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NEW BRUNSWICK TEACHERS' ASSOCIATION



Council Day 2015 p. 24



George Daley
Elected NBTA
Vice-President

AGM 2015

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



Speech delivered by Peter Fullerton to the NBTA Annual General Meeting, Friday, May 29, 2015.

When I first took office, my speech to the NBTA Leadership Workshop in August 2013 was full of car references. In the evaluations, some mentioned that they didn't understand the connection to the NBTA. However, it was my comfort zone. My predecessor as President, Heather Smith, made frequent references to "A Little Black Dress" in her speech in 2011, so I can have my cars. I will be ending my term with a few additional automotive references.

The theme in my Leadership speech was "collecting" and I used my collection of vehicles to illustrate my thoughts in regards to the direction of the NBTA.

Some of you might remember I had a 1972 VW — a reliable old classic — two sports cars - a Triumph and a Jag, as well as a Jeep that I characterized as a vehicle for the rough roads that pop up from time to time.

Well, over the past two years, I have sold or traded all those vehicles and now I have a Grand Cherokee and an Escalade. I believe that this new group of vehicles can still be used to illustrate the road ahead for the NBTA.

Unfortunately, it appears that it may be awhile before our Association will need a sports car again. At this point, most of the roads I see on the horizon

are rough ones or certainly will have many rough patches.

There will be cuts in the coming year amounting to a displacement of approximately 302 teachers and a loss of \$25 million from the Education budget.

We also hear of targeted reductions in the amount of \$111 million being considered for the 2016-2017 school year.

Definitely tough

times...

Prior to the provincial election, we asked each party to provide answers to questions about key teacher and educational issues for publication in the NBTA News. In these, the Liberal Party made the following two statements:

The Liberal party believes one of the wisest investments a government can make is in its education system.

and

We anticipate investing more in education to meet our commitments and ending the process of cutting regardless of the negative impact on our students.

It is now clear to me that these statements were merely election rhetoric, structured to attract the votes of teachers.

We also asked the parties to commit to developing a multi-year educational plan, developed with all stakeholders. At this point, I can report that absolutely no consultation of this sort has taken place.

Teachers are not magicians. They cannot make something out of nothing and given the magnitude of the proposed cuts, they will not be able to meet the needs of all students in a system which is already over stretched and stressed.

This government must be held accountable..... not only for any declines in literacy and numeracy results, but also for the failure of the system to meet the needs of all students. Parents need to know and understand the far-reaching effects the provincial budget will have on the supports for their child's learning.

Although all students will be impacted, this budget will have its greatest impact upon our most vulnerable students...those for who the public education system provides the best chance to overcome whatever disadvantages they have.

It is not just teachers being cut:

- 1.5 million for Classroom supplies Gone.
- 50 thousand for Assistive Technology for students with disabilities Gone.
- 3.3 million in support for Classroom Composition training Gone.
- and the list goes on and on.....

I challenge Premier Gallant to demonstrate the "educational" wisdom behind his cuts because I see none. To me, this is purely a bean-counter decision designed to balance the books on the backs of the children of this province.

At the end of February 2016 our Collective Agreement comes to an end and we will be entering a round of bargaining. Based on what we are currently seeing, I believe this round has the potential to be one of the most contentious the teachers of New Brunswick have ever witnessed.

Be prepared! We learned some valuable lessons during the pension consultations. The clearest was that our power rests almost entirely with the membership. There are many clichés about "together we are strong," but it doesn't make it any less true.

The world of education is an ever-changing world.

There have been many changes brought forth by government and department during my 2 year term as President. For illustration purposes, here is a short list:

- Pension Changes
- Power School Pilot

- Report Card Pilot
- Policy 322
- French Immersion entry point change announced

To me the question is simple.... "How can a system withstand constant overhaul?"

I believe it is time to step back and allow the system to take a breather.

I have said many times..."Change must have a positive effect on students or teachers to be a valid change otherwise it is merely for the sake of change"

Minister Rouselle take heed. The NB education system cannot withstand yet another turnabout. Just because something sounds good politically, doesn't mean it makes educational sense.

Now, it is not all "Doom and Gloom", when looking through the NBTA Strategic Action Plan there are many positive highlights to note.

During this past year all School Reps were provided with leadership training. School Reps are the face of the NBTA within each school and, as such, are the first point of contact for many members.

The Branch President's Meeting in 2014-15 was given a higher priority, moving from the summer, and being held in September over two days.

It is felt that the training for these two groups in this manner was long overdue and was very successful in its new format. This practice will continue in the coming year in preparation for the next round of bargaining.

Work on the Conflict of Interest Policy has been undertaken, which the NBTA Board will consider at the Post-AGM board meeting. If approved, this policy will be used as a guide for Board members in the execution of their duties.

With support from the NBTA, "Born to Read" has published over 10,000 books. These are distributed to all new babies born in New Brunswick during the year to promote early literacy. The launch of the new book for the coming year "Bedda-Bye Maritime Rhyme," written by Port Elgin teacher Beth Weatherbee will actually occur at 10am this morning at Government House.

Through committee work and consultation with the Department of Education and Early Childhood Development, the number of standardized assessments in this province has been reduced from 12 to 4. Reducing exces-

sive assessments, which are costly and eat into the learning time of students, is something the NBTA has been advocating on for some time.

We once again hosted a successful "Take your MLA to Work Day". The goal of this initiative is to allow MLA's a brief glimpse into the life of a teacher and the realities of today's schools and resulted in some comments like

"I certainly recognize that they need support and some things do have to change. Inclusion is a great initiative, however, when the safety of our children and teachers could possibly be in jeopardy, we must make change....."

"I believe that there should be a complete review, with our teachers involved who are on the job everyday, to see what can be done to address the issues I saw in just one morning at school."

"It gives me a better appreciation of just how hard our teachers work on a day-to-day basis. I also had a good conversation on the challenges and struggles that teachers are facing today."

These comments clearly demonstrate the effort and time invested was not in vane.

We continue to support and meet the needs of our membership by offering workshops like:

Fierce Workshops – 7 of them this year, Pension Workshops – 8 of them this year as well as supply teacher orientation workshops and Co-operative Discipline sessions.

The NBTA promoted fun activities as well.... Movember and Winter Wellness quickly come to mind.

Given the stresses within our profession it is important to take time to laugh, time for yourself and for your family.

We are very fortunate to have access to our own counselling program and I want to take this opportunity to thank our three counsellors Carmen Meehen, Michael Leblanc and Lisa Calhoun for the work they do.

I also want to thank the fabulous staff that you have working on your behalf. The support staff of Faye Sweezey, Judy Deveau, Karen Vautour, Carlene Merrick, Denise Johnson, Eileen Anderson and our new addition Tammy Boon are an invaluable resource and provide continual support for teachers. They

are experts in each of their specialized areas and work as a team.

I must single out Erna Leger. For those of you who do not know, Erna is retiring in June after 38 years with the NBTA. Erna has kept many Presidents in line and I must say she certainly kept me on the straight and narrow.

She once told me "I should write a book," but then quickly changed that to "I should just blackmail some people.... I would make much more." For you, the Past Presidents sitting at the backkeep an eye on your mailboxes.

Erna from the bottom of my heart thank you for all you have done for me.

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.

I have said it before and I will say it again. 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 rep council and committee meetings, the portfolios they are responsible for and the general day-to-day office work of answering phone calls and emails from members in need, I honestly don't know how they do it. I continue to be amazed by their skills, knowledge and wisdom. It has been an honour to work alongside this group of individuals. Rest assured that your Association is in good hands.

I would be remiss if I did not thank my Vice President Guy Arseneault. As you take office August 1st I wish you all the best and I know your Vice President, George Daley, will be your sounding board, as you were for me.

In case you need a lifeline you can always use your "Phone a Friend" option to call. As stated before, I believe the next two years have the potential to be tumultuous ones but I also believe we will have the President worthy of the task.

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.



George Daley Elected Vice-President

By Blake Robichaud, NBTA Staff

George Daley has been elected NBTA Vice-President for 2015-16, succeeding Guy Arsenaault who will become President of the Association on August 1. Currently, a vice principal at Bathurst High School, Daley has served in a variety of NBTA positions in his Branch, including as a School Rep, and two stints each as Branch President and Director. He has also been a member of the NBTA Curriculum Committee.

A Bathurst native, George has Bachelor degrees in Business and Education, and a Masters in Education (Curriculum) all from the University of New Brunswick. After a couple of years teaching in Centreville and Bath, George returned home where he and his wife, also an educator, both eventually found positions at BHS. His assignments have included, Broad-Based Technology, Law, Envi-



George Daley

ronmental and other Sciences, Math and his favourite, Political Science.

I want to thank everyone who took the time to vote, and particularly to those individuals who worked so hard for my campaign in their schools. It was great to see an increase in voter turnout and, hopefully, it will be something we will be able to keep working to improve upon. The next year is going to be a big learning process for me, increasing my knowledge of the day-to-day workings of the NBTA and NBTF and being more involved with the Executive Committee in my role as VP.

In April 2016, there will be an election for NBTA Vice-President/President Elect. The winner of that election will serve as NBTA Vice-President for 2016-17 and as NBTA President for 2017-19.

Election Results

Branch	George Daley	Karla Roy	Jacques Theriault	Abst.	Totals
0214	52	8	12	1	73
0215	209	70	210	7	496
0216	41	14	26	3	84
0217	7	7	5	0	19
0618	61	13	33	2	109
0619	174	51	96	4	325
0820	199	47	336	8	590
1021	51	5	9	0	65
1022	25	1	0	0	26
1023	66	19	31	2	118
1428	55	7	5	1	68
1429	119	10	7	3	139
1430	76	10	10	0	96
1431	59	4	2	0	65

Branch	George Daley	Karla Roy	Jacques Theriault	Abst.	Totals
1450	22	3	8	0	33
1454	8	1	1	0	10
1536	49	3	0	1	53
1538	53	2	4	0	59
1542	103	4	2	0	109
1608	133	39	13	0	185
1610	126	7	8	0	141
1640	41	4	14	1	60
1724	28	10	17	0	55
1725	91	30	28	0	149
1809	19	12	8	0	39
1826	227	206	120	4	557
1827	14	10	16	1	41
Total	2108	597	1021	38	3764
%	56.00	15.86	27.13	1.01	100

NBTA AGM 2015 - Branch Resolutions

1. BE IT RESOLVED that NBTA lobby the Employer to evaluate the impact that the reduction/elimination of supervised, alternate educational settings for students with extremely disruptive behaviours, has had on classroom learning environments.

Result: Carried

2. BE IT RESOLVED that NBTA lobby EECD to develop a provincial attendance policy, including a minimum number of days of attendance required to be eligible for grading/promotion/credits, to be in place for the 2016-17 school year. (Submitted by 2 Branches)

Result: Carried

3. BE IT RESOLVED that the NBTA lobby the New Brunswick Government to ensure that all international students receive intensive assessment and training to meet standards in reading, writing, math and behaviour before being integrated into classes.

Result: Defeated

4. BE IT RESOLVED that the NBTA lobby the employer to reinstate the duty of the parent to provide the school with proof of immunization before entry to the NB school system is allowed.

Result: Carried

5. BE IT RESOLVED that the NBTA lobby the employer to provide the resources that its own paid consultants and studies have deemed necessary.

Result: Carried

6. BE IT RESOLVED that NBTA lobby EECD to increase the number of EST-R FTEs to support the implementation of Policy 322 and align with Recommendation 7.2 of "Strengthening Inclusion, Strengthening Schools (the Porter-Aucoin Report)."

Result: Carried

7. BE IT RESOLVED that the NBTA explore the possibility of changing the date of Council Day from the first Friday of May to a date in October.

Result: Defeated

8. BE IT RESOLVED that the NBTA review the research that shows the benefits for schools where administrators actively teach, with a goal of encouraging and expanding this practice.

Result: Defeated

9. BE IT RESOLVED that the NBTA encourage full time school administrators to engage in regular classroom teaching.

Result: Defeated

10. BE IT RESOLVED that the NBTA formulate an exit strategy that will eliminate any relationship, financial or

otherwise with organizations that maintain homophobic operating policies.

Result: Defeated

11. BE IT RESOLVED that the NBTA alter its structure to better allow a more democratic representation of its membership by consolidating branches with fewer than 100 members.

Result: Defeated

12. BE IT RESOLVED that the NBTA post the contract for its Administrative Staff members on the NBTA Members-Only site.

Result: Carried

13. BE IT RESOLVED that the NBTA/F develop a tool to be used for the Administrative Staff performance reviews that would allow direct input from the membership to be used.

Result: Defeated

14. BE IT RESOLVED that the NBTA/F lobby/negotiate with DEECD to allow for additional time during the work day instructional time, in each reporting period, for elementary and middle level teachers to prepare report cards.

Result: Amended and Carried

NBTA/F

15. BE IT RESOLVED that NBTA/F lobby/negotiate with the employer to have a *minimum* of a 1.0 FTE administrator in each school.

Result: Amended and Carried

16. BE IT RESOLVED that the NBTA ask the NBTF to negotiate an increase in the number of school size categories, used to calculate the responsibility allowance for administrators, from three to four.

Result: Carried

17. BE IT RESOLVED that NBTA ask NBTF to negotiate a change to bereavement leave, Article 32 in the Collective Agreement, to provide more leeway as to when the days granted can be used. (Submitted by 2 branches)

Result: Carried

18. BE IT RESOLVED that the NBTA ask the NBTF to seek an interpretation of Article 32.03 that would permit teachers multiple leaves to attend medical appointments with relatives who have chronic serious illnesses.

Result: Carried

19. BE IT RESOLVED that NBTA request the NBTF to negotiate the expansion of leave under Article 36 to allow teachers to attend "the receiving of a degree or diploma," for members of their immediate families.

Result: Carried

NBTA AGM 2015 - Branch Resolutions

20. BE IT RESOLVED that the NBTA ask NBTF to negotiate for an Article in the Collective Agreement that would provide a special clothing allowance for Skilled Trades and Technology (shop) teachers.

Result: Defeated

21. BE IT RESOLVED that NBTA request the NBTF to negotiate an article that stipulates that ALL available/vacant long term and contract teaching positions MUST be advertised." (Submitted by 2 Branches)

Result: Carried

22. BE IT RESOLVED that the NBTA request the NBTF to work with the employer to clarify hiring practices regarding the awarding of "D" contracts and Long Term Supply assignments.

Result: Carried

23. BE IT RESOLVED that NBTA ask the NBTF to work with the employer to standardize the hiring process for Long Term Supply teachers across the province.

Result: Carried

24. BE IT RESOLVED that the NBTA request the NBTF to consult with other teacher associations across Canada regarding hiring practices for supply teachers and to present the findings to the membership and Board of Directors for consideration.

Result: Amended and Carried

25. BE IT RESOLVED that the NBTA ask the NBTF to negotiate with the employer to have seniority be the determining factor in hiring when multiple "D" contract

teachers (with similar qualification and positive evaluations) are applying for the same position.

Result: Defeated

26. BE IT RESOLVED that NBTA ask the NBTF to study the potential of having the employer share the cost of group insurance for supply teachers, so they would have coverage for price similar to what contract teachers pay.

Result: Carried

27. BE IT RESOLVED that the NBTA request the NBTF to lobby the government in accordance with Article 20.09 to take into account the number of PLPs (Modified and Individualized) when determining class size.

Result: Carried

28. BE IT RESOLVED that the NBTA ask the NBTF to lobby/negotiate with EECDD and Districts to develop a clear definition/guidelines for co-teaching situations, especially ones involving "D" contract teachers who are placed in un-equal co-teaching situations with administrators.

Result: Carried

29. BE IT RESOLVED that the NBTA ask the NBTF to ensure that educators who teach students in all three levels of K-12 schools be allocated the reasonable preparation time and breaks.

Result: Amended and Carried

30. BE IT RESOLVED that NBTA request the NBTF investigate combining AEFNB and NBTA and present its findings to the membership of the NBTF.

Result: Defeated

Recommendations from NBTA Board of Directors

1) REVIEW OF FIVE-YEAR POLICY STATEMENTS

Policy No.	Current Policy	Recommendation	Result
583	<u>SMOKING AND HEALTH</u>	REAFFIRM	<i>Carried</i>
590	<u>HOLOCAUST DENIAL</u>	REAFFIRM	<i>Carried</i>
599-4	<u>LANGUAGE RIGHTS POLICY</u>	REAFFIRM AS AMENDED	<i>Carried</i>
601	<u>MEMBER RESPONSIBILITY</u>	REAFFIRM AS AMENDED	<i>Carried</i>
611	<u>NBTA COUNCILS (REGULATIONS)</u>	REAFFIRM	<i>Carried</i>
813	<u>SECONDMENT</u>	REAFFIRM	<i>Carried</i>

2) PROPOSED BUDGET FOR 2015-2016

That the proposed budget for the fiscal year 2015-2016 be approved by the Annual General Meeting.

Carried

3) NBTA DUES FOR 2015-2016

That the dues for NBTA statutory members for the fiscal year 2015-2016 be a total of \$760.00: \$510.00 (NBTA); \$250.00 (NBTF).

Carried

4) DUES FOR NBTA CASUAL MEMBERS FOR 2015-2016

That the dues for NBTA casual members remain at \$2.62 per day for the fiscal year 2015-2016.

Carried

Centennial Award 2015

Philip Sexsmith

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 individual who, for decades, has remained committed to the idea that everyone can learn and excel – someone who has earned the respect and admiration of countless teachers and students through excellence in his own teaching, and by inspiring colleagues to give their very best every day.

A teacher, leader, writer, director and currently, University of New Brunswick education professor....

.... Philip Sexsmith

If you were to ask Philip Sexsmith about the most rewarding and fulfilling parts of his teaching, he would talk about his students, both past and present. And he would not just speak generally about them, but call them by their names and tell you stories about their struggles, their triumphs and their failures. He would remember them all, including names and personal notes about each one as if they were his own kids; and he would know where they are now. The stories he told would make you want to laugh and cry at the same time, and you would realize that they were not just students sitting in front of him for a short time, but young people about whom he cared, and whose lives he became part of, just as they did his own.

It is not surprising that Philip Sexsmith has already received many prestigious awards. In 2006, he was honoured with UNB's Allan P. Stewart Award for Excellence in Teaching. The citation told a little of his story: "He inspired middle level and high school students to reach academic, musical and dramatic heights they didn't know were within their grasp. In the process, he inspired and entertained the community with his ambitious student musical productions."

In 2012, Philip was invested into the Order of New Brunswick and it was stated that: "Over the decades, countless young people have benefitted from his mentorship in theatre. His approach to creating and developing Characters Incorporated, not only resulted in the production of high-level performances, but also developed discipline, social skills and artistic development in its young members."

Philip is also a recipient of the Canada 125 Medal, a Distinguished Citizen Award



from the Fredericton Chamber of Commerce and, in 2012, the Queen's Diamond Jubilee Medal.

Much of this acclaim is related to his work with "Characters Incorporated." Philip's leadership took the group to heights that included, the Fantasy Fair stage at Disney World, the Opryland Theme Park in Tennessee, several Canada Day celebrations on Parliament Hill, the opening ceremonies for the 1991 Major League Baseball All-Star Game at Toronto's Skydome, and the national anthem at an Expos game in Montreal.

While the Characters' experience brought notoriety, the comments from his nomination make it clear that Philip may have made an even more vital impact through the various aspects of his career as a teacher, mentor and colleague.

"In the classroom he is a dynamic teacher who engages each and every one of his students. He believes in them and pushes them to reach their highest potential. His generos-

ity and willingness to assist students outside of class time are remarkable and make him stand out even further."

"For teachers of tomorrow, Philip Sexsmith continues to be an inspiration and a reminder of what it means to be a dedicated educator."

"When he offers advice or reflects on his own experiences to try and help others, he does so hesitantly, not wanting to come across as if he were an expert in the field. I cannot believe that someone so talented and who is an expert in the field of teaching can still be so honestly humble and unassuming of his own abilities."

"Our strongest academic students loved having Philip as a teacher and would try and schedule their classes to ensure that he fit into their day. Our struggling students loved having him as well. He was patient and compassionate and they experienced greater success in reading and writing with Philip than they had ever managed before because no one had ever tried so hard to find ways to help them learn. It was amazing to watch these students bloom under his guidance and how proud they were as he celebrated their successes."

"A teacher who asks for, and is excited about, receiving a laminator for Christmas, is one that is definitely committed to his profession and students."

"His name has been synonymous with excellence in educational circles throughout the province. He is truly a visionary who puts his heart and soul into everything he does."

"He is young at heart and never loses touch with his inner child, his sense of wonder, and his love of learning. He vividly remembers what it was like to be an adolescent and this has profoundly influenced his ability to connect with students."

"Quite simply, he finds something to love in every child. He always has the ability to laugh at himself and to laugh with his students. He uses humour as a bonding agent and it works with people of all ages."

For all that he has meant to students, colleagues, the public education system, our communities, province and country, the New Brunswick Teachers' Association is proud to bestow upon Philip Sexsmith its 2015 Centennial Award.

Vince Sunderland Award 2015

Nancy Matthews — Riverview 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:

Riverview Middle School Principal Nancy Matthews.

Nancy Matthews has a tremendous work ethic and puts the needs of the school and the advancement of outcomes for its students at the forefront of all that she does.

Nancy's goal with staff is to have data about student learning to be continuously collected and shared amongst team members to inform instruction and curriculum delivery, design interventions and show evidence of completion of School Improvement Plan goals and actions. She is fearless when looking at data and then discussing with staff if there are changes that need to be made. With the dedication and commitment to student learning by staff, and with her leadership support, student learning at Riverview Middle School has increased in classroom, district and provincial assessments.

A fresh approach and an invigorating amount of "let's try it" has been a cornerstone of her time at Riverview Middle School, including rearranging the whole school day to better allow teachers to work with their colleagues for the benefit of students. She looked closely at the climate of the school as she believes that an effective positive environment promotes a sense of belonging and pride in the school. Her ability to foster a positive culture of change has greatly improved the way that staff and the community view the school. She has created a community that staff and students are proud to be

part of. Even though the past few years have provided many academic successes for students, Nancy will always push to find ways to improve.

Nancy understands the concept of shared leadership and fosters these opportunities for staff. She promotes ongoing teacher growth through the provision of professional learning opportunities and encourages teachers to engage in innovative practices that are designed to engage and inspire students as life-long learners.

Nancy is also a writer. She was recently invited by the Canadian Education Association, who was mobilizing a national

great ideas they have to make changes in our school. She listens very closely to our opinions and provides us with whatever we need to make our ideas come true. She is a very cooperative leader who makes dreams happen."

In the words of her colleagues:

"Nancy is the epitome of an outstanding principal. She leads by example, and she is a consummate professional. Her ongoing investigation and application of current educational research has had a major impact on her teaching staff and our district educational community."

"Nancy's ability to identify a need, allow us the ability, support and resources to address the need, has changed our school and community for the better."

"Mrs. Matthews is a person who has the vision, drive, commitment to achieve, and the skills to make it happen."

"Her encouragement, praise and positive leadership is invigorating, transformative and inspiring. She possesses the ability to unify people, institutions and causes to improve our school community."

"She sees the plan that does not yet exist. She has the ability to set a direction, and get people to follow by inspiring and taking the first step."

"Everyday she inspires me to reach new heights. Her strength as an administrator, a woman, a mom, and friend is what I strive for everyday. It encourages me to be the best that I can be."

Nancy often says that she has had great role models along the way. It is ironic and fitting that she gives great credit to Vince Sunderland, the man for whom this award is named, for making her a better teacher and leader. Mr. Sunderland was Nancy's mentor teacher during her practicum and later, she had the opportunity to work alongside him in her first year of teaching. Finally, they were vice principals together. She has spoken fondly of Vince and of the respect she holds for him not only as an amazing teacher, administrator and leader, but also as an exceptional person.

We take extra pride today, in bestowing upon Nancy Matthews, the 2015 Vince Sunderland Memorial Award for Outstanding Educational Leadership.

In the words of her students:

"We talk to our peers and find out what



Nancy receiving the award from EECD Minister Serge Rouselle.

focus on teacher professional development in Canada, to write a blog post to share her opinion about the current state of teacher training and existing professional learning programs. She ended up submitting two, with both being printed. She also has had articles published in the Canadian Association of Principals Journal and Education Canada Journal.

There has also been major physical evidence of Nancy's leadership. With her perseverance and through building strong relationships with the PSSC, families and community partners, they accomplished major improvements to the entrance of the school, the soccer field, the bus area and a student drop-off area.

Bell Aliant Award

Armand Doucet — Riverview Middle 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 Riverview Middle School teacher Armand Doucet.

"Inspiring students to be active responsible citizens who believe in thinking outside of the box."

"He proves to his students that they can make a difference and are in charge of making the changes they want to see in their community and world."

His students have achieved greater heights because Mr. D enables them to be the focal point of his initiatives.

"Dreaming, turning the impossible into the possible, and creating a culture of empowerment and leadership"

No matter how you measure student achievement - academic, athletic, social-emotional development, creativity, entrepreneurship, global citizenship, digital literacy, or participation in extra-curricular activities - Armand Doucet's students have proven track records of excellence. His former

student athletes now include a Rhodes Scholar, medical doctors, entrepreneurs, business owners, teachers, engineers and lawyers. He would be a deserving recipient of this award based solely upon this influence, but the list of his personal accomplishments is equally impressive:

- He organized and led Harry Potter Week, a cross-curricular school-wide project that transformed the school, gaining international recognition and over 1.7 million views in social media.
- He delivered a testing program to over 300 students for multiple intelligences, predominant personality traits and characteristics, and created a corresponding student database that provided information to all staff, thereby helping to individualize student learning.
- He developed and implemented a student-centred approach to physical education, resulting in 85% of students at

his school improving or maintaining their personal fitness scores on their health report cards that they create, including their own objectives.

- He developed, implemented and conducted professional learning for the Ironwill health campaign that included health and other cross-curricular outcomes that were taught in health class over a month. This supported an awareness campaign in which he personally ran 990 km in one month, challenging over 2,500 participating

port many initiatives at the school. Last year alone, over \$40,000 was raised for technology, health and literacy.

- He has been coaching school basketball, soccer, track and volleyball for 20 years, starting when he was 15 years old.
- Has been a guest speaker and offered professional learning sessions to DE-ECD, the NB Association of School Officials, various school districts and schools, the NB Canada Games Rally and to numerous businesses on topics such as motivation, health, goal-setting, education, community wellness and fundraising.

Armand inherited a beat up classroom, complete with years of water damage, mice and vandalism and converted it into an interactive think tank that teaches creativity, self-development and collaboration. He has created a virtual 24-hour classroom by integrating technology in learning. Students collaborate and communicate using different tools such as Google handouts, Edmodo and Smartsheet. He monitors the student group discussions to facilitate the development of their ideas in a professional manner. He has immersed himself in the digital world bringing a modern learning community into his



Armand receiving the award from Bell Aliant's Representative Isabel Boulet.

students in 13 New Brunswick schools to outdo him in physical activity. This project was recognized by two political parties in the NB Legislature.

- He directed the "3 Kilometers for 3 Fathers" community healing event, organizing all logistics within a very short 6 - day timeframe. The event raised over \$100,000 for the families of three fallen Moncton RCMP Officers, with over 7000 runners participating worldwide to express their gratitude and sympathy for the officers and their families.
- He developed and implemented numerous other fundraising activities with his students, including a campaign for the Department of Oncology at the Moncton Hospital that raised over \$10,000 from his school alone.
- He was a leader in establishing public-private partnerships and grants within the community and province to sup-

classroom.

A colleague says:

"Activities in his classes emphasize self-confidence, accountability and taking ownership of their decisions through hands-on problem-solving activities. He wants students to learn that asking the right question is one of the most important skills they will learn in his class."

In the words of a parent:

"His drive to help his students is unmatched, his enthusiasm is contagious, and the results speak for themselves. What more could a parent ask for?"

And finally, a comment from a student:

"You've inspired me so much. You've taught me never to give up, and most all you showed me that anything is possible...I'm proud to call you my teacher."

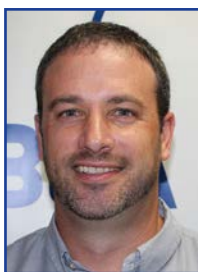
We are equally proud to bestow the 2015 Bell Aliant Award for Excellence in Teaching upon Armand Doucet.

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



Heather Palmer (Branch 1826), Karen Miller (Branch 1428), Heather Smith (Past President), Sheridan Mawhinney (Branch 1725), and Elizabeth Andrews (Branch 1724)

New NBTA Board Members



*Peter Lagacy
Branch 1428*



*Jessi Stever
Branch 1542*



*Catherine Campbell
Branch 1724*



*Wendy Peters
Branch 1725*



*Jonathan Hunter
Branch 1809*



*Gregory Peters
Branch 1826*

2015-16 NBTA Executive Committee Members



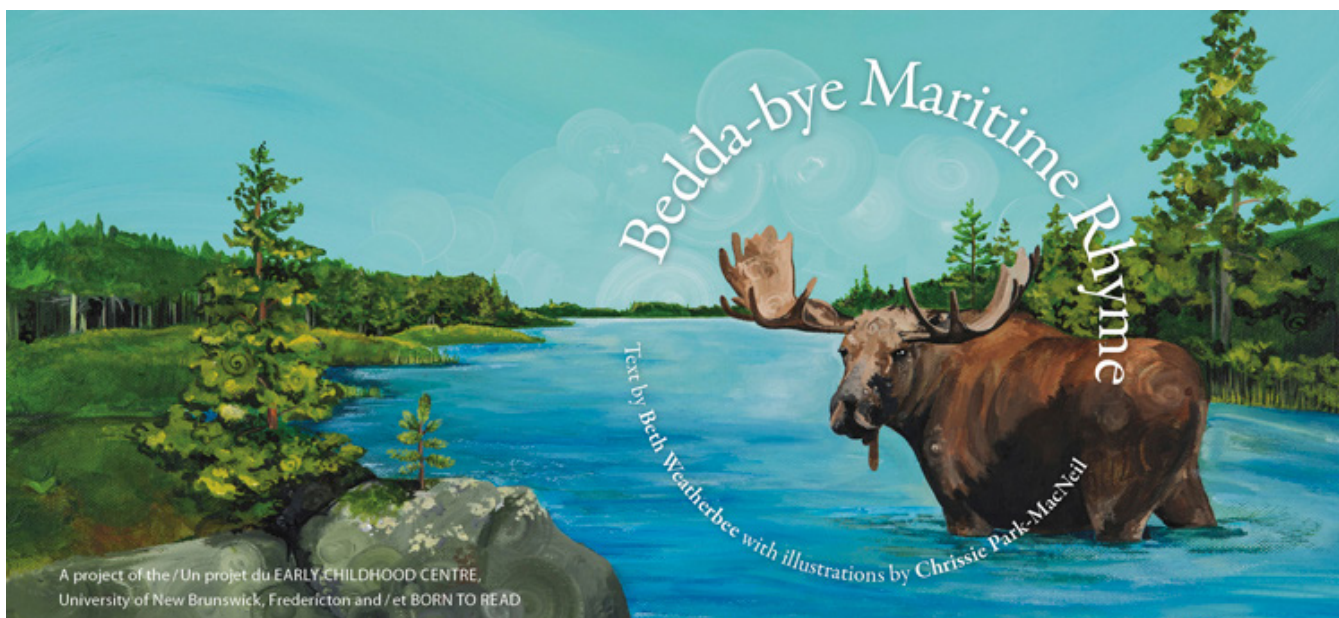
2015-16 NBTA Executive Committee (l to r) Paul Mourant (Rexton), Guy Areneault (Dalhousie - President), Heather Hogan (Woodstock), Heather Ingalls (Grand Manan), Rick Cuming (Grand Falls -Acting Past President), George Daley (Bathurst - Vice-President), Barry Snider (Hillsborough), Heidi Ryder (Mirimachi) and Larry Jamieson (Executive Director).

Retiring Teachers of 2015

0820 Deborah G. Adams (Leavitt)	1826 Janice F. Howland (Vroom)	0820 Barry K. Ogden
1538 Margot J. Allain	1429 Suzanne J. Hunter (Chase)	0820 Katherine L. Olive
0619 Heather G. Allan-Murdock (Allan)	1538 Randy Hunter	0619 Joanne M. Palmer (Barry)
0619 Linda E. Armstrong (Kingston)	1724 Karen D. Ingersoll	0820 Juliette Ramzi-Trofimencoff
0216 Susan J. Arsenault (Hale)	1429 Kathryn B. Irvine (Lutes)	0820 J. Woodrow Reppert
1725 Deborah I. Barter (Woodside)	0619 Carolyn P. James	1542 Anne C. Riordon (Therault)
0215 Ronald S. Batt	1826 Cheryl L. Jewett (Morehouse)	1610 Mary Anne S. Riordon-Barry
0619 Myra A. Beckett (MacIntyre)	0820 Karen M. Johnston	1431 Deborah A. Rioux (Lewis)
1826 Ellen R. Blake (Crawford)	0215 Jane G. Jonah (Miller)	1826 Patricia A. Rogers
0215 Stephen E. Booth	0619 Sharon E. Josselyn (Bell)	0215 Diane E. Ross
1826 Joseph P. Brennan	1430 Linda N. Justason (MacPherson)	0618 Cindy J. Ross (Greenbank)
1826 Valerie A. Britt	0820 Thomas G. Keaveney	0215 Sheila M. Shediak (Gorrill)
0820 Suzette Bruhier-White	1430 Sandra L. Klein (Snodgrass)	1724 Roseveldt O. Sivittilli
1430 Calvin J. Brymer	0216 Dianne M. Lavoie (Arsenault)	1536 Eric W. Smith
0619 Gary B. Caines	0214 S. Blair Lawrence	0619 Wandlyn M. Snelgrove (Crowther)
1608 Charlotte J. Casey (Hackett)	1610 Debra A. Leach	0619 Paulette M. Sourisseau
0215 J. Patricia Chalk (Beal)	0215 Patricia Y. LeBlanc	0215 Karen A. Stewart (Black)
0820 Paul-Emile Chiasson	0820 Gerard P. Leger	0215 Denise M. Stewart (Mahoney)
1725 Jeannie P. Christie (Cormier)	0619 Francine Levesque	1429 Anne M. Therault (Caron)
0216 Elaine T. Clancy (Leger)	0215 Dennis H. Livingstone	0216 Sheila E. Thomas (Lambert)
1725 James C. Clark	1022 Richard P. Lloyd	0215 Peter J. Trainor
0214 Beth S. Cockburn-Savoie	1610 Charlotte M. Loggie (Spafford)	0619 Jane M. Trites
0215 Brenda L. Colpitts-Mawhinney	1610 Mary Beth Losier (McCarthy)	1429 Mary C. Turnbull (Bartlett)
1826 Cathy E. Conn (McDonald)	0215 Joanne E. Lutes	1430 Darrell A. Turnbull
1431 Mary Ellen Corcoran	1725 Calvin J. MacDonald	0820 John W. Turner
0619 Linda L. Costello (Murray)	0215 Nancy J. MacDonald Marr	0619 Linda A. Urquhart
1536 Craig W. Crawford	0820 Sue Anne Mackin (Russell)	1542 Laura Vautour (Sexsmith)
1022 Marilyn R. Cronk (Wynn)	0215 Dale A. MacLean	0820 Monica M. Walker (Zed)
1431 C. Anne Curran (Naugler)	1826 Peter J. MacMillan	1022 Ann L. Wetzel (Webster)
0619 Don A. Currie	0820 Brenda E. MacPherson (Willoughby)	0215 Annette M. White (Leger)
1826 Kevin J. Daley	1542 Alice M. Mann (Kamermans)	0619 Gary G. White
0618 Susan D. Davis (Best)	0215 Karyn E. Martin (Tucker)	1725 Cheryl D. White (Harris)
1826 Ann P. Deane (Mulherin)	1826 Julie D. Maston (McFarland)	0618 A. Rhoda Wilson (Branscombe)
1023 Karen J. Dempsey (Travis)	0619 Doreen M. McAleese (Chouinard)	0619 Heather E. Wilson (O'Neill)
1826 Lori M. Donovan (Scott)	0820 Ann Marie McAloney (Doucet)	0619 Rosemary A. Wilson (Ryan)
0619 Gloria M. Driscoll (Vautour)	1610 Elizabeth A. McCarthy (Bamford)	1021 Wendy L. Wright (Humphrey)
0618 Pamela J. Drury	1450 Patricia McCarthy-Sorensen	
1450 Stuart M. Dunbar	1431 Dieuwke D. McDonough (Visbach)	
0215 Kathy Dunn (Esty)	0820 Donald W. McGinnis	
0619 Caroline A. Erickson (Kincade)	1826 Laurie F. McKenna-Dacres	
0820 J. Lindsay Ferguson	1450 James (Tony) McLean	
1430 Constance M. Ferguson-Perry	0215 Elizabeth McLeod	
0619 Beverley R. Fielding (Ross)	0820 Sheelah I. McNamara (Lunney)	
1429 Andrea L. Fletcher Boomer	0820 Catherine V. McNaughton- Simms	
1725 Debra M. Fowler (McCarthy)	0820 Cynthia G. McPhee (Bowers)	
1826 Michael N. Gange	0820 Myrna M. McPherson (Arthurs)	
1809 Nancy L. Gill (Douglass)	1429 Karen J. Mifflin-Pierce (Mifflin)	
0820 J. Brian Greig	0619 Lorraine M. Milburn (Gentile)	
0215 Joseph F. Grondin	0619 Sandra B. Mitchell	
0619 Glenn N. Hall	0820 Mary K. Morrison (MacDougall)	
0619 Rosalie A. Harroun (Barry)		
1826 Katherine I. Hildebrand		
1724 James A. Hiscock		
1826 William M. Hogan		
0820 Elizabeth A. Horgan		



NBTA-Sponsored Book Launched



The book *Bedda-Bye Maritime Rhyme* was officially launched at Government House in Fredericton on May 29, 2015. Written by Port Elgin teacher Beth Weatherbee and illustrated by Fredericton artist Chrissie Park-MacNeil, it will become the new New Brunswick book included in the little red bags given to newborns by Born to Read NB. The contest to choose the book was conducted by the UNB Early Childhood Centre. For several years, the NBTA has helped fund the New Brunswick book by donating approximately \$1 per member (\$6500) to Born to Read.



Author Beth Weatherbee reading to a group of four-year olds at the Born to Read book launch.

NBTA Staff Member wins National Award



Children's Wish is extremely proud to recognize Judy Deveau (center, NBTA Support Staff) with the 2015 Laura Cole Volunteer Award. The award is given to a Foundation volunteer who exemplifies the true spirit of giving. Judy has been chosen amongst Canada's finest volunteers for giving her time, energy and skills to create moments of profound joy and hope to seriously ill children. Judy was first introduced to Children's Wish through the Wishmaker Walk for Wishes in Fredericton, New Brunswick in 1989. Judy has a deep love for children and it was a natural choice to become involved with an organization that works on behalf of children and their families. The very proud mother of two and grandmother to five has taken part in the Wishmaker Walk for Wishes event every year, where she has raised well over \$170,000 to date for the New Brunswick Chapter.

Erna Leger Retires after 38 Years with NBTA



We wish all the best to NBTA Executive Assistant Erna Leger, who is retiring this month. Erna began working for the Association in 1977, when Paschal Chisholm was NBTA President. She has assisted 19 NBTA presidents and 3 executive directors. Thank you Erna for all you've done for teachers and the Staff of the NBTA!

Take Your MLA to School Day 2015

by Blake Robichaud, NBTA Staff

The NBTA and AEFNB hosted over 40 of New Brunswick's political leaders during its second "Take Your MLA to School Day," on Monday, April 13, 2015. The goal was to give MLAs authentic experiences in NB schools that would highlight the many positives, and also reveal the special challenges, facing our public education system. This vital, up-to-date exposure to the realities of the public system, would come through job shadowing a teacher or teachers for a day and meeting with school administrators at a school in the MLA's own riding.

The first Take Your MLA to School Day took place in 2011.

The NBTA would like to thank all the teachers, teacher guides and MLAs who participated that day at the following schools:

Campbellton Middle
Parkwood Heights Elementary
Gretna Green Elementary
St. Andrews Elementary
Upper Miramichi Elementary
Sunny Brae Middle
Bessborough School
Evergreen Park School
Magnetic Hill School
West Riverview Elementary
Salisbury Elementary
Havelock School
Sussex Elementary
Hampton Middle
Quispamsis Middle
Loch Lomond School
St. John the Baptist/King Edward School
Island View School
Norton Elementary
Blacks Harbour School
St. Stephen Middle
Barkers Point School
Mew Maryland Elementary
Devon Middle
Royal Road Elementary
Garden Creek School
Nackawic Senior High
Woodstock High
Andover Elementary
James M. Hill Memorial High
Birchmount School



Economic and Social Inclusion Minister Ed Doherty at St. John the Baptist/King Edward School in Saint John.

MLA comment: "I was able to speak with the teachers on many issues they face to which I truly understand. I supply taught for thirty years so I know what the issues a teacher or principal face every day. I will always continue to go back into the schools to help in anyway I can."



Bruce Fitch was at West Riverview School: "This was in John Bauer's grade 2 class during spelling time. I was impressed by how the students wanted to show me what they could spell. The classroom was very colorful. It was a great experience that really was very positive for me as an MLA."

Take Your MLA to School Day 2015



MLA Blaine Higgs visited Quispamsis Middle School.

MLA comment: "We should all make an effort to visit our local schools occasionally and volunteer a few hours of our time. It reminds us how dedicated the staff of these schools are and the importance of protecting the resources they have."

Teacher comment: "The overall experience was a positive one. The MLA made a point to speak to as many professionals within my school as possible and she was open to hearing any concerns conveyed. She staunchly supported the premier's decisions on recent budget cuts in education yet empathized with our concerns. I took the opportunity to meet with her one on one and engaged in a healthy dialogue on what I felt were the current areas of weakness with the recent budget cuts and where we should concentrate on moving forward."

Teacher comment: "I relayed my concerns about the reduction in teachers next year and it was echoed by other staff members. The MLA met with some K-2 teachers for a few minutes before a math meeting to talk about some concerns teachers have."



Stephen Horsman was at Devon Middle School having discussions with staff and even participating in boxing during noon hour.

Take Your MLA to School Day 2015



EECD Minister Serge Rousselle spent the afternoon of April 13 at James M. Hill Memorial High School in Miramichi. He ate lunch (prepared by the school's Culinary Arts class) and had discussions with staff, and was later interviewed by Journalism students.



MLA Jeff Carr with students at New Maryland Elementary School.

MLA comment: "What a fantastic bunch who do so much for our children in not always easy situations. I certainly recognize that they need support and some things do have to change. Inclusion is a great initiative however, when the safety of our children and teachers could possibly be in jeopardy, we must make change. Our schools deserve the same service as any school in the province and we certainly need better connections and access to Mental Health services. It is amazing for me to see what staff do on a daily basis and how they cope. Having said that, it is little wonder that so many of our excellent teachers burn out. It is ridiculous that they spend evenings and Sundays away from their own families to prepare for their students. I believe that there should be a complete review, with our teachers involved who are on the job everyday, to see what can be done to address the issues I saw in just one morning at school."



MLA Dorothy Shephard at Island View School in Saint John.

Grade 4 Students Go on an Energy Diet

By Mark Slack, Garden Creek Elementary School

The students in Mr. Slack's grade 4 class at Garden Creek School have embarked on the Classroom Energy Diet. The students have been participating in different challenges to earn points. The class has taken part in the Post It! Challenge which had the students create an art exhibit highlighting the importance of being aware of energy use. The challenge From Us to You saw students researching new and energy wise transportation technologies that are in use or being developed. Once the students gathered their information they designed posters and presented their new transportation technology to the other students. The challenges get the students reading, writing, creating and helps to make them energy aware. The students enjoy completing the challenges. Our class will be working on the project until late April.

Background info:
Classroom Energy Diet Challenge

The Classroom Energy Diet Challenge, an inspiring partnership between Canadian Geographic Education and Shell Canada Limited, invites all Canadian teachers and students from Kindergarten to Grade 12 to become more energy aware and energy efficient. The Challenge, which began February 2, 2015 and runs until April 28, 2015, is offering the chance to win more than 40 prizes totalling \$40,000.

Now in its fourth year, the bilingual, curriculum-linked Challenge is designed to increase student awareness and understanding of energy use, encourage students to think critically about energy and become more energy-conscious, and to help teachers meet learning objectives with activities about energy.

There are three streams in which students and teachers can participate: the Classroom Challenge, the Video Contest and the School Energy Project.

The **Classroom Challenge** stream of the competition asks students to complete any of the 25 energy-themed lessons (challenges). Points are awarded based on the difficulty level of each completed challenge. The more challenges a class completes, the more chances they have to win a prize.

The **Video Contest** asks students to write, direct and produce a public service announcement showing the importance of energy awareness. The videos will be evaluated by a panel of judges and a public voting period.

The **School Energy Project** gives classrooms the chance to win \$10,000 to fund a project that decreases their school's carbon footprint.

Find out more about the Classroom Energy Diet Challenge at energydiet.canadiangeographic.ca or contact Ellen Curtis, education program manager for the Royal Canadian Geographical Society (curtis@rcgs.org).

S(Science) T(Technology) E(Engineering) A(Art) M(Math) FAIR 2015....Grades K-5

submitted by Phoebe Bruce, Upper Miramichi Elementary School

During the STEAM FAIR held at Upper Miramichi Elementary School students of Ms. Norrad's Grade 1 class had an extra special surprise as did Ms. Christies's Grade 4.

Miramichi-grown physicist Jeffrey Langille visited the Grade 1s and brought a Vander Graph Generator, a Parabolic Mirror and some laser equipment for demonstrations for the students. The room filled with laughter and excitement to see the fantastic results of hair gently raised as they touched the Vander Graph Generator and also when they saw their reflections distorted in the Parabolic Mirror. The laser display was captivating as well. Langille was a graduate of Upper Miramichi Regional High School, Boiestown and is currently a PhD Candidate as an Atmospheric Physicist at UNB /Fredericton.

In addition to Langille, students were judged on their projects by Michael Flemming (PSSC representative for the area), Pauline Merrill, (former teacher UMES), Barbara Gilks, (former teachers/Principal of UMES), and Joshua Evans.

All students received **Participation Ribbons** for their entries with **Special Recognition** given to Grade 5 student Sahara McKay for her third place win in the ASD-W STEAM fair.



Positivity is piling up at Grand Manan Community School

By Daphna Turner, Grade 6 and Post-Intensive French Teacher, Grand Manan Community School

The new Positive Referral Program at GMCS is a hit with staff, students and parents. With a theme for the school year of “be kinder than necessary”, the admin team, led by Principal Sally Cogswell, proposed the idea of having a tangible way for members of our school community to recognize and thank each other for kindnesses, or for going that extra mile. Shortly thereafter, the “orange form” was born.

Teachers were given a check-box style form with room for comments that recognizes such things as service to others, self-control, and citizenship. The forms began to trickle in in September, pour in by October, and by November, the admin mailboxes were flooded with orange. Once a form is submitted, a member of the administration calls home to let parents know someone has seen their child making a positive contribution to the school community. The reason for submitting the form does not need to be earth shattering; of-

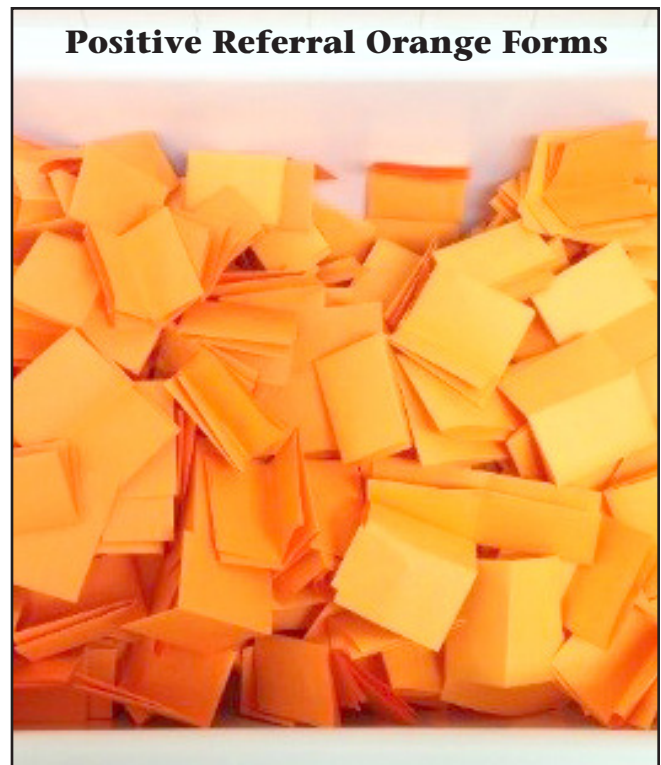
ten, simply a consistently sunny disposition will be appreciated. Once a month, a draw is held, and the student named on the form gets his or her choice of lunch from a nearby restaurant, delivered by the Principal or VP.

To mirror the student program, a similar form was developed to recognize staff contributions of all the adults in the building... and even community volunteers. Buy-in to this initiative has also been overwhelming, with teachers recognizing each other, support staff and custodians, and vice versa. Admin will pass on the kind words to the staff member, adding their own comments as well, and then forward the forms to district to be placed in the staff member's file.

In the words of the teacher who is number one in form submissions to date:

Ever since GMCS rolled out the initiative to write positive referrals for students and staff, I have made it my mission to

not let the idea fall by the wayside. Every Thursday I schedule in my plan book a time to write three student referrals (I teach 3 different classes) and one staff referral. As a parent, I have received 4 positive referrals for my son and I know it has brightened my day to hear good things about his school days! I have also received three positive referrals from my colleagues which were very kind and uplifting. Parents may cringe when they see the school is calling them and then be pleasantly surprised by a positive call that lets them know their child is doing something great that we as teachers, EAs or support staff have noticed. To date I have written 77 student referrals and 25 staff referrals. Parents have stopped me out in the community and thanked me for my kind words. There are times when even the most challenging students show us that they can shine in the most unique ways. I think it's very important that we as school staff let them know that we notice their effort and contribution to student life here at GMCS.



Positive Referral Orange Forms

The Power of Multilingualism: Affirming Identity Through the Creation of Bilingual Books

By Kathy Whynot, Fredericton High School

In the early spring of 2015, 43 students from Priestman Street School (PSS) and Fredericton High School (FHS) engaged in a multi-disciplinary project aimed at affirming cultural identity through the creation of dual (or sometimes triple) language books. Amy Jackson and Kathy Whynot, EAL educators at elementary and high school, worked together with an artist from the community, Julie MacLean, to support the students in the writing and illustrating of the books.

Students met at PSS on Thursday and Friday afternoons. Students were paired with others of the same cultural and language backgrounds. Students participating were from China, Iran, Korea, Nepal, Vietnam, Cuba, Israel, Jordan, Syria, Estonia, Hong Kong, and Canada.

Students were encouraged to learn from each other, celebrate each oth-

er's strengths and enjoy their time together while creating their storybooks.

This project resulted in many rewards for the students (and everyone involved). Students received a hard copy version of their dual language book (ranging in topic from zombies to styles of dance), a sense of pride for having worked together as a team, and a new bond with someone in the community. Students' work was showcased in a video at FHS' recent "Finding Unity in Diversity" evening of celebration of cultural expression (May 27).

Teachers also were gratified to notice the confidence that was built for each student through this project. Many of our newcomer students often feel "invisible" in mainstream classes before they become comfortable with their surroundings and

with the language. Through this project, all students, no matter what their language ability, had an opportunity to be heard and validated for who they are and the skills they bring to the table. The high school students were given the chance to be leaders and role models for their younger peers, an opportunity that was taken very seriously by all. The elementary school students brought excitement and imaginative ideas to the team.

Thank you to the Fredericton Arts Alliance for supporting this project through their grant program for artists in the schools, and to ASD-W (Enrichment) for their generous support of this special opportunity, as well. This project also would not have been possible without the generous leadership and support from the administrations at both FHS and PSS.



Fierce Conversations® Workshop

Monday, July 13, 2015 (9:30am-3:00pm)

Tuesday, July 14, 2015 (9:30am-3:00pm)

NBTF Building, Fredericton, NB

Maximum Participants: 25 (Open to NBTA Members only)

Registration Cost: \$30 (includes workshop kit, nutrition breaks, lunch). Participants are responsible for all other expenses including accommodations and travel if required. This workshop is **not** eligible for NBTA/DOE/Council Educational Improvement Grant funding. Please check with your branch/local on the status of their funding.

Registration: June 1-15, 2015 – All participants must register and pay by credit card online at www.nbta.ca, see details below.

Session Description:

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

Program Goals and Objectives:

Team Conversations

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

Coaching Conversations

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

Delegation Conversations

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

Confrontation Model

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

Session Facilitators:

Ardith Shirley, NBTA Staff Officer

Kimberley McKay, NBTA Staff Officer

ALL PARTICIPANTS MUST REGISTER ONLINE AT

www.nbta.ca

Pay by credit card online (\$30.00)

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

“Theatre Skills in the Classroom” offered by TNB

Submitted by Philip Sexsmith

Theatre New Brunswick is proud to introduce an exciting new program for New Brunswick school teachers. Under the direction of TNB artistic director Thomas Morgan Jones and TNB Theatre School/Young Company director Tania Breen, Theatre Skills in the Classroom will make its official debut as part of the NBTA's Subject Council Days, August 1 and 2, 2015.

This four-module offering is a pilot project. Each module will be developed in collaboration with UNB's Philip Sexsmith (coordinator, First Nations Teacher Education Program) and the education departments at the University of New Brunswick and St. Thomas University.

Morgan Jones and Breen recently had the great pleasure of presenting two workshops at the NBTA subject council days to introduce one of the modules and also the certificate.

“The reception was incredible,” said Jones. “What we learned from these workshops is that there is an interest, a need, and a passion for this work.”

Moving forward, TNB encourages any teachers from any region in NB to contact the company directly if they are interested in one or all of the modules. They are keen to travel and bring these opportunities to teachers throughout the province. The cost per teacher for each workshop is \$20.

“We at Theatre New Brunswick believe that this is only the beginning of what we hope will grow into a comprehensive engagement with theatre and drama in the classroom, in the school, and on the stage,” said Morgan Jones. “We are excited to begin this new relationship with NB teachers, and look forward to seeing you all in the classroom soon.”

Dates and Fees:

August 1 & 2, 2015
\$50 for all three modules
Individual Modules \$20

Certificate in Theatre Skills for the Classroom

This three-module certificate offers New Brunswick primary and secondary teachers the opportunity to expand their skills in teaching theatre and drama in the classroom. Upon completion of all three modules (or two modules plus the bonus module) educators will receive a printed certificate from TNB along with a ticket to the final Main Stage production of the year where they will be publicly acknowledged by the artistic director, Thomas Morgan Jones.

Visit www.tnb.nb.ca/theatre-skills-for-the-classroom/ for more information.



“Teach, Reflect, Learn...Repeat”

by Ardith Shirley, NBTA Staff Officer



The beginning of the end has again begun – I have just returned from the NBTA Provincial AGM and Retiring Teachers Banquet. A sure signal in my professional world that another school year is beginning to wind down.

My experience tells me that while the weeks and months of January and February may have taken eternities to pass, these next three weeks until the last day for students on June 19th will pass in milliseconds. There will be so much to do and yet so very little time to do it. Teachers will find themselves burning the candle at both ends as they attempt to squeeze it all in - the instructing, assessing, reporting, communicating, planning placements and resources required for Fall. They will plan and organize Safe-Grad parties, end-of-year trips, Proms, Graduations, acknowledgement of retirements for colleagues, while themselves preparing for transitions to different schools, different grade levels or teaching assignments, or even taking on new administrative responsibilities. Sadly, we know that 302 of those busy teachers will do all of this knowing that come September, they will be unemployed.

Regardless of all of these realities, it is my experience that when June 19th rolls around, teachers will be busily reflecting and setting their own personal learning goals for summer to prepare them for new challenges in the Fall. They realize that, **“To transform student learning, we as educators must transform ourselves continuously. It isn’t a one shot change or a leap across one gap from novice to expert. It’s a leap across many gaps, again and again. The driver fuelling this work is our commitment to students and the question, How can we best leverage our actions to reach every child?”**ⁱ

As you each move through the “Reflect” and “Learn”

stages over the next couple of months, I encourage you to consider the following “Summer Tips for Teachers” that I have collected from various sources:

1. We all know the temptation to start planning for next year, but take a break from everything “teaching” for one week. Or two. Maybe an entire month. You’ll be better when you come back to it.ⁱⁱ
2. Do as much as you can to re-vitalize your physical health. Teaching takes a physical toll on your body – what is your plan to rest and rejuvenate?ⁱⁱⁱ
3. Make a point to spend as much time connecting with family and friends as you can while not being distracted by the daily challenges of your classroom and school.
4. Make an investment in your professional life that matters to you. Maybe that’s taking a course on a topic you’ve always wanted to learn about. Maybe it’s catching up on this year’s Newbery winners. Whatever your interests, summer is the time for professional learning on your terms.
5. Work on a “feel-good file” that reminds you about the good parts of your job. Include thank-you notes from students, inspirational quotes, that mantra from your favourite teaching professor—whatever makes you think, “Yes. This is why I teach.”
6. While you’re feeling all those lovely positive feelings after re-inspiring yourself, take the time to say those two simple words: “Thank you.” For all the occasions a colleague helped you out, put your newly acquired spare time to good use by actually properly thanking those people for their kindness. It can be as simple as sending a card or a note, but it’s still important. You haven’t forgotten how they made you feel, so let them know about the difference they made. Send them to your fellow teachers and even to administrators. This is a great way to create friendships and build a strong network that you will be able to rely on for any help you may need in the future. If you’re feeling particularly grateful, maybe even take the time to send a thank you note to that co-worker you don’t always get along with so well.

7. As soon as you get that new class list, reach out to every student on it and say hello to them and their family. You don't have to do anything fancy or Pinterest-worthy—a simple phone call does the trick. (And it may be the most important step in setting yourself up for success next year!)
8. Remember, summer break is like New Year's Eve for teachers: Grand expectations can lead to disappointment. It's OK if you don't read every book, finish every house project or cut out every last decoration for next year's bulletin boards. It's OK if you don't have a traditional summer break or are working a second job too. The next few months will still be filled with small, simple joys. Look out for them!

Hopefully, this little list will help all of us as we prepare for the "Repeat" stage that begins for most of us in full force by the middle of August! Have a wonderful summer!



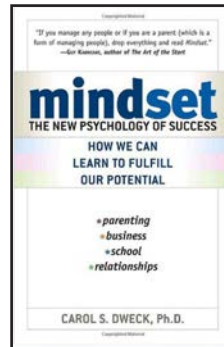
Sources:

- ⁱ Opening Doors to Equity: A Practical Guide to Observation-based Professional Learning by Tonya Ward Singer (Corwin 2015), pg. 1.
- ⁱⁱ 10 Things Every Teacher Should Try This Summer by Hannah Hudson. Found online: <http://www.weareteachers.com/blogs/post/2013/06/04/10-things-every-teacher-should-try-this-summer>
- ⁱⁱⁱ The Teachers Guide to Summer Break: Tips for Fun, Relaxation, & Professional Development. Found online: <http://www.readinghorizons.com/blog/post/2012/04/27/teachers-summer-break.aspx>

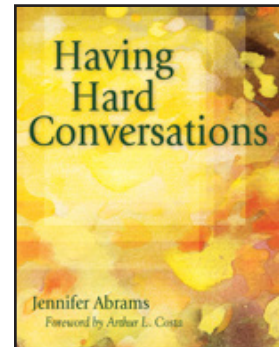
Closing Quote:

"In times of change, learners inherit the Earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists"
— Eric Hoffer

Ardith's Suggestions for 3 Great Summer Reads:

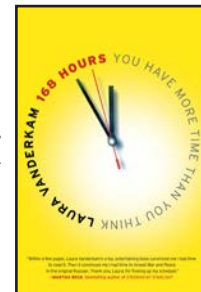


Mindset: The New Psychology of Success
by Carol S. Dweck



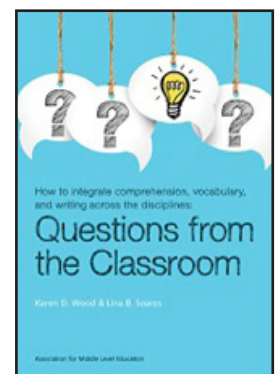
Having Hard Conversations
by Jennifer Abrams

168 Hours: You Have More Time Than You Think
by Laura Vanderkam



Book Give-Away!

Congratulations to Mark Graham of George Street Middle School who is the winner of last month's draw for ReLeah Cossett Lent's *Overcoming Textbook Fatigue: 21st Century Tools to Revitalize Teaching and Learning*. This month our draw is for *Questions from the Classroom* by Karen D. Wood & Lina B. Soares. Sound intriguing? Drop me a quick email with the subject line: **BOOK DRAW** before June 21st.



Councils

Elementary Council Executive



Elementary Council Executive



NBTA Elementary Council 2015 Award winners: (l to r) Brandon Ryan (Gretna Green Elementary), Carrie Pearson (Sussex Corner), Sheila Thomas (Havelock School), Cheryl Noel (Ian Baillie Primary), Jane Jonah (Frank L. Bowser) and Linda Long (Sussex Corner).



Thanks to all who attended Council Day!

For all teachers who attended **Danny Brassell** sessions on Elementary Council day, please e-mail Danny at danny@dannybrassell.com to receive a few gifts. You can also check out his website at www.dannybrassell.com

Councils

What is Intensive French???

Written by Joyce Cote, Grade 5 Intensive French Teacher, Donald Fraser Memorial School

Many people still have questions about the Intensive French program and what an Intensive French class looks like, compared to another class. Intensive French is a literacy-based approach to teaching French as a second language that is implemented in the grade five English Prime programs, in all New Brunswick Anglophone school districts. It is based on the use of French for authentic communication and for developing literacy skills. Classroom activities are related to projects and there is a very high degree of interaction between the teacher and students, as well as among students themselves.

I have heard comments about the amount of 'talking' that takes place in my class and some also wonder if the students are producing any 'actual' work. These are common misconceptions from those that do not

understand that one of the main goals of the program is to improve students' oral proficiency in a second language, and the only way to do this is for students to hear and speak the language as much as possible.

Here is a short summary of what is happening in our Intensive French classes: The teacher uses many different learning strategies to ensure that all children are participating in the learning process to the extent of their abilities. Songs, games, puppets, pictures and props are often found in an Intensive French class! Students first learn to speak French, using correct forms and structures repetitively. They will practice, practice, practice saying what has been modeled for them by the teacher. In this way, they build a non-conscious internal grammar that enables them to express themselves.

Once reading and writing activities are introduced, attention is given to the aspects of written language that they must know in order to write accurately. The teacher models the language for the students, and engages them in conversations about themselves, using targeted structures and vocabulary. In this way, students develop language through use. Students do not need to analyze the language and it does not need to be translated or memorized. This makes the learning of the language much easier, particularly for those students who experience difficulties with academic learning. These are the classrooms where you will most definitely see great amounts of the UDL in action! Did I mention how fun learning French is?!?!?

2015 Middle Level Council Award Winners



"Making a Difference in the Middle" Award Winners (not in order): Kate Manderson - Riverview Middle School, Armand Doucet - Riverview Middle School, Scott Fenton — Riverview Middle School, Jonathan Spirritts - Riverview Middle School, Sean Terry - Riverview Middle School, Renee Landry - Riverview Middle School, Peggy Arsenault - Riverview Middle School, Winnie Clerk - Sunbury West School, Jessica Marks - George Street Middle School.

Councils



Middle Level Council Day, Sheree Fitch (left) with Heather Ingalls and Keynote Speaker Jack Berckemeyer.

In the Shoes (Sandals) of a Student: One middle school teacher's PL experience in Mexico

by Peter Manson, Bliss Carman Middle School

At the end of June 2014, I was finishing my third year as a grade 8 FILA teacher and going through the usual end of year emotions: nostalgia for my students moving to high school, fulfillment of a job well done and complete exhaustion, desiring only to dive into the relaxing, sun-filled months of July and August. The staffroom was humming as to which summer Professional Learning (PL) experience teachers were planning to undertake: conferences here, workshops there, and marking sessions just about everywhere. Was I the only one thinking "Hmm, I thought summer was for relaxing? For taking a break from these past ten months of teaching?" Feeling slightly guilty for having zero summer PL plans, I thought of ways I could improve as an immersion teacher while soaking up the sun and getting in some much needed R & R.

After a few afternoons of internet research, I decided to enrol in a Spanish second language school...in Mexico! What better way to put myself in the shoes (or sandals) of a student than to be a novice Spanish speaker in an immersion style environment? My Spanish level was probably similar to the French level of many of my immersion students: I had a functional knowledge of Spanish and could communicate in a variety of situations. However, I felt

like my vocabulary and fluency had plateaued.

Flash-forward to August: I was now an adult student in a classroom with six others, equally eager to increase their Spanish knowledge and fluency (how's that for class size and composition!). In the mornings, we attended our various Spanish classes for four hours with a small "pausa" during which we could "tomar un cafe", or in most cases, water...it was 30+ degrees every day. After classes, students had the choice in the afternoon of attending Mexican dance, cooking, history or cultural classes or, if we were just looking to relax, a few hours at "la playa" was also an option.

After three weeks of living with a Mexican family, attending Spanish classes, visiting cultural sites in the Yucatan Peninsula, and even the occasional mall or grocery store trip, my Spanish level had significantly improved. Three weeks was enough time to really immerse myself into Mexican culture, improve my Spanish, return to NB with a bit of "dinero" left over and yet feel relaxed and energized.

So, why would I recommend this to other teachers? This experience was probably the most authentic PL opportunity I have ever participated in. We often remind ourselves of the need to put ourselves in the shoes of students,

to empathize with those we teach. This three week PL vacation allowed me to do just this.

As an immersion teacher, this experience reminded me that it can be overwhelming to be a student in a classroom where the language seems foreign and comprehension is not 100%. Whether it is a PIF or late immersion student trying to grasp overall messages, or a newly arrived EAL student struggling to understand what the rambling adult at the front of the class is carrying on about, this immersion experience was both enriching and humbling.

I would recommend this type of PL experience to any NB educator interested in living a cultural, enriching and fun professional learning experience. It may not be the type of PL that is funded, or that will pay you a nice mid-summer bonus cheque, however, of all the different types of PL experiences I've taken part in my five years of teaching, this one was, by far, ***el mejor!***



Councils

You're Retiring

by Heather Ingalls, ASD-W

If you are retiring, you might be feeling a sense of sadness and adventure. That's exactly how Diane Ridley felt as she walked out of her school doors last summer. After going to a job she enjoyed every day of her teaching career, Diane was excited for this next chapter to begin: what does retirement have in store?

Since coming to Fredericton in 1990, Diane has spent the majority of her career at George Street Middle School. Although she taught a variety of subjects throughout her career, she took a guidance position after completing her Master of Education in Counseling. This saw her through to her retirement last summer, completing a career that spanned 37 years. But there was more to learn and to experience for Diane.

Knowing she wanted to take some time for herself, Diane booked a trip to Cuba as soon as the school year ended. She couldn't think of a better way to celebrate this next chapter in her life than seeing the world and experiencing as many people and places as possible. Then, in the fall,

Diane and some friends headed to Pedraza, Spain, with an EAL organization to experience the people and culture of Spain. With travel high on her priority list, Diane returned from Spain and was soon off to Mexico for a winter holiday with friends.

Traveling abroad is only one of Diane's goals in retirement; she also wanted to be more involved in her community. As part of the Greater Fredericton Volunteer Board, Diane promotes volunteerism in the Fredericton community. She attends meetings 1-2 times a month and offers presentations at the high school, educating students on where they can volunteer in their community. You may find Diane working at the Hospice Boutique selling used clothing to raise funds for the Fredericton Hospice being built. Her passion for the arts is fed as she volunteers at the Fredericton Playhouse; this provides the opportunity to see plays, musicals and, just recently, a Citizenship Ceremony for new Canadians. The Community Gardens at the Greener Village brings a smile to Diane's face

because she loves gardening, "It's my favourite thing to do." Planting and weeding, whether at home or as a volunteer, is something she enjoys.

Any advice for new teachers? 'Explore all the options open to you in this career, especially those outside the classroom. Deferred Leave, Educational Leave and leaves to teach abroad are all opportunities at your fingertips. And don't be afraid to change your job; try a new position or school, you never know what life has in store. Make time for yourself. There are a lot of options open to teachers to promote self-care,' Diane advocates.

And those retiring? 'Don't let other people make decisions about your retirement,' Diane states. 'Your job shouldn't be your only focus, your life after your job needs to be a priority, too.' Retirement certainly agrees with Diane, she is enjoying life to its fullest each day after a very rewarding career. When asked if she misses teaching, Diane smiles, "I always tell people that I remember it fondly."

2015 High School Council Award Winners



Jo Ellen Sanford (Oromocto High), Chantal LaFargue (Fredericton High), Brenda MacPherson (Simonds High), James Clark (Branch 1725), Lisa Pearson (Belleisle Regional), Susan Lawson (Belleisle Regional), Heather Lewis (Bernice MacNaughton High), and Sheri Smidt (Sussex Regional High). Missing from photo: Brett Cameron (Miramichi Valley High)

Supporting Students in Tough Economic Times: Information for Educators

(Adapted from an article by Desrochers, J. E., Cowan, K. C., & Christner, R. W. 2009)

New Brunswick Association of School Psychologists

Submitted by Lisa Mazerolle, Psychologist, Anglophone South

The current economic situation is taking its toll on school communities across the country. Students see parents coping with the stress of potential loss of incomes and homes. Teachers and school based support staff are seeing an increase in individual student and classroom issues that interfere with learning. Schools as a whole are being forced to make tough decisions about programs and staffing with impending budget cuts.

Research has shown that students' social, emotional, and behavioral health affects their academic achievement. This has enormous implications for teachers, school mental health providers, and the students themselves. A student body that is hungry, disengaged, preoccupied, or behaviorally disruptive will not respond as well to instruction, even by the best teachers. While schools may not be able to provide an economic safety net to the families they serve, school-based support staff members are in an ideal position to help students and families deal with the increased stress and continue to support positive academic outcomes. The following recommendations come without significant, or in most cases any, additional costs.

Create and maintain a positive school climate.

It is important to acknowledge but not dwell on the current economic realities. Focus on maintaining school routines and a sense of normalcy. School may be the only place where students can count on the predictability of a consistent routine.

Be available to students.

How students respond to the economic situation will depend on how directly they are affected and on how adults in their lives are responding. Many students will rely upon the caring and encouragement of their teachers and other school staff to help get them through stressful times. Let students know that you are thinking about them as individuals: greet them by name, attend extracurricular activities, reinforce small successes.

Help address basic needs.

Work with colleagues to support students with increased basic needs such as clothing, food, or hygiene. Students who are homeless or transient may need additional support before and after school. Connecting with parents is crucial.

Engage parents.

Many parents are unsure of how to help their children cope with the stress that the whole family might be facing. Parents may be reluctant to share information, harder to reach, more difficult to deal with because of their stress levels, or need intervention because of the impact of their behavior on their child.

Employ prevention strategies.

While behavioral and mental health supports are necessary for those students in crisis, they also benefit all students in the form of school-wide approaches to prevention and early intervention. Support staff can often impact more students when they adopt a prevention perspective and develop interventions that help all students cope with difficult times. Prevention programming that supports positive behavior, school connectedness, and student resilience can have immediate and long-term benefits in terms of maintaining academic progress and well-being for all students.



Adapted by from Desrochers, J. E., Cowan, K. C., & Christner, R. W. (2009). Supporting Students and Successful Learning in Tough Economic Times. Principal Leadership, April, 2009, National Association of Secondary School Principals.

Teachers: Have your **say** on upcoming curriculum development!

As part of our updated curriculum development process, we are encouraging more input from many stakeholders. We believe curriculum will be enriched by a wider range of perspectives and ideas. There will be two opportunities for educator input during the curriculum development process:

- 1) At the beginning of the process, educator input will be solicited for one month to inform the development before it starts. For this round, we will receive input from June 10 - July 10, 2015
- 2) Once a draft curriculum has been written, educator feedback will be gathered. That will be the 2015-16 school year for these curricula.

The curricula to be developed are:

- Computer Science 110
- Economics 120
- Learning Strategies 110 - 120 (Intervention Course)
- Human Biology 110 (Replacing Biology 113)

We look forward to hearing from you!

The Curriculum K-12 Branch at the Department of Education and Early Childhood Development

How **You** Can Contribute...

Please provide the information below and submit to curriculum.feedback@gnb.ca

1. Curriculum Title (one of the four listed above)
2. Given your experience with this curriculum, what do you consider to be the:
 - a) important topics/concepts that students must know?
 - b) essential skills that students must understand and be able to practice?
 - c) best strategies for teaching/learning/assessment to allow students to demonstrate their understanding?

3. Would you be interested in putting your name forward to be considered to work with a team on curriculum development in the summer? If so, please let us know on which of the following area(s) you would like to work:

- recommended teaching and learning suggestions
- assessment strategy suggestions
- universal design for learning suggestions

And, please provide a brief profile of your experience with this curriculum area:

- Have you taught in this curriculum area before? What grade levels?
- Have you had experience writing support materials for educators in this curriculum area?

4. Your email address: _____

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Wellness Highlights

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462-0208

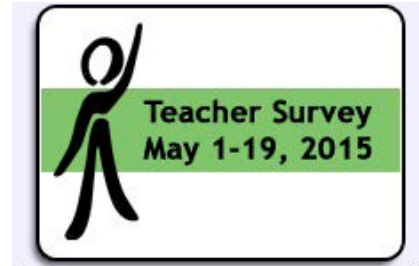
michael.leblanc@teacherwellness.ca

Lisa Calhoun

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lisa.calhoun@teacherwellness.ca

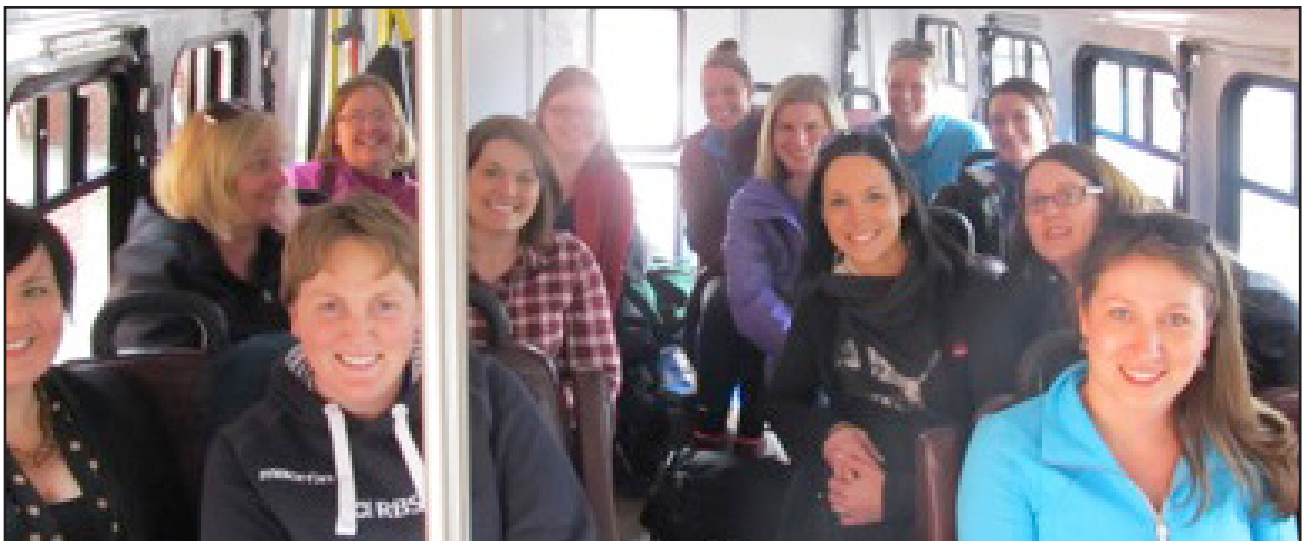
“The Year in Wellness” for the NBTA School-Based Wellness Program



THANKS!

Thank you to the over 1500 NBTA Members who took time out of their busy schedules to complete our Teacher Wellness survey. This information will be helpful to guide our future programming. We are currently reviewing the data, and plan to share our findings in 2015/16 school year.

22 NBTA Wellness Facilitators met in the Miramichi in October 2014 to discuss the direction of the NBTA School-Based Wellness Program, and to plan for 2014/15 Wellness Representative meetings.



Forest Hills School, Saint John, were one of the schools selected in the Winter Wellness Wonderland contest with the NBTA. They used their \$200 to rent a shuttle to go to ‘Spa Chance Harbour’ where they had a great time Polar Dipping, and warming up in the sauna and hot tub!

Wellness Highlights



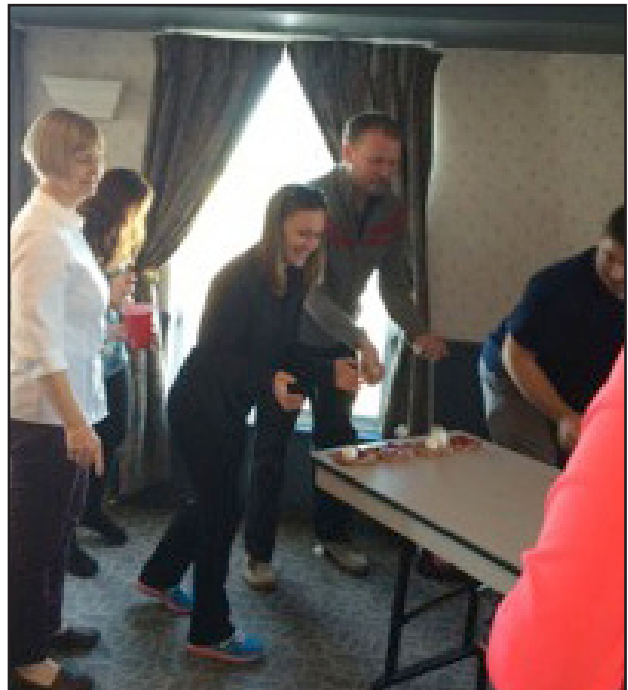
Representatives from New Brunswick Heart and Stroke Foundation came to the October, 2014 Wellness meeting for ASD-South Reps. They did blood pressure checks during lunch, and gave an informative presentation in the afternoon.



Rob Woodburn (wellness facilitator) leading wellness reps from ASD-N in a team building activity.



Erin McAuley, and some other ASD-West Reps at a meeting in the NBTF Building.



Wellness Reps from ASD-East playing Minute-To-Win-it.

ASD-W (Former District 14) Wellness

submitted by Linda Ferguson, Bristol Elementary

Throughout the school year each school has many wellness activities going on in their schools for their staff. Some schools have larger Wellness Committees than others, but all schools have one wellness rep that spearheads things for them all. A variety of things that occur in schools vary not only by season, but by region. Some schools do food activities such as pot luck dinners, sub days, Fat Friday or Treat Thursday, and even food auctions. Some other events or activities that take place are Radio Bingo, secret pals/angels/Santa Claus, outdoor activities (snowshoeing, tubing, sliding, etc.), dinner and a movie, shopping adventures, lottery pools, scavenger hunts/road rallies, weight loss challenges, boot camps, yoga and many more.

Each school has a Wellness Wall that the School Rep or committee members add things to throughout the year. This is also the place for them to place the WOW – Words of Wellness- that are developed each month by Wellness Facilitators around the province. These follow themes each month.


Each district has their own Wellness Facilitators and there are three Wellness Counselors assigned to various areas in the province. You can reach these people by going to www.teacherwellness.ca. Once you are there you can check out all of the fantastic things that have been added to it for teachers and staff alike.

Wellness Facilitators: Lisa Doucette, Joy Hanson, Carolyn Moore-Jenkins and Lori Purvis.



A Wellness Scavenger Hunt Team:
Katie Long, Tina McPhee, Christa McKeil and Karen Miller

Visit us at
www.nbta.ca

...or on
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(New Brunswick
Teachers' Association)

and
 **Twitter**
(@NBTeachersAssn)

Correction - April 2015: The title of the article at the top of the page 17 said "Report Card Pilot," but should have read "English Language Learners."


NBTA NEWS

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“Reading Tails” 2015 Summer Reading Club

New Brunswick Public Library Service

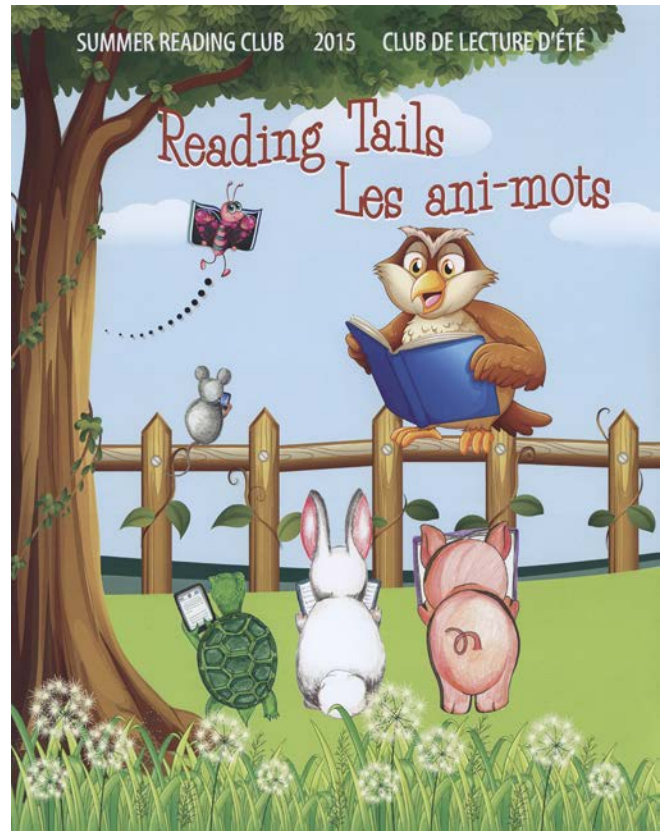
The New Brunswick Public Library Service invites children across the province to register for the 2015 Summer Reading Club. The Summer Reading Club allows young New Brunswickers to maintain and improve their reading skills over the summer and to develop a love of reading.

This year’s theme is “Reading Tails”, and the slogan is “Fur, Feathers and Scales” (Animals). Animals are all around us. From the characters in our favourite books and movies, to household companions, to the creatures who share our habitat, and to the ones who help us do our work, animals are a beloved part of every New Brunswicker’s life. This summer, children are invited to their local library to read and learn about animals of all shapes and sizes. Weekly themes will introduce them to topics such as “Mythical and Strange Creatures”, “In the Forest”, “Animals from Afar”, “Animals at Work”, and “Farm Animals and Pets”.

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. Children who cannot make it to the library can register online by visiting the New Brunswick Public Libraries’ website at <http://www.gnb.ca/publiclibraries>.

During the months of June, July and August, all public libraries 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 Barbara Reid, the well-known illustrator of such books as *Effie*, *The New Baby Calf* and *Have You Seen Birds?*

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 local public library for more information.

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

ATTENTION BOWLERS



The Annual Teacher’s Bowling Tournament will be hosted by Minto and held at Kingswood Bowling Center in Fredericton on October 16th-18th. We will be using the Fredericton Inn for all our social events (located close to the Mall and we have a block of rooms reserved.)

Any questions please call Gary at 506-327-3736 or email – gdipaolo@nb.sympaticto.ca . If you know someone else interested please pass this information along. We have 30 alleys so let’s try to have some new teams.

GARY DI PAOLO-----TOURNAMENT CHAIRMAN



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 2600 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

Betty Smith, President
New Brunswick Society of Retired Teachers



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ED6136 – Reading in the Content Area
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**ED6216 – Writing Instruction in the
Inclusive Classroom**
(October 3-December 19, 2015)

To register or for more information, please contact Jessica Grimes at jessica.grimes@crandallu.ca or at 858-8970 ext. 153.

Box 6004, Moncton, NB, Canada E1C 9L7 Tel: (506) 858-8970
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Education Institute Summer 2015 – Fredericton

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

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

EDUC 5553 – Technology in Education

Dates: Monday, July 6th to Friday, July 10th, 9:00 am to 4:30 pm
Instructor: TBA

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

Dates: Monday, July 13th to Friday, July 17th, 9:00 am to 4:30 pm
Instructor: TBA

EDUC 6733* – Teaching Elementary & Middle Level Science

Dates: Monday, June 29th to Friday, July 10th, 9:00 am to 4:30 pm
Instructor: Dr. Grant Williams [grantw@stu.ca]

EDUC 6633* – Teaching Elementary & Middle Level Mathematics

Dates: Monday, July 6th to Friday, July 17th, 9:00 am to 4:30 pm
Instructor: Dr. Grant Williams [grantw@stu.ca]

Registration, Admissions & Accommodations

Tuition for each of the above courses is \$ 600.00 and must be paid by the end of the day of the opening class. If you have questions about applying, please contact the Admissions Office (admissions@stu.ca or (506) 452-0532 or 1-877-788-4443). For payment for courses, please contact registrar@stu.ca or (506) 452-0530.

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