

# NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION

## Council Day 2017

Elementary Council



Middle Level Council

High School Council



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2017-2018 Education Leaves

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Daughters of the Vote

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NBTA Sponsored Professional  
Courses

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## Your NBTA, Your Magazine

Have you ever thought about writing something for the *NBTA News*? If so, we would love to hear from you! We are always looking for interesting articles, stories or information about the amazing activities taking place in your schools. This magazine belongs to you, the members of the NBTA. Your submissions are essential in making this the best publication possible.

For more information about the *NBTA News* or to submit an article, contact Blake Robichaud, editor of the *NBTA News*, by email at [blake.robichaud@nbta.ca](mailto:blake.robichaud@nbta.ca) or [nbtanews@nbta.ca](mailto:nbtanews@nbta.ca).

We look forward to hearing from you!

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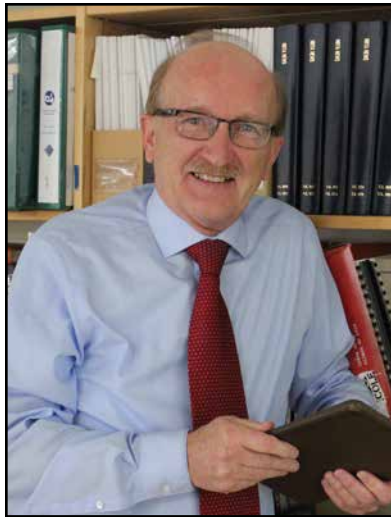
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# A Message from the President

I hope everyone has had a good opportunity to recharge your batteries during the March break and adjust to the time change. This is an exceptionally busy time of year for teachers and administrators as we head down the so-called homestretch.

It is also a very busy time for NBTA activities: NBTA election for provincial Vice - President with voting the week of April 24 to April 28; Branch Annual Meetings and retiring teachers' functions are being planned by local branch leaders; and provincial Council Day is planned for May 5th.



These activities on behalf of teachers are all being planned by volunteer classroom teachers across the province with the assistance of our NBTA staff. I want to commend all of you for your dedication for what you do on behalf of New Brunswick teachers.

## **NBTA ELECTIONS**

Two candidates are running for the position of NBTA Vice President - Rick Cumming, Branch 1450 and Wendy Peters, Branch 1826.

Thank you to both of you for putting your names forward and I wish you safe travels and good luck with your campaigns. I encourage all members to visit the candidates' websites, Facebook pages, and Twitter feeds to become more familiar with their viewpoints. There is a link on our website to both candidates' information.

Most important of all - please vote!

## **BRANCH AGMs**

In the next few weeks Branch Annual General Meetings will be taking place. This is an opportunity for all members to learn more about your branch and the New Brunswick Teachers' Association. It is an opportunity for all members to have input into branch decisions, and ultimately to provide guidance for the provincial association's mandate. 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.

## **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 will celebrate the achievements and careers of colleagues. The AGM helps set priorities for the Association to guide its operations and procedures for the coming year. The meeting also features reports from the NBTA Staff on major events and progress over the past year.

In conjunction with the AGM, NBTA also holds the Retiring Teachers' Luncheon. I hope that those of you coming to the end of your teaching careers consider attending the Luncheon on Saturday, May 27.

## **COUNCIL DAY**

Council Day is May 5th this year. The Elementary Council sessions are being held in Fredericton, Middle Level Council in Saint John, and High School Council in Miramichi. Registration will commence on April 3rd at 4pm on our website.

Three specialist strands being offered this year are: K-12 Art at the elementary site (Fredericton), K -12 Music at the Middle Level site (Saint John), and K- 12 Physical Education at the High School site (Miramichi).

## **DAUGHTERS of the VOTE**

The New Brunswick Teachers Association joined in an exciting partnership with Equal Voice and CTF to mark 100 years of women's formal political engagement in Canada as well as Canada's 150th birthday.

Daughters of the Vote was a historic event which brought together 338 emergent women leaders between the ages of 18 and 23, one from every federal riding in Canada, to participate in an innovative event March 6 to 8, 2017 in Ottawa.

The NBTA was a proud sponsor of the ten young women representing the 10 New Brunswick Federal Ridings, as well as our two teacher facilitators, Ardith Shirley, NBTA staff and Connie Keating, Branch 0216. More information about this event will be in our next issue.

## **SAD NEWS**

In February, we learned of the passing of a former NBTA President Brian Bawn (2003-2005). Brian will be remembered for his professionalism, conviction and dedication in his service on behalf of New Brunswick teachers. I extend my sincere sympathies to Brian's family and many friends.

## **INCLUSION AWARDS**

On February 9, I had the pleasure of attending the Canadian Association for Community Living Awards for New Brunswick, hosted at Government House in Fredericton. I would like to congratulate all of the recipients, especially our NBTA members: Maxine Brewer, Keswick Valley Memorial School; and the K-2 teaching team at Keswick Ridge School made up of Karen Howland, Melissa Chetwynd, Heidi LeBlanc, Michelle Boreland, and Celinda Crandall.

## **CANADA'S OUTSTANDING PRINCIPALS of 2017**

The Learning Partnership recently announced 40 exceptional educators from across the country as Canada's Outstanding Principals of 2017. I would like to extend my congratulations to all who were named, especially to the three principals who were chosen from New Brunswick - Wayne Annis, Matthew Bedard, and Nancy Matthews.

I want to conclude by congratulating all of you who received Education Leaves and wish you much success in your continued quest for learning.

Please keep in touch!



# 2017-2018 Education Leaves

Education Minister Brian Kenny and Federation Co-Presidents Guy Arseneault and Marc Arseneau, have released the names of the Education Leave recipients for the 2017-2018 school year. In all, forty (40) NBTA and nineteen (19) AEFNB members received leaves for the purpose of retraining, specialization or professional growth.

Education Leaves awarded to NBTA members amounted to approximately \$1,897,732. Because of the mix of full and part-time leaves, the Committee was able to grant 40 leaves. In the past few years, NBTA leaves were awarded as follows:

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  
2017-2018 — 40 leaves at \$1,897,732

## **Education Leave Committee**

The Education Leave Committee, established under Article 37 of the Collective Agreement, met on January 20, 2017, 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:

- Fran White - EECD
- Marcel Lavoie - EECD
- Dianne Kay - ASD-W
- Pierre Lavoie - DSF-NE
- Guy Arseneault - NBTA
- Marc Arseneau - AEFNB
- Marcel Larocque - NBTF (Secretary)
- Larry Jamieson - NBTF
- 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 2017-2018

- There were 93 applications from NBTA members.
- Funds available for educational leaves, determined by the formula in Article 37.03 of the Collective Agreement, were \$2,790,783; the AEFNB share was approximately \$893,051.
- Forty (40) leaves (full and part-time) were granted to NBTA members.
- Thirty-three (33) leaves were granted to females and seven (7) were granted to males.

<b>Leaves Awarded</b>		<b>Areas of Study</b>	
K-8	21	Administration	4
Grades 9-12	19	Curriculum Studies	11
<b>To Achieve</b>		Exceptional Learners/	
CERT V	2	Spec Ed/Spec. Needs	9
CERT VI	7	Guidance/M&R/	
Masters	25	Resource/Counselling	7
Princ. CERT	1	Literacy	1
Other	5	Technology	2
		Other	6
		Total	40

### Conclusion

When all is said and done, forty (40) NBTA members will be happy to be receiving an Education Leave, while fifty-three (53) 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 2017-2018 school year are listed by district. The length of the leaves varies from four months to a full academic year.

District	Name	Duration
ASD-E	Lindsay Dominie	Year
ASD-E	Laura Lamey	Year
ASD-E	Jennifer McBeath-Dooley	Year
ASD-E	Nicole Pellerin	5 Months (1st Sem)
ASD-E	Dale Robert-Brideau	Year
ASD-E	Holly Saunders	Year
ASD-E	Linda Touchie	Year
ASD-E	Denise Zwicker	Year
ASD-N	Shannon Donnelly	Year
ASD-N	Marcy Downey	Year
ASD-N	Jason Howe	Year
ASD-N	Denise Murphy	Year
ASD-N	Mike Tremblett	Year
ASD-S	Kelly Adams	4 Months (1st Term)
ASD-S	Cantale Barsalou	Year
ASD-S	Ellen Buckley	4 Months (1st Term)
ASD-S	Angela Churley	Year
ASD-S	Sacha Koumbias	Year
ASD-S	Sonya Moran	5 Months (1st Sem)
ASD-S	Brittany Rickett	Year
ASD-S	Michelle Ruigrok	6 Months (2nd Term)

District	Name	Duration
ASD-S	Jacqueline Schroeter	Year
ASD-S	Christopher Stacey	Year
ASD-S	Claire Sullivan	6 Months (2nd Term)
ASD-S	Maura Tait	Year
ASD-S	Stephanie Tomilson	Year
ASD-S	Elizabeth Ward	Year
ASD-W	Michelle Bright	Year
ASD-W	Jennie Carpenter	Year
ASD-W	Sharla Hoyt	Year
ASD-W	William Jackson	Year
ASD-W	Sara MacKay	6 Months (2nd Term)
ASD-W	David Mahar	6 Months (2nd Term)
ASD-W	Gilles Michaud	Year
ASD-W	Lisa O'Donnell	6 Months (2nd Term)
ASD-W	Theresa Pyke	Year
ASD-W	Jeremy Smith	5 Months (1st Sem)
ASD-W	Lynette Smith	Year
ASD-W	Wendy Thomas	Year
ASD-W	Kathleen Trevors McLean	Year

# CONTACT



**The Road Traveled...and the Road Ahead**

**Le chemin voyagé et le chemin à venir**

## **CONFERENCE ON NEW TECHNIQUES AND CLASSROOM TEACHING**

**Tuesday, August 8th to  
Friday August 11th, 2017**

**du mardi 8 août au  
vendredi 11 août 2017**

**University of Prince Edward Island Campus  
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## BRIAN BAWN 1950-2017

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Brian Bawn, the eighteenth full-time President of the New Brunswick Teachers' Association and Co-President of the New Brunswick Teachers' Federation from August 2003 to August 2005, passed away on February 22, 2017.

Brian was a strong advocate for improving education opportunities for the students in the province. He built his career as a teacher and reputation as a leader on the premise that every student deserves a chance to succeed, and teachers deserve support to make that happen in their classrooms.

As a Physical Education specialist, he recognized the importance of a balanced curriculum that includes not only the three R's, but also specialty programs such as Music, Art, Physical Education, and hands-on vocational studies.

Brian served in many leadership roles locally for teachers in Saint John, and provincially with the New Brunswick Teachers' Association throughout his teaching career. Prior to his service as NBTA provincial president, Brian served as a Saint John delegate to the provincial NBTA AGM on 22 occasions. He also served several years as NBTA/NBTF Director for the Saint John Branch, and on the provincial

executives of both NBTF and NBTA.

He was highly respected for his professionalism, his integrity, his openness, his friendliness, his unequivocal support for teachers and students, and his commitment to improving the public education system in New Brunswick. During his presidency, he had the dubious honour of dealing with a protracted and often vitriolic round of bargaining for virtually all his mandate. All through his time in office he stayed firmly rooted in the classroom through continued close contact with his staff at M. Gerald Teed School in Saint John where he was Vice-Principal.

Brian served his profession with honor and received an Honourary Life Membership from the New Brunswick Teachers' Association upon his retirement in 2007.

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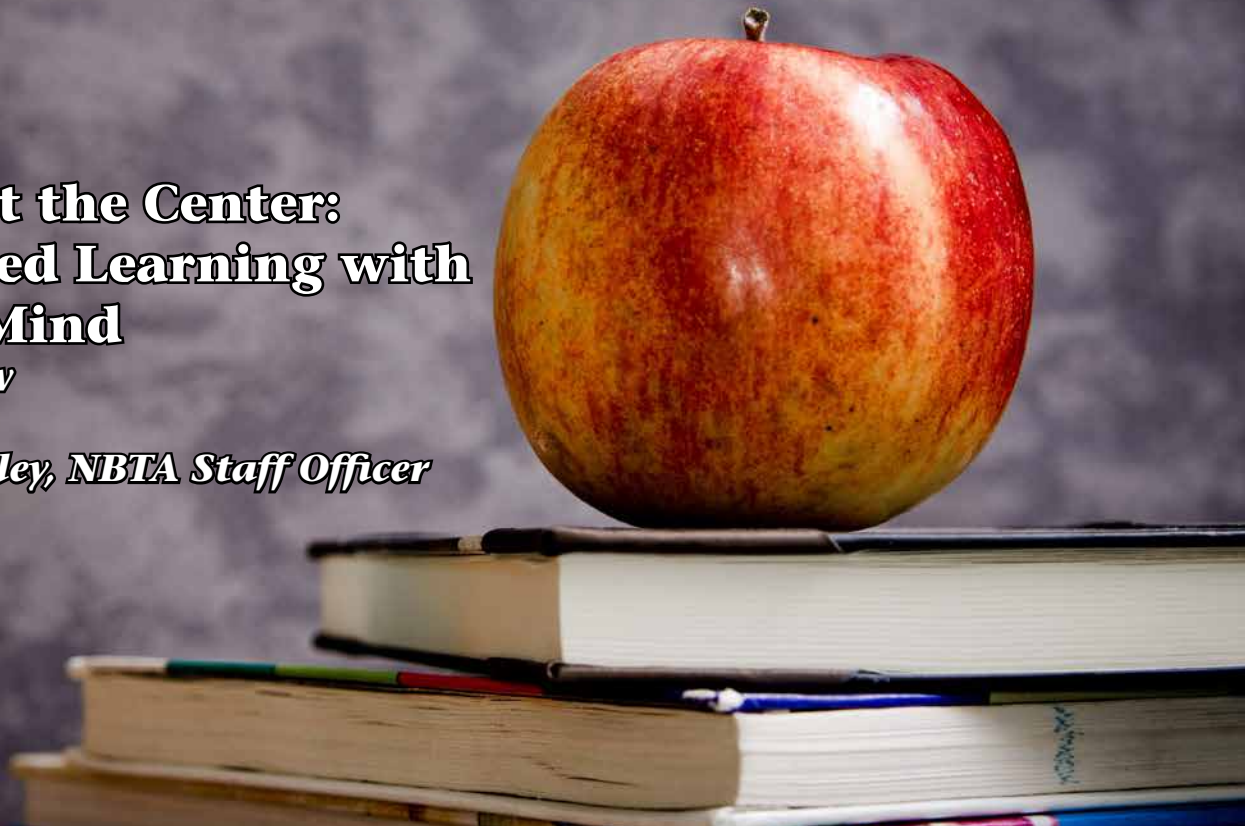
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# Students at the Center: Personalized Learning with Habits of Mind

## A Book Review

by Ardith Shirley, NBTA Staff Officer



I recently had the pleasure of representing NBTA at the Women's Symposium organized by the Canadian Teachers' Federation in Ottawa. While the Daughters of the Vote event was an amazing experience on its own (read more about that on page 24), my plane travel also allowed me the rare opportunity to read a book relatively uninterrupted.

To celebrate I packed *Students at the Center: Personalized Learning with Habits of Mind* by Bena Kallick and Allison Zmuda in my briefcase. It was an excellent choice!

Personalization is not a new term in education. A quick perusal of old educational journals in our NBTA archives confirms the use of 'personalized learning' over 20 years ago. I must confess to finding myself in a love/hate relationship with the term - depending on who is using it, and in what context, my reaction can range from one of hopeful optimism to critical disdain.

Perhaps that is why the authors caught my attention when in their preface they wrote: *"Personalized learning. It has become a popular, even jargonized term. If asked, most educators could offer some explanation of what it means to 'personalize learning'. In all likelihood, these explanations would differ widely."* (p. xii)<sup>i</sup>

There it was in back and white – the root of my own personalization conundrum – when I find myself reacting with hopeful optimism, I am usually experiencing the term in the company and context of those who I believe share my vision

for public education. When I find myself reacting with critical disdain, I am usually unsure of the exact motivation, values and vision of those speaking the words. Herein lies the danger when we use jargonized educational terms. Do we take the time to really define what it is we actually mean so that we are able to have meaningful conversations based in professional trust and mutual respect that lead to true growth for all learners?

I began to realize that the authors just might be kindred spirits when in Chapter 2 they encouraged teachers to "clarify the degree to which your practice is already personalized – or moving in that direction" – by reflecting on the following four attributes and questions and thus further defining what 'personalized learning' actually meant to them:

### Self-Reflection on the Four Attributes of Personalized Learning<sup>ii</sup>

VOICE – Do you offer students an opportunity to voice their questions, concerns, or deeper thinking about the content of their work? Do you encourage them to interact with others as they respectfully agree or disagree with them? Do students see themselves as citizens in the learning spaces they inhabit?

CO-CREATION – Do you include students in designing the work they are engaging in? Do they actively shape their own goals, assessments, content and performance choices as co-

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*"Personalized learning. It has become a popular, even jargonized term. If asked, most educators could offer some explanation of what it means to 'personalize learning'. In all likelihood, these explanations would differ widely."*

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designers with teachers and other experts in the field?

**SOCIAL CONSTRUCTION** – Do students use the resourcefulness of others to give deeper meaning to their work? Do they interact with others who have more expertise in the field they are studying? Are they learning to collaborate with others to influence and improve their own thinking?

**SELF-DISCOVERY** – Are the students learning who they are as they actively engage as learners? Are they reflecting on what they learn and understanding how to transfer that learning to new situations? Are they becoming more aware and strategic about how they plan for, process, create and produce new ways of demonstrating their learning?

I further appreciated these questions for professional self – reflection given that they came on the heels of a reminder from Art Costa in the foreword: *‘There is no learning that is not personalized. Anything ‘learned’ must first be taken in through the senses, processed and understood in the mind and body, and emotionally charged and acted upon.’*<sup>iii</sup>

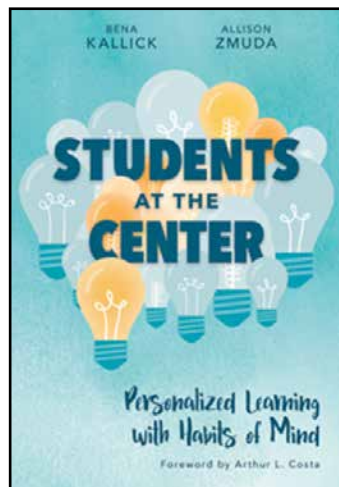
The authors challenge the idea of ‘personalized learning’ through seven very readable chapters of the book. For me, the Appendix *‘The Roles and Habits of Students and Teachers Within Personalized Learning’*, beautifully synthesized my understanding of what we, as educators, really hope to achieve in our more personalized classrooms by exploring seven identified key elements and linking them to Art Costa’s related



## Book Give-Away!

Congratulations to Linda Lapointe of Bath Community School in ASD-W who was the winner of our January Book draw! This month’s draw is for a copy of the book highlighted in my article - *Students at the Center: Personalized Learning with Habits of Mind* by Bena Kallick and Allison Zmuda including a foreword by Arthur Costa.

Sound interesting? Send me an email with ‘Book Draw’ the subject line sometime before May 15th.



Habits of Mind. Here are the seven elements to provide you a teaser:

1. Goals – What are our desired results?
2. Inquiry/Idea Generation – What about the topic sparks you thinking? What is worth pursuing?
3. Task and Audience – How does audience shape creation and communication?
4. Evaluation – How is performance evaluated on a given task using criteria?
5. Cumulative Demonstration of Learning – How do we show evidence of learning over time?
6. Instructional Plan – What does designing a learning plan look like?
7. Feedback – How does feedback promote growth?

All in all, if exploring the idea of ‘personalized learning’ is a professional goal, Kallick and Zmuda’s book won’t disappoint!

## May I recommend?

The online study guide for this resource can be found at: <http://www.ascd.org/publications/books/117015/chapters/An-ASCD-Study-Guide-for-Students-at-the-Center@-Personalized-Learning-with-Habits-of-Mind.aspx>

**Let’s Celebrate Personalization: But Not Too Fast** by Carol Ann Tomlinson appears in the March 2017 issue of Educational Leadership. She reminds us that asking crucial questions about implementing personalized learning will help capture its power for a unique context. Certainly worth a read! (<http://www.ascd.org/publications/educational-leadership/mar17/vol174/num06/Let’s-Celebrate-Personalization@-But-Not-Too-Fast.aspx>)



Works Cited:

<sup>i</sup>Kallick & Zmuda (p. xii)

<sup>ii</sup>Kallick & Zmuda (p. 29-30)

<sup>iii</sup>Kallick & Zmuda (p. ix)

<sup>iv</sup>Found online at <https://www.edelements.com/quotes-about-personalized-learning-and-more/personalized-learning-doesnt-invite-us-to-ask-students-to-pilot-the-plane.-instead-we-might>

## Closing Quote:

*(Perhaps the fact that I was on a plane when reading the book may have influenced this month’s quote choice?)*

**“Personalized Learning doesn’t invite us to ask students to pilot the plane. Instead we might invite students to our ‘frequent flyer program’ – giving them greater choice and rewards over where and how they travel.”** Janice Vargo<sup>iv</sup>



## Three NB Administrators Among Those Chosen as Canada's Outstanding Principals 2017



Canada's Outstanding Principals, a national program that is sponsored by the Learning Partnership, recognizes outstanding contributions of principals in publicly-funded schools. It honours principals from every province and territory in Canada who demonstrate innovation, entrepreneurial spirit and who have done something truly remarkable in public education.

Canada's Outstanding Principals is both a nationally recognized award and an Executive Leadership Training Program. Launched in 2005, the executive leadership program was created, in partnership with Rotman School of Management, to strengthen the education system in Canada by developing its leaders in publicly-funded schools across Canada. The program offers principals from across Canada, who have demonstrated outstanding leadership in their schools and community, the opportunity to be brought to Toronto to be recognized nationally as innovative educators at an annual gala awards evening for 500 guests; to experience a five-day executive leadership training program at the Rotman School of Management; and become part of a National Academy of Principals, a pan-Canadian learning community of over 400 Canada's Outstanding Principals alumni. This year's recipients Wayne Annis of ASD-W, Matthew Bedard of ASD-S and Nancy Matthews of ASD-E were invited to Toronto on February 26 to take part in the Outstanding Principal's Academy and Awards Gala.



### **Wayne Annis**

Keswick Valley Memorial School  
Anglophone West School District  
Burtts Corner, New Brunswick

Wayne Annis is a passionate advocate of inclusionary practices, purposeful engagement and increased learning opportunities for all students. Students participate as active citizens in a variety of community volunteer roles, and are encouraged to think both locally and globally; to help make a change in their community and world. In so doing they build self-confidence, resilience and self-regulation skills. Through collaboration with various community agencies, Wayne facilitated various school-wide initiatives including revitalizing the playground, supporting community members in emergency situations and numerous Green School projects. Wayne uses a 'Purposeful Team' approach with staff, while applying student achievement data to make informed decisions to

establish goals, inform their improvement plan, and monitor students' progress. Early learning is a high priority at his school. Wayne helped facilitate a community partnership with Child-Parent LINKS, which provides free access to interactive learning experiences for students. Wayne also held information workshops for parents to build their capacity to support the learning and developmental needs of their children.



### **Matthew Bedard**

Seawood Elementary School  
Anglophone South School District  
Saint John, New Brunswick

Matthew Bedard brings a holistic approach to education, enhancing the academic and social needs of all students. He works hard to maintain trusting relationships with students, parents and staff, using the skills he gained as a certified regional and national coach, as well as expertise in Threat and Trauma Assessment, Suicide Intervention, Emergency First Aid, Human Rights training. He sees the potential and possibilities in all students and staff, and has instituted a number of school-wide initiatives to build collective capacity. This includes the Mind Up Curriculum to build self-regulation and social/emotional well-being, Arts programs and multi-age grouping to enrich curriculum outcomes.

Seawood Elementary has evolved as a high-achieving school, with improved academic outcomes that are consistently higher than the district and province.



**Nancy Matthews**  
Riverview Middle School  
Anglophone East School District  
Riverview, New Brunswick

Nancy Matthews has been recognized provincially for her outstanding educational leadership. She is a published author on topics such as change management and data-driven decision making, applying such practices at Riverview. Nancy coaches, mentors and models life-long learning. She created a Student Voice leadership group and developed with staff a Harry Potter week, where the adults, in costume, used Harry Potter as a vehicle to explore literacy, creativity and thinking. Nancy also introduced healthy nutrition and champions the integration of technology. Due to Nancy’s leadership, over 87 percent of teachers named that they feel supported in the school’s perception survey, an increase from 22 percent in 2007. Student achievement has also

increased on district and provincial assessments.

Source: Canada’s Outstanding Principals, The Learning Partnership (<http://www.thelearningpartnership.ca/what-we-do/educator-program-and-executive-leadership/canadas-outstanding-principals>)

## ***What type of mortgages are available to Canadians?***

*By Jill Harris, NBTA Credit Union*

**Down Payment Option 1 - Conventional Mortgage:** Sometimes called a “traditional mortgage,” this is for those who have 20% for a down-payment available and therefore aren’t required to purchase extra insurance.

**Down Payment Option 2 - High-Ratio Mortgage:** For those who don’t have 20% available for a down-payment, they will have to purchase extra insurance through a company like Canada Mortgage and Housing Corporation (CMHC) or Genworth to protect the financial institution in case of default.

**Fixed Rate Mortgage:** This type of mortgage allows you the peace of mind that your rate will not change over the term of the mortgage. If you think the rates will increase over your mortgage term, this is a good choice. These mortgages often will still offer faster ways to pay down your mortgage with limited lump sum payments and payment increase options.

**Open Mortgage:** An “open mortgage” generally has a shorter term like 6 months to 1 year but it allows the purchaser to sell or pay-off the mortgage at any time without penalties you may incur in a closed mortgage. Open mortgage rates tend to be higher given their flexibility.

**Variable Rate Mortgage:** Your mortgage rate will fluctuate with market prices though your payment may stay the same. If rates increase, more of your payment will go to interest. If rates decrease, more of your payment will go to principal. Variable mortgages also have a term, of 1-5 years for example, during which there would be a penalty for paying out the mortgage. Also, sometimes variable rates are “capped” meaning they are guaranteed not to go too high during the term.

**Home Equity Line of Credit:** Using the equity in your house as a “line of credit.” For those with more than 20-30% equity in their home and willpower to not misuse their home’s equity, this can be a flexible option for renovations and flexible payment options.

**Construction Mortgage:** For those building their own house, terms tend to be slightly different as you will need money drawn before the house is complete. This requires plans, estimates, etc before money can be lent. However, it is typical that you are only required to pay interest only during construction.

**Purchase-Plus-Improvements Mortgage:** This mortgage is for borrowers who want to include the money to make small or even large improvements to the home they are purchasing. Purchase Plus Improvements Mortgages work a lot like Construction Mortgages, where plans & estimates are required, and funds are advanced during the renovation period.



***Have a financial question you would like answered?***

***Email questions to:***  
[\*\*\*nbtacu@nbtacu.nb.ca\*\*\*](mailto:nbtacu@nbtacu.nb.ca)

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## Part of your Wellness - Important Things to Note about the NBTF Group Insurance Plan

by Lisa Calhoun

*Well-Being:  
It's within your reach...*



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

All teachers are automatically enrolled in four insurances: Basic Life, Health, Salary Continuation, and Critical Illness. Everyone starts with the single plan and if you wish to purchase more insurance or add family members, you need to contact Johnson directly. You can also choose to opt out, but remember that if you do so and decide later to opt back in, sometimes you may need to provide

medical information and it may be more difficult to obtain. Teachers are NOT automatically enrolled in Dental, but you can choose to purchase that as well. If you do, you have to stay in the plan for a minimum of one year. If you opt out of the health plan and re-enroll at a later date, you will have to remain in that plan for a minimum of one year as well. Remember it is your responsibility to ensure that you are enrolled in the options you wish to have. Don't automatically assume that it is always done.

Home and Auto Insurance are not part of our Group Insurance Plan; however, we have an agreement with Johnson wherein they can provide these policies.

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

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

Under the "Claims Information" it will list the various benefits, the maximum amount you can claim for each, and how much you have



remaining for the year. It is important to check the “Eligible Expenses” so that you know exactly what is covered under the Health Plan- you may be pleasantly surprised! In addition, you can now submit your claim online by attaching an electronic copy of your receipt to the electronic claim form, which is one of the menu items.

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

It is very important to carry your NBTF Group Insurance Card with you at all times. Please have a look at it right away and make sure all the numbers are legible. Travel Insurance is covered under the Health Plan, so if you travel outside of NB, you are covered for everything you are covered for here in this province. If you have a family plan, each person in your family is also covered.

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

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

Up-to-date descriptions of the plans/policies can be found on



the Johnson website.

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

**Register at [www1.johnson.ca](http://www1.johnson.ca)**

These are just some of the services covered.

Benefit	Amount Remaining to Maximum Benefit
Chiropractor	\$600.00
Physiotherapist	\$600.00
Speech Therapist	\$600.00
Psychologist	\$700.00
Podiatrist/chiropracist	\$600.00
Osteopath	\$600.00
Naturopath	\$600.00
Masseur	\$600.00
Acupuncturist	\$600.00
Counselling Services	\$600.00
Occupational Therapy	\$600.00
Nutritional Counselling	\$600.00
Hypnotherapist	\$600.00
Naet Therapist	\$600.00
Athletic Therapy	\$600.00
Reflexology	\$600.00
Cardiac Care Therapy	\$600.00
Active Release Therapy	\$600.00
Manual Lymph Drainage	\$600.00
Paramedical X-Ray	\$25.00
Surgical Toenail Removal	\$100.00
Surgical Services-Podiatrist/chiropracist	\$100.00

Updated October 2016

## Florenceville Elementary Artist/Heritage Project

*By Marjorie Hewson, Grade 2/Music Teacher, Florenceville Elementary*



Grade 2 students at Florenceville Elementary School recently completed an exciting Artist-in-Residence project. The project, entitled Atlantic Canadian Culture and Heritage, involved 2 artists, 25 students, and 2 teachers. The artists were Michelle Daigle and Don Rigley from Fredericton. They brought a wealth of experience in drama, dance, visual art, instruments, movement, and music.

The artists, Michelle and Don, came to Florenceville for 7 afternoon learning sessions with the grade 2 students. This was a cross-curricular project which covered Social Studies topics of Native Canadians, the arrival of the French, the arrival of the English, and the arrival of other groups. The final part of the project was a public performance for all students as well as Grade 2 parents. The

performance presented all of the information students had learned on these topics through songs, dance, drama, art, and narration. As a result of this cross-curricular mode of learning, students will certainly remember these concepts for a long time to come.

Each Fall, a limited number of Artist-in-Residence project grants are awarded. The grant's purpose is to integrate the Arts into other curriculum topics. Grade 2 teacher, Marjorie Hewson was approved for a grant last October with the project to span the months of January to March and the final performance on March 16th. Artist-in-Residence grants are funded by Tourism, Heritage, and Culture and allow quality artists and performers from around NB to come into schools and work with students. It was an excellent experience for students and teachers alike!

Michelle Daigle and Don Rigley have backgrounds in drama, dance, historical instruments, singing, and visual art. Students at Florenceville Elementary loved sharing in their knowledge and expertise.

Michelle and Don are also known as Frantically Atlantic and perform at venues all over NB and beyond. [www.franticallyatlantic.com](http://www.franticallyatlantic.com)





## Grade Two Students at Bristol Elementary Create Mindfulness Mosaics

By Sarah Cogswell, Grade 2 Teacher Bristol Elementary School

**Mindfulness: “Paying attention in a particular way: on purpose, in the present moment, and non-judgmentally.”  
(Jon Kabat-Zinn)**

In our fast paced world, mindfulness is not an easy task. However, Grade 2 students at Bristol Elementary recently had the opportunity to spend three months focusing on mindfulness as part of an ArtsSmarts project.

The idea for the project came on a storm day (March 9th, 2016), when I was on Pinterest. I came across fabulous plastic bottle cap murals by Michelle Stitzlein. I knew that I wanted to try this project with my class. I was worried we would never be able to collect enough bottle caps. However, I put out an “all call” to my Facebook friends and school community, and before long my classroom was overflowing with bottle caps. We could not have done this project without everyone who took the time to collect and deliver bottle caps. It was a real community effort!

The next step was to find funding for the necessary project materials. That chance came mid -September 2016 when ASD-W educators were given the opportunity to apply for funding through the ArtsSmarts program. ArtsSmarts projects must be interdisciplinary and are meant to bring students, teachers and artists together to collaborate as they meet curricular outcomes. On October 24th I found out that our application had been approved for the full amount of \$3000.

Our project, entitled, “Mindfulness Mosaics”, addressed curriculum outcomes in the areas of Math (patterns and geometry), Literacy (responding personally and critically to a range of texts) and You & Your World. (Sustainable development & First Nations learning).

Students were excited to have the opportunity to work with a wonderful artist- Cortney Rector, every Tuesday afternoon in January, February and March. Eileen Crain (Nana- longtime volunteer) and Emily Sullivan (beginning teacher) were also dedicated volunteers who helped the project run smoothly. Although this was a grade two project, all of the students in the school had the opportunity to help in some way, over the course of the three month project (sorting bottle caps, painting or drilling).

Students participated in mindfulness lessons with a focus on using their five senses. They created individual square mosaics in response to the mindfulness lessons, as well as several other smaller art projects. Part of the unit focused on First Nations people. Students had the opportunity to learn about First Nations artist Mark Anthony Jacobson and create art in his x-ray style.

The main art product we created as part of this ArtsSmarts project is a permanent mosaic mural made up of plastic bottle caps. The mural consists of 5 large panels, one panel to represent each of the five senses. The title of our Mindfulness Mosaic is, “Mindfully Explore the World through Your Senses”. Cortney cut the plywood into panels and sketched out our idea. The students painted the plywood panels with latex paint. Then students took turns using power drills and thousands of truss screws to add layers of plastic bottle caps and lids to change the murals from 2-D to 3-D. We are very proud of the end result and welcome the public to come see our mural in person as the pictures do not do it justice.

This was a wonderful project! Although mindfulness is something that we continually need to strive towards, I feel that my students and I are more aware as a result of this project. I often hear my students say things like, “I need to slow down and focus.” As a busy teacher I often multi-task. One day at lunch, I was trying to file something, find a book, and eat, all while having a “conversation” about a movie that one of my students had seen. The seven-year-old suddenly stopped me and said, “Miss Cogswell, I don’t think you are mindfully listening.” She was right. Awareness is key. I’m thankful for the ArtsSmarts funding for providing this valuable learning opportunity.



**Sight: Take a closer look at the beauty that surrounds us**



**Sound: Listen to the song in your heart**



**Smell: Slow down and take time to smell the flowers**



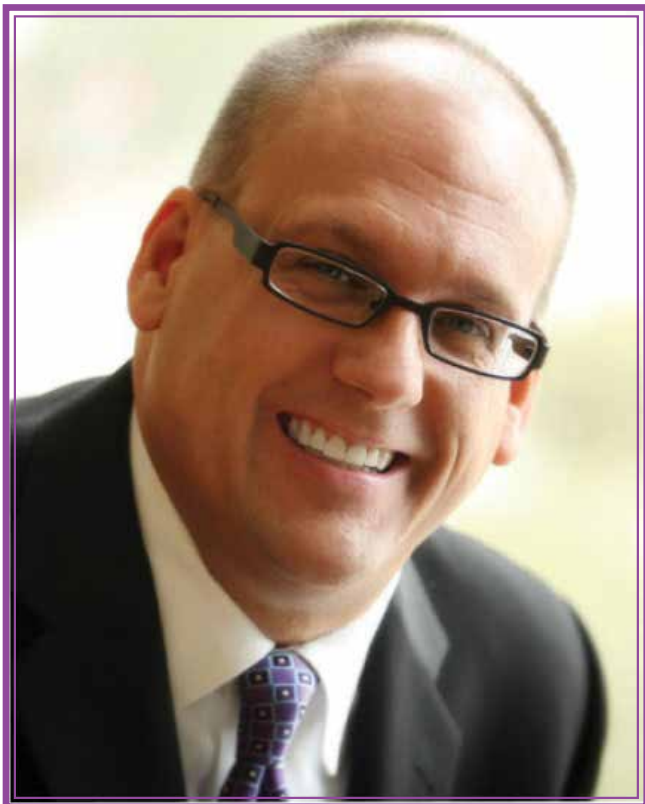
**Taste: Mindfully choose nutritious, delicious foods**



**Touch: Care about each other and our world & lend a helping hand**

## Choose Optimism

By Jack Berckemeyer, Keynote Speaker



In the current atmosphere of educational mandates, parent aggression, teacher bashing and, in some cases, students' lack of respect towards teachers, it may be difficult to find optimism within school walls. We struggle with school climate issues, high-stakes accountability, changing standards, different instructional approaches, and revised (some would say, "baffling") teacher-evaluation systems. Is it any wonder that many educators feel overworked, underappreciated, frazzled, and, well—simply put—stressed out? Many would say that optimism in schools is waning or at least admit it is a struggle to stay hopeful.

But wait! Shouldn't all teachers be filled with hope, joy, and optimism? Aren't we the ones folks see skipping along the halls, lovingly patting kids' heads, singing educational songs about plant life or the wonders of math? Wasn't it the optimistic folks, to begin with, who went into this profession? By and large, we do have

**Optimism comes through hard work, dedication and commitment.**

hope and find joy in our jobs. But teachers are also realistic. We are human. And we need to hear the word optimism and be assured that we can have it! That's why three close friends, all of us seasoned authors and educators decided to sit down and write a book to help teachers choose optimism, *Deliberate Optimism: Reclaiming the Joy in Education*.

There is no one straightforward, effortless path to building optimism. Optimism comes through hard work, dedication, and commitment. It comes from looking at yourself and being honest about the roadblocks in your personal life and work life. From purposefully using principles that force you to admit that you cannot control everything, that you must seek out information and input, and that you must create a real plan of action.

People who have come to know me well understand that I struggle with personal and professional obstacles. I am realistic and practical, but at times, irrational. I am human. Yes, I know you will be shocked to learn that the self-proclaimed "Ruler of Education" has experienced his sense of loss, neglect, disappointment, struggle, and sadness. I have reasons every day to feel less than optimistic. Yet, I try to live my life with a sense of humor and optimism. In the face of personal tragedies, loss, family issues, school demands, academic reforms, high-stakes accountability, and outright teacher bashing, educators cannot thrive without a sense of optimism. It takes work and needs to be deliberate!

Optimism comes from taking that first step in the morning, out of your bed, knowing that someone waits



# Middle Level Council

for you. That someone might be a good friend, partner, loved one, fellow teacher, or even a student with a mischievous grin (or scowl). Deliberately surround yourself with people who help to ignite the optimism in you—people who listen, joke, nudge you, give you a hug or handshake, and sometimes just sit with you. Deliberate optimism also comes from noticing the people around you who have difficulties, but still rise up every day and strive to be better persons. I am blessed to be surrounded by people who work at optimism.

I don't mean to paint this as a rosy picture that glosses over human realities.

In the workplace, we have struggles and roadblocks to optimism. Surround yourself with people who nurture optimism. Learn from colleagues and students who respond to hardship with hope.

In addition, you can go a long way toward building optimism at school when you identify and accept what you can and cannot control. We spend far too much time dealing with (and tearing our hair out about) things that are out of our control. For example: How much time have we spent talking about why students don't do their homework? WE are not there in the HOME. What you can do is create a plan to deal with the situation. Here's an example: An eighth-grade team where I work meets every morning in the media center for students to do (or finish) homework. Then, teachers collect all homework for the day for every class. This approach has increased accountability, led to greater completion of homework, heightened students' understanding of the homework concepts, and improved grades. Furthermore, this tactic has generated optimism for teachers and students! We can't control what's done at home. We can control outcomes once the students enter our building.

Many of us have obstruction to optimism at school: faculty members who besiege us with negative comments, take personal jabs at each other, or fail to take their jobs seriously. In some cases, these people suck life out of us. Try to seek inner strength and help from others. Optimism does take willpower and hope. Share your stories of hope with others. Don't be afraid to celebrate the optimism that still exists within all of us. The main reason most of us started our journeys in education is because we do have hope and confidence in the future; we do believe in the possibility of successful outcomes. Claim the hope and joy of teaching. Deliberately choose optimism.

I hope you will take time to read our book, *Deliberate Optimism: Reclaiming the Joy in Education*. Share your stories of optimism so others can be inspired.

#CHOOSEOPTIMISM!

**Jack is one of our keynote speakers for Middle Level Council Day, May 5th. He is a nationally-recognized presenter, author and humourist who began his career as a middle school teacher in Denver, Colorado. Jack brings his energy, humour and expertise to teachers and administrators to help remind us why this job makes a difference. He is known for his motivating, practical ideas communicating a message of hope, laughter, and optimism into education. Jack lives in Denver, Colorado and has no pets or plants.**

# Middle Level Council

## Middle Level Council Day

*Location: Saint John Trade and Convention Centre, adjacent to the Saint John Hilton*

*Host Hotel: Hilton Saint John*

*May 5th (Social May 4th)*



### Thursday, May 4th

**Host Hotel — Hilton Saint John \$129 + tax** for single or double occupancy until April 14, 2017. Call early to make your reservation to receive this special rate. Remember to cite “NBTA Middle Level Council.” Call to book your room at 1-506-693-8484.



Social — “Experience Uptown Saint John”. A variety of different restaurants and pubs will provide specials during the evening. Dance starts at 9:00 pm at O’Leary’s (46 Princess St, Saint John, NB), free cover charge for teachers. (Need to show Teacher ID).



## Incorporating Money into your Classroom: An E-book for Teachers

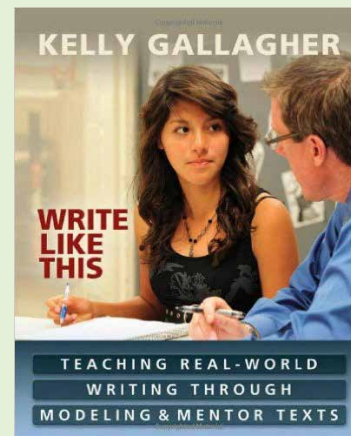
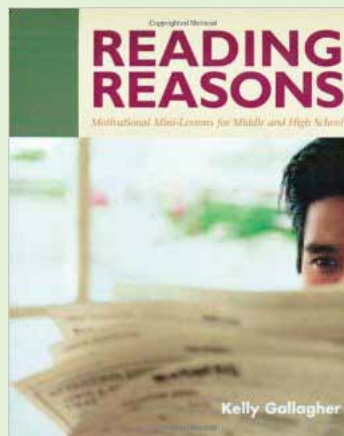
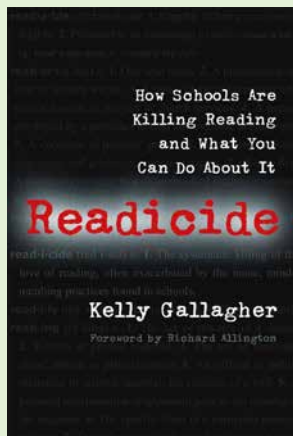
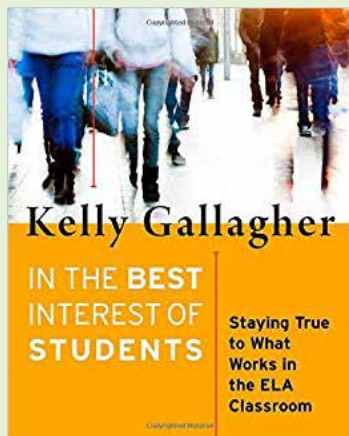
Our new e-book is full of teacher-tested tips for starting the conversation with your students, no matter what subject you teach!

Available at [FCNB.ca/youth](http://FCNB.ca/youth)



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## RECOGNIZE ANY OF THESE?



You have the chance to meet the author and receive a copy of one of his books. Look for the booth on council day and sign up for the Kelly Gallagher and Penny Kittle Institute on July 14th and 15th at UNB. ( See ad on page 25 for more details)

## Exciting Perks through Johnson Insurance!

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# High School Council

**OK Teachers- It's not Summer YET! But we have a GREAT DAY planned for you on FRIDAY, MAY 5th, 2017**

*You can even bring your floaties and relax in the pool at The Rodd Inn Miramichi.*



## Meet the Keynotes



**Michael Furdy** is the co-founder of Taking IT Global, known simply as TIG, is a charitable, non-government organization that focuses on global issues facing youth by promoting awareness and engagement.

**Andrew McPeak** is a millennial speaker and content developer with Growing Leaders. His experience as both presenter and curriculum designer have led him to become well versed in communicating to and about the next generation.



## Here's a quick snapshot of some of the 'highlights' to help you plan your Council Day:



**NETWORKING:** Teachers, want some PRACTICAL help?

Want to help your colleagues? Well then, bring examples of some of your best resources to share with your colleagues. Enjoy a stress-free time of collegiate conversation and be inspired by all of the amazing work being done around our province by our teachers.



**Note:** bring photocopies, USB, and whatever else you want to share.



# High School Council



**Cook alongside a “Master Chef”:** Bring your skills and passion for a culinary delight. Get the chance to be the ‘student’ and learn some new techniques and recipes that you can share later with your students, friends and family.

**Escape Rooms:** How SMART are you really? Test your Speed and problem solving all while having fun trying to escape from several of the escape rooms being set up.



**Nuts and Bolts:** Do you have a mechanical brain? Do you enjoy the feel of grease on your hands? Do you want to learn or perfect your skill working with metal? Well, this is the session for you.

**Drone Racing:** Think outside...of the box. How can you incorporate drone racing into your lesson plan? Well, come and find out and have fun doing it.



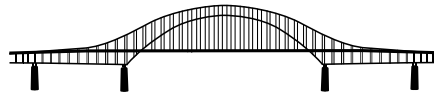
# Council Day May 4 - 5, 2017

## Elementary Council



**Fredericton**  
May 4<sup>th</sup> and 5<sup>th</sup>  
Art Specialist Strand

## Middle Level Council



**Saint John**  
May 5<sup>th</sup>  
Music Specialist Strand

## High School Council



**Miramichi**  
May 4<sup>th</sup> and 5<sup>th</sup>  
Phys. Ed. Specialist Strand

We look forward to seeing you at Council Day 2017



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- Gain skills to work with students with complex needs
- Enhance your career opportunities
- Courses may qualify as approved coursework for Certificate 5 upgrade

**FOR MORE INFORMATION**  
506 453-4646, toll free 1-866-599-4646  
[www.unb.ca/cel/intervention/aba-credit.html](http://www.unb.ca/cel/intervention/aba-credit.html)



College of  
Extended Learning

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# Learning about Canada's Food Guide

A turn-key cross curricular nutrition program that makes it easy to teach students about Canada's Food Guide.

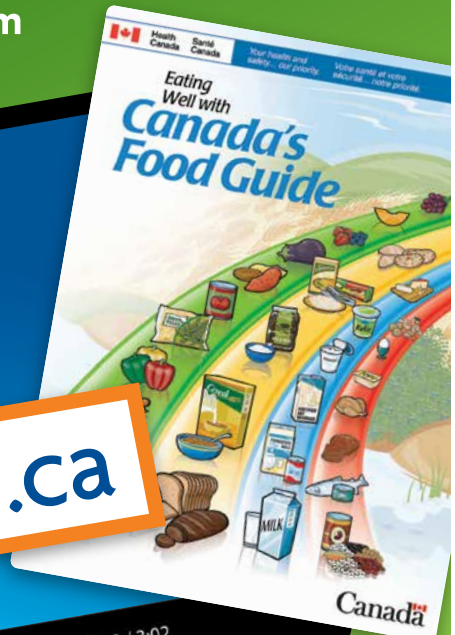


Discover them today at:

TeachNutrition.ca

Presented by the team of Registered Dietitians at Dairy Farmers of Canada to support health education in the classroom.

00:58 / 3:02



## It's Free! It's Easy!

- ▶ Videos were created according to the Health Education Curriculum.
- ▶ Accessible online at all times.
- ▶ Downloadable activity sheets allow students to work towards achieving various learning outcomes.
- ▶ For grades 1 to 9.



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## ***New Brunswick well-represented at the historic “Daughters of the Vote” event thanks to NBTA support***



**Connie Keating and Ardith Shirley as the March for International Women’s Day concludes at the Eternal Flame and they prepare to join the ‘Daughters’ in the House to proudly watch the historic event.**

Bathurst), Gaétane Johnson (Miramichi - Grand-Lake), Rosalind Keyes (Saint John – Rothesay), Brittany LaPointe (Madawaska – Restigouche), Leila Leclerc (Tobique – Mactaquac), Angelina Leduc-Moreau (Beauséjour), Melissa Mylène Martel (Moncton - Riverview – Dieppe).

A highlight for all was marching to Parliament Hill on International Women’s Day, Wednesday March 8, and experiencing the 338 “Daughters of the Vote”, aged 18 to 23, who were selected to represent every federal riding, take their seats within parliament and debate significant issues for our country while current MPs watched proudly from the gallery with the teacher facilitators. Canada’s first female Prime Minister, Kim Campbell, made a special appearance and, along with the leaders of each of the official opposition parties, shared advice with the impressive gathering of future leaders. Prime Minister Justin Trudeau was the last to speak to the assembly before opening the floor to questions for a mock question period.

For Connie Keating, a teacher from rural New Brunswick who is a self proclaimed ‘political junkie’, the opportunity to participate in the historic march to Parliament on International Women’s

Connie Keating, teacher at Petitcodiac Regional School and NBTA Executive member, and Ardith Shirley, NBTA Staff, were pleased to be selected as two of the forty teachers from CTF member organizations to facilitate group discussions at the historic Daughters of the Vote event organized by Equal Voice, March 7-8 in Ottawa.

The Canadian Teachers’ Federation (CTF) partnered with Equal Voice in making this event a reality. “CTF and Member organizations continue to be staunch supporters of democracy and women’s rights,” explained CTF President (and former NBTA President) Heather Smith. “Agnes MacPhail, the first woman elected as a federal Member of Parliament, was an Ontario teacher whose leadership and vision paved the way for other women to follow in her footsteps. But we still have a long way to go until women are fully represented at every level of government, be it municipal, provincial/territorial or federal.”

Smith continued, “Since most of these Daughters are former students educated in the Canadian public education system, it is meaningful and symbolic to have the teachers accompany the Daughters at the threshold of their political lives. Teachers will continue to be there to support the young women and to adhere to Equal Voice’s slogan: “Be Her. Support Her. Celebrate Her.”

Connie, Ardith and Heather were especially pleased to work with the 10 ‘Daughters’ chosen from our New Brunswick ridings: Sarah Alston (New Brunswick Southwest), Vaishnavi Anupindi (Fredericton), Caitlin Grogan (Fundy Royal), Olivia Hamilton (Acadie –



**CTF President Heather Smith pleased to see Daughter of the Vote, Olivia Hamilton representing Acadie-Bathurst. Heather taught Olivia in Kindergarten at Janesville School.**



Day 2017, celebrating 100 years of women's suffrage in Canada, was a memory she will never forget. "It further inspired me to continue to encourage young women who I encounter on a daily basis to seek leadership roles and perhaps even envision themselves running for public office. After this experience, I too believe that running in an election, whether it be within my teacher organization or a political election, is something that I could successfully achieve."

Special thanks is extended to NBTA for providing funds towards the accommodation costs of the 10 New Brunswick Daughters and for allowing Connie and Ardith to take part in this event as NBTA representatives for CTF.



**Connie in action as she facilitated a discussion on Mental Health. Ardith moderated a panel on Climate Change featuring Elizabeth May, Velma McColl & Rachel Plotkin of the Suzuki Foundation.**

SOURCES: Canadian Teachers' Federation <http://www.ctf-fce.ca> and Equal Voice, Daughters of the Vote <http://www.daughtersofthevote.ca/>



# Council Institute



## Kelly Gallagher Conference July 14, 2017

**Venue: UNB, MacLaggan Hall**  
**Cost: Free for Membership, \$35.00 for non-members**

*Watch for an opportunity to win Kelly Gallagher's latest book from your Council on May 5th.*

## Penny Kittle Conference July 15, 2017

**Venue: UNB, MacLaggan Hall**  
**Cost: \$65.00 for members and non-members**



### Partners:

Elementary Council



Middle Level Council



High School Council



**Watch for details and information on how to register both online at [www.nbta.ca](http://www.nbta.ca) and on Council Day**  
*For inquiries, contact Heather Ingalls, [Heather.Ingalls@nbed.nb.ca](mailto:Heather.Ingalls@nbed.nb.ca), or Colleen Dunnet, [colleen.dunnet@nbed.nb.ca](mailto:colleen.dunnet@nbed.nb.ca).*

**All teachers are welcome!**



# Winners and Runnersup from the 37th annual NBTA Men Teachers Curling Bonspiel



<i>Section</i>	<i>Trophy</i>	<i>Winners</i>	<i>Runnersup</i>
<i>A</i>	<i>NBTA</i>	<i>Peter Taylor Patrice Cormier Al Barteaux Ron Badger</i>	<i>Richard Sullivan Gale Jeffrey Jim Stevenson Jack Crealock</i>
<i>A Cons.</i>	<i>Rob Scott Insurance</i>	<i>Terry Dickson Josh Taylor Ian Patrick Owen Dunn</i>	<i>Andrew Loughery Mike McCaustlin Tom Donaldson Bob Peters</i>
<i>B</i>	<i>Johnson Insurance Inc.</i>	<i>Dave Ross Steve Porter Gary Marsh Frank Belyea</i>	<i>Louis Daigle Maurice Richard Delphis Cormier Steve Carruthers</i>
<i>C</i>	<i>NBTA Credit Union</i>	<i>Leo Sheehy Peter Fullerton Bob Steeves</i>	<i>Rick Cuming Wayne Coburn Jonothan Hunter Doug Myles</i>
<i>D</i>		<i>Ron Caines Kevin Robertson Daryl Caines Gary Caines</i>	<i>Ian Kitchen Sean Newlands Peter Legacy Joe Mulherin</i>





# The New Brunswick Society of Retired Teachers

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

# NBSRT

Since 1975

March 2017

## **GREETINGS FROM YOUR RETIRED COLLEAGUES!!**

New Brunswick's retired teachers hope the March Break gave you time for yourself, family and friends. While the break always seems so short, it can renew your spirit and provide an energy boost to maintain you through to the Easter and Victoria Day long weekends, Subject Council and the end of another school year.

As retirees we remember the challenges – and yes, successes – you experience each day. Many of us have family and friends who are teachers. Some of us volunteer in schools. We know the current year has provided challenges, challenges beyond those you would normally deal with – the 10 Year Education Plan, attendance, changes to the entry level for French Immersion and, of course negotiations. You have been in our thoughts. We stand ready to provide you with support.

As you finish this school year find strength in the knowledge you have made a difference, a difference you may never fully come to know, in the lives of your students. As the remaining months of the school year pass, please know our best wishes are with you.

Margaret Urquhart  
President

A Member of the Canadian Association of Retired Teachers  
[www.acer-cart.org](http://www.acer-cart.org)





## ***Educating girls in the networked classroom: Collaboration with The eQuality Project***

By Suzie Dunn

Master of law research fellow with The eQuality Project at the University of Ottawa.

Anyone who spends time with girls knows they are dynamic and prolific users of social technologies. Compared to their boy classmates, teenage girls dominate the numbers of popular social media sites including Instagram, Twitter and Snapchat. A 2012 study reported the average teen sends around 60 texts a day while the number for older teenage girls jumps closer to 100 texts a day. It is safe to say those numbers have only increased in the last five years. Recent studies also suggest girls are more likely than boys to be targeted by sexualized online attacks, as well as young people who are disabled, and members of LGBTQQ, racial minority and Indigenous communities who are also particularly vulnerable to cyberviolence. What do these realities mean for educators in the networked classroom?

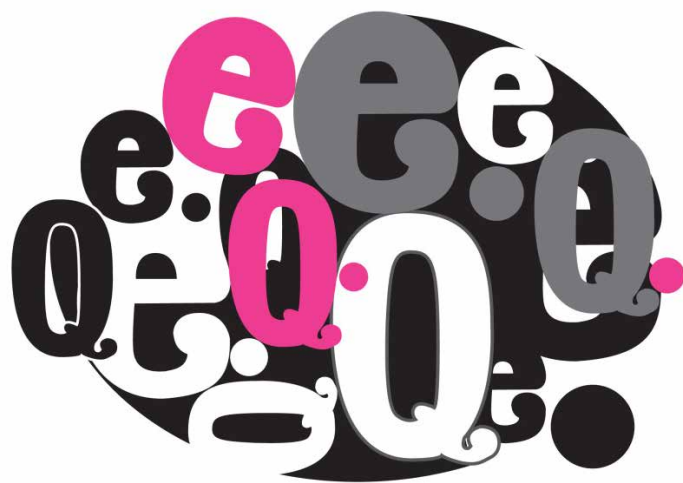


Perhaps first and foremost, educators and girls — particularly girls from the equality-seeking communities mentioned above — have an opportunity for reciprocal learning about communication, education, and young people's seamlessly integrated online/offline existences. Teachers offer years of experience understanding the conflicts and capabilities of young people. In their role, they are a guiding force in girls' educational experiences, and in recognizing their right to engage as equal digital citizens. On the flip side, girls' expert knowledge and lived experiences in their online communities are a rich resource for teachers, some of whom may not be connected to current online trends and practices of their students.

Over the last several years, education laws, regulations and policies in many Canadian jurisdictions have been changed to explicitly require schools and school boards to develop practices and policies that ensure a safe and accepting environment for diverse communities of students, while also encouraging use of technologies for classroom learning. Further, education legislation specifically addressing cyberbullying was adopted in Alberta, Manitoba, New Brunswick, the Northwest Territories, Nova Scotia, Ontario and Quebec — a trend that is likely to spread across the country. Educators in some regions have the authority to address cyberbullying that occurs outside of school hours so long as it is affecting the culture and learning environment of the school. As a result, many teachers find themselves on the front line, working to educate their students on how they should use new technologies and then to intervene when things go sour.

Teachers offer years of experience understanding the conflicts and capabilities of young people. In their role, they are a guiding force in girls' educational experiences, and in recognizing their right to engage as equal digital citizens.

These changes came about, in part, because teachers are well positioned to address young people's legal and ethical relationships with digital spaces. Experts in cyberbullying and cyberviolence have recognized time and again (PDF - 971 KB) that teachers play a key role in helping girls navigate the risks and benefits of online spaces. In order to be responsive to the needs of girls, educators must engage with and listen to girls from all communities to better understand their experiences online, and to their perspectives on educational responses deemed likely to be successful, as well as those likely to fail.



Learning from girls' experiences, combined with continuing education material that emphasizes a human rights approach, teachers are placed in an excellent position to educate students about digital citizenship as well as girls' equal rights of participation in our digitally networked world.

Educational dialogue around these issues opens up opportunities to meaningfully engage girls in developing educational tools that are grounded in girls' own lived experiences, needs and aspirations. Research from The eGirls Project and The eQuality Project shows girls have developed a number of tools for identifying and navigating problematic online interactions. Their experiences in online communities are a largely

untapped resource for educators who want to work to improve young people's digital citizenship skills.

Fortunately, educators also have access to a growing body of educational materials and policies developed by organizations such as the Canadian Teachers' Federation and MediaSmarts that address cyberbullying, provide digital literacy frameworks and offer guidelines for teachers on the use of social media in the classroom. But even with these policies in place, it can feel arduous at times for educators to address the challenges of cyberviolence and systems of discrimination such as racism, sexism and homophobia that often underlie it. Getting to root causes, rather than strictly relying on reactive and punitive responses to individual situations is a necessary but daunting task perhaps best accomplished through multi-sector collaboration. It is exactly this sort of collaboration The eQuality Project seeks to facilitate.

The eQuality Project is a Social Sciences and Humanities Research Council funded partnership project that brings together scholars, educators, policy makers, non-profit organizations and young people to understand how best to achieve online equality for Canadian youth, by addressing issues such as cyberviolence and the ways in which corporate structuring of the online environment shapes young people's interactions and, in some instances, sets them up for conflict. The Project is working to collaboratively develop resources and best practices informed by the expertise of both educators and their students as they address digital citizenship from a human rights perspective. Our collaboration includes workshops for educators, policy makers, government bodies and privacy organizations, such as Privacy Implications in the Networked Classroom, hosted by eQuality partner The Alberta Teachers' Association with support from the Big Data Project and the Office of the Information and Privacy Commissioner of Alberta.

For more information on The eQuality Project research, workshops and engagement opportunities, visit our website, sign on to The eQuality Project list serve or follow us on Twitter @eQuality\_ca.

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Perspectives Editor's note: The Canadian Teachers' Federation is proud to support and participate in The eQuality Project through research, analysis and communication activities.

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# NBTA Sponsored Professional Course

NBTA Sponsored Professional Courses may be used towards Teacher Certification.  
Contact [teachercertification@gnb.ca](mailto:teachercertification@gnb.ca) to confirm if this is a fit for your certification path.

## Enrichment Triad Training Course

**Target Audience:** Teachers (K-12)

**Cost:** Tuition \$500 + \$25 material fee

**Location:**

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

**Registration Deadline:** See below

**Instructor:** Barb Buckley  
(former District Supervisor/Coordinator  
of K-12 Programming & Enrichment)

**(Please make cheques payable to NBTA)**  
Find registration form at [www.nbta.ca](http://www.nbta.ca) and clicking  
on the Enrichment Triad Training Course.

**Register Early - Limited Enrolment!**

**Spring:**

**Dates:** Apr. 22, 29, May 6, 13, 20  
Saturdays (9:00 am - 3:30 pm)  
+5 hours outside of class

**Summer:**

**Dates:** July 17-21 inclusive  
(9:00 am - 3:30 pm)  
+5 hours outside of class

**Reg. Deadline:** April 7, 2017

**Reg. Deadline:** June 23, 2017

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 (2016)**

*"I liked that this is an AMAZING model which not only fits the 21st century, but prepares youth to become real problem-solvers, creative and independent thinkers."*

*"I liked the discussions, information and knowledge of the instructor, her caring and how comfortable I was made to feel"*

**PERSONALIZE LEARNING • INCREASE SELF-ESTEEM • CELEBRATE STUDENT SUCCESS**

## Professional Courses: Spring OR Summer

Name: \_\_\_\_\_

School: \_\_\_\_\_

Email: \_\_\_\_\_ Member Number: \_\_\_\_\_ Cell: \_\_\_\_\_

Spring (Apr. 22, 29, May 6, 13, 20)  **OR** Summer (July 17-21)

**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, Professional Learning  
NBTA, PO Box 752, Fredericton, NB E3B 5R6**

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







## Attention Teachers!

NBTA Sponsored Course  
Kagan Cooperative Learning Credit Course

NBTA Sponsored Professional Courses may be used towards Teacher Certification.  
Contact [teachercertification@gnb.ca](mailto:teachercertification@gnb.ca) to confirm if this is a fit for your certification path.

**When:** Monday to Friday, 8:30 am - 4:00 pm  
July 17 - 21, 2017

**Cost:** Tuition \$500.00 + \$99.00 materials fee  
(Please make cheques payable to NBTA)

**Where:** NBTF Building, Fredericton, NB

**Registration Deadline:** June 23, 2017

**Instructor:** Michael Smith  
Certified Kagan Instructor



Register by June 23<sup>rd</sup> by going to [www.nbta.ca](http://www.nbta.ca) and clicking on the Kagan Button

Please make cheques payable to NBTA

## 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 4<sup>th</sup> Grade Teacher

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

- Josh Scott, 9-12<sup>th</sup> Grade Math Teacher

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

- Beth Box, 7-8<sup>th</sup> Grade Teacher

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

- Shannon White, 4<sup>th</sup> Grade Teacher

## Professional Course Summer 2017

Name: \_\_\_\_\_

School: \_\_\_\_\_

Email: \_\_\_\_\_ Cell: \_\_\_\_\_ Member Number: \_\_\_\_\_

I would like to attend:  Kagan Cooperative Learning Credit Course (\$599)

**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

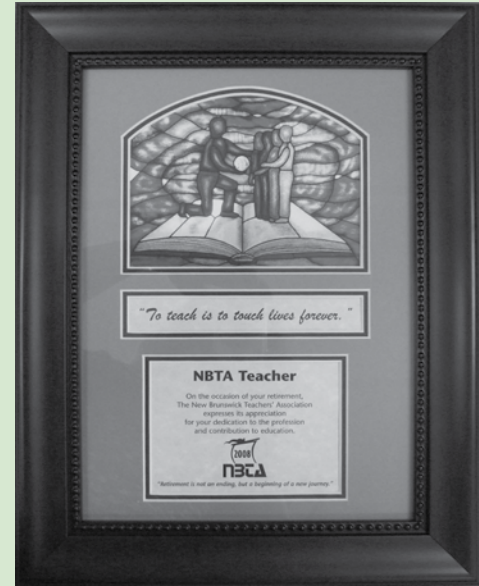
NBTA Sponsored Professional Courses may be used towards Teacher Certification.  
Contact [teachercertification@gnb.ca](mailto:teachercertification@gnb.ca) to confirm if this is a fit for your certification path.

# Attention 2017 Retirees!

**Teachers retiring in 2017 will be able to choose the option of having a donation made in their honour to the Children's Wish Foundation**, rather than receiving the framed, inscribed print, featuring the NBTA stained-glass window. Those retirees wishing to choose the option of a donation must **contact Tammy Boon at the NBTA by April 28, 2017 ([tammy.boon@nbta.ca](mailto:tammy.boon@nbta.ca))**.



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



## Come, Join Us!

The New Brunswick Society of Retired Teachers (NBSRT) represents over 2700 retired teachers. We are affiliated with our Francophone counterpart, SERFNB, the Canadian Association of Retired Teachers and have representation on the Coalition for Seniors and Nursing Home Residents Rights.

Throughout the year local branches provide varied opportunities - lunches, dinners, games afternoons, interest groups, speakers, workshops, outings – for enjoying the camaraderie and conversation of fellow retirees and former colleagues.

As an association NBSRT also

- advocates on matters of importance to retirees – present and future
- maintains a website ([www.nbsrt.ca](http://www.nbsrt.ca)) with a members only section

- publishes *Reflections* magazine (3 issues a year)
- promotes the School Days Museum
- monitors and reports on the Group Insurance Plan relative to benefits for retirees
- monitors and reports on pension plan developments

In meeting the needs of our members we value support from the NBTA and Group Insurance Trustees.

For membership information, visit our website or contact:

Dale MacRae, Membership Secretary  
04-840 King George Highway  
Miramichi, NB  
E1V 1P8  
[macradar@gmail.com](mailto:macradar@gmail.com)



# 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 Vestcor Pension.
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 Vestcor Pension. 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 a teacher retires after the end of March, he/she may not receive the first pension deposit in July. However, as long as the retirement date is prior to June 30th, pensions will be paid for each month after this, but there may be a delay in receipt of payment.

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 23<sup>rd</sup>/24<sup>th</sup> 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](mailto:michael.ketchum@nbta.ca)  
[melinda.cook@nbta.ca](mailto:melinda.cook@nbta.ca)**

*If you are retiring this year...*

## ***You are invited to the 2017 NBTA Retiring Teachers' Luncheon***

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

**May 27, 2017**

**Richard J. Currie Centre, Fredericton**

**Invitations will be mailed out in late April or early May.**

**If you plan to retire, contact Tammy Boon at [tammy.boon@nbta.ca](mailto:tammy.boon@nbta.ca)**



## Primary teachers: Apply to teach in the USA



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Participate.

### 35th Annual New Brunswick Mathematics Competition (for Grades 7, 8, 9) Friday May 12, 2017

Forms will be sent to the principals by the beginning of February. Preliminary application forms should be returned by Friday, March 10, 2017 and final application forms should be returned by Friday, April 7, 2017. Forms can also be submitted electronically by accessing: <http://www.math.unb.ca/mathcomp/forms>

For further information, contact:

#### University of New Brunswick

Fredericton – Caroline Purdy  
(506) 453-4780, [caroline@unb.ca](mailto:caroline@unb.ca)  
Saint John – Rebecca McKay  
(506) 648-5814, [rebecca.mckay@unb.ca](mailto:rebecca.mckay@unb.ca)

#### Université de Moncton

Moncton – Samuel Gaudet  
(506) 858-4488, [samuel.gaudet@umoncton.ca](mailto:samuel.gaudet@umoncton.ca)  
Edmundston – Amel Kaouche  
(506) 737-5165, [amel.kaouche@umoncton.ca](mailto:amel.kaouche@umoncton.ca)  
Shippigan – Yvette Duguay  
(506) 336-3451, [yvette.duguay@umoncton.ca](mailto:yvette.duguay@umoncton.ca)

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## Find the NBTA Online!

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



**Facebook**

(New Brunswick Teachers' Association)



**Twitter**

(@NBTeachersAssn)

# Save the Date!

## Outstanding Summer Professional Learning Opportunities

### DSS 2017

#### Developing Successful Schools Conference

July 4-7, 2017  
Mount Allison University, Sackville, NB



Explore how we further support our students learning by fostering collaborative inquiry and collective teacher efficacy

with Jenni Donohoo

*“This was an extremely practical session that will support our work with teachers and leads. Networking opportunities were very productive and I learned a lot from around Atlantic Canada.”*

— DSS 2016 Attendee

### N.B.T.A. St. Stephen Education Centre St. Patrick's Day Bonspiel



The N.B.T.A. St. Stephen Education Centre St. Patrick's Day Bonspiel was held at the St. George Curling Club on March 17-18. Team Higgins took first place. From Left: Davin Noddin, Elwood Noddin, Avis Scott and Jim Higgins. Thanks to Ann Dewar from Fundy Middle and High School for organizing the event.

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