



NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION



NBTA AGM 2017:

Report from the President
Branch Resolution Results
Major Award Recipients

Rick Cuming Elected NBTA Vice-President

Retiring Teachers 2017

New Brunswick
Teachers' Association



Your NBTA, Your Magazine

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

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

We look forward to hearing from you!

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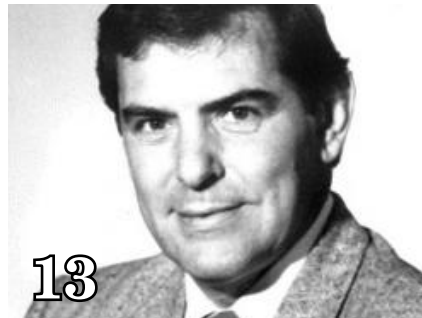
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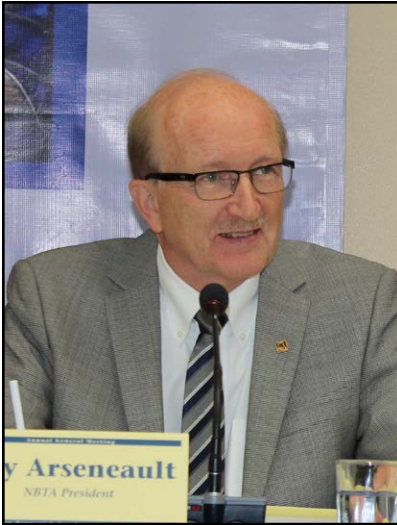


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First of all, let me begin by saying how honoured and privileged I am to be the president of the New Brunswick Teachers Association - your president for the last two years.

I stand before you today humbled and with gratitude for the confidence you placed in me and for the support and understanding you

have given me during my mandate...

Teamwork

What we have achieved are not my individual accomplishments. They are the accomplishments of a team - they are the accomplishments of the NBTA Staff, the Executive Committee who served with me, the Board of Directors who worked with me, Committee members, Council members, the Branch volunteers and certainly the whole membership. I was very fortunate to have benefited from their trust and confidence. I was also helped in my role by the strong feedback and advice I received from many members through e-mails and face-to-face visits to Branches and schools during my two years. The feedback was encouraging, positive and constructive and I appreciated that.

Former NBTA Presidents told me that two years would pass quickly and they have. At the same time, two years is long enough to make a difference and I began my term looking forward to this opportunity.

Preserving Teacher Positions

As I entered my presidency in August, 2015, our government had recently cut 250 teachers, bringing the total reduction over several years to well over 500 teachers. They were promising to cut more. I committed to make a difference on this issue. At every possible opportunity during my mandate, I adamantly impressed upon the government, and the public, that these cuts would be detrimental to education and the very achievements that they wanted from students in our system. In my own mind, I also thought it would not only be nice to stop the cuts, but also to get some of those teachers back.

It didn't take long to have the opportunity to make my point. Within a week or so, the media were calling to speak to the new president about the upcoming school

year. In one interview, I said the teacher cuts were very significant and that parents would see a difference in schools that fall. The next day, we received calls from other media outlets, leading to eight interviews on one day with radio, television and print reporters. It was a theme that I reiterated many times during my presidency with the Premier, Minister, EECD officials, stakeholders and the media.

Education Plan

At the same time, I was hearing from parents and teachers worried about a lack of focus and continuous disruption in the system, and this resulted in an op-ed written for the provincial media. I stressed the need for an Education Plan, stability in the plan, and dedicated resources. Basically, what I proposed, or preached, was a commonsense approach - don't make changes for the sake of changes. I also asked for, and the government has agreed to, allocating \$17.5 million into the Ed Plan programming...

Continued Diligence

A slight word of caution here - we cannot afford get complacent - as much as we have a good agreement, there is much still to do with regard to class composition issues, violence and class disruptions, lack of supports in our schools and improvements to our inclusion and integrated service delivery models. It is unacceptable to take resources from schools to staff ISD. These are very complex issues and the battle has only begun. We must keep these issues at the forefront of the government agenda.

At this time, I want to take this opportunity to wish our incoming president George Daly all the best. I know that you will all offer him the support and trust that you offered me.

As I conclude my mandate, I am proud see what we, as a team, have accomplished or been part of:

10 Year Ed Plan, a strong Collective Agreement, five years of no reduction in provincial Teaching FTE's, classroom composition and inclusion on the Government agenda and a shift away from austerity budgets for Education.

My friends and colleagues, I have enjoyed my two years.

I am proud to be your President and I am proud to be a New Brunswick Teacher

Thank you.

Rick Cumming Elected Vice-President



John Caldwell School science teacher Rick Cumming will be NBTA Vice-President for 2017-18. He will assume his new position on August 1st, the same date George Daley begins his two-year term as NBTA President. Cumming is looking forward to the challenge, "I am grateful for the faith members have put in me and am looking forward to being a part of next year's Board of Directors and Executive Committee as our hard work continues!"

Wendy Peters, the other candidate in the recent election, congratulated Rick Cumming on his success, "I am certain that the teachers of New Brunswick will be in good hands. I would also like to thank all the people that took time to talk to, encourage and vote for me. I certainly feel part of a bigger family of teachers now."

Rick Cumming has 19 years of service to his NBTA Branch in various capacities, as PD chair, director and president. On the provincial level, he was elected to the NBTA Executive Committee four times, holding the office of NBTA acting past

president in 2015-16. Rick has a Bachelor of Science in Physics and an Education degree, both from UNB and is working on his Masters of Education from Memorial University.

Election Results

| Branch | Rick Cumming | Wendy Peters | Abst. | Totals |
|--------|--------------|--------------|-------|--------|
| 0214 | 25 | 17 | 1 | 43 |
| 0215 | 202 | 95 | 11 | 308 |
| 0216 | 44 | 14 | 1 | 59 |
| 0217 | 10 | 8 | 0 | 18 |
| 0618 | 58 | 13 | 2 | 73 |
| 0619 | 121 | 46 | 3 | 170 |
| 0820 | 286 | 52 | 11 | 349 |
| 1021 | 38 | 6 | 0 | 44 |
| 1022 | 15 | 2 | 0 | 17 |
| 1023 | 60 | 8 | 0 | 68 |
| 1428 | 43 | 3 | 1 | 47 |
| 1429 | 96 | 13 | 0 | 109 |
| 1430 | 67 | 9 | 1 | 77 |
| 1431 | 66 | 2 | 0 | 68 |

| Branch | Rick Cumming | Wendy Peters | Abst. | Totals |
|--------------|--------------|--------------|-----------|-------------|
| 1450 | 39 | 0 | 0 | 39 |
| 1454 | 16 | 0 | 1 | 17 |
| 1536 | 30 | 5 | 1 | 36 |
| 1538 | 24 | 9 | 0 | 33 |
| 1542 | 58 | 14 | 0 | 72 |
| 1608 | 104 | 27 | 2 | 133 |
| 1610 | 85 | 14 | 1 | 100 |
| 1640 | 33 | 12 | 1 | 46 |
| 1724 | 30 | 34 | 0 | 64 |
| 1725 | 45 | 142 | 1 | 188 |
| 1809 | 28 | 5 | 0 | 33 |
| 1826 | 198 | 112 | 5 | 315 |
| 1827 | 28 | 8 | 0 | 36 |
| Total | 1849 | 670 | 43 | 2562 |
| % | 72.17 | 26.15 | 1.68 | 100 |

Results from NBTA AGM 2017: Branch Resolutions

1. BE IT RESOLVED that NBTA request that the NBTF negotiate for an increase in preparation time under Article 19.01 – Preparation Period at the primary and elementary level. (1 Branch)

Rationale: Given the amount of individualized assessment required at the primary and elementary levels, particularly in literacy and mathematics, teachers at these levels require significant planning time to prepare activities for the remainder of the students in the class while they conduct assessments with individual students.

Result: Carried

2. BE IT RESOLVED that NBTA request that the NBTF negotiate not to have sick days deducted from the accumulated sick leave bank of teachers under Article 31.07 – Sick Leave when school is cancelled due to inclement weather. (1 Branch)

Rationale: Teachers should not be penalized when inclement weather results in the closure of schools.

Result: Carried

3. BE IT RESOLVED that NBTA request that the NBTF negotiate not to deduct approved Family Responsibility Day under 32.07 – Family Responsibility Day when school is cancelled due to inclement weather. (1 Branch)

Rationale: Teachers should not be penalized when inclement weather results in the closure of schools.

Result: Carried

4. BE IT RESOLVED that NBTA ask the NBTF to negotiate a turnaround day for all Grade 5 Intensive French and compacted English teachers in recognition that this program operates in a semestered system. (1 Branch)

Rationale: Grade 5 Intensive French and compacted English curriculum teachers work on the semester system, there is presently no time for them to prepare for a new class and/or new curriculum between switching day.

Result: Carried

5. BE IT RESOLVED that NBTA ask the NBTF to negotiate a change to Article 20.07 (1) – Class Size for grades 3-5 and grades 5-12 so that in a three-grade combined class the highest number of students be limited to 16. (1 Branch)

Rationale: A maximum class size of 16 currently exists for K-3 classes combining 2 or more grades under Article 20.07. In a three-way combined class, three curricula are delivered and the logistics of doing this, especially in math and science, are daunting. Any more than 16 children in a three-way combined class in a full-inclusive classroom is detrimental to the children's learning.

Result: Carried

6. BE IT RESOLVED that NBTA lobby for a change to EECD Policy 309: French Second Language that would ensure that no other grade level shall be combined with Grade 5 Intensive French. (1 Branch)

Rationale: When a grade 5 becomes combined, the students in the other grade are then having to take the 5 – month Intensive French program for 2 years.

Result: Carried

7. BE IT RESOLVED that the NBTA lobby for a change to EECD Policy 309: French Second Language that would ensure that all teachers hired who do not speak English as their first language must be able to score the equivalent of superior on the New Brunswick English Oral Proficiency Evaluation. (1 Branch)

Rationale: We need to ensure that NBTA members have the skills to deliver appropriate instruction in the student's first language as well as communicate with parents, and other educational stakeholders in that language.

Result: Referred to an appropriate NBTA committee for further research.

8. BE IT RESOLVED that the NBTA lobby EECD to implement a paperless electronic payroll solution thereby eliminating approximately \$150,000 per year spent on paper pay stubs. (1 Branch)

Rationale: The EECD currently distributes one sheet of paper (3.30 cents), and one envelope (85 cents) per employee every two weeks. According to government data on waste walks, the cost associated with this is approximately over \$150,000 per year. Additionally, this unnecessary waste of paper and envelopes has an immense impact on the environment.

Result: Amended and Carried

9. BE IT RESOLVED that NBTA ask NBTF to work with the employer to bring greater transparency and common interpretation to Article 45 – Transfer of a Teacher to Another School. (1 Branch)

Rationale: The mental health of teachers is crucial to advance and promote the cause of education but teacher attendance and mental health have the potential to be impacted when a teacher is assigned to a school that is not a "good fit". Further, the collective agreement defines fair and equitable conditions for transfer but they are not always interpreted or applied the same in all Districts.

Result: Referred to Federation Committee on Terms and Conditions of Employment.

Results from NBTA AGM 2017: Branch Resolutions

10. BE IT RESOLVED that NBTA ask NBTF to negotiate with the employer to provide employees with a complete T2200 (*Declaration of Conditions of Employment Tax Form*) to help offset the cost of attending Council Day. (1 Branch)

Rationale: Employees who do not reside in the major cities (Moncton, Fredericton, Saint John) often have to travel a distance to attend Council Day to participate in professional learning, including accommodations, gas expenses and meals. If the employer provides employees with a completed T2200 form, employees would be able to claim this work-related expense when filing their income tax return.

Result: Defeated

11. BE IT RESOLVED that NBTA ask NBTF to negotiate to have Article 33 (A) – Maternity/Paternity Leave amended such that the benefit of maternity leave with 30 days at full pay is extended to include paternal members. (1 Branch)

Rationale: The current language of Article 33 (A) of the collective agreement uses pronouns “her” and “she”, thereby excluding fathers from accessing 30 days leave and ignoring the important role fathers play supporting the family at home.

Result: Carried

12. BE IT RESOLVED that NBTA ask NBTF to negotiate to have Article 33 (B) – Adoption Leave increased from 10 days to 30 days at full pay for adoptive parents. (1 Branch)

Rationale: The adoptive process involves extensive amounts of trial and tribulation as does the process of welcoming a child through conception. The leave extended to parents for the latter (conception) is extensively greater than the former (adoptive) and adoptive parents also require reasonable leave time.

Result: Carried

Results from NBTA AGM 2017: Recommendations from the Board of Directors

1) REVIEW OF FIVE-YEAR POLICY STATEMENTS

That we recommend to the Annual General Meeting 2017 reaffirmation of policies as outlined below.

| Index No. | Statement | Executive Committee Recommendation | Result |
|-----------|--|--|----------------|
| 201 | <p>Associate Membership Fees</p> <p>Associate Members (Regular) shall pay sixty (\$60) per year* in fees.</p> <p>[NOTE: Special Status deleted in May, 2011]</p> <p>* Year refers to school year. Memberships shall terminate August 31st.</p> | <p>Reaffirm as amended.</p> <p>Associate membership fees shall be \$60 per year. The Associate membership year shall begin on September 1st and terminate on August 31st.</p> | Carried |
| 630 | <p>Professional Orientation & Induction of New Teachers (Point) Program</p> <ol style="list-style-type: none"> 1. The NBTA acknowledges the necessity to provide support for teachers entering the profession, and to encourage their participation in professional growth. 2. The role of formal and informal mentor is recognized as a professional contribution and opportunities must be provided provincially to increase skills capacity to support new teachers. 3. Funding to be distributed to branches as follows: a flat rate of \$300.00 per Director plus a “per head” amount per first-year contract teacher and long-term supply. | <p>Reaffirm as amended.</p> <ol style="list-style-type: none"> 1) The NBTA.... 2) The role.... 3) Funding to be distributed as follows: a flat rate of \$250.00 per Director plus a per capita amount per first year B or D contract teacher as determined by Districts. | Carried |

2) PROPOSED NBTA BUDGET FOR 2017-2018

That the proposed budget for the fiscal year 2017-2018 be approved by the Annual General Meeting.

Carried

3) NBTA DUES FOR 2017-2018

That the dues for NBTA statutory members for the fiscal year 2017-2018 be a total of \$760.00 (\$510.00 - NBTA; \$250.00 - NBTF).

Carried

4) DUES FOR NBTA CASUAL MEMBERS FOR 2017-2018

That the dues for NBTA casual members for the fiscal year 2017-2018 remain at \$3.91 per day (\$2.62 - NBTA; plus \$1.29 - NBTF).

Carried

NBTA Centennial Award

John Mann, Superior Middle School



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

If you want to know how great a teacher is, just ask his or her students. In the case of the 2017 NBTA Centennial Award recipient you don't even need to ask. You can see it in the students' faces when he appears. Their reactions to him are a testament to the kind of teacher he is.

This year's award goes to...

.... Superior Middle School teacher John Mann

The number of lives John Mann has influenced are too numerous to count. Many at-risk students stayed in school because they were part of John's sock-hop crew, school rock band, shop group or soccer team. A large number of them continue to visit John to this day and they say the reason they made it through middle or high school was the connection they had with him. At-risk youth tend to flourish with John and he has a special bond that helps these kids excel and feel like part of something special.

Students feel very relaxed with John, due to his easy-going, approachable nature. He is extremely encouraging and supportive of all students in the building and prides himself on knowing all of their names. You will find him in the halls before and after class every day, speaking with kids about their weekends, what they enjoy, sports or topics from the news. Through his expertise and passion, numerous students have learned many valuable lessons and felt the confidence to try new things.

Mr. Mann exemplifies deep commitment to the teaching

profession. Although his teaching assignment has been altered numerous times over his career, he has always seamlessly rolled with the change, including moving from teaching visual arts, to industrial technology and, most recently, music. His students would attest to the fact that he has become a master of all these domains. He has always accepted challenges without complaint - looking for new strategies to improve his teaching practices to meet the needs of all students.

It is evident that students are very engaged in John's classes. He makes learning fun while addressing as many students' interests as possible. His classroom is not only one of reading and writing, but also of demonstration, allowing "hands-on" learners the opportunity to shine.

He is flexible in his approach, allowing students to work independently or in groups, and is quick to acknowledge their strengths, which does wonders for their confidence. He is exceptional at making students believe they can conquer any assignment, no matter their level of ability.

As a Music teacher, John has taken on the responsibility of leading the school band. He runs an audio-visual club and is personally responsible for setting up and taking down every dance. John diligently ensures that the theoretical and practical aspects of music are covered. Students compose musical texts as well as written texts reflecting upon the importance of music in our world. All students at Superior Middle School learn to play at least one musical instrument, spurred on by John's infectious enthusiasm.

John also volunteers endless hours in the school's 2-3 extracurricular block. He offers many sports opportunities, such as softball, soccer baseball, and badminton as well as music options like guitar lab, choir and ukulele. He also encourages students to broaden their horizons by helping organize the frequent variety shows throughout the year, and by offering his time before and after school to any student wishing to play the guitar. The relationships he builds in extracurricular activities pay dividends in the classroom.

With his retirement, the teachers, support staff, cafeteria workers, librarian, administrative assistant, custodians and administrators will all miss the joy that John Mann brings to Superior Middle School every day. He is a role model to all in the building, demonstrating how a kind heart and positive words can change someone's day. He is always available and willing to lend a helping hand. John always puts his heart and soul into what he does and never has a bad thing to say about anyone or any situation.

In recognition of a career in which he has positively impacted the lives of so many students and equally inspired his fellow teachers through his dedication and positive outlook, the New Brunswick Teachers' Association is proud to bestow upon John Mann the 2017 NBTA Centennial Award.

Vince Sunderland Memorial Award for Outstanding Educational Leadership

Rosalind Kennedy-Townsend, Parkwood Heights Elementary School



Rosalind Kennedy-Townsend, was presented with the Award by EECD Minister Brian Kenny.

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. 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:
Parkwood Heights Elementary School Principal Rosalind Kennedy Townsend.

Rosalind Kennedy Townsend epitomizes the J. Buchan quote, "The role of the great leader is not to give greatness to human beings, but to help them extract the greatness they already have in them". Motivated by a firm belief that all children are capable of reaching their goals, her unwavering energy, enthusiasm and dedication to her school and its students are contagious. She is an administrator who looks up to her staff, consults and problem solves with them, and supports everyone on their own personal and professional path.

Interacting with the students, parents and bus drivers daily is one way she connects with her school community. Assigning herself bus duty, she welcomes each individual into the building with a wave, a smile and a kind word. For the same reason, every day at noon hour, Rosalind is in the school cafeteria, opening up snacks, making sure each child has a lunch, and to check on how everyone's day is going.

Rosalind is not only the principal, but also the music specialist. She is an innovative music teacher who has utilized a variety of teaching techniques, instruments, and technology to impart a love of music to her students. Over the years, she has organized many extracurricular clubs including: Girls and Boys Choirs,

Musical Theatre and Guitar Club. She loves to see students doing what they enjoy the most; singing, dancing and performing and she gives them the opportunity to share their talents with an audience. Hundreds of students have been enriched by Rosalind, not only in song, but in life lessons as well.

In the words of her colleagues:

With every project I've wanted to take on, every idea I have had, every difficult situation I've had to deal with, Rosalind has stood behind me and offered her support.

I have come to realize that teachers can have great ideas, but it takes the support of an exceptional leader to help make these ideas come to fruition.

It has always amazed me at how she knows the name of every parent and grandparent and sibling of the students in our school.

Rosalind is always welcomed with open arms into our classrooms because we know she is there to help!

She insists on "being in the trenches" because she believes "How can I lead if I do not know exactly what is really going on in classrooms if I do not experience what classroom teachers do every day?"

She even has a knack for getting teachers pumped about data collection!

In the words of parents:

Being the parent of a special needs child, there is no greater relief and joy than seeing your child treated with such welcoming care and concern and to know that they are safe, happy and well looked after while they are at school.

Tears fall as I write this because I attribute much of my daughter's success to the positive experiences that she had while attending Parkwood Heights Elementary School.

I really wish there would be more Rosalind Kennedy Townsends in the world. Her kindness towards others, dedication and her nurturing ways have made Parkwood Heights Elementary School more of a family than a school.

In the words of her students:

She always knows what to say when I need cheering up. What I love about her most is she never gives up!

Mrs. Kennedy is the kindest, most beautiful person I ever met in my whole entire life. She loves children and we all love her. Parkwood Heights Elementary School will never be the same without her.

Mrs. Kennedy was one of the first teachers in my lifetime to encourage my writing, by presenting me many opportunities to do so, offering me chances to share my pieces with her, and congratulating me on all the hard work that went into every sentence.

It is with extra pride, that we bestow upon Rosalind Kennedy Townsend, the 2017 Vince Sunderland Memorial Award for Outstanding Educational Leadership.

NBTA Credit Union Award for Excellence in Teaching 2017

Angela Graham-Debertin, Centreville Community School

The NBTA Credit Union Award for Excellence in Teaching will be 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, the award is being presented to an educator with an impressive knowledge about the curriculum, technology, and teaching strategies, who exhibits an amazing amount of energy in tackling new projects, integrating subjects, and engaging students. A professional in all aspects of the teaching profession...

Centreville Community School teacher Angela Graham-Debertin

From having fish in her classroom, to growing tomato plants using seeds from space, to participating in on-line/virtual learning opportunities with students, Angela Debertin consistently looks for ways to be innovative in her teaching. She seeks new initiatives and then works to secure funding for these projects. Most recently, Angela has been involved in developing a hydroponic garden and non-traditional seating for students, including bikes and standing desks, that allow for movement and the development of core strength. She uses social media within the classroom to create authentic literacy learning experiences such as communicating with authors on Twitter and using FaceTime to meet other classrooms across the planet for World Read-Aloud Day.

All students who have had the opportunity to have Angela Debertin as a teacher benefit greatly, but this is especially true for students who struggle academically or with their behaviour. Angela takes the time to provide these students with the attention they need and demonstrates that she believes in their ability to meet the expectations she has for them. Perhaps the best illustration of this is when a student who had been struggling in this way, approached the school principal after only a couple of months in Angela's class and proudly exclaimed, "I'm smart now!"

Angela's contributions to learning do not stop at her classroom door. She frequently organizes school-wide initiatives such as Walmart's Plastic Bag Grab, composting for students, and Me2We Group. She also works with students to develop their leadership skills.

In the words of her colleagues:

Angie is a people-person. She puts relationships first, and is a caring, kind and supportive human being: one who will support a colleague socially, emotionally or academically, and one who genuinely cares about the students that she teaches.

Angie has a passion for making a difference in all of our lives, and for that reason, we appreciate and value who she is.

As a new teacher, watching Angie in action helped me to adapt her successful practices in my own teaching style. Her students were always engaged in their learning and showed an inquisitive, problem-solving mindset. Angie is a champion of inquiry-based learning and there was always some kind of fun experimental activity happening



Angela Graham-Debertin was presented with the NBTA Credit Union Award for Excellence in Teaching by Bob Fitzpatrick, President of the NBTA CU Board.

in her classroom.

Angie has a depth of knowledge of the curriculum, pedagogy, and intervention practices, and her knowledge of the sciences is nothing short of amazing.

Angie bonds well with students so that she can understand them better as people and how to teach them most effectively, and they, in turn, know that she cares about them.

In the words of parents:

Even though Angie had no idea what my daughter was capable of, she still told her she believed in her. She told her she was an awesome reader even though she had never heard her read; something I, as her mother, had not even done! I was humbled, I was amazed, I was encouraged and I was inspired. And my daughter? Wow! Her confidence skyrocketed!

My daughter thinks that Mrs. Debertin should win an award every year.

She is great in so many ways, but her most admirable quality is that she makes others feel great. She helped my 7-year old stand 6 feet tall. She is outstanding!

In the words of her students:

The best class I had with her was science. It was always so fun because she always had these crazy ideas.

When she read to us, she would always be so energetic with the book and had really dramatic hand motions for pretty much every page.

You know that she is a good teacher because she has a way of always getting the kids interested in any subject, even if they don't like it.

She inspired me to start thinking of what science could do for the world. Like: stopping global warming, using water for gas to have cleaner air, preventing tornados, and finding cures for illnesses.

For all of these reasons, we are proud to present Angela Graham-Debertin with the NBTA Credit Union Award for Excellence in Teaching.



NBTA Honourary Lifetime Memberships



NBTA Honourary Life Membership – Honourable Graydon Nicholas

Education has been at the heart of a remarkable journey for Graydon Nicholas. Of Maliseet descent and born and raised on the Tobique Reserve, Graydon Nicholas worked and studied his way to a number of groundbreaking “firsts.” He was the first Aboriginal person to obtain a law degree in Atlantic Canada, the first Aboriginal judge appointed in New Brunswick and the first Aboriginal person to be named Lieutenant-Governor in the province.

Graydon Nicholas earned a Bachelor of Science degree from St. Francis Xavier University in 1968, a Law degree from UNB Law School in 1971 and a Master of Social Work degree from Wilfred Laurier University in 1974. He has received four (4) honorary degrees, one each from St. Francis Xavier University (1994), WLU (2002), Mount Allison University (2010) and UNB (2015).

Graydon Nicholas served as a Provincial Court Judge from 1991-2009. He was Chair of Native Studies at St. Thomas University from 1989-1991 and worked with the Union of NB Indians as legal counsel, Chairman of the Board and President of the Union of New Brunswick Indians from 1974-1988. He also served as the co-facilitator of the Task Force on Aboriginal Issues in New Brunswick, which dealt with issues such as logging rights in the province.

On September 30, 2009, Mr. Nicholas was appointed the 30th Lieutenant-Governor of New Brunswick. During his time in this role, his honour spent many hours and days travelling to schools across New Brunswick, visiting students promoting literacy and a love of learning. During these visits, he would often read stories to younger children and talk about his own experiences as an aboriginal student.

Graydon Nicholas has received numerous awards for his contributions to public life, including the Fredericton YMCA Peace Medallion, the New Brunswick Human Rights Award, the Canada 125 Medal, and the Greenblatt-Shore Distinguished Graduate Award from the University of New Brunswick Law School.

For all that he has accomplished and all he has contributed to New Brunswick, the New Brunswick Teachers' Association is pleased to recognize Graydon Nicholas with an Honourary Lifetime Membership.



NBTA Honourary Lifetime Membership – Heather Smith

Heather Smith helped establish an enviable standard for the position of NBTA President. During her term, if an event was occurring, a committee meeting, a branch rep council taking place, a politician in need of reminding, or a reporter to be educated, Heather was there. She consciously put the Presidency first and her own personal needs a distant second. A common statement from Heather was, “For my two year term, I don’t have any public, personal opinions. The ones I express are those established by the elected representatives of the NBTA”.

Heather’s extensive professional background, a Bachelor’s degree in Child Studies in Elementary and Special Education and a Master of Education in Literacy, both from Mount Saint Vincent University, along with over 30 years experience teaching at the elementary level, allowed her to enter deep waters in media interviews. Her skill set meant that she was not limited to prepared speaking notes, but could also take advantage of “teachable moments” with reporters. Heather’s ability was recognized and appreciated by the media to the extent that her opinions were sought out with increasing frequency, much to the benefit of the NBTA.

Heather’s service to her teacher colleagues began in her home Branch 1542, in Bathurst, and will end in Ottawa. She served as Acting Past President of the NBTA in 2007-2008 and Vice-President from 2009-2011. This was followed by her term as NBTA President 2011-2013, when Heather proved herself to be a dedicated worker and a knowledgeable and talented spokesperson for teachers.

After serving a year as Vice-President of the Canadian Teachers’ Federation, in July 2015, she became President of the organization which represents over 200,000 teachers nationally – the first NBTA member to hold this position in over thirty years. In this role, Heather has travelled across Canada and throughout the world advocating for public education, and support for teachers and students. She has continued to be a strong and articulate voice using teachable moments to educate and lobby politicians.

The New Brunswick Teachers’ Association is pleased to award Heather Smith with an Honourary Lifetime Membership.

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



(left to right) Kim Cripps - Branch 1608, Bethany Toner - Branch 1454, Heather Ingalls - Branch 1022, Wayne Coburn - Branch 1827, and Ron Furlotte - Branch 0215. Missing from photo: Connie Keating - Branch 0216

New NBTA Board Members



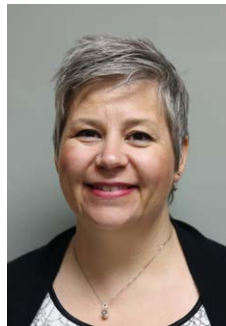
Tanya Legacy
Branch 0215



Angela Hoogendyk
Branch 0216



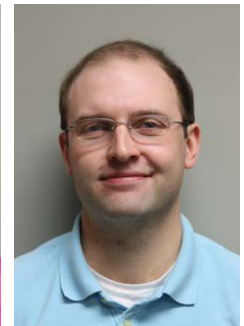
Joey Lee
Branch 1022



Shelly Durost
Branch 1454



Shelley Ward-Cain
Branch 1608



Michael Fletcher
Branch 1827

2017-2018 NBTA Executive Committee Members



2017-18 NBTA Executive Committee: Peter Lagacy (Branch 1428 - Nackawic), Greg Peters (Branch 1826 - Fredericton), George Daley (NBTA President -Term begins Aug 1), Jason Green (Branch 1431 - Perth-Andover), Karla Roy (Branch 1826- Fredericton), Rick Cuming (NBTA Vice-President -Term begins August 1), Christine Leeman (Branch 1021 - Black's Harbour), Larry Jamieson (NBTA Executive Director) and Barry Snider (NBTA Acting Past President).

DAWSON MURRAY 1942-2017



Former NBTA President and Deputy Executive Director Dawson Murray passed away at his home in Perth-Andover on April 15, 2017. Born in Chipman, he began teaching at the age of 18 and had an extensive career in education, much of it in the service of his fellow teachers. He was a member of the NBTF Negotiations Committee in the 1970s and in 1979, was elected as the sixth President of the modern NBTA. As Co-President of the NBTF, he led teachers during their only strike (one day) in this province. Dawson became a member of the NBTA staff, including the position of Deputy Executive Director, in 1984, serving until his retirement in 1995. He held prime responsibilities for pension matters, the Code of Professional Conduct along with numerous other duties.

Former NBTA President and Executive Director Bob Fitzpatrick served with Murray for many years. "Three things jump to mind when I think of Dawson; His sense of humour; his empathy for teachers who were in need, and his tenacious defence of teachers rights in regards to pensions and negotiations."

Dawson Murray vigorously promoted improvements in teacher working conditions , as well as providing personal support to those in need of advice and assistance. He was also instrumental in the establishment of the Professional Counselling Program for Teachers, an enormously beneficial service which last year celebrated its 25th anniversary. Words cannot satisfactorily sum up the involvement and impact Dawson had over his lengthy career on teachers, education and the NBTA throughout his years as a teacher, principal, teacher politician and Association staff member.

His methods were dynamic, his motives unselfish and his resolve unfaltering. He made a strong impression upon all those who met him.

In a 2009 interview, Dawson stated, "When I retired the write-up in the *NBTA News* said, 'With Dawson Murray there was no middle ground. You were either for him or against him.' I liked that. I think they got it just right."

Retiring Teachers of 2017

Congratulations!

1640 Marc J Arseneau
1826 Michael A. Barrett
0215 Debbie A. Baxter
1608 D. Robert W. Bell
0618 Lori A. Best-Godin
0618 Emily A. Black (Long)
0619 Suzette L. Boudreau
1826 Martin J. Brannon
1826 Susan E. Brannon (Tower)
1430 Jacqueline A Brennan (Boyd)
1827 Julie A. Caldwell (Smith)
1827 Agnes M. Campbell (Rutledge)
1724 Johanne F. Canam-Hargrove
1023 Dolores A. Casey
1023 Wanda S. Casey (Brown)
0619 Thomas E. Chamberlain
0215 Karen A. Chevarie (Dill)
1826 Jennifer A. Chisholm (Young)
1826 Alexis J. Christmas
1827 Wayne A. Coburn
0820 Deborah E. Collicott (Prince)
0619 Valerie A. Conrod (Johnston)
0619 Donna-Lee Corby
1826 Guy J. Cormier
0820 Wendy Cornfield (Stevens)
1809 Wendy L. Coyle
1826 Holly C. Currie (Williamson)
0215 Richard B. Daley
0619 Heather A. Daniels (MacGowan)
1725 Richard S. Demmings
1608 Jane Donaldson
1429 Tammy D. Dunbar (Cummings)
1023 Catherine Dunfield (Jobin)
1608 Maria C. Dunn
1430 Jackie M. Ebbett-Boyd
0618 John R. Elliott
0215 Debra L. Flash (Roode)
1428 G. Neil Ferguson
1826 Jacqueline A. Firlotte (Saulnier)
0216 Nancy L. Fitch (Cowan)
1608 Catherine Frenette
1542 Anne E. Furlotte (Adams)
0619 Paulette L. Godwin
0215 Kathleen Goobie (Gillespie)
1826 Diane P. Goodwin-NiNi
1725 Gail A. Gould (Alward)
0619 Karen A. Graham (Masson)
0820 Anne Griffin (MacDonald)
1022 Robert A. Griffin
0215 Noreen D. Hachey
1725 Theresa M. Halbot (McGrath)
1429 Joy-Anne M. Hanson (Dow)
1021 Frederick B. Hare
0820 Patricia A. Hartley (Wheaton)
0618 Cynthia G. Hatt
0820 Jacqueline A. Heffernan (Morey)
1023 Audrey K. Hitchcock (Elo)
0820 Constance M. Hooper (Burns)
1542 Marilyn S. Hopkins (Breckenridge)
0216 Virginia S. Hopper (Oblenes)
1724 Beth V. Hubbard
0820 Marilyn L. Hughes (Vaughan)
1429 John D. Irvine
0619 Patricia M. Johnston
1430 Megan K. Kelley (Thompson)
0215 Susan Kelly
1542 Rosalind M. Kennedy-Townsend
1610 Vivian G. Kierstead (Lounsbury)
1023 Kevin W. Kiley
0820 Kevin S. King
1725 Joyce K. Kuzyk (Chess)
0820 Elva E. Lacey (Hunter)
1428 Sandra V. Langdon (Peters)
1827 Carole H. LaPointe-Nowak
1826 Karl Leaman
0619 Donna L. Leary (Thomson)
0215 Nancy M. LeBlanc
1826 Francine M. LeClerc
0820 M. Elizabeth Lewis (Quigg)
0215 Paul D. Lynch
1610 Brenda Lee MacDonald
0217 Robin G. MacDonald (Lono)
0214 Sandy A. MacDonald
1826 Gray MacDougall
1023 Janet J. MacDougall (Strang)
0214 Blaine MacIsaac
1536 Deborah L. Mackenzie (Phillips)
0215 Debbie C. MacLellan (Bowles)
0215 Theresa A. MacLeod (MacDonald)
1725 Mary-Jo MacRae
1536 Darlene Mann
1542 John F. Mann
0215 Christina C. Marcil (Lutes)
1826 Sally W. McAllister (Coughey)
0820 Kim A. McCumber (Plater)
0820 Dr. Kathryn B. McLellan (Beattie)
1725 Michael R. McLeod
1536 John Mihaljevich
1826 Susan D. Morehouse
0618 Tammy E. Morris (McAfee)
0820 Kelly A. Munroe
1536 Matthew A. Neil
1826 Holly L. Neill-Daley
1826 Monique L. Ouellette-Williams
0215 Jeff G. Paquette
1826 Shelley M. Parks (Sypher)
0215 Nancy C. Pipes (Plant)
0820 Marilee D. Price
1826 Linda M. Price-Ellefsen
1023 Judith A. Quartermain (McKnight)
0215 J. Doran L. Ramsay
0215 Debra J. Richard (Leger)
0215 Jean-Paul Richard
0619 David B. Ripley
1725 Nelda M. Robbins
0215 Rennie D. Roop (Lumb)
0215 Judy E. Roper (Carragher)
1538 Heather D. Ross (Prichard)
1826 Andre J. Savoie
0618 P. Lynn Scott
0619 Jennifer M. Seely (Pope)
1826 Catherine M. Semeluk-Brown
1542 Bonnie L. Shannon (Hodnett)
1023 Christopher A. Sherwood
1725 Donna L. Shirley
0820 Anthony P. Smith
1725 Charlotte C. Smith
1542 Heather L. Smith (MacLaggan)
0215 Barbara E. Stead (Menchions)
0214 Susan A. Steeves (Waite)
1542 Beth Stymiest (Cain)
1430 Gerald W. Sullivan
1608 Jennifer A. Sullivan (Waye)
0215 Karen E. Tanner
0619 Bette M. Theriault (Myles)
1826 Shawna L. Todd
0820 Heather L. Trecartin
0820 Lana M. Van Beelen (Giberson)
1725 John C. Wall
0820 Michael C. Wallace
1725 Susan M. Watson
1430 Shirley A. Wetmore (Ruff)
0215 David B. Wheaton
0215 Heather L. White-Gerhardt
1538 Lyle F. Whitty
1542 Joan E. Wilson (Wiseman)
0215 Sheldon R. Woodard
1826 Alice L. Young (McMaster)





**The New Brunswick Society of
Retired Teachers**

www.nbsrt.ca

NBSRT

Since 1975

CONGRATULATIONS TO THE RETIREES OF 2017!!

The New Brunswick Society of Retired Teachers extends sincere best wishes as you look forward to your coming retirement.

As you close the door on a career dedicated to students, a new door opens up possibilities. Perhaps you will take that long dreamed of trip, spend more time with friends and family, elude our winter weather, pursue an interest you have never quite been able to fit into your schedule, or take a more active role in your community. We know YOU will be creating your daily schedule. The multiple responsibilities of teaching will no longer demand significant amounts of your time.

As you look forward to the first year of retirement, NBSRT invites you to become part of our family of over 2700 members in ten branches. You can stay connected with and enjoy the company of colleagues – perhaps at a first day of school event, a luncheon, or a games day. We invite you to visit our webpage (www.nbsrt.ca) for a “taste” of our activities on behalf of retired teachers.

Please know your years of dedicated service have made a difference in the lives of so many – a difference you may never fully know.

Take pride in your career and enjoy the rewards of a long, happy and healthy retirement!

All best wishes from the NBSRT are with you.

Margaret Urquhart

Margaret Urquhart

President, NBSRT

A Member of the Canadian Association of Retired Teachers
www.acer-cart.org

Presence: The Most Powerful Gift We Can Give

by Ardith Shirley, NBTA Staff Officer



“Listening is such a simple act. It requires us to be present, and that takes practice, but we don’t have to do anything else. We don’t have to advise, or coach, or sound wise. We just have to be willing to sit there and listen.” Margaret J. Wheatley



A number of years ago, while working as a teacher facilitator in a federal government pilot project called Future to Discover, I found myself in a high school classroom in Miramichi on a warm October afternoon, sitting at a table with three high school students. As the tail of a very fat and very live rat curled around the eraser of the pencil I was holding, I made a mental note to place more

specific parameters on the homework assignment – to bring 3 ‘artifacts’ from home – when I worked with the St. Stephen cohort the following week.

We were about to embark on an activity called, “Finding Your Focus”, requiring each student to take turns sharing three ‘artifacts’ they had brought from home that they believed ‘represented’ who they were at their core. The process required each student to present their three items to the group and explain why they had chosen it as important or symbolic. As they presented, the remaining two students and myself would be completely silent and listen intently to each and every word the presenter was saying. We would take special note of any words or phrases we wanted to recall in the debrief. The rule was that we could not interrupt to ask any questions until the speaker was finished.

So now that you understand the assignment, let’s get back to the rat. As I tried to control my desire to scream and run out of the room, I noted that the young man – let’s call him Michael – who owned Anthrax (Ani for short) had two other artifacts: a set of nunchuks and a baseball bat. As he glared at me with his arms crossed defiantly from across the table it became clear that I was being ‘tested’. Never one to shy away from a challenge I recall meeting his gaze directly and mustering every ounce of courage I could find as I proceeded to act as though having Ani

scurry around my pencil and papers was completely normal. To my surprise the other two students (who I could tell were equally as horrified by Ani as I) pulled in their chairs and took my lead. I smiled at the group and asked which of them would like to present first.

By some miracle, we got through the ‘focusing’ of the first two students without incident and it was now Michael’s turn. As I invited him to begin, his body language told me that he hadn’t bought into this ‘stupid’ assignment and I found myself mentally preparing for how I would react when he stormed out of the room or his obvious temper flared.

Michael began by explaining that Ani was a birthday gift from his grandfather. Since that day, they had spent many evenings and weekends building mazes and games for Ani to be entertained. He went on to share some of the stories his grandfather had told him as they had built.

Michael continued with his second artifact, the baseball bat, by noting that it was a gift from an uncle. Just as he began describing his third artifact, the nunchuks, I noticed his voice soften and a couple of tears spill down his cheek. Despite his obvious emotion, he continued to share. Once he was done, the two girls and I asked many clarifying questions and were able to find words to describe his people and family oriented focus. When we were done, Michael seemed pleased and I saw his smile for the first time.

I should mention that it was not uncommon for students to demonstrate emotion during the activity and yet I hadn’t predicted this response from that rough and tough young man. As the session completed for the evening, I was able to pull Michael (with Ani peering at me intently from his shoulder) aside for just a second. I thanked him for sharing his stories with us and for bringing Ani to meet us. I then asked his permission to wonder what exactly had prompted the two tears I had noticed fall. (I was anticipating that he would tell me that either his grandfather or uncle had recently passed away.) To

Growing, Learning & Living

this day I can still hear Michael's voice and feel the visceral reaction I had when he said – ***“No one has ever listened to me for that long before, Miss, for some reason it made my eyes wet.”*** Michael's words hit me so hard that I felt the wind knocked out of me.

I am not even sure how I responded to Michael in that moment, but I do know that as soon as the room was empty I sat down and shed tears of my own. What in the world were we doing in schools (and life for that matter) that the experience of simply being listened to for ten uninterrupted minutes could be so powerful that a tough high school kid could be reduced to tears?

I recently had the privilege of attending a course in Executive Coaching through Royal Roads University. Part of my course work involved analyzing the eleven core competencies of coaching as defined by the International Coach Federation:

A. Setting the Foundation

1. Meeting Ethical Guidelines and Professional Standards
2. Establishing the Coaching Agreement

B. Co-creating the Relationship

3. Establishing Trust and Intimacy with the Client
4. Coaching Presence

C. Communicating Effectively

5. Active Listening
6. Powerful Questioning
7. Direct Communication

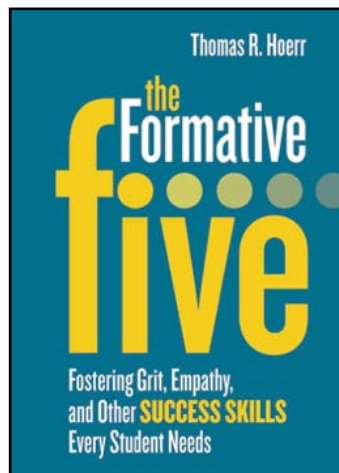
D. Facilitating Learning and Results

8. Creating Awareness
9. Designing Actions
10. Planning and Goal Setting
11. Managing Progress and Accountability



Book Give-Away!

Congratulations to Harriet Silliker of NSER in ASD-N who is the winner of our March Book draw! This month's draw is for *The Formative Five: Fostering Grit, Empathy, and Other Success Skills Every Student Needs* by Thomas Hoerr. Sound interesting? Send me an email with the subject line 'Book Draw' before June 23rd.



As I did so, I found myself comparing the coaching process to that of the teaching process. My current conclusion is that they two are more alike than different. I couldn't help but smile when I noted that competency four 'Coaching Presence' under the theme 'Co-creating the Relationship' is noted in the literature as being essential. They go so far as to suggest that without it, true coaching has not occurred. As I consider the many lessons Michael taught me those many years ago in a classroom in Miramichi that warm October afternoon, I am inclined to suggest that the gift of truly being present for our students is a requisite of great teaching as well.

As we wind up yet another school year, I wish for you many opportunities to be truly present for your students, colleagues, family and friends. When the many demands compete for your attention, recall that the experience of being seen, heard and understood without need of interpretation or interruption is such a rare and powerful human experience it is one of the best gifts we can give to others....and in turn ourselves.

Best wishes for a restful, relaxing and rejuvenating summer break. Here's to lots of growing, living and learning along the way!



May I Recommend?

Learning to Listen is a brilliant article written by Shane Safir and it appears in the May 2017 issue of Educational Leadership magazine on Pages 16-21. It is also available online at: <http://www.ascd.org/publications/educational-leadership/may17/vol74/num08/Learning-to-Listen.aspx>

The Summer Issue of Education Canada includes an article titled *Manitoba's Moratorium on School Closures: What has it achieved, what is next?* written by Brian O'Leary and Jon Young. This article discusses and analyzes that provinces very different and opposite approach to school closures compared to ours here in New Brunswick. Worth a read if this issue is of interest! (Available online at: <http://www.ce-aace.ca/education-canada/article/manitoba%E2%80%99s-moratorium-school-closures>)

Closing Quote:

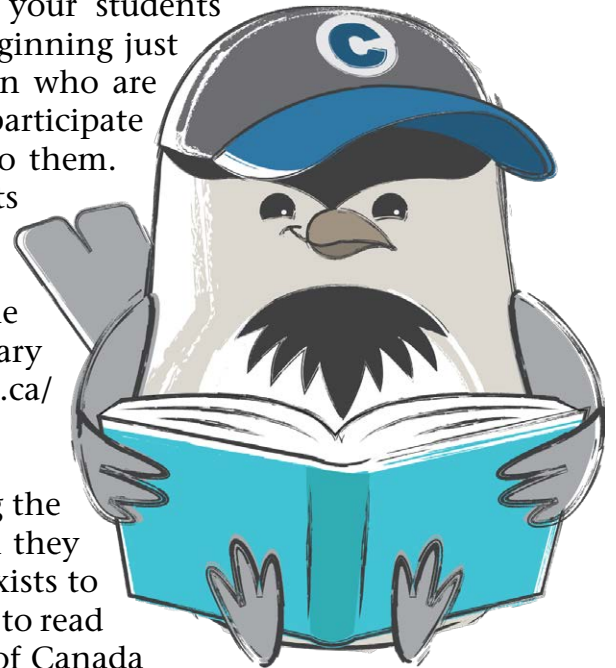
“Coaching is not telling people what to do, it is giving them a chance to examine what they are doing in light of their intentions.” Jim Flarety

"Celebrate!" 2017 Summer Reading Club



2017 is Canada's 150th birthday and everyone is invited to the party at the New Brunswick Public Library Service! This year, the Summer Reading Club will explore and celebrate Canadian culture from coast to coast to coast. Learn all about what makes Canada unique, from its famous folks and inventions to its notable landmarks and icons. This summer, our mascots Charlie the Chickadee and Annick the Porcupine will take us on a tour of everything there is to see and do.

Summer Reading Club 2017 is going to be a summer-long celebration, so don't let your students miss out! Registration is beginning just as school is ending. Children who are not yet able to read can participate by having someone read to them. Encourage your students to visit their local public library to register. They can also take advantage of the New Brunswick Public Library



Service's website and register online at <http://www.gnb.ca/publiclibraries>.

Studies have shown that students who don't read during the summer months are at a significant disadvantage when they re-enter school in the fall. The Summer Reading Club exists to prevent summer learning loss and to encourage children to read through fun and engaging activities. This year's theme of Canada 150 should have something to satisfy the interests of children of all ages as they explore every facet of this country. Fun awaits registrants this summer as they participate in programs, listen to stories, and find exciting new books to read at their public library. You should have received a poster with this newsletter that promotes the Summer Reading Club. Please hang it in your classroom. You can also invite a staff member from your local public library to come and talk to your students about the program. Please contact your local public library to make arrangements.

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



From 3 to 3® at Andover Elementary School

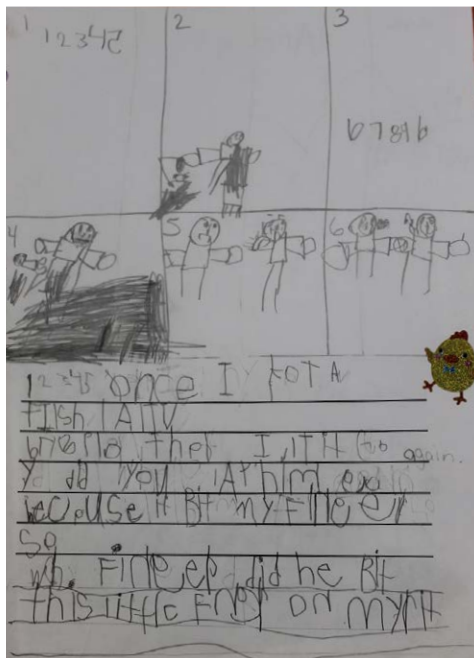
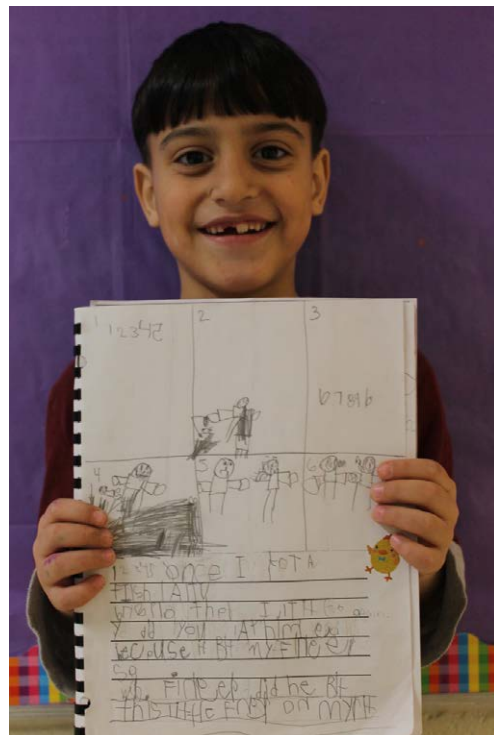
by Ann Marie Berry Wattie, teacher, Andover Elementary School and Karah Raymer, From 3 to 3® Program Coordinator



Like many other New Brunswick schools this year, Andover Elementary welcomed a family from Syria. The Raslan family arrived in New Brunswick on July 12th, 2016 and brought their two older boys to our school to begin their education in Canada. We have all learned a great deal. Eyad who is in Grade One has had the opportunity to develop his language skills by participating in the FROM 3 TO 3® program: developing literacy through story.

The McCain Foundation has partnered with ASD-W to offer this oral language and literacy program in seven elementary schools in the Woodstock Education area. AES could not have had a better opportunity for Eyad and he has flourished!

The FROM 3 TO 3® program develops children's language, their ability to reason and draw inferences, and their ability to represent their thinking in drawing and writing. Our Kindergarten and K/G1 teachers have seen children grow in confidence and take risks in telling, writing and reading stories.



FROM 3 TO 3® provides teachers with oral stories and rhymes as well as children's literature to use in the classroom. Teachers learn new strategies and approaches in FROM 3 TO 3® workshops and through in-class support.

The FROM 3 TO 3® representing and writing process starts with oral language. Eyad has learned the rhymes with his class by saying them many times and then he leads his class in those known rhymes. He then represents the rhyme with a picture and using his English writes it out.

The rhyme that Eyad has written shown in the pictures below is as follows: One, two, three, four, five, once I caught a fish alive. Six, seven, eight, nine, ten, then I let him go again. Why did you let him go? Because he bit my finger so. Which finger did he bite? This little finger on my right.

Hearing Eyad join in with his classmates to rhyme and tell stories at recess is wonderful.

NBTA Strategic Action Plan 2016-2017

| PRIORITIES | KEY OBJECTIVES | STRATEGIES | STRATEGIC ACTIONS |
|--|--|--|--|
| <h2>Strengthening Relationships</h2> <p>(objects: c, d, f, g, h, i)</p> | <ul style="list-style-type: none"> • Positive internal and external relationships are further established and expanded. • NBTA builds capacity and increases member engagement through leadership development. | <ul style="list-style-type: none"> • NBTA continues to enhance the working relationship with the Department of Education and Early Childhood Development, other departments, districts, and stakeholders. • NBTA continues to foster positive working relationships among NBTA members, and with AEFNB and NBTF. • NBTA leadership development focuses on the best practices of working together. | <p>Finalize the development of working partnership)</p> <p>Joint staff meetings between NBTA shared among staff. Staff Liaison assignments strengthened</p> <p>Board orientation and Executive O Leadership capacity is enhanced through Workshop, POINT Meeting, PLC</p> |
| <h2>Professional Stewardship</h2> <p>(objects: a, b, d, e, f, g, h)</p> | <ul style="list-style-type: none"> • Members understand and practise professional responsibility and maintain professional relationships. • The NBTA ensures the best use is made of the Association's resources. | <ul style="list-style-type: none"> • Professional learning is provided to members regarding the rights and responsibilities of NBTA membership. • Professional learning is provided to members regarding professional relationships. • NBTA continues to focus on efficient use of resources. | <p>Rights and responsibilities of members Supply Teacher Workshops and C</p> <p>Skills for maintaining professional and during workshops on Code of Restructured committees convened</p> <p>Analysis of operational reporting a <i>Cost Benefit Analysis</i> undertaken.</p> <p>Structure and Services Review is i</p> |
| <h2>Promoting Public Education & Supporting the Teaching Profession</h2> <p>(objects: a, b, c, d, e, g, i)</p> | <ul style="list-style-type: none"> • Teachers and the NBTA are perceived positively – both internally and externally. • The public understands the importance and value of a properly-funded public education system. | <ul style="list-style-type: none"> • NBTA disseminates strategic messages. • Parents and the general public are educated about the value of public education. • NBTA advocacy and political action increases public pressure for a properly-funded public education system. | <p>Media action follows Board meeting</p> <p>The President prepares and delivers mainstream and social media.</p> <p>The use of social media is expanded</p> <p>Board and membership are mobilized</p> <p>NBTA maintains ongoing political a</p> <p>NBTA lobbies for an adequately fu</p> <p>CTF programs and messages are</p> |
| <h2>Enhancing Learning & Working Environments</h2> <p>(objects: a, b, d, g, i)</p> | <ul style="list-style-type: none"> • NBTA works to improve the essential conditions for teaching and learning. • NBTA members are aware of their rights and responsibilities regarding the essential conditions for teaching and learning; and possess the skills required to champion them. | <ul style="list-style-type: none"> • NBTA works with NBTF to maintain and improve working environments through the collective bargaining process. • NBTA advocates for all students to have a right to equitable class sizes and a class composition conducive to learning. • NBTA engages partners in developing a common interpretation and application of the essential conditions for teaching and learning. • NBTA advocates for all students in New Brunswick to be provided with an educational opportunity to enhance first language skills and access to second language programming. | <p>NBTA President, Vice-President and Committee to give voice to profes</p> <p>NBTA pursues specified revisions stakeholders.</p> <p>NBTA provides feedback regarding that impact the essential conditions NBTA works to influence the direct at their best. NBTA seeks professionally sound through actively participating on t</p> <p>NBTA lobbies for teachers displaced system at the school level. NBTA lobbies for upgrading/enhancing teachers to improve their French a minimum. NBTA develops a list of recommen and shares this work with stakeh or the Bilingual Learning Environ</p> |

STRATEGIC ACTIONS

COMPLETED ACTIONS

ing relationships with education partners (ex: NBFHS
 A, AEFNB, and NBTf staff are held and information is
 en positive relationships between members and staff.
 riorientation are designed to build leadership capacity.
 hrough professional learning during Branch Presidents'
 hairs Workshop, and Council Coordinating.

*3 meetings with Home & School
 Met with NBACL
 CAPTO Executive Fall and Winter Meetings
 Met with NBSRT
 Met with Early Childhood Educators Association
 Met with Opportunities NB
 Joint internal meeting held January 10/11
 Executive Directors and Deputies met September 19, November 28, March 20
 Some staff attended Principals' Meetings in Fall and Winter
 102 Branch meetings attended to date
 Executive Orientation was held August 17-18
 Branch Presidents' Workshop was held September 30
 POINT Meeting was held October 13: POINT Chair Persons Meeting March 29
 Council Coordinating was held September 23
 PL Chair Workshop December 1, 2*

bership are highlighted through Compass Conference,
 Code of Ethics and Professionalism Workshops.
 relationships are highlighted during FIERCE workshops
 f Ethics & Professionalism.
 d; pilot continues through 2016-2017.
 llows governing bodies to maximize use of resources.
 nited.

*Compass Conference was held October 13-14
 7 Supply Teacher Workshops to date
 4 Code of Ethics Workshops to date
 1 Conflict in School Workshop to date
 6 Fierce Workshops to date
 Committees named; work initiated
 Finance Work Group met twice
 Cost Benefit Analysis completed
 Staff undertake analysis of Operational Reports
 Committee convened; met March 28*

ngs to highlight current issues.
 ers strategic messages to the public through both
 ed to further support organizational objectives.
 ized to share key messages.
 action.
 nded public education system.
 leveraged to support the teaching profession.

*PR on class composition initiated
 Internal Communications Work Group met twice
 New commercial developed in house
 External Communications Work Group met twice
 Media re launch of Ed Plan
 Media Advisory Committee met several times
 President had multiple media interviews; Ongoing Social Media posts
 Redesigned website launched
 Born to Read Board Meeting
 Representation at State of the Province
 President attended NSTU Rally
 ADM attended September Executive Meeting
 Individual political contacts made; Letter sent to Premier
 Project Overseas the lead story in NBTA News; Some CTF messages reposted
 Strong participation in Daughters of the Vote*

nd staff serve on Negotiation Team and Strategies
 ssional issues during bargaining.
 to Policy 322 through ongoing meetings with
 g the development of documents, policies and programs
 ns for teaching and learning.
 ion and implementation of the 10-Year Plan: Everyone
 changes to assessment, reporting, and evaluation
 the provincial committees.
 ed by the return to grade 1 entry point to remain in our
 cement opportunities (funded by government) for
 Second language skills; online options should be kept to
 ndations to be considered in the revision of Policy 309
 olders; recommendations may reference Policy 321 and/
 ment Policy.

*Strategies and Negotiation days: October 11, 12, 13, 24, 25, 26, 27; November 7, 8, 9,
 10, 28, 29, 30; December 19, 20, 21; January 16, 17, 18, 19, 20, 28, 30, 31; February 1,
 2, 28; March 1, 2, 3, 18
 NBTA Staff involved in creation and delivery of bargaining presentation.
 ESS Workgroup met twice
 Meetings held with DM, ADM, Minister Kenny, B. Higgs
 3 Meetings held with NBTf regarding class composition
 Brief submitted on Policy 322; 3 Meetings held with EECD re: Policy 322
 Meeting with Work Safe NB
 Staff attended 4 report card meetings
 Meetings re: PowerSchool (3)
 MACFSL Meeting
 K-8, 9-12 Workgroups met twice
 Ed Plan Implementation Group met twice
 Meeting with K-2 Priority Unit
 NBTA submission made to EECD; meeting held re: Ten Year Plan, EECD briefed staff
 High School Assessment Meeting at EECD
 High School Principals Meeting Re Assessment
 Recommendations made for revision of Policy 309*

A Vision of Professionalism

by Kimberley McKay, NBTA Staff Officer

I was recently invited to attend the Branch 1826 and Branch 1827 year-end POINT rejuvenation event. The Branch POINT participants, the Branch POINT Representatives, and invited guests gathered at Monkeycakes in Fredericton for a delicious meal and professional learning. It was my pleasure to be asked to facilitate a session on professionalism. When searching my files, I found the traditional professional documents such as the NBTA Code of Professional Conduct and EECDC Policies 701 and 703. However, the past work of researcher Roland Barth and his vision of effective schools seemed most appropriate at this time of year when teachers tend to reflect on the year – the good, the bad, and the ugly! Although Barth speaks directly to effective schools, his elements are easily transferable into a personal vision of professionalism. Barth suggests the following items as critical to the vision: a community of learners; collegiality; humor; anxiety and standards; taking risks; choice and commitment; respect for diversity; a place for philosophies; and leadership (Barth, 1990). All educators are encouraged to set their own vision for professionalism as without it, “your behavior will become reactive, inconsistent, and short-sighted as you seek the action that will most quickly put out a fire so you can get on with putting out the next one” (p. 516). As the school year winds down, it is an excellent time to reflect on what your vision of professionalism entails and to consider how that can be enhanced in your work with students and colleagues.

POINT Participants on Professionalism

Part of the vision of a community of learners is everyone learning together under one roof so this Branch POINT event provided an ideal opportunity to learn about the vision of professionalism that each participant holds:

There are always ways to defuse a tense situation. True professionals will seek out a variety of methods to prevent an explosion.
-Early Career Teacher

Fill your teacher toolkit with all the tools you need to turn negatives into positives – learn to see the humor in situations.
-Early Career Teacher

Just keep swimming! Being a professional means taking risks and committing to your students and colleagues. Remember that you are part of an amazing community that is working towards a common goal.
-Gabrielle Maillet, Early Career Teacher, Leo Hayes High School

Heart means everything. Professionalism should always entail commitment to your career, but beyond that you should be passionate about everything you teach. Students are inspired to learn by those who are inspired to teach.
-Vanessa Blanchard, Leo Hayes High School

Professionalism is coming back to the start every day, remembering why you are here and what this is all about. We are here for the kids. We are here to help them feel loved, supported and safe so that they can grow into someone they are proud to be. At the end of the day release all the lists, the should-do's, the tough moments we are tempted to hold onto with anger. Rest grounded in knowing that today we were here for the kids and we will be there again tomorrow.
-Aimee, Early Career Teacher, Grade 8

We see students as cupcake pans waiting to be filled and decorated. A professional will create a great mix to put into those cupcakes!
-Early Career Teacher

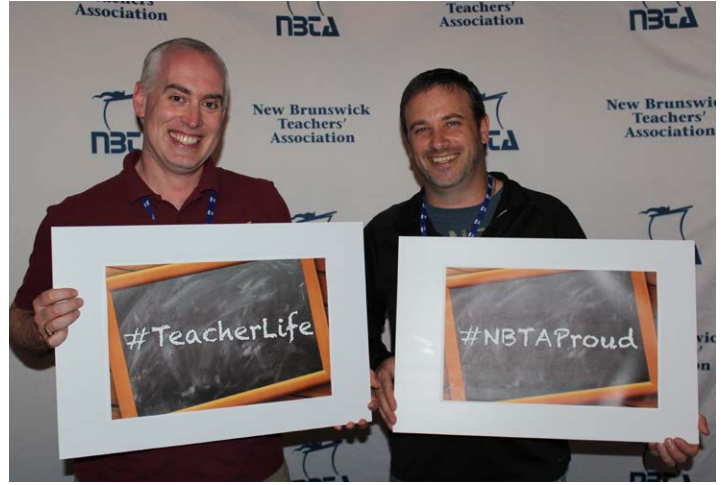
Professionalism is about making the right choice. When considering this, the right choice is not always the path that all or most travel; it is what best works for you. Carefully consider your options, then follow your intuition. Trust yourself and your abilities. Never stop moving in your profession and chase your dreams.
-Wayne, Director of Schools, Fredericton Education Center

Make sure you are well-prepared to engage those young minds who are eager to learn! The dishes can wait...
-Tina, Branch 1827 POINT Rep., Harvey High School

Use technology wisely by finding information that is beneficial to a student's positive learning and omitting negative elements.
-Early Career Teacher

Reference: Barth, Roland (1990). *A Personal Vision of a Good School*. *Phi Delta Kappan*, 71 (7), p. 512-516.

NBTA AGM 2017



The NBTA School-Based Wellness Program

We are almost to the end of the 2016-2017 school year. Did you take time to participate in wellness activities in your school? Or did you participate in a district-wide activity challenge? The NBTA School-Based Wellness program is in place to promote wellness and we hope you see the value in taking time to focus on your personal physical, mental and spiritual health. Taking time for you is not selfish. Rather, it should be an essential and regular part of your day. Enjoy the following pictures of our provincial wellness facilitators, wellness school reps and staff from different schools making time for some fun.

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



Have a restful summer and enjoy your time with family and friends.

Be well,

Lisa, Carmen, Michael



Hampton High School staff after a canoe outing last fall.



Stephanie Borthwick, ASD-S Facilitator, thanks Dr. Ansar Hassan, heart surgeon and a rising-star comedian, for being one of their guest speakers at their fall wellness rep meeting in Rothesay.



There was much laughter during his presentation.



Wellness Facilitators collaborating to solve puzzles!



Wellness Reps from Anglophone West

Elementary Council Day - Fredericton



NBTA Elementary Council presented its 2017 awards in Fredericton on May 4th. Recipients are: (l to r) Janet MacKinnon (Dorchester Consolidated), Judy Gallant (Gretna Green Elementary), Alison Sullivan (North & South Esk), Marjorie Hewson (Florenceville Elementary), Carrie Estey-Bourgoin (Keswick Valley Memorial) and Shirley Wetmore (Bath).



Olympic Medalist Silken Laumann took time after her presentation to meet with many teachers.

UNB Education
UNIVERSITY OF NEW BRUNSWICK Fredericton

GREAT EDUCATORS START AT UNB!

Congratulations go out to the **winners** of the iPad Mini's at each of the NBTA Council.

Elementary Council — Carla Kolada — Nashwaak Valley Middle Council — Colleen Miernicki — Bliss Carman Middle High School Council — Diane Langille — Fredericton High

Thank you to everyone for stopping in at our hospitality rooms!

Middle Level Council Day - Saint John



Keynote: Jack Berckemeyer



High School Council Day - Miramichi

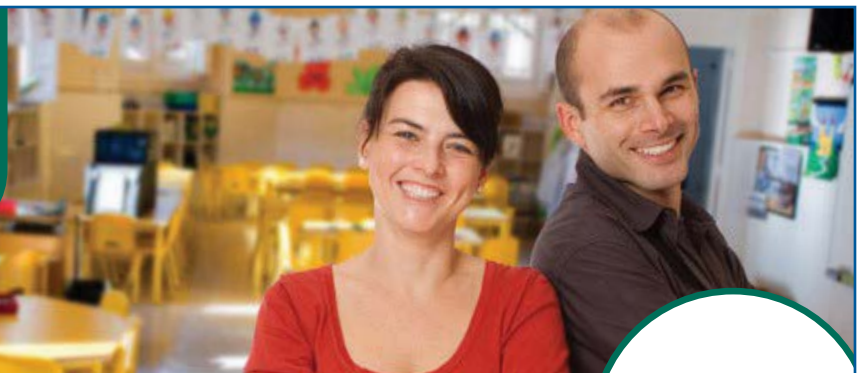


(L-R) High School Council President Alice Walker, Catherine Frenette (Blackville School), Louise LaBerge (Fredericton High School), Beth Christie (Nackawic High School), NBTA President Guy Arseneault. Missing: Pamela Fowler (Riverview High School).



High School Council Day in Miramichi

 **St. Thomas**
UNIVERSITY
EDUCATION INSTITUTE
Summer 2017



The **ST. THOMAS UNIVERSITY EDUCATION INSTITUTE** is pleased to announce two summer courses in Fredericton.

Course descriptions, application forms, and details concerning admissions and accommodations are available at www.stu.ca

EDUC 6153: Assessment as an Instructional Practice

July 4 - July 8: 9am - 4:30 pm
Instructor: Dr. Grant Williams
[grantw@stu.ca]

EDUC 6143: The Professional Learning Community

July 10 - July 14: 9 am - 4:30 pm
Instructor: Dr. Ray Williams
[raywilliams@stu.ca]

TUITION
\$ 633 per course

For more information, contact the Education Institute Coordinator Dr. Grant Williams at grantw@stu.ca or visit STU.ca.

Paid Advertisement

Save the Date!

Outstanding Summer Professional Learning Opportunities

DSS 2017

Developing Successful Schools Conference

July 4-7, 2017

Mount Allison University, Sackville, NB



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

with Jenni Donohoo

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

— DSS 2016 Attendee



Council Institute



**Kelly Gallagher
Conference
July 14, 2017**

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

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

**Penny Kittle
Conference
July 15, 2017**

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



Partners:

Elementary Council



Middle Level Council



High School Council



New Brunswick
Nouveau Brunswick
Department of Education



Watch for details and information on how to register both online at www.nbta.ca and on Council Day
For inquiries, contact Heather Ingalls, Heather.Ingalls@nbed.nb.ca, or Colleen Dunnet, colleen.dunnet@nbed.nb.ca.

All teachers are welcome!

CAP Distinguished Vice-Principal of the Year



Congratulations to Tracy Stewart (Park Street School, Fredericton) honoured as Distinguished Vice-Principal of the Year by the Canadian Association of Principals.

Unbeatable Volunteering Record Set

Article and photo Courtesy of Encounters with Canada



Michael White (left) with the Right Honourable David Johnston, Governor General of Canada

South Tetagouche, NB resident, retired teacher Michael White was honoured, today, for his 100 weeks of volunteerism at Canada's largest youth forum, Encounters with Canada (EWC). Acadie-Bathurst MP Serge Cormier, Mr. White's federal representative, was on hand at the Terry Fox Canadian Youth Centre to speak and deliver congratulatory messages from the Right Honourable Justin Trudeau and the Honourable Brian Gallant, Premier of New Brunswick.

Michael White has donated 100 weeks, 10,000 hours – almost two years of his life – to act as a teacher-monitor for the Ottawa-based, fully bilingual, youth citizenship and leadership program, Encounters with Canada (EWC), over a 20-year period. In so doing, he has set an unbeatable benchmark for Encounters' network of some 1,000 volunteers across Canada that will never be matched!

"I think he is the first and only person in Canada to have accomplished such a feat," said MP Serge Cormier. "He is a role model for all of us. His commitment to young people across Canada has encouraged them to come and share his enthusiasm, to become involved in Encounters with Canada." And speaking from the heart

to the participants present, Mr. Cormier continued: "And to all the young people out there, follow your dreams. Never forget that if you work hard and believe in yourselves, your dreams can become a reality. And I think Michael White is the perfect example of that, today."

Said Michael White: "When you follow your heart, and with some luck, you will do what you love. I would not have been able to come here without the support of my wife and my three children. Indeed, one of the highlights for me was in September 2012, when my daughter became a teacher-monitor at Encounters, too. She says she now understands why I continue to return."

Director General Linda Brunet added her good wishes: "One of the things that struck me, then, and still does to this day, is that the Encounters' program has been able to attract and keep its volunteers from across Canada for such long periods of time. Michael White represents all that is best about the Encounters with Canada program and its teacher-monitors. He has touched the lives of literally thousands of young Canadians from across our nation. His record of volunteering is second to none. He is the epitome of an educator, youth leader – and caring Canadian."

Fierce Conversations® Workshop

Tuesday, July 18, 2017 (9:30am-3:00pm)

Wednesday, July 19, 2017 (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 Opens: June 12, 2017

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 Janet Peabody at (506) 452-1828 or janet.peabody@nbta.ca

CONTACT



The Road Traveled...and the Road Ahead

Le chemin voyagé et le chemin à venir

CONFERENCE ON NEW TECHNIQUES AND CLASSROOM TEACHING

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

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

**University of Prince Edward Island Campus
Charlottetown • Prince Edward Island**

**For more information, contact your Provincial Teachers' Association
Pour de plus amples renseignements, veuillez joindre votre Association**

**SPONSORED
BY:**



Happy 25th Birthday Kindergarten!

by Connie Gill, Teacher, Nashwaak Valley School



Wow, just seems like yesterday that Kindergarten was rolled out in New Brunswick under the McKenna government in 1991. Education Minister, Shirley Dysart, steered the province toward a universal Kindergarten in New Brunswick. McKenna referred to her as the 'author' of Kindergarten. Actually, Kindergarten had been in the works since 1975. Kindergarten, in the meantime, was being offered by many educators around NB, however, the province was looking to implement a model that provided consistency throughout.

Although not compulsory until 1998, ninety - five percent of our four and five year olds attended the first year. Kindergarten teachers, who had their university degree began with a salary of \$19, 000 which increased each year for eight years until September 1999, when a full teachers' salary, as per the collective agreement, was received. Educators who not yet had their degree were given eight years to achieve Certificate IV and began with a salary of \$16,730 which also increased annually. Kindergarten became mandatory in 1998.

In the spring of 1991, I was one, among the mass hiring of Kindergarten educators. Having taught Kindergarten privately since 1983, I was ready for a challenge. Kindergarten began as a combination of play based and academic learning. Educators had the document, Young Children's Learning: A Teacher's Guide to Kindergarten. I was introduced to this by Molly Fry, who was an advocate for Early Childhood through the University of New Brunswick. In 1999 a new curriculum transitioned Kindergarten to a more academic focus, with specific outcomes. The revised and still current curriculum is student centered and advocates developmentally appropriate practices.

Kindergarten has evolved to presently looking like a grade one class as we used to know. However, we must remember the importance of play for young children who understand the world through experiences. Learning is about developing the whole child socially, creatively and physically. Active and experiential learning is developmentally appropriate for our young children under the age of eight. Implementing our current curriculum with many opportunities for student centered learning is vital.

At our roots, we were the leaders of the implementation of Kindergarten in public schools. Our role as teachers was to facilitate, encourage and guide children with their learning. From the first days of sod turning when we broke new ground bringing Kindergarten to public school, I still find myself among enthusiastic four, five and six year olds. I am elated as Kindergarteners' smile with pride as they read their first book and write their first words. These words are the words that only they and I can read, until it smoothly turns into the masterpiece demonstrating they are ready for grade one. I have always been passionate about creating a learning environment that celebrates every child and am proud of their accomplishments whether it be the little one who holds hands with a friend, another child reading a book, or another in the block corner telling me about their creation.

In 2011, I was the recipient of the National Inclusion award. I was honoured to be recognized, but even more gratifying is knowing that inclusionary attitudes and practices have changed over the past twenty five years. As I look at my Kindergarten tree, now 25 years old, I say "Happy Birthday!" It has been, and continues to be, a wonderful journey!



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54th Annual NBTA Bowling Tournament

Where: **Kingswood, Fredericton**

When: **October 13-15, 2017**

Cost: **\$50** per player required on registration

\$250 per team

New Teams Welcome!

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

Gary Di Paolo
271 Slope Road
Minto, NB E4B 3G8
Email: gdipaolo@nb.sympatico.ca

Host Motel: **Fredericton Motor Inn**



When Students Inspire: Entrepreneurial Adventure at St. Stephen Middle School

by Josh Cheney, Teacher, St. Stephen Middle School



Josh Cheney and Cheri Russell and our grade 8 team of 125 students have worked for the past 2 months on our Entrepreneurial Adventure (a program supported through The Learning Partnership). Together with our local business partners Bob Sweeney and Amanda Daigle from SIMCorp, we put our own spin on the program and held our culminating B2C Marketplace showcase and sale at our local Garcelon Civic Centre. The 70 student businesses raised over \$6500 with many of the businesses selling out of product. Some students decided to take orders after selling out and will go back to work in their various home workshops and deliver to their customers.

This inquiry-based project provided ample opportunity for 21st century skill development including: problem solving and critical thinking at all stages of the business creation process, creativity, along with various forms of communication such as phone calls, emails, and face to face conversations. Students used a wide range of technology--hardware and software,

public speaking, healthy risk-taking both financially and emotionally, and further developed their citizenship and character as they worked diligently, coordinated schedules, researched, and wrote for a variety of purposes including the completion of a real-life business plan model. Together we faced our individual and collective fears ranging from contacting charities, seeking help, overcoming frustration and disappointment, insecurities revolving around personal confidence levels and social anxieties.

The gifted students had no glass ceiling to bump into in this self-directed, yet scaffolded, no-limits learning environment, and the modified students found their success by showcasing their strengths instead of being defined by their limitations. The inclusive nature of inquiry-based learning was showcased to the town on Mar. 30 with hundreds of shoppers representing myriad demographics such as: the parents and grandparents who faithfully supported their children through this process, fellow students, teachers, local entrepreneurs, town council members, politicians, Chamber of Commerce and Future St. Stephen committee members, charity representatives, and even the curious townsfolk who just wanted to be part of the excitement.

The staff at St. Stephen Middle School widely supported this student endeavour and offered extra help to students at various points of business creation, production, and promotion, often using spare minutes and extra hours to provide resources and time to students. Local radio and newspaper ran stories, interviewed students, and offered further promotion of the program and marketplace event. Provincial radio also interviewed various students and Josh Cheney, the program coordinator/grade 8 teacher at SSMS. The local hockey organization, the ACES, featured SSMS students during their last playoff game by promoting the marketplace on the front cover of the evening's program, allowing 10 students to hand out over 1000 invitations, and providing 1st intermission promotional time for a dozen kids, Cheney, and town council represented by Mayor MacEachern, as student Emily Brown spoke to well over 1000 fans from centre ice. The national anthem was even performed by Cheri Russell (SSMS VP and



The response from parents and townsfolk was unabashed pride of the students, their quality of product and character, achievement, and the appreciation for demonstrated real-world skills. There was a sense of hope and pride from local entrepreneurs who believe the way forward for St. Stephen and New Brunswick is through entrepreneurship, specifically small business.

There was no lack of smiles, sales, and goosebumps on this day. And for good reason, this was a demonstration of what education can be when school and community work together for the academic, personal, ethical, and social development of our children.

A feel-good day.



NBTA Sponsored Professional Course

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

Enrichment Triad Training Course

Target Audience: Teachers (K-12)

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

Location:

NBTF Building, 650 Montgomery Street
Fredericton, NB

Registration Deadline: See below

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

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

Register Early - Limited Enrolment!

Summer:

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

Reg. Deadline: June 23, 2017

The Enrichment Triad Model is a literacy-rich, inclusive, cross-curricular, student-driven model. Its primary goal is to improve schools from within the classroom by differentiating and enriching the curriculum for ALL students in the regular classroom through interdisciplinary studies. It encourages the use of a wide variety of instructional strategies and styles while allowing students to experience self-directed, innovative learning based on their individual interests, strengths and learning styles. If thoroughly implemented, this model will offer the students three levels of enrichment.

Participants will be introduced to the work and philosophy of Joseph Renzulli and Margaret Beecher. This will be followed by an intensive, in-depth training of what the enrichment triad model is and how to implement it in the classroom. The training will include multiple handouts, activities, video clips of the model, discussion articles and actual practice. There will be lesson demonstrations of key skills to be taught and practice of each phase of the triad.

Participant Comments (2016)

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

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

PERSONALIZE LEARNING • INCREASE SELF-ESTEEM • CELEBRATE STUDENT SUCCESS

Professional Courses: Spring OR Summer

Name: _____

School: _____

Email: _____ Member Number: _____ Cell: _____

Summer (July 17-21)

You will be emailed with a confirmation of your seat.

Please print and mail registration form with payment (cheques payable to NBTA) to:
Judy Deveau, Executive Assistant, Professional Learning
NBTA, PO Box 752, Fredericton, NB E3B 5R6

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





Attention Teachers!

NBTA Sponsored Course
Kagan Cooperative Learning Credit Course

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

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

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

Where: NBTF Building, Fredericton, NB

Registration Deadline: June 23, 2017

Instructor: Michael Smith
Certified Kagan Instructor



Register by June 23rd by going to www.nbta.ca and clicking on the Kagan Button

Please make cheques payable to NBTA

It's All About Engagement

Workshop Highlights

Structures for Success™

- Put the best research into practice in your classroom
- Use cutting-edge structures that promote success
- Boost your students' achievement through practical, classroom-proven structures
- Make your lessons come alive
- Use strategies to reach all your students
- Make learning more fun for everyone

Improve Your Class Climate

- Create a caring, cooperative classroom through energizing classbuilding activities
- Foster belonging for students of all ability levels
- Have fun with your students with indoor and outdoor cooperative sports and games
- Promote full-class cooperation with scoring and recognition systems
- Establish a classroom environment where everyone wants to be - including you

Build your Students' Social Skills

- Teach your students the skills they really need to succeed in school and throughout their lives
- Promote caring, kindness, empathy, respect, and responsibility without separate lessons
- Develop your students' character in the context of learning together
- Improve student relations in your class and beyond

Form Successful Learning Teams

- Create and manage teams in your class where **Together Everyone Achieves More**
- Learn a better approach than simple group work
- Transform your lessons into engaging, interactive learning events that guarantee success
- Release the power of true cooperative learning

Participants Rave!

"I would HIGHLY recommend Kagan training to anyone and everyone who has any interest in helping kids succeed! One of the very BEST trainings I've ever been to!!"

- Katie Canar 4th Grade Teacher

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

- Josh Scott, 9-12th Grade Math Teacher

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

- Beth Box, 7-8th Grade Teacher

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

- Shannon White, 4th Grade Teacher

Professional Course Summer 2017

Name: _____

School: _____

Email: _____ Cell: _____ Member Number: _____

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

You will be emailed with a confirmation of your seat.

Please print and mail registration form with payment (cheques payable to NBTA) to:
Judy Deveau, Executive Assistant
NBTA, PO Box 752, Fredericton, NB E3B 5R6

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

Find the NBTA Online!

www.nbta.ca



Facebook

(New Brunswick Teachers' Association)



Twitter

(@NBTeachersAssn)

How much money should I be saving?

By Margery Nichol, NBTA Credit Union

There are many viewpoints when answering this question. The amount of money you should be saving each month really depends on what it is you are saving for and when you want to spend the money. It really comes down to **your goals** in the short, medium, and long term.

One area of saving that is often underfunded is an emergency fund. Many of the experts say you should have six months of salary saved for your emergency fund. In reality, most people find this goal unattainable which ultimately leads to nothing being saved for emergencies. My suggestion would be that "anything is better than nothing" with respect to emergency saving since many people end up turning to credit cards in the event of an emergency. This could be a car repair, emergency travel or another unforeseen event. Consider saving whatever amount you can now—whether it's \$100, \$50, or even \$25 per month or pay—until you have at least one month of take-home pay in an account that you perhaps can't readily access with your debit card but can still access when needed. This is a great way to get started and will help you to avoid going into debt for those emergencies, large or small, that happen to all of us in our lives. When you have accomplished this goal, you will already be in the habit of putting money away. You could then consider increasing the amount you save each month which would allow you to continue to build your emergency fund while also saving for something else.

There are some great tools available on the internet that can assist you. The Financial Consumer Agency of Canada (FCAC) and the Financial and Consumer Affairs New Brunswick (FCNB) are two great websites to access tools and calculators to help you reach your savings goals.



Have a financial question you would like answered?

Email questions to:
nbtacu@nbtacu.nb.ca

Paid Advertisement

Have your say!

If you work with English language learners,
we want to hear from you!

EAL Curriculum Development

A curriculum development team is currently writing high school EAL (English as an Additional Language) curriculum for New Brunswick schools. We invite you to send us your thoughts and/or suggestions. The perspectives and ideas from a wide range of stakeholders will enrich and support the curriculum development process.

Guiding questions to consider when preparing your comments and/or suggestions:



1. What do you feel are the most important topics/concepts that students must know by the end of EAL 110 and/or EAL 120?
2. What are the essential skills that you feel students must understand and be able to do by the end of these courses?
3. What strategies for teaching/learning/assessment should be utilized to allow students to demonstrate their understanding?

Would you be interested in working on this document in the summer? Please indicate your area of interest:

- Teaching and learning activities or strategies
- Assessment strategy suggestions (including rubric development)

Thank you for your feedback!

Kathy Whynot
EAL and Newcomer Children and Youth | Learning Specialist
Department of Education and Early Childhood Development

Please send your responses to: kathy.whynot@gnb.ca

March Break 2018 isn't going

to pay for itself.

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