



June 2012
Vol. LIV No. 5

NEW BRUNSWICK TEACHERS' ASSOCIATION

Rick Mercer in Quispamsis



Peter Fullerton Elected NBTA Vice-President/ President-Elect

AGM 2012

Resolutions: Results

Recognition: Award Winners & Retirees

Reports: President & Executive Director

INSIDE:

NBTA Substitute Teachers Report
pages 30-32

The deadline for the
next NBTA News is
August 15



A Message from the President



Heather Smith

This month's Message is an excerpt from the report delivered by Heather Smith to the NBTA AGM on May 25th, 2012.

The Annual General Meeting, this AGM, is the highest decision-making body of the NBTA and I want to thank you for taking volunteer time to represent the teachers of your branch. I was once told that when you come to a major NBTA meeting you are either hooked or you return home thankful that there are those who will govern well on your behalf! While I am proud to be a member of the 'hooked' group, having served on the Board of Directors and the Executive, I have to admit that I never imagined being in the position I am in today.

I remember well the first time I received a phone call asking if I would let my name stand for election for NBTA Vice President. I am sure that Bob Fitzpatrick wondered if I was still on the line as I paused before answering, "No!". Bob's reply was, "Do you mean no or not at this time?" Not being one to close doors or burn bridges, I replied, "Not at this time," all the while never thinking that I would ever actually run. But that phone call Bob made, at the direction of the Nominating Committee, planted the seed that grew into my actually running for NBTA VP three times!

Yes...three times. While my defeat in my first campaign, against former President Noreen Bonnell, did not come at the end of as vigorous a campaign as the one we just had, I did learn from it. It is difficult and draining to run for NBTA pro-

vincial office. Having courage and commitment to put yourself out there to be chosen, or not, by 6500 professionals is daunting, to say the least.

However the reality of an election is that there can only be one winner. Both Adam and Peter have made it clear that their intent is to continue their work to strengthen this organization. There are many of you in this room who clearly and openly supported one candidate or the other. Now that the democratic decision has been made, I urge us to continue with positive, collective decision-making for the benefit of all teachers of New Brunswick. As I look forward, I believe that it is essential that we stand strong as we enter into a round of bargaining with a government whose clear mandate is fiscal restraint and with a Department that has had government renewal and district amalgamation as its focus rather than educational pedagogy.

Over the past few weeks, you have all had the opportunity to hear the presentation about the call for submissions to our next asking package. I expect that most of you will be holding rep or Branch meetings over the next month to discuss and approve Branch submissions in anticipation of the June 22nd deadline. The Federation Committee on Terms and Conditions of Employment, known as the FCTCE, will meet for five full days during the first week of October to consider all of these proposals. FCTCE will draft a tentative Asking Package that will be reviewed later in the month by the NBTF Board of Directors. Although we do anticipate a tough round of bargaining, rest assured that those at the table, which includes Peter Fullerton and me, have experienced many rounds of bargaining and are patient people. After all, we are teachers who display patience with students and the system on a daily basis! We will work to achieve the best possible deal for teachers.

I must admit though that my patience is wearing thin lately. For the past eighteen months the current government and, by extension, the Department of Education and Early Childhood Development, has concentrated almost entirely on renewal and finding efficiencies. Teachers are not adverse to change. In fact, change may be why many of us enjoy teaching, there is no chance of our job becoming mundane, monotonous work! However, change cannot come at the expense of the 'nuts and bolts' of education - a focus on pedagogy and on supports to the learning

environment.

Twenty months into this government's mandate, we are still without an education plan. Does not having a plan directly affect the daily work of teachers? Perhaps not on a daily basis because I know teachers continue to work with students and it is this tireless work that ensures the success of individual students and the system as a whole. However, on a longer term, having an education plan is essential as it provides direction to those in the system who make decisions at a global level that eventually affects teachers and students. The time has come that the attention needs to be on determining the educational focus for education in New Brunswick and NBTA will continue to be more than willing to be a part of developing this plan.

The upcoming release of the Porter/Aucoin report on Inclusionary Practices will also have an effect. Money has been set-aside in the budget but we still don't know what the recommendations are and what actions will be carried out for the next school year. It is my expectation that over the next few years NBTA, through the President, Board and its committees of teachers, will have as a focus the implementation of the recommendations of Dr. Porter.

As well, the announcement last week of amendments to the Education Act to address bullying in schools is just the legislative piece. Although the changes formalize a reporting chain, they are somewhat innocuous since much of this is being followed in schools already. However, there will need to be some tweaking in the Minister's messaging, especially his statement that all bullying incidents be reported to the Superintendent.

To follow will be other recommendations from the Minister's Advisory Committee on Positive Learning and Working Environments, of which I am a member. These will include enhancements to *Policy 703*, which will hopefully include a clear definition of 'what bullying is' and 'what it is not'. Those of us in the system know that some of what gets reported as bullying is actually conflict between people. These require much different interventions than a true bullying situation. Recommendations will also address the importance of prevention and intervention and I hope will provide schools and teachers with some tools and supports that can be easily accessed and that have been proven to be effective. As I have said, teachers are not

adverse to change when the change is well thought out and has clear benefits for students and teachers.

NBTA is not immune to change either. In the past, when a new President took office, an August Leadership workshop was held to determine the priorities for the following two years. These priorities were then charged to committees or staff. Following the 2011 Leadership workshop these priorities took a different route. NBTA now has a Strategic Plan for 2011-13 that includes these priorities in a more focused format that will lead to action.

I am excited that NBTA is not a stagnant organization dwelling only in the past but, rather, one that looks towards the future. There are several initiatives that you have seen reflected in this year's budget that stray from the norm at NBTA. The Executive Outreach Model that was piloted in Branch 0215 will continue in the future. The Executive Committee will be going on the road again next year to

discuss directly with teachers their visions of what the NBTA is and should be. We also plan to promote public education and knowledge of the teaching profession with receptions with DEC chairs and all MLAs. Meetings between NBTA staff and new District personnel are also a priority. Of course, this is in addition to regular contact I have with Minister Carr and that our staff has with Department personnel.

In recognition of the changing, more challenging school workplace, NBTA is offering means for teachers and administrators to improve their skills in conflict management. The Board will be offered orientation and a skill series in effective governance and professionalism. Beginning teachers will have the opportunity to attend an Early Career Conference, which will have as its focus, the unique needs and interests of those teachers at the beginning of their career. The NBTA committee structure has been reviewed and will undergo change over the next

few years under the guidance of committee members and staff.

I am excited about these positive changes and I am honoured to be your President. Please feel free to contact me with any concerns or questions you may have and I invite you to follow me on Twitter at **HSmithNBTA** and to follow **NBTA** on Twitter and Facebook. The NBTA website has a wealth of information and updates regularly occur. Branch Presidents regularly receive pertinent emails to forward to all Branch members. If members want to be knowledgeable about NBTA, their professional association, information is available in a variety of formats.

I have enjoyed this year as President and look forward to the next. Thank you for your support. Have a great end-of-year and a relaxing, rejuvenating summer.

Heather



"A Lullaby for New Brunswick" Launched at Old Government House: Illustrator Chris Browne (left) - Leo Hayes High School, Heather Smith, and author Jennifer Aikman-Smith (right) - Moncton-area supply teacher, were on hand with Lieutenant Governor Graydon Nicholas as the NBTA-sponsored book was officially launched on May 11 in Fredericton. More photos pages 26 and 37.

Peter Fullerton Elected Vice-President/President-Elect

By Blake Robichaud, NBTA Staff

Peter Fullerton will be the next President of the New Brunswick Teachers' Association. The Caledonia Regional High School (Hillsborough) teacher was elected in late April in an extremely tight race with current NBTA Vice-President Adam McKim from Saint John High. Fullerton will assume the role of NBTA Vice-President in August of this year, and then succeed Heather Smith as NBTA President on August 1, 2013.

A graduate of Moncton High, Peter Fullerton received his Bachelor of Education in Industrial Education from UNB in 1980. He upgraded to Certificate V while on an Educational Leave five years ago. His 32-year career has been entirely at CRHS, teaching a wide variety of courses generally centered on shop, technology, science and math. He has devoted thousands upon thousands of hours in support of school sports, coaching over 50 seasons in a variety of sports and serving on the NBIAA Executive for twelve years.

Fullerton's NBTA experience includes terms as Branch President and Vice-President and as chair of



Peter Fullerton

the Branch Committee of Terms and Conditions of Employment. At the provincial level, he has represented Branch 0217 as Director since 2009, has served two years on the NBTA Executive Committee and one year on the NBTF Executive.

Peter Fullerton says the strength of

the NBTA and NBTF comes from the teachers we represent:

"The President is not the sole leader of this Association. The NBTA's elected Board of Directors has the decision-making power that guides the Association, and I am looking forward to working with this great group of volunteers for the benefit of the teachers of this province."

Adam McKim thanked his supporters and the President-Elect:

"Peter Fullerton has made an enormous commitment to the teachers of New Brunswick. With your support, engagement, and the constant exchange of ideas, he will capably lead a strong and united Association."

Fullerton will serve on the NBTF Negotiating Team during his term as NBTA Vice-President along with NBTA President Heather Smith, their counterparts in the AEFNB, and NBTF Chief Negotiator Kerry Leopkey.

Election Results

Branch	Peter Fullerton	Adam McKim	Abstention	Totals
0214	34	38	0	72
0215	187	463	3	653
0216	84	21	0	105
0217	40	2	0	42
0618	75	58	1	134
0619	166	196	4	366
0820	73	562	6	641
1021	53	22	0	75
1022	24	5	0	29
1023	68	63	1	132
1428	66	19	0	85
1429	99	33	1	133
1430	56	51	0	107
1431	69	14	0	83

Branch	Peter Fullerton	Adam McKim	Abstention	Totals
1450	34	11	0	45
1454	13	3	0	16
1536	45	17	0	62
1538	43	20	1	64
1542	116	9	0	125
1608	169	51	1	221
1610	129	19	0	148
1640	50	18	0	68
1724	83	6	0	89
1725	187	35	2	224
1809	32	19	2	53
1826	193	343	0	536
1827	20	17	0	37
Total	2209	2116	22	4345
%	50.84%	48.70%	0.51%	100%

Education International's 6th World Congress "Building the Future Through Quality Education"

A Report by Noreen Bonnell

In July 2011, Education International (EI) held its 6th World Congress in Cape Town, South Africa. Approximately 2500 delegates, observers, and guests attended, representing 154 countries from around the world, all with a focus on Education. These attendees represented and advocated for more than 30 million teachers and educational personnel worldwide!

As NBTA President then, and with our being a member organization of the Canadian Teachers' Federation, which is a member of Education International, I attended as one of the voting delegates with CTF. This is a synopsis of a recent report to the NBTA Board of Directors.

Education International represents 184 countries. It is divided into 5 regions: Europe, Asia & Pacific, Latin America, Africa, North America and Caribbean, with its headquarters in Brussels, Belgium. The EI World Congress is now held every four years.

The theme for this Congress was "Building the Future Through Quality Education", a theme with which we can certainly identify, as well as with the sub-themes too:

1. Achieving Quality Education
2. Inclusive Quality Education for An Inclusive Society
3. Trade Unions Working Together at the National and International Levels
4. Future of Education beyond the Economic Crisis.

Each Congress tries to maximize the time and expertise of the participants.

Pre-congress events included sessions on Sexual Diversity, Higher Education, Indigenous Peoples, and Women's Caucus, as well as Delegates' Meetings.

When the Congress formally began, the three Rs of official general meetings were observed: Reports, Resolutions, and Recognition, in varying order throughout the agenda each day. Plenary Sessions consisted of welcomes, addresses, business items, committee reports, resolutions, elections, and the closing ceremony.

Break-out sessions elaborated on the



Noreen Bonnell (right) with other EI Congress attendees Lily Cole, NLTA President (left) and Emily Noble, of CTF (center).

overall theme, as well as on some of the pre-Congress discussions:

- Implementing our (EI) Education Policy
- Are Inclusive Educational Institutions a Real Possibility or a Dream?
- The Future of Education
- Quality Teaching – Confronting the Challenge of De-Professionalization
- Inclusive Schools at the Heart of the Community
- Education as part of the Solution to the Economic Crisis.

Recognition occurred in various ways, including taking times to remember those who had passed away, and additionally to make presentations to distinguished associates, retiring staff, and out-going Executive members, and welcoming the new.

Policy and resolutions reinforced the Congress theme. EI approved its COMPREHENSIVE EDUCATION POLICY, reflecting the collective views of its 30-million-strong global membership on a wide range of education-related areas:

- Rejecting privatization of schools
- Education essential for healthy communities
- Education must become a global priority for all governments - EI committed to building a strong teaching profession and quality education.

The RESOLUTION ON THE FUTURE OF THE TEACHING PROFESSION emphasized the central role of teacher unions in dealing with governments to

ensure evaluations enable the recruitment and retention of high-calibre student teachers.

The GENDER EQUALITY RESOLUTION reaffirmed EI's commitment to equality within schools, unions, and society at large.

With the ECONOMIC CRISIS RESOLUTION, members agreed to seek new means to fund education, and to reject privatization and those policies that demand education budget cuts to resolve public debt.

Canada through CTF submitted many resolutions, including:

- challenging the inappropriate use of results of standardized testing
- (supporting the) involvement of teacher labour groups in educational decision-making
- celebrating the "public" in public education
- stressing the importance of public education for universal welfare
- accentuating the need for teacher organization involvement in public education as a bridge to peace and a tool for social development
- continuing opposition to human trafficking.

EI foundational ideas and ideals are the Magic of the Teaching Profession, the Nobility of the Trade Union Movement, and the Richness of the Diversity of Humanity. These are the inspiration for EI for the future.

In 2015, the 7th EI World Congress will be held in the North American/ Caribbean region, hosted by Canada, in OTTAWA, the home of the Canadian Teachers' Federation!!

Canada was well represented, well consulted, and well heard - not only at the formal meetings, but all throughout the Congress. At Education International's 6th Congress, I was proud to be Canadian, and to be representing Canadian teachers in support of education throughout the world. Thank you for that opportunity.

Rick Mercer Report Features Lakefield Elementary in Quispamsis

By David Ripley, Lakefield Elementary

March 21, 2012 — When a community comes together with one common goal, awesome things can happen, and usually do. Our friends, families, staff members and most important, our students began their work in mid-January and then kept LES moving forward in spreading the word about *Spread the Net*. Our activities included Bake Sales, Sock Hop, Read-a-thon, Movie Night, PJ Day, Yard Sale, Knitting, Bracelets/Necklaces, and Book Sales, along with Raffles for Sea Dogs items, Valentine Grams, Cookbook, Samosa Sale, Dessert Trolley, one month's profit from our school canteen, and tremendous community support. Through this effort we raised \$15,884.47 or, in other words, we were able to purchase 1588 bed nets to help in the prevention of malaria due to mosquito bites.

The Rick Mercer Report arrived at LES on March 19th. The day was filled with lots of excitement as Rick Mercer moved around our school, talking with students and staff members. His warmth put our students at ease and made it possible for his film crew to get those special moments on tape. Highlights for our students ranged from his grand entrance with our students cheering and chanting his name to Rick hanging upside down on our playground equipment having a chat with various students who were also upside down. For our Gr. 3-5 students, it might be his participation in the LES version of Running with the Bulls. What an awesome sport; he was being pulled around our gym on a scooter, by our phys-ed specialist, as students propelled one very large ball with the hope of running Rick over! We are sure his time in kindergarten won't be soon forgotten by either he or the students as they measured Rick from head to toe with cuba-links – him lying on the floor and the students very close at hand.

While the official close of *Spread the Net* was on February 29th, the spirit of caring for others continues to live on in our children. Memories of reaching out will remain with us as our bed nets continue to protect the children of Africa from mosquitoes and malaria. Our goal from the start was to help prevent the death of children from malaria with a hope of winning a visit from Rick Mercer. To everyone, no matter what your donation or contribution was; thank you from Lakefield Elementary School and the nameless children of Africa.



Rick Mercer with LES VP David Ripley.



The Be Attitudes!

By Jane Delong, Andover Elementary School

As teachers our ideas for lesson plans, word work activities, math anchors and behavior plans can come from anywhere. We beg, borrow and steal and you never know where inspiration may come from or what may act as a spring board onto our next creative endeavor. I went with a friend into a quilt store and saw the quilt pattern called The Beatitudes and it hit me "Be Attitudes!" The attitudes that are worth catching! I didn't know how to sew or quilt, but I was determined to make that quilt and incorporate it into my classroom system of discipline. So I got the material, asked all the questions, sat down and block by block constructed my Be Attitudes quilt. I believe that we need to teach the attitudes that we want in our classroom. Attitudes are catchable. Our students can't control their circumstances, but they can control their choices and their attitude.

What do the Be Attitudes look like in my classroom? I started my first teaching assignment this winter as a kindergarten teacher at the Andover Elementary School. Our administration encourages us to be who we are in our classrooms and to teach in our own style, so I was encouraged to make the classroom my own and re-establish the attitudes I wanted in my classroom. I introduced the concept of what is a Be Attitude through classroom discussion. A Be Attitude

is any positive or good attitude. I lay the quilt on the carpet and we sat around it and discussed what it

feel the quilt and touch the stitches, seams, and buttons with their little fingers. My students look forward to



the Be Attitude sessions. My students began quickly applying the Be Attitudes to their behaviors and they held each other accountable. It helps them focus on the best in themselves and others but at the same time empowers them to become more resilient by understanding how to overcome negative situations or mean and bullying behavior. As a teacher I am the most influential element in the classroom and so it's important that I model the Be Attitudes in how I treat my students. I try to capitalize on the opportunities to use their own behaviors as positive reinforcement and those real life applications are so meaningful because they bring the Be Attitudes to life. When students apply the Be Attitudes it spills into all areas of their learning. They become better

readers, writers, problem solvers, scientists and friends. They are better constructive, creative and positive thinkers and are motivated to accomplish goals. The Be Attitudes are giving my students a state of mind that is making them successful learners. The quote that hung in the hallway of my old high school, stated, "Attitudes are contagious? Are yours worth catching?"

They become better readers, writers, problem solvers, scientists and friends. They are better constructive, creative and positive thinkers and are motivated to accomplish goals. The Be Attitudes are giving my students a state of mind that is making them successful learners. The quote that hung in the hallway of my old high school, stated, "Attitudes are contagious? Are yours worth catching?"

NBTA Congratulates Team Canada 2012 World Senior Curling Champions & Fairvale Elementary Teacher Judy Blanchard



Judy Blanchard



Judy Blanchard (right) with teammates Heidi Hanlon and Jane Arseneau (not shown is teammate Kathy Floyd). The New Brunswick rink went undefeated through the tournament in Denmark, beating Scotland 12-2 in the final.



*An Instructional
Leadership Institute*

Strategic Approaches to Conflict Management and Negotiations

*Mount Allison University
Sackville, NB*

July 9-12, 2012

For more information, contact:
Ardith Shirley, NBTA Professional Development
ardith.shirley@nbta.ca

Sponsored by:
New Brunswick Department of Education
New Brunswick Teachers' Association
Prince Edward Island Teachers' Federation
Nova Scotia Teachers Union
Newfoundland and Labrador Teachers' Association

CONTACT 2012

Cirque du School Eh!



For more information, contact your Provincial Teachers' Association



Tuesday August 7th – Friday August 10th, 2012
St. Francis Xavier University, Antigonish, NS



Cirque du School Eh!

*A Unique Professional Development
Opportunity for
Teachers of Atlantic Canada*

**August 7-10
St. Francis Xavier
University,
Antigonish, NS**

**Only 30 spaces available
to NBTA members.
Apply early!**

**Consideration given to
Branch representation
and first-time applicants.**

Interested?
Include the information outlined
below and send an email to:

Ardith Shirley
NBTA Professional Development
ardith.shirley@nbta.ca

Interested in Attending CONTACT 2012?

Email to: ardith.shirley@nbta.ca
Subject: CONTACT 2012

Good day Ardith, I am interested in attending CONTACT 2012. Here is my info: Name, School and Branch.

Please send me more information, ASAP!

DO NOT send any fees. Successful applicants will be contacted with further information including specific sessions, registration and accommodation details as well as possible sources of funding.

Creating a Culture of Achievement for Ourselves, our Classrooms, Schools and Province

by Ardith Shirley, NBTA Staff Officer - Professional Development

All too often, the mere mention of the word “achievement” in education turns quickly to a comparison of a particular set of standardized test scores. While our improvement efforts focus almost exclusively on academic goals, the reality is that sometimes (perhaps even most times?) the intangibles--the relationships and connections that make up our environments are what can most impact learning.

In the book, *How to Create a Culture of Achievement in Your School and Classroom*, authors Douglas Fisher, Nancy Frey, and Ian Pumpian contend that a culture of achievement is far more complex than any one data set can hope to measure or inform – it truly is all about culture.

Creating the Culture

As the authors explore the idea of creating a culture of achievement, they make a comparison to a tree. They remind us that the part of the tree we see above the ground comes as a direct result of all that lies below the surface. If the roots or soil around the tree become damaged in any way, it results in the death of the tree over time. Likewise, if fertile soil or extra care result in growth to the roots of the tree, eventually, that growth will be obvious above the surface.

The authors go on to identify five pillars that are critical

to building a culture of achievement:

1. **Welcome** - Anchored in Maslow’s Hierarchy, this pillar asks us to imagine if everyone considered it their job to make every student, parent, staff, and visitor feel noticed, welcomed, and valued.
2. **Do no harm** - Pillar two reinforces that rules should be tools for teaching students to become the moral and ethical citizens you expect them to be. (I suspect the same should be said of the policies and practices meant for the adults in our system.)
3. **Choice words** - When the language students hear helps them see their own possibility and potential, students perform in ways that are consistent with that language. Words become reality.
4. **It’s never too late to learn** - Everyone learns something new everyday.
5. **Best school in the universe** - Is your school (classroom or province) the best place to learn and teach?

Enacting the Culture of Achievement – Shanghai, Finland, Alberta, and New Brunswick - Where do we begin?

Mention the word “achievement” in international education circles and the conversation will inevitably turn to “PISA” (Programme for International Student

Council Day 2012

Another one down and already planning for next year!

Many thanks and congratulations to the 36 teacher volunteers who serve on our Elementary, Middle Level and High School Council Executives and work so hard to make our May Council Day a success.

Thanks as well to the many teacher leaders who applied to be presenters this year through our first online “Call for Presenters” process. Evaluations to date report another successful year of professional learning opportunities organized by teachers for teachers.

We are pleased to report that 80% of our regular membership and almost 17% of our casual members attended one of our 3 Council Day Programs. Special thanks to those of you who took time to provide feedback through our online evaluation tool! Your feedback will help inform our decisions for next year (May 3, 2013).

Upcoming Professional Development Opportunities!

DSS
July 9-12, 2012

CONTACT
August 7-10, 2012

Interested? Contact
ardith.shirley@nbta.ca
for more information.

Assessment). Such discussions all too often lead to superficial comparisons of scores between countries, provinces or jurisdictions rather than the more important exploration of what qualities successful education systems possess:

1. They make EDUCATION a priority.
2. They are based on the belief that ALL STUDENTS can achieve and they invest resources appropriately so that all students can do so the first time through (without retention).
3. They have cultures that value education and the TEACHING PROFESSION.

www.pisa.oecd.org/

(Although PISA has yet to identify it as a fourth contributing factor, I have a hypothesis that the highest achieving jurisdictions also have stable governance structures in place that insist on some consistency and coherence over time rather than change for change sake at the urge of an election result or personnel change at the school, district or provincial level.)

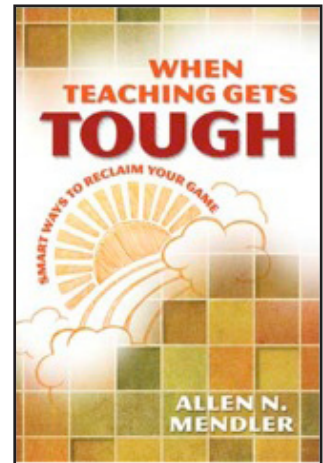
If only creating a culture of achievement were as easy as knowing what needs to happen. Our challenge lies in our ability to “walk the talk” on a daily basis in our classrooms, schools and communities. None of us can do it all, but together all of us can!

Book Give-Away!

The winner for last month's draw is Ann-Marie Dingee of Hampton Middle School. Congratulations!

The book that is up for grabs this month is: *When Teaching Gets Tough: Smart Ways to Reclaim Your Game* by Allen N. Mendler. Send me an email with the Subject Line “Book Give Away” before June 22nd.

Ardith



May I Recommend?

“Attention! Turn Down Your Teacher Voice” by Bryan McCoy in the April Issue of *Middle Ground* is a great classroom management review for all. (p.32-33)

“Watching Us Work” by Carol Ann Tomlinson in the April Issue of *EL* serves as a great reminder to our profession that how we conduct ourselves each and every day is observed and absorbed by our students. A great reminder to hold our profession and ourselves in high esteem.

“Now That I Know What I Know” by Dan Brown in *EL's* May issue (p. 24-28) is an experienced teacher's reflection on a disastrous first year of teaching. He contends that “it takes a village to raise a competent teacher... New teachers can't do it alone, but with supportive leaders, student-centered policies, solid curriculum, and opportunities to learn their craft and connect with the community, they'll be in a position to earn those student breakthroughs and experience those epiphanies that provide the rocket fuel to continue and improve.”

Closing Quote:

Believe it or not, this is the time of year that I miss being in my old school most!
As I shared my thoughts on achievement above, I was reminded of our school's motto:

“Something Worked For is Something Worth Having”
Chipman Forest Avenue School Motto

Councils

Elementary Council News Council Day 2012 News

submitted by Donna Losier, Elementary Council President

Once again, Elementary Council Day is but a memory. Oh! but what memories they will be!

“Just wanted to say thank you for the phenomenal Council Day! Everything was very well organized from start to finish.”

“I was impressed by the variety of sessions and the wide number of sessions that I would have liked to take - made choosing difficult—wanted to do so many.”

“It was a great day. I very much enjoyed the sessions I attended after I finished my presentations.”

“Touring the Rocks on Friday was a great opportunity to explore a potential field trip possibility. It was also a great experience. Thanks for your part in making this possible.”

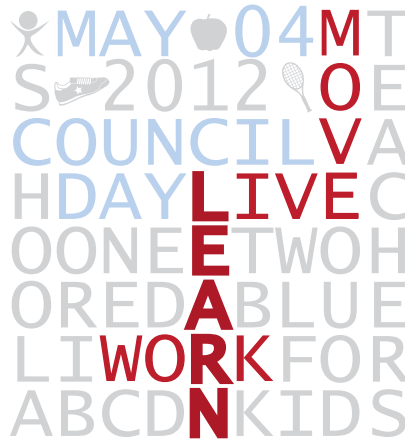
“Thanks for organizing this! It was an absolutely fabulous day! Educational and excellent wellness activities.”

“2200 teachers is an amazing day to organize...I was impressed!”

“I thoroughly enjoyed Council Day. You and your committee did a great job.”

“Thank you for providing me the opportunity to speak to Elementary teachers”

“I learned so much and can't wait to get back to my classroom to use some of it.”



“I just want to thank you for having Joanne and I at your conference this past week. Everyone was so warm and gracious; they really made us feel at home.” Hal Johnson (Body Break)

“Move, Live, Learn, Work” with the Elementary Council was held in Moncton at Bernice MacNaughton High School and Wesleyan Celebration Center. Elementary Council was proud to host the Physical Education Specialists this year. We continued with our new format of keynotes and divided sessions as they were very popular with our membership. We had 95 sessions with 4 keynotes featuring: Marc Keilburger—motivational speaker, Hal & Joanne—Body Break—Physical Fitness, Dr. David Bardsley—motivational, and Ray Appel—Numeracy.

Our divided sessions were as eclectic as our keynotes in keeping with our theme. We had 65 teacher/professional presenters and tried to include as many subject areas as possible including French Immersion, Science, Math, Social Studies, Art, Drama, Literacy, Numeracy, Healthy Living, as well as many different kinds of sessions for our specialists and classroom Phys. Ed teachers. We also tried something new—day trips to several sites. These proved very popular indeed!

We hope that everyone came away from Council 2012 with a new balance in their personal as well as professional lives.



Cape Enrage



Elementary Council President Donna Losier (center) with Body Break's Joanne McLeod and Hal Johnson

Councils

The Elementary Council is currently looking for new members to fill vacant **Members-At-Large positions**. If you would like to help us plan Professional Development for Council Day or an Institute, please email us to let us know.

We are looking to have teacher representation from each geographical region so preference will be given based on the areas that we need filled.

If you would like to learn more about what Councils do or would like to submit your name, please email:

Karla Roy
Elementary Council Vice-President
Karla.roy@nbed.nb.ca

Elementary Council

It has been a very busy year for the Elementary Council. Our Executive met regularly to consider and address the professional development needs and concerns of teachers in our province. This dedicated group of teachers are resourceful, creative, flexible, and hardworking and the success of our council's day 'Move, Live, Learn, Work' is the result of their tireless efforts.

We need to say good-bye and thank you to several teachers who have worked many, many tireless years for the teachers in NB—Peter Gorham, Roberte Melanson, Cathy Boudreau, Jane Jonah and Brenda Bordage. We wish them well in their new endeavors.

Elementary Council honored 3 very

deserving New Brunswick teachers at our AGM on May 4, 2012. There were glowing reviews of the candidates from their peers, giving them the recognition they deserved: Cindy Kaiser from District 17, Joanne Curtis from District 14, and Jim Dunn from District 18.

This will be my last president's report as I will be moving into the past president's position. I have certainly learned a great deal as the president of Elementary Council and would recommend serving on the Elementary Council to anyone. We are always looking for new members. It is a very worthwhile and rewarding experience.

Donna Losier,
Elementary Council President

On March 21, The Elementary Council held a successful Institute with help from District 08 and Science East. Comments and feedback were collected from the teachers that attended and compiled.

The Elementary Science Council and District 08 provided an Elementary Science PD in March at the Saint John Delta. Twenty teachers took part in an interactive presentation by Michael Edwards of Science East. Activities presented were classroom friendly, using everyday objects. Teachers really appreciated the student-directed learning focus presented, at times, in a very comical way. The day was an excellent opportunity to explore curriculum outcomes in a practical manner. Teachers left filled with enthusiasm and were provided with a kit bag that enabled them to hit the ground running. A great, great day!

We hope to offer another Institute in the Fall. Notice of future institutes will be in the *NBTA News*.

Karla Roy
NBTA Elementary Council Vice-President



Say "Yes" to "Chess"!

By Sarah Cogswell, Florenceville Elementary School

You don't have to be a chess expert to teach children the game of chess. When I first started teaching twelve years ago, I read several studies about the academic benefits of teaching children to play chess. However, I barely knew the basics of chess my-

self, and therefore, the thought of teaching my young students to play seemed unrealistic.

However, this year, when I was searching the internet for interesting things to share at my District 14 PD day session "SMART boards For Those

Who Know", I found an interactive chess game in the SMART board gallery and other interactive chess sites that could be used on the SMART board. Because of this teaching tool, I decided to try chess with my grade One/Two students. We started right

Councils

after the Christmas break and spent 5-10 minutes of homeroom or math time, learning about chess on the SMART board. We started by learning the names of the pieces. After that, we learned how each piece moves. Before long, I had to invest in a class set of chess boards. (Only \$3.99 at Wal-Mart, so quite affordable.) My students were hooked and wanted to play all the time.

Other students in the school heard the buzz about chess, and asked me if I was going to have a chess club. I bowed to the pressure, and started a chess club in mid-January, for students in grades three to five. This club ran three noon hours a week, until mid-March. Chess club was very popular and some days there were forty students sprawled all over my room, playing chess.

It was exciting to see the interest. Some students would borrow chess

sets to use before school during their free time and others would beg me to let them take a game home. Students showed good progress and skill in a short amount of time. Some of the students (ok, many of the students) quickly surpassed my skill level. They played at home on the computer, and with family members. It was interesting to watch students, who often seemed unfocused in class, extremely focused during a chess game, able to think three or more moves ahead. There was lots of talk about consequences. "If I move here, then this is going to happen, but if I move over there then...."

Sixteen grade one to five students represented Bristol Elementary School at the District Chess tournament, held at Centreville Community School, on Saturday, March 17th. They played well and showed great sportsmanship. We had seven medal

winners. (1st and 2nd in Grade One, 1st and 3rd in Grade Two and 1st, 2nd and 3rd in Grade Four.) Six of those seven winners participated in the Provincial Chess tournament in Balmoral on Saturday, April 14th. Although none of the students placed in the top three, it was a great learning experience for all who attended.

One day at Chess club, I overheard a conversation between two grade four students. One student told her friend in a matter of fact voice, that eventually chess was going to be an Olympic sport, and she was going to be ready. It is great to set high goals!

<http://www.chessvariants.com/chess4kids.dir/c4c-index.html>

<http://www.learn4good.com/kids->

<http://www.chessdryad.com/education/magictheater/>

Diary of a Middle School Teacher

by John Irvine, Woodstock Middle School

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

April 26th,
Dear Diary,

Today I was teaching grade six and convinced that I was on my "A" game. Things were going well and I knew that I had all of the students in the palm of my hand. Every eye was glued on me and this lesson alone might change the lives of most, if not all, of the students. As the bell rang and the students filed out of the room, one little boy passed me his book and the page was totally blank. The look on my face told him that he needed to respond to me. "I didn't have a pencil and didn't want to bother you to ask for one." He left the room and merrily went on his way. I sat back in my chair and smiled as well, much better than hitting my head against the wall.

May 10th,
Dear Diary,

The year is quickly coming to an end and two events in the past few weeks stand out in my mind.

The first was the District Heritage Fair that took place on May 1st. I had the opportunity to be there for the day as helper and emcee and was able to view some amazing projects that students from various schools had completed. I am still awed at the creativity of the young people we, as teachers, work with.

The second event was the Fine Arts Fair held at my school this past Wednesday night. There were dozens of pieces of art work, sewing, wood working projects and videos that students had created. Abstract art based on old computers and unique sculptures made with panty-hose adorned several tables. Then the two student bands played numerous solos and duets. It was just a wonderful evening.

I am sure that these Fine Arts Nights occurred throughout our Province in many different schools at all grade levels. WOW!



Councils

Middle Level Council

By Lise Martin-Keilty



These teachers were nominated for "Making a Difference in the Middle" recognition award. They were presented with a prize and a nice bag. Amy Barrieau, Liam MacEarchern, Lois Gilliss, Lise Martin-Keilty, Michelle Keefe, Nancy Blackmore, Krista Graham, Lise Bourgeois, Jeff McGinn, Lorie Gorman, Carla Jasper, Jacob Lingley, John Irvine, Erin Kingston

The local organizing committee hopes that all teachers that attended Middle Level Council had a great day of learning. Our keynote was well received by all, she made us think, she made us appreciate what we do and most of all, she made us laugh. Debbie Silver was a breath of fresh air to us all.

George Street Middle School was the site of all 80 divided sessions and from our perspective, things ran smoothly. The GSMS students were on site all day to help out the many teachers in our school.

A very special thank you goes out to my work colleagues who helped plan this day. They agreed to help and I am grateful for all of their hard work. From planning nutrition break for 1500 teachers, to coordinating busses and student volunteers, to making signs for all the rooms... they were there when needed. A very special thanks goes out to the GSMS staff who made their rooms available for all these presenters.

See you all in Moncton in May 2013.



Wonderful products from the Art strand at Council Day.

High School Council News

The High School Council is pleased to report that our Council Day was a success. Over 1400 attendees, including the music strand, enjoyed a wonderful day in the city of Saint John. Many of our presenters drew rave reviews from high school council members; especially keynotes Brian Thwaites and Rafe Esquith who really set the tone for the rest of the day. High School council would like to thank all who attended, presented, and hosted various functions over the 2 day event. See you all next year in Fredericton!

For anyone who was lucky enough to attend our Annual General Meeting, you would have been treated to seeing eight New Brunswick high school teachers receive High School Council Awards for Outstanding Contributions to Education. This year's exceptional recipients are:

- Andy Clark – Hartland Community School
- Anne Gallant – James M. Hill Memorial High School
- Brenda MacPherson – Simonds High School
- Lisa Sanderson – Harbour View High School
- Stacey Stairs – Sussex Regional High School
- Stephen Wilson – Belleisle Regional High School
- Megan Woodburn – Bonar Law Memorial High School
- Jeff Taylor – Chipman Forest Avenue School

High School Council has also been busy assisting High School Council members wishing to pursue professional development opportunities. So far this school year, High School Council has approved 72 grants totaling \$22,850. Applications are currently being accepted for the upcoming school year as well.

Councils

High School Leverages Technology to Create Safe, Supportive Learning Community

By Kandi Horsman, Technology Mentor, School District 2

High levels of learning cannot be achieved when students go to school each day afraid of being bullied. More and more we hear about the way in which technology is facilitating and increasing incidents of bullying. Read on to learn about the ways in which students and educators are leveraging technology to create a safe, supportive learning community at Harrison Trimble High School in District 2.

I know someone who has convinced herself she's fat — Now she's bulimic.

I know someone who has thoughts of suicide — If we don't do something now, he may not be here next week...

Twelve Harrison Trimble students came together to produce a video entitled I Know Someone. During the video, one student after another poignantly holds up a poster which begins with the phrase I know someone and then spells out the serious physical and psychological consequences of bullying. The video culminates in a call to action: "When you see someone being bullied, Step Up!" The posters suggest: Include Them, Say Good Morning, Smile, Eat Lunch with Them. When asked why

they are advocating these ways of "stepping up," Jessica, Laura, Sydney, and Tristen agreed that, because of the imbalance of power, confronting a bully is difficult—even for adults. Sydney explained, "We use Tell and Take It Away. We replace the bully's negative words or actions with a positive."

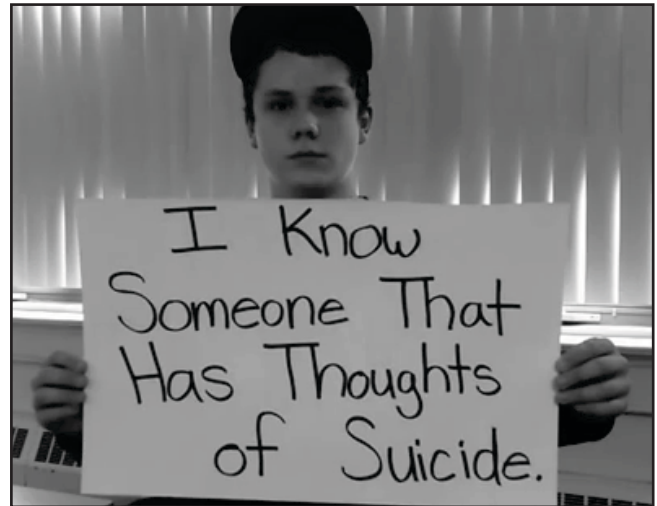
Students have chosen videos as their medium. What about the educators? As part of his vision for No Trojan Left Behind, Scott Steeves, the school's principal, asked Technology Mentor Shane Sturgeon to build an online form so that students could alert a guidance counsellor if they were concerned about another student. Vice Principal Tami VanWart went on to explain that HTHS is one of the five schools piloting the district's new online Reporting Hurtful Behaviours form. From the guidance department, Charlene Yetman added that counsellors are now entering daily interventions as well as suicide risk assessment data into a secure online system created by the district. "Now with a couple of clicks," VanWart summarized, "we can immediately see which student groups are struggling. So, we are able to provide timely interventions."

Yes, technologies like the Internet and mobile devices are being used to inflict intentional harm. However, you can now spread the word, "I know someone... leveraging technology to create a safe and supportive school community where students can achieve their academic potential."

For more details on the impact HTHS students are having on the community beyond their own school as well as District 2's If It Hurts, It's Wrong anti-bullying initiative, please follow this link to the article on the district website: <http://bit.ly/article-june-2012>

Links of Interest

- I Know Someone http://www.youtube.com/watch?v=P9zcJpOk-gM&feature=watch_response_rev
- CBC News <http://www.youtube.com/watch?v=XS39XNi5z14>
- CTV Live At 5 <http://www.youtube.com/watch?v=MwuCsHp6tO0>



Councils

High School Council Day: The Ultimate Marine Challenge



You could win!



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

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

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



Group ID code: 63

JOHNSON 

Home and Auto Insurance

Home and auto insurance is available through Johnson Inc., a licensed insurance agency. Policies are primarily underwritten by Unifund Assurance Company (Unifund). Unifund and Johnson Inc. share common ownership. Eligibility requirements, limitations and exclusions may apply. Contest runs from January 1st to June 15th, 2012. No purchase necessary. Existing policyholders are automatically entered in the contest. The contest is open to New Brunswick Teachers' Federation members. One (1) \$500 gift card will be awarded to each winner. Chances of winning depend on the number of entries received. Winners must correctly answer a 40 question quiz. Visit www.johnson.ca/nbtf for full contest details. CAT02-2012

Executive Director's Report to 2012 NBTA AGM

Excerpts from Larry Jamieson's remarks on May 26, 2012

NBTA Strategic Plan

This year began with the NBTA biennial Leadership Conference, which brings together three to eight (3-8) representatives and local leaders from our twenty-seven (27) branches, who begin the process of charting the course for the new President's term. This conference provides an opportunity for the new President to outline her thoughts and for the membership to identify issues of concern or priority that we should be working on during the next two years.

This fall, the Executive and Board took the input from the leadership conference and, with a focus on the Objectives of the organization found in our Act of Incorporation, began a process of developing a "strategic plan" to guide our work. This strategic plan has focused all actions on four (4) key priority areas:

- 1) Strengthening Relationships
- 2) Enhancing Learning & Working Environments
- 3) Promoting & Supporting Public Education & the Teaching Profession
- 4) Professional Stewardship & Responsibility

With a stronger focus on our core objects, we feel very confident that we will be in a better position to initiate activities as well as respond to external influences.

Staff Realignment

As most of you know, Melinda Cook was granted an education leave for the period of August to December 2012 and when combined with her deferred salary leave in the period January-June 2013, a staff vacancy needed to be filled for next year. We explored how we might re-arrange for 2012-2013 duties with a view to hiring a replacement, and in preparation for the 2013-14 year when Melinda will return.

Over the next two (2) years, we will create two teams within the staff:

- a) member services – with a focus on pension, teacher certification, code of ethics advice, and substitute & beginning teachers, and
- b) professional learning services – with a focus on curriculum, assessment and professional development activities.

In addition, we will enhance our communications and research support across all these areas.

For the 2012-13 school year, we are pleased to welcome Laura Côté, a teacher from Kennebecasis Valley High to our staff filling an 11-month term position focusing on work in the areas of curriculum, assessment and professional development.

Organizational Governance

A significant amount of time and effort this year has been spent in the area of organizational governance. Developing a clearer understanding of the role of leaders within our organization, be they Executive, Board, Branch Presidents, committee members or staff, will help all of us move teacher issues forward in a more coordinated and effective way. As a result of this work, a more concerted effort will be made to ensure that everyone understands the role and the responsibilities that are associated with the many positions that members hold with our organization.

Provincial Reviews

It seems that during the past year, we have witnessed an unprecedented number of reviews of provincial programs – both those in education and those that impact upon education. Soon after assuming office, the Progressive Conservative government initiated a Government Renewal Process. This process along with platform promises, and concerns/needs of the education system, has resulted in:

- i) a review of inclusion,
- ii) a review of the entry point for French Immersion,
- iii) a review of the public sector pension plans, including the Teachers' Plan,
- iv) a review of policies and procedures related to Student Activity Transport,
- v) a review of provincial and district Standardized Assessments, and
- vi) a review of Employee Absenteeism.

These are only some of the initiatives that have already begun or are about to unfold.

School District Reorganization

On top of all of this, the month of February brought an announcement from the Minister of Education that had been anticipated for some time. Our current fourteen (14) school districts (9 Anglophone & 5 Francophone) would be reorganized into seven (7) new, and significantly larger school districts – four (4) of these on the Anglophone side and three (3) on the Francophone side.

NBTA will continue to monitor as the Department proceeds with the most significant re-arrangement of school district structures that we have seen in the past decade. There remain many details to be worked out as this reorganization continues to unfold, and our organization is committed to working with government to insure this transition is as smooth as possible. We will continue to insist that any change be designed to provide improved supports to students and the teachers and administrators who support them!

NBTA Staff

The administrative staff of this organiza-

tion – Michael Ketchum in Teacher Welfare, Kim McKay in Professional Issues, Blake Robichaud in Communications, Ardith Shirley in Professional Development & Teacher Certification, and Melinda Cook in Curriculum & Assessment and as my Deputy, are some of the most driven, and competent professionals that I have ever worked with.

During the past year, in addition to many of the issues already outlined, this staff has tackled the following:

- further revisions to elementary report cards and reporting practices;
- services for new and beginning teachers – POINT program and Early Career Teacher Conference;
- development of an "Agreement for Service" and a "Call for Presenters" process to assist Councils with the immense task of organizing Council Day;
- initiation of a Departmental review of District assessment practices;
- continued work with substitute teachers including a significant survey and report with recommendations that will be presented to the Board in the fall;
- completion of a breakfast manual, called "Who's Hungry", in partnership with STU social work interns;
- conducted an environmental scan of current district Teacher Evaluation Practices with the goal of recommending best practices to the new reorganizing jurisdictions;
- continued work on the appropriate balance of print, web-site, email and social media communications with members;
- development of professional learning models that better meet the needs of members on a variety of topics;
- entry into the world of Facebook and Twitter as a means of communicating with followers – both members and general public;
- partnership with CAMET (Councils of Atlantic Ministers in Education and Training) to fund the creation of our idea of the "Atlantic Educational Resource Persons Database";
- production of a pension brochure, in conjunction with AEFNB and NBTF, as a means of providing basic information to members; and
- development of a Teacher Wellness web site that will be launched in near future.

This list represents a brief review of the work of the administrative staff of NBTA.

Finally, I want to thank you - the branch and provincial leaders for all of the voluntary work you freely give on behalf of your colleagues. It is a privilege and an honour to be the Executive Director of this organization and to have the opportunity to work with such fine professionals.

NBTA AGM 2012 - Branch Resolutions

1. BE IT RESOLVED THAT NBTA request that the Johnson Insurance Trustees examine the idea of allowing members access to direct payment through care providers such as physiotherapy, chiropractic, dental and massage therapy.

Result: Carried

2. BE IT RESOLVED THAT NBTA lobby the employer to improve the ratio of school *guidance* counsellors from 1:654 to 1:400 and ~~to improve work toward the recommended ratio to 1:250 when comprehensive services are required to support the comprehensive services model.~~

Result: Amended and Carried

3. BE IT RESOLVED THAT NBTA recommend to the employer that bi-weekly payment stubs be sent to our membership through *secure* electronic means.

Result: Amended and Carried

4. BE IT RESOLVED THAT NBTA request that NBTF negotiate for a funding formula for resource teacher allocation that is based not solely on the size of the school, but on the academic needs of the school's population.

Result: Carried

5. BE IT RESOLVED THAT NBTA request that NBTF negotiate that all administrators be paid a responsibility allowance that is not solely tied to enrollment.

Result: Defeated

6. BE IT RESOLVED THAT NBTA request that NBTF negotiate with the employer to amend article 29.06 to read "A Vice-Principal shall be appointed for every 25 staff FTE..." (not just teachers)

Result: Carried

7. BE IT RESOLVED THAT NBTA request that NBTF negotiate that teachers who replace principals be paid the supplementary wage after five (5) cumulative days.

Result: Carried

8. BE IT RESOLVED THAT NBTA request that NBTF explore with the employer the idea of basing (adjusting) the SPR salary on a formula which takes into account the

level of responsibility the teacher is assigned.

Result: Defeated

9. BE IT RESOLVED THAT NBTA request that NBTF negotiate with the employer to maintain the full complement of preparation periods per instructional day according to Article 19 of the Collective Agreement. Preparation periods required for meetings during instructional time should be replaced.

Result: Carried

10. BE IT RESOLVED THAT NBTA request that NBTF negotiate with the employer to ensure that preparation periods be *a single* continuous periods of time.

Result: Amended and Carried

11. BE IT RESOLVED THAT NBTA request that NBTF negotiate with the employer to ensure that itinerant teachers have a reasonable amount of lunch time separate from their designated travel time.

Result: Carried

12. BE IT RESOLVED THAT NBTA request that NBTF negotiate with the employer to hire unrecalled "D" contract teachers *with recall rights*, to long-term supply positions, regardless of the time/term of the position. Those teachers would have the right to refuse, on an individual basis.

Result: Amended and Carried

13. BE IT RESOLVED THAT NBTA request that NBTF negotiate a change to Article 33(B), Clause 01 as follows: "A teacher adopting a child shall be entitled to **thirty (30) teaching days** leave at full pay..."

Result: Carried

14. BE IT RESOLVED THAT NBTA ~~request that NBTF negotiate with~~ *lobby* the EECD Certification Branch so that equality of training for certified trades instructors is taken into consideration for certification purposes up to and including a Certificate V.

Result: Amended and Carried

Recommendations from NBTA Board of Directors

1. Policy 231 - NBTA/Beaverbrook/Hagerman Interest-Free Loan Fund

Carried

That we recommend to the Annual General Meeting 2012 reaffirmation of Policy 231 as outlined below.

"The loan fund shall be maintained at a level that will permit the awarding of \$20,000 a year."
(Previously stated \$15,000 a year).

2. Proposed Budget for 2012-2013

Carried

That the proposed budget for 2012-2013 be recommended to the Annual General Meeting.

3. NBTA Dues

Carried

That the dues for NBTA members for the 2012-2013 remain at \$760.00.

4. Dues for NBTA Casual Members for 2012-2013

Carried

That the dues for NBTA Casual Members for the fiscal year 2012-2013 remain at \$2.62 per day.

Centennial Award 2012

Beverly Farnham

The NBTA Centennial Award is the highest honour bestowed by the New Brunswick Teachers' Association. Established in Canada's Centennial Year 1967, the Award is presented each year to an individual in recognition of having made a significant contribution to education in New Brunswick.

This year, we are pleased to honour Rothesay Elementary Grade 1 teacher Beverly Farnham.

Always hard-working, dedicated to her students and keen to assist in improving our schools, Bev Farnham is a true professional whose quality of teaching sets a standard that is difficult to match. She creates a classroom environment that is engaging and lively, with a positive learning environment based on respect and caring for all students.

Bev always puts her students first, and is willing to stand up and fight for what they need. She loves teaching and the students know it.

Her neat ways of communicating without speaking, and always praising, makes people feel that they are important.

Parents, former students, colleagues, and those individuals who belong to several of these groups provide us with a picture of Bev Farham:

"To this day she remains my favourite teacher. You can imagine how thrilled I was to find out that my son's teacher was

to be Mrs. Farnham, the same teacher I had in grade 3 who taught me those fundamentals and who played an integral role in making me who I am today."

"She recognizes that students are



NBTA President Heather Smith presents Beverly Farnham with the Centennial Award.

challenged in different ways and that a ubiquitous cookie-cutter approach is not always the best. My son has flourished under her tutelage."

"...every challenge was made fun and the mere notion of being challenged was fun."

"I couldn't count all the times that Mrs. Farnham went above and beyond what was required. She always made me feel like she had all the time in the world to discuss my son's situation and she made him feel that he was successful, even when it was the tiniest achievement."

"Bev is an amazing teacher. So full of life, she makes learning so much fun for

her students."

"I once told Bev that the best compliment I could give her was that I would have loved for my own children to have had the positive experience of having her as a teacher."

"In 1982, I was fortunate enough to work with Bev for two months when I did my teaching internship with her grade 3 class at Rothesay Elementary. Years later, I returned to that school to teach with her as a colleague. For me, she remains a model of excellence in teaching to this day."

"Bev, the optimum word for teacher. She is compassionate and loving to both her students and her colleagues."

Bev will lend a hand to anyone in need and always has a smile on her face. There is no job too big or small that she isn't willing to tackle."

"She doesn't worry about having the perfect classroom, she is more concerned with using her time to find ways to inspire her students than keeping things neat."

"Sometimes in your life you feel that all your wishes come true in one day. The day I was assigned to work with Bev Farnham was that day."

And we hope that we can provide Bev Farnham with her own special day, as we bestow upon her the highest honour of her professional association, the NBTA Centennial Award.

NBTA asks members to take a moment to think about the amazing colleagues who would be deserving of a provincial award. In 2013, we hope that you will take the time to nominate one of these wonderful teachers.

Vince Sunderland Award 2012

Shannon Doyle

The Vince Sunderland Memorial Award for Outstanding Educational Leadership was established in 2006 and is sponsored by the Department of Education. The Award is presented each year to honour an NBTA member who is a principal or vice-principal, demonstrates the qualities of successful educational leadership, and fosters a positive school climate. It may also be bestowed upon an administrative team. The Award is named for its first recipient, Vince Sunderland, a vice-principal at Riverview High School who embodied all the characteristics recognized by this award.

We are pleased to recognize this year's recipient: **Havelock School Principal Shannon Doyle.**

Dedication, creativity, compassion and collaboration...Shannon Doyle is a flexible, efficient and caring leader, a teaching principal, and guidance counsellor who is loved and respected by staff, students and parents alike in his small rural community.

Shannon is a natural leader who cares greatly for his team and puts the needs of his students and teachers first. He carefully assesses the needs of the school and then plans strategically to acquire equipment, materials and training that will support learning and engage students. He knows that good leaders build relationships first and from those emerge the best learning and creativity. Supportive and kind, he knows what is important and focuses the staff's efforts and energies where they will have the greatest impact.

In the words of Shannon's Students, Parents and Colleagues:

"Shannon has integrity, humour, kindness, intelligence, knowledge, and a sin-

cere caring for all his kiddies and staff."

"He never insists on being right. When others don't agree with him, he works on expanding both his and the other person's realities until they can both find common ground."



Minister Jody Carr presents Shannon Doyle with the Vince Sunderland Award for Outstanding Educational Leadership.

"He is the pivot around which we all work, laugh and enjoy our school days."

"We all love to hear "Staff meeting in the kitchen!" come over the PA system because that means an ice cream cake celebration and a chance to unwind."

"Shannon Doyle's straightforward, yet compassionate, manner with students has left lasting impressions on those that the system might have otherwise given up on. He took an Educational Leave to obtain his Masters in Guidance because he realized that elementary schools need a guidance counsellor more than once a month."

"Students' faces light up when Mr. Doyle comes into the classroom. They enjoy coming every day because Mr. Doyle makes it fun and they feel safe."

"Sometimes, if I was hurt, Mr. Doyle would say, "Maybe I have an extra hand

in the freezer!"

"...funny, hilarious, really nice, loves to read to us, a great teacher, confident, helpful, loves cheeseburgers and apple pie."

"When I moved here in Grade 4, I was having trouble adjusting behaviour-wise and Mr. Doyle took me out of class every day after lunch to take my mind off things. We would do things like read Hardy Boys books, talk about music, go for walks or ski, deliver notices and work in the school garden. It really helped me out a lot. He's not there for the money, but to be your friend. Mr. Doyle would probably do his job for no pay."

"There isn't a day that goes by that my children don't come home and tell me something that "Mr. D" taught them."

"As my children advanced to older grades, they could not wait to have Mr. Doyle as a teacher. He did not once disappoint."

"The first of every school year, Mr. Doyle enthusiastically asked my son for his hockey schedule. He attended games throughout the season, even as my son moved on to high school."

"I have sat in the gymnasium as Mr. Doyle enraptures every single child and adult in the room. The kids care greatly for him because he cares greatly for them."

It is an honour to recognize his concern for students, outstanding skills with staff and parents, innovative teaching/administrative style, and his commitment to his profession, by awarding Shannon Doyle with the 2012 Vince Sunderland Memorial Award for Outstanding Educational Leadership.

Bell Aliant Award - Sylvie Poirier

The Bell Aliant Award for Excellence in Teaching is presented each year to a member of the NBTA recognized by peers and the community as a teacher who exhibits excellence through an ongoing commitment to students and pedagogical approaches.

This year's award goes to Florenceville Elementary Grade 3 French Immersion teacher, Sylvie Poirier.

Sylvie Poirier has a teaching style that engages all her students and creates a learning environment that is both exciting and innovative. Songs and actions are utilized to teach vocabulary and oral language and the SMART Board is used in every lesson. Students present their work to the class and conduct peer-to-peer interviews to develop their language skills. She is extremely dedicated to education and motivating children to excel. Madame Poirier spends countless hours during the week, weekends and holidays to prepare lesson plans in support of student learning.

Although she is just beginning her journey, her ideas and projects inspire others to explore new ways to teach.

Sylvie Poirier gives tools to her stu-

has posted of the classroom. Parents and community members can access the blog at home to give them insight into what topics the class is currently working on, and Sylvie supplements this with newsletters, memos, notes in agendas, and phone calls.

"When you go into her classroom there is always something new to see, whether it is a new gathering corner, a new center or new MP3's for stories. New projects keep popping up."

"It did not take long to realize that Madame Poirier is an extraordinary teacher. She formed positive relationships with her students within the first few weeks of school that has made a lasting impression on me, other staff and the entire school community."

On behalf of her students, colleagues and community, we are proud to present the 2012 Bell Aliant Award for Excellence in Teaching to Sylvie Poirier.



NBTA President Heather Smith presents Sylvie Poirier with the Bell Aliant Award.

dents that empower them to teach each other. She has a class blog where audio files, words and comments are posted and students become teachers, using the many strategies they have learned in class. The children also love to watch the videos or listen to the audio files she

NBTA Honourary Life Membership - Noreen Bonnell

Noreen Bonnell is a tireless advocate for the welfare and working conditions of teachers. She has a true understanding of the lives of educators and compassion for those who dedicate their lives to the teaching profession. Reminding teachers to maintain a healthy work-life balance has long been one of her mantras, whether she was leading a school or our professional Association.

Noreen's journey, thus far, has taken her from her home province of Newfoundland to teaching and administrator positions across the Atlantic Region and to the Presidency of the New Brunswick Teachers' Association and to the Board of Directors of the Canadian Teachers' Federation. She has taught at all levels, and in all Atlantic provinces, except Nova Scotia. Her teaching assignments have been mainly in Music and Core French, but she has also taught numerous other subjects over the years and served as a school administrator



in PEI, Fredericton and Oromocto.

Noreen represented Branch 1725 on the NBTA Board of Directors for the better part of two terms, prior to being elected NBTA Vice-President in 2007. Her service included experience on numerous NBTA Committees (Discipline, Provincial PD, Finance, Awards, and Teaching & Learning Conditions/Emergent issues) and the NBTF Committee on Terms and Conditions of Employment. As Vice-President, she

was part of the NBTA & NBTF Executive Committees and the NBTF Negotiating Team.

Noreen Bonnell began her two-year term as NBTA President on August 1, 2009. Her priorities were monitoring teacher workload issues, ensuring that the professional knowledge, judgments and practices of teachers were valued and respected, and educating the public on teacher issues. She officially retired at the end of her term as President in 2011, but was simply too involved in last year's AGM celebration to participate as a retiree. Today, she is proud to stand alongside the class of 2012.

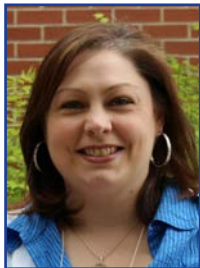
Noreen's most frequent quote as NBTA President was "We can't keep adding more work and responsibilities for teachers, without taking something off the plate." We hope with retirement she will have more space on her own plate. NBTA is very pleased to bestow an NBTA Honourary Life Membership upon Noreen Bonnell.

Members Leaving NBTA Board of Directors



(Left to right): Cathy Boudreau (Branch 0215), Aldena Higgins-Harris (Branch 1021), Ronna Gauthier (Acting Past President & Branch 1724), Yvonne Caverhill (Branch 1809), Marla Anderson (Branch 1023), Adam McKim (NBTA Vice President & Branch 0820).

New NBTA Board Members



Jill Quiring
Branch 0215



Barry Snider
Branch 0217



Robin McCrea-Elward
Branch 0619



Tracey McCluskey
Branch 1021



Jim Higgins
Branch 1023



Janna Graham
Branch 1809

2012-13 NBTA Executive Committee Members



(Left to right): NBTA President Heather Smith, Acting Past President Guy Arseneault (Branch 1536), Heather Ingalls (Branch 1022), NBTA Vice President/President-Elect Peter Fullerton (Branch 0217), Heidi Ryder (Branch 1610), Sheridan Mawhinney (Branch 1725), Rick Cuming (Branch 1450), Heather Hogan (Branch 1429), and NBTA Executive Director Larry Jamieson.

Retiring Teachers of 2012

1430 Cynthia B. Allaby-McCain	1608 Sharon L. Hannan	1610 Wayne R. Mullin
1021 Jennie Andrews (Therault)	1431 Margaret A. Hansen (Hallett)	0215 M. Trent Munn
0215 Shelley Arsenaault (Barnes)	1536 Theresa S. Hayes (Guitard)	1536 Grant R. Murchie
1431 H. Amber Ashworth (Morton)	1608 Kora M. Hayward (Connell)	0215 Karen R. Murray
0215 Joan A. Atkins (Tuck)	1610 Richard B. Hayward	1725 Maria G. Nason (Thibault)
1542 Christopher Aube	1826 J. Patrick Hello	0820 Elizabeth A. O'Toole (Young)
0215 Rose-Marie Audet (Aube)	0215 Donald Henderson	1826 J. Barbara Oliver (Michaud)
0618 Catherine A. Beckingham (Hughes)	0618 Andrew K. Hopper	1826 Sheila A. Olsen (Fallon)
0619 Johanne Belanger (Daigle)	1809 Dawn M. Hutchinson	0820 Ellen M. Palmer (Ferris)
1826 Paul G. Bélanger	0820 Nancy G. Huttges (Armstrong)	1826 Debby E. Peck (MacFarlane)
1450 Elaine A. Bilodeau (Dexter)	1826 Agnes M. Jardine (Johnstone)	1826 Steve M. Pierce
1608 Nancy L. Blackmore (Carnahan)	0215 Patricia A. Johnson (Flanigan)	1826 Sharyn L. Pope (Stephens)
1725 Noreen M. Bonnell (O'Keefe)	0820 Robert T. Johnson	1021 Patricia F. Potter (Ryan)
0215 Cathy A. Boudreau (Cormier)	0215 Robert A. Jones	1826 Kevin L. Pottle
0820 R. Elizabeth Brewer (Bolser)	0215 William P. Kealy	1430 Mary (Meg) Pryde (Gowdy)
0820 Caroline A. Britten (Cowan)	1430 Brenda L. Keenan (Bartley)	0820 Gisèle Reid (Downing)
0619 Roger A. Brown	0215 Colleen B. Kelly (Murphy)	1640 Maurice J. Richard
1430 Deborah M. Brown (Smith)	1610 Lawrence Keoughan	0215 Mark Rickard
1826 Barbara E. Buckley (Carson)	1826 Geraldine N. Kilburn (Monteith)	0820 Barbara E. Riley
0820 J. Ann Byers (Richards)	0820 J. Carl Killen	1542 Nancy E. Robinson (Bird)
0618 Glenna R. Cameron (King)	0619 Juliette M. Kilpatrick	0619 Louise C. Roherty (Goudreau)
0215 Gerald M. Caron	0820 Lynn E. Kristoffersen	0215 France Roman
1827 Eleanor D. Carroll (Hickey)	1610 Claude A. LaBerge	1430 Paul D. Roy
0215 Jocelyn M. Carter	1826 Linda C. Laity (Grace)	1826 Aline Roy
1428 Judy J. Coulter (Brown)	0217 Michael S. Land	0215 Barbara E. Ryan (Ellis)
1021 S. Lori Craig	0215 Hedwidge Laplante (McLaughlin)	0820 Deborah I. Ryan (Wilson)
0619 Marcia A. Crossman (Trainor)	1610 Norman S. Learo	1826 Glenda C. Saint
0215 Karen R. Currie (Breckenridge)	0215 Anna H. LeBlanc (Saulnier)	1640 Patrick Scully
0215 C. David Cutler	0215 Lise C. LeBlanc (Morin)	0618 Frances E. Sear (Hynes)
1826 Roland Cyr	1021 Mary Ellen Lee (Henry)	1429 Andrea L. Seeley (Fish)
0215 Robert J. Dawson	1725 Daniel A. Legere	0215 Pamela J. Sheridan
1826 Dawn E. DeCoursey (Carey)	1725 Ruth A. Lindsay (Dickison)	0215 James E. Small
1431 Shawna L. DeMerchant (Findley)	0215 Claudia J. Logan (Carmichael)	1431 Cecil L. Smith
0618 Ivy-Rose Doherty	1725 Francis A. MacDonald	1538 June F. Smollett
1608 Barbara A. Donovan (Hogan)	1023 Caroline E. MacDougall (Moore)	1608 Michael G. Sproul
1826 Kimberley Douglass	1826 C. Jane MacFarlane (Hallett)	1826 Maureen A. Steeves (McFerran)
1826 Margaret E. Doyle (Hopey)	1542 Donna L. MacKay	0619 Richard K. Stevens
0216 Rhéault Dumas	0619 K. Gail MacKinnon (McLeod)	0216 Malcolm M. Stewart
1809 Stephen J. Everett	0820 C. Jennifer MacNeill (Webster)	0215 Shawn L. Stokes
1021 D. Lynn Farmakoulas (Wentworth)	1608 Anne M. Mahoney (Donovan)	0215 Peter W. Stuart
1725 Susan G. Fawkes	0820 Josephine A. Martin	1429 Audrey P. Sullivan (Kilpatrick)
1826 William B. Flann	1640 David Mazerolle	1431 Douglas E. Sussey
1608 E. Leigh Flett	0215 Debra A. McCabe (Tuck)	0820 Rebecca A. Sweezy (Powell)
1826 Barbara L. Frame (Standing)	0619 Linda M. McCarten (Flewelling)	0618 Denise Y. Titus (LeBlanc)
1725 P. Joan Fraser (Harkes)	1431 Ann E. McCarthy (MacLeod)	0215 Carolyn W. Tower-LeBlanc
1826 Barbara C. Fullerton	1021 Sylvia E. McConkey (Blumenfield)	0820 W. Susan Van Wart (Goss)
1610 M. Anne Gallant (Simpson)	0215 Norval K. McConnell	1023 Donald R. Walker
0215 L. Nina Geldart (Voisine)	0820 Brenda M. McDermott (Peters)	1826 Janis M. Walker (Pugh)
1608 Lois D. Gilliss (Matchett)	0820 Lauren D. McLaughlin	1725 Nancy E. Wall (Wood)
1826 Mary Beth Gorey	0214 Debra A. McMillan (Sheen)	0217 Laura E. Wallace
1826 Jody H. Gorham	1725 Judy A. McPhail (MacTavish)	0619 Susan A. Walsh (Haines)
1608 M. Peggy Gorman-Mitchell	0619 David A. Meade	1610 Jane W. Waye (Stewart)
1725 Cynthia L. Gottraux-Grandy	1542 Marie T. Meagher (Cormier)	1826 Phillip P. Wilcox
1725 Edward C. Griffin	0214 Chaitali Mitra (De Sarkar)	1536 Richard K. Williston
1542 Rachael J. Guidry (Dallaire)	0215 Steven W. Mitton	0215 J. Scott Wood
0215 Kelly L. Gunn (Gunn)	1429 Alan R. Morehouse	1430 James M. Wright
0215 Brenda M. Haley (Shaffer)	1826 S. Louise Morrison (Hayes)	1724 Daniel R. Yeamans
	0820 Joy N. Mudge (MacDonald)	1826 Gary L. Young
		1826 Carol Zolondek-Cyr

By Kimberley McKay, NBTA Staff Officer

Rejuvenation? Bring it on!

I have had the pleasure of interacting with many teachers, of all ages and stages, over the past several weeks. As I travel the province, the common theme seems to be how quickly the school year is drawing to an end. These discussions have prompted me to think about early career teachers and all the possibilities for rejuvenation and reflection at this time of year.

REJUVENATION

Wow! The job has slowly seemed more doable since March Break. You are starting to find time to reconnect with family, friends and yourself. As you reflect back on the year, you are amazed at how much you have accomplished and learned. Your routines are in place and your expectations are realistic.

Educators familiar with Ellen Moir's (1990) research *Phases of First Year Teaching* will recognize the sentiments above as they are connected to the rejuvenation phase. Confidence in routines and relationships increases, which in turn, frees time and energy for delving into curriculum, new teaching strategies and longer term planning. Although the rejuvenation phase is not free of bumps or surprises, the mindset at this time of year is frequently one of recognition that teaching is a learnable profession, one that with time and attention can be mastered.

SUPPORT DURING THE REJUVENATION PHASE

- Celebrate, share and mark goals achieved and milestones shared
- Be proactive in organizing for the end of the school year
- Seek collaborative opportunities to team-teach
- Reflect on recent professional learning and plan to implement a new strategy
- Expand your professional network to include teachers from other schools
- Re-examine your vision of successful teaching and adapt your professional growth goals accordingly

REFLECTION

Three weeks and counting! You recognize the tremendous amount of growth you've experienced this year and feel pride in your accomplishments. As you think back, there are things you would not try again as well as the lessons that were wildly successful! Right now you are anxious about next year and whether you will have a job. Regardless, you will no longer be the newest kid on the block and you have a workable plan for managing time and tasks. You also reflect on your greater comfort with content knowledge and setting expectations for students.

The last weeks of the first year are a time for looking back and taking stock. End-of-year routines require time and energy. Parent communications, closing up the classroom and a mountain of paperwork demand attention to detail. For many, the emotional leave-taking from a first class marks the reflection phase as well. This phase can be invigorating and creativity may flow. Ultimately, reflection leads to a return to the first phase – anticipation for a new year, a new opportunity to grow as a professional (Moir, 1990).

SUPPORT DURING THE REFLECTION PHASE

- Discuss/"get clear" on end-of-year schedules, evaluations, field trips, report cards, parent contacts, etc.
- Analyze student performance data
- Update professional portfolio
- Actively seek out partnerships or collaborative projects for the future
- Set goals for next year and identify steps to achieve the goals
- Celebrate your success!

Although celebration appears at the end of the list, the importance of taking time to truly "pat yourself on the back" is not to be underestimated. The need to acknowledge your skills and talents, your perseverance, your passion for the profession will be a critical component of your success as you begin anew the cycle of the yearly life of a teacher.

Works Cited: Moir, Ellen. (1990). <http://www.newteachercenter.org/blog/phases-first-year-teaching>

Born to Read Book Launch



Chris Browne's beautiful artwork which is featured in A Lullaby for New Brunswick.

NBTA Professional Learning Services An Invitation to Learning Fierce Conversations® Study Group

By Kimberley McKay and Ardith Shirley, NBTA Staff Officers



Moncton's participants



Perth Andover's participants



Bathurst's participants

Fierce Conversations® teaches participants how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. It's the place to begin, the cornerstone of great leadership, healthy cultures, intelligent strategies and whole-hearted execution. Fierce Conversations® recognizes that what gets talked about in an organization and how it gets talked about determines what will happen. Or won't happen. (Fierce® Inc., 2009)

Winter 2012 saw NBTA offer a new format for professional learning to New Brunswick teachers. Twenty-seven teachers enrolled in a Fierce Conversations® study group in one of three locations around the province (Moncton, Bathurst, Perth Andover). Participants met for 5-6 150 minute sessions over a 6 month span. While no prior experience with Fierce® was required, participants needed to be willing to practice the conversational models between sessions.

Interested in learning more about Fierce Conversations®? Register to attend our Fredericton summer session (July 17 & 18). See page 27 of *NBTA News*.

Fierce Conversations® 2-Day Workshop

July 17 and 18, 2012 - 9:30 - 3:00
NBTF Building, Fredericton

Maximum Participants: 30 (Open to NBTA Members only)

Registration Cost: \$30 (includes workshop kit, nutrition breaks, lunch for 2 days). Registration does not include travel or accommodations. This workshop is **not** eligible for NBTA/DOE/Council Educational Improvement Grant funding. Please check with your branch/local on the status of their funding.

Registration Deadline: June 8, 2012 – All participants must register and pay by credit card online at www.nbta.ca, see details below.

Session Description:

Fierce Conversations® teaches participants how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. It's the place to begin, the cornerstone of great leadership, healthy cultures, intelligent strategies and whole-hearted execution. Fierce Conversations® recognizes that what gets talked about in an organization and how it gets talked about determines what will happen. Or won't happen. (Fierce® Inc., 2009)

Program Goals and Objectives:

Team Conversations

- Make high-stakes decisions, resolve recurring problems, design effective strategies, evaluate opportunities
- Create an environment in which team members interrogate multiple, competing realities
- Get the team on board and ready to act

Coaching Conversations

- Surface and address issues critical to the success and happiness of individuals
- Increase clarity, improve accountability and provide impetus for action or change
- Develop emerging leaders

Delegation Conversations

- Ensure that individuals know where they have authority to make decisions and act
- Provide individuals with a clear upward path of PD
- Create a culture of accountability so that people take responsibility for their actions

Confrontation Conversations

- Confront tough issues with confidence and skill
- Overcome barriers to meaningful conversations
- Enrich your most challenging relationships

Session Facilitators:

Ardith Shirley, NBTA Staff Officer
Kimberley McKay, NBTA Staff Officer

ALL PARTICIPANTS MUST REGISTER ONLINE AT

www.nbta.ca

Pay by credit card online (\$30.00)

For further information contact Denise McCoy at (506) 452-1828 or denise.mccoy@nbta.ca



Where has the Year Gone?

submitted by Carmen Meehan, Program Coordinator.

Where has the year gone? It has been an incredibly busy one for all of us in the Professional Counselling Service for Teachers. Lisa Calhoun joined us in August of last year as the new counselor for Districts 2, 15 & 16 (Anglophone North & East) when Niel Cameron retired. Her office is in Moncton and she will be moving into a new location at 298 Mill Road this month. Michael LeBlanc covers Districts 14, 17 & 18 (Anglophone West) and his office is right in the NBTA/NBTF building. My office is in Saint John at Glen Falls School and my region is Districts 6, 8 & 10 (Anglophone South). The areas we cover are staying basically the same with minimal changes with the amalgamations of our school districts.

Our role is to support teachers and we do that in a number of ways. First and foremost, our program allows for teachers to access confidential counselling services. We see teachers for a variety of reasons ranging from work stress/work conflict, personal stress, grief, relationship issues, career changes and the list goes on. Whatever is important to you is important to us.

We also respond to critical incidents and emergencies in schools. It is vital that there is support for school staffs when they are experiencing an emergency. There is an emergency response team in place in each district for students in case of a critical incident and many times staff is as affected as the students so this is when we are called in. On occasion Lisa, Michael and I may respond as a team if the school is a large one or if a number of schools are involved.

Presentations are another facet of our job. This past year each of us has had to turn down requests to do presentations due to the fact we were already booked. We go to individual schools for staff meetings, do PD sessions, and Council Day. We tailor our presentations to whatever the school or committee requests which means we are constantly creating new Powerpoints or adding to our current ones in order to meet the needs of schools.

The Wellness portion of our program continues to grow. We have 3 to 4 volunteers from each district who act as Wellness Facilitators and they assist us in planning our meetings, creating our WOW (Words of Wellness) newsletter, assisting school reps and contributing their ideas for the continued growth of our program in schools. We strive to have at least one teacher volunteer from each school to act as the Wellness Representative

from that school. The ideal would be to have a wellness committee of 3 or 4 teachers but we realize that is often difficult to attain due to the number of committees needing volunteers. But I can repeat what I have heard a number of reps say and that is that this is one of the most fun and positive groups to be a part of. We usually have guest speakers at our wellness meetings whose presentations focus on wellness in some form and we share ideas that reps have found to be most successful at their schools. Each year we introduce something new and this fall we will be launching our very first WELLNESS WEBSITE. In September be sure to check out www.teacherwellness.ca and you will find detailed information about our wellness program and volunteers. There will be sections for activities, articles, recipes, services such as massage, reflexology, etc. for your particular area, humor, and much, much more! This will be updated on a regular basis so if you have some wellness related news, be sure to send it to us.



While our jobs require much travel and we are always aware that we can be called to an emergency at any time, I can speak for all of us when I say we truly enjoy our jobs. We are in a position to meet so many wonderful teachers who work tirelessly to educate our youth. We encourage all of you to take good care of yourselves – physically, mentally, emotionally, spiritually and socially.

We hope everyone has a restful, relaxing, and rejuvenating summer.

Be Well!

Carmen Meehan

Coordinator, Districts 6, 8, 10
1-800-563-3938
634-2901
carmen.meehan@nb.aibn.com

Michael LeBlanc

Districts 14, 17, 18
1-800-561-1727
462-0208
michael.leblanc@nb.aibn.com

Lisa Calhoun

Districts 2, 15, 16
1-888-763-5050
855-5243
lisa.calhoun@nb.aibn.com

NBTA Launches Breakfast Manual

By Kimberley McKay, NBTA Staff Officer

WHO'S HUNGRY?



How to Start a Breakfast Program in your School!



A joint project
the NBTA Equity in Education
Committee 2011-2012:
Suzanne Bernier, Branch 1542
Heather Ingalls, Branch 1022
Jason Lewis, Branch 0215
Jane Porter, Branch 1429
Illyana Vermeersch, Branch 1826

Project Authors:
Lisa Rogers
Jamie Thibodeau
Social Action Field Placement Students
Social Work Program
St. Thomas University
Fredericton, NB

When a child is hungry, it's hard to learn. In fact, hungry students are less able to concentrate on the tasks at hand, have lower self-esteem and are absent from school more often. In comparison, when children have healthy meals and snacks throughout the day, teachers and principals report fewer in-class disruptions, less conflict between students and overall, a happier and healthier school environment.
(Retrieved September 20, 2011 from <http://www.breakfastforlearning.ca>)

Who's Hungry? is an educational resource produced by the New Brunswick Teachers' Association (NBTA). It is designed to assist teachers, school administrators, parents and volunteers in developing a school breakfast program. The goals of the manual are:

- to bring awareness to the research linking hunger and learning
- to assist schools interested in launching or improving a school breakfast program
- to provide ideas and resources for breakfast programs in New Brunswick

BREAKFAST PROGRAM MANUAL

The Breakfast Program Manual contains information regarding:

- Research linking hunger and learning
- Steps for starting a breakfast program
- Types of breakfast programs
- School and community participation
- Funding possibilities
- Tips and strategies for starting and maintaining a breakfast program
- An appendix section with useful resources and forms

HOW DO WE GET STARTED?

To obtain a copy of *Who's Hungry?: How to Start a Breakfast Program in Your School...*

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

or **www.nbta.ca**

Reference: **Breakfast for Learning**, (2011). <http://breakfastforlearning.ca>

Supply Teachers in New Brunswick: Report 2012 Highlights

Submitted by Kimberley McKay, NBTA Staff Officer

Introduction

In April 2003, the NBTA Ad Hoc Committee on Teacher Demographics submitted a final report to the Board of Directors. The report's introduction contained the following paragraph:

In New Brunswick, school-based administrators have consistently reported a decrease in the number of certified teachers on substitute lists, and increasing difficulty in obtaining substitute teachers for their schools. Many administrators spend several hours making calls to acquire a single substitute teacher. Administrators also report that the number of local permit teachers has increased dramatically in the last few years.

(NBTA 2003)

The reality for a New Brunswick supply teacher in 2012 could not be more different! While shortages do exist in some areas of the province or in some subject specialties, several jurisdictions have long-term supply lists so saturated that new applications are no longer accepted. Further, a high percentage of substitute teachers indicated they were not satisfied with the number of supply days they currently work, and 40% indicated they were working in another capacity aside from supply teaching. Given that 56% of the survey respondents have been supply teaching 2-4 years, it is not surprising that several supply teachers are considering leaving the profession, due entirely to limited opportunities to work.

Supply teacher, substitute teacher, teacher-on-call, occasional teacher, relief teacher, guest teacher – whatever the title, these professionals make a significant contribution to the stable, day-to-day functioning of schools. It should also be no surprise that it is not just the title where discrepancies in the position appear. Across Canada, the variation in general qualifi-

cations, rate of pay, hiring practices, access to professional development and general benefits is as vast as the country itself. Further, it is worth noting that the Canada Council on Learning (CCL 2008) reports that in a child's schooling from Kindergarten to Grade 12, he or she will be taught by a non-permanent teacher for the equivalent of one full year. It is therefore not insignificant to add to the paucity of research in this area.

Background

In June 2009, the Court of Queen's Bench in New Brunswick declared that parts of the Public Service Labour Relations Act were discriminatory. In June 2010, Bill 35 was passed with the intent to grant employee status to part-time and casual employees from the very beginning of their employment. Effective September 2010, from their first day in a supply position, supply teachers became members of the New Brunswick Teacher's Federation. Further, all casual members (not local permit) may choose to become members of the New Brunswick Teachers' Association.

The NBTA Board of Directors has established an Ad Hoc Committee on Substitute Teachers. The Committee is comprised of 5 supply teachers, NBTA President, NBTA Vice President, NBTA Executive Director, and 1 NBTA Staff. A first action of the Ad Hoc Committee on Substitute Teachers was to request a provincial survey. Report 2012 is a result of that survey. It is intended to bring clarity to the conditions of supply teachers in New Brunswick, as well as to provide specific direction to the New Brunswick Teachers' Association as it seeks to enhance services to supply teacher members.

The survey was administered online via the survey site Zoomerang. An email with a link to the survey site was sent directly to 861 NBTA supply teacher members on January 16, 2012

and the site remained live through January 26, 2012. A total of 403 responded to the survey – a survey response rate of 46.8%, which provides a very high level of reliability for the results. Of survey respondents, 77% were female and 54% were under the age of 30. A further 10% of respondents indicated they were a retired New Brunswick teacher on pension.

Participant Profiles

The majority of survey participants (82%) currently hold a Level 5 Teaching Certificate, while only 1% of those responding indicated that they held a Local Permit. The survey included participants who represented all nine New Brunswick Anglophone districts but none of the responding supply teachers indicated they were also teaching in Francophone districts. The total number of years supply teaching (inclusive of both long-term supply and day-to-day) ranges from 20% at 1 year to 2% at 20 years or more. However, given that 56% have been supplying for 2-4 years, it is not surprising that this topic will resurface under the working conditions section.

Although only 28% of survey respondents had previously held a teaching contract in New Brunswick and 41% had previously held a long-term supply position, 79% of respondents are currently seeking a contract position in New Brunswick. Finally, while only 9% of respondents have worked as a supply teacher outside New Brunswick, 40% currently find it necessary to work in another capacity (in addition to supply teaching).

The final questions in the demographics section of the survey pertained to future job prospects and potential for mobility. Currently, 22% of respondents are willing/able to relocate to another part of New Brunswick to accept a long-term supply position and 45% responded "yes" to

Supply Teachers in New Brunswick: Report 2012 Highlights

relocation for a contract position.

Supply Teacher Teaching and Learning Conditions

Overall Satisfaction

The second section of the survey was designed to collect benchmark data concerning overall satisfaction with supply teaching as well as satisfaction with specific aspects of a supply teacher's teaching and learning conditions. In general, supply teachers were most satisfied with student interactions, feelings of working in a safe environment free from harassment, and positive collegial interactions with teaching colleagues. However, only 40% of respondents reported that they were in agreement they receive enough supply teaching days. This is not surprising given that an emergent theme in this survey data surrounds hiring practices and associated concerns. It is further worth noting that the overwhelming majority of additional comments related to hiring and very few comment on conditions pertaining to the actual classroom, personal interactions, discipline concerns, etc.

Specific Factors

Despite an expression of basic overall satisfaction by many members, it is important to call attention to specific areas of both strength and challenge in order to improve the teaching and learning conditions of New Brunswick supply teachers. Figures 20 through 30 show satisfaction levels on 11 key aspects of supply teaching. Supply teachers were most satisfied with overall workload and expectations, provision of lesson plans, and amount of preparation time. Conversely, access to school keys, access to computer technology in schools, access to school district email and access to professional learning were the areas being ranked least satisfactory. Anecdotal comments reveal that many survey participants are uncomfortable with the lack of information concerning a school's crisis response plan. Specifically, their inability to ac-

cess keys is troubling given they are a necessity should "lock down" occur. Virtually all districts have made an agreement to providing an nbed email account to supply teachers. However, this fact does not appear to be widely known amongst supply teachers nor is the process smooth when they do seek access. Finally, in an era when teachers lessons involve a variety of technology-related components, it is vital that a supply teacher have the required access in order to teach the lesson plan provided. On the surface these specific factors may appear trivial; however, they are important if a supply teacher is to be able to complete his/her responsibilities with due care and diligence.

Supply Teacher Working Conditions

Policy 202 and Hiring Conditions

In addition to supply teacher teaching and learning conditions, this survey also sought information concerning the working conditions of New Brunswick supply teachers. New Brunswick Department of Education and Early Childhood Development administers *Policy 202: Substitute Teachers*. This policy applies to all substitute teachers working in the public education system and establishes wages and working conditions for substitute teachers. Section 5 lists the stated goals of Policy 202 as follows:

5.1 Substitute teachers are entitled to fair and equitable working conditions.

5.2 The Department of Education considers that substitute teachers must be treated fairly in order that qualified teachers remain working in the profession and are retained in the province of New Brunswick.

Requirements/Standards set out in section 6 of Policy 202 include: rate of salary; experience; absence due to illness or bereavement; hiring practices; professional development; storm days; travel allowance; evaluation; schedule of substitute; discipline; recall rights.

Policy 202 contains significant information for a supply teacher yet only 56% of survey respondents indicated familiarity with the document. Lack of familiarity with the document may or may not be correlated with only 40% of respondents who found district hiring practices to be clear and transparent. Regardless of the reason, 59% of respondents did not believe hiring practices to be clear and transparent and this clearly stood out in the survey as the number one concern (frustration, anger...) of current New Brunswick supply teachers. And, although 63% of respondents indicated they knew who to contact at district with questions regarding supply teacher employment status, it is clear that more work needs to be done by all parties involved (province, district, professional association and federation, supply teacher) to clear confusion surrounding hiring practices.

Supply Teacher Evaluation

The second major topic addressed under the heading of supply teacher working conditions was evaluation. *Policy 202* specifies the following regarding evaluation:

6.8.1 Long term substitutes will be evaluated, and a written evaluation will be completed prior to the first day of the seventh month of continuous service. Substitute teachers will be advised of this process.

Given the policy standard, it is disappointing to learn that only 34% of survey respondents indicated they have been evaluated during their work as a supply teacher. Based on the 55 comments received, many supply teachers have received informal verbal feedback based on school administrator observations. The professionalism of the New Brunswick supply teaching force is evident in the 80% of respondents who indicated they feel able to approach school principals to ask questions, raise concerns or request an evaluation for employment purposes.

Supply Teachers in New Brunswick: Report 2012 Highlights

It is not inappropriate to note the connection between supply teacher evaluation and professional learning. Ongoing, specific, relevant and timely feedback, both formal and informal, is one of the most effective ways to provide professional learning to supply teachers. Hence, as this working condition improves, so will the teaching and learning conditions for students.

Supply Teachers and Professional Learning

Question 28 of the survey asked for responses to the following open-ended question: **What professional learning/development opportunities would you like to see offered to supply teachers by the NBTA?** The original intent was to compile this information under the section "Supply Teachers and Support from the New Brunswick Teachers' Association". However, the nature of the 100 comments received made it clear that this topic was more appropriately placed with the "Working Conditions" section of the report.

Policy 202 delineates the following standards for professional development:

6.5.1 An orientation session will be held for substitute teachers prior to the commencement of each school year. That session will be without pay.

6.5.2 A substitute teacher hired for a long term supply assignment may, at the discretion of the school district, be offered professional development leave with pay during the school year, and there is deemed to be no break in service.

6.5.3 A substitute teacher requested to attend professional development sessions is eligible for the same travel,

meal and accommodation allowances as are provided to regular teachers.

Unfortunately, these requirements do not address the current core concern of New Brunswick supply teachers – that of access. Comment after comment expressed the clear desire to have access to the same professional learning opportunities as contract teachers. Several accompanied this request with a plea to also be compensated for the time.

Supply Teachers and Support from the New Brunswick Teachers' Association

The final set of survey questions concerned ways to connect supply teachers with their professional association and concerns/issues for which NBTA should be advocating on behalf of New Brunswick supply teachers. Although many suggestions pertain to the work of the Federation (as opposed to the Association), all themes have been captured in the summary report in the interest of providing accurate survey data.

Communication

Survey respondents were asked to identify ways they currently communicate with NBTA, familiarity with the NBTA Substitute Teachers pamphlet and attendance at the supply teacher orientation session in which NBTA presents a session. Survey data indicated that to date NBTA has created means to open communication with supply teachers but clearly has not met the mark in creating awareness about services. The challenge of staying meaningfully connected to supply teachers is a challenge faced by all teacher organizations. This is in part due to the transient nature of the work but also the fact that supply teachers are forced to have multiple, competing foci. Understandably,

keeping up with the activities of the professional association becomes easier when one is more settled in a work assignment. It would be assumed that enhancing communication with supply teachers should become an organizational focus if services for supply teacher members are to be targeted and timely.

Conclusion

The enthusiastic response and candidness of answers has provided the New Brunswick Teachers' Association with a wealth of knowledge contained within the pages of this report. Again, a sincere thank you to the many, many New Brunswick supply teachers who carved out time for this survey. It is only through the collection of this baseline data of our newest members that the Association will be in a position to best serve the needs of supply teachers.

References

Alberta Teachers' Association. 2011. *Substitute Teachers in Alberta: A Research Report*. Edmonton, Alta: Alberta Teachers' Association.

Canadian Council on Learning. 2008. "The Replacements—Non-Permanent Teachers." *Lessons in Learning* (November 13).

New Brunswick Department of Education. 2006. *Policy 202: Substitute Teachers*. Available at <http://www.gnb.ca/0000/policies.asp>

New Brunswick Teachers' Association. 2003. *NBTA Ad Hoc Committee on Teacher Demographics Final Report*. Fredericton, NB: New Brunswick Teachers' Association.

A Teacher's Guide to OCD in the Classroom

In this and upcoming issues of the NBTA News, the New Brunswick Association of School Psychologists (NBASP) will include articles related to mental health, behaviour, and learning issues of interest to teachers. The current article, on Obsessive Compulsive Disorder (OCD), is taken from information provided

by the Child Mind Institute. In the next issue we will discuss specific strategies teachers can use when working with a student who has OCD. If there are any topics you would like to see addressed in this column please feel free to contact NBASP at nbasp.exec@gmail.com.

How to recognize the disorder in a struggling child

By Jerry Bubrick, PhD, Child Mind Institute

For children who have obsessive-compulsive disorder, functioning in school can be complicated and very difficult. And for a teacher, it can be easy to misread the symptoms of OCD as oppositional behavior on the child's part, or as ADHD.

If we can help teachers recognize the behaviors associated with OCD, especially when a child is embarrassed and trying to hide his anxiety, we can save children unnecessary struggle, and clear the way for them to learn successfully. Kids spend nearly a thousand hours per year in school, which means that teachers are often spending more time with kids than parents are, so it's especially important for them to be clued in to how to help a child with OCD function better.

OCD is an anxiety disorder characterized by having obsessions and/or compulsions. Obsessions are unwanted, intrusive thoughts, images, impulses, that cause anxiety. And the things you do to get rid of them are the compulsions. They're designed to relieve the anxiety that comes from the obsessions. We use the analogy of a mosquito bite. When you get bitten by a mosquito, it itches, so to make it feel better you scratch, and while you're scratching it feels great, but as soon as you stop scratching, the itching gets worse. That's exactly how OCD plays out. You have this source of discomfort. You do something to fix it temporarily, but that process, performing the ritual, makes it worse over time.

The most common obsessions we see in children are contamination—these kids are sometimes referred to as germophobes. In schools, this plays out with kids worrying about

other kids sneezing and coughing, worrying about touching things that might be dirty, getting sick in many different ways.

We also see kids who do what we call catastrophizing—that is, they are worried that their thoughts will cause someone to get hurt, or get sick, and it's going to be their responsibility, their fault. Some kids' OCD takes the form of what we call magical thinking—which is like superstitious thinking taken to extremes—"step on a crack, break your mother's back" kind of thing. So kids might have a thought that, "Unless my things are lined up in a certain way, mom will get in a car accident."

There's also something we call scrupulosity, or having obsessive worries about offending God or being blasphemous in some way. Kids may be plagued by a lot of different kinds of thoughts about bad things they could do. "What if I hurt someone? What if I stab someone? What if I kill someone?"

And we see kids who just have to keep doing something until they get what we call the "right feeling." When OCD first develops, from about six to nine, kids may not know why they are doing something, but just that they need to do it until they get the right feeling. So, "I'll line these things up until it just kind of feels right, and then I'll stop." And then over time—nine, 10, 11, 12 range—it evolves into more of the magical thinking. It becomes more superstitious in nature.

What are the compulsions we see in kids with OCD?

Washing is a big one. Not just washing of hands and bodies, but also of items—of their pens, their

pencils, their backpacks, their books. I once worked with a kid who needed, after his mother went to the grocery store, to wipe down the cans they brought home, because they were contaminated. Contamination is a big word in OCD.

We see a lot of checking—checking of doors, windows, lockers, desks - again, with that kind of need for certainty. "What if I left something behind?" And we see a lot of counting—counting steps, doing things in multiples of fours and eights. We see a lot of ordering and arranging of things. Capping and touching symmetrically. When I sit down at my desk, if I accidentally kick the chair of the kid next to me with my right foot, I'm going to have to then kick it with my left foot. That might look like somebody who's being oppositional, or somebody who's got too much energy, but it could very well be OCD.

Here are the kinds of behaviors you might typically see in kids with OCD at school:

Frequent requests to go to the bathroom: This could be to wash hands, if someone near them was coughing or sneezing, or if they touched something that they perceive as contaminated. It could also be an excuse to get out the classroom and just be away from everyone, and just have some respite.

Constant reassurance-seeking: This takes the form of repetitive questions. "Are you sure that's the answer? Could you tell me again? Did you hear what I said?" But over and over and over again.

Getting stuck on tasks: Sometimes kids with OCD will need to finish something to completion, or

A Teacher's Guide to OCD in the Classroom: How to recognize the disorder in a struggling child

understand it to completion, before they're able to move on. So if I'm working out what I did wrong on a math test, and the teacher says, "Now let's open the textbook and start a new chapter," I'm not going to be able to shift gears.

Retracing: If I leave the classroom and I worry that maybe I left a pencil behind, I'll go back into the classroom and go to my desk and check. If I had a bad thought as I went through the doorway, I might have to go back and fix it by going through the doorway again saying a good word. Sometimes a kid who's had a bad thought when he went down a flight of stairs on the way to class needs to go back up that same stairway at the end of the period, even if it means being late to his next class.

Obsessive erasing: Sometimes it's because letters have to look perfect.

Or because a child has used a word that disturbs him. If I have a fear of vomiting and I've written the word vomit, I can't stand to see that word. I'll have to erase it so it's really gone. You start to see holes in the paper. You start having erasers worn down to the metal. A lot of times you'll see words drawn over on the back of the page. A lot of different areas of writing become problematic.

Distraction: If I am having an obsession that if I don't turn the cap and count to four the right way, then Mom's going to get sick, and then the teacher calls on me to answer a question, I'm not going to be paying attention. It may look like I have ADHD, but really I don't.

Slowness on exams and papers and tasks: Sometimes that's the perfectionism of needing to do things the right way.

Avoidance: We might see a child who doesn't want to sit on the floor, or pick things up that touched the floor, or get his hands dirty in art class. A child may avoid a lot of playground activities—kids with germ fears will look at the playground the way some adults look at the subway—it's gross. Why touch anything there?

Complaints of anxiety and fatigue: There's one interesting theory that kids with OCD are smarter than other kids. And if you think about how much thinking they're doing, they're really using their brain more frequently than a lot of other kids are. But when that's coupled with a lot of anxiety, you can have a lot of fatigue. So it's common for kids with OCD to want to come home and take a nap after school.

Continuing to Educate *the Working Professional*

 **Professional Studies**
Box 6004 (333 Gorge Road)
Moncton, New Brunswick Canada E1C 9L7
P. 506.858.8970 F. 506.858.9694
www.crandallu.ca

ADVANCED CERTIFICATE IN

LITERACY EDUCATION

SUMMER COURSES AVAILABLE:

- ED6346A – Literacy and Technology: Connections for Teaching and Learning (June 23 – July 26, 2012)
- ED6136A – Reading in the Content Areas (Aug. 2 – Sept. 29, 2012)

RESOURCE EDUCATION

FALL COURSE AVAILABLE:

- ED6616C - Individual Student Assessment (Oct.6 – Dec. 22,2012)

For more information, or to register, please contact Barry Veno at barry.veno@crandallu.ca or telephone at 863-6454

EDUCATION AT THE SPEED OF LIFE.

Paid Advertisement

 a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA | FACULTY OF EDUCATION

MASTER of EDUCATIONAL TECHNOLOGY (MET)

Complete your Master's degree. From anywhere.

100% online

The University of British Columbia's cutting-edge Master of Educational Technology program is delivered in an online format that is ideal for in-career teachers.

Explore the potential use and impact of learning technologies in a variety of contexts, combining theory and research with practical applications.

UBC's Faculty of Education. Internationally recognized as a leader in distributed learning.



<http://met.ubc.ca/nb.htm>

Paid Advertisement

“Heroes Abound @ your library!” 2012 Summer Reading Club

The New Brunswick Public Library Service invites children across the province to register for the 2012 Summer Reading Club. The Summer Reading Club allows young New Brunswickers to maintain and improve their reading skills over the summer and to develop a love of reading.

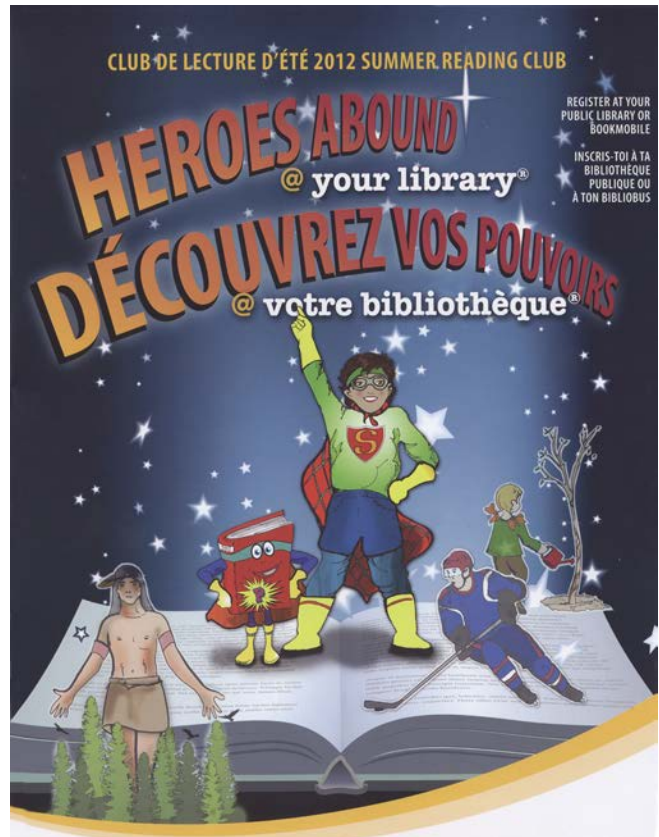
This year’s theme is “heroes and superheroes” and the slogan is “Heroes Abound @ your library!” What child has not created a costume and imagined his or her own super-powers? Our hope with this theme is to spark children’s imaginations about heroism, both real and imagined.

Registration begins upon completion of the school year, and is open to all young New Brunswickers. Children who do not yet know how to read can also participate by having someone read to them. When they register, participants receive a reading logbook in which they can write down everything they read during the summer.

During the months of June, July and August, all public libraries and bookmobiles in the province will present fun and entertaining activities to support and highlight the program. At the end of the summer, every participant receives a certificate of achievement. This year, the certificate is signed by Canadian hero and astronaut Julie Payette!

Posters have been provided to teachers to post in their classrooms to promote the program to students. Teachers and students are encouraged to contact their public library or bookmobile for more information.

Thank you for your continued support for the Summer Reading Club in your community!



49th Annual NBTA Bowling Tournament

Where: **Kingswood, Fredericton**

When: **October 12-14, 2012**

Cost: **\$50** required on registration; **\$250** total.
New Teams Welcome!

Registration: Make cheque payable to “NBTA Bowling Tournament” and forward, with a list of your team members to:



Gary Di Paolo
271 Slope Road
Minto, NB E4B 3G9



Host Motel: **Fredericton Motor Inn**
\$250 per team



NBTA Golf Tournament

Saturday, October 6, 2012
"Shotgun" Start - 11:00 am
Royal Oaks Golf Club, Moncton



Sign-in begins at 10 am.

Open to all NBTA members as well as all retired NBTA members.

Fee: \$60.00 per golfer (includes green fees, meal, gratuities, HST, prizes).

Make cheques payable to:
NBTA Golf Tournament and mail to:

Shaun Murphy
488 Rue Avant Garde
Dieppe, NB
E1A 5Y8

Telephone: (506) 756-3104
Email: shaun.murphy@nbed.nb.ca

*NBTA Golf is a proud supporter of the
Children's Wish Foundation*

Entry Form

4 Person Scramble

Golf Carts: \$20 per seat

Reserve your cart by calling:

The Pro Shop (506) 388-6257 ext. 1

Four Names:

1. _____
2. _____
3. _____
4. _____

Contact Person: _____

Telephone (Home): _____

(Work): _____

*If you have not received confirmation,
please call by September 22, 2012*



Express Yourself!

Choose from a diverse selection of learning vacation workshops including jewellery making, pottery, textiles, photography and so much more!

Over 130 workshops are delivered by experts with small class sizes and personalized attention.

1 day, weekend, or week-long – you choose!

Sign up today! Space is limited!

July 9 – August 17, 2012

Awaken your creativity.
Refresh your senses.
Revitalize yourself.

1.888.850.1333 | edVentures@fredericton.ca | www.edVentures.ca

facebook **twitter**

edVentures
Fredericton

Paid Advertisement

Born to Read Book Launch



A Lullaby for New Brunswick author Jennifer Aikman-Smith reads her book to preschoolers at Old Government House.

LEARN 2.0.12 E@st

Conversations about 21st Century Learning

August 20-21, 2012

Bliss Carman Middle School
Fredericton, New Brunswick

Free Registration

As we move forward into the heart of the 21st Century, there's a demand for rich conversations around just what the new information-rich, global community means for us as learning leaders. The growth of new digital / social media spaces is blurring the lines between work, play and learning . With the growth of technology-rich learning environments, this event is focused on preparing experienced and new teachers to manage these new digital and social media tools on a daily basis, embed technology into their learning environments and begin the shift towards a 21st Century model where both teachers and students share in the learning.

learneast.wordpress.com

Attention Teachers!

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

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

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

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

For more information, please contact:
Terry MacDonald
Manager, Teacher Education & Technology
Enhanced Learning
School of Professional Studies
(902) 563-1647
terry_macdonald@cbu.ca



**CAPE BRETON
UNIVERSITY**
www.cbu.ca/academics/education



NBTA NEWS

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 McNeil

Graphic Artist: Eileen McNeil

Printed By: NBTF Printing Services

Member: CEPA

Address all correspondence to:

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

Telephone: (506) 452-8921

Fax: (506) 453-9795

E-mail: nbtanews@nbta.ca

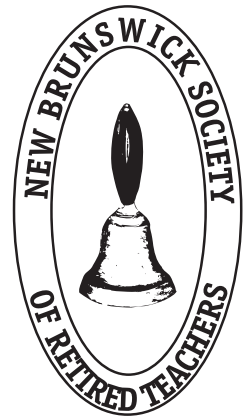
Web: www.nbta.ca

Paid Advertisement

ATTENTION RETIRED TEACHERS

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

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



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

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

University of New Brunswick

earn your **MEd** completely online



The University of New Brunswick offers
Online Master of Education Degrees in two areas:

Curriculum Studies

For details email
medonline@unb.ca or visit
www.unb.ca/cel/med

Educational Administration & Leadership

For details email
aceal@unb.ca or visit
www.unb.ca/aceal

The MEd consists of 10 term-based
courses offered online.

www.unb.ca/registration



I'm a vice-principal now and I credit part of my promotion to having been a student of UNB. Those of us who have had the UNB experience are really proud of it, and we spread the word to as many people as we can.

*-Avenelle Fortune-Johnson
Online Master of Education Graduate*

Application Deadlines:

August 31 (to start in January)

January 31 (to start in July)

www.unbf.ca/education





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

Place Label Here

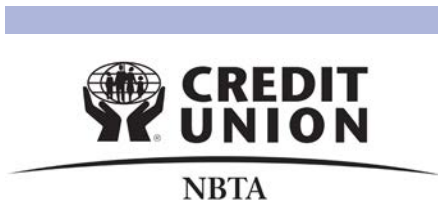
NBTA Credit Union and Stan Cassidy Foundation Announce Partnership

NBTA Credit Union is pleased to announce their partnership with the Stan Cassidy Foundation. Since both organizations serve the entire province and are committed to bettering the communities they serve, the partnership is an excellent fit that will continue to grow in the coming years.

The Stan Cassidy Foundation is a registered charity that provides funds and resources to the Stan Cassidy Centre for Rehabilitation and its staff. Their focus is on patient care through direct patient support, and by enhancing facility and rehabilitation services. Their success is based on partnerships with local businesses, individuals, corporations, community groups, foundations and government agencies to create solutions that help people recover from illness, overcome obstacles, and adapt to changed circumstances.

The Stan Cassidy Foundation is well-respected in the ability community for its fair-minded and widely-accepted approach to ability promotion. It is the foundation's mission to gather the appropriate combination of financial resources, staff expertise and volunteer commitment that makes large-scale projects like their therapeutic park successful.

As NBTA Credit Union and the Stan Cassidy Foundation commit to strengthen their partnership in the coming years, you can expect to see innovative fundraising and advocacy efforts for years to come.



650 Montgomery St., P.O. Box 752, Fredericton, N.B. E3B 5R6
506-452-1724 • 1-800-565-5626 • 506-452-1732 (fax)
E-mail: nbtacu@nbnet.nb.ca • Web: <http://www.nbtacu.nb.ca>
Hours: Monday to Friday, Telephone Service 8:30 am - 4:30 pm
In-Branch Service: 9:00 am - 4:30 pm

