

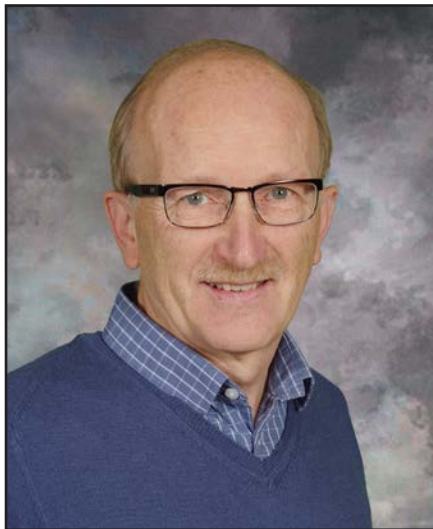


June 2014
Vol. LVI No. 5

NEW BRUNSWICK TEACHERS' ASSOCIATION



Council Day 2014 p. 20



Guy Arseneault Elected NBTA Vice-President/ President-Elect

AGM 2014

Resolutions: Results

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



A Message from the President



Peter Fullerton

Excerpts from the President's report to the NBTA AGM on May 30, 2014

When I was a student in school and summer vacation would draw to a close, I knew that one of my first assignments upon my return to the classroom would be a writing assignment entitled "What I did on My Summer Vacation". I feel as though I am once again in that position this morning as I address this body. So this report is entitled "What I did in my first year as NBTA President."

This has not been a year without controversy. All consuming has been the issue of Pension Reform. We now have placed that behind us and while in the words of the Rolling Stones "You Can't Always Get what you Want," I believe we have at least "Got What we Needed" by achieving a sustainable, affordable and secure plan that is, in my opinion, still a very good plan for teachers.

Many other changes have also taken place within education...

A past Minister of Education once said, "The only constant in Education is Change in Education." In the past few years, the educational system has seen a number of major changes such

as Policy 322 on Inclusion, Review of Graduation Requirements and High School Renewal, the Introduction of Power School, French Immersion Entry Point and the list goes on and on.

The Question becomes "How can a system withstand constant overhaul?"

I believe it is time to step back, evaluate some of these changes to see if we are headed in the right direction before we travel too far down the road. The time has come for the system to take a breather and see if these changes have had, or are having, a positive effect on students or teachers.

If not, the change has been merely for the sake of change and should be re-thought.

I have said many times... "Change must have a positive effect on students or teachers to be a valid change."

Evaluation is part of the educational cycle and it is time for the department to evaluate each of these changes and their combined impact on the system, on teachers, and on students' learning, to see if they really have had the desired effects.

Change which does not fit the desired parameters or change that has

not been well-planned and implemented can actually impede teaching and learning, and negatively impact the lives of teachers and their students.

Any change in Public Education should be part of an overall plan and should be based upon sound pedagogy, research and practical impact on schools and staffs.

It is at this point I feel I need to comment on student absenteeism and a change long overdue.

Simply put, we cannot teach students who are not there.

School absenteeism has its greatest impact on society's most vulnerable students at all age levels and has life-long effects.

In November 2012, EECD hosted a multi-departmental meeting with NBTA participation on student absenteeism. The NBTA followed up with a major forum on the issue involving 65 participants from 17 diverse groups, including five NB government departments. Since then, however, efforts have stalled. NBTA stands ready to participate in finding solutions. It is time for the Department to take the lead on this topic and set it as one of only a small number of key priorities.

Too many "priorities" results in confusion and an inability among frontline educators to satisfactorily accomplish what they are being tasked to do. When there are too many priorities, there are effectively none.

The EECD has indicated that Inclusion is of high priority and although student enrollment is dropping, by approximately 1500 students per year, the quantity and variety of needs of students in our all-inclusive system is not. As teacher FTEs drop, we are missing an opportunity to provide the additional supports that the Province's own studies have clearly shown are needed.

Although eliminating approximately one teacher for every twenty students lost may appear to be reason-

able, it only makes sense if all twenty students were in the same classroom. Currently, the decline leads to many more combined classes and loss of options for students across NB.

Standing here before you today I offer this challenge to the Minister of Education and Early Childhood Development:

Take the necessary time to evaluate the changes made during the past four years and create a short list of key priorities. Do this for the sake of the students and the teachers of New Brunswick. "Let's get this right."

Understand teachers are not against change. We know it is an essential part of improving what we offer our students, but political considerations and media headlines should play no part in it.

Minister Blais, I trust that you will take up this challenge as a new year starts.

In recent years many provincial governments, across Canada, have seen fit to attack teacher unions. Those attacks have come in the way of stripping collective agreements, funding decreases and attacks on pensions. Our strength comes through our unions and our unity.

With the pension rallies this past spring, we saw a new level of engagement among our members. The last time teachers rallied was in 1981. Younger teachers are now becoming aware of the strength they have when mobilized and it is time to build on this capacity. I fully expect the next round of negotiations for our Collective Agreement to be contentious and teacher action may be needed.

Each and every one of you today should be saying

"This Union is My Union. This Association is My Association. How can I make it better and stronger?"

One way is to become as informed as you can. If you still have concerns, express them to me or your local leaders. Better yet, volunteer as

a leader yourself and help guide the Association and Federation.

NBTA Past President Heather Smith once said "When you come to a provincial meeting of NBTA you either say 'I don't like meetings; this is not for me' or you are hooked and want more!" I hope that after attending this meeting you will become hooked and will pursue a continued involvement in the NBTA / NBTF throughout the remainder of your career.

Today I do not want to dwell on the negative, I think it more important to remember why we became teachers in the first place.

I want you all to take a moment and remember your personal successes during the past year.

All too often we do not take the time to share these with our colleagues. Make the commitment to yourself today that during the next school year you will share your triumphs with your fellow staff members. There are many and we all need to hear about them.

During my career, the teaching profession has changed immensely. At one time the teacher entered the room and taught the class. Now when we enter the room we teach individuals. The demands are great and the rewards are greater. It is amazing to see that "light" come on within our students when they finally get it and this is what makes all those late nights marking, preparing and planning worthwhile.

For many students, you are the person who has the most influence in their lives. Everyone has a need to be cared for, and noticed and listened to. We fill that gap, and for many kids, the needs are great. Helping these children is a special calling beyond just teaching a curriculum.

I would like to leave you with a metaphor on diversity that I picked up this past summer at CONTACT. Diversity in the classroom is like a box of crayons. They all fit together

nically in the box. Remember each one is different but look at the masterpieces they can create when placed in the hands of an artist. You, teachers, are that artists. When we work to build communities in our classrooms we are all winners.

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 Johnson and Eileen Anderson are an invaluable resource and provide continual support for teachers. They are experts in each of their specialized areas and work as a team...even more so this year with the responsibilities passed on to them as we worked on the pension file.

I also want to commend and thank the administrative staff team of Larry Jamieson, Melinda Cook, Ardith Shirley, Blake Robichaud, Kim McKay and Michael Ketchum. It was not until I arrived here in the office that I truly saw the work that is accomplished on your behalf by the NBTA Staff. Between the travel to branch liaison meetings and committee meetings, the portfolios they are responsible for and the general day-to-day office work of answering phone calls and emails that must be done, I don't know how they do it. I continue to be amazed by their skills, knowledge and wisdom. It is an honour to work alongside this group of individuals. Rest assured that your Association is in good hands.

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 and I now turn the work of the Association over to you as we conduct business for the next two days.

Thank you.



Guy Arseneault Elected Vice-President

By Blake Robichaud, NBTA Staff

Guy Arseneault will be the next President of the NBTA. The Principal of Dalhousie's L.E. Reinsborough School was elected in voting held for the position of NBTA Vice-President/President-Elect during the week of April 21-25. Arseneault is the current NBTA Vice-President and will serve an additional year in that role before succeeding Peter Fullerton as President on August 1, 2015.

Having served nine years in the House of Commons as a Member of Parliament and eight years as a member of Dalhousie's Municipal Council, Arseneault will bring a wealth of political experience to his role as chief spokesperson of the Association. He spent an additional five years in Ottawa as Deputy Commissioner with the Canada Pension Plan Review Tribunals.



Guy Arseneault

Guy has been a member of the NBTA's Board of Directors for four years, including three years on the Executive Committee.

"I am pleased with the confidence that the membership has placed in me. There is no greater honour than being chosen to serve and represent your professional colleagues. The election process was a demanding one, but I enjoyed my time in schools and made many new friends. My discussions with teachers validated many of the views I expressed when I began the campaign and these will be my priorities as NBTA President.

"I am excited by and looking forward to the challenges that being President of the NBTA will bring and to working for all teachers to enhance our profession."

Election Results

Branch	Guy Arseneault	Jacques Theriault	Abst.	Totals
0214	29	9	1	39
0215	253	154	5	412
0216	44	19	0	63
0217	11	3	0	14
0618	72	13	1	86
0619	133	144	6	283
0820	153	369	20	542
1021	29	18	1	48
1022	21	0	0	21
1023	39	36	8	83
1428	41	6	1	48
1429	82	9	0	91
1430	65	7	1	73
1431	60	4	1	65

Branch	Guy Arseneault	Jacques Theriault	Abst.	Totals
1450	31	6	0	37
1454	9	0	1	10
1536	61	2	0	63
1538	50	2	0	52
1542	70	1	1	72
1608	127	7	3	137
1610	122	5	0	127
1640	48	1	0	49
1724	21	7	0	28
1725	159	18	1	178
1809	25	10	0	35
1826	208	176	3	387
1827	30	6	6	42
Total	1993	1032	60	3085
%	64.60	33.45	1.94	100

Executive Director's Report to 2014 NBTA AGM

Excerpts from Larry Jamieson's report to the NBTA AGM on May 30, 2014

Pension Reform

...I will not take the time to provide all of you with a play-by-play account of what happened during the past year, since we have already done this in two major tours of the province in presentations to active and retired teachers, but I do think some context is in order.

...As most of you know, and I reported at last year's AGM, the three (3) teacher organizations in this building were working together to mount the effort to address the issues presented by the pension review. We had already taken several steps to prepare for this challenge:

- a) by establishing an Expert Advisory Group consisting of retired staff of NBTF/AEFNB/NBTA who had experience in working on the pension file,
- b) by establishing relationships with the two retired teacher organizations in NB, and
- c) by putting in place the framework of an Internal Pension Strategies Committee along with our Media Advisory Committee.

Looking back over the past several months, it is clear today, that this foundational work was a critical first step in this process.

For a good part of the fall, we continued to prepare (hiring Robert Blais as an independent actuary, forming a discussion team and preparing a communication plan) while monitoring the developments with the Public Service Superannuation (PSSA) Plan...In early December, the details of the Government's plan for teachers became clear as we received a letter from the Minister of Finance outlining the objectives and priorities of Government with the infamous Appendix B attached! From that point on, the immensity of the challenge and the uncertainty of what we faced began to set in.

A critical decision was made at this



Larry Jamieson

point to share with all plan members the context of the Minister's letter so that everyone knew what the challenge was. It also signaled a call for members to respond by beginning a process of political action through emails and personal contact with MLA's to which an immediate and substantial response came. This began a period of four (4) months in which thousands of emails and hundreds of individual and small group meetings occurred with politicians, expressing dismay and concern about the details outlined in Appendix B.

Shortly after Christmas break ended, we met with the Minister's team and during the next three and a half months, many highs and lows unfolded before the Parties were able to reach an agreement on reform of the Teachers' Pension Plan. I am not going to take the time during this report to review the agreement that ultimately resulted from this work, but suffice it for me to say – this has been some of the most difficult work I have been a part of during my twenty-five (25) years of involvement at the pro-

vincial level. I am also not naïve enough to believe that we have been able to satisfy everyone's concerns regarding these reforms. However, the response we have received from the meetings held with plan members has been overwhelmingly supportive of the work and effort undertaken.

I can tell you without a doubt that none of this would have been possible without the significant contribution of everyone who was involved and engaged in this process. From the individual teachers and retired teachers who wrote a letter or an email to their MLA, to the various committee, Board and Executive members who provided advice and guidance, to the staff (admin & support) of the three teacher organizations who chipped in to take on any task that was requested of them, to the political contacts that we utilized. The rallies that occurred around the province in March and April provided the final push to an agreement.

...Despite the focus on pension reform, much other work has been undertaken by your Professional As-

Executive Director's Report to 2014 NBTA AGM

sociation during the past year.

Strategic Plan

Three (3) years ago, NBTA began the development of a strategic plan to guide the work of the staff and our governing bodies. This strategic plan focused on the Objectives of the Association, as outlined in the Act of Incorporation. From these objectives, four (4) major themes were developed – 1) Enhancing Learning & Working Environments, 2) Strengthening Relationships, 3) Professional Stewardship, and 4) Promote and Support Public Education & The Teaching Profession.

During the past year, this plan has been further refined...It is becoming embedded in the culture of the organization and is the foundational guide when making decisions on new initiatives and budget.

Inclusive Education

A key area of work for teachers and NBTA during the past year has been in the area of inclusive Education. NBTA Staff has representation on the Minister's Advisory Committee on Inclusive Education, participated in the development of Policy 323 – Prevention and Dispute Resolution, and in the development of an Alternate Education Policy. We continue to monitor the implementation of Policy 322 and to lobby for proper resources to support the learning of all students.

K-8 Report Cards Review

The Association has also worked to ensure that the voices of teachers are heard in the elementary report card review process. The NBTA Curriculum Committee, with the support of Staff, have been instrumental in the development of a new K-8 report card, which has been a nearly 10-year effort.

Assessment

Another area of professional focus during the past year has been in the area of Assessment. A new NBTA Committee has worked with our partners to lobby for a significant reduction in the amount of standardized provincial assessment undertaken in our schools. The results of this work have been recommended to the Minister and would see our current thirteen (13) provincial assessments reduced to four (4). This is a significant achievement that this organization has worked long to achieve.

Council Day 2014

I could not leave this section of my report without comments upon the very successful Combined Council Day 2014, held in early May at the Moncton Coliseum. Over 4000 NBTA members attended this one-day conference that consisted of world-class speakers on a variety of topics of interest to the professional learning of our members. The opportunity for teachers to gather in one location,

to share, learn and have some fun together, is a rare opportunity in our world of tight budgets and fiscally responsible management.

Budget

The financial status of this organization is very strong as we have experienced four very solid surpluses since our last dues increase. This will likely allow us to extend the current dues cycle to six and possibly seven years – which is good news for all our members! This year's budget will allow for some significant strategic investments in building leadership capacity within the Organization. These investments, include moving Branch Presidents and Early Career Teacher Conferences to weekdays and providing supply time to allow for attendance and initiating a series of regional meetings to help educate and support our School Reps.

Membership

Finally, I want to thank all of you – the grass-roots leaders of this organization. You also work tirelessly on behalf of your colleagues and you are the backbone of this Association. What we are able to accomplish for teachers would not be possible without the support and guidance all of you give as we strive to improve the public education system in New Brunswick for teachers and students.



Delegates from Branches 0820 (Saint John) and Branch 0215 (Moncton) at the 2014 NBTA AGM.

NBTA AGM 2014 - Branch Resolutions

1. BE IT RESOLVED that the NBTA lobby the employer to increase Guidance FTEs in the more vulnerable **K-8 12** schools (socioeconomics, etc).

Result: Amended and Carried

2. BE IT RESOLVED that the NBTA make the issue of classroom composition a priority when in discussions with the Minister and staff of DEECD and District staff in order to ensure Policy 703 is enforced.

Result: Carried

3. BE IT RESOLVED that the NBTA lobby the employer to move to an electronic version of Cumulative Record cards.

Result: Carried

4. BE IT RESOLVED that the NBTA lobby the employer to ensure a student's course mark and/or level is not changed by an administrator or resource teacher **without consultation and mutual agreement with the classroom teacher** (examples: level 2 to level 3 credit or FILA to PIF)

Result: Amended and Carried

5. BE IT RESOLVED that the NBTA change the voting method for the NBTA AGM and the Board of Directors to be conducted exclusively on a representation by population basis.

Result: Defeated

6. BE IT RESOLVED that the members of the Board of Directors on the NBTA Executive Committee be expanded to 6 from 5 and that they include one member for each branch in which there are more than one director (1826, 0215, and 0820) and three other directors as elected by the Board.

Result: Defeated

7. BE IT RESOLVED that the NBTA Executive Committee be comprised of at least one member from each branch having more than one director (0820, 1826, 0215).

Result: Defeated

8. BE IT RESOLVED that of the five members elected from the Board of Directors to the NBTA Executive Committee, at least one member be from a branch in which there is more than one director (0215, 0820, or 1826).

Result: Defeated

9. BE IT RESOLVED that of the five members elected from the Board of Directors to the NBTA Executive Committee, at least one member be from a branch in which there is more than one director (0215, 0820, or 1826) and another be from one of the smaller branches.

Result: Defeated

10. BE IT RESOLVED that as part of the NBTF/NBTA Staff performance evaluation the membership have input through a "Tell them from Me" type of survey. The results of the survey would be shared with the Executive Committee.

Result: Defeated

11. BE IT RESOLVED that the NBTA lobby the employer to replace the current French Immersion programming with a universal bilingual program similar to European models.

Result: Defeated

12. BE IT RESOLVED that NBTA ask the Johnson's Insurance to consider combining a teacher's paramedical benefits (chiropractic, massage, physio, etc.) so that they can access them at their discretion, rather than having defined benefits for each of the services.

Result: Defeated

NBTA/F

13. BE IT RESOLVED that the NBTA/F lobby/negotiate a reduction in maximum class size.

Result: Carried

14. BE IT RESOLVED that due to Policy 322 (Inclusion) and the expectations placed on classroom teachers, the NBTA/F lobby/negotiate with the employer to decrease class size according to the specific needs in the classroom.

Result: Carried

15. BE IT RESOLVED that NBTA ask NBTF to determine the feasibility of lodging a grievance under Article 20.09 of the Collective Agreement ("The Employer recognizes that in the establishment of class sizes, inclusion of special needs students shall be considered.")

Result: Carried

16. BE IT RESOLVED that NBTA/F lobby/negotiate the re-introduction of Classroom Composition funding or an alternate means of supporting students and teachers in classrooms with insurmountable classroom composition realities.

Result: Carried

17. BE IT RESOLVED that NBTA/F lobby/negotiate with the employer that the current definition of a "combined class" be applied consistently at the K-12 levels when two or more curricula are expected to be delivered.

Result: Carried

18. BE IT RESOLVED that the NBTA/F lobby/negotiate with all vested parties to have a full-time, on-site Principal (possibly with some teaching duties) designated for each school.

Result: Amended and Carried

19. BE IT RESOLVED that in regards to Compassionate Leave, step-mother, step-father, step-brother, step-sister and step-child be added to section 32.01 and step-grandmother, step-grandfather, step-grandchild be added to section 32.02.

Result: Carried

20. BE IT RESOLVED that the NBTA/F lobby the employer to grant extra time **during the hours of instruction** to teachers when required to write anecdotal report cards.

Result: Amended and Carried

NBTA AGM 2014 - Branch Resolutions

21. BE IT RESOLVED that the NBTA/F lobby the employer to have the Teachers' Pension Act included in the Collective Agreement.

Result: Defeated

22. BE IT RESOLVED that the NBTF lobby/negotiate with the employer to clarify hiring practices.

Result: Carried

23. BE IT RESOLVED that the NBTA/F lobby/negotiate with the employer to make positions known to teachers who are applying for transfers within a District.

Result: Carried

24. BE IT RESOLVED that the NBTA/F lobby/negotiate with the employer so that teachers in SPR positions be assigned a full teaching load unless they are working part-time.

Result: Defeated

25. BE IT RESOLVED that the NBTA/F lobby/negotiate with the employer so that teachers whose schedules include an "intervention period" be required to work with the same group of students every day.

Result: Defeated

26. BE IT RESOLVED that the NBTA/F lobby/negotiate with the employer so that teachers not be given extra preparation periods to work on extra-curricular activities, such as Student Government.

Result: Result: Defeated

Resolution from the floor:

BE IT RESOLVED that the NBTA will ask the NBTF place on their member's only website, as soon as possible, in both Official Languages, and with audio accompaniment, a copy of the Teachers' Pension Plan Reforms Power Point presentation which was toured around the province. Furthermore, that this presentation, prior to being placed on the website, be updated to include and reflect three scenarios, not two, as it currently does. The third scenario would show what benefits paid out would be under the current Teachers' Pension Act, as only then can teachers comprehend the true costs and impacts of these reforms on their retirement planning.

Recommendations from NBTA Board of Directors

1) REVIEW OF FIVE-YEAR POLICY STATEMENTS

That we recommend to the Annual General Meeting 2014 reaffirmation of policies as outlined in Appendix "A" (below).

Result
Carried

<i>Policy No.</i>	<i>Year of Adoption</i>	<i>Current Policy</i>	<i>Recommendation</i>	
589-7	Adopted: May, 1985 Reaffirmed: May, 2008	<u>INCOME TAX – PROFESSIONAL DEDUCTIONS</u> NBTA will encourage CTF to continue to press CANADA CUSTOMS AND REVENUE AGENCY (CCRA) to allow teachers to claim as allowable deductions such expenses as workshop and conference costs and other expenses directly related to professional activities.	REAFFIRM AS AMENDED ...to lobby Canada CUSTOMS AND Revenue Agency (CCRA) (CRA) to allow...	Carried
589-8	Adopted: May, 1985 Reaffirmed: May, 2008	<u>TRANSPORTATION COSTS FOR CO-CURRICULAR ACTIVITIES</u> NBTA will encourage the Department of Education to allocate sufficient monies to cover the transportation costs for co-curricular activities.	REAFFIRM AS AMENDED ... the Department of Education and Early Childhood Development to...	Carried
596	Adopted: May, 1991 Reaffirmed: May, 2008	<u>EQUAL OPPORTUNITIES FOR STUDENTS IN ATHLETIC PROGRAMS</u> NBTA believes that athletic programs for boys and girls must receive equal consideration in funding, scheduling and all other respects.	REAFFIRM	Carried

2) PROPOSED BUDGET FOR 2014-2015

That the proposed budget for the fiscal year 2014-2015 be recommended to the Annual General Meeting.

Carried

3) NBTA DUES FOR 2014-2015

That the dues for NBTA statutory members for the fiscal year 2014-2015 be \$510.00.

Carried

4) DUES FOR NBTA CASUAL MEMBERS FOR 2014-2015

That the dues for NBTA casual members remain at \$2.62 per day for the fiscal year 2014-2015.

Carried

Centennial Award 2014

Denise Perron-Green Grand Manan Community School

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's award goes to...

An outstanding teacher who has been an inspiration to both beginning and seasoned teachers with her innovative methods and real understanding of the diverse learning styles of her students...

...Grand Manan Community School Teacher Denise Perron-Green.

At a time when differentiation was merely a buzzword for many, Denise Perron-Green had already made it a guiding principle of her own professional practice. She is a master of grouping students and giving them assignments that best suit their individual learning styles, providing enrichment to some, and finding special jobs for others. She has an instinctive knack for making learning fun and intriguing her students. Whether encouraging her students to participate in cross-country running, drama, or art, Denise has continuously represented to students the values of recognizing and developing their personal best.

Her students, their parents and her colleagues have many wonderful comments about Denise:

I have assigned writing activities a number of times asking students to recall their favourite teachers or memories from their school experiences. Almost invariably, I have received a basket that is at least 80% full of references to Mrs. PG's classes.

Getting kids excited about Shakespeare is a Herculean task and she accomplished

this partly by dressing up as a witch from MacBeth.

Mrs. PG, PeeG, the Peeginator

I have always marveled at the way Denise runs her classroom. Her ability to engage all levels of learners and differentiate is something I admire. Students say her classes are some of the best because of her use of groupings to ensure that they are all learning at their own level.



NBTA President Peter Fullerton presents Denise Perron-Green with the 2014 Centennial Award

She is a friend as well as a colleague; one upon whom I know I can turn with confidence in times of need.

Denise not only exemplifies a model teacher, she is a community model as well. Life out of school is no different than the passion she shows at school. Denise is a passionate runner, seamstress and friend. She is devoted to her children and parents and a friend to the less fortunate.

It is hard to believe that she is retiring. The only thing I can say is I'm glad she waited until after this year...my youngest daughter is currently in her class.

My son, who is a naval engineer and will

be 33 this year, definitely benefitted from having Denise as a teacher. She realized his strengths and weaknesses, challenged him and kept him interested in seeking more knowledge.

She made learning fun and always had lots of project-based learning on the go. Her students scoured the island looking for different geological formations, built horses and choreographed an RCMP ride, and produced Fairy Tale books.

The fact that she is taking a teaching assignment in China during her first year of retirement is proof not only of her personal commitment to life-long learning, but also of her genuine love of teaching.

You can tell when you walk into her classroom that she and her students are a team, if not a small family.

She shepherds her students through the tumultuous middle years with equal portions of empathy, intelligence and humour.

Denise's teaching style is a combination of structure and fun. She is open to new ideas and to trying new strategies with her learners. There is never a dull day with Mrs. PG!

As Mrs. PG retires, we realize that, although her feet are small, she is leaving behind large shoes to fill.

These comments, and others, demonstrate Denise Perron-Green's wealth of knowledge and experience, contributions to the education of children, and the honour she has brought to the teaching profession.

We are pleased to bestow upon her the 2014 NBTA Centennial Award.

Vince Sunderland Award 2014

Kathy Grebenc Superior Middle School

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 as 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 the 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:

A visionary leader in the area of middle level education...

...Superior Middle School Principal Kathy Grebenc.

Kathy's career as a middle level educator and principal has become synonymous with innovation and determination. She constantly strives for greater success with the students in her care, with a particular commitment to those who are from vulnerable backgrounds. She champions high standards, student wellness and a well-rounded educational approach that extends beyond traditional subject areas. Her school offers a robust middle school program that supports student development in academic, physical and emotional areas.

Under Kathy's leadership, the essence of Superior Middle School is one of collegiality, friendship and support. The very fabric of the school is an intricate arrangement of teaming. Teachers work as members of individual teams, as a teaching unit and as a school. Students at Superior also experience the benefits of teaming. They too are part of a number of smaller and larger teams, all designed to help them learn, but also to make them feel like they are

part of a welcoming unit. From learning teams to athletic teams to learning pods, to general interest activities, all students are drawn into groups that help them learn, meet a variety of peers, develop academic, athletic, personal and interpersonal skills, ensuring that their Middle Level experience is a positive one. Kathy oversees a great school that does great things for adolescents.

Kathy is also a builder of leaders,



Nancy Boucher presents Kathy Grebenc with the 2014 Vince Sunderland Memorial Award

developing a core of team leaders at her school who make decisions on everything from the way curriculum will be taught to the kinds of activities that will best meet the needs of the students. The approach she has taken with staff development models the tenets of middle school education that are so important; team building, development of lifelong learners, multiple learning and teaching approaches. She not only leads relevant PD sessions within her school, but she also goes the extra mile to find ways for her teachers to experience current effective professional development workshops locally and abroad. Her own search for professional development has taken her to China, Guatemala, New Zealand, Australia, Brazil, India and to various spots in Europe, the United States and Canada.

Many educators owe Kathy a debt of

gratitude for helping them to advance their professional growth. There is no one more capable and willing to coach individuals seeking career advancement. She helps them to identify goals, strengths and knowledge before undertaking a job interview. She rehearses potential interview scenarios with them and gives them the confidence to put their best foot forward. She takes a genuine interest in their progress.

Kathy also maintains a healthy balance between work-life and home. Kathy has sat on no less than 10 provincial boards influencing policy and practice in a wide range of interests from a UNB advisory committee to the Provincial Sports Hall of Fame. She is an accomplished athlete, winning both the NB Women's Provincial Golf Championship and the NB Senior Women's Provincial Golf Championship. She has played in the Canadian Senior Women's Championship and placed in the top 15 nationwide. She has contributed numerous volunteer hours to the youth of her community as

a junior golf coordinator, and a coach for volleyball, basketball and badminton. She is also a curler and an accomplished volleyball player.

Instructional focus, improved student achievement, data-driven decision-making, collaborative work environment, innovative teaching, Effective Schools, Professional Learning Communities and Invitational Schools are the major tenets of Kathy's leadership style and philosophies. Visiting Superior Middle School is to see the strategies in action and discussing educational practices with Kathy is an education in itself. Kathy Grebenc is one of a very elite group of exemplary educational leaders in New Brunswick.

We are pleased to bestow the 2014 Vince Sunderland Memorial Award for Outstanding Educational Leadership upon Kathy Grebenc.

Bell Aliant Award

Rolyne Butler Kennebecasis Valley High School

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 Kennebecasis Valley High School teacher Rolyne Butler.

One word can be used to describe Rolyne Butler's teaching and that is "Outstanding!" She is a very gifted teacher, demystifying mathematics for all students, those who excel and those who struggle. Over the years, Rolyne has assisted over 80% of her students to receive top marks in Calculus AP Exams, while the world average on this standard exam is only 42%. She inspires a love of Math in her students and the ones that don't love Math, love Mrs. Butler. Students who struggle will do anything to please her. She has captured their hearts and, in so doing, is able to inspire them to strive to do their very best. For being such a humble and unassuming individual, Rolyne has an incredible way of instilling self-confidence and self-esteem in her students, while using her expertise to help them build mathematical skills within a very challenging curriculum.

She is dedicated to not only being a catalyst for the academic achievement of her students, but also for their growth as happy individuals. Beyond academics she is a chaperone, encourager, cheerleader, provider of comic relief, career counsellor, visionary and guardian angel for the students under her care. Rolyne is a listener, mentor and friend.

When students find out they will be in Mrs Butler's classes they act like they have won the jackpot. She is often called the "Math Goddess of KV High" or the "Math Mom" for the way she takes care of her students always willing

to help and inspire. "No" is not in her vocabulary when it comes to helping her students. She is available to help at any time of the day, whether a student wishes to consult her bright and early at 6 am, or receive a response to a text about homework late into the evening.



Ron Forsythe presents Rolyne Butler with the 2014 Bell Aliant Award.

One student did an entire course with Rolyne during her prep period so that he could graduate with the necessary credits to pursue his postsecondary interests.

The words of colleagues, students and their parents give us more insight into why Rolyne is being honoured:

Despite her incredible intelligence, Mrs. Butler is able to put herself into the learner's position and see what might be limiting their understanding.

I know, as a colleague, when I am having a particularly rough day, I will visit her classroom and leave feeling invigorated.

Mrs. Butler's classes are filled with humour. Math can be, and is, mostly seen as very dry, scary and daunting, but laughter and smiles reign in her room.

It has been said that "teaching inspires all other professions." Mrs. Butler emanates classroom consistency, flexibility and support by pursuing her passion for teaching Mathematics. She has played a tremendous

role by inspiring hundreds of students to pursue their passions. I know I am a better student and teacher because of her.

My children came to enjoy Math and Calculus. She taught them to believe they could break down any barrier and scale any task. With our children, as she does with every child, she left them better than she found them.

Mrs. Butler taught above and beyond the required material, and imparted values that I have taken with me in my personal and academic day-to-day life. The importance of working hard, pride in my work, working toward my own goals, and how to work well with others continue to guide me.

Throughout the two years that Mrs. Butler has been my teacher, I have watched her excitedly cheer from the sidelines of every sporting event, chaperone countless grad events, plan SafeGrad and organize numerous fundraisers. Her door is always open to provide reference letters, discuss class and career choices, and to even sit and talk about life.

She has an incredible skill for teaching abstract and complicated topics so that you leave her class really understanding what was taught. If you did not grasp something, she would explain it another way until it finally clicked.

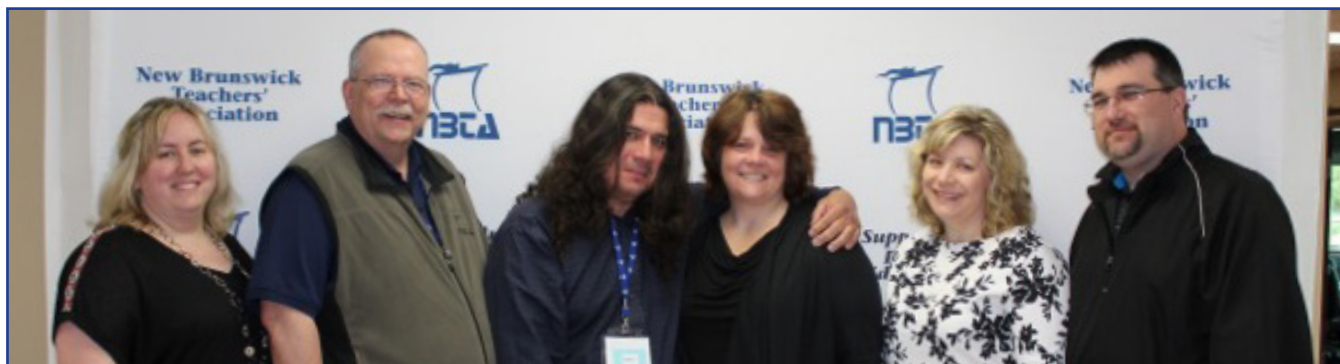
Her classroom is not just a place of learning, but of acceptance.

There were times when Mrs. Butler would transcend "teacher" and become confidante, advisor, and even friend. When she wrote in my yearbook "You are Fierce," I believed it.

Mrs. Butler is the sweetest, most encouraging teacher. I have learned so much from her and I love her to pieces.

We are honoured to bestow upon Rolyne Butler, the 2014 Bell Aliant Award for Excellence in Teaching.

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



Jessi Stever (Branch 1542), Chris Brown (Branch 1430), Doug Stewart (Branch 0214), Carolyn Barnhart (Branch 1826), Julie Holt (Branch 1454), and Brad Coughlan (Branch 0618).

New NBTA Board Members



*John Fougere
Branch 0214*

*Donna Lagacy
Branch 0215*

*Sean Kelly
Branch 1023*

*Robina Sharkey
Branch 1430*

*Bethany Toner
Branch 1454*

*George Daley
Branch 1542*

*Karla Roy
Branch 1826*

2014-15 NBTA Executive Committee Members



NBTA Executive Committee: (back row, left to right) Heidi Ryder (Branch 1610), Connie Keating (Branch 0216), Rick Cuming (Branch 1450), Sheridan Mawhinney (Branch 1725), Heather Hogan (Branch 1429) and Executive Director Larry Jamieson. (Front row, left to right) Past President Heather Smith, President Peter Fullerton, Vice-President/President-Elect Guy Arseneault.

Retiring Teachers of 2014

0215	Randall B. Armstrong	1428	Berna L. Glenn	0820	Luanne M. Munro (Libby)
0619	Robert B. Armstrong	0215	Kevin Godin	0820	J. Patricia Murray (Englehart)
0619	Paula A. Bawn (Yorke)	1826	Karen E. Godsoe-Daigle	1826	Debra M. Musetta
0619	Spencer H. Belyea	0820	Ralph J. Gray	0619	Mary E. Nagle
0820	Rolene T. Betts (Thiele)	1542	Katherine L. Grebenc	1827	Linda R. Nason (Perley)
1429	Sandra E. Black (Bell)	0215	Donna E. Griffith (Sutcliffe)	1826	Ruth E. Norton (Prentice)
0215	R. Patty Blanchard	0618	Mélinna E. Haché (Benoit)	1429	Mary R. Pawsey (Estey)
0820	Margaret E. Bockus	1022	Donald P. Harborne	0619	Brian E. Perkins
1826	Mary Ann Bodajla (McNeil)	1608	K. Grant Hendry	0619	Jane E. Perkins Love
0820	Robert A. Bonner	1725	Michael Hitchcock	1022	Denise M. Perron-Green
0215	Karen A. Branscombe	0215	Jane C. Hominick (Porter)	1454	Louise E. Perry (Christie)
1431	Andrea M. Braun (Bird)	0820	Karen J. Hossack (McLenaghan)	0820	Jane M. Peters (Montague)
0820	Michael P. Brennan	1724	Marilyn L. Hoyt (Beers)	0820	Robert O. Peters
1827	Jane E. Briggs (Little)	1826	Wendy S. Hubert	1023	Robert D. Poirier
0619	Kathleen A. Buckley-Graves	0215	Kathlyn J. Hunter	0820	John C. Pottle
0214	William J. Burroughs	1725	Marlene G. Jardine	0619	Timothy P. Quinn
0619	Cynthia L. Bursey (D'Arcy)	0619	Jacques E. Jean	0215	Lisette Richard
1724	Cheryl M. Butler (Beer)	0214	Elaine M. Jones (Otto)	0618	Douglas M. Rideout
0215	Patti E. Buzzell	0619	Susan F. Jones (Scott)	1826	Diane P. Ridley
0215	Sally A. Cahill	1725	E. Elinor Joyce (Woollard)	1450	Jane F. Robichaud (Toner)
1429	Brenda S. Campbell (Crouse)	1610	Michael L. Keating	0215	Linda G. Roy
1428	Audrey J. Cernivz (Fox)	0216	Darlene S. Keirstead (Gillcash)	0619	Catherine A. Savoie (O'Keefe)
0215	Karen A. Champion (Wilson)	0820	Douglas M. Kelly	1725	Linda P. Savoy (McCarthy)
0215	Kathryn L. Chatterton (Steeves)	1826	Hugh G. Kennedy	1640	Aura J. Scully (Jardine)
0619	Catherine A. Chiasson (Pike)	1826	Ginny L. Kershaw (Bradley)	1826	Philip A. Sexsmith
1542	John A. Cleland	0820	Catherine L. Kilpatrick (Maxwell)	0820	Mary F. Shanklin
1826	Brenda K. Clements (Moulton)	0618	Agathe T. Klingenberg (Schmidt)	1826	Andrew D. Sharkey
0215	Douglas C. Cochrane	0215	Michele E. Kovacs	0619	Gary H. Shaw
1021	Sandra E. Colwell (Howe)	0820	Judith A. Lawton (Montague)	1826	Janet L. Sloan (Dixon)
0619	Mary Lou L. Comeau (O'Neill)	1430	Joanne K. Longobardi (Kirkpatrick)	1826	Alvaretta H. Smith (Stockford)
0820	G. Trudy T. Comeau-Roper (McIntyre)	1542	Donna M. Losier (Stubbard)	1826	Carol Ann Smith
0618	Phyllis R. Corbett (Murray)	1826	Elaine P. Losier (Moore)	0217	Marion A. Steeves
0215	Charles C. Cormier	1725	Jill A. Lowerison-Brawn	0618	Heather L. Stevens (Smith)
0215	Roger E. Cormier	0820	Kathryn Lynch (Savage)	1431	Elizabeth M. Sullivan (Bliss)
0215	M. Paula Corrigan (Kelly)	1724	Nola Lynch (Sivitilli)	1429	Deborah A. Tapley
0217	Dana E. Cross	0619	Karen A. MacKinnon (Dickison)	0820	Gregory H. Theobald
1640	Emily A. Daigle (Warman)	1431	Daniel H. MacLean	0619	Blair R. Thompson
0619	Ann-Marie Dingee	1023	Denise M. Marshall (Brideau)	1430	Linda E. Thompson (Hall)
0820	Brenda D. Doherty (Kelly)	0216	Louise Martin-Thibault	1431	Debbie M. Thomson (Everett)
1826	J. Richard Doige	1023	Jeannette M. Matthews (Robichaud)	1725	Barbara E. Thornton (McCallum)
1826	Carol D. Doucette (Sinclair)	0215	Joel A. Mawhinney	1724	C. John Thurber
1826	Isabelle Dulac	0618	Michael D. Maxwell	1640	Sonya F. Tower
1725	Paula E. Dunnett	0820	Paula A. McCaustlin (McIntyre)	1429	Marilyn J. Tranquilla (Dore)
0619	Nora L. Elliot	0619	Susan D. McConnell (Stewart)	0618	Pierre Turnbull
1431	Karen E. Elliott (McQuade)	1429	Joan E. McCue (Pedersen)	1826	Ines V. von Waldow
0619	Carolyn E. Evans (Fleiger)	1826	Donna M. McCutcheon	1826	Garth M. Wade
0619	Beverly L. Farnham (Carson)	0215	Marc McGeachy	1608	Nancy C. Walls (McKinnon)
1826	Carolyn A. Fillmore	1608	Catherine E. McGregor (Bryenton)	0820	Judith L. Walsh (Millican)
0215	Leslie A. Forbes (Mizener)	0618	Daniel R. McKiel	1826	Mary C. Walton-Rossignol
0619	Linda J. Foster	1430	Peter J. McLaughlin	0619	Nancy L. Watters (Grieve)
1725	Rockland F. Fowler	1429	T. Jane McLean (Lyall)	0820	Brenda L. White (Stillwell)
1826	Aleida M. Fox (Scholten)	1429	Kelly A. McLean-Haley	0619	Virginia M. Whitty
0619	Allison F. Gates	0215	John H. Merks	1725	Yvonne M. Whitty (Murphy)
1725	Elizabeth S. Geburt (Reid)	1608	Lyne J. Montsion	1725	George A. Wood
1826	Robert L. Gellert	1021	Kimberley G. Munn (Holland)	0215	Stephen F. Woodworth
1431	S. Patrice Gerrish			1725	Elizabeth A. Young (Trafton)
0619	Susan B. Gesner (MacDonald)				
0619	Deborah S. Gillis (Frear)				

Canadian Association of Principals Distinguished Vice-Principal of the Year Award

Suzanne Gallant, Garden Creek Elementary School

**- *Citizenship* -
- *Connecting to the Community* -
- *Making a Difference* -**

By Blake Robichaud, NBTA Staff

The Canadian Association of Principals has honoured Suzanne Gallant of Fredericton's Garden Creek School with its national "Vice-Principal of the Year Award." The award was presented at the CAP Conference held in early May in Halifax. Originally from Bathurst, Suzanne is a graduate of UNB and STU and has teaching experience in Edmundston, Oromocto, Cambridge-Narrows and Fredericton.

For Suzanne Gallant, student projects are an essential part of learning, developing good citizens and connecting to the community. "Creating opportunities for students, teachers, parents and even community members to come together for a common goal has always been my focus. The projects really celebrate learning and they are a great way to tap into the interests and skills of all students." From Heritage Fairs, to Grassroots (technology), to geocaching, cooking for seniors and caring for animals at the SPCA, her 24-year career has



resulted in a lot of projects in a lot of schools.

"Students and staff are really proud of what they accomplish in these projects and their lasting effects. We've written letters to soldiers in Afghanistan, created artwork for the pediatric ward, made caring quilts for the Montreal Ice Storm, and raised money for the Stan Cassidy Center through "Creeker Chairs for

Charity."

Suzanne Gallant is a successful author (Oxford University Press, RK Publishing & Cheneliere), professional learning resource developer and presenter. She also has made extensive contributions to the NBTA, serving as President of Middle Level Council, as President and Vice-President of two separate NBTA Branches, on several committees and in numerous other roles.

"For so long I've tried to turn my beliefs into something students and others can see, experience and learn from. Receiving this award is an emotional thing for me because it demonstrates that others have seen the value of this work as well."

Canadian Association of Principals Distinguished Vice-Principal Award.

"For honouring leadership in school administration exemplifying dedication and enthusiasm in the provision of programs designed to ensure excellence in education."



The St. Stephen High School Healthy Student Body initiative

by Krista Amos, St. Stephen High School.

An alarming number of our children today are faced with the early stages of chronic health issues such as obesity, hypertension, high cholesterol levels, and sedentary lifestyles. School personnel and health care providers have expressed serious concern about teenage weight, activity levels and the risky lifestyle choices they see being made in this population. This prompted a team of educators and health care providers in the St. Stephen area to action. Although report cards usually measure academic success this is not the only report card handed out to the Grade Ten students at the SSHS. For the fifth year in a row students in Grade Ten will receive a "Health Report Card". "Ultimately in your life this is the most important report card you are going to get," said Nurse Practitioner Yvonne Bartlett. Bartlett along with Don Walker brought a team together and co-developed the St. Stephen High School Healthy Student Body initiative.

It must be stressed that this initiative starts with educating the students on why screening for health indicators is so important. The focus of the fall PE curriculum is on the importance of healthy lifestyle choices and the life long consequences of these decisions. SSHS educators ensure that students have a clear understanding of the measurements used on this screening day and what the results mean to their overall health. The education component of the program highlights the importance

of self respect, respect for others, healthy eating and physical activity. This also includes issues surrounding unsafe weight loss practices. The ultimate philosophy is to promote a healthy lifestyle within a stu-



dent body that includes all different shapes, sizes and body builds. "Education and awareness is a vital part of the project," Bartlett said.

The screening includes blood sugar and cholesterol levels, blood pressure, height, weight, waist circumference, resting heart rate, a self-esteem questionnaire along with a BMI (Body Mass Index-for age) measurement which takes into account body type and build.

The initiative caught the attention of Dr. Sohrab Lutchmedial, Interventional Cardiologist at the NB Heart Centre who further analyzed the data and found alarming statistics. Multiple cardiac risk factors (as many as 6) were identified in students at ages 15 and 16. Of the students who participated 47.97% were in a healthy BMI

range, while 29.27% were considered "overweight" and 22.76% were considered "obese" by IOTF standards. There was also a significant correlation noted with declined academic performance with increasing BMI.

"This is the only high school that is doing analysis like this," said Dr. Lutchmedial.

All at-risk students met with a health care provider to discuss the results of their report card and determine what plan of care they would like to follow. Interventions are put into place for the students to participate in. In the end, through the efforts of dietitians, personal trainers, educators and health care providers these students will hopefully be able to accurately perceive their self health and

learn the skills to modify their lifestyle choices.

It is through the creation of a coordinated school health team approach and a school environment where students can be physically active, nutrition education and healthy lifestyle choices are strengthened, students feel safe and respected regardless of their body weight and size, and faculty and health care providers can work with families to promote this type of healthy lifestyle, then we will have not only a healthier physical student body but also a stronger academic one as well. Students will come to school fit, healthy and ready to learn. "We're changing what was primarily regarded as a health care problem into an educational issue", said Dr. Sohrab Lutchmedial.



OTTAWA – Results of the largest online survey of teachers ever conducted by the Canadian Teachers' Federation (CTF) reveal that more than nine out of ten teachers cited class composition as a source of work-related stress. More than 8,000 teachers participated in the CTF voluntary survey which set out to inquire about their work-life balance as well as potential sources of stress, both inside and outside the classroom. (See infographic on following page)

"In general, teachers feel they do not have adequate supports and services to address the broad range of special needs in their classrooms," says CTF President Dianne Woloschuk. The CTF findings come a week after the release of the People for Education report stating that student-teacher ratios in special education are on the rise while schools have unequal access to supports.

Inside the classroom, 95 per cent of teacher respondents experienced stress because it is harder to find time to meet the individual educational needs of students. Other findings related to stressors include the following:

- three out of four educators cited interruptions to teaching by students;

- 71 per cent listed student absenteeism; and,
- over six out of ten reported challenges in dealing with students' personal or health-related issues.

Lack of time to plan assessments with colleagues was reported as a stressor by 86 per cent of teachers surveyed, while 85 per cent indicated marking and grading as a source of stress. Other stressors include increased administrative-related work and outdated technology.

"Ninety-three per cent of teachers who responded said they felt torn between their teaching and home responsibilities," says CTF President Dianne Woloschuk. "This does not come as a surprise in light of several teacher organizations workload studies conducted since 2000 showing the average teacher works approximately 53 hours per week."

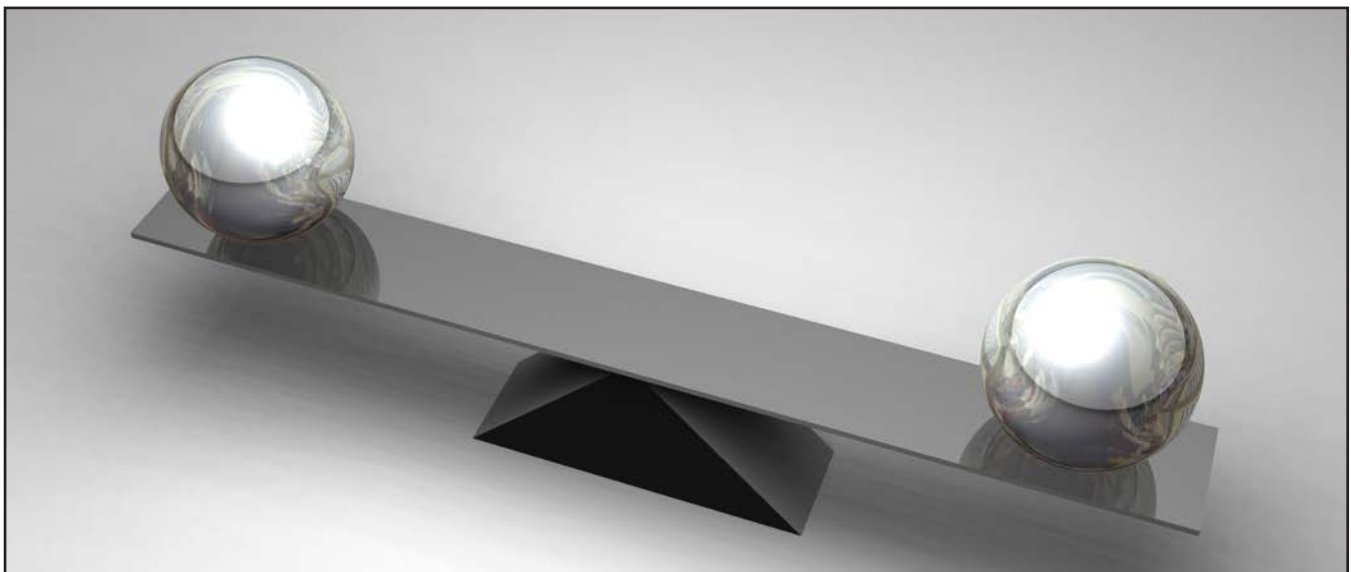
"Of those teachers who are also parents, 90 per cent of women and 81 per cent of men reported they did not have enough time to spend with their own children. As professionals, teachers' continued commitment to their students' success is coming at the expense of their personal lives," she adds.

Woloschuk says the CTF agrees

with the concerns expressed by survey respondents who have identified five major areas for recommended change among 14 examined areas in the survey. These include reducing class sizes, improving support for students with special educational needs, increasing time for planning and preparation, reducing non-teaching demands such as administration and paperwork, and increasing and improving classroom resources such as books and computers. Such changes would help to improve teachers' conditions of professional practice which are closely tied to students' learning environments.

"Like other Canadians, teachers are aware of the importance of balancing their professional practice with their personal lives. However, the factors that affect teachers' working conditions have a very direct effect on our students' learning conditions," concludes Woloschuk.

The Survey on the Quest for Teacher Work-Life Balance was conducted online by the CTF and provincial/territorial teacher organizations across Canada between February 24 and March 26, 2014. Some 8,096 Canadian teachers responded.





TEACHER VOICES ON WORK-LIFE BALANCE

8,096
TEACHERS
RESPONDED

93% are torn between **teaching** and **home responsibilities**



Sources of Stress

INSIDE THE CLASSROOM

95% Inability to devote desired time to individual students

76% Interruptions to teaching by students

71% Student absenteeism

62% Students' personal or health related issues

WORKLOAD/ ASSESSMENT FACTORS

91% Class composition

87% Classroom composition issues related to assessment

86% Lack of time to plan assessments with colleagues

85% Lack of time for marking and grading student work

Outside of Work*

88% Not enough time with own children

88% Not enough time for recreation

87% Not enough time with spouse/partner

78% Not enough time for caregiving for family and friends in need

* Percentage of total respondents excluding "Not Applicable"

5 actions in striving for work-life balance

1
Reduce
Class Size

1



2
Improve
support
for children
with special
educational
needs

2



3
Increase
time for
planning and
preparation

3



4
Reduce
non-teaching
demands

4



(administration
and paperwork)

5
Increase
and improve
resources

5



(computers,
books, etc.)

A Time for Learning...

by Ardith Shirley, NBTA Staff Officer

As I sit to jot a few words to you, I find myself once again marvelling at how quickly the school year has gone! (Oh, I know there were a few days in February when we thought it would NEVER end.) As you partake in all of the activities that the “end of school year” brings, I hope you find yourself looking forward to a wonderful and relaxing summer – with a bit of time built-in for reflection on your professional practice. As I personally take a moment to reflect on the past year, I am thankful for the opportunity to work with so many wonderful volunteer teachers and colleagues.

Wherever your journey takes you, I wish you well as we continue growing, learning, and living - Happy Summer!



The Orange Shirts: Council Day 2014 Organizers and Volunteers

“Whatever we accomplish belongs to our entire group, a tribute to our combined effort.”

–Walt Disney

May I Recommend?

Journeys in Youth Mental Health: Complex young lives in a fractured system by Dr. Kate Tilleczeck and Katherine Lezeu, appears in the Spring 2014 issue of *Education Canada*. Considering their research is being done right here in Atlantic Canada and that this issue is forefront of the many challenges that teachers and schools are facing I put it near the top of my summer learning list.

What's Standing in the Way of Change in Education? Download the CEA Discussion Guide and engage in a great conversation!

When Teaching Gets Tough: Smart Ways to Reclaim Your Game Seasoned educator Allen N. Mendler shares accessible tips to use when challenged by different aspects of teaching: working with difficult students, feeling underappreciated, and beyond.

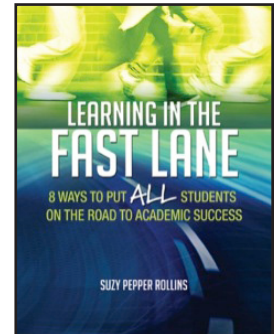
Neurodiversity in the Classroom: Strength-Based Strategies to Help Students with Special Needs Succeed in School and Life Author Thomas Armstrong argues that we should embrace strengths of students with learning disabilities, ADHD, autism, intellectual disabilities, and emotional and behavioral disorders.

100+ Ways to Recognize and Reward Your School Staff Former superintendent Emily E. Houck provides school administrators with practical, easy-to-use, and inexpensive ways to reward and recognize the efforts of their staff.

Book Give-Away!

Congratulations to Ginger Carson, First Nations Resource Teacher, Devon Middle School in Anglophone West on winning last months draw for Daniel Venables' *Data Into Action*. This month's give away is for ***Learning in the Fast Lane: 8 Ways to Put ALL Students on the Road to Academic Success*** by Suzy Pepper Rollins.

Sound intriguing? Send me an email with the subject line "Book Draw" before June 25th.



“We delight in the beauty of the butterfly, but rarely admit the changes it has gone through to achieve that beauty.”

— Maya Angelou

Council Day Prizes Provided by:

Dairy Farmers of Canada
Crayola Canada
Spectrum Educational Supplies
Try Judging/Essayez de Juger (Canadian Superior Courts Judges Association)
Veterans Affairs Canada
McGraw Hill Ryerson
University of New Brunswick Johnson Inc.
School Specialty Canada
World's Finest Chocolate
Ven-Rez Products
Freedom Tours & Travel
NBTA Credit Union
Victorian Order of Nurses
BOUND2LEARN
Nelson Education Ltd.
New Brunswick Department of Education and Early Childhood Development

Cheneliere Education
New Brunswick Museum
Canadian Teachers' Federation
Office of the Commissioner of Official Languages
Marathon Learning Materials, Ltd.
Portage & Main Press
Covey Basics
Curriculum Plus Publishing
Nutrients for Life Foundation
Chandler Office Environments
Jostens
Classic/Dieleman
Chat to the Future Inc.
Scholastic Education
Massage Addict New Brunswick
Schoolhouse Products Inc.
Lamontagne Fundraising
Canadian Transplant Games 2014

Thank You!

Council Day Sponsored by:



Thank You!

Live Tweeting Council Day 2014!



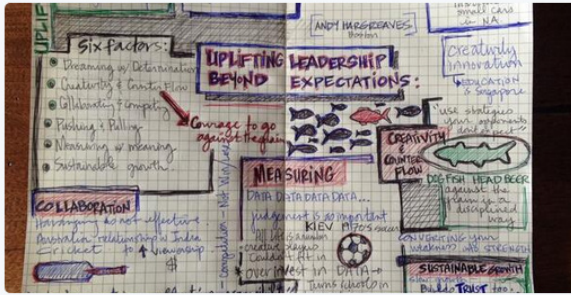
BBTNB @BBTNB · May 2

Crazy awesome. Music teachers from anglophone east just sang like a one million part harmony O' Canada. #nbed #nbta #cool



Laura Lamey @LauraLamey · May 2

Notes from @HargreavesBC talk on Uplifting Leadership today. @NBTeachersAssn @SunniBrown pic.twitter.com/Rxjr0mAPvy



Stacy Garland @garlasti · May 2

What a spectacular day of PD...thanks to all that helped in organizing this fab event!!! You rocked it!!! :)



Joey Savoy @Seppi99 · May 2

"Young people bring valuable knowledge to the classroom and it should be respected" - Jesse Hirsh - Using Minecraft as an example #nbta



Max Cooke @max_cooke · May 2

@jessehirsh Kind of freaking me out explaining how the Internet is getting to know me #nbta



Meaghan McLaughlin @MissMeaghanK1 · May 2

Wow! Listening to Marcia Tate "worksheets don't grow dendrites" - amazing! #nbta we need to make learning fun!



NBTA @NBTeachersAssn · May 2

Marcia Tate practices what she preaches - incredible strategies for teaching, classroom, and learning. #nbta pic.twitter.com/CcmFm0fst



Heather Smith @HSmithJaneville · May 2

Hargreaves: Don't use data-driven or evidence-based in your lang. Use data and evidence informed because Tchrs judgement is valuable. #nbta



NBTA @NBTeachersAssn · May 2

Our volunteers have made this day possible - what a great group! #nbta pic.twitter.com/jPtyk10wP



NBTA @NBTeachersAssn · May 2

Marcia, Marcia, Marcia - use repetition to make sure all students get your message. #nbta



Tiffany Hersey @Tizzini · May 2

#nbta I'm def including movement on Monday. Hope the kids are ready to become the "parabola"



NBTA @NBTeachersAssn · May 2

But first....ENERGIZER time with Robin and Ross! #nbta

Expand Reply Retweet Favorite More



Meaghan McLaughlin @MissMeaghanK1 · May 2

"What I don't have is a score to put in my grade book-so what. What I have is evidence about what to do next" - Dylan Williams #nbta



Mrs. Jenn Mabey @MrsMabey · May 2

Short cycle formative assessment most powerful for teachers to transform their practice; minute by minute adjustments matter most! #nbta



Miss. Defazio @MissDefazio3 · May 2

Curriculum is the destination but how we learn is the journey. We all need to take the path that fits us best. #nbta



Robyn @neweverymorning · May 2

#nbta "You don't have to create a passion for learning. You just have to not kill it." - Dylan William



Andre Robichaud @robichandre · May 2

The web: a window to the world or a mirror? @jessehirsh #nbta pic.twitter.com/5rBmHZIE13



NBTA @NBTeachersAssn · May 2

With possibly the biggest lesson of the day, @nikkipayne: Be kind. Choose compassion. Fight apathy. #nbta pic.twitter.com/ZHCqVJTefD



Hannah Hollett @HannahHollett · May 2

"How many of you do work related things on weekends? On vacation?" "many raised hands" "Stop it. Just stop it." -Linda Duxbury #nbta

NBTA Combined Council Day 2014!



NBTA Combined Council Day 2014!



Council Award Winners



Susan Jones (Grand Manan Community School) with Elementary Council In-coming President Erica LeBlanc.



Brandon Savage (Miramichi Valley High) with High School Council Out-going President Sheridan Mawhinney.



Andy Stewart (Gretna Green Elementary School) with Elementary Council In-coming President Erica LeBlanc.



Edward Belyea (Sussex Regional High) with High School Council Out-going President Sheridan Mawhinney.



Cindy Davidson (Woodstock Centennial School) with Elementary Council In-coming President Erica LeBlanc.



Kimberly Pringle (Bernice MacNaughton High) with High School Council Out-going President Sheridan Mawhinney.

Safe and Affirmative Schools For Sexual Minority Youth

New Brunswick Association of School Psychologists

by Angela Gionet, Psychologist, Anglophone South

Schools have a legal, ethical, and moral obligation to provide equal access to education and equal protection under the law for all students. For many sexual minority youth, schools are unsafe and survival, not education, is the priority.

School climate is a significant determinant of whether an environment is healthy and conducive to learning. Most students are taught that overt behavior, such as the use of religious, racial or ethnic slurs, is intolerable. However, homophobic name-calling and anti-gay taunts such as “fag” or “You’re so gay” are rampant in most schools and are dreaded by students. A climate survey by GLSEN (2001) found that 83% of lesbian, gay, bisexual, and transgendered youth experienced verbal, physical, or sexual harassment and assault at school, which is significantly higher than for heterosexual youth. More than 68% of sexual minority students reported feeling unsafe in school because of their sexual orientation. However, in one third of incidents of anti-gay harassment, adult witnesses did not help.

Implications of Risk Factors

Adolescence can be a stressful period for all youth owing to the tremendous physical, psychological, and cognitive changes that occur. The process of coming out to oneself, or developing a sexual minority identity and coming out to others, increases stressors and isolation. Additionally, stressors related to violence, harassment, prejudice, discrimination, and stigmatization place sexual minority youth at risk for mental health, physical, and educational problems.

Rates of suicidal ideation, attempts, and suicide by sexual minority youth are estimated to be two to three times higher than for heterosexual youth. Sexual minority youth are more likely to engage in high-risk behaviors such as drug and alcohol abuse to cope with depression and feeling marginalized. Their homes are not always havens from school since they are also more likely to experience physical and verbal abuse at home. They are frequently kicked out or forced to leave home owing to conflicts related to their sexual orientation. Sexual minority youth may be less involved in school activities and more likely to be truant.

School-Based Interventions

Schools typically do not have the information or comfort to address the needs of sexual minority youth. However, school personnel are responsible for all students, including sexual minorities. School personnel may be their only support system and, with effective intervention, can have a positive impact on the lives of these students. An affirmative environment is more likely when personnel are

knowledgeable about protective factors and the needs of sexual minority youth, provide support and understanding, and become advocates and allies.

Increase safety. The most basic intervention to improve school climate is to increase school safety. Anti-gay epithets create a negative school climate and enforce the message that hate speech is permitted. A school-wide policy of zero tolerance for anti-gay harassment, hate epithets, and slurs must be developed and consistently enforced. This policy should apply to students and staff and include incidents from name-calling to physical/sexual assault. The creation of a non-discrimination school policy for sexual minority students and staff extends additional protections. Including staff in the policy demonstrates to youth that their role models will not be discriminated against, which may increase the likelihood of staff being “out” and willing to serve as resources.

Affirmation of diversity. To increase the affirmation of diversity in schools, diversity must be equally represented, respected, and celebrated. To eliminate misinformation and bias, accurate information regarding sexuality, sexual orientation issues, and famous sexual minority individuals must be infused into different subjects in the curriculum. Setting a positive environment includes displaying posters about sexual minority youth, literature by sexual minorities, and providing library resources. The use of gender neutral and inclusive language indicates that sexual orientation is not assumed.

To assist school personnel in understanding sexual minority youth and use effective interventions, ongoing inservices, anti-bias training, and education regarding the legal responsibility to protect and treat all youth respectfully is needed. An effective way to improve school climate is to establish a school-based Gay-Straight Alliance, which provides support and companionship, improves self-esteem, and promotes positive school change.

Conclusion

Creating safe and affirmative schools for all students, including sexual minority and gender nonconforming youth, is essential to increase equal access to education. When school personnel do not intervene in anti-gay abuse, they deny the existence and unique needs of this population and place this population’s mental health and education at risk. Conversely, school personnel may improve the physical, social, and psychological functioning of sexual minority youth through their support and advocacy.

Adapted from the National Association of School Psychologists (NASP) Communiqué article: Safe and Affirmative Schools For Sexual Minority Youth, By Erica Weiler, PhD, NCSP



**2014 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 2015.

A \$3000.00 award constituting an advance royalty fee, 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 who wish to illustrate a children's book. Illustrators should forward website links and/or copies of their work for consideration by the jury. Please include full contact information. Should you wish to make a submission by mail, please send **copies** of your work. PLEASE NOTE: we are unable to return submissions.

Once the winning manuscript is selected, the jury may invite illustrator(s) to submit a sample illustration fitting the winning text. The jury will select an illustrator for the book.

A \$3000.00 award, constituting a royalty fee 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 rhythmic, poetic language, or softly soothing lullabies. Playful language, cleverly exploring the sound and sense of language using assonance, rhyme, word plays such as doublets and rhythm are important when writing for babies.

Please avoid writing the story to a parent, constructing a narrative over a baby's lifetime, or constructing a story

that is aimed at teaching a child a lesson.

In its final form the book will be 20 pages, starting with a single page followed by 9 facing-page sets, and completed by a single page. For submission purposes, and to save trees, please use a storyboard style so all the text is numbered by page number on a 1; 2-3; 4-5; etc., page spread. Please see template.

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 as per the storyboard attached. Submit text only please, no illustrations. Storyboard format is recommended.
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, 2014**.
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:

Writing for Babies
Early Childhood Centre
University of New Brunswick
PO Box 4400
Fredericton, NB E3B 5A3

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.

Once the author and illustrator have been selected, an editor and art director will be an integral part of the process.



2014 Writing for Babies
Call for Manuscripts
and
Call for an Expression of Interest from Illustrators
to
Residents of New Brunswick



Book Layout/Storyboard Template

1	2	3		
4	5	6	7	
8	9	10	11	
12	13	14	15	
16	17	18	19	20

Queries can be directed to: Caroline Marygold, Early Childhood Centre, University of New Brunswick
Email: eccentre@unb.ca • Telephone: (506) 453-5024 • www.unbf.ca/education/ecc

2014 Writing for Babies Seminar

Calling all Maritime writers and illustrators to join us for inspiring ideas on writing, illustrating and publishing books for babies

- June 4, Moncton Public Library, 5:30pm – 8:30pm
- June 11, Fredericton Public Library, 5:30pm – 8:30pm
- June 18, Newcastle Public Library, Miramichi, 5:30pm – 8:30pm
- June 26, Saint John Public Library, 5:30pm – 8:30pm

Shaping Future Classrooms Challenge

The Perfect Year-End Conversation To Have With Your Students

Take the *Shaping Future Classrooms Challenge* and share what you and your students think is standing in the way of change in education for a chance to win a trip to Toronto!

The *Shaping Future Classrooms Challenge* will amplify your voices among policymakers and encourage similar discussions in schools across the country.

Here's how you can enter the *Shaping Future Classrooms Challenge* for your chance to win a trip to Toronto to share your ideas.

Step 1: Use the *What's Standing in the Way of Change in Education?* Discussion Guide (available at <http://standingintheway.ca/guide>) to help start this change conversation with your students.

Step 2: Use these conversations to begin to re-think how your classroom works, what you would change, and how this change could be happening in more schools. Our Discussion Guide will help you along the way.

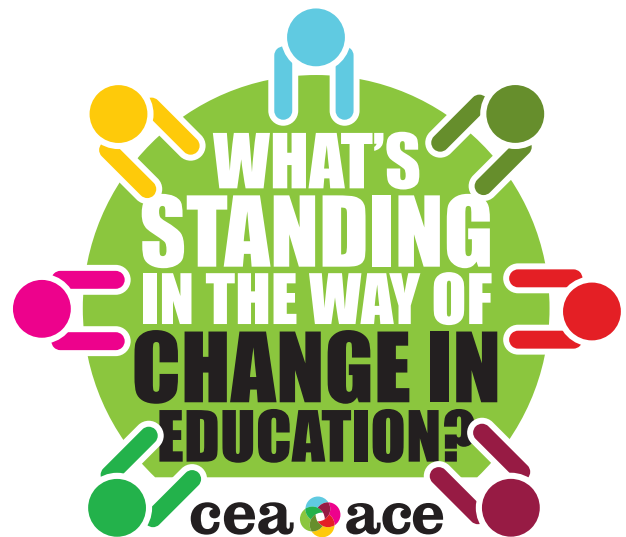
Step 3: Work with your students to create a 3-5 minute video, photo essay or multimedia presentation that best captures your reflections and compelling ideas for educational change.

Step 4: Submit your content to the *Shaping Future Classrooms Challenge* at <http://standingintheway.ca/contest>

The teacher involved in producing each of the top three most 'favourited' submissions will win a trip to Toronto to present their ideas and skype in their classrooms at the Canadian Education Association's Annual Meeting in October 2014.

Website visitors will be able to pick their three favourite submissions during a two-week 'voting blitz' from September 23, 2014 to October 3, 2014.

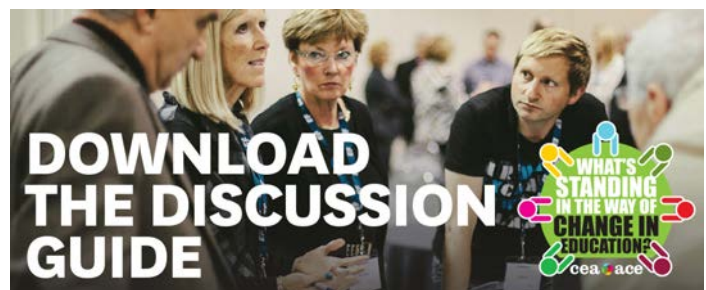
For more details, please visit: www.standingintheway.ca/contest



The Canadian Education Association (CEA) is proud to launch the www.standingintheway.ca website – developed in collaboration with Taking IT Global – which aims to expand similar change conversations happening at regional workshops across Canada. These gatherings include representatives from the full spectrum of the education sector – including teachers and students – and focus on change in education: our visions for the change we would like to see, our sense of what is standing in the way of that change and, most important, how we might push forward with a courageous spirit to ensure that all students and educators are part of dynamic, meaningful learning environments.

To learn more about The Shaping Future Classrooms Challenge and to see what other educators think is standing in the way of change in education, please visit: www.standingintheway.ca

Twitter: @cea_ace Hashtag #CanEdChange



Teach **ABROAD**



Interested in teaching abroad?

Current Job Opportunities for the 2014-2015 school year

Atlantic Education International and its partners in **China, Brazil and Bangladesh** are currently looking for trained professionals to fill positions at **all grade levels**.

- English
- English Second Language
- Environmental Science
- Information Technology
- Kindergarten
- Mathematics
- Pre-Kindergarten (18 mths - 5 yrs)

AEI



Atlantic
Education
International

For more information or to apply online,
visit our website @

WWW.AEI-INC.CA

or call: (506) 453-8300

New this year! Mid-Career Teacher Educational Leave Program (For China Positions)

Teachers in NB's Anglophone School Districts with 10 to 20 years of teaching experience may apply to teach in China at one of AKD's schools offering the New Brunswick diploma program in partnership with Atlantic Education International. Up to five teachers from each District may be accepted annually to teach in China under this agreement.

- * • *Districts will grant a leave of absence without pay in accordance with Article 35.02 to each teacher selected to participate in the program.*
- *A teacher selected to participate in the program will be able to purchase pensionable service time in accordance with Government policy.*
- *The teacher will not lose any seniority benefits while on the leave and will be entitled to return to his or her same position following the leave, or an equivalent position, if the position no longer exists.*

Like us @ Atlantic Education International





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 NBTG 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



Curling Bonspiel



*St. Stephen Ed Centre Curling Bonspiel Mar. 28-29
These are the first place winners. Amy Cook, Luke Cook, Jenny Maxwell, Phil Maxwell.*



*Costume category winner:
Team Scotland*

“Dive In!” 2014 Summer Reading Club

New Brunswick Public Library Service

The New Brunswick Public Library Service invites children across the province to register for the 2014 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.

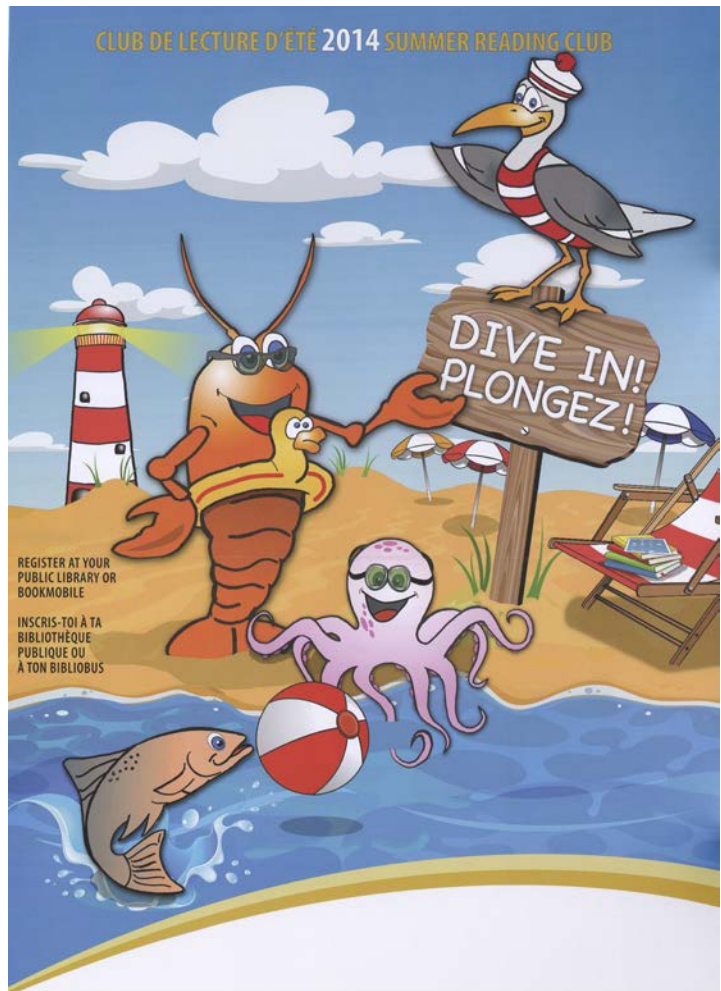
This year's theme is “Water” and the slogan is “Dive In!” Whether we look at water as a source of life, an aspect of geography, a part of history or an element of the environment that needs to be protected and conserved, water touches every New Brunswicker's life. This summer, children are invited to their local library or bookmobile to read and learn about water in all its forms. Weekly themes will introduce them to topics such as “*Under the Sea*”, “*H2O, Science and Weather*”, “*The Environment*”, “*Rivers, Lakes and Ponds*” and “*Water Transportation*”.

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 what 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 Jakej (Ja-getch), our lobster mascot.

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!



51st Annual NBTA Bowling Tournament



Where: **Fairlanes, Saint John**

When: **October 17-19, 2014**

Cost: **\$50** per bowler (5 bowlers per team)

Make cheque for \$50.00 payable to “NBTA Bowling Tournament” and forward, with a list of your team members to:

Esther Casey
310 Woodward Ave., #804
Saint John, NB E2K 2L1
(506) 642-5401



Questions: Esther Casey (506) 642-5401 or Clair Gautreau (506) 642-4528

Wellness Highlights

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Coordinator, District South
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634-2901

carmen.meehan@teacherwellness.ca



Michael LeBlanc

District West
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462-0208

michael.leblanc@teacherwellness.ca



Lisa Calhoun

Districts North and East
1-888-763-5050
855-5243

lisa.calhoun@teacherwellness.ca

MINDFULNESS: PRACTICE FOR YOU AND YOUR STUDENTS – PART 2

By Carmen Meehan, Lisa Calhoun, Michael LeBlanc and Eileen Anderson

In the April issue of the *NBTA News* we provided some basic information on the practice of mindfulness. In this issue we present some mindfulness resources, along with a sample mindfulness lesson plan you can use with your students.

Mindfulness Websites:

www.mindfulness-solution.com

Free mindfulness meditations to download



www.mindfulschools.org

Classroom resources to incorporate mindfulness into your classroom



www.mindfulhub.com - Free mindfulness worksheets to enhance your practice



Mindfulness Articles from

www.teacherwellness.ca

Go to *Wellness Articles* on left tab



Cultivating mindfulness

Suggestions for Daily Practice

Mindfulness in the Classroom

Kindfully Mindfully

Mindfulness Books from

www.teacherwellness.ca

Go to *Wellness Books and Resources* on left tab

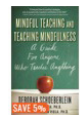
10 Mindful Minutes



The Mindful Child



Mindful Teaching and Teaching Mindfulness



Mindfulness for Beginners



Mindfulness Video

"Healthy Habits of Mind" – 41 minutes – the benefits of mindfulness for students - found at <http://vimeo.com/70357535>



Visit our website at Teacherwellness.ca

Sample Mindfulness Lesson: Introduction – Mindful Bodies & Listening

Key Points

- You will need a mindfulness bell (go to www.mindfulnessdc.org/bell/ or www.youtube.com/watch?v=9lumf_JeJlY and can play it from your computer)
- This first class is very important. If you set them up to view mindfulness as a special time and they know that the environment changes for mindfulness, every mindfulness lesson will go better. Do not move on to other mindfulness lessons until they understand the instructions and activities of this first lesson.
- When introducing mindfulness, be simple, especially for the youngest classes. Too much talking will not be effective. However, older students benefit from hearing how mindfulness will be relevant to their lives.
- Set the bar high. After introducing “mindful bodies,” see if they can sit with mindful bodies and closed eyes for 1 min. Same for mindful listening. Increase the time each day if they can do it. If they don’t make it, then reduce it.

Please note that in the text that follows, the regular (un-italicized) font represents spoken text, while the italicized font represents notes for the teacher.

Introduction

Today I want us to learn something called mindfulness. Has anyone ever heard the word Mindfulness? Mindfulness is noticing what is happening in the present moment. Mindfulness can help us learn to pay close attention to many things. It can also help us calm down when we are angry, sad, frustrated, or have any difficult emotion. Mindfulness can help us notice when we are happy or grateful too. It can also help us focus in school, sports or music.

We’re going to try practicing mindfulness everyday so even if we don’t understand exactly what it is today, we will after some time.

Mindful Bodies

There are a couple very important things that help us be mindful.

If students are at their desks, have them all move their chairs away from their desks and turn them toward the front of the room. Explain that they can do this each time you have mindfulness. Remind them each time until it is a habit.

The first thing that will help us during mindfulness is to let our bodies be very still... let’s try that?

The second thing automatically happens when we get still... what is the noise like in here right now, when you get still?

Yes, it gets very quiet.

Now we have still bodies and quiet bodies. That’s what we’ll call our mindful bodies. Now, let’s close our eyes and just sit like that for one minute.

You did a great job at your first practice of a mindful body. Was that easy or hard?

We won’t have to be this still and quiet all the time, but

often I will remind you to get your mindful bodies on and this is what you can do.

Mindful Listening

There are a lot of things that we can learn to be mindful of. Today we are going to practice being mindful of sound.

I brought something to help us with that. **Bring out bell.**

Would you like to hear what this sounds like? Ok, but we have to get our mindful bodies on.

Demonstrate a mindful body again and let them get ready. Make sure they are as still and quiet as you think that class is capable of. **Ring bell.**

Great job. Would you like to hear it again? Ok, but this time, get your mindful ears on. That means you listen very carefully, the whole time. So, see if you can pay attention from the very first moment you hear the bell all the way to the end. Raise your hand when the sound is gone. **Ring bell.**

Since you are so good at this, let’s try it one more time with our eyes closed. Let your eyes close. Listen just like you did before to the entire sound and raise your hand when the sound is gone for you. **Ring bell.**

We can also listen this carefully to any sound. There are lots of sounds around you all the time. If you listen very carefully, you might hear things you don’t normally hear. Let’s keep our mindful bodies on, with our eyes closed, and listen to the sounds around us. You might hear sounds in the classroom or outside, or even in your own body. *Mindful listening for about one minute.*

Raise your hand if you would like to share some sounds that you noticed. *Comment on the quieter sounds and how quiet it had to be to hear them.*

You have just learned how to pay attention better. In mindfulness, we learn how to focus and pay close attention to many things. Do you think it’s important to be able to focus? Why? When could you use mindful listening?

Wrap-Up

Let’s try this again tomorrow. Now that you’ve learned mindful listening, see if you can remember to listen to sounds around you the rest of today and tomorrow. You might stop and listen while you are on the playground, or in the classroom, or at home. And you can tell me what sounds you noticed when we have mindfulness again tomorrow. **Ring bell.**

Journals

Journals or notebooks are optional. You can use the Mindful Schools Student Workbooks (included as part of our in-school program) or just have students write on a separate piece of paper. If you want to use this learning tool, invite students to write or draw for 5 minutes after mindfulness. Give them a question to answer about what they learned or noticed, or have them draw a picture of what they did.

Adapted from
www.mindfulschools.org/resources/sample-lesson/



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LEARN

Enjoy one of the many fine craft workshops offered by edVentures Fredericton. With over 60 workshops, there are plenty of opportunities to get your creative juices flowing! Small class sizes allow for one-on-one attention with leading Canadian artists.

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July 7 – August 8, 2014

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Registration is now open! Space is limited!

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1.888.850.1333

www.edVentures.ca

Huntsman Marine 2014

This summer, from July 14-18, the Huntsman Marine Science Centre in St. Andrews, New Brunswick is offering All Things Marine, a cross curricula maritime institute open to teachers and friends. Join us as we explore the unique and diverse environment of the Bay of Fundy. What we catch and collect is what we will study! The all-inclusive course fee of \$670 includes: 4 night dorm accommodations, meals, boat and lab fees, admissions, and taxes. You just need to find your way to the Huntsman in St. Andrews! Register before May 14th and you only pay \$610! For more information visit our website www.huntsmanmarine.ca or call (506) 529-1200.



Orff arrives on P.E.I.

For the first time in our history, an Orff Approach level 1 training course will be held on P.E.I. from July 21 to August 2. What is Orff? Orff Schulwerk is a dynamic approach to music education that integrates movement, singing, speaking, playing instruments, and drama which fosters creativity in the classroom. Come learn and play with us this summer. For more information, please contact Synthia MacEachern at smaceachern@edu.pe.ca, Ronita Baird at rmbaird@edu.pe.ca, or Dorothy Dahn at dhdahn@edu.pe.ca. Don't miss out on this exciting professional development opportunity. It will open your eyes to true integration.

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UNIVERSITY**

Education Institute Summer 2014 – Fredericton

The *St. Thomas University* education institute is pleased to announce that it will be providing six 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. *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.

EDUC 5553 - Technology in Education

Dates: Monday, July 14th to Friday, July 18th, 9:00 am to 4:30 pm

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

Dates: Monday, July 21st to Friday, July 25th, 9:00 am to 4:30 pm

EDUC 6153* - Assessment as an Instructional Practice

Dates: Monday, July 7th to Friday, July 11th, 9:00 am to 4:30 pm

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

EDUC 6733* - Teaching Elementary & Middle Level Science

Dates: Monday, July 14th to Friday, July 18th, 9:00 am to 4:30 pm

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

EDUC 6633* - Teaching Elementary & Middle Level Mathematics

Dates: Monday, July 7th to Friday, July 11th, 9:00 am to 4:30 pm

Contact Person: Dr. Grant Williams [grantw@stu.ca]

EDUC 6853* - Drama as a Way of Knowing

Dates: Monday, July 21st to Friday, July 25th, 9:00 am to 4:30 pm

Contact Person: Dr. Anne Hewson [ahewson@stu.ca]

*NOTE: Courses are offered only if the minimum student enrolment number is reached by June 22nd. Applicants will be notified if a course is cancelled and will be provided an opportunity to transfer to another course that is being offered.



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Home and auto insurance is available through Johnson Inc. (Johnson), a licensed insurance intermediary which also operates under the registered trade name of "Johnson Insurance" in NB. Policies are primarily underwritten by Unifund Assurance Company (Unifund). Unifund and Johnson share common ownership. *Certain restrictions may apply and the rate offered is dependent on the individual circumstances of the customer. CAT04.2014

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March Break 2015 Promo



**Now Larimar Punta Cana, DR
Direct from Moncton
Saturday February 28th, 2015
\$1477 plus \$427tax per person
based on double occupancy**

**Melia Las Dunas , Cayo Santa Maria, Cuba
from Moncton via Toronto
Saturday February 28th, 2015
\$1447 plus \$210.16tax per person
based on double occupancy**

**Space is limited and based on space at time
of booking. Other destination and
packages available please inquire.**

**Juanita Cowan Havelock Elementary,
Anglophone-East - 506-853-7043
cowantravel@outlook.com
<http://cowantravel.weebly.com/>**

**Sylvette Deveau, CTC – 506-863-5117
sdeveau@searsholidays.com**

**Payment plans available please inquire for more
details and options.**

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Congratulations Nashwaak Valley School!

Thank you to everyone who voted!



Congratulations!

And the winning school is:
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Penny Pine

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COURSE ON THE
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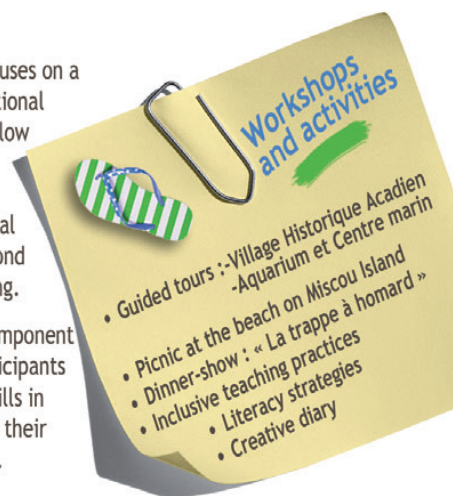
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ISSN 0317-5227

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

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Printed By: Taylor Printing

Member: CEPA

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I posted 8 photos on Facebook in the album "February 2014 NBTA Board of Directors Meeting" fb.me/1kimbwk2E

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@NBTeachersAssn Hey #CdnHist Teachers! Deadline for the #Juno14 tour is 02/25 junobeach.org/Centre/english... Don't miss this great PD opportunity!

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