



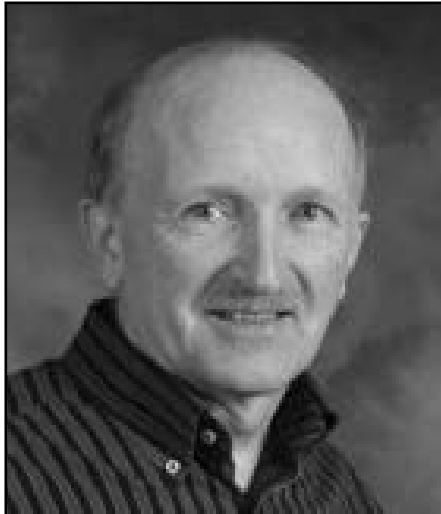
June 2013
Vol. LV No. 5

NEW BRUNSWICK TEACHERS' ASSOCIATION



**Call for
Submissions:
Authors &
Illustrators**

**Next Born to
Read NB Book**



**Guy Arseneault
Elected NBTA
Vice-President**

AGM 2013

Resolutions: Results

Award Recipients & Retirees

**Reports:
President & Executive Director**

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New Brunswick
Teachers'
Association

A Message from the President



Heather Smith

I see many familiar faces as I look around the room but I also see many new faces; in fact there are 33 first-time attendees in the room this morning. I hope to meet many of you who I don't know over the next couple of days. Please don't be shy to seek me out; I work for you, even if only for a couple more months, as your President!

The Annual General Meeting is the highest decision-making body of the NBTA. I want to thank you for taking your time to volunteer and represent the teachers of your branch. As I said last year, 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.

Nearly two years ago, I stood in front of a very similar group of elected teacher representatives as I began my term as President of the New Brunswick Teachers' Association. At the August 2011 NBTA Leadership Workshop, where we set the priorities for my term as President, I presented the analogy that the priorities of NBTA were like that essential item in a lady's wardrobe...the "little black dress". I realized, at the time, that the men may have had to stretch their thinking a little to engage in this analogy but hoped they had a wife, a girlfriend, a mother or a good friend who they could use as a reference point. If they didn't, I hoped they

had that one good suit that they hauled out only for those special occasions. It is a long accepted fact that all women need what is referred to as a little black dress as a starting point when they want to look and feel classy.

At the conclusion of that Leadership Workshop, the attendees had determined which areas of education in NB they wanted the organization, through our NBTA Board of Directors, committees and staff to focus on. These priorities were included in the first ever NBTA Strategic Action Plan, our own 'little black dress'! The development of this plan does not insinuate that, in previous years, priorities hadn't been addressed, because they had. However, within the framework of a strategic plan, the Board, committee members and staff know where teacher's priorities lay and can focus their work accordingly. This plan is a living document, monitored on a regular basis by the NBTA Executive and Board of Directors.

There are four priorities in the strategic plan;

- i) strengthening relationships,
- ii) enhancing learning and working environments,
- iii) promoting and supporting public education and the teaching profession, and
- iv) professional stewardship and responsibility.

The first area, strengthening relationships, has always been a personal priority as well, and I have worked diligently to improve and expand our contacts. I have a firm belief that it is necessary to develop positive relationships for an individual or an organization to be effective. This is AS true for our family relationships and those with students and parents as it is for the professional relationships we have with colleagues at the school, district, provincial, and national level. At our Board level, we have worked to reach out to understand fellow teacher leaders, seeking to understand the perspectives of others while acknowledging that there are times we may not agree. As well, I have been determined to meet with the leadership of other professionals who support the work we do in schools. I look forward to continuing to build relationships with the NB Federation of Home and School Associations, the NB Associations of School Psychologists, Social Workers and Speech-Language Pathologists and Audiologists. I have to admit that I needed to be a little more persistent in seeking out

some groups, but I feel it is important to endeavor to understand the mandates and positions of those to whom we look for support.

In addition, we have actively sought opportunities to meet with elected individuals, such as the Minister of Education and his fellow members of the Legislative Assembly. We have made these contacts in individual meetings or at the NBTA Board of Directors Reception for MLAs and leaders of New Brunswick's political parties that we hosted in early April.

I stood here last year and made the statement that my patience was wearing thin regarding the sole focus of this government on renewal and finding efficiencies. I certainly did not think I would be standing before you a year later saying there has been little change on this front. I applaud the efforts of teachers over this past very trying and tiring year. I have made the statement to the Minister that this major school district reorganization will only be successful, in large part, because of the professional teachers and administrators who are working tirelessly on a daily basis to meet the needs of children. Teachers 'make it work' but we know that this dedication to the children they serve may affect them personally. Anyone who has lived with a teacher during report card time knows what I mean!

One year ago, I stood at this AGM and made the statement that NB was still without a publicly, unveiled education plan. It is frustrating that I am here making the same statement today. It is quite clear that the education focus this year has been on the Porter Aucoin Report and that all department-led professional development has focused on inclusive education. I have a degree in Special Education and it is my belief that inclusion is an approach, a philosophy, not an educational achievement goal! The time is long past for us to still be determining the educational focus in New Brunswick. Over the past two years, I have felt much like a parrot with only one phrase...we need an education plan. How do we know if we have reached our goal, if we have been successful, if we have not been told what that goal is?

While relationships at the political level have been frustrating at times, other contacts have been much more rewarding. EECD staff often seeks input from NBTA staff and committee members. These folks are considered to be valuable resources in the educational work undertaken by Department staff. In addition, our staff has met twice with the Deputy Minister

& Ass't Deputy Minister and Superintendents. We expect more meetings with this group in the future. It through these many contacts that we hope that our efforts to reduce the workload of teachers will come to fruition.

We have also worked at strengthening the relationship we have with our sister organizations, AEFNB & NBTF, as we work together on collective bargaining and to improve the working conditions of teachers in NB, in both the Anglophone and the Francophone sectors. We are pleased that we have reached a satisfactory collective agreement, although negotiations were in a non-traditional format. Other provincial organizations have not had the success we have had at the bargaining table. We will continue to work collaboratively as we discuss pensions with the provincial government over the next several months. I am confident in the knowledge and expertise of those speaking on our behalf.

As I reflected on my two years as President the saying "time flies when you're having fun" came to mind, and I must say that my time as your President has been both enjoyable and quick. I made it my mission to visit every Branch in the province and I have been to visit all but one...unfortunately, I missed this branch when I was unable to attend its AGM last week. I have attended as many committee meetings as I could when I was in the

building. I feel this regular contact with those of you in classrooms on a daily basis is essential.

I have also visited many Grade 3 classrooms and presented a geography lesson using the book, "A Lullaby for New Brunswick". This book was written by a NB supply teacher and illustrated by a NB teacher. I know the competition is now open to authors and illustrators for the next book to be published. The deadline for author submissions is August 31, 2013. You can find more information on the NBTA website. This book, co-sponsored by the NBTA, goes home in a bag of books from the Born to Read program with every Anglophone infant born in this province. Presenting these lessons has been a thoroughly enjoyable experience and given me an additional reason to visit schools, meet teachers, and keep in touch with the realities of our classrooms.

I have also enjoyed my work with the representatives of other teacher organizations across our country through the Canadian Teachers' Federation. CTF is the united voice of teachers on federal issues that directly affect the teaching profession, the working conditions of teachers and in support of public education. CTF is a resource for research and provincial comparative data that is especially beneficial to small organizations such as NBTA. As well, in light of recent provincial government decisions' affecting the working

conditions of teachers, the necessity and benefit of CTF has never been more profound.

As I prepare to return to my school in northern NB in the fall, I want to take this opportunity to thank the fabulous staff that you have working on your behalf. The support staff of Erna Leger, Faye Sweezey, Judy Deveau, Karen Vautour, Carlene Merrick, Denise McCoy and Eileen Anderson are an invaluable resource and provide continual support for teachers. They are experts in each of their specialized areas and have been more than willing to help each other and me. They truly work as a team. I also want to commend and thank the administrative staff team of Larry Jamieson, Melinda Cook, Ardith Shirley, Blake Robichaud, Kim McKay, Michael Ketchum, and Laura McCarron. These individuals work tirelessly on your behalf and their collective expertise is immeasurable. I continue to be amazed by their skills, knowledge and wisdom. I feel privileged to have worked alongside this group of individuals and be assured that your association is in good hands.

I have enjoyed the past two years as President; however I look forward to returning to my school next year. Thank you for your support. Have a great end-of-year and a relaxing, rejuvenating summer.

Heather



(L to r) Lieutenant Governor Graydon Nicholas, Heather Smith, NBTA Executive Director Larry Jamieson & NBTA Incoming, currently Vice President, President Peter Fullerton.

Guy Arseneault Elected Vice-President

By Blake Robichaud, NBTA Staff

Guy Arseneault has been elected as Vice-President of the NBTA. Arseneault, the Principal of L.E. Reinsborough School in Dalhousie, has a vast amount of leadership experience in education, government and with the NBTA.

A St. Thomas University graduate, Guy began his career at Jacquet River School. He has taught at all grade levels, with classroom assignments mainly in history, social studies and physical education. He has eleven years of experience as an elementary school administrator.

As a volunteer, Arseneault has had extensive involvement with sports, primarily hockey and baseball, both as a coach and in various administrative roles. He also spent eight years on Dalhousie's municipal council. In 1988 and 1993, Guy was elected to the Canadian House of Commons, spending nine years as a Member of Parliament for Restigouche (later named Restigouche - Chaleur and Madawaska - Restigouche). Subsequently, he served for five years with the Canada Pension Plan Review tri-



Guy Arseneault

bunals in Ottawa.

Guy was Grievance Chair for NBTA Branch 1536 for several years and has been a member of the NBTA Board of Directors for three years. He has been elected to the NBTA Executive Committee for the past two years, includ-

ing serving as Acting Past President in 2012-13. He will begin his one-year term as NBTA Vice-President on August 1st, replacing Peter Fullerton who becomes NBTA President that day. Guy says he is looking forward to working with the Executive Committee this year, and is excited about the NBTA Leadership Conference this summer where the Association will be taking the first steps at creating its next strategic action plan.

Guy thanks all of those who were involved in any way with the election, "I have great respect for my fellow candidates, Karla and Jacques, and was very pleased with the spirit of cooperation, sportsmanship and communication that we had. I totally enjoyed the experience of visiting schools and meeting so many teachers. It was a great professional learning experience and it certainly gives me a much better understanding of the various challenges that there are in our profession around the province."

Election Results

Branch	Guy Arseneault	Karla Roy	Jacques Theriault	Abst.	Totals
0214	25	3	1	0	29
0215	311	97	71	12	491
0216	61	17	10	1	89
0217	24	9	2	1	36
0618	63	6	15	0	84
0619	147	33	70	6	256
0820	180	44	215	8	447
1021	40	7	5	0	52
1022	13	4	2	1	20
1023	42	20	28	5	95
1428	42	12	6	1	61
1429	43	41	3	0	87
1430	30	28	2	1	61
1431	49	7	3	0	59

Branch	Guy Arseneault	Karla Roy	Jacques Theriault	Abst.	Totals
1450	23	9	7	0	39
1454	6	5	3	0	14
1536	55	1	1	0	57
1538	40	2	1	1	44
1542	70	14	1	0	87
1608	86	46	13	0	145
1610	70	24	3	0	97
1640	45	7	2	0	54
1724	38	5	12	1	56
1725	73	53	13	3	142
1809	26	14	8	0	48
1826	190	189	75	6	460
1827	12	21	4	0	37
Total	1807	718	576	47	3147
%	57.42%	22.82%	18.30%	1.49%	100%

NBTA “Missing Out” Forum

Developing Collective Actions to Reduce Student Absenteeism in NB

By Blake Robichaud, NBTA Staff Officer

The NBTA has taken a critical first step in efforts to reduce student absenteeism. Sixty-five participants from seventeen different groups came together in Fredericton on April 3, 2013, to share ideas, make connections, reduce barriers and brainstorm possible solutions. Two videos representing the “voices” of students (one from Moncton and the other from Campbellton) were created for the meeting and were extremely well-received by participants. “Just getting such a varied group of professionals into one room to discuss student attendance was a great success in itself,” said NBTA President Heather Smith.

“Missing Out” was the result of more than two years of lobbying, planning and other efforts. A resolution adopted by the NBTA Annual General Meeting in 2010 stated: “*Be it Resolved that the NBTA have discussions with various stakeholders affected by the issue of student attendance, with the goal of enforcing the Education Act to ensure children attend school on a regular basis unless there are valid reasons for them not to attend.*” The major NBTA group that championed this cause was the NBTA Committee on In-School Administration. The Committee meets three times per year and traditionally, the Assistant Deputy Minister of Education and Early Childhood Development joins them for an hour or so to discuss key



(l to r) Paul Mourant, (classroom teacher, Eleanor W. Graham Middle School - Rexton), NBTA President Heather Smith, Tammy Strong (Guidance and Mental Health Unit - EECD) and Geraldine Poirier-Baiani (ADM Program Delivery – Social Development)

issues. This group strongly lobbied for action on student attendance with successive ADMs Zoe Watson and John McLaughlin, and each recognized the importance of the issue. The latter hosted a meeting involving the NBTA, EECD and representatives from three other government departments in November 2012. At that time, the NBTA committed to organize an even broader forum.

That the forum was so well-attended is evidence that improving student attendance is a priority for many groups. From the comments and discussions it was clear that results will require more than a few

simple actions. Many initiatives from numerous stakeholders over several years will likely be required. NBTA President Heather Smith said, “Improvements aren’t going to happen overnight and we’re not suddenly going to have significant increases in student attendance. There’s a lot of work to be done, but we’ve finally gotten all the right people together to share ideas and perspectives. It’s clear that this is a major issue for teachers, so the NBTA will continue to work hard at it.”

“Missing Out” Forum – Participating Groups

New Brunswick Teachers’ Association, L’Association des enseignantes et enseignants francophones de Nouveau-Brunswick, Teachers, Principals, Guidance, NB Department of Education and Early Childhood Development, NB Department of Health, NB Department of Public Safety, NB Department of Social Development, NB Department of Post-Secondary Education Training and Labour, NB Association of Social Workers, Fredericton Police Force, RCMP, Universities, Student Voice, School Psychologists, School District Staffs, District Education Councils, NB Federation of Home and School Associations



Constable Duncan Lombard (Fredericton Police Force), Tina Estabrooks (Principal – Centennial School, Saint John), Glyn Morgan (President NB Federation of Home and School Associations), Beth Stymiest (Senior Education Officer – Anglophone North SD)

NBTA Reception for Members of the Legislative Assembly

By Blake Robichaud, NBTA Staff Officer

Elected teacher representatives had the opportunity to meet with provincial decision-makers when the NBTA hosted its first-ever reception for MLAs on April 3, 2013. The get-together was planned to coincide with the regular April meeting of the NBTA Board of Directors. MLAs and the leaders of all official NB political parties were invited. Approximately thirty politicians, including Premier David Alward, attended along with about 40 Board members. Whenever possible, MLAs were matched up with the teacher representatives from their own ridings.

The goal of the evening was very similar to that of 2011's "Take Your MLA to School Day;" making connections and educating our political leaders about today's education system. MLAs were encouraged to speak to their teacher friends about key issues and to become involved in their local schools. NBTA President Heather Smith said, "We are proud of what teachers and schools are doing to meet the challenges of educating all of New Brunswick's children, but we need resources and support."

Holding the reception was part of the NBTA Strategic Action Plan and was in alignment with several Objects of the Association:

- (a) to advance and promote the cause of education in the Province of NB
- (b) to raise the status of the teaching profession
- (c) to impress the public with the extreme importance of providing and maintaining quality educational services.



NBTA Branch 1542 Director Jessi Stever (Bathurst) with Bathurst MLA Brian Kenny.



(l to r) Fredericton-Nashwaaksis MLA and Minister of Human Resources Troy Lifford with NBTA Branch 1023 Director Jim Higgins (St. Stephen) and Branch 0217 Director Barry Snider (Hillsborough).



(l to r) NBTA Branch 1640 Director Paul Mourant (Rexton) with Cap Pele MLA Victor Boudreau.



**2013 Writing for Babies
Call for Manuscripts
and
Call for an Expression of Interest from Illustrators
to
Residents of New Brunswick**



Context

As part of our ongoing involvement with early childhood literacies in New Brunswick, the Early Childhood Centre at the University of New Brunswick, Fredericton, is sponsoring a province-wide English-language “writing for babies” manuscript search.

The winner will have his or her manuscript illustrated by a New Brunswick illustrator. 6000 copies will be printed for distribution through the Born to Read programme in 2014.

A prize in the amount of \$3000.00, constituting a royalty advance, will be awarded to the winning author. The winning book will land in the laps of thousands of New Brunswick newborns over the next year.

Guidelines for Call for Visual Artists/Illustrators:

In conjunction with the call for manuscripts, the jury is calling for an expression of interest from visual artists and illustrators with experience for children’s book illustration. Those interested should forward website links and/or copies of illustrations for consideration. Please ensure to include full contact information. Should you wish to make a submission by mail, please send copies of your work as we are unable to return submissions.

Once the winning manuscript is selected, illustrators who have expressed an interest in illustrating a children’s book will be asked to submit an illustration fitting the winning text. After that point, an illustrator will be selected for the book by the jury.

A prize in the amount of \$3000.00, constituting a royalty advance, will be awarded to the winning illustrator.

Guidelines for Call for Manuscripts:

This contest is open to current residents of New Brunswick. All manuscripts will be blind juried and the winning author will be notified within 45 days of the submission deadline.

The intended audience of the book is for **babies from birth to two**, and not older children. We are interested in lively and engaging content with playful, rhythmic language, or softly soothing lullabies. Consider the contexts of childhood, for example: family activities, home, pets, popular culture, and community and/or a sense of love, warmth, affection or humour. The content ideally will embody a message for parents as well.

Submission format for manuscripts:

1. Manuscripts must be original and not previously published or submitted elsewhere.
2. The manuscript should contain no reference to the name of the author. The book should be 20 pages in length with approximately 10 - 25 words per page, or fewer where appropriate. Pages must be numbered. Text only please no illustrations. Storyboard format is welcome.
3. Each submission requires a cover sheet with the name of the author, full contact information (surface mail, email, phone number and fax number where applicable), and the title of the book.
4. Entries must be submitted by **August 31, 2013**.
5. Please retain your original manuscript and send us copies only.

Submission procedure:

Two hard copies of each manuscript should be submitted via surface mail to:
Early Childhood Centre
University of New Brunswick
PO Box 4400
Fredericton, NB E3B 5A3
Attention: Writing for Babies

PLEASE NOTE:

Should jury members feel that the quality of submissions do not meet a minimum standard, no winner will be announced.

Preference will be given to writers and illustrators whose work has not been previously published through the Writing for Babies Contest sponsored by the UNB Early Childhood Centre and Born to Read NB.

There is a possibility that we may use the text and illustrations for use in digital media. For example, an online version of the book or mobile applications.

Queries can be directed to:

Professor Pam Whitty
Director of the Early Childhood Centre
University of New Brunswick
Phone: (506) 447-3113 or (506) 453-5024
Or email at eccentre@unb.ca

An Open Letter to the Teachers of New Brunswick from the President of the New Brunswick Society of Retired Teachers

Fellow Colleagues:

Events of recent months, and media coverage of those events, have served to focus greater attention on the pension plan that we are all part of.

The New Brunswick Society of Retired Teachers strongly believes that the pension plan that we all belong to will be the subject of review by the current government of this province. The pension plan that is controlled by the Teacher Pension Act needs to be protected and maintained to the greatest degree possible.

We believe that we are all in this together and in the days and weeks ahead we must make every effort to **work collectively toward the goal of arriving**

at what is in the best interest of all members of the pension plan. Accordingly, we have been working closely with the NBTA, AEFNB, NBTF and with our counterparts in the francophone retired teachers group to achieve this goal. We believe that a successful outcome can be best accomplished through political means, rather than through the media.

I encourage you and celebrate the great work you do for the students of New Brunswick. Let us all stand strong together!

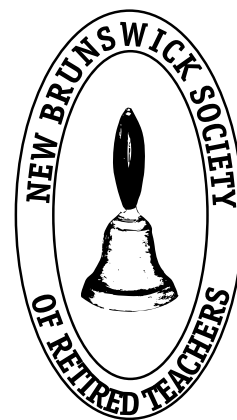
Yours truly,

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

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

An NBTA Equity Committee Member at CTF Women's Issues Symposium



By Jane Porter, Hartland Community School

In April, I had the opportunity to represent the NBTA Equity Committee at the Canadian Teacher's Federation 2013 Women's Issues Symposium in Ottawa. The focus of the conference this year was ending violence against women and girls with the theme *For One and For All*. Over the course of the conference the speakers illuminated this multi-faceted issue with facts and stories from their varied backgrounds. The atmosphere was one of hope with the speakers all making clear that the empowerment of women and girls is the key to not allowing our society to accept a violent reality for anyone.

Shari Graydon from *Informed Opinions* spoke about the need to hear our voices in the mass media. She asserted that women and girls must grab opportunities to speak publicly on issues so that their voices are part of the discussion. Ms. Graydon discussed how media literacy is an important aspect of school curricula and that building up confident female voices in the classroom will translate to more young women joining the public discourse. *Informed Opinions* offers training workshops to help professional women develop the tools to engage with the media.

Another keynote speaker at the symposium was Michele Audette from the Native Women's Association of Canada. Ms. Audette talked about her advocacy on behalf of Native women. She spoke of the commonalities inherent in all gendered violence but she maintained the need for society to appreciate the unique challenges that Aboriginal women are faced with in their struggle against violence. She brought to our attention the startling statistic that since the year 2000, over 500 plus Aboriginal women and girls have gone missing in Canada. This reality is brought into focus by the *Highway of Tears* story from British Columbia. On 800 km of isolated highway between Prince Rupert and Prince George, it is thought that dozens of Aboriginal disappearances have occurred.

The Canadian Association of the Elizabeth Fry Societies was represented by lawyer Kim Pate. The CAEFS works with marginalized, victimized,

criminalized and institutionalized women. Ms. Pate spoke of her organization's work on behalf of Nova Scotia teacher Nicole Doucet Ryan. This case has been in the media spotlight due to the sensational element of a woman being prosecuted for hiring a hit man to kill her allegedly abusive husband. Ms. Doucet maintained that she had gone many times to the police for help in dealing with the threats being made against her, but that the police stated it was a civil matter between she and her spouse. This situation illustrates the necessity of mandatory charging policies in relation to domestic violence. Ms. Pate argued that while women statistically commit far fewer violent crimes than men, the media is much more likely to sensationalize any violent crime in which women are the perpetrators. This is in contrast to the meager publicity that is given to the fact that in Canada a woman is killed by her domestic partner every six days.

There were other interesting speakers at the conference. We heard a report from delegates who attended this winter's conference of the United Nations Commission on the Status of Women. Their theme was violence against women and girls. As well, we were given information about the Eve Ensler created (*The Vagina Monologues*) One Billion Rising (<http://onebillionrising.org>) program. This global campaign endeavors to erase violence against women and girls with the "Strike, Dance, Rise" slogan. The group has chosen February 14th as the annual day to bring the reality of gendered violence to the forefront of world media attention with, amongst other things, dancing flash mobs. Many groups were formed across Canada in 2013 with the organization's goal of even more Canadians participating in 2014.

Kathleen Monk from the Broadbent Institute was the last speaker and she communicated the need for women to take leadership positions in political organizations across the country. She maintained that research supports the idea that, when it comes to the political agenda, not only do political colors play a role but gender does as well.

When women are involved in the discussion, the discussion changes. Ms. Monk spoke of the need for parity in our elected bodies and implored women to step into the political arena and be the candidate or to support female candidates.

The conference was a great learning experience. As educators, we play such an important role as advocates for both our female and male students. As a classroom teacher, I struggle with the knowledge that many of my students regularly experience and/or witness violence in their lives. I left the CTF building in Ottawa feeling more knowledgeable about the complexity of violence. I was also grateful and yes, inspired, by the leadership of so many of the presenters, who in their work, stand up to society's acceptance of a marginalized, violent reality for so many women and girls in Canada.

Also from CTF:

Education International (EI) is inviting teachers from around the world to organize activities to recognize June 12, World Day against Child Labour.

As you may already know, Canada is one of only 22 countries in the world that have not ratified Convention No. 138 – Minimum Age (1973). (*More information on Canada's track record on ILO conventions on the Canadian Foundation for Labour Rights Web site <http://www.labourrights.ca/issues/fact3-canadas-record-ilo>. CTF is a founding member of the CFHR*)

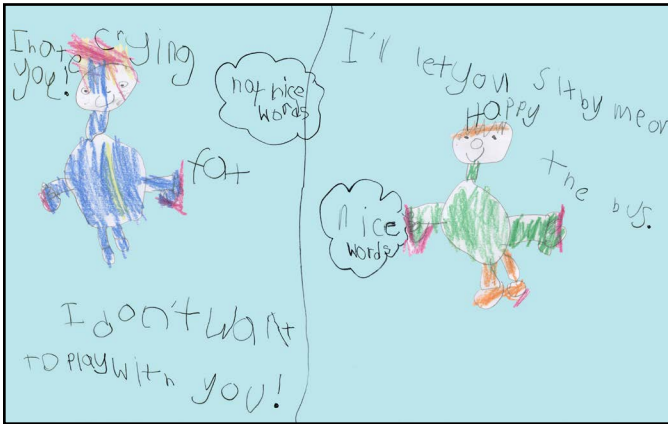
To help you organize an activity in the classroom or at your organization's office, download EI's **One Hour against Child Labour Activity Kit**. This year, the Kit is available in many languages including English, French, Spanish, Arabic, Portuguese, German, Dutch and Hindi. To access the Kit, visit the World Day against Child Labour Web page at: http://www.ei-ie.org/en/events/event_details/62

In addition, EI is releasing a brochure - Teacher Unions at the Forefront of the Fight against Child Labour: Good Practice – which could be useful in your activities.

Words that Hurt Poster Contest Winners

The NBTA Equity in Education Committee would like to extend thanks to the over two hundred students and their supporting teachers who participated in the **Words that Hurt** poster campaign. This initiative was a focus of the Committee for 2012-2013 in an attempt to invite “kid lingo” entries to draw attention to the lasting damage that can be caused when disrespectful, negative language permeates a school culture. The Committee met to judge the entries during the April meeting and the winning posters will be printed and circulated to schools for September. The Committee extends congratulations to all category winners and category honorable mentions.

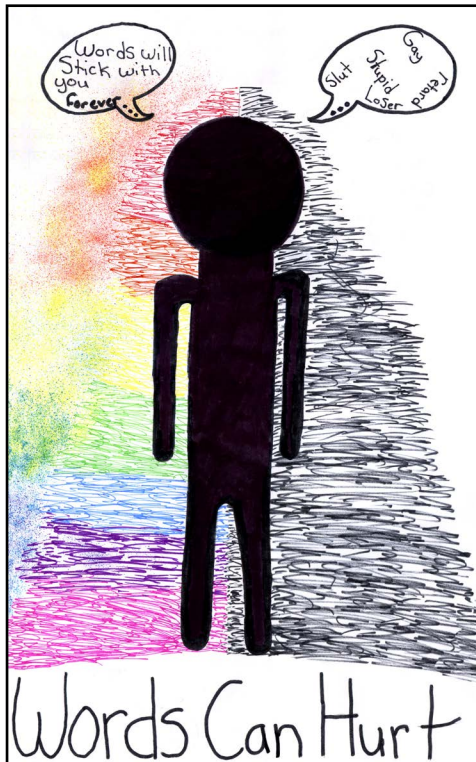
Elementary Co-Winner
Colton Kennie – Kindergarten
Riverside Consolidated School



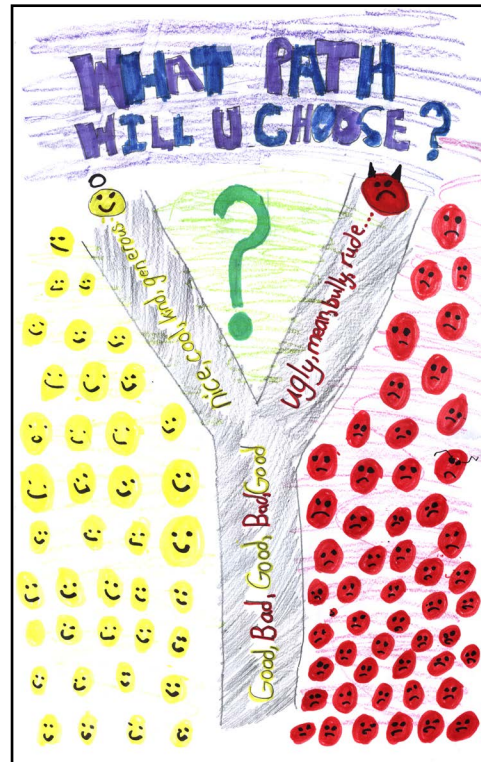
Elementary Co-Winner
Charlotte Caswell – Grade 5
St. Stephen Elementary School



Middle Level Winner
Mariah Noonan – Grade 7
Port Elgin Regional School



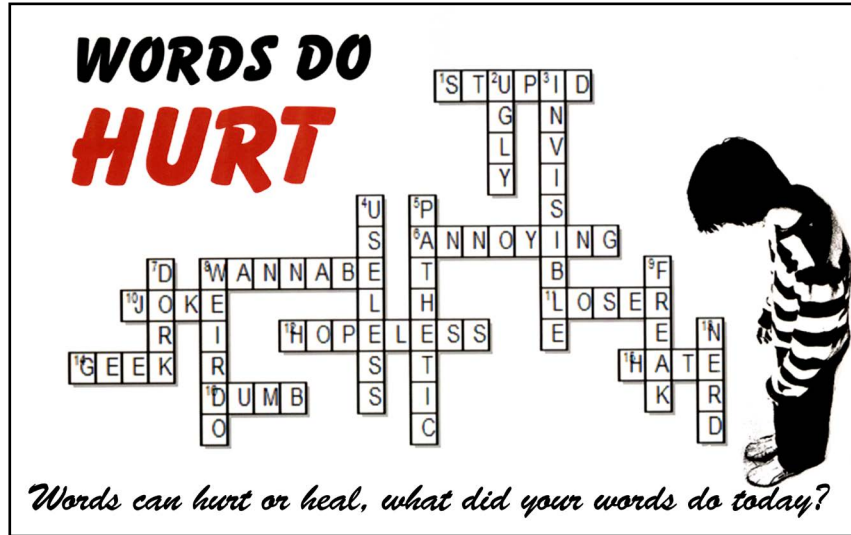
Middle Level Honorable Mention
Adrianna Shoemaker – Grade 6
Tobique Valley High School



Words that Hurt Poster Contest Winners

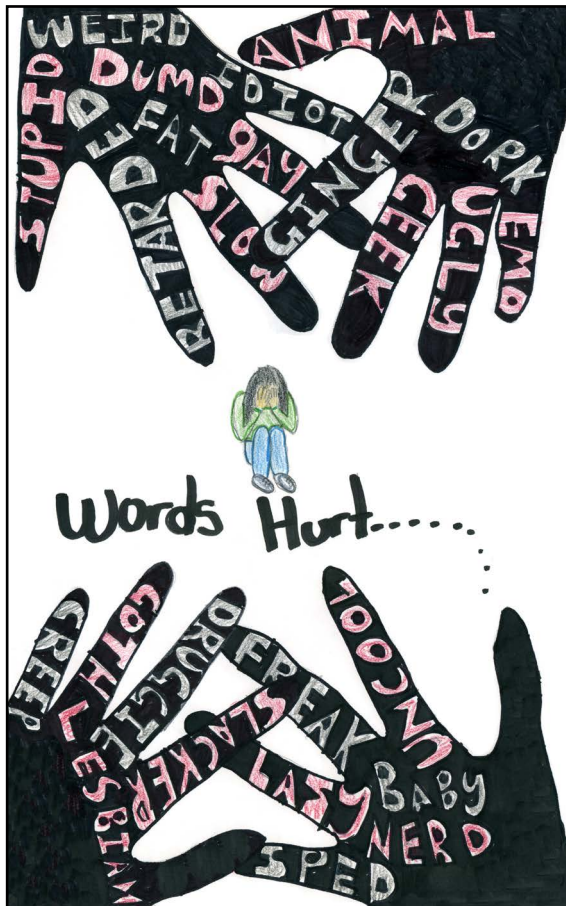
High School Winner

Chelsie Leger – Grade 11
Bernice McNaughton School



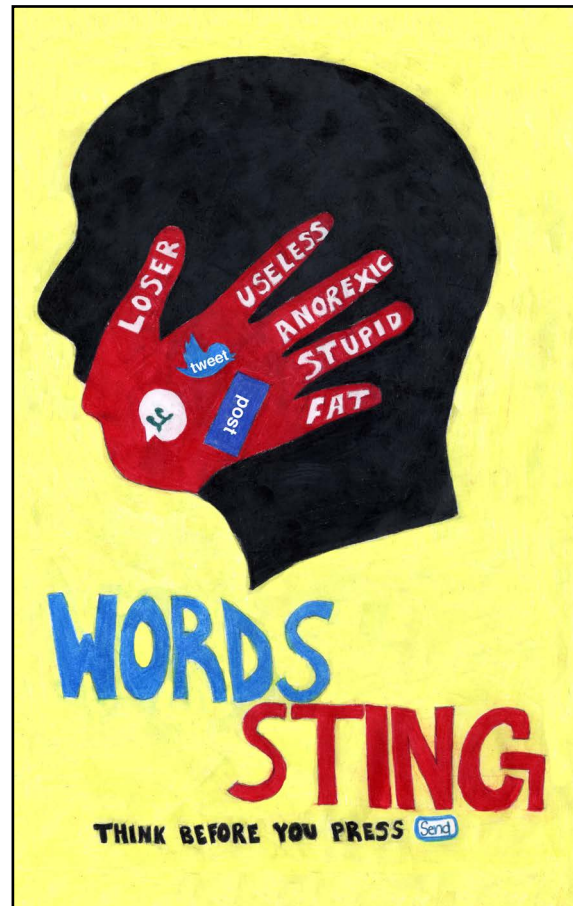
High School Honorable Mention

Crystal Noble – Grade 9
Grand Manan Community School



High School Honorable Mention

Sephora Reid – Grade 11
James M. Hill Memorial High



Conducting Ourselves Professionally in Difficult Times

by Ardith Shirley, NBTA Staff Officer - Professional Development

"Hi, I'm calling for advice on the Professional Code of Conduct. Here is the situation I am dealing with (...) can you tell me if this is a breach of our code?"

Since taking on responsibilities to provide advice and administer the Professional Code of Conduct for the NBTA almost four years ago, I would suggest that my phone rings at least four times per week (significantly more in weeks when schools tend to be a little "busier" than usual) to find a teacher struggling with an ethical dilemma or conflict and seeking confidential professional advice. While each of the calls or face-to-face inquiries is unique, there have been enough similarities to merit an attempt at an article that could provide a bit of background information and education on the topic.

Purpose of the Code

The NBTA/AEFNB Code of Professional Conduct provides guidance for ethical relationships, responsibilities, behaviours and decision-making for New Brunswick public school teachers. It serves as a means of self-evaluation, self-regulation and the foundation for professional dialogue and conversation between and among peers with the goal of elevating the profession. Many mistakenly assume that its sole purpose of existence is to lay a charge against a colleague who has "stepped out of line". I can often hear a rather long reflective silence on the other end of the phone when I begin conversations about the code by stating, "The primary purpose for the NBTA Code of Conduct is to PREVENT a charge".

Foundations of the Code and our Profession

The Act of Incorporation for NBTF/NBTA/AEFNB (1983) clearly places responsibility for the administration of the professional code of conduct for teachers with our two professional associations (NBTA and AEFNB). Both the Anglophone and Francophone Associations have worked together to assure consistency in the principles and administration process of the code and thus, maintain the same ethical expectations, professional standards, process and possible sanctions for all of New Brunswick public school teachers.

Act of Incorporation for NBTF/NBTA/AEFNB (1983)

Part ii

17(3) *The Association shall have the power to adopt, maintain, and enforce a code of ethics.*

Part iii

29(d) *adopt a code of ethics, investigate complaints and impose disciplinary sanctions upon its members;*

The Pledge, the Principles & Code

The pledge is probably the most familiar part of the Code since it is often repeated during NBTA sessions that are done annually with our NB B.Ed Programs, and most administrators include it as a part of their annual "back to school" orientation at the first staff meeting:

We, the members of the New Brunswick Teachers' Association (NBTA), accepting the responsibility to practise our profession according to the highest ethical standards, acknowledge our responsibility to the teaching profession. We are prepared to judge and to be judged by our colleagues according to the provisions of the Code of Ethics (the "Code").

While it is powerful to hear teacher's voices raised in unison repeating the pledge, the real power comes in the professional conversations that discussing and debating what it means to live the pledge.

"This Code should be treated as a living document with wide application in professional practice. Its use should not be limited to dealing with difficult issues. It should be treated as an educational tool: to help the profession to define and re-define its values, and assist individual practitioners to be constantly aware of ethical tensions in teaching, and help them develop principled ways to resolve those tensions. This process should begin with student teachers and continue throughout professional life."¹

The principles of our Code are divided into the following categories:

- Teacher-Student
- Teacher-Teacher/Profession
- Teacher-Employer
- Conduct Unbecoming a Member of the Profession
- Misconduct of a Criminal Nature

Without a doubt the majority of the calls that I receive would fall under the umbrella of the second principle: Teacher-Teacher/Profession.

Caring Enough to Confront

"We are prepared to judge and to be judged by our colleagues..."

More often than not, as I listen to the caller describe the situation they are facing, I can usually pick out several fulcrums where had a timely conversation occurred between professionals, a resolution may have been achieved avoiding much angst. Unfortunately, teachers appear as eager to avoid confrontation as the rest of the human race. The fear of facing confrontation with another professional more often than not prolongs agony

and allows situations to fester and become more intolerable and complex. Indeed it would seem that we have no problem being prepared to be judged by our colleagues, but when something occurs that causes us to “judge” others, we struggle in bringing it to their attention.

While I appreciate that such conversations can be difficult, they are part of our professional responsibility. When I am faced with the need for a difficult conversation, I always remind myself of times in my career when someone has gone “over my head” or “behind my back” to raise a concern, as opposed to looking me in the eye and raising the concern with me directly. While both may have sent me a clear message, the latter approach certainly left me with far more feelings of mutual respect from the individual involved, a better foundation for positive growth.

Susan Scott, author of *FIERCE Conversations*, eloquently demonstrates this idea in her workshops by asking participants to rate on a scale of 1 to 10 the following questions:

1. *If someone is doing something that upsets/bothers you, how prepared are you to tell them?*
2. *If you were doing something that upsets/bothers someone else, would you want them to tell you?*

When I have asked those same two questions in our NBTA *FIERCE* Conversation workshops, the vast majority of participants rate the later question as a 10. Remembering this often gives me the “kick in the pants” I need to proceed with my necessary conversation.

Sooner than Later

Unfortunately, many of the “Code” calls I receive come after years of missed opportunity and conversations that should have taken place. As I close for this month, my hope is that someday in the near future, I may begin to receive more of the “help me prevent a charge” calls...sooner than later.

Sources:

¹New Zealand Teachers' Council)available online at www.teacherscouncil.govt.nz/required/ethics/aboutcodeofethics.stm

NBTA Member Handbook (available online at www.nbta.ca)

Steps to Resolving an Ethical Dilemma (available online at www.colorado.edu)

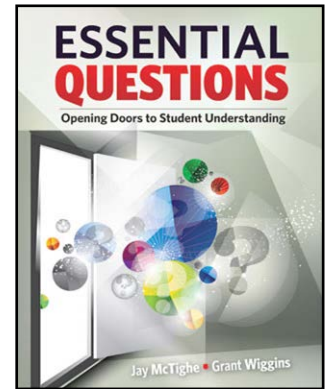
FIERCE Conversations by Susan Scott

Book Give-Away!

Congratulations to **Tiffany Sabin** of Anglophone South on winning last month's draw for *How to Create and Use Rubrics for Formative Assessment and Grading* by Susan M. Brookhart. This month's give away is for *Essential Questions – Opening Doors to Student Understanding* by Jay McTighe and Grant Wiggins.

The book explores how using essential questions can be challenging—for both teachers and students and provides guidance through practical processes, as well as suggested “response strategies” to encourage student engagement. Find out how to create a culture of inquiry so that all members of the educational community—students, teachers, and administrators—benefit from the increased rigor and deepened understanding that emerge when essential questions become a guiding force for learners of all ages.

Sound intriguing? Send me an email with the subject line “Book Draw” before June 21st. I'll send the winner a copy just in time for a beach read!



Ardith



May I Recommend?

The two articles I choose to highlight in the remaining space provided are actually written by the same authors, but appear in two different journals. Susan Brookhart and Connie Moss co-authored “Leading by Learning” in May's *Kappan* as well as “A New View of Walk-throughs” in April's *Educational Leadership*. I think both can be summed nicely with the following: “When educational leaders change their focus from watching the teacher teach to watching the students learn, they got more information about teaching and learning and realized what had been missing before.”

And finally, my closing quote is dedicated to the teacher volunteers who work so hard on our Elementary, Middle and High School Council Executives to make our May Council Day such a success!

“Far and away the best prize that life offers is the chance to work hard at work worth doing.”

— Thomas Jefferson

Councils

Elementary Council News *Council Day 2013 News*



Elementary Council Past President Donna Losier and motivational speaker Jacques Demers, a keynote speaker at Elementary Council Day in Miramichi.



Some teachers from across the province continued their professional development into Saturday as they attended the Math Workshop hosted by Elementary Council. The speaker for the day was Debbie Diller, a renowned educator in Literacy and Math. She is known for her work with math stations and small group instruction which address the differentiated needs in today's classrooms.

Tips for Teaching Social Studies

Written by James Wright (Recently retired Teacher/Principal from Bristol Elementary School)

Social Studies needs to be more than a series of dates and facts these days. Any child can now access any fact within seconds: What we as teachers need to do is to give them the historical framework to structure the information, and the ability to understand the perspective that colors that information. This promotes a greater understanding of the events of the past and their influence on the present. Discussion is obviously one way to instil this per-

spective, but guided research resulting in some kind of presentation is an excellent way to bring students to gain a deep understanding of the curricular outcomes in social studies, as well as developing the research, critical thinking, presentation and technological skills that are so important for both education and citizenship. After working with the students to develop a common rubric based on the curricular outcomes, students can use a variety of means (literature,

first person interviews and technology) to find the information necessary. This information can then be used to develop a presentation working individually or in groups, using either technology or more traditional methods to meet the requirements of the rubric. The teacher can then use the presentations to bring out the differing perspectives on contemporary events and structures as well as historical events.

Councils

Middle Level Council Congratulates those “Making a Difference in the Middle”

Lesley Stewart — Harkins Middle School
Kari Waye — Harkins Middle School
Janice Mutch — Harkins Middle School
Kim Beers — Harkins Middle School
Denis Bourgeois — Birchmount School
Marie-Josée Savoie — Dr. Losier Middle School
Suzannah Johnson — Bliss Carman Middle School
Gerald Sullivan — Bath Middle School

Travis Steeves — Bath Middle School
Gretchen Murray — Bliss Carman Middle School
Angel Antworth — Bath Middle School
Katie Saunders — Bath Middle School
Natasha Lingley — Bliss Carman Middle School
Joan Huskins — Bliss Carman Middle School
Jason Burns — Prince Charles Middle School
Kelly Thibodeau — Shediac Cape School



The local committee for the MLC: Front row Stacey Richard, Sam Lagacy, (Back row) Tina Landry, Stacy Garland and Donna Lagacy.



Councils



High School Council News



Phyllis Parlee (left) and Veronica Totten-Graham (right) are presented with certificates by High School Council President Sheridan Mawhinney.

A whopping 2065 enthusiastic educators congregated in Fredericton for High School Council Day this year! Key-note Sara Kay's unique view on storytelling drew rave reviews, as did Sheree Fitch. Many teachers also got to enjoy a full workshop with Sheree the following day at the NBTF building!

Fredericton High School did a fantastic job hosting the main conference while the NB College of Craft and Design entertained the Art strand. Special thanks go out to Greg Peters and the FHS student leadership team for their role in assisting the High School Council at Fredericton High School as well as Ron Leger and Roberte Melanson

Councils

for their role in organizing the Art strand.

Those who attended the High School Council Annual General Meeting were treated to seeing seven New Brunswick high school teachers receive High School Council Awards for Outstanding Contributions to Education. This year's exceptional recipients are:

- David Craine – Oromocto High School
- Doug Deering – Simonds High School
- Jacinta Gallagher – Harbour View High School
- Lisa Michaud – Oromocto High School
- Louise Parlee – Sussex Regional High School
- Phyllis Corbett – Sussex Regional High School

- Veronica Totton-Graham – Belleisle Regional High School

High School Council has been busy assisting High School Council members wishing to pursue professional development opportunities. So far this school year, High School Council has approved 12 grants totaling \$4135.78. However, we are still accepting applications and would be happy to fund your next professional growth opportunity. Applications are currently being accepted for the upcoming school year as well. You can access the form here: http://www.nbta.ca/resources/forms/improvement_grant3.pdf

Humanities in the 21st Century Classroom

by Jason Agnew, Bernice MacNaughton High School

I am sure some of you have experienced a humanities class where the teacher either lectured for the full class, or had each student read a paragraph from the text out loud. You were then expected to study dates/facts/names and write the test or standard essay. The problem with this method today is that the “old-school” teacher did not have to compete with YouTube, Twitter, video games, and 24-hour cable networks. Therefore, one of the major struggles of most teachers is to have their students make connections with the content. English teachers can do it through analysis of poems, song lyrics, and prose. Science teachers can do it through labs and experiments, and music teachers can have their students play music based on the theory they learned. The problem for humanities teachers, however, is how do you take an event from hundreds of years ago, or an abstract theoretical concept, and make it interesting and exciting for students?

One way in which to help students to make these connections is through multimedia. Video is now, just as it was 30 years ago, a great tool for the humanities teacher. The one bonus

we have today is the magnitude and quality of video available on-line. Even more importantly, students can be some of the best resources when it comes to video. I can think of two or three videos from YouTube passed on to me from current students which have been instrumental in my classes understanding specific concepts and historical themes. Furthermore, multimedia presentations, specifically PowerPoint and Prezi, are invaluable when it comes to getting the students to connect with the humanities, whether it be Law, Political Science, History or World Issues.

But all of this multimedia is useless without allowing creativity to shine through. I use the aforementioned media often, but what I look forward to each class, each year, is the different assignments, whether individual or group, where the students create. For example, allowing a group to create a new country, including economy, currency, constitution, Charter of Rights, and national anthem, among other things, is unbelievably empowering for both teacher and student. What better way to illustrate understanding than creating that which you just read about and

discussed?

Journals are another interesting way for students to demonstrate understanding; instead of having a student write a standard research essay for history, have them write it from the perspective of one of the participants of an event. Reading about what a Private from the 26th New Brunswick Battalion experienced at the Battle of Vimy Ridge, brings everything closer to home. The student must still provide research, citations, etc, but it is no longer simply a retelling of an event, but rather now the student is bringing history down to the human level. What more can we ask students to understand from history?

The humanities are more than just facts and dates; more than just ideas and concepts. The truly memorable and valuable humanities course illustrates, it enthralls, and it challenges. It allows the students to create and understand what it means to be a citizen. But most importantly, it helps students connect their past, their present and their future. If they are not involved, then we might as well give them the textbook and start reading paragraphs out loud again.

DEVELOPING SUCCESSFUL SCHOOLS



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

An Instructional Leadership Institute

Mount Allison University

Sackville, NB

July 8-11, 2013

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

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

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

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

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



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

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

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

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

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

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

In this interactive and practical Institute, you will:

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

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

If interested, please contact Ardith Shirley for more information.

CONTACT 2013

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

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

Plenary Sessions, Keynotes and Your Choice of Concurrent Sessions

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

New Application Guidelines

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

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

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

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

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

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



Prince Edward Island
Teachers' Federation

CONTACT 2013 APPLICATION FORM

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

Name of Teacher:

School/Address:

Postal Code:

Tel: (s) (h)

Email:

Home Address:

Postal Code:

Have you attended CONTACT before? No Yes; Year

Branch:

Grades/Areas of Teaching Responsibility:

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

Date: Received:

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

Return to:

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

or ardith.shirley@nbta.ca

Executive Director's Report to 2013 NBTA AGM

Excerpts from Larry Jamieson's remarks on May 25, 2013

...I am amazed by how education and, by extension, this organization, has continued to evolve. Despite believing that policies, procedures, structures, etc. are in good stead, one only has to work in education for a short period of time to realize that nothing ever stays the same for long. The 2012-13 school year has been no different.

During the past year, as a leadership group, we have continued to focus our efforts upon the Objectives of the organization as found in our Act of Incorporation. These objects have been summarized in four (4) key priority areas of our Strategic Action Plan. This plan has provided a convenient framework for the work this organization undertakes on behalf of teachers. The specific actions related to these priorities are reviewed and updated regularly by the Executive Committee and the Board of Directors.

...This summer, NBTA will host our Bi-annual Leadership Workshop during the second week of August in conjunction with the installation of Peter Fullerton as our new President. We will invite approx. 120 participants from our branches in delegations of 3-8 representatives, including our Branch Presidents and Directors. This workshop is an important investment in the life cycle of this organization as the participants will begin to chart the course for the next two (2) years – identify new actions within the framework of the Strategic Plan, and learn about roles and responsibilities of organizational leaders. I want to encourage all of you to make sure that your branch delegations to this workshop are full so that you have every opportunity to have an impact upon the direction of your organization.

...An important investment in the work of this organization has been the significant amount of time and effort we have continued to devote to organizational governance. We have worked hard to develop a clearer understanding of the role of leaders within our organization; be they Executive, Board, Branch Presidents, committee mem-

bers, or staff so that everyone understands the role and the responsibilities that are associated with the many positions that members hold.

...During the past year, NBTA staff has met with senior department staff and district superintendents on two occasions in an effort to identify ways in which we might work more closely together to support our teachers and students. The sense from these first two meetings is that there is a willingness to collaborate. We have identified several issues, including school leadership, assessments, and professional development, where we can assist one another in supporting the system. Our staff looks forward to continuing these discussions during the next school year.

...Beginning last fall, the staffs of NBTF, AEFNB and NBTA were engaged in getting ready for the round of Collective Bargaining that we knew would unfold some during the current school year. This has been a major effort, beginning with the development of the Asking Package with the Federation Committee on Terms and Conditions of Employment in early October, progressing through the start of bargaining in February that ultimately led to a Tentative Agreement being reached in early April, followed by the Branch meetings, and ratification of a new Collective Agreement in early May. Although, this process is not without it's ups and downs, the ratification vote of nearly 94% suggests that teachers were pleasantly surprised and somewhat relieved with the outcome, and the efforts put forth on their behalf.

...Another major effort that has been brewing for the past couple of years will be to deal with the pension review that is upon us. Just over two (2) years ago, the Minister of Finance announced that government would undertake a review of all private and public-sector pension plans in the province by appointing a Task Force on Sustaining Pensions. We have followed the work of the Task Force, and last month, a series of public meetings were hosted by the Minister of Finance for retired members of the

Public Service Superannuation (PSSA) Plan that drew hundreds of people, including many retired teachers, who were concerned about the potential loss of benefits from rumoured pension changes. I believe, based upon the feedback we have been receiving, that the passion, frustration and anger exhibited at these meetings shocked government and has resulted in a slowing down of the process that was underway.

The teacher organizations in NB (NBTF, NBTA & AEFNB) believe that major steps taken in the early 1990's, which included increased contributions from members, were critically important to putting the Teachers' Pension Plan on solid financial footing. We also believe that we have been good stewards of the plan over the years. At the last actuarial valuation, the TPA had a funding level of 89.8%. This represents the highest funding level of any public plan in NB and one of the best-funded pension plans in Canada. All of this has occurred despite two of the worst economic downturns in the financial markets that we have ever witnessed. Teachers should rest assured that your leadership is staying abreast of developments and we have taken several steps to prepare for this coming challenge. We will need the support of all teachers, both active and retired, as we address this challenge and try to protect a pension plan that all of us view as a "scared trust" between the Government of NB and teachers. My best advice to all teachers is to stay alert to developments and be ready to become involved in any way possible when called upon to protect this plan.

...Finally, I want to thank all of you – the local and provincial leaders of this organization for all of the work you do on behalf of your colleagues. We are here to provide services for teachers and to do all that we can to improve the public education system for teachers and students. It is a privilege to be the Executive Director of this organization and it is an honour to work with all of you toward this objective.

NBTA AGM 2013 - Branch Resolutions

1. BE IT RESOLVED that the NBTA lobby that EECDC provide all teachers with the \$250 teaching supplies fund currently provided only to classroom teachers. (Submitted by 2 branches)

Result: Carried

2. BE IT RESOLVED that the NBTA lobby the Department of Post Secondary Education, Training and Labour to adjust the Work Ability Program in regards to providing Kindergarten Support Workers to classrooms across the province.

Result: Carried

3. BE IT RESOLVED that the NBTA lobby school districts to give first priority for placement of out-of-zone students at a school to the children of teachers who work there.

Result: Defeated

4. BE IT RESOLVED that the NBTA, through Councils, re-examine the guidelines for Alternate Proposals for the May Council Day.

Result: Defeated

5. BE IT RESOLVED that the NBTA ask NBTF to negotiate for a broader application of bereavement and compassionate leave, including recognition of step relationships. (Submitted by 2 branches)

Result: Carried

6. BE IT RESOLVED that the NBTF negotiate for discretionary (personal) day(s) for teachers. (Submitted by 2 branches)

Result: Carried

7. BE IT RESOLVED that NBTA/NBTF seek revisions to EECDC Policy 701 that would ensure that consistent criteria and protocols are applied province-wide prior to the launch of investigations.

Result: Referred to NBTF

8. BE IT RESOLVED NBTA/NBTF seek revisions to the "on-review" process to include measurable criteria for placing teachers on review, a set period of time, and standardized procedures province-wide.

Result: Carried

Recommendations from NBTA Board of Directors

1) REVIEW OF AGM RESOLUTION 2012 – TEACHER EDUCATION & CERTIFICATION

Carried

That we recommend to the NBTA Annual General Meeting 2013 that NBTA lobby the EECDC and Bachelor of Education programs in New Brunswick to accept trades training as equivalent to credit hours in a teachable subject.

2) REVIEW OF FIVE-YEAR POLICY STATEMENTS

That we recommend to the Annual General Meeting 2013 reaffirmation of policies as outlined in Appendix "A" (below).

Policy	Year of Adoption	Current Policy	Result
104	May, 1990 Reaffirmed: May, 2007	AGM RESOLUTIONS (RETURN FOR CORRECTION) Resolutions which are vague, improperly worded or based on incorrect information will be clarified with the submitting Branch and processed by the NBTA Resolutions Committee.	Carried
191	May, 1990 Reaffirmed: May, 2007	BRANCHES – NOMINATIONS FOR DIRECTOR Each branch should be encouraged to nominate more than one candidate when positions on the Board of Directors are open and each Branch will carry out democratic elections to fill these positions.	Carried
461	May, 1984 Reaffirmed: May, 2007	PENSION: ANNUAL CONTRIBUTORS' STATEMENT NBTA will continue to press Pensions Branch to notify teachers of the amount of their accumulated pension contributions, interest and pensionable service annually.	Carried
501	May, 1990 Reaffirmed: May, 2007	REPRESENTATION ON COMMITTEES (EXTERNAL) Whenever practicable the President, Vice-President, their designates or members of the Board of Directors, or assigned NBTA Staff, should represent the Association on all committees outside the Association on which the Association is granted representation.	Carried
552	May, 1990 Reaffirmed: May, 2007	REPRESENTATION – UNB BOARD OF GOVERNORS The NBTA representative on the UNB Board of Governors will be The President or the President's designate.	Carried

3) PROPOSED BUDGET FOR 2013-2014

Carried

That the proposed budget for the fiscal year 2013-2014 be recommended to the Annual General Meeting.

4) NBTA DUES FOR 2013-2014

Carried

That the dues for NBTA statutory members remain at \$760.00 for the 2013-2014 fiscal year.

5) DUES FOR NBTA CASUAL MEMBERS FOR 2013-2014

Carried

That the dues for NBTA casual members remain at \$2.62 per day for the fiscal year 2013-2014.

Centennial Award 2013

David Craine

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, Oromocto High School Teacher David Craine.

For the past 29 years, David Craine has been a dedicated, hardworking teacher and a true leader in Oromocto's schools. His varied and broad skill set, his quiet and persistent concern for others, and his calm and professional demeanour have had a profound impact on fellow staff members and students. His nomination for this award was accompanied by a letter of support signed by 85 colleagues at Oromocto High. A fellow teacher summarized this high regard with these words: "When he retires in June, his position will be replaced, but there is no replacing David Craine, as a teacher or as a person."

In the ever-changing world of computers and technology, David's own expertise has grown and evolved due to his commitment to professional development and upgrading his skills. David has been highly involved in curriculum development in his own courses, working closely with Education and Early Childhood Development officials to update curriculum and content. David has also been a leader in the preparation and submission of proposals that have brought important financial grants to upgrade technology at OHS, through programs such as Grassroots, the Network to Innovate Schools, and the Innovative Learning Fund. These benefits were shared school-wide.

David is also known on staff as the guru of classroom discipline. He maintains high expectations for appropriate behaviour, both in his classroom and in the building as a whole. Each semester, his students soon come to love and respect him, not only for his personable ways, but also because he holds them accountable to high standards. His calm and respectful approach to classroom management promotes a very positive learning environment, and contributes to the success of his students. Over the years, countless teachers, administra-

tors and students have walked into David's classroom and asked for advice on everything from the weather to discipline.

David's dry humour, quick wit and willingness to participate in fun events have also made him popular among students and colleagues. He brings good cheer to the lunchroom and he is well-known for bringing delicious homemade meals for all to share. He has been a valuable par-



ticipant in several skits and onstage performances, particularly in recent years. His role as Wilbur in the "Wilbur and Wiladene" entertainment segment of the Staff Christmas Breakfast leaves the crowd in stitches every year.

David has worked quietly behind the scenes for many years mentoring numerous substitute teachers. One of these teachers noted:

Everyone at OHS has been friendly and welcoming but Mr. Craine was the one person on staff who dropped by regularly to say hello and see how I was doing in my new position. He truly made me feel welcome and I knew he was sincere. He would joke and say "Are you still here?" and then would ask me if there was anything I needed. He did this many times. I was touched. He will definitely be missed around here.

David's expertise goes beyond the classroom. An avid outdoorsman, he was the ideal candidate to take a lead role in the implementation of the new Outdoor Pursuits 120 course in 2001. A colleague said:

He spent countless hours outside the regular work day preparing materials for the program.

This course requires overnight camping trips, which David would organize for his own classes. He would also accompany me on my class trips. Without David's work and expertise, the outdoor pursuits course would probably not be offered at our school.

And more from his colleagues:

Teaching with David is a joy. He is very organized, calm and respected by all students and staff because he will do everything to help them succeed. I have watched some of our most challenging students work very diligently in his classes and accomplish goals that other teachers could not believe.

David works day and night enhancing BBT, CAD and Robotics programs and takes very little credit for his accomplishments. He always gives the credit to the people who do the little things to assist him.

A day does not go by that David is not working on something new, whether it is curriculum, the outdoor pursuits program, first aid service or assisting another teacher.

His toolbox of teaching skills is impressive and unique.

He's not a flashy guy who seeks attention but a behind-the-scenes guy who keeps things calm.

I have modeled my classroom management from his skills and sought his advice many times over the years.

Dave is a master of many trades. His knowledge of technology, carpentry, automotive, green energy and electrical have benefitted many during his time at OHS.

I first met David in the mid-80's; of course he was Mr. Craine back then as he was a teacher and I was a student at Harold Peterson Junior High. I went on to become a colleague of David's for a ten-year span at OHS. Now, as a superintendent, I am proud to know him as a toponotch teacher and wonderful person.

For the contributions he has made to his students, school, and colleagues and for being such a credit to his profession, we are honoured to present David Craine with the 2013 NBTA Centennial Award.

Vince Sunderland Award 2013

Tina Estabrooks

The Vince Sunderland Memorial Award for Outstanding Educational Leadership was established in 2006 and is sponsored by the Department of Education and Early Childhood Development. 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 in honour of 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:

Centennial School Principal Tina Estabrooks.

Tina Estabrooks arrived at Centennial School with a vision and an innate understanding of the needs of the community and its students. She has worked tirelessly to ensure that parents know that the school is there to support them in helping their children to receive the best school experience possible. Parents know that Tina is there to help, not to judge, no matter what the situation, whether it is picking them up to attend a PSSC meeting or taking their child home because they are unable to come and get them.

Tina is not a top down leader. She believes that for teachers to get excited about something and truly buy in to change and improvements, they have to be active partners. As a result, Centennial School is full of teachers who have become leaders and decision-makers. The School Improvement Plan, professional learning opportunities, special events, interventions, assessments, and classroom composition all are the result of shared leadership. It is a place where teachers try new things, because they know that, if it doesn't work, it's still okay.

There were some great letters of support for Tina's nomination:

If I want to lead in any capacity with effectiveness, Tina is the perfect mentor. I

think this is the mark of a great principal. Our professional judgment and experience are valued and trusted. I watch Tina as she deals with issues, addresses challenges, encourages staff and supports what is happening in the classroom. The power of a great mentor is that they can help to cast away self-doubt and help you see what you bring to the table.



Teachers shed tears over students, agonize over interventions, and tirelessly work to find the answers we need to help our students. Tina continually supports us and encourages us. "Let me know what you need," she will often say.

Tina's efforts have created a collaborative team that embodies the mission statement we know and live each day, "We Learn. We care. We make a difference. We are a community!" Our school has become an exciting place.

She includes teachers in the decision-making process. One cannot overestimate the value this has on morale. She does not ask teachers to do anything that she would not be willing to do herself. As well, she is very strategic in adopting new initiatives, ensuring that her teachers do not become over-burdened and candidates for burn-out.

Though I have had the opportunity to work with some outstanding educational leaders, three years have brought many changes to how I view the role of an effective

leader and teacher. I am a better teacher, leader, and person because of Tina.

Tina is passionate about our school and enthusiastically shares that she is where she is meant to be. Students are at the center of her plan of action and their successes are what drive our school. It is their well-being, in all aspects, that guides what needs to happen. Tina believes in our students and expects that they will learn and achieve well. She recognizes that in order for this to happen, our students need to see the school as a safe and caring place. Our students know that we believe in them, and that we will always do what whatever it takes to help them do their best.

A final letter of support came from a Grade 5 student:

Dear Vince Sutherland,

I think Ms Estabrooks should have the Outstanding Educational Leadership Award because she is a great principal and a role model to the whole school. She helps all the kids with their problems and how to solve them in a mature way.

Ms. Estabrooks also makes people feel very welcome at our school because she is very friendly and very nice. She also is fun! She gives us fun activities to do like announcements or all the activities that come from being an ambassador.

Ms. Estabrooks is very smart, too, as she always knows the answer but helps us to come up with them on our own by encouraging us to do our best. Ms. Estabrooks really cares about all the kids and teachers at the school and makes us kids feel safe. I feel that I could go to her for any reason.

I have been at Centennial School since Kindergarten and this is my last year here. I love my school and my principal and truly believe she deserves to win this award as she goes above and beyond her duties as a principal and it shows throughout our school.

Centennial is the place to be! And Ms. Estabrooks is the reason!

We wholeheartedly agree and are honoured to bestow the 2013 Vince Sunderland Memorial Award for Outstanding Educational Leadership upon Tina Estabrooks.

Bell Aliant Award

Sandra Crowley

The Bell Aliant Award for Excellence in Teaching is presented each year to a member of the New Brunswick Teachers' Association 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 is being presented to Lord Beaverbrook School, Resource Teacher Sandra Crowley.

Over a 36-year teaching career, Sandra Crowley has had a huge impact in the lives of hundreds of students in the Campbellton and Tide Head areas, particularly those with special needs. An enthusiastic leader, tireless advocate for students, a role model, guide and selfless supporter of colleagues, she makes a difference for others every day. The words of fellow staff members and of the parents of her students demonstrate how deserving Sandra is of this recognition.

When I began as a Kindergarten teacher, Sandra had a very challenging group of students with a multitude of diverse needs in her own classroom. She worked tirelessly to ensure that she reached each one of them and that they were successful in meeting their academic outcomes. At the same time, she was a mentor and role model for me, the one I looked up to and emulated. She always made time to sit, meet and problem solve no matter how busy she was.

Sandra is a person you can count on any time of the day. She will set her own priorities aside to fulfill any request. Sandra makes you feel very comfortable to approach with any question and if she does not have the answer she will soon find one for you.

She is truly an advocate for all students

entrusted to her care. For anyone who knows Sandra, she is like a dog with a bone when she is looking for resources or support to help better a student's educational opportunities. She is a living example of a lifelong learner, and to this day, she continues to search out and enhance



her own personal and professional learning.

Working with Sandra makes even the most stressful cases and situations more bearable. From our first introduction, it was like running into an old friend. In her view, there is no time like now to start helping students and getting things done.

On a personal level she is a very compassionate individual who reaches out and cares for fellow colleagues who may be struggling. She readily offers support to younger teachers and is always willing to share her time and expertise to achieve the goal of excellence in delivery of services to students.

When you combine a ceaseless amount of energy with a genuine concern for the well being of others, you begin to slightly capture the essence of Sandra Crowley. Although she is deep into her professional career, she maintains an enthusiasm and excitement for learning, and uses her wealth of knowledge to help others implement the best pedagogical practices.

There is only one Sandra and I am so grateful to have had her in my life. She has always believed that every child can learn and will succeed in life, and still today, after 30 years of teaching, she continues to always put the best interests of students first. If you want a job done, she is the lady to ask, and it is guaranteed to be completed with love and perfection.

A mother, father, nurse, role model, and social worker are molded into one person, and that is Sandra. She has given a gift more precious than gold...the gift of knowledge and a desire to know more.

My son has been diagnosed with autism and during his 5 years at Lord Beaverbrook School, Mrs. Crowley and I spoke almost daily. Her goal was always apparent, deal with his behavior in the most

appropriate manner and help him be included in as many activities as possible. It was obvious to me that she wasn't just doing her job and that she truly cared about his progress.

As parents with special needs children entering school, we had many fears, trepidations and concerns. I don't know what we would have done had Mrs. Crowley's hand not been present in our children's lives. She not only touched them during their time at LBR, but the skills she instilled in our boys have had an impact they will carry with them throughout their lifetimes. For that we are eternally grateful.

On behalf of all the students, parents and colleagues she has helped and supported for more than three decades, we also want to express our gratitude to Sandra Crowley by presenting her with the Bell Aliant Award for Excellence in Teaching.

NBTA Special Recognition Award

Shirley Downey

The New Brunswick Teachers' Association Special Recognition Award symbolizes the appreciation of the Association for specific service given by an individual, who is not a statutory member of the NBTA, to education provincially, to the objectives of the Association, and to the work of teachers. It is only awarded in those circumstances where an individual has made a significant impact, in some particular way, in the lives of teachers. There have only been six previous recipients of this award, and it was last bestowed in 2007.

This year, we are proud to present the NBTA Special Recognition Award to Shirley Downey.

The New Brunswick Teachers' Association represents over 6200 teachers and it can safely be said that because of Shirley Downey they all have something extra in common. They all teach or interact with students who received a "Born to Read" little red bag of books when they were babies. One of the main objects of the NBTA is supporting and improving our public education system and the goal of that system is to level the playing field for NB's children. Education is society's primary way of providing equal opportunities for the young, whatever their backgrounds or home situations. For over two decades, Shirley Downey has turned these values into actions. It would be difficult to find a more natural choice for our Special Recognition Award.

The successful Born to Read program in New Brunswick grew out of a conversation between Shirley Downey and friends over 20 years ago. This discussion explored the importance of early childhood literacy and the mechanics of ensuring that all babies are read to from birth. The belief was that this would greatly improve the quality of life for children and enable them to suc-

ceed in school. Having just retired from an extremely successful career in banking, Shirley's energy, drive, and creative mind meant that sitting at home was not an option.

"Born to Read NB," patterned after a program developed in Quebec, was started in St. Stephen in 1991 by Shirley Downey and the Heritage Chapter IODE. It soon became a provincial IODE project. New parents are presented with a bag of books to read to their baby.



Also included in the bag is information on early childhood development and links to library programs. In 1997, the Lieutenant Governor of the province, Marilyn Trenholme Counsell, backed the program and donated her pension to buy books for the bag. Her vision was for this program to reach every baby born in the province. As a result, Literacy NB Inc. provided administrative and fundraising support to gather partners to achieve this goal through province wide distribution. Since 2010, the NBTA has contributed to this program to help sponsor an NB book in the "Born to Read" bags. Most recently, the NBTA has supported the wonderful "Lullaby for New Brunswick" book, written by Moncton-area supply teacher Jennifer Aikman-Smith and illustrated by Fredericton art teacher Chris Brown.

Shirley Downey has been the driving force behind this success. She has been

passionate about the importance of the early years and, for twenty years, has been a presenter at many conventions such as 3M Canada, National IODE and District Rotary.

Her friends have provided some quotes from Shirley. They include:

"I can be quite outspoken."

"I don't take "no" for an answer; I look for possibilities."

"You know, people WILL help you! Believe it."

At a meeting of "Born to Read" directors in 2010, the topic of purchasing gifts as recognition for volunteers was discussed. While Shirley has always truly appreciated the work of volunteers, she has never lost sight of the fact that the children are the sole priority for the program. She commented that day, "People don't give us money to buy gifts. They give it to buy books for babies."

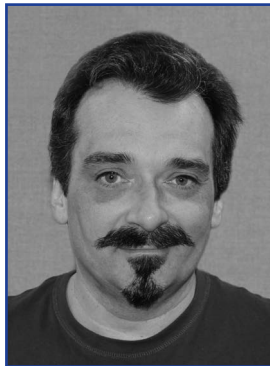
As an author, Shirley has also delighted young and old with her collections of poetry for the very young since 1999. Shirley's joy of language and pleasure in the small things of life are evident in her books *Mud Muddelicious Mud*, *Puddle Jumping*, and *Snuggle Bug*. Her latest book, *Fishes in the Seas: Poems for Maritime Kids*, celebrates the unique experience of living in the Maritimes.

If you know Shirley Downey, then you know that what she has done has never been motivated by a need for recognition. When informed that she had been chosen for this award she replied, "I guess it's okay if I get to speak about "Born to Read" to a big group. How many will be there?"

We assume she may mention Born to Read in her remarks.

For all she has done for the children and families of our province, we are proud to present Shirley Downey with the New Brunswick Teachers' Association Special Recognition Award.

Thanks for your Service! Members of the NBTA Board of Directors Completing their Terms



*Derrick Sleep
Branch 0820*



*Leah Bidlake
Branch 1827*

New NBTA Board Members



*Laura McCarron
Branch 0619*



*Warren Coombs
Branch 0820*



*Christine Leeman
Branch 1021*



*Cindy Arseneault
Branch 1536*



*James Ryan
Branch 1538*



*Wayne Coburn
Branch 1827*

2013-14 NBTA Executive Committee Members



(l to r) NBTA Executive Director Larry Jamieson, incoming Vice President Guy Arseneault, Sheridan Mawhinney (Branch 1725), Heidi Ryder (Branch 1610), incoming NBTA President Peter Fullerton, NBTA President Heather Smith (will be Past President 2013-14), Heather Hogan (Branch 1429), Laura McCarron (Branch 0619) and Rick Cuming (Branch 1450). Sheridan Mawhinney and Heidi Ryder were also elected to the NBTF Executive Committee.

Retiring Teachers of 2013

- | | | | | | |
|------|-----------------------------------|------|----------------------------------|------|------------------------------|
| 1538 | Sheila I. Allison | 1827 | William H. Hutchin | 0619 | Janet A. Miller |
| 1610 | Catherine E. Arseneault | 1610 | Theresa M. Johnson (Williams) | 1428 | Roxie M. Moffit (Kydd) |
| 0215 | Carter L. Assels | 0820 | F. Jill Jollineau | 0820 | Kathy I. Molloy (MacLean) |
| 1431 | Judith I. Barr (Knowlton) | 1429 | Mary Ellen Kilfillen (McTiernan) | 0820 | Michael J. Molloy |
| 0619 | Grant R. Beckingham | 0214 | Joanne H. Koot (Berelmans) | 1023 | Victor T. Morford |
| 0215 | Jo-Anne J. Belliveau | 0619 | Janet L. Krickler | 1826 | Ruth E. Morrison |
| 1826 | James W. Bird | 0215 | Perry W. Kukkonen | 1809 | Brenda L. Pierce (Robertson) |
| 1536 | Bonnie J. Blackmore-Walsh | 0619 | Kevin J. Langford | 1608 | Edison J. Pinder |
| 1826 | Stephen Bleakney | 1826 | Marcelle Lavallée-Gilders | 1826 | Bruce A. Pond |
| 1826 | Donna G. Bliss (Duffy) | 1826 | Madeleine M. Lelievre (Redding) | 1826 | Mary E. Radford |
| 0215 | Ron J. Bourgeois | 0820 | Lucie Lemieux | 1023 | Joanne Raye (Anderson) |
| 0619 | Janice P. Bramston (Scribner) | 1021 | Patrick T. Lenihan | 1021 | John M. Reid |
| 0619 | Michael J. Breen | 1725 | Daniel G. Leonard | 0820 | Ernest D. Ring |
| 1608 | Gertrude F. Brophy-Underhill | 1826 | Vanessa R. Levesque (Demmings) | 1640 | Barry A. Robertson |
| 1809 | Thomas P. Cameron | 0215 | Rémi R. Lévesque | 0820 | Susan M. Rodger (MacMackin) |
| 0216 | Raymond L. Carpenter | 0216 | Brenda F. Lewis | 0820 | Dine E. Rouse (Campbell) |
| 1608 | Sheila A. Carrol (McDonnell) | 1536 | Charles M. Lorette | 1428 | James R. Scarbro |
| 0216 | Patricia L. Carty (Davis) | 0820 | Beverley MacDonald | 0618 | Sharon L. Sear |
| 1610 | Andrew L. Clark | 1536 | A. Gordon MacDougall | 0619 | Robert L. Selby |
| 0216 | Wanda J. Clive (Steeves) | 0820 | Colleen M. MacLennan | 0820 | Gene W. Shave |
| 1021 | Jane S. Conley (Mitchell) | 1610 | M. Carmel MacTavish (Brideau) | 1023 | M. Barbara Smith |
| 0619 | Percy J. Cook | 0820 | M. Kimberley L. MacAdam | 0618 | Kathy L. Stewart (MacKenzie) |
| 0619 | Julie A. Corkum | 1021 | Clement J. McAfee | 1610 | Mary G. Stewart (Hackett) |
| 0214 | Danny S. Coughlin | 1610 | Richard J. McCarthy | 0619 | Mary R. Stilwell |
| 0215 | Susan L. Cowan (MacDonald) | 0619 | Joanie P. McCullum (Moore) | 1542 | Donald W. Stymiest |
| 0820 | Susan I. Cox (Robinson) | 1640 | Nancy M. McEachern | 0618 | Ellen Sullivan (Ryan) |
| 1725 | David E. Craine | 1725 | Rosa E. McEwing (Morgan) | 0618 | Michael D. Swift |
| 1538 | Sandra M. Crowley (Lyons) | 1023 | Laurie Lee R. McFarlane (Coffin) | 0820 | Paula L. Theall (Wright) |
| 1021 | Greg J. Deering | 1809 | M. Sally McGrath | 1608 | Mary A. Tozer (Donaldson) |
| 1725 | Kathryn Downe | 0820 | Nancy W. McHugh | 1022 | Wayne D. Veysey |
| 0619 | Anne Marie Duguay (LaPointe) | 1724 | Rosalie E. McLaughlin (Jones) | 1826 | T. Dawn Weatherbie |
| 0820 | Jill F. Edwards (Logan) | 1826 | Brenda L. McManus (Orem) | 1826 | Dianne Wilkins (Doak) |
| 1826 | Patricia L. Evered | 0619 | Charlotte McPhee | 0216 | Christine E. Wortman |
| 0618 | Barbara L. Fanjoy (McFarland) | 1826 | Roberte A. Melanson | 0619 | John R. Yerxa |
| 0820 | Ann T. Feicht (Beaman) | | | | |
| 1826 | J. Leigh Ferguson (Currie) | | | | |
| 1826 | Mary E. Ferris | | | | |
| 1608 | M. Carmel Fiander (Preston) | | | | |
| 1826 | Edward Fiset | | | | |
| 0820 | Susan M. Foster (Peacock) | | | | |
| 0618 | Deborah L. Freeze (Gounce) | | | | |
| 0215 | Claire R. Gautreau | | | | |
| 1826 | Wanda I. Giggie (Rogers) | | | | |
| 0215 | S. Michelle Gignac | | | | |
| 1610 | M. Robert Gillis | | | | |
| 0619 | Valarie D. Goddard (Payne) | | | | |
| 0820 | Kevin J. Gormley | | | | |
| 0820 | C. Jane A. Grady | | | | |
| 1826 | Rosemary D. Grattan | | | | |
| 0215 | Melanie S. Grimmer (Gemmell) | | | | |
| 1542 | Faye L. Groody | | | | |
| 1608 | Jennifer D. Hambrook (Parsons) | | | | |
| 1826 | David G. Haney | | | | |
| 1826 | Wayne V. Hayes | | | | |
| 1023 | Raylene R. Hayman (Beaton) | | | | |
| 1826 | Ruth I. Henry Dickinson | | | | |
| 0619 | Susan E. Hicks-Carrinus (Connell) | | | | |
| 0820 | Paul D. Holder | | | | |
| 0619 | John K. Howe | | | | |
| 0820 | Heather A. Hudson (Sample) | | | | |
| 1826 | Geraldine L. Hunter Evans | | | | |



Lieutenant-Governor Graydon Nicholas presents this year's first retiree, Sheila Allison, with a certificate at the Retiring Teachers' Luncheon in Fredericton on May 25, 2013.

Upgrading Your Certification

Written by Sarah Cogswell, Bristol Elementary School

Half of the teaching staff of our small rural school, recently completed courses to upgrade our certification. I was one of those teachers. It was a challenging but rewarding experience and I wish I'd done it sooner!

3 Reasons to upgrade:

1) Financial - I'll admit that this was the reason that I chose to upgrade, although it quickly became about so much more than the financial benefits. The raise in your pay depends on your years of service and certificate level. Exact amounts can be found in the collective agreement.

2) Benefit to students - Sometimes as teachers we forget what it's like to be a student. My experiences with upgrading quickly gave me renewed insight into the life of a student. I was reminded about how hard it is to sit and listen. I came back to my classroom with a more "hands-on" and "less is more" approach. I was also able to bring my newly learned skills and knowledge straight back to my classroom and this directly affected my student's learning.

3) Personal Fulfillment - I'd always enjoyed being a student but I must admit that being a student as an adult was so much more fulfilling and rewarding than it was when I was younger. My university courses gave me the opportunity to meet new teachers, share my experiences, set goals and meet new challenges with the end goal of coming back to the classroom an even stronger teacher.

3 Things to keep in mind:

1) New Brunswick tuition rebate - I would have missed out on a cheque for \$1500.00 if I hadn't heard about this rebate from a friend. Once you complete a degree or certificate level you can apply for a rebate to get back half your tuition, if you live and work in NB. Here is a link that explains the rebate. http://www.gnb.ca/0162/tax/nbtr/2013-03-20_Frequently_Asked_Questions_E.pdf

2) Certification deadlines - When planning, it is important to keep the recertification dates in mind (**March 31st and October 31st**). More information can be found about recertifi-

cation by following the *Teacher Certification* link under "My Applications" on the right hand side of the NB Education Portal.

3) Choose a Learning Mode that is right for you and your situation

- The advent of online learning has made upgrading more manageable for those who need to be close to home. There are several approved, online University's with six week courses in a variety of subjects that have frequent start dates. I took two online courses and both were convenient and a positive learning experience. Some Universities offer week long, summer courses that count for three credit hours. Last summer I found three excellent, week long, summer courses. Sometimes an educational leave is also a possibility. **Before giving any of your money to an educational institution, or beginning to take any courses it is important to email Joseph Arsenault at the office of teacher certification to get permission.**

"The secret to mastery in any field is to forever be a student."

- Martin Palmer



One half of Bristol Elementary School's staff recently completed University Courses - upgrading certificate levels.

Left to Right: Sarah Cogswell (K & 1), Pamela Green (R & M, Math, PE), Angela Welch (3 & 4, Math Lead) and Brenda Ciesielski (1 & Music).



POINT



PROFESSIONAL ORIENTATION AND INDUCTION FOR NEW TEACHERS

By Kimberley McKay, NBTA Staff Officer

As the school year is quickly drawing to a close, many new teachers find themselves thinking about rejuvenation. Time away from the classroom with family and friends can offer rest and relaxation. In addition, many teachers use this time to reflect on the year, to consider what can be done differently next year. Finally, year-end may be marked by some type of emotional leaving or wrapping up which will eventually lead to a new phase of anticipation.

Activity: A Time to Remember

Celebrate your successes and get ready to look to next year.



Adapted from Ready for Anything (2006)

Activity: The Plan

- 3 Professional accomplishments that help me recognize my growth:
 -
 -
 -
- 2 Areas of Professional growth on which I want to work:
 -
 -
- 1 One action I plan to take to achieve my professional growth goals:
 -

Adapted from the 21st Century Mentor's Handbook (2005)

SUPPLYing the Skills for Success: Who are the people in your educational community?

by Laura McCarron, NBTA Staff

When I am in “teacher mode”, I am often focused on my own little world, which encompasses 115 students and only a half dozen teachers on a daily basis. In my quest to meet my needs and the needs of my students, it is amazing to realize there is a much bigger world ready to provide support, resources and guidance.

New Brunswick currently has over 300 schools, over 100,000 students, almost 4000 non-education and support staff (including Custodians, Education Assistants, and Therapists), and over 9300 teachers (including approximately 1500 supply teachers). These numbers are divided into four Anglophone and three Francophone districts, each staffed with supports in professional development, special needs, classroom management, instruction, finance, counseling, and wellness (to name a few).

Teachers, especially in the early years, may find it challenging to know who to turn to for help outside of school, especially with the recent amalgamation. Hopefully the following list will provide you with a helpful guide of some of many helpful hands in our broader educational community. While it is by no means a complete list, hopefully it will provide a glimpse of what the broader educational community has to offer you.

YOUR PROFESSIONAL ASSOCIATION: The NBTA

The New Brunswick Teachers’ Association is the collective body of 6100 Anglophone teachers, divided into 27 branches, each with teacher representation as Presidents, Vice Presidents, Directors, Alternate Directors, Secretaries, Treasurers, PD Chairs, POINT representatives, and, in many cases, Supply Teacher representatives. As an early career teacher, you should definitely make contact with your local branch to find out about services available to you (especially the POINT program). Not only does the NBTA have a website, but it is also on Facebook. Every year, workshops and conferences are available for you to attend. There is also funding available for you to apply to cover the cost of a PD opportunity you would like to attend.

There are also the three Councils (El-

ementary, Middle, and High), each with their own executive staff made up of teachers, who not only prepare for the annual May Council Day, but who also host educational institutes throughout the year.

There are 14-15 committees made up of teachers representing a variety of branches who work on your behalf to improve teaching, working, and learning conditions. You are welcome to apply to join one of these committees for a two-year commitment by contacting the NBTA President.

The NBTA staff oversee services to teachers related to professional development, finance, pension, communications, public relations, counseling and legal support. As teachers fill these positions, they have the knowledge and understanding to relate to the needs of other teachers. Go to www.nbta.ca for more information, to their Facebook site (New Brunswick Teachers’ Association), or contact NBTA at 452-8921.

YOUR UNION: The NBTF

The New Brunswick Teachers’ Federation represents all 9300 members of both the NBTA and AEFNB (Francophone Association) in the negotiation and application of the Collective Agreement. They represent teachers in a variety of issues including grievances, employee-employer relations, and maternity. If you have any questions that pertain to the collective agreement, contact the Federation at 452-1736. You can also find out more information about services or the Collective Agreement at www.nbtffeb.ca.

YOUR DISTRICT Superintendent

The Superintendent is responsible for all employees within a district. The Superintendent (along with Senior Education Officers and/or Directors of Curriculum and Instruction) meets with NBTA branch directors, presidents, and PD chairs two or more times a year to address teachers’ concerns, plan for Professional Development days, and consider District initiatives. As an early career teacher, contact your branch President or Director, or any of the reps if you have any questions or concerns you would like

addressed.

Payroll

All teachers in New Brunswick are paid according to the salary negotiated by the NBTF and Board of Management (you can find the salary grid in the Collective Agreement which is available on at www.nbtffeb.ca). All salaries are paid by automatic deposit, and all teachers receive a pay stub indicating earnings, deductions, and net pay. You should note that the pay stub lists the dues deducted for NBTF and NBTA (“NBTF dues” as listed on the pay stub), and Group Insurance deductions, unless you have opted out (for more information on opting out, contact Johnson Insurance). If you are experiencing any difficulties with your pay, or have any questions about your salary or pay stub, contact your payroll clerks or supervisor located at district office.

Pupil Transportation

Every district has a Transportation Manager who is responsible for bus drivers, busses, and pupil transportation. For regular questions regarding which bus a student should be on, or times of arrival or departure, or if there are any bus issues while you are on outside duty, speak with your principal or administrative assistant first, or the Manager, if they are unable to assist you. If you would like to book a school bus for a co-curricular or extra-curricular trip, speak with your administrator to find out about a “Trip Tracker” form that may be completed, or contact the assistant manager at district office.

Human Resources

The Director of Human Resources has responsibilities regarding personnel, employee relations, labour management relations, and performance management. If you are still looking for a contract position, continue to check the district’s website for upcoming positions, as available external positions are posted in the website’s “Employment Opportunities” section. Resumes and cover letters as well as additional documentation (copies of transcripts, French Language Proficiency Certificates, and Teaching Certificates) should be submitted to the Director of Human Resources (all the documenta-

SUPPLYing the Skills for Success

tion you need to submit will be specified in the advertisement posted on the district website). The director then forwards the information of qualified candidates to Senior Education Officers and Administrators for consideration of teaching positions. Also, the Director of Human Resources oversees professional growth plans. While school administrators (or their representatives like SPRs) work more directly with teachers completing professional growth plans, the Director may facilitate providing more support or resources from district office if a teacher is in need of these.

Human Resources Officers

Human Resources Officers are especially familiar to supply teachers as they work directly with them, helping them complete applications, income tax forms, acquire NBED email accounts, and providing orientations. Human Resources Officers also assist the Directors of Human Resources in regards to payroll services, pension, benefits, maternity, and sick leaves.

Senior Education Officers

Senior Education Officers have some of the responsibilities of the former Directors of Education. However, there are some major differences due to restructuring through amalgamation. Every district has more than one Education Centre to oversee the operations of a section of the bigger district. Senior Education Officers operate these Education Centres, and work closely with School Administrators in their operations. As an early career teacher, you can direct many of your questions about staffing to your Senior Education Officer. For example, if you hold a D Contract, you may contact your SEO to determine the number of years of “seniority” you may have in consideration of a B Contract (however, this may not apply in all districts). If you have a B Contract, you may contact your SEO to ask questions about transfers to other schools within the district. On a final note, in some districts, SEOs provide district support for the NBTA POINT program (Professional Orientation and Induction of New Teachers).

Directors of Curriculum and Instruction

Directors of Curriculum and Instruction develop, monitor, and support the

implementation of K-12 curricula, and work with Subject Coordinators to meet this objective. They also oversee much of the professional development that occurs within districts, whether it be curriculum in-service days, district professional development days, or even in collaborating with NBTA on some of their professional development days. In some districts, the Directors of Curriculum and Instruction provide district support for the NBTA POINT program.

Subject Coordinators, Mentors, and Leads

There are a number of Subject Coordinators within each district, including Coordinators for Literacy, Numeracy, and Technology. Coordinators oversee the collection of resources, requests for assistance, and classroom visits (by invitation) to help teachers in the various subject areas. Part of their responsibilities is to oversee mentors and leads. Mentors work within the districts, visiting schools, and providing support and resources for teachers. Leads are usually attached to a particular school, providing resources and support within that school. Teachers, seconded to the District to provide these supports, fill these positions. They are excellent sources for all teachers, and you are encouraged to contact the Subject Coordinator for more information (go to your district website for contact information).

Community Engagement Coordinators and Community School Coordinators

Based on a 2007 Department of Education initiative, some schools in the province are designated as Community Schools. The purpose is to establish a full-service school, opened beyond regular hours to be utilized by the entire community. The goal is to use the school and school community to enhance the health and well-being of children, their families, and neighborhood residents. Community Engagement Coordinators facilitate the development of programming between designated schools and local agencies, community groups, and other governmental departments for the entire district, while Community School Coordinators work within specific communities. The work of the Coordinators have led to breakfast, lunch, and after-school programs, parent seminar series,

in-school mentoring, and field trips. If you’re working in a community school, speak with your administrator if you would like to get involved, or have another idea for your school.

Facilities Manager

The district’s Facilities Managers looks after the safety of the staff and students in the district. They oversee the custodial services within schools as well as the maintenance of the buildings. When teachers are on duty, and discover hazardous materials, or unsafe playground equipment, it is the Facilities Manager who oversees the removal or repair.

Information Technology

Technicians are responsible for a variety of tasks involving information technology. If networks or servers are down, contact IT. If Administrators’, Teachers’ or Students’ computers and laptops are not working, contact IT. In the particularly stressful period of elementary report cards, the IT staff is ready to respond to urgent requests. Once you have received an NBED account (a request made through your Human Resources Officer), you can access the provincial portal for educators (portal.nbed.nb.ca), where you will be able to locate information on how to apply for a laptop (if you have a teaching contract), and where you can request help if you are experiencing problems with your network, server, or laptop. If your laptop has stopped working completely, ask a co-worker to complete a help desk request on your behalf.

YOUR ASSOCIATION/DEPARTMENT: Teacher Counselling

Last, but not least, are the Teacher Counsellors in our province. The three teacher counselors: Mike Leblanc for Anglophone West, Carmen Meehan for Anglophone South, and Lisa Calhoun for Anglophone East and North, provide a number of services for our teachers, all at no cost to our teachers. They are available for counseling services, but they also respond to crisis situations in schools, facilitate a number of workshops, and work with wellness reps located in every school. They also provide monthly e-newsletters that you may have received from your wellness reps, and you can find those and other resources on their website at www.teacherwellness.ca.

The Write Stuff

By Christie McDonald, Harbourview High School

On May 1st, about 100 students and six teachers met for the third annual Write Stuff Writers' Festival in Saint John. The festival is the brain child of six Saint John area high school teachers (Tracy Lutz and Judith Mac-Millan from Saint John High; Jon Dauphinee and Paul Lenarczyk from St. Malachy's Memorial High; Jennifer McFadden from Simonds High and Christie McDonald from Harbour View High) who met for the first time in 2010 as part of the province's Learning Teams. Although the Learning Team model was abandoned in 2012, we decided that we needed to carry on with the festival and so we planned this year's workshops on our own time. Why? Because writing matters and giving students the opportunity to work with mentors outside of the classroom had proven so successful, we couldn't give it up.

Our Learning Team started with a study of Penny Kittle's seminal book *Write Beside Them*. We came together as a group based on our personal interest in Kittle's notion that there is a better way to teach writing. Her book gave us a lot to talk about, and we quickly realized we wanted to do more. That was the impetus for The Write Stuff, a day-long writers' workshop which would take place in a non-school setting in April 2011. With a little help from the Writers' Federation of New Brunswick, we soon had seven writers willing to spend the day with us and offer a variety of workshops to students from

our schools.

That first workshop was magical. We hosted the event at the Saint John Arts Centre and close to 100 students cycled through different workshops – everything from writing short fiction to spoken word poetry. At the end of the day, all 100 of us plus the mentors gathered together to share our writing. It was so exciting to watch student after student get up to share their prose and poetry with the group. We knew we had to keep going, no matter what.

We grew our idea a little in 2012. Same venue, same workshop format but we decided to launch a literary arts magazine, also called *The Write Stuff*. With the help of Sue Tipper, PALS and a partnership with Konica Minolta, we had the inaugural full-colour edition of the magazine in our hands in time for the second annual workshop. It's hard to say who was more excited - the teachers or the young writers and artists included in the magazine.

This year's Write Stuff proved once more how valuable it is to give students the opportunity to step away from the classroom and to have some say in choosing what interests them. Students were able to sign up for workshops including Spoken Word Poetry (Paddy O'Reilly), Journal Writing (Roger Moore), Song Writing (ECMA winner Stephanie Mainville), Comic Books (Scott Marshall), Prompts (Andrea Kikuchi), and Story Pulling (Greg Hemmings).

We were also very fortunate to have Riel Nason (author of *The Town That Drowned*) and Kathleen Peacock (author of *Hemlock*) join us; Riel in person, Kathleen via Skype. Tim Lukie, our Technology Mentor, was there to make sure the Skype set-up went off without a hitch (which it did!) and to film the event.

The feedback from the students was amazing.

Kristen McIlwraith (St. Malachy's) said, "I really enjoyed the author's talk because it gave me and others a chance to speak to big-time authors. They shared how they got to where they are now, and the struggles they went through. I realize now that being an author isn't easy, but I would still love to give it a shot one day."

"I want to pursue song writing as a career," said Zach Koven (St. Malachy's). "This workshop really gave me insight on what I should do."

"Outliner or Pantser was fun, but Spoken Word was more personal," said Matthew Hicks (Simonds). "I learned I could write great literature."

Sarah Fellows (St. Malachy's) said, "I enjoyed Spoken Word. During this session I learned that not all poetry must rhyme or be structured. Poetry comes in all shapes and sizes and that makes writing it much easier."

"I loved Story Pulling. The stories Greg Hemmings told were amazing. He was really inspiring. Hearing other people's stories is really appealing to me," said Serena Little (Saint John High).



The Write Stuff

"I enjoyed every session," said Melissa Gould (Saint John High). "Each one provided so much helpful and insightful information and I learned so much from all three. I really enjoyed Roger Moore's Short Story workshop. (He's fantastic.) Today was great."

Emma Gibson (Saint John High) said: "I normally don't share my work, but during Andrea Kikuchi's Building a Short Story session I shared one of my stories and Andrea used it as an example."

The students were especially eloquent when asked to write one sentence to sum up their day.

"This experience was inspiring and useful," Melanie Gray, Harbour View High.

"Highly recommended for anyone interested in writing," Madelaine Beard, Saint John High.

"Informative, encouraging and definitely enriching," Allan Jones, Saint John High.

"This experience has opened my eyes and taught the things I would

not have learned at school," Rachel Milne, Saint Malachy's

"I had a fantastic experience. I'd love to come back," Emily McMillan, Harbour View High.

"It was so interesting; I wish I could do this every day," Alysia Vienneau, Simonds.

The Write Stuff would not be possible without our mentors, who graciously give up a day to spend with these students. We are also very grateful to our principals for finding ways to support this endeavor despite their limited resources.

The Write Stuff matters to us because it clearly matters to our students. They have stories to tell and



The Write Stuff gives them an opportunity to learn from enthusiastic writers and a place to share their work. We can't wait to see what happens next year!

You can follow us on Twitter @thewritestuffsj

You can also visit our blog: <http://thewritestuffmag.wordpress.com/>

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Monsieur Landry's Skate Art Project

by: Richard Beaudry

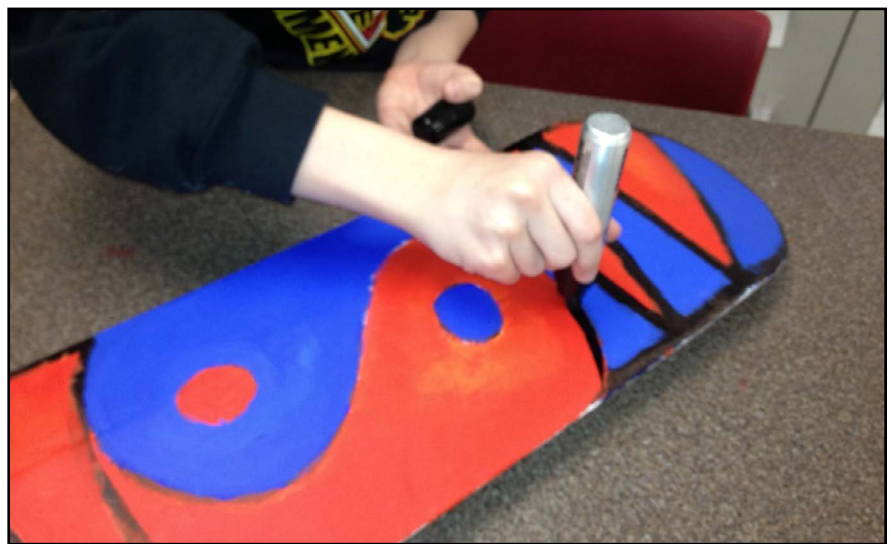
When he started teaching Arts and Post-Intensive French at New-Brunswick Central Academy, Marc Landry had three passions that he always hoped to share with his students: French, visual arts and skateboarding. As a polyvalent educator, artistic topics carry over in the middle school conversational context. Equally, what is discussed in French class may turn into artistic projects. Incidentally, the day Marc brought to school a discarded skateboard he painted as a topic for discussion. His young French conversationalists demonstrated an extraordinary interest in the idea. As an art teacher, Marc obliged, despite the difficulty in finding the material required to provide them with a unique opportunity to "shift their very definition of art while learning new techniques and growing their visual sensitivity".

First, Marc turned to the skateboarding community of Fredericton for discarded boards they could donate to his art class. His students gathered around 30 boards: enough for all his grade 7's. Next, with the help of their grade 8 peers, they sanded them to convert them into canvas. They are currently in the painting process. Now that their younger counterparts are painting, Marc's grade 8 students are just starting painting new boards that were ordered online. Element, the skateboarding company, sells paintable board at \$15 a piece. "Fundraisers were necessary to acquire the material," highlights the young-hearted French conversationalist. But seeing the interest from his pupils, money matters could not stop him: "I'm sharing my passion with my kids, together we share ideas, and they achieve a great success in art."

Marc has been conferencing with his students to prepare the pencil design on the jesso background painted on the skateboard. Once the sketch is completed, then all students are invited to paint the board according to their own plan. "Students will come in at lunchtime



Where Piet Mondrian meets Tony Hawk: a new kind of model signed Marc Landry.



to work on all steps of the project: sanding, sketching, conferencing and painting!" Throughout this activity, students will learn about color mixing, masking, motives and patterns, representing in new

medium, and rethinking of what is considered a canvas. "Students have a very clear understanding of the idea that the skateboard's function is now changed, that a chipped board is not a bad board, but a unique medium".

School Refusal: How Teachers Can Help!

Submitted by: Erika Nason, Psychologist, Anglophone West School District

New Brunswick Association of School Psychologists

School refusal describes students at any age who do not attend school as a result of prolonged stress or some other emotional difficulty. It is different from truancy when students miss school to engage in more desirable activities or who may be involved in criminality. School refusal is often associated with some type of anxiety (e.g., performance, social, separation), fear of failure or a perception that they are not safe or welcome at school. It tends to occur more often after vacations, weekends, or during a transition period.

In addition to symptoms related to anxiety and depression (see recent submissions to the NBTA newsletter), common warning signs of school refusal include:

- Frequent physical complaints (e.g., headaches, stomachaches) without a medical explanation
- A physical condition that may be the initial reason for school absence but anxiety about returning maintains school avoidance
- Frequent unexcused absences or tardiness and/or absences on significant days (e.g., test, specific class)
- Frequent requests to go to the nurse's office or call home without medical illness
- Major family events/trauma/transitions
- Sleep difficulties and/or severe resistance to get out of bed on school days despite no apparent signs of illness

School refusal is a serious condition with underlying emotional difficulties and is not something a student simply chooses to do. That being said, if there is no medical reason for staying home, a student should be in school. The following key strategies may help educators who suspect that a student is refusing to attend school due to emotional reasons:

- Take immediate action by contacting your Educational Support Services team and the student's guardian(s)
- Use a team approach to assessment and early intervention involving school and community partners working with the student
- Assessment may include observation, student inter-

view, review of school records and with informed consent, consultation with outside agencies or professionals working with the student

- Mental health services to help students and parents work through the origin for school refusal as well as teach effective coping strategies (e.g., relaxation, problem solving, positive self-talk, goal setting and self-care strategies)
- Medical professionals may recommend medication in combination with therapy to treat mental health symptoms
- Develop a clear, concrete re-entry plan in collaboration with guardian(s) and the student; this may involve gradual re-entry or alternate programs in more severe cases
- Identify a staff member with whom the student feels safest and can greet the student and provide a safe haven
- Encourage guardians to set up regular evening and morning routines, reinforce positive behaviours (e.g., effort) and ignore negative ones (e.g., whining)
- Support guardians bringing a reluctant or acting-out child to school and work with them to effectively respond to issues while ensuring attendance
- Set up reward programs for school attendance
- Assign a school buddy to help the student feel more comfortable
- If appropriate, provide academic support, offer an alternate test-taking environment or less anxiety provoking methods to demonstrate learning
- Foster a welcoming, engaging school environment that helps students feel connected to their school community and involve families whenever possible

Left untreated, school refusal can lead to long-term social and academic negative consequences. With patience and persistence, a collaborative team approach can support a student's successful return to school!

Reference: Wimmer, M. (2010). School refusal: Information for educators. In A. Canter, L. Paige, & S. Shaw (Eds.), *Helping children at home and school III* (pp. S5H18 1-3). Bethesda, MD: NASP.

Wellness Highlights

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Michael LeBlanc

District West
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462-0208

michael.leblanc@teacherwellness.ca



Lisa Calhoun

Districts North and East
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The Healthy Mind, Body, Spirit Menu

Connecting



Sleeping



Playing



Reflecting



Moving



Relaxing



Eating



Mind, Body, Spirit...

Wellness Highlights

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In the September 2012 issue of *NBTA News* we introduced the Healthy Mind, Body, Spirit Menu of items and challenged you to examine your lifestyle to determine if you needed to focus more on one or more of these areas. We hope you met any goals you set for yourself. Thanks to the wellness reps who shared pictures of teachers in their schools participating in wellness activities.



We hope everyone has a wonderful summer. Take time to rest, relax and rejuvenate!

Lisa, Michael and Carmen

Canadian Art Educator Awards



(from left): Heidi Stoddart, Anglophone School District South - NB Provincial Affiliate Award Recipient; Peter Gorham, Nackawic Elementary, Nackawic, NB - Ronita deBlois Canadian Art Educator of the Year Award Recipient (Grades K to 8); Sandy Stewart, Rothesay Netherwood School, Rothesay, NB - Canadian Art Educator of the Year Award Recipient (Grades 9 to 12); Paul Syme, Horton High School, Wolfville, NS - NS Provincial Affiliate Award Recipient. Atlantic Canada was extremely well represented at this year's awards ceremony!



NBTA President
Heather Smith

We Would Like



YOU



NBTA Vice-President/
President-Elect
Peter Fullerton

to Serve on an NBTA Committee

We Need YOUR Expertise & Voice

Contact Heather Smith at heather.smith@nbta.ca



Branch 1542 Excellence in Teaching Awards



Photo from left to right: George Daley - Branch President, Donna Losier - PHES (elementary), Anne Furlotte - BHS (high school), and Peggy O'Neil Arseneau - BHS (high school)

Each year Branch 1542 presents awards recognizing the work and effort of branch teachers. Two awards will be presented annually at the spring AGM. One award will be reserved for the elementary level and one for the middle and high school levels.



Policy 703:

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

**Available
Fall 2013**

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

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

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



“Action!” @ your library! 2013 Summer Reading Club

The New Brunswick Public Library Service invites children across the province to register for the 2013 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 “Movies and Films” and the slogan is “Action!” Each year more and more children’s books are being adapted into films and books are being written about popular children’s movie characters. Libraries and bookmobiles across New Brunswick are inviting children to take a walk on the red carpet and become reading stars.

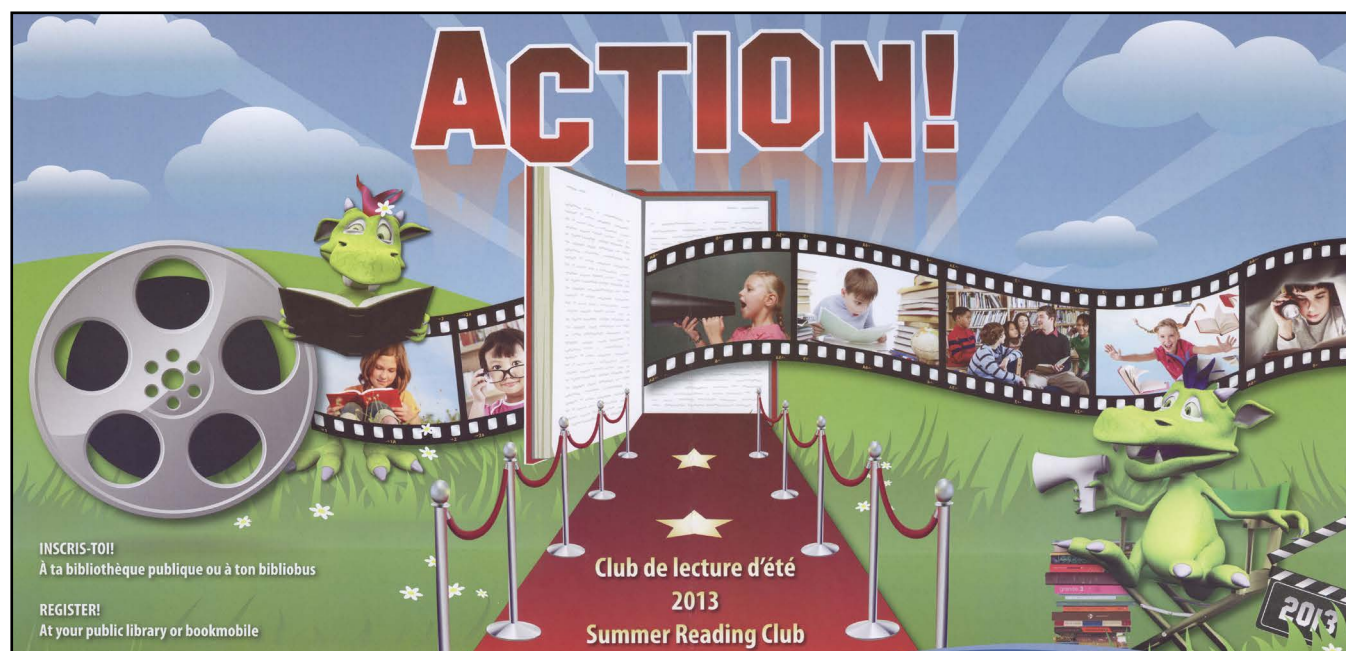
Registration begins upon completion of the school year, and is open to all young New Brunswickers. Children who do not yet know how to read can also participate by having someone read to them. When

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 Pix and Cel, our two dragon mascots!

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!



50th Annual NBTA Bowling Tournament

Where: **Fairlanes, Moncton**

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

Cost: **\$50** per player

Fun and **Camaraderie** are the main game

Your team will need **5 players**:

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

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

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



Larry Lunney
3071 Main Street
Salisbury, NB E4J 2J9

larry_lunney@hotmail.com

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

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

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

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Davin Noddin, Elwood Noddin, Avis Scott, Jim Higgins



Russell Ferguson, Alan Holmes, Nadine Holmes, Carolyn Jackson.



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Education Institute Summer 2013 – Fredericton

The *St. Thomas University* education institute is pleased to announce that it will be providing five Summer courses in Fredericton. More detailed information on education institute courses is available on the university website www.stu.ca For further course information, contact the Education Institute Coordinator RayWilliams@stu.ca Please note that courses are offered only if the minimum student enrolment is reached by June 15th. To ensure the course you wish to take will be available we encourage you to register before that date.

EDUC 5553 - Technology in Education

Dates: Tuesday, July 2nd to Saturday, July 6th, 9:00 am to 4:30 pm

EDUC 5703 - Contemporary Mathematics Concepts for Elementary Educators

Dates: Tuesday, July 2nd to Saturday, July 6th, 9:00 am to 4:30 pm

EDUC 5823 - Writing for All Teachers: Critical and Multiple Perspectives across the Disciplines

Dates: Monday, July 8th to Friday, July 12th, 9:00 am to 4:30 pm

EDUC 6143* - The Professional Learning Community

Dates: Tuesday, July 2nd to Saturday, July 6th, 9:00 am to 4:30 pm

Instructor: Dr. Ray Williams [raywilliams@stu.ca]

EDUC 6733* - Teaching Elementary & Middle Level Science

Dates: Monday, July 8th to Friday, July 12th, 9:00 am to 4:30 pm

Instructor: Dr. Grant Williams [grantw@stu.ca]

***NOTE:** All 6000 Level Courses will require additional work both before and after the one week of classes. Students will need to **register early** in order to have time to complete pre-course readings. Also, additional time beyond the week of classes will be required in order to complete the final capstone assignment. For further information please contact the course instructors.

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-Avenelle Fortune-Johnson, Online Master of Education Graduate

Application Deadlines:

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