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

I strongly believe that teaching is the noblest profession there is. We are the builders of the foundation of future generations. It is a profession that takes commitment, passion and dedication. You cannot pretend to be a teacher. I am very proud and fortunate to be a teacher.

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

As a child I remember myself playing the role of a teacher. In several occasions I found myself teaching Math to a class where the students were empty chairs and buckets. You could hear a pin drop because they were all listening. Best classroom management skills. I also remember my aunt Carmen. I loved to go to her house because she didn't know how to read or write and that was my opportunity to be a teacher. I had my chalk board and everything. However I don't think that at that point I knew that I wanted to be a teacher, but instead I was trying to be one of my teachers. I believed it wasn't until the second year of my teaching program that I realised that I wanted to be a teacher for real. When I enrolled in the Higher Pedagogical Institute I was thinking more about learning English than teaching it, but then I started going to schools as a student teacher and I started looking at teaching from a completely different perspective. Until then I thought teaching was easy; you stand in front of the class and you tell the students that $2 \times 2 = 4$ and that's it. What was I thinking? During the second year of my teaching program I had the opportunity to sit down with real teachers to prepare a real lesson plan and it was at that moment that I learned that before you try to teach that basic mathematical operation, or any other thing for that matter, a teacher has to make sure the students are ready to learn and that means that they are motivated, engaged and happy. To make that happen you have to think about the needs and characteristics of each of the students you have in your class. It was then, when I realised that it was the job of the teacher to make that happen, that I wanted to be that person, that I wanted to be a teacher.



The New Brunswick Federation of Home and School Associations, Inc. welcomes NBTA members to attend one or more of the workshops and/or plenary sessions that will be presented at the NBFHSAI Annual Meeting and Parent Conference on Saturday, April 16th. The location is Fredericton Inn & Conference Centre, 1315 Regent Street, Fredericton.

The workshops are as follows:

08:30-10:00

A1 Physical Literacy 101 - Barry Morrison, New Brunswick Physical Literacy Coalition
A2 Cogni-Safari - Christelle Babin, Center for Cognitive Learning

10:30-12:00

Social Media and Youth - Andrew Middleton, Atlantic Youth

3:30-5:30

Self Esteem - Andrew Middleton, Atlantic Youth

**Pre-registration is required by calling NBFHSAI, 451-NBHS (6247)
or email homeandschool@nb.aibn.com**

ATTENTION RETIRED TEACHERS

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

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

For membership information contact
Dale MacRae, 04-840 King George Highway,
Miramichi, NB E1V 1P8 macradar@gmail.com

Betty Smith, President, bettyasmith@me.com
New Brunswick Society of Retired Teachers





CANADIAN ASSOCIATION OF
PRINCIPALS
2016 **34TH ANNUAL**
CONFERENCE

Tides of Change
Oceans of Opportunity

SAINT JOHN, NEW BRUNSWICK

The Future of the
Principalship in Canada

MAY 16-19, 2016



Register now at www.nbta.ca

NBTA Council Day 101: Rights, Responsibilities and Alternate Proposals

by Ardith Shirley, NBTA Staff Officer

What are NBTA Council Days?

There are three days in the school calendar that have been bargained for and are defined in the Collective Agreement as NBTA Council Days. On these days, the employer agrees to pay teachers to embark on professional learning opportunities on topics that they identify as meaningful and useful to them as they support learning of our students.

The NBTA is responsible for organizing and funding the content of these days of professional learning organized “by teachers, for teachers”.

August Council Days

Two of these days take place in late August - the responsibility for the organization of those days are placed with the NBTA Branch PL Committee who generally assigns at least one of the days to become a school-based professional learning day with the School PL Committee being responsible for planning the activities in connection with their school’s improvement efforts.

May Council Day Conference

The remaining day occurs annually on the first Friday in May. This day is special in that it is the **only** day in the school calendar when it is guaranteed that teachers have the right to define their own professional learning. The organization of this May Council Day is a mammoth task completed annually by our three Councils (Elementary, Middle Level and High School) who recruit 36 dedicated teacher volunteers to serve on their three Executive Councils. These teachers work tirelessly throughout the year to make sure that a quality program is offered.

New Council Day Plan Form for 2016!

Beginning in 2016, all teachers are asked to complete the new ‘Council Day Plan’ form. Those attending one of the Council Day programs will simply check the appropriate box in the first section of the form.

Those unable to travel to one of our Council Day programs, should consider the alternate proposal guidelines and describe their learning plan for the day in the space provided in the second section of the form. Once forms are completed and signed they should be submitted to the local School-Based PL Committees for approval, as well as to keep a record of where each teacher plans to be on Council Day at the school, should that information be required.

So what if you would like to attend a ‘different’ level’s Council Day?

Even though our Councils organize themselves by level and create programs accordingly, *ANY teacher member is free to register for ANY one of the Council Day programs and should be encouraged to register accordingly in order to honour their own professional learning plans and interests.*

What if you are unable to attend one of the May Council Day programs?

Over the course of a career, it is understandable that there may be some years that it is difficult or impossible for a teacher to travel away from home for their professional learning on Council Day. For this reason, a policy was created to allow individual teachers to submit an alternate proposal for approval by their school-based professional learning committee at least 4 weeks prior to the May Conference.

What is the most important factor considered in the approval of alternate learning plans?

- You must outline your **individual** plan for a LEARNING goal for the day. This is the only day that teachers get to be selfish about their learning and do something just for themselves rather than their team, school or district – although we know all will benefit from the learning experience.
- It is your learning that is the work, rather than the multitude of other “to do’s” related to your employment.
- It is not expected that a teacher would submit an alternate proposal for every year of their career.

I am a day-to-day supply teacher – can I attend?

Just like regular teachers, our casual members are encouraged to register and attend whichever program appeals to them. Our annual Council Day Conference is a benefit of membership for all NBTA members. If you are a casual member who is serving in a long-term supply position your attendance at Council Day is expected, as our employer will compensate you for the day.

Yikes! I must be absent from work on Council Day (or a portion thereof), what do I do?

If it happens that an individual must be absent from work on Council Day or any portion thereof, they are expected to treat the day as though it were any other school day by notifying their principal and filling in the appropriate documentation with their District Office.

May I Recommend:

Share your Learning!

(Great Staff/Team Meeting Activity following our May Council Day) Shortly after Council Day, it is intended that teachers have the opportunity to share something they learned on our May Council Day, regardless of the location or format. Place 'Council Day Share Shop' as a short 5-minute agenda item at a staff or team meeting. Ask each teacher to turn to a shoulder partner and answer the question "How was your May Council Day?" with one of the following three options:

- I attended one of the NBTA Council Day Programs and learned....
- I embarked on an individual learning plan as a result of my approved alternate proposal and learned....
- I was absent from work that day and have filled in appropriate documentation.

Activities such as this allow us to share and celebrate the learning that we have found particularly meaningful, as well as reinforce the collective responsibility for our profession to honour our Council Day rights and responsibilities.

It is important to be mindful that these rights and responsibilities have been negotiated over time, in good faith and in partnership with our employer.

It is the responsibility of all parties to honour the positive intentions that were foundational in achieving the right we enjoy of having three days of professional learning, that are planned by teachers, for teachers, in service to our students.

Ardith

As I marvel at the teachers in my own who hometown take on the additional challenge of welcoming refugee children to their classrooms with relatively little support, I was drawn to the article "Welcoming Refugees Into Your Classroom" from TEACH magazine by Meagan Gillmore. The author interviews experts on best practices as well as teachers who have been refugees themselves for advice. I particularly appreciated the reminder from Kristina Montero, education professor at Wilfrid Laurier University in Waterloo, Ontario - "Teachers need to be reassured that they have a lot of really great skills and knowledge about how to work with students."

"Effective strategies for teaching refugees work for all students. Everyone benefits from calm, structured environments and regular routines. All new students need a buddy to show them the school and play with them at recess—whether moving across school boards or the globe."

"A safe space for refugee students is a safe space for everybody," explains Montero. "It's not a detriment for anyone else." (Available online at: <http://www.teachmag.com/archives/8880>)

The Spring issue of *Education Canada* includes an interview with Dr. Stuart Shanker titled "Self-Regulation Update" (available online at: <http://www.cca-ace.ca/education-canada/article/self-regulation-update>). In this update, Shanker suggests that it is important for teachers to approach their job with the conviction that if a child is having trouble learning, then there is some stress going on, and that is changeable.

Want to know more? The MEHRIT Centre (TMC) website (www.self-reg.ca) has lots information and learning resources about self-regulation and the Shanker Self-Reg Method, including:

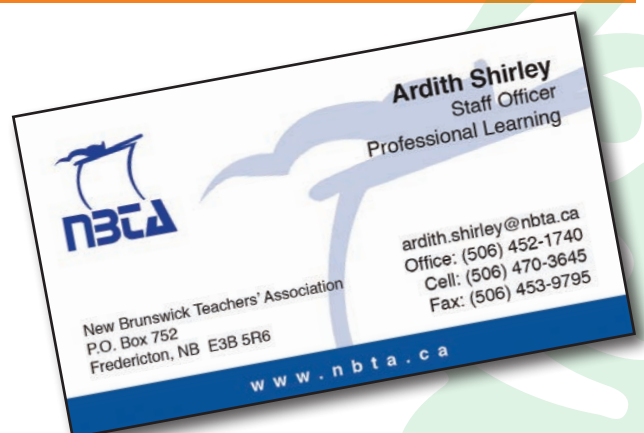
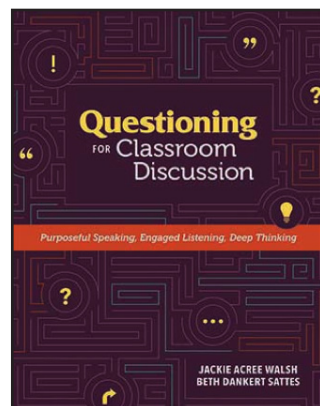
- a Knowledge Series (short printable articles that can be used as hand-outs)
- online courses and webinars
- an online Self-Reg community called Peersite

OR you could plan to attend our Elementary Council Day Program and hear Dr. Shanker in person!

Book Give-Away!

Congratulations to Catherine Stephenson of Florenceville Elementary who was the winner of our February Book Give Away!

Our next draw will be for *Questions for Classroom Discussion* by Jackie Acree Walsh and Beth Dankert Sattes. Sound interesting? Drop me an email at ardith.shirley@nbta.ca with the subject line "Book Draw".



Closing Quotes:

"If we get public education right , everything else will follow. If we get it wrong, not much else will matter."

— Steve Kagen, M.D.

Councils

Elementary Council

What's New in Elementary Institutes...

Every year we try to have a different focus to try to reach all elementary teachers. In the past few years, we have had science, art and phys. ed. sessions. Numerous teachers have delivered great presentations around the province.

This year, the focus was FILA. Josée LeBouthillier, from the UNB Second Language Department held a very useful session for approximately 25 elementary teachers in the Saint John area. Teachers braved a snowstorm to come and learn new things they could bring to their classrooms. The second FILA session will be held in the ASD-N area in April. Stay tuned for more info.

New this year, all three councils have come together to offer teachers across the province different sessions. It all started in the summer of 2015 when Middle Level and Elementary combined to offer a webinar with Sandra Herbst. This was very well received.

With this in mind, councils are offering the following institutes for teachers:

- **TESLNB (Teachers of English as a Second Language New Brunswick) Saturday, May 7, 2016, in Fredericton. Please contact Colleen Dunnet to register. (Info in this issue of the NBTA News).**
- **Learn East Webinar on August 15, 2016, featuring author Rick Wormeli. (more info to come)**
- **Fall Wellness Institute, Saturday, October 15, 2016, at the NB Craft College (more info to come)**
- **Summer 2017 and summer 2018 institutes are in the planning stages.**

Carleton North Community Foundation Supports "Strengthening Our Smarts" at Bristol Elementary School

Written and submitted by Sarah Cogswell

Bristol Elementary School staff recently participated in a book study. In the book, "Teaching to Diversity: The Three-Block Model of Universal Design for Learning" by Jennifer Katz, staff learned to think of diversity beyond the traditional definition of students with exceptional needs or ethnic background, to include the diverse ways in which all students learn. As a result, Bristol Elementary School students are being taught to respect each other in their diverse ways of learning.

Each class of students participated in 8 lessons, over the course of several weeks, to learn about the diverse ways in which we all learn. Students explored the 8 types of Smarts (Word Smart, Art Smart, Math Smart, Music Smart, Body Smart, People Smart, Self-Smart and Nature Smart). The goal was to have students learn that we each have different learning strengths, to identify their own strengths and to set goals to work to build their strengths in the different areas. To help strengthen these smarts, Bristol Elementary School Staff continue to offer a wide variety of noon hour clubs, including; choir, drama, yoga, student council, fun club, trivia, intramurals, knitting and chess.

The Carleton North Community Foundation recently made a generous donation of \$1341.40 to help provide the knitting club and chess club with 20 pairs of child sized knitting needles, 20 large balls of yarn, 10 desktop chess sets and a

giant chess set. These items will greatly benefit club members as they continue to explore their strengths in the areas of math and art.

The photo below pictures the smiling faces of some of the chess club.



Middle Level Council Day: May 6, 2016

Imagine This: Stay Weird

by Andrew Titus, Keynote Speaker

The American philosopher William James once said that “beyond the very extremity of fatigue distress, [there may very well be] amounts of ease and power that we never dreamed ourselves to own, sources of strength habitually not taxed at all, because habitually we never push through the obstruction.” The question of why we would want to tap into that is not clear either – and yet, whether through hours of exertion in creating grand art, seemingly superhuman dedication involved in climbing mountains or running races or hiking deep into unknown territory, or spending days and weeks in silent meditation, humans have shown themselves forever capable and desirous of doing just that. As Joseph Campbell once quipped, “I do not think we are looking for the meaning of life as much as we are looking for the experience of being alive.” That sounds about right. But it’s also true that life does not require or demand of us that we seek its meaning, significance or cadence; if, however, we do want something of that order, then we will undoubtedly find that a certain degree of discomfort and a surprising amount of endurance and longing for adventure are necessary. Maybe this is where we get most easily confused. I know I did.

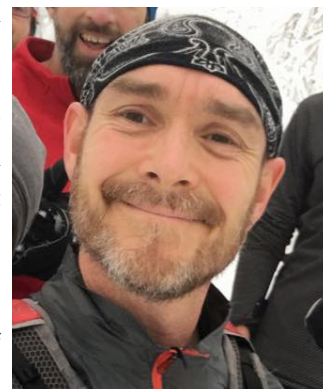
When I was a younger man, I was sure that living life on the edge was a life of decadence, that non-conformity was a matter of snubbing ‘The Man’ by abusing substances, and that truly being hard core was nothing more than holing up with my subculture clique and flipping my sleep schedule. The problem was that all of these things proved to be ironically incorrect; that my decadence and abuse was only harming me, that I was simply giving in to a different kind

of conformity, that the only man I was sticking it to was myself, and that staying up all night and sleeping all day did little beyond separating me from the awesome everyday life that surrounds us. And yet the source of that, the desire to DO something DIFFERENT, to live large and stay weird, to get lost on my own terms and in so doing find something of myself and maybe even the whole of the human condition was, after all, right. It was right and true and good... even if it was misguided.

Jump forward a few years, strip off a few pounds, drop the substances of all kinds (the liquid and the combustible) and... Well, that was the question: what now?

It sounds strange because it was, but it just sort of came to me that I would run – that I would run far and fast and through the trees and over mountains. That it would be there that I would find my people, and find some meaning, and maybe even find a way to direct this impulse to action within me that would be positive and creative. You see, running offers a kind of discipline that shapes you from the inside-out; running does that and trails bring you close to nature, close to the rhythms of the world as embodied in weather and light and seasons; and trails do that and ultra-distances bring you right to the edge of what a human is capable of, exposing your great powers, and demanding that you nurture your compassion. Because believe me, no one can run all day without cutting themselves some slack, and no one can toe the line without believing, wholeheartedly, that this is the best, most hardcore, most excellent thing you can do. And in the midst of all that are the wildest people doing the wildest things in the wildest places you can imagine. Imagine that.

Teacher, poet, endurance athlete and adventurer, Andrew spends much of his time exploring and drawing inspiration from the landscape of his home. A long time active member of the artistic community, he has taught poetry to thousands of students, has played in numerous bands, and is a vocal advocate for the literary arts. In addition, he has performed his poetry widely, has been published in many diverse journals, twice been given teaching awards at St. Thomas University, and has won several foot and bicycle races including the Impossible 2 Possible 100k and the Duncan Hadley Duathlon. Andrew is one of our Middle Level Council keynote speakers this year for Council Day.



Councils

Middle Level Council

Notice of Motion to Amend Middle Level Council Constitution

In accordance with the Middle Level Constitution Article XII – Amendments

(a. Notice of motion to amend the Constitution of the Council must be published to all active members of the Council at least thirty (30) days prior to the AGM of the Council. All amendments to the Constitution shall be adopted only by majority vote of the active members attending the AGM.)

the following amendment is proposed to the Constitution:

Article IX – Elections and Terms of Office

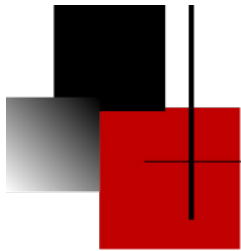
e. Terms of Office

4. Officers may hold the same office for no more than ~~two consecutive~~ years one consecutive term.

Amendment to be voted on May 6, 2016, at Middle Level Council AGM being held in Miramichi, NB.



Sheree Fitch, award-winning children's author, visited Bliss Carman Middle School in February. Posing here with BCMS art teacher Lucinda Mills, who coloured their world purple in honour of the author's book, *Mabel Murple*.



GREAT TEACHERS START AT UNB!

UNB's Faculty of Education invites you to join us during the morning break for refreshments at your NBTA Council Day! Come and find out more about our programs.

Watch for our hospitality room
at the following locations:

Elementary Level & Art Strand
Bernice MacNaughton High School – Moncton

Middle Level & Music Strand
James M. Hill Memorial High School – Miramichi

High School Level & Phys. Ed. Strand
Fredericton High School – Fredericton

Outstanding Professional Learning Opportunities

DSS 2016 — Developing Successful Schools Conference July 4-7 — Mount Allison University, Sackville, NB

Peter DeWitt (Ed.D.) is a former school principal in Upstate, NY, and is a Visible Learning trainer. Before becoming a principal he taught elementary school for eleven years. His syndicated blog Finding Common Ground is published by Education Week and he is a freelance writer for Vanguard Magazine.

Peter has travelled to New Zealand to work with Cognition Education and Deb Masters, where he spent time visiting Visible Learning Schools and meeting with the New Zealand Ministry. Peter has participated in keynotes and facilitated workshops based on John Hattie's research for the Council of Chief State School Officials (CCSSO), Broward County School (FL) leadership teams, and internationally including in London (with Sir Michael Barber), Sweden and Denmark.

Additionally, Peter has presented at state and national conferences around the U.S. including the National Association of Elementary School Principals (NAESP) Conference in 2012, 2013 and 2014, and the Association of Supervision and Curriculum Development (ASCD) Conference. His presentations focus on struggling learners, and educational technology as well as safeguarding LGBT students and other social justice topics. Peter is a regular commentator on the BAM Radio Network where he discusses leadership and educational issues.

Peter did his doctoral dissertation on the subject of safeguarding LGBT students at Sage College of Albany. His book *Dignity for All: Safeguarding LGBT Students* was published by Corwin Press in March of 2012. He is a consulting editor and visionary for the *Connected Educator Series* (Corwin Press, Fall 2014). Peter's forthcoming releases are *Flipped Leadership Doesn't Mean Reinventing the Wheel* (Corwin Press, Connected Educator Series) and *Climate Change: How Do I Foster a More Inclusive School Climate* (ASCD, Fall 2014).

His articles have appeared in education journals at the state, national and international level. He has written for *Principal Magazine*, *Education Week*, *Educational Leadership*, *The Huffington Post*, *ASCD Whole Child*, *Connected Principals*, *Teaching Tolerance*, *Smartblogs*, *PBS* and *ASCD Express*. He has been interviewed by the American Association of School Administrators (AASA), the National Education Association (NEA), the Association of Supervision and Curriculum Development (ASCD), *PBS* and *ABCnews.com*.

Follow Peter on Twitter: @PeterMDeWitt



Visible Learning - Evidence to Action!

Visible Learning is an in-depth school change model of professional learning and development. The Visible Learning research began with a simple question: what affects student learning the most? Visible Learning is based on the principles of Visible Learning that have developed from John Hattie's research and his two books: *Visible Learning* (2009) and *Visible Learning for Teachers* (2012). It takes the theory of this research and puts it into a practical inquiry model for schools to ask questions of themselves about the impact they are having on student achievement.

During our time together we will explore the latest research from John Hattie while exploring how to build and develop visible learners in our schools. We will learn how to gather, collate and examine evidence from your school and transfer this into action that will make a positive difference to the outcomes of students.

As the research suggests, we will also look closely at the idea of Feedback in helping make learning Visible. We will spend time defining what effective feedback is and how to get the greatest impact from the feedback that you give. We will also consider the feedback that teachers receive and how to make a positive difference to the outcomes for students in your school.

Participants will understand the following core principles:

- Know Thy Impact – How do you know the impact on student achievement of what you are doing?
- Visible Learners – What are the characteristics of Visible Learners and how do you know if your students have these traits?
- Visible Learning schools – How do you align your school's strategies and structures for what matters most in teaching and learning?
- Inspired and passionate teaching - What are the characteristics of inspired and passionate teachers and how do you know if your teachers have these traits?
- Effective feedback – What type of feedback is being communicated between teachers, between students, and between teachers and students?

CONTACT 2016

Conference on New Techniques and Classroom Teaching

August 2-5, 2016

St. Francis Xavier University, Antigonish, NS

This 3 ½ day conference explores educational trends as well as 'simply great teaching techniques' that stand the test of time. It includes sessions facilitated by classroom teachers from all four Atlantic Provinces.

NBTA Sponsored Professional Course

Enrichment Triad Training Course

Target Audience: Elementary Teachers (K-5)

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

Location:

**NBTF Building, 650 Montgomery Street
Fredericton, NB**

Registration Deadline: See below

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

(Please make cheques payable to NBTA)
Register by going to www.nbta.ca and clicking
on the Enrichment Triad Training Course.

Register Early - Limited Enrolment!

Spring:

Dates: Apr. 16, 23, 30, May 7, 14
Saturdays (9:00 am - 3:30 pm)
+5 hours outside of class

Summer:

Dates: July 4-8 inclusive
(9:00 am - 3:30 pm)
+5 hours outside of class

The course may be used to attain 3 credits towards certification for those teachers moving from a Certificate 4 to Certificate 5 or from Certificate 5 to a Certificate 6 depending on your individual Education Plan. **(You should contact the office of Teacher Certification for individual verification (teachercertification@gnb.ca))**

Reg. Deadline: April 8, 2016

Reg. Deadline: June 24, 2016

The Enrichment Triad Model is a literacy-rich, inclusive, cross-curricular, student-driven model. Its primary goal is to improve schools from within the classroom by differentiating and enriching the curriculum for ALL students in the regular classroom through interdisciplinary studies. It encourages the use of a wide variety of instructional strategies and styles while allowing students to experience self-directed, innovative learning based on their individual interests, strengths and learning styles. If thoroughly implemented, this model will offer the students three levels of enrichment.

Participants will be introduced to the work and philosophy of Joseph Renzulli and Margaret Beecher. This will be followed by an intensive, in-depth training of what the enrichment triad model is and how to implement it in the classroom. The training will include multiple handouts, activities, video clips of the model, discussion articles and actual practice. There will be lesson demonstrations of key skills to be taught and practice of each phase of the triad.

Participant Comments (2015)

"I was led to deep thinking and truly inspired to "think outside the box"."

"I learned great strategies for making learning fun, meaningful, enriching and authentic."

"This model addresses students' individual interests and learning styles while challenging them to become independent investigators."

"We are inspired by the presenter's passion"

PERSONALIZE LEARNING • INCREASE SELF-ESTEEM • CELEBRATE STUDENT SUCCESS

Professional Courses: Spring **OR** Summer

Name: _____

School: _____

Email: _____ Member Number: _____

Spring (Apr. 16, 23, 30, May 7, 14) **OR** Summer (July 4-8)

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

You are encouraged to apply well in advance because of limited enrollment.

Kagan

Attention Teachers!

NBTA Sponsored Course Kagan Cooperative Learning Credit Course

- When:** Monday to Friday, 8:30 am - 4:00 pm
July 18 - 22, 2016
- Where:** NBTF Building, Fredericton, NB
- Instructor:** Michael Smith
Certified Kagan Instructor
- Cost:** Tuition \$500.00 + \$99.00 materials fee
(Please make cheques payable to NBTA)



**Registration
Deadline:** May 27, 2016

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.

Register by May 27th by going to www.nbta.ca and clicking on the Kagan Button

It's All About Engagement!



Workshop Highlights

Structures for Success™

- Put the best research into practice in your classroom
- Use cutting-edge structures that promote success
- Boost your students' achievement through practical, classroom-proven structures
- Make your lessons come alive
- Use strategies to reach all your students
- Make learning more fun for everyone

Improve Your Class Climate

- Create a caring, cooperative classroom through energizing classbuilding activities
- Foster belonging for students of all ability levels
- Have fun with your students with indoor and outdoor cooperative sports and games
- Promote full-class cooperation with scoring and recognition systems
- Establish a classroom environment where everyone wants to be—including you

Build Your Students' Social Skills

- Teach your students the skills they really need to succeed in school and throughout their lives
- Promote caring, kindness, empathy, respect, and responsibility without separate lessons
- Develop your students' character in the context of learning together
- Improve student relations in your class and beyond

Form Successful Learning Teams

- Create and manage teams in your class where Together Everyone Achieves More
- Learn a better approach than simple group work
- Transform your lessons into engaging, interactive learning events that guarantee success
- Release the power of true cooperative learning

Participants Rave!

"I would HIGHLY recommend Kagan training to anyone and everyone who has any interest in helping kids succeed! One of the very BEST trainings I've ever been to!!"

—Katie Canar 4th Grade Teacher

"This method, in my opinion, can change the face of education! Amazing stuff!!"

—Josh Scott, 9–12th Grade
Math Teacher

"This is life changing! I don't understand why every teacher isn't doing this!! A+!"

—Beth Box, 7–8th Grade Teacher

"Kagan training is the BEST professional development I have attended. I look forward to attending many, many more workshops."

—Shannon White, 4th Grade Teacher



Mind, Body, Spirit...

1990-2015 - 25 Years Strong

Carmen Meehan

Coordinator, ASD-South

1-800-563-3938

634-2901

carmen.meehan@teacherwellness.ca

Michael LeBlanc

ASD-West

1-800-561-1727

462-0208

michael.leblanc@teacherwellness.ca

Lisa Calhoun

ASD-North and ASD-East

1-888-763-5050

855-5243

lisa.calhoun@teacherwellness.ca

What is Happiness?

by Carmen Meehan

I believe happiness is a state of mind that comes with living life with a sense of purpose and using our talents and time for a greater good. To fully appreciate happiness we must also experience sadness. Rather than shying away from negative emotions and feelings, we should acknowledge they exist and work through them. Continued happiness requires more than just doing things we like. To sustain a feeling of positivity, it is important to continue to grow and to occasionally move out of our comfort zones. We should try new things, be curious, and express gratitude for the people and the opportunities that come our way. Incorporating the elements of PERMA into our lives can complement and contribute to our overall well-being. We should engage ourselves in living the fullest life possible.

Dr. Martin Seligman, the founder of Positive Psychology, developed a model of well-being called PERMA. Each of these elements can contribute to building a solid foundation for happiness, satisfaction and love of life.



Positive Emotions – All of us face challenges but we are doing ourselves a disservice if we choose to dwell unnecessarily on these times by continuing to look back on the past with regret or worry ourselves about the future. It is very important to recognize the positives in our lives and to cultivate positive emotions. The more we practice this, the more we may

begin to see the positive or upside in situations and learn to recognize great opportunities when they arise.

Engagement – When we engage with our life and work and use our strengths, we gain more focus and we can enter the state of “flow”. In Positive Psychology “flow” describes a state

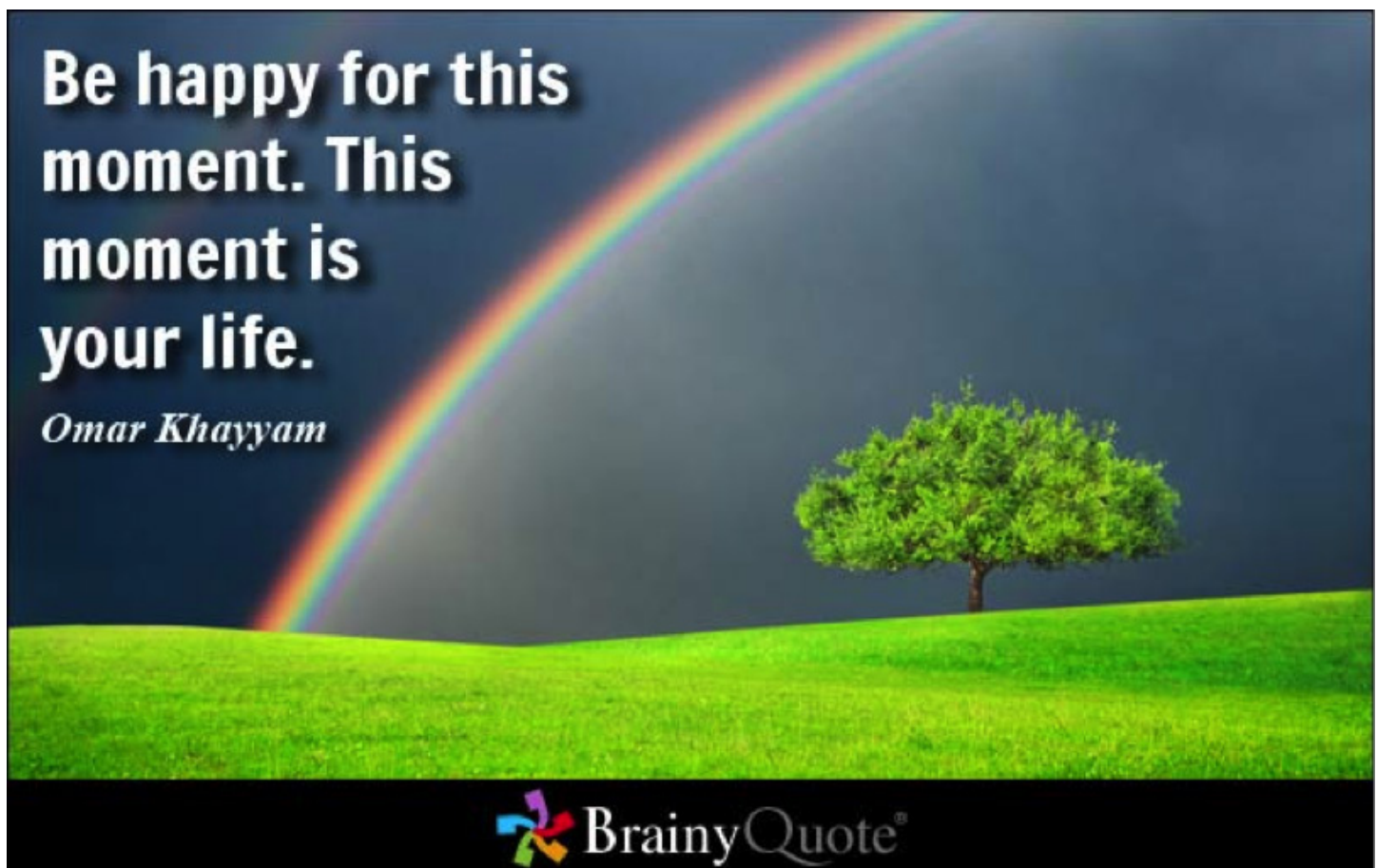
1990-2015 - 25 Years Strong

of being completely immersed in the present moment. By identifying and utilizing your talents, you can consciously engage in activities that make you feel confident, productive, valuable and joyful. By practicing Mindfulness you can development a clear awareness of the present moment.

Relationships – Humans have a need to be connected with others. By building strong networks of relationships with family, friends, and co-workers, we enhance our own well-being. A healthy balance of giving and receiving is important in our interactions with others.

Meaning – Our lives can be more meaningful if we dedicate ourselves to something greater than ourselves. This could be religious faith, volunteer work, or devoting time to a charity/cause. Identify things that matter to you.

Accomplishments – Set tangible goals for yourself and identify the strengths you need to reach them. It is good to acknowledge our successes not only because it makes us feel good but also because it contributes to building resilience when adversity does happen.



“Caring about others, running the risk of feeling, and leaving an impact on people, brings happiness.”

- Harold Kushner

MULTIZONE

What is Multizone?

Multizone is an educational activity that engages children as they work together in teams to solve nutrition questions while participating in fun physical challenges. The constant movement of this game keeps children excited and interested in the learning experience. At the same time, the team component motivates everyone to do their best!

Multizone brings to the table an impressive fusion of fun, nutrition knowledge and activity that children of all ages will enjoy.

Get in the “Zones”!

There are five energizing zones to this game. Each zone is tailored specifically for kindergarten to grade 6 students, providing age appropriate questions and activities that keep children motivated and entertained.

What Do I Need?

A member from our nutrition team brings everything required for the game. All you need is a gymnasium, approximately 45 minutes of time per classroom, and a teacher or coordinator to help assist with the game.

Who Can Apply?

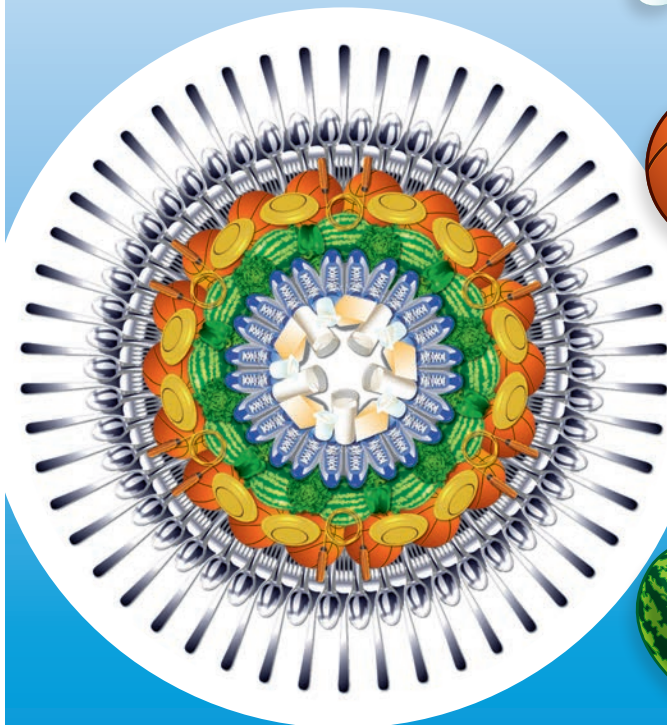
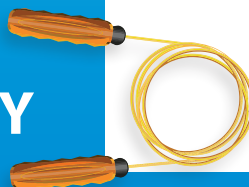
Multizone is now available to all elementary schools throughout New Brunswick, Nova Scotia and Prince Edward Island.

What is the Cost?

This program is free of charge.

How Can I Register my School?

Don't delay! Schools will be scheduled on a first-come, first-served basis. Contact our dietitians today at 1-800-465-2697 (ext. 2) or e-mail us at infonutrition@dfc-plc.ca.



**NUTRITION
+
PHYSICAL ACTIVITY**



NUTRITION
DAIRY FARMERS OF CANADA

TeachNutrition.ca

Created by Registered Dietitians for Maritime Educators



JOHNSON
HOME+AUTO INSURANCE

HERE'S SOMETHING JUST FOR *You*

For over 50 years Johnson has been helping members of preferred groups and associations get more from their home and auto insurance coverage. As a member of the **NBTF** you'll get access to additional savings and discounts, extensive coverage, AIR MILES® reward miles, 24/7 claims service, and so much more. It's just our way of showing you how much you mean to us.

Imagine what *You* could do with
\$ 25,000*
Get a quote for your **CHANCE TO WIN**
Johnson.ca/deservemore

Call today to get your quote.
(Mention your Group ID Code: 63)

HOME + AUTO INSURANCE 
1-877-742-7490

Johnson Inc. ("Johnson") is a licensed insurance intermediary. Home and auto policies are primarily underwritten by Unifund Assurance Company ("Unifund"). Unifund and Johnson share common ownership. Auto insurance not available in BC, SK or MB. An alternate plan is available in QC. Home and auto insurance discounts only available on policies underwritten by Unifund. Eligibility requirements, limitations, exclusions or additional costs may apply, and/or may vary by province or territory. AIR MILES® reward miles awarded only on regular home and auto insurance policies underwritten by Unifund. At the time the premium is paid, one AIR MILES reward mile is awarded for each \$20 in premium paid (including taxes). AIR MILES reward miles are not available in SK, MB or QC. ®/™ Trademarks of AIR MILES International Trading B.V. used under license by LoyaltyOne, Co. and Johnson (for Unifund). **You Deserve MORE™ Contest (the "Contest") runs from Aug 1/15 to July 31/16. Contest open to persons who, at the time of entry are: (i) members of a recognized group as defined in the Contest rules, (ii) resident of Canada (excluding QC, NU) and (iii) of the age of majority in their province of residence. Other eligibility criteria apply. No purchase necessary. One prize of \$25,000 CAD available to be won. Chances of winning depend on number of eligible entries received. Skill-testing question required. Full contest details at www.johnson.ca/deservemore.

Visit us at
www.nbta.ca



...or on

Facebook (New Brunswick Teachers' Association)

and

Twitter (@NBTeachersAssn)

ISSN 0317-5227

NBTA News is published five times a year. Opinions expressed are those of the authors, not necessarily the NBTA.

Editor: Blake Robichaud

Editorial Assistant: Eileen Anderson

Graphic Artist: Eileen Anderson

Printed By: Taylor Printing Group

Member: CEPA

Address all correspondence to:

The Editor, P.O. Box 752,
Fredericton, N.B., E3B 5R6

Telephone: (506) 452-8921

Fax: (506) 453-9795

E-mail: nbtanews@nbta.ca

Web: www.nbta.ca

LOOKING FOR THE ULTIMATE
**OUT OF CLASSROOM
EXPERIENCE?**

APPLY NOW!

www.parl.gc.ca/teachers

**TEACHERS INSTITUTE
ON CANADIAN PARLIAMENTARY DEMOCRACY**



Education Institute Summer 2016 – Fredericton

The St. Thomas University Education Institute is pleased to announce that it will be providing four summer courses in Fredericton. Course descriptions, application information and forms for the institute, and details concerning admissions and accommodations will be available **by mid-May** on the university website www.stu.ca. For further course information, contact the Education Institute Coordinator RayWilliams@stu.ca

- Please note that courses are offered only if the minimum student enrolment is reached.
- Students wishing to use these courses for teacher certification or as part of a master's degree program should contact the appropriate individuals to receive permission to do so.
- * All 6000 Level Courses consist of one week of pre-class preparation followed by one week of classes. Also, additional time beyond the week of classes may be required in order to complete the final capstone assignment. For further information please contact the course instructors.

EDUC 6153* - Assessment as an Instructional Practice
Dates: Monday, July 4th to Friday, July 8th, 9:00 am to 4:30
Instructor: Dr. Ray Williams [raywilliams@stu.ca]

EDUC 6733* – Teaching Elementary & Middle Level Science
Dates: Monday, July 11th to Friday, July 15th, 9:00 am to 4:30
Instructor: Dr. Grant Williams [grantw@stu.ca]

EDUC 6253* - Introduction to Gifted Education
Dates: Monday, July 11th to Friday, July 15th, 9:00 am to 4:30
Instructor: Dr. Shaunda Wood [swood@stu.ca]

EDUC 6903* - Teaching Internationally: Perspectives and Practice
Dates: Monday, July 18th to Friday, July 22nd, 9:00 am to 4:30
Instructor: Dr. Marcea Ingersoll [marcea@stu.ca]

Registration, Admissions & Accommodations

Tuition for each course is \$ 618.00 and must be paid by the end of the day of the opening class. The admissions fee of \$40.00 is waived for any student who has taken an Institute course in the past 5 years. If you have questions about applying, please contact the Admissions Office (admissions@stu.ca or (506) 452-0532 or 1-877-788-4443). For payment for courses, please contact registrarsoffice@stu.ca or (506) 452-0530.

Is Home Ownership right for me?

by Jill Harris, NBTA Credit Union

Buying a home is one of the most important financial decisions you will make in your lifetime. There are a few questions you should ask yourself before making this decision:

- Can I afford to own a home?
Your monthly housing costs should not be more than 32% of your gross monthly income. These costs include your monthly mortgage payments, mortgage insurance, property taxes, utility bills and maintenance.
Your entire monthly debt load should not be more than 40% of your gross monthly income. Your monthly debt load is all of your other debt payments.
- Am I better off renting or buying?
While renting, housing costs are typically included in monthly rental payments. However, you aren't able to renovate the property to your personal taste or needs and you are not building equity.
On the flipside, housing costs and added maintenance responsibilities will be higher when you own your home. For example, what will you do if your roof needs to be replaced? In spite of these risks, you will be building your personal equity rather than paying into someone else's. Be sure to consider all risks and rewards.
- Am I financially stable for the foreseeable future? Is my career stable?
- Am I ready to take on the responsibility of all the costs involved in homeownership including mortgage payments, repairs, and maintenance?



Have a financial question you would like answered?

Email questions to: nbtacu@nbtacu.nb.ca

READY FOR A NEW ADVENTURE? **TEACH IN CHINA!**

Atlantic Education International (AEI) can offer you an ENRICHING professional and cultural EXPERIENCE teaching in China.



TYPES OF
POSITIONS AVAILABLE

ESL
Teachers

Teachers
Pre-K to 12

English/
Social Studies
Teachers

FOR MORE INFORMATION
CONTACT

HOLLY LYDON
(506) 453-6096

Atlantic Education International
1133 Regent Street, Suite 500
Fredericton NB, E3B 3Z2
P: (506) 453-8300
F: (506) 453-5894

web: www.aei-inc.ca | email: holly.lydon@gnb.ca |



Feel stronger about Home Ownership with NBTA Credit Union.

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

Place Label Here



- Home Equity Lines of Credit as low as Prime (2.70%).
 - Mortgages with flexible re-payment options.
 - Preferred rates on loans for home efficiency upgrades.
 - Excellent rates on home renovation loans/lines of credit.
- Call 1-800-565-5626 to speak with our Lending Dept.*

Paid Advertisement

* On approved credit. Terms and conditions apply. Rate subject to change without notice.



NBTA

650 Montgomery St., P.O. Box 752, Fredericton, N.B. E3B 5R6
506-452-1724 • 1-800-565-5626 • (Fax) 506-452-1732

www.nbtacu.nb.ca



CANADA	POSTES
POST	CANADA
Postage paid	Port payé
Publications Mail	Poste-publications
41349976	