



September 2010  
Vol. LIII No. 1

NEW BRUNSWICK TEACHERS' ASSOCIATION

# Supply Teachers to become



## NBTA Members

### "Going Green"

Major Change to  
NBTA Membership  
Registration  
September 2010

Green forms are out...



...a few minutes  
online is in!

All Teachers  
(including supply teachers)  
**Must Register Electronically**  
at [www.nbta.ca](http://www.nbta.ca)

We need **You** updated information to serve **You**:

- **NBTA & NBTF Services** rely on the information you provide.
- **NBTA Registrations** for Professional Development, Council Day and other events hosted by your Association rely on the database.
- **NBTA & NBTF Members-Only websites**, crucial during negotiations and communicating confidential materials, can only be accessed after members have registered.

**Prizes** Draws for major prizes for those registering. Details on the website.

if you are experiencing difficulty registering call 452-8921.



# NBTA Moves to Electronic Membership Registration

### INSIDE:

## Special NB Election Insert Parties Respond to Questions on Key Teacher Issues

### IT'S STILL YOUR CHOICE!

Each fall, you can choose whether you wish to receive the NBTA News in hard copy regardless of what you chose last year. Just talk to your School Rep.

The deadline for  
the next NBTA News  
is October 15



## A Message from the President

# Happy End of Summer, Fabulous Beginning of Fall, and very importantly, Brilliant Beginning of a New School Year!



*“...brown eyes, blue eyes, black eyes, green eyes, friendly eyes, happy and eager eyes, mischievous eyes, sad and lonely eyes, sometimes angry eyes, all of them seeking a connection, and we look back with smiling eyes that say, Welcome!”*

Dear Teachers, Educators, Colleagues, and Friends!

Happy End of Summer, Fabulous Beginning of Fall, and very importantly, Brilliant Beginning of a New School Year!

Every school year brings with it the promise and the challenge of something new. What we do with the “new” speaks volumes of the flexibility, collegiality, and ingenuity of our profession. It begins on the first day...

As one of our Canadian Teachers' Federation Vice-Presidents, Diane Woloschuck, said as part of her presentation during the CTF-AGM this summer: “As a teacher, on the first day of school, you walk into your classroom, and you see all those pairs of eyes looking at you – brown eyes, blue eyes, black eyes, green eyes, friendly eyes, happy and eager eyes, mischievous eyes, sad and lonely eyes, sometimes angry eyes, all of them seeking a connection, and we look back with smiling eyes that say, Welcome!”

Not long after we are settled into the routine of school, with all the planning, scheduling, celebration and ceremony of the first month, our entire Province will be renewing our belief in the democratic process when we exercise our right to vote in the Provincial election on September 27<sup>th</sup>. We, as teachers, will look forward to the newly elected government's commitment to the most important investment in the future of our Province: education, and in particular, education within our public school system.

“Nine out of 10 Canadians favour increased funding for their province's or territory's public elementary and secondary schools”, according to a [recent] national poll conducted on behalf of the Canadian Teachers' Federation. Suggestions as to how this funding could be utilized were given as well, highlighting the value that Canadians place on education and the work of teachers.

In New Brunswick, our Anglophone

system is undergoing a review by the Department of Education's Advisory Committee on 21<sup>st</sup> Century Learning, with input from various sources, including the NBTA Ad Hoc Committee on 21<sup>st</sup> Century Learning. This effort is designed to look at ways and means to continue to move our public education system forward. As always, in keeping with our active participation in education every day, teachers anticipate and welcome authentic consultation on the ‘how’ of fulfilling the promise of public education for the future in our Province. Teachers make the difference. We, as an Association, have expressed this often, articulating the need for more teachers and more resources.

Throughout this past year, I have endeavoured to represent the needs of teachers in the highest professional and passionate manner possible. In the year ahead, I will work equally hard to address the priorities and meet the goals, established by the membership.

I thank each and every one of you, my family, my colleagues, and friends, for the special support during this first year of my Presidency, and during this first year without my beloved husband. I wish you much support, guidance, and mentorship in the school year ahead. Remember, your Association staff and I are just a phone call away. Call us - for advice, for information, for help, for assistance on a variety of fronts. We are here for you.

During the coming year I invite you to contact me, your NBTA President, to include me in a special event in your school or Branch. Time is always a factor; but if time permits, I will make every effort to be there with you.

A constant reminder: Strive for balance in your everyday life. Nurture yourself so that you can nurture others. Laugh lots! Have a great 2010-2011 school year!

*Noreen*

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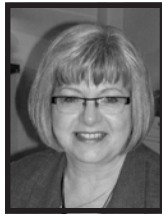
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# NBTA Board of Directors 2010-2011



Noreen Bonnell  
President



Larry Jamieson  
Executive Director



Brent Shaw  
Past President



Heather Smith  
VP / Pres.-Elect



Doug Stewart  
0214



Cathy Boudreau  
0215



Pam Sheridan  
0215



Gary Anderson  
0216



Peter Fullerton  
0217



Photo Not Available

Lisa Dupuis  
0333



Brad Coughlan  
0618



Laura Coté  
0619



Derrick Sleep  
0820



Adam McKim  
0820



Aldena Higgins-Harris  
1021



Joseph Lee  
1022



Marla Anderson  
1023



Karen Miller  
1428



Heather Hogan  
1429



Chris Brown  
1430



Helen Crawford  
1431



Richard Cuming  
1450



Julie Holt  
1454



Guy Arseneault  
1536



Gail Blanchette  
1538



George Daley  
1542



Grant Hendry  
1608



Heidi Ryder  
1610



Paul Mourant  
1640



Ronna Gauthier  
1724



Sheridan Mawhinney  
1725



Yvonne Caverhill  
1809



Carolyn Barnhart  
1826



Heather Palmer  
1826



Leah Bidlake  
1827



# Executive Committee 2010-2011



Noreen Bonnell  
President



Larry Jamieson  
Executive Director



Brent Shaw  
Past President



Heather Smith  
Vice President / President-Elect



Grant Hendry  
Branch 1608



Ronna Gauthier  
Branch 1724



Peter Fullerton  
Branch 0217



Sheridan Mawhinney  
Branch 1725



Adam McKim  
Branch 0820

# Fitzpatrick Honoured at CTF AGM



*Former NBTA President and Executive Director, Bob Fitzpatrick, was honoured in Edmonton in July 2010 with a Canadian Teachers' Federation Special Recognition Award. The award was bestowed as part of CTF's Annual General Meeting. (L to R: NBTA President Noreen Bonnell, Cassie Fitzpatrick (Bob's daughter), Bob Fitzpatrick, Sheila Fitzpatrick (Bob's wife), and NBTA Executive Director Larry Jamieson.*

# Supply Teachers to Join NBTA/F

As a result of Bill 35, passed by the NB Legislature in the Spring of 2010, all supply teachers will automatically become part of the New Brunswick Teachers' Federation (the teachers' union) from the first day they work in the NB system each year.

**Supply teachers, who are not on a local permit,** will become members of the NBTA. This new group of members will be called "**Casual Members (Certified)**" and their services and rights will be the same as those of regular "Statutory" members, except they will not be able to hold

any elected office within the Association.

**Local permit supply teachers** will be eligible to apply for an **NBTA Associate Membership** at a cost of \$60 per year. This will give these individuals full membership rights except the right to vote or hold office, to receive legal aid or advice, conference grants or loans.

The category of **NBTA Special Status Associate Membership** will no longer exist as the supply teachers that were eligible for these benefits will now become Casual Members.

## Supply Teachers Must Register at [www.nbta.ca](http://www.nbta.ca)

**\* After you've taught your first day this fall,**



**Click:**

**"NBTA Membership  
Registration" Icon**



Membership will include:

- **Improved Rights and Benefits**
- **Expanded Responsibilities** – contained in documents such as the **NBTA Code of Professional Conduct**
- **Automatic Dues Deductions** – whether a teacher has registered with the **NBTA/F or not.**

*The NBTA and NBTF have all the information you need to help understand your new **entitlements and obligations.***

**Simply follow the registration questions on-line**

**OR**

if you are experiencing difficulty with that process call **452-8921.**



# Educational Leaves: 2011-2012

**Deadline for Applications:  
November 5, 2010**

**Application Forms:  
Use Only Forms Marked  
"For 2011-2012"**

## **General**

In order to advise teacher applicants by the end of January 2011, the deadline date for applications has been established as November 5, 2010.

## **Special Information**

- teachers are eligible for educational leave of less than one full year (although full-year leaves are still available). Please note that both short-term and full-year leaves are for the 2011-2012 school year only; leaves for January-June, 2011 cannot be considered.
- in keeping with the collective agreement, a teacher on educational leave shall receive seventy per cent of the salary he/she would have received had he/she been employed during the period of the educational leave in the position which he/she held at the time his/her application was submitted.
- a teacher who is granted an educational leave of six (6) months or more shall agree in writing to return to the field of public education in New Brunswick for a period of at least one year.
- no teacher shall be eligible for a subsequent educational leave until he/she has been employed as a teacher in New Brunswick for a further one (1) year for each two (2) months of educational leave previously taken.
- the purpose of the leave is stated as follows: "Educational Leave may be granted to a teacher wishing to devote up to a year's study or study/travel for purposes of retraining, specialization or professional growth."

## **Administrative Information**

- Application forms and detailed regulations may be obtained from the **NBTA website (www.nbta.ca)**.
- Teachers who have questions regarding educational leave should direct them to:

Larry Jamieson,  
Executive Director,  
NBTA, P.O. Box 752,  
Fredericton, N.B. E3B 5R6  
Tel: (506) 452-1721  
or email: [larry.jamieson@nbta.ca](mailto:larry.jamieson@nbta.ca)

- Interested teachers should apply to the Secretary, Educational Leave Committee, and forward one copy to the School Board Office and one copy to the School Principal. **No applications for educational leave will be accepted by the Committee**

**if post-marked or emailed after November 5, 2010.**

- Applicants shall be advised of the decisions of the Committee by the end of January, 2011.

## **Factors Affecting Selection**

Although an educational leave must fall into one of three purposes - retraining, specialization or professional growth - the Committee considers comments and recommendations from Principals, Directors of Education and/or Superintendents. These comments usually are directed to the benefits of the leave to the school and district and are an important source of information to the Committee.

Other factors that are considered are:

- distribution by district;
- position distribution (teachers, SPR's, vice-principals and principals, etc.);
- grade levels;
- past professional involvement;
- years of experience;
- number of times teacher has applied;
- benefit to the school/district of the proposed educational leave;
- certificate level of the teacher;
- previous educational leave (See note below).

**Note:** Some priority will be given to members who have not previously been granted educational leave without automatically excluding members who have. Other factors such as the number of years since the previous leave, the total number of applications, the experience of the other applicants and the other criteria listed above shall be considered.

The composition of the Educational Leave Committee is as follows:

*Department of Education:* two representatives;  
*New Brunswick Teachers' Association:* Noreen Bonnell;  
*Association des enseignantes et des enseignants francophones du Nouveau Brunswick:* Monique Caissie;  
*New Brunswick School Districts:* two representatives;  
*New Brunswick Teachers' Federation:*  
Marcel Larocque – Secretary; Larry Jamieson

***This notice is designed to give information to teachers as early as possible. It is merely a synopsis of the more detailed regulations. Interested teachers should read carefully both Article 37 of the Collective Agreement and the regulations established by the Educational Leave Committee prior to applying.***



## Brent Shaw Elected as VP CTF

Brent Shaw has been elected to serve as a Vice-President of the Canadian Teachers' Federation for a second consecutive one-year term. He was elected on the first ballot at that organization's Annual Meeting in Edmonton in July 2010, and is one of the few NBTA Presidents to ever serve in this role. Shaw was NBTA President from 2007-9 and is still a member of the NBTA Executive Committee as Past-President.

## Branch Presidents' Meeting August 5-6, 2010



*NBTA Presidents' Workshop 2010: (l to r) Peter Legacy (Br. 1428), April Wilson (Br. 1724), Wendy Peters (back row - Br. 1725), Carolyn Moore-Jenkins (Br. 1454), Ardith Shirley (NBTA Staff), Jason Greene (VP Br. 1431), Marcelle Theriault-Michaud (Br. 1450), Heather Ingalls (Br. 1022), Chris Sparrow (back row - Br. 1429), Brian Greig (Br. 0820), Robina Sharkey (Br. 1430), Kimberly McKay (NBTA Staff), Lisa Dupuis (Br. 0333), Melinda Cook (NBTA Deputy Executive Director), Krista Bransfield (Br. 1608), Michael Ketchum (NBTA Staff), Noreen Bonnell (NBTA President), Norma Bonenfant-Court (back row - Br. 1538), Michael Smith (Br. 1826), Barry Snider (front row - Br. 0217), Larry Jamieson (NBTA Executive Director), Jonathan Logan (Br. 1023), Celinda Van Horne (Br. 0619), Harold Dalling (Br. 0618) and David Cripps (Br. 1610).*





# WELCOME TO NEW TEACHERS' WORKSHOP



The NBTA is looking forward to welcoming its newest members to the profession at the New Brunswick Teachers' Federation building, 650 Montgomery Street, Fredericton on Saturday, September 18<sup>th</sup> (10:00 am - 2:30 pm). If you are an early career teacher (any contract type or long-term supply) and have not previously attended this workshop, we invite you to join us for our annual "Welcome to New Teachers'" workshop. Sessions include: NBTA/NBTF services, teacher benefits, contract information, certification, legal matters & more. Workshop participants will receive a complimentary on-site lunch as well as handy giveaways.

Beginning teachers represent the future of the New Brunswick Teachers' Association and will provide its next generation of leaders. The workshop is designed to offer an essential introduction to our structure and services and your NBTA staff will be on hand to respond to your questions. The day will be the first step for many to becoming informed, enfranchised members willing to participate in, contribute to, and eventually guide our Association.

**Join your early career colleagues to find out more about the services & benefits offered by your professional association. Talk to the experts about your contract, certification, legal matters and more!**

**Saturday, September 18, 2010**

**NBTF Building  
650 Montgomery Street  
Fredericton, NB**

**10:00 a.m. - 2:30 p.m.**

**Lunch and some compensation toward  
travel costs will be provided.**

**Prizes and giveaways!**

**For more information, contact Denise McCoy, 452-1828  
or email [denise.mccoy@nbta.ca](mailto:denise.mccoy@nbta.ca)**

**To Register: [www.nbta.ca](http://www.nbta.ca)**

# NBTA Generosity Highlighted in *Daily Gleaner* Article

Reprinted with the Permission of *The Daily Gleaner*

## We Haven't Forgotten Emma and Her Story

**Cathie Gilbert never expected that at 50 years old she would be adopting a baby.**

by Jennifer Dunville, *The Daily Gleaner*, June 5, 2010

But she also wasn't expecting to bury her daughter before her 25<sup>th</sup> birthday.

Monica Gilbert was on her way to teach at Leo Hayes High School when she was killed in a car accident in 2003.

She was about eight months pregnant.

Doctors were able to rescue her baby, Emma, who was born with eye problems and cerebral palsy.

Cathie Gilbert, overcome with grief from the loss of her daughter, was left to deal with her feelings and a newborn with special needs.

Instead of taking on the role of grandmother, as she had once dreamed, Gilbert became a new mother and legally adopted Emma.

Now, six years later, Gilbert thinks often about how strange it will be to draw her old-age pension and child tax at the same time.

And she worries about Emma - the bubbly six-year-old girl who's too young to understand that the woman she calls Mom is actually her grandmother.

"I should've fallen apart years ago," Cathie said, as she helped

Emma manoeuvre a purple glue stick over her latest art creation.

"I didn't fall apart because of Emma, and I didn't because of my sons. But I also didn't fall apart because of the help and support from the community."

When news of Monica's tragic

needs - trips to the doctor, visits to the physical therapist, and other medical costs related to Emma's illness that has left her with poor motor control on her right side.

"The response from the community was overwhelming to me at first," Cathie said.

"The trust fund has been such a big help and it allows me to feel a little better about the future. I know that Emma will be taken care of."

What shocks and still overwhelms Cathie is that almost seven years from that fateful day, the community is still contributing to Emma's account.

Bob Fitzpatrick wouldn't have it any other way. The former Executive Director of the New Brunswick Teachers' Association remembers when Monica was killed.

He helped issue the first "fines" for the Association's Baby Emma Fund.

The fines issued by the Association are all in fun and not mandatory for anyone to pay. There have been \$10 and \$15 fines issued for crooked ties, sarcastic remarks, bad fashion and everything in between.



*Six-year-old Emma Gilbert holds up a drawing she did as her grandmother Cathie Gilbert looks on in their home. Emma's mother Monica Gilbert died in a car accident while she was about eight months pregnant with Emma. People are still contributing to a trust fund in Emma's name almost seven years after Monica Gilbert died.*

death hit the city, friends, family, co-workers and strangers began putting money in a trust fund for Emma.

The money, handled by a lawyer, can only be used for things Emma

## Emma and Her Story

"At our annual general meetings, we always issued fines and passed around a donation box for charity, but after Monica passed away and Emma was left behind, we decided as an association to 'adopt' her," he said.

"Every year since, we've collected, with a group of about 100 people, about \$3,000-\$4,000 annually for Emma."

Fitzpatrick said the group of educators and administrators jokes and laughs at the fines, but when the donation box is handed around, everyone takes it seriously.

"Most of us don't even know Emma, but we know what happened to her at such a young age and we all feel she's a part of our NBTA family," he said.

"The reason we're still doing this after all these years is because we haven't forgotten Emma and her story. She's still one of us. And it's still just as tragic and just as heart-breaking. That kind of thing stays with you, as I'm sure it has for many people in the community."

Cathie doesn't know how much is in Emma's trust fund.

But she knows that donations to it are made frequently, especially around December - the anniversary of Monica's death.

"I don't know who he is, or even what his connection is to New Brunswick, but I know there's a man living in New York who read the news of Monica's accident in The Daily Gleaner way back when, and

he donates generously every year to the trust fund," Cathie said, after taking a few minutes to control her emotions.

"I feel sometimes that I haven't had time to properly grieve. I feel

***"At our annual general meetings, we always issued fines and passed around a donation box for charity, but after Monica passed away and Emma was left behind, we decided as an association to 'adopt' her,"***

***- Bob Fitzpatrick, former NBTA Executive Director***

sometimes like I shouldn't have to be a new mother again since my other children are grown up now and I'm supposed to be retired. But then, I see the support that's out there for Emma and the love people have shown us and I feel better.

"And I look at that little girl and I see so much of Monica in her that it hurts sometimes, but she's so bright and beautiful and wonderful, and my husband and I love her to pieces. I couldn't imagine my life without her. Monica would've enjoyed her little girl so much."

Emma is blissfully unaware of how she came to be in this world. She knows she's special and she knows she's adopted, but she hasn't grasped the whole story.

She's your typical six-year-old.

"Let's play a game," Emma

exclaimed after she got used to a reporter being in her home.

"We can make up our own rules and it'll be fun. I like to play cards."

Emma loves music and art, wearing dresses and jewelry, and is learning to read and write in kindergarten.

Her favorite colours are purple and pink. She loves Mister Maker, a children's television show about arts and crafts.

Today, the active little girl with long, brown hair and big eyes highlighted by gold-rimmed glasses says she wants to be a farmer, just like the 14-year-old girl who lives nearby in Keswick Ridge.

Tomorrow, she may want to be a singer, since

it's one of her favourite hobbies. Or maybe she'll be a writer, since she enjoys seeing her crooked printing on paper.

Regardless of Emma's dreams, Gilbert said she plans to do her best to make them come true.

And she'll be able to do that thanks to the generosity of strangers.

"How do I say thank you when there are so many people to thank?" Gilbert said.

"Sometimes I'm so tired I don't even know what I'm feeling, but I can say today from the bottom of my heart that we are so grateful.

"And when Emma is a little older, she will be told about all the wonderful people who are standing behind her and have stood behind her since the day she was born."

## School-Based Learning Team Grants

A School-Based Learning Team (SBLT) is a team of 3-5 teachers from a school who decide to work together to examine some aspect of student learning with the goal of studying, collaborating, sharing and learning to improve instructional strategies that will lead to improved student achievement.

NBTA is pleased to be offering School-Based Learning Team Grants for 2011. Please refer to the **November** NBTA News for complete details and the application form.

# Sgt. Mark Gallagher Memorial Vocational School in Haiti

by Richard Blaquiere, Woodstock High School

<http://www.gallagherschoolhaiti.com>

On January 12<sup>th</sup>, 2010, Haiti experienced a devastating and cataclysmic earthquake that took the lives of more than 250,000 people including RCMP officers Sgt. Mark Gallagher and Supt. Doug Coates who were serving with the United Nations Stabilization mission in Haiti. Sgt. Gallagher was a native of Bathurst and resident of Woodstock, New Brunswick and his wife Lisa is School District 14 superintendent. Mark and Lisa have two children, Heather, a teacher in Calgary and Shane, a student in British Columbia.

Following this tragic event, a New Brunswick coalition, the **Friends of Mark Gallagher**, was formed with the aim of making a significant contribution to Haitian education in honor of Sgt. Gallagher. This coalition is co-chaired by Woodstock High School teacher Richard Blaquiere and businessman, John Slipp. Also involved at the organizational level are Reg Sorel, Director of the Association Québécoise pour l'avancement de Nations Unies (AQANU) and RCMP Sgt. David Vautour, special events coordinator for the project. The Gallagher family, District 14 and the RCMP are also linked to the project and discussions are ongoing with the local and international Rotary organizations. Tobique-Mactaquac MP Mike Allen and the Leader of Official Opposition and Woodstock MLA David Alward and their staffs are active in the planning.

**Lt. Governor Graydon Nicho-**

**las is the Honorary Chair of the Friends of Mark Gallagher Committee.**

Most, if not all, of the schools in the regions hit by the quake were destroyed.



***“The intent is not to build and abandon but to continue a partnership with both schools on into the future.”***

The primary/secondary school in Rivière Froide, operated by the Petite Soeurs de Sainte Thérèse de l'Enfant Jésus. (PSST), was particularly hard hit. The school was completely destroyed with heavy loss of life amongst the students (144), the sisters (4) and the lay teachers (2). A German NGO is rebuilding that school. Prior to the earthquake, the sisters were piecing together a trade school that would serve the youth of the area by keeping them at home and allowing them to become part of the new Haitian economy. **That is the school we will be building and equipping.** When completed

the vocational school will house 15 classrooms and serve 500 students.

The estimated cost of building the school is to be determined but initial estimates place it at between \$700,000 and \$1,000,000. The intent

is not to build and abandon but to continue a partnership with both schools on into the future. This vision includes class to class communications and project development between NB Francophone and Anglophone schools and classes in Rivière Froide.

Brent Shaw, Canadian Teachers Federation vice president, and Richard Blaquiere flew to Haiti on April 9. While there they viewed the site of the future Sgt. Mark Gallagher Memorial Vocational School and began a relationship with the sisters who will administer the school.

Discussions are underway with the NB Department of Education, NBTA, AEFNB, NBCC/CCNB and other groups for partnerships. As well, corporate fundraising began in August.

The first of three gala benefit events in the province is scheduled for NBCC Woodstock on November 6.

We invite all schools and teachers to hold fundraisers in their schools, churches and communities. E-mail Richard Blaquiere ([richard.blaquiere@nbed.nb.ca](mailto:richard.blaquiere@nbed.nb.ca)) for information on how to contribute.

Help us help the children of Haiti. Help us keep the memory of Sgt. Mark Gallagher alive.

## Sgt. Mark Gallagher Memorial Vocational School in Haiti



PHOTO: DANIEL ST. LOUIS

### SGT MARK GALLAGHER 1959 – 2010

In July 2009, Sgt. Mark Gallagher left the comfort of his Maritime home for a nine-month stint in Haiti. He was involved with the training of police officers there, as part of the UN's international peacekeeping mission. He had just returned to Port-au-Prince to complete his mission when the quake hit on Jan. 12. Mark died in the rubble of his rented apartment.

Honorary Chair  
**HON. GRAYDON NICHOLAS**  
Lieutenant Governor of New Brunswick

# SGT MARK GALLAGHER MEMORIAL VOCATIONAL SCHOOL PROJECT

M7.0 Haiti Earthquake

### The Friends of Mark Gallagher

are coming together to raise funds for the construction and furnishing of a new vocational school to be located in Rivière Froide, Haiti.  
We hope you will help us keep Mark's spirit alive in Haiti.

Please mail or deliver donations for the  
**Sergeant Mark Gallagher Vocational School Campaign**

to the office of Andrew Lenehan, C.A.,  
261 Connell Street – Unit #2 – P.O. Box 9064 – Woodstock, NB E7M 1L2

Online donations accepted through NGO AQANU by clicking the PayPal Logo below



PayPal.com

Receipts will be automatically issued for donations of \$20.00 or more.  
Receipts are available upon request for smaller donations.

Please visit:  
[www.gallagherschoolhaiti.com](http://www.gallagherschoolhaiti.com)



Find us on:  
**facebook**

Sgt Mark Gallagher Memorial Vocational School in Haiti Project

GraphXperts Design Service

# Project Overseas 2010

## Saint Vincent and the Grenadines

by Heidi Horsman, Frank L. Bowser School, Riverview

The day I found out that I was selected to participate in CTF's Project Overseas (PO) and the destination was Saint Vincent and the Grenadines, I did what any New Brunswick teacher would do. I Googled it! Saint Vincent and the Grenadines are islands between the Caribbean Sea and North Atlantic Ocean just above Venezuela on the world map. The population is estimated at about 104,000. WOW! Greater Moncton's population is more than that, 124,055.

On July 2, I flew to Ottawa for cultural training to prepare me for the journey.

Spending time with teaching colleagues from across Canada, many of whom had done PO before was invaluable. All 53 of this year's participants were eager to depart Canada, and we could all travel with confidence knowing CTF has been supporting PO teams since 1962.

In addition to myself, Team Saint Vincent included: Taina (Toronto); Deirdra, our project leader (Ottawa); Jenn (Ottawa) and Kirsten (Yellowknife). We were going to work with local co-tutors to offer in-service in Math, Social Studies, Differentiated Instruction, Science and IT. Each of us would also work in tandem to offer workshops exploring HIV/AIDS and Gender Equity to the 150 teachers attending the summer in-service.

We were greeted warmly by Jimmy and others from our host organization, the Saint Vincent and Grenadines Teachers' Union. Our co-tutors were an excellent source of information about teaching styles in the Caribbean. They shared with us that some teachers have only completed 6<sup>th</sup> grade and then became teachers later on. Others completed high school and are now teachers.

Just like us, they have standardized tests in Saint Vincent. Theirs, however, determine a student's fate as early as Grade 6! Students are ranked according to their perfor-

keys to the region's future.

The Minister of Education met with us when we began our two and a half-week stay in Saint Vincent. With a remarkable similarity to Maya Angelou, she spoke of the challenges facing teachers in her country. She would like to see them using technology across the curriculum. Students need to be engaged in their learning and they need to be learning technology skills to build a future for the country. This is a message echoed by the teachers in my IT workshop.

Teaching styles and classroom

conditions in Saint Vincent need to change to support learning in the 21<sup>st</sup> century. Classrooms are small, with wooden desks and chairs covered in graffiti. Some classes have 50 students, while 30 is more typical. The few windows in each classroom have no windowpanes. Having a breeze is a mercy since temperatures



*On a weekend outing to Fort Hamilton in Bequia (one of the Grenadine Islands), our hosts from SVGTU took time to share a bit of the area's history. Salvaged from waters around Bequia, the canons date back to the eighteenth century when Britain and France battled for control of the islands.*

mance and assigned to schools accordingly. It was just four years ago that the Ministry of Education decided that there should be "Education for All," which means all students will now attend high school. Previously, if you failed the test, you were done school. It is clear that CTF and Project Overseas have had some effect as the country now recognizes that Education is one of the

soar into the thirties on an average day. Evidence of student boredom is visible in the graffiti scrawled on every surface, even the walls.

It is difficult to imagine teachers using technology in rooms with one or no electrical outlets, and very little security. Infrastructure updates would be required to provide more access to technology. That said, **many teachers are using com-**

## Project Overseas 2010 — Saint Vincent and the Grenadines

**puters and Internet at home, and indicated that they would teach using their personal laptop if a projector were available.**

My co-tutor Suzanna teaches IT at the top Girls' High School in Saint Vincent. Her air-conditioned computer lab is better equipped than some school labs in New Brunswick. While my Canadian counterparts sweated it out in regular classrooms with their teachers, I was lucky to have fine teaching facilities. Suzanna modeled the ins and outs of using Microsoft Word while I added knowledge of how it could be used at different grade levels, or how teacher planning and prep would be easier if they wrote their lesson plans using Word and saved the files by topic.

Teachers learned to use Excel to create a markbook, Powerpoint to create visual presentations, and how to find teaching resources online. A few teachers created their own class homepages. More than IT, though, my class enjoyed the mini lessons and activities we were able to bring to them.

The Canadian team decided that we would all include lessons on multiple intelligences, different learning styles and Bloom's Taxonomy in our sessions. We also modeled ways teachers could use cooperative group work in their rooms. Their teaching style is very traditional stand-and-deliver. At first, the teachers balked at the prospect of added noise levels, but we modeled strategies for classroom management so that the teacher could maintain control. They loved exit slips as a way to informally assess student progress. Teachers marveled that playing cards could help them set students to work, and rolling a die could determine which of six questions a student should answer. The third time I used coloured

popsicle sticks for grouping, they noticed their own anticipation for the cooperative group work.

I gave different groups similar tasks, measuring the same content. Teachers saw how I was able to provide different levels of support in the type of questions that I gave. My favourite moment was when they developed a song to share in the closing ceremony. Using the musical intelligence is something I urged these teachers to do since music is such a strong part of their country's culture. Even church services there had a unique Caribbean cadence



*Heidi Horsman and co-tutor, Suzanna Olivier. This photo was taken by a student in our IT class. We downloaded digital pictures for students to use in their Powerpoint slide shows.*

to the music with steel drums and tambourines. **It was exciting to see teachers embrace a few of these small steps that they can take to enhance their teaching practices.** Small ideas were big ideas in Saint Vincent.

Hearing, "How can I teach magnets if I got no magnets?" "How can I get them to build newspaper towers if I got no tape?" I realized that we do get plenty of resources to support learning in New Brunswick. Families have to purchase textbooks for their children, even as young as primary, in Saint Vincent.

"You got no textbook, go stand at

the back of the room," when met with the simplest suggestion, "Try having a student sit with a partner if they do not have the textbook," could stir heated discussion among teachers. Our co-tutors were a helpful buffer for us. They said the discussion, although it sounded heated, was healthy debate and that these teachers will adopt some of the teaching strategies we have presented.

Changes will be made in small steps, but the vision is there in Saint Vincent. These teachers care about their students' learning. According

to CTF, if each teacher participant teaches even 50 students (and most classes in the developing world are much larger) over 50,000 students benefit from this program each year.

I believe that PO benefits students and students throughout the world deserve access to quality education. Did I enjoy mopping my brow with a sweat rag for three weeks? Not really. But I passionately believe that three weeks of my summer have made a significant difference for teachers and students in Saint Vincent and the Grenadines. I would do it again!

.....  
*Project Overseas is a joint professional development initiative of the CANADIAN TEACHERS' FEDERATION and its Member organizations. Commonly referred to as PO, Project Overseas is an important part of CTF's International Cooperation Program. PO started in 1962, with one program in Nigeria. Member organizations (NBTA, AEFNB, etc.) select participants; CTF forms teams based on requests from partners overseas. This year, Canadian Teachers went to 12 countries, some in Asia, Africa and the Caribbean. Since 1962, NBTA has sent 43 participants.*

# PROJECT OVERSEAS

*"Teachers Teaching Teachers"*

## VOLUNTEER OVERSEAS WITH CTF!

Would you like to assist teachers in a developing country?  
Are you interested in learning more about global education issues?  
Can you see yourself volunteering in Africa, Asia, or the Caribbean?



PROJECT OVERSEAS SAINT VINCENT—2008

**If yes, Project Overseas (PO) might be for you!**

CTF needs English and French-speaking Canadian teachers who are interested in volunteering during July and August to offer in-services in a wide-range of subjects and levels, in various developing countries.

### Application criteria include:

- Membership in a provincial or territorial teacher organization that supports PO
- Valid teachers' certificate
- A least five years teaching in Canada by program start
- Canadian citizenship
- Excellent health and ability to work in developing country conditions
- Flexibility, mature judgment, and a strong willingness to put a team and project's needs above personal needs
- Canadian passport valid for 6 months after the placement or proof of a passport application

**PO is a volunteer experience. Administrative, travel, and living expenses are borne by CTF, NBTA and CIDA. No salaries or honoraria are paid.**

**Deadline for Applications:  
October 31, 2010**



PROJECT OVERSEAS TOGO—2008



**To apply:** Application forms and further information area available from:  
Melinda Cook, NBTA Deputy Executive Director  
melinda.cook@nbta.ca or (506) 452-1839



# Your Choice 2010

## NBTA News Special Election Insert

Among our 5500 members are supporters of all parties. However, the NBTA has long maintained a non-partisan stance in New Brunswick elections. We do endeavour to assist teachers in making an informed choice.

In mid-July 2010, all five registered NB political parties were contacted and sent a list of questions about education

issues. The questions centered on teacher priorities and were developed with the input of the NBTA Executive Committee. All parties were given an equal opportunity to respond. By mid-August, our publication deadline, responses were received from four parties. The questions (including the background provided by the NBTA) and the responses received are outlined below.

### 1. Funding for K-12 Education

*For decades the Education system has been underfunded. Recognition from government of this long-term neglect came in 2007, and the response was two consecutive years with significant increases in the Education budget. This tangible support for learning paid dividends. It was unfortunate that this trend did not continue in the last two provincial budgets. Services to children and the future of New Brunswick are jeopardized whenever Education does not receive the priority funding it deserves.*

### What is your party's position on funding for K-12 education?



This government recognizes the critical role that education plays in enhancing New Brunswick's position in the world. Despite challenging economic times and a 5% decline in student enrolment each year, the Department of Education's budget has increased by almost 20% in the past four years. The 2010/2011 capital budget for schools at \$95.6 million is the largest in the Department's history. In addition, between 2006/2007 and 2009/2010:

- the number of teachers has increased by about 400. This includes 123 physical education specialists, 21 arts specialists and 45 music specialists;
- maximum class sizes in every grade have been reduced by 4 students; and
- the pupil teacher ratio has been reduced from 14.8 to 13.7.

The Liberal Party acknowledges that shifting New Brunswick's public education system to a NB3-21C Century Learning Agenda requires a further funding commitment from government, the NBTA and all our partners.



The Progressive Conservative Party under the Leadership of David Alward is committed to funding of K-12 Education. We will increase funding for activities in the classroom each and every year. In particular, we will create a new fund for teachers to put towards the purchase classroom supplies each year.

## NBTA News — Election Special



The Green Party recognizes that our children are one of our most precious resources and that a proper education is crucial to the development of their full potential. We fully agree that investing in our New Brunswick children's education today reaps multitude returns to our society for many years to come. Our Party commits to ensuring the Department of Education has the funding required to deliver a high quality learning on the ground, so that each child will reach their full potential within the K-12 public program. It is essential to provide enough resources to deliver the inclusion program effectively, provide teachers and support staff the tools they need to do so, and provide flexible programming like the trades to have students study in their own areas of interests and abilities. We believe this can be accomplished by evaluating, redirecting and enhancing the funding designated to the Kindergarten-Grade 12 public education program on the advice of the front-line experts- the teachers, support workers, principals, and District staff.



The preservation of a fully public health and education system is at the centre of our election campaign. In the face of reckless Conservative and Liberal spending on failed business projects like ATCON, and the erosion of our tax base, our province faces a growing deficit and debt. The NDP is concerned that unless fiscal responsibility is restored, cuts to health and education will be inevitable. The NDP is promising to stand firm against any cuts to front-line public services, including teachers. We are concerned that pressure to cut the deficit will be used by the Conservatives and Liberals to justify deep education cuts after the election; in light of this the NDP will not support any minority government that does not commit to maintaining front-line public services.

### 2. Maintaining Teacher FTE's/Teacher Workload

*While the number of students in the NB system is slowly declining, the needs of students continues to rise. As enrollment falls, the number of teaching FTE (Full-Time Equivalent) positions drops at a ratio of about 1 for every 20 students lost. While the math may seem simple, the potential consequences are not. How many more combined classes will result? How many more needs will not be met? How much will recent improvements in the system be put at risk?*

*The all-out effort being put forth by NB educators in order to provide a quality education to all students has generated an exponentially increasing workload. The result is that "workload" is clearly the number one issue our members have asked to be addressed on their behalf. That is why the work of the Teacher Allocation/Workload Committee, established in the most recent Collective Agreement, must be a priority.*

*If it is vital that the NB Education system continues to improve, then it is equally crucial that the number of teaching positions in New Brunswick be maintained, despite the drop in enrollment. The goal must be to use this opportunity to augment services for the students in the system, to offer schools some flexibility in programming, and to continue the momentum of improvement.*

**What is your party's position on, at a minimum, maintaining the current number of teaching positions through your next mandate?**

**How would your party address issues related to teacher workload?**



- (a) We will maintain, at a minimum, the current number of teaching positions through the next four years.
- (b) The Progressive Conservative Party is prepared to work with teachers to address workload issues. Part of that commitment will include stabilizing funding for those who support teachers in the classroom.

## NBTA News — Election Special



The Green Party fully supports the need to reduce class-size and we agree that now is the time as enrolment numbers are in decline. In fact our Green Policy states, “Continually reduce maximum class-size at all levels of the public school to ‘best practice’ standards, understanding that all students will achieve more academically as the student-teacher ratio decreases. This should be treated as a capital investment in the school system rather than an expense.” We have the unique opportunity to reallocate teachers and develop more flexible programming to be able to capitalize on the students’ areas of interest and abilities. We most certainly welcome the opportunity to work with the front-line workers to develop these changes in a more practical manner. Specifically with regard to teachers’ workload, we believe the following strategy will provide a practical solution: reduce class size, increase the number of teacher assistants/support workers, collaborate with the Departments of Health and Social Development, implement an interest-based and ability- based curriculum, and allow front-line workers the freedom to speak openly about their observations and recommendations regarding the challenges in the system and work in partnership with the Department of Education to develop these solutions.



(a) The NDP, in this election, is committed to maintaining front-line public services, and this includes maintaining the current number of teaching positions.

(b) With the anticipated decline in enrolment contrasted with a stable number of teaching positions there will be a decrease in the number of students working with each teacher. The NDP proposes to develop a long-term vision for the education system, combined with the restoration of a balanced approach to the province’s finances, to ensure class sizes are the optimal size to ensure students’ success.



The Liberal Party is focused on funding student learning priorities identified in the NB3-21C learning agenda. Any resource flexibility gained will be reallocated to meet the needs of NB3-21C. The government will continue to assess, on an ongoing basis, its programs and services in light of available resources to ensure it has the appropriate mix to best meet the needs of all students. This is particularly so in times of fiscal constraints.

The Liberal Party is appreciative of the valuable advice and assistance from NBTA and teachers as the development of the NB3-21C learning agenda continues.

### **3. Support for Inclusion/MacKay Report**

*New Brunswick has the most inclusive education system in Canada, but the MacKay Report identified numerous deficiencies that must be corrected to give all New Brunswick children an equal opportunity for success. Teachers NEED RESOURCES and SUPPORT, otherwise inclusion is simply an ideal not a reality. This province has made inclusive education a cornerstone of its beliefs. If it is to be successful, the investment must match the commitment.*

### **What is your party’s position on support for inclusion and the MacKay Report?**

## NBTA News — Election Special



Undoubtedly, the Province needs to continue with the Inclusion program, but not in the bare-bones manner that is currently happening. Inclusion does not work for anyone in the classroom- the special needs student, regular student, teacher, support worker nor administration when proper resources, qualified staff, and proper programs and materials are not provided. The Green Party commits to two policies in this regard: "1. Increase resources and training for teachers and teacher assistants to implement the provincial inclusion policy; and 2."Adopt the inclusion policy to provide alternatives for those children who are unable to function successfully in the regular classroom even with increased resources." The MacKay Report emphasizes the importance of quality standards being set, targeting goals of success and evaluating achievement. A Green government will work toward this.

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The NDP supports the recommendations of the MacKay report, based on the model of inclusion developed by the NDP government in Manitoba. The recommendations should be implemented as New Brunswick's finances allow.

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Since the release of the Mackay Report in 2006, two thirds of the recommendations in the report have either been completed or are ongoing. The most notable this year is the release of the new definition of inclusion and the commencement of the implementation of the Integrated Service Delivery model in Charlotte County. The training programs we started in Year 1 of Mackay are continuing four years later. Our commitment to have a trained teacher in every school with the LiPS literacy intervention training, as of this summer, has been realized. The School Improvement Service has also revised their school review instrument to examine more clearly those characteristics required to be an inclusive school. The Assessment Branch, working with Student Services, recently released a new document for educators with respect to testing accommodations. This year, Student Services, along with the Curriculum Branch of the Department of Education, will be revising curriculum documents to recognize inclusion and the diversity of our learners.

As we move ahead with NB3-21C schools, inclusion is still recognized as a pillar of our education system. We see this new initiative building on our history of inclusion to bring about more personalized learning for all students.

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As the party that originally commissioned the McKay Report on Inclusion in the classroom, we support the recommendations and will work progressively to meet those goals. Within 6 months of being elected we will produce a status report on the implementation of the McKay report recommendations to date and develop a clear action plan with stakeholders for moving forward with the implementation of the recommendations.

### 4. Assessment/Accountability

*Many wonderful successes in NB schools cannot be measured. Standardized assessments are tools that can be used to measure one aspect of the education system, but the results provide only a limited amount of information. Children are not raw materials and schools are not factories. Not all students, classes or schools face the same challenges. As professionals, teachers want to be held accountable for their work, but they are equally aware that student results on standardized tests are not the best means to do so.*

### What is your party's position on student assessment and teacher accountability?



In the face of exceptionally high illiteracy rates and other challenges, the NDP supports the use of standardized tests as one of a battery of means to ensure that New Brunswick students can excel in a competitive global market. The NDP looks forward to working with the NBTA and other stakeholders to develop appropriate measures in support of the goal of teacher accountability.



A balanced assessment program involves ongoing formative assessment (continuous information on each student's progress towards meeting specific targets) and summative assessment (indicating success at meeting targets at a given point in time). The Liberal Party is committed to having the Department of Education work with teachers to build a balanced assessment culture which aligns assessment, evaluation, and instruction from the classroom, district and provincial levels.



We continue to believe that testing and measuring results are necessary aspects of a system that allows teachers, principals, and other stakeholders to understand whether progress is being made toward educational goals. Student assessment and teacher accountability are also useful tools to assist in wisely managing resources, when balanced with other factors that influence results such as demographics.



Clearly assessments are only one part of the picture of determining the quality of education a student receives and achieves. These results should never be considered in isolation but should be one piece of a number of indicators to establish diagnostic evaluations as to whether a student requires an adjusted program and/or help. In this light, the Green Party recognizes the value of Provincial assessments at regular intervals throughout a student's school journey—pre-Kindergarten, Grade 2, 5, 8 and 11. Assessments are needed on individual children at the pre-kindergarten stage to identify any potential learning problems so that Kindergarten programming can be adapted and directed accordingly, addressing any problem or special needs as early as possible. A collaborative approach by both the Departments of Education and Health is needed to result in an increase in psychologist availability, specialized help and targeted resource teaching. Provincial assessments should be conducted early in the fifth grade so that the results can be used to develop interest-based and ability-based programming to be implemented in grade 6. Teacher evaluations are also needed, but mainly in a joint effort between the local administration and the School District using a multifaceted approach.

## NBTA News — Election Special

### 5. Commitment to Consult

*The NBTA represents 5500 highly-trained professionals who are experts on education in NB. They know the reality and the challenges. The Association taps into this expertise through numerous committees, councils, and governing bodies comprised of teacher volunteers. One of the keys to the improvement seen during the past few years has been the ongoing commitment by the Department of Education and the NBTA to work-together for the betterment of the system. Plans developed with the involvement of major stakeholders have a far greater potential to succeed. Consultation is especially important as we make the transition to 21st Century Learning.*

### Is your party committed to continued consultation between the Department of Education and the NBTA?



The Department of Education's collaboration with the NBTA to engage principals and teachers in the creation of the NB3-21 C Learning Agenda was invaluable and resulted in an enhanced agenda. The NBTA and their members' commitment is essential to creating the momentum required to transition to a NB3-21C Learning Agenda. The Liberal Party is committed to the Department of Education continuing to engage the NBTA, as well as other partners such as parents, students, non-profit groups, businesses, service organizations, post-secondary institutions, federal and municipal governments and community members.



Absolutely "yes". A government led by David Alward will be committed to consultation as the primary component of the decision-making process. Teachers will be included in decision-making at the Department of Education.



As stated earlier, the Green Party believes that the front-line workers are the experts in their field of educating students. The Green Party not only commits to continued consultation between the Department of Education and the New Brunswick Teachers Union, but insists that the front-line communications be wide open to finally remove the undemocratic barrier of the "gag order" from the system. The Green Party would love the opportunity to make this a reality for the betterment of every aspect of the system, the quality of education of the students and for the dignity and respect that our professional workers deserve.



Yes.

## NBTA News — Election Special

### 6. Support for New Teachers

*In 2009, the Beginning Teacher Induction Program, funded jointly by the Department of Education and the NBTA, was arbitrarily cancelled by the Department. This program had provided mentors, training and release time new for teachers during their first two years of work, a critical period when many, potentially excellent teachers, become overwhelmed and choose to leave the profession. The NBTA believes a program that provides support for new teachers must be a priority.*

### What is your party's position on a program that provides support for new teachers?



The Progressive Conservative party would restore the Beginning Teacher Induction Program. If enhancements are required to make the program work better, then we would support these enhancements as well.



As the demands on teachers continually grow, the Green Party recognizes the need to provide support to first-time teachers as they integrate into the expectations of the system.

University training and student teaching are both great means of learning however entering the classroom is a whole new ballgame. Mentoring is an excellent support for a new time teacher and rewarding to the experienced one. The opportunity for pertinent training is also an asset in any workplace. The Green Party commits to examining the needs of new teachers and developing an appropriate support program to aid this university-to-workplace transition.



When the province's finances are again approaching balance, the NDP supports this and similar programs that increase retention rates.



Our party recognizes the need for attention to beginning teachers and has encouraged Districts to continue and enhance systems of support they began under the former provincial Beginning Teachers' Induction Program. Many districts have reported that they used a significant portion of their provincially allocated District Discretionary PD Funds for this purpose. As well, they have used the Professional Learning Communities (PLC) school based funding allocation to build the collaborative culture that is most supportive for teachers new to the profession. The intent of the original BTIP program was to offer distinctive in-service opportunities for beginning classroom teachers, helping them to gain greater subject area confidence and develop good classroom management practices. This focus of support has not changed, although delivery of the in-service opportunities may have. District and Department representatives have been pleased to come together with NBTA reps to help shape the NBTA P.O.I.N.T. initiative, aimed at supporting new teachers.

Our government recently signed agreements with the Faculties of Education at the University of New Brunswick, St. Thomas University and Crandall University to align their teacher training programs with the new NB3-21C Learning Agenda, in order to better prepare new teachers for an NB3-21C classroom.

### 7. General Comment/Concluding Remarks

#### Would your party like to make any other comments about educational issues of interest to the NBTA membership?



The Green Party would like to thank-you for the opportunity to answer your important questions regarding the public education system. The Green Party policy manual has two other policies that may be of interest to you: 1. “Reinstate French immersion programs in the primary level, either Kindergarten or Grade 1”, and 2. “Use intensive French programming to supplement an upgraded core French curriculum rather than replace core French instruction.” Once again, thank-you for this opportunity, we look forward to the day that we will be able to work side-by-side in this essential profession that you and your membership carry out each and everyday. Together, we will improve New Brunswick’s society one child at a time.



The NB3-21C Learning Agenda requires that our students:

- Be fully engaged in their learning;
- Benefit from technology rich learning environments; and
- Develop the competencies and skills they will need in the future, both for the workplace of tomorrow and to enrich their lives as individuals and citizens.

We cannot achieve this alone. As we move ahead, we look forward to collaborating with the NBTA and other partners (such as parents, students, non-profit groups, businesses, service organizations, post-secondary institutions, federal and municipal governments and community members) to transform our vision into reality.



The Progressive Conservative Party is developing an exciting platform including many ideas and commitments for moving the K-12 education system forward by working with teachers. We invite members of the NBTA to seek out our platform document when it is released during the election campaign by visiting our website [www.pcnb.ca](http://www.pcnb.ca).



# Technology Brings Orphans and Saint John Students Face-to-Face

by Adam McKim, Teacher, Saint John High

We all know of classrooms that interact with the world through an online video connection. We may have seen it in a commercial about education or read about it in an article about 21<sup>st</sup> century learning. However, actually arranging such a thing is far more complicated than picking up the phone and waiting by the computer. It takes a bit of luck. Last February, I was fortunate enough that the opportunity fell right into my laptop. The story has been well covered by the media and you need only Google "Skype + McKim" to learn more, but the short version is this:

A friend of mine came back from Uganda in love with an orphanage of 130 children. After sharing this love (and hundreds of village-made necklaces) with my World Issues

class, we decided to help. Each time we sent money we received photo updates of a project that was

Skype to talk and sing with my students. Tears were flowing. Smiles were enormous. It was one of the

single greatest experiences of my life... and one I want classrooms around this province to have as well. That's where "CHAT To The Future" comes in (Care and Hope through Adoption and Technology). For \$300 per year sponsors for each of our 130 orphans will get dozens of happy photos, a few emails, and at least two Skype opportunities. Imagine the power of seeing your money in action and then

talking to the people you helped. If this sounds like something you want for your students, find our group page on facebook or simply contact adam.mckim@nbed.nb.ca



Happy Ugandan students in front of their news school, Saint John High Primary, built due to the generosity of NB students.

completed four months later: Saint John High Primary School was up and running! But this was just the beginning of the story.

In June our sister school used

## Interested in a Teacher Exchange?

- *Do you have an interest in teaching overseas or elsewhere in Canada?*
- *Do you have a sense of adventure?*
- *Are you a flexible person who can adapt to change?*
- *Does the prospect of living and teaching in another community excite you?*

Plan to attend an **INFORMATION MEETING** sponsored by the NBTA to learn about the exciting possibilities and how to arrange a teacher exchange.

Join **Carol Wilkins, Co-ordinator of the Canadian Education Exchange Foundation**, and members of the Exchange Teacher Organization of NB.

**Date: Saturday, October 2, 2010**      **Time: 11:00 am (Lunch will be provided)**

**Place: NBTF Building, Fredericton**

To register or for more information contact **Ardith Shirley**, Professional Development, NBTA at **506-452-1740** or **ardith.shirley@nbta.ca**.



## How Did You Spend Your Summer Vacation?

by Ardith Shirley, NBTA Staff Officer - Professional Development

As another school year begins and we head back to the hallowed halls of our schools, we greet colleagues and students eagerly with the perennial question: "How did you spend your summer vacation?" While the responses to this question will be as varied as the people and personalities we come in contact with on a daily basis, I know for a fact that many of our New Brunswick teachers will be sharing stories of the professional learning opportunities that they participated in over their "holiday".

Here at NBTA there were several events that kept us hopping over the summer months: Developing Successful Schools (DSS) was held in Sackville during the first week of July. Administrators and school leaders from all four of our Atlantic Provinces enjoyed Damian Cooper and his lessons in "Developing Assessment Literacy in Your School".

POINT (Professional Orientation and Induction of New Teachers) held sessions around the province during the last two weeks of July. We hope that those teachers who gave of their summer to pick up some tips on how best to support teachers entering our profession will be able to put their skills to good use this fall!

The month of August saw

several NBers off to Corner Brook, Newfoundland to take part in CONTACT (Conference on New Teaching and Classroom Techniques) the focus of this year's event was Differentiated Instruction and a special shout out goes to Erma Brian of Oromocto High School who shared her expertise in this area with her presentation, "Strapping on the Differentiated Toolbelt".

Volunteer teachers who serve in the capacity of Branch President or NBTA Executive members also spent time with us in August for various training and orientation sessions.

There were also countless Department of Education, District and School led initiatives that occurred over the summer months, I will mention a few that were on a fairly large scale and involve many of our teachers: Teacher Learning Week was held in August and the third cohort of the New Brunswick Educational Leadership Academy beginning their two-year journey together.

As well, Solution Tree organized RTI Training (Response to Intervention) in both St. Stephen and Moncton.

Along with all of the above events, countless

teachers participated in the over 20 face to face opportunities for summer learning that were offered by our New Brunswick Universities. Still others choose to study at universities such as Oxford and Harvard! Countless more participated in online courses. Many others enrolled in conferences and workshops around the globe.

All this to illustrate that for many of our teachers, summer "vacation" was spent in much the same way that every other day of our school year is spent – growing, living and learning as professionals.

Where did the summer go? Here's to another great school year!



### May I Recommend?

*21<sup>st</sup> Century Skills: The Challenges Ahead* by Andrew J. Rotherham and Daniel Willingham found online in **Best of Educational Leadership 2009–2010**, Pages 16-21 (August)

*Learning Together: A Teachers Guide to Combined Grades.* A practical guide created by experienced combined-grade teachers from the Elementary Teachers' Federation of Ontario. To order, visit [shopetfo.etfo.ca>publications](http://shopetfo.etfo.ca/publications)

### Closing Quote:

*"Excellence in education is when we do everything we can to make sure they become everything that they can."*  
— Carol Ann Tomlinson

### Website of the Month:

[moodle.org](http://moodle.org)

# Developing Successful Schools 2010



Mount Allison University was THE place to be for Atlantic region administrators this past summer. The 2010 Developing Successful Schools (DSS) Conference was held July 5-9. *Fostering Assessment Literacy in Our Schools: Guidelines for School Administrators* was this year's topic, and the institute resource person was Damian Cooper.

DSS is an annual event made possible through a partnership between the four Atlantic Teacher organizations (NBTA, PEITF, NLTA and NSTU) and the New Brunswick Department of Education.

## NBTA Golf Tournament

Saturday, September 25, 2010

"Shotgun" Start - 1:00 pm

Gage Golf and Curling Club, Oromocto

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

Fee: \$55.00 per golfer (includes green fees, meal, gratuities, HST, prizes).

Make cheques payable to:

NBTA Golf Tournament and mail to:

Tom Gillett  
526 Main Street  
Chipman, NB  
E4A 2P3

Telephone: (506) 339-6128

Email: [tomg@nbnet.nb.ca](mailto:tomg@nbnet.nb.ca)

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

### Entry Form

#### 4 Person Scramble

37 golf carts reserved through  
**The Pro Shop (506) 357-9343**  
(\$34.00 tax included)

#### Four Names:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone (Home): \_\_\_\_\_

(Work): \_\_\_\_\_

*If you have not received confirmation, please call by  
September 18, 2010*

## The Student Tour Travel Experts Freedom Travel can make your next student tour easier!

Freedom Travel, your New Brunswick owned student travel specialist, has provided specialized tours for universities, colleges, high schools and middle schools for the past 25 years. Whether it is New Brunswick, Halifax, Quebec City, Montreal, Ottawa, Toronto, Boston, New York, Washington, Europe or even further afield, we have the expertise to provide you with the most enriching travel experience! Freedom Travel can help New Brunswick students travel to any part of the world.

- \* We create content-rich itineraries that are comfortably paced to ensure the most productive learning experience.
- \* We arrange for students to be involved in "behind the scenes" activities to make the tour a valuable learning experience.
- \* We create educational tours, sporting and activity-related events - travel adventures that are truly memorable.
- \* We handle all the details for you - everything from tour development to arrival home.
- \* We meet with you to present ideas and discuss requirements for your tour.
- \* We print flyers, handle payments, field parent's inquiries, and do presentations! We are there for you before, during and after the tour. It takes the pressure off you!

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## Finding Meaning in Journaling

by Erica LeBlanc, Summerhill Elementary School, & Brandon LeBlanc, Supply Teacher in Districts 17 and 18

Teachers know the benefits of journaling. In recent years, the importance of journaling has been well documented and has been the focus of professional development sessions in virtually every school and at every level. Some teachers anticipate incorporating journaling into their daily or weekly routines and often in several subject areas. Others are less enthusiastic, and for a variety of reasons.

Journaling is hard work. It takes commitment, vision and tenacity on the part of both teacher and student. Teachers often introduce a journal as a warm up or closure activity, to get students thinking and to reinforce learning from the lesson, only to abandon it as weeks and months go by. The pressures of delivering the curriculum outcomes and the necessity to provide a tangible grade at report card time often forces teachers to pick and choose what can or cannot be accomplished in a school day. Often journaling and reflective exercises get postponed or forgotten and the benefits of these activities disappear with them. What is the purpose of the journal? Is it for assessment? How do you effectively assess them?

How can you find the time for students to write them, and how often can you read them?

In spite of the challenges it may pose, journaling provides students



the opportunity to express in their own words the concepts they have just witnessed. Teachers can use the journal entry as a tool to assess for understanding. Some students gain understanding as they relate their thoughts on paper. Introverted students do not often participate verbally during classroom discussions; in a journal they are less inhibited. Journaling provides students who may be struggling with the concept a chance to ask questions

without feeling singled out.

Journaling is a wonderful tool for learning but there are a few things worth remembering. Keep your goals reasonable and your purpose clear for

yourself and your students. Don't overuse the journal or you risk that the activity will become tedious. Students will become bored and the journal will lose its meaning. Remember that you need to allot time to read and respond to the entries so that you can also shape future lessons based on the understanding of the class as a whole. If you are tempted to postpone an established writing time, remember what will be lost in the process.

Professional development is more beneficial when reflection time is given at

different intervals during the session. Even ten minutes is meaningful. It stands to reason that if adult learners can find meaning in journaling activities, students of all ages and abilities have so much to gain from such a seemingly simple activity. Whether you are a seasoned teacher or just beginning your career, consider the benefits your students will reap when given the opportunity to reflect on their learning.

### *Journaling: A few things worth remembering....*

- **Keep your goals reasonable and your purpose clear for yourself and your students.**
- **Don't overuse the journal or you risk that the activity will become tedious. Students will become bored and the journal will lose its meaning.**
- **Remember that you need to allot time to read and respond to the entries so that you can also shape future lessons based on the understanding of the class as a whole.**
- **If you are tempted to postpone an established writing time, remember what will be lost in the process.**

## Happy Climbing!

*by Donna Losier, Elementary Council President*

I recently attended Contact 2010 in Newfoundland and Labrador which was entitled "The Learning Summit." As I listened to the keynote speaker TA Loeffler, I felt that she was speaking to all teachers... "nurturing big dreams and climbing big mountains requires leaps of faith, heaps of humor, dashes of discipline, lots of luck, tons of teamwork, and the ability to ride large waves of emotions." I was thinking of the mountains or summits that await all of us and for me in particular for the upcoming new school year—my first year as council president, my new crop of students, new curriculums, new endeavors and unknown challenges that await me. We all have our own mountains or summits to climb and as we go through our year, step by step, whether big or

small, we grow and learn and become stronger as we climb our individual mountains.



I would like to take this opportunity as the new president

of elementary council to thank our departing members who worked very hard for our teachers over the last few years — Kelly Gaines and Sharyn Pope. Good luck with your new summits.

Welcome to our new members: Amy Francis, District 18, Janice Bueno, District 02, and Margo Cochrane, District 06 who have joined us this year and of course welcome back to the returning members - Peter Gorham, Karla Roy, Erica Leblanc, Cathy Boudreau, Jane Jonas, Brenda Bordage, Pauline Thomas, Roberte Melanson, and Karen Miller. I am happy to say that we now have a full slate of volunteers who are already busy planning our Council Day 2011 to be held in Fredericton again this year. Stay tuned for more details.

---

## The Elementary Council will be holding two Science Institutes this Fall!

**When:** Monday, October 18 , 2010  
9:00 am – 3:00 pm  
**Where:** Moncton, New Brunswick  
Location to be announced

**When:** Monday, October 25, 2010  
9:00 am – 3:00 pm  
**Where:** St. Andrews, New Brunswick  
Location to be announced

**Presenter:** Science East

### Fun With Hands-On Science for Elementary School Teachers

Find science a little scary and intimidating? Then this is the session for you! Learn ways to integrate more hands-on science into your classroom and generally build your confidence level. The focus is on involvement, with plenty of chances for participants to try out cool science experiments and activities for themselves before taking it back to the most critical audience of all - your students.

This Institute is designed for Grades 3, 4 and 5 Elementary Teachers.  
Enrollment is limited to the first 30 applicants so register early!

Please email for registration information: [karla.roy@nbed.nb.ca](mailto:karla.roy@nbed.nb.ca)

A \$25.00 cheque deposit is required to hold your registration. Your cheque will be returned to you when you come to the Institute. Please make your cheque out to **NBTA Elementary Council** and mail to

Karla Roy, Park Street Elementary School  
111 Park Street  
Fredericton, New Brunswick  
E3A 2J6

# Fierce Conversations® 2-Day Workshop

**October 25 and 26, 2010**  
**NBTF Building, Fredericton**

**Maximum Participants:** 30 (Open to NBTA Members only)

**Registration Cost:** \$300 (includes workshop kit, nutrition breaks, lunch for 2 days). Registration does not include travel, accommodation or supply teacher expenses. Teachers must negotiate release time through their principals or districts.

**Registration Deadline:** September 24, 2010 – All participants must register online at [www.nbta.ca](http://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 Facilitator:**

Susan Scott is founder and CEO of Fierce, a company committed to large-scale and individual transformation through challenging conversations in the workplace. Previously a high school English teacher, Scott works with schools and youth agencies to provide educators and students with practical, actionable lifelong skills that transform the conversations central to their success. Scott is the author of *Fierce Leadership: A Bold Alternative to the Worst "Best" Practices of Business Today* and *Fierce Conversations: Achieving Success at Work and in Life, One Conversation at a Time*.

**ALL PARTICIPANTS MUST REGISTER ONLINE AT [www.nbta.ca](http://www.nbta.ca)**

### **Payment options:**

**Pay by credit card online or send cheque payable to NBTA for \$300.00 to:**

**NBTA**

**ATTENTION: Denise McCoy**

**650 Montgomery Street**

**P.O. Box 752 STN A**

**Fredericton, NB E3B 5R6**

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

# 2010-2011 NBTA Pension Seminars Registration Form

*Please accept my application to attend the NBTA Pension Seminar to be held on (check one):*

### **Date of Seminar:**

- October 16 - Bathurst, Terry Fox School
- November 6 - Moncton, Riverview Middle School
- November 24 - Bristol, Carleton North Senior High
- December 4 - Saint John, Simonds High
- January 8 - Fredericton, NBTF Building
- January 22 - Miramichi, Dr. Losier Middle School
- February 5 - Sussex, Sussex High School

### **Deadline for Registration:**

- October 8
- October 29
- November 17
- November 26
- December 23
- January 14
- January 28

Name of Teacher: \_\_\_\_\_ S.I. No. \_\_\_\_\_

Mailing Address: \_\_\_\_\_ Dist. \_\_\_\_\_

\_\_\_\_\_ Name of Spouse (if attending) \_\_\_\_\_

**(If spouse is a teacher, please fill out a separate form)**

No. of pension years you will have accumulated to June 2011 \_\_\_\_\_ Certificate Level: \_\_\_\_\_

Are you planning to buy back time? \_\_\_\_\_ If "yes", how much time? \_\_\_\_\_

Do you have Responsibility Allowance? Yes \_\_\_\_\_ No \_\_\_\_\_ *(If "yes", contact your payroll officer at your District Office and have your last 5 years' salary history faxed to Karen Vautour, 453-9795)*

I am enclosing a cheque in the amount of \$5.00 / \$10.00 (please circle one) to cover the cost of registration; nutrition break, and materials to be supplied. Please make cheque payable to **New Brunswick Teachers' Association. Mail Application form to: Karen Vautour, P.O. Box 752, Fredericton, NB, E3B 5R6 or fax to 453-9795.**

Signature: \_\_\_\_\_

## Seminar Guidelines

The following guidelines should be noted for participation in these seminars:

1. All participants must pre-register.
2. A registration fee of \$5.00 for each participant must accompany the application; however, cheques will not be cashed until after the workshop.
3. Travel and accommodation costs are the responsibility of the participant.
4. A nutrition break will be provided.
5. Questions relating to these seminars should be directed to:

**Michael Ketchum**  
**NBTA Staff Officer**  
**New Brunswick Teachers' Association**  
**P.O. Box 752**  
**Fredericton, N.B. E3B 5R6 (Tel. 452-1722)**

6. Any interested teachers are eligible to attend.
7. All workshops begin with registration at 8:30 am and sessions at 9:00 am until 1:00 pm. (Except Bristol, where registration will begin at 4:30pm -- Seminar at 5:00pm)
8. Detach and return the registration form as soon as possible.

### **Program**

- Teachers' Pension Act
- The Canada Pension Plan
- Pension Records (will be available at meeting if possible)
- Pension Calculations
- Old Age Security
- Retirement Allowance
- Pre-retirement Vacations
- Deferred Salary Leave Plans
- Financial Planning for Retirement:
  - RRSPs
  - Annuities
  - Registered Retirement Income Funds
- Individual Consultations



**PLEASE NOTE: YOU WILL RECEIVE CONFIRMATION WITHIN ONE WEEK OF CONFERENCE.**

# Cooperative Discipline

— A Classroom Management Institute for Early Career Teachers —

**Friday, November 5, 2010 — 9:00 am - 3:00 pm**  
**NBTF Building, Room 204 C, Fredericton**

**Facilitator**

Kimberley McKay, NBTA Staff Officer

consistent with optimum student growth - academic, social and psychological.

**Session Description:**

Cooperative Discipline is a comprehensive, easy-to-implement discipline approach that helps teachers find solutions to classroom disruptions in order to create safe and orderly classrooms. The approach manages and motivates student behavior in a manner

Cooperative Discipline challenges teachers to accept the enormous power they have in influencing students' behavior and shows how to channel this power into practical, effective skills that promote positive interactions with students.

**NOTE:** There is no registration fee for this institute and lunch will be provided. Teachers must negotiate release time through their principals or districts. This institute is being funded by the NBTA provincial office therefore participants are not eligible for NBTA/DOE Educational Improvement Grants. You may, however, apply to your local Branch for PD funds (if they are available) to assist with travel and/or accommodation expenses.

**Maximum participants:** 30 (Preference will be given to NBTA members with 2-5 years of experience)

**Register online at [www.nbta.ca](http://www.nbta.ca)**

**(registration opens Monday, September 20<sup>th</sup> and closes Friday, October 15<sup>th</sup>)**

You will receive confirmation of institute participation by e-mail after October 15<sup>th</sup>. For further registration information, contact Denise McCoy, 452-1828 or e-mail [denise.mccoy@nbta.ca](mailto:denise.mccoy@nbta.ca)

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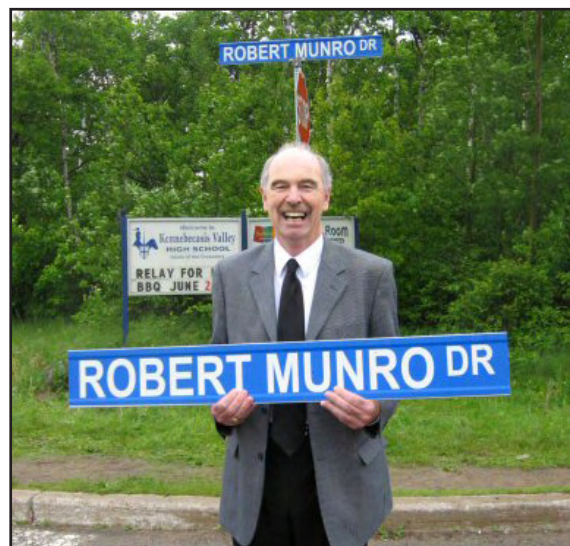


# Skills to Support New Teachers: An Introductory Institute

Support for new teachers is alive and well in New Brunswick! Fifty-three teachers from around the province attended NBTA's two-day summer institutes on **Skills to Support New Teachers**. The teachers spent a lively two days engaged in such topics as: understanding generational characteristics; phases of first year teaching; consultation, collaboration and coaching conversations; planning conversations; collaborative analysis of student work; classroom management; and orientation ideas. A sincere thank you to all teachers who carved two days out of their busy summer schedules to attend a session in Fredericton, St. Stephen, Miramichi or Grand Falls. Your ongoing support for those new to our profession is appreciated!



## Leaving His Mark



Every retiring teacher leaves a lasting impression on colleagues, students, and parents. Retiring principal Robert Munro won't have to rely solely on people's memories. The road leading to Kennebecasis Valley High School has been named in his honor.

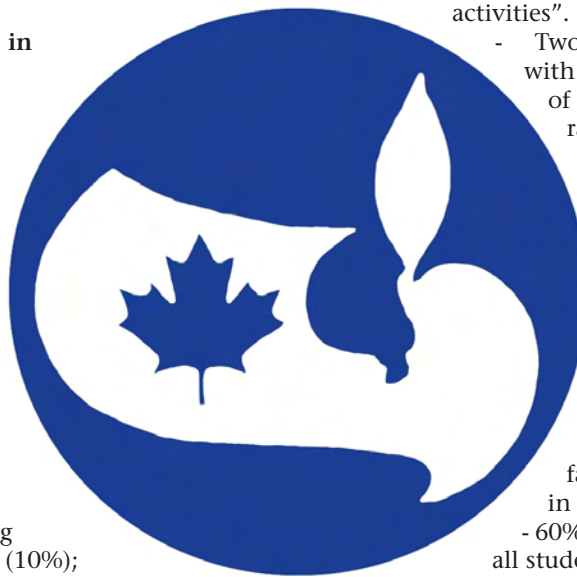
# Summary of 2010 CTF National Issues Poll Results

## How do Canadians Grade the Schools?

- Canadians surveyed continue to give higher grades to schools in their community than to schools in their province/territory, with shares of 61% and 53% of respondents respectively grading these schools “A” or “B” in 2010.

## Highest Priority Spending Areas in Public Education

- If more money was spent on public education, Canadians believe that “Reducing class sizes” should be the highest priority among 8 surveyed issues, with over 1 in 4 respondents (27%) expressing this view, followed by “Improving the curriculum” (23%); “Efforts to help students feel more respected, welcome and included at school” (12%); “More services for students with special needs” (12%); “Teacher training and upgrading and professional development” (10%); “Improving safety and security in the schools” (7.0%); “Province-wide/territory-wide student achievement tests” (6.0%); and “Programs to promote personal health by educating students about illness and disease prevention” (4.0%).



- 78% with respect to “Giving boys and girls an equal chance to succeed in school”.
- 70% with respect to “Making sure all students regardless of their ethnic or religious background, feel respected, welcome and included by teachers and students in the mainstream of the school’s activities”.
- Two-thirds of respondents (67%) with respect to “Making sure children of Aboriginal and other minority racial groups have the same chance to succeed in school as white children”.
- 62% with respect to “Making sure all students regardless of their sexual orientation feel respected, welcome and included by teachers and students in the mainstream of the school’s activities”.
- 61% with respect to “Giving children from rich and poor families an equal chance to succeed in school”.
- 60% with respect to “Making sure all students regardless of their physical, emotional or learning disabilities feel respected, welcome and included by teachers and students in the mainstream of the school’s activities”.

## Measuring Student Achievement

- Two-thirds of Canadians surveyed believe the best way to measure student achievement in school is by “Teacher evaluation of their students’ work including tests, homework, classroom work and other assigned projects”, while one-third prefer “Standardized province-wide/territory-wide student achievement tests”.

## Public Support for Increased Government Funding for Public Schools

- 87% of Canadians surveyed in 2010 would support increased government funding for public elementary schools, and the same share would support increased funding for public secondary or high schools.

## Rating the Job the Public Schools in Your Community are Doing in Handling 6 Surveyed Issues

- The majority of Canadians surveyed believe the public schools in their community are doing a “good” or “excellent” job with respect to each of the 6 issues surveyed in 2010, with shares ranging as follows:

## Values and Ethical Behaviour, Human Rights, Participatory Democracy, Peacemaking, and Environmental Protection

### Canadians Surveyed Believe that Public Schools Should Teach Students About 5 Surveyed Issues

- Canadians surveyed in 2010 overwhelmingly agree (“strongly” or “somewhat”) that public elementary and secondary schools should teach their students about “Values and ethical behaviour” (96%), “Human rights” (96%), “Peacemaking” (95%), “Environmental protection” (95%), and “Participatory democracy – taking an active role in democracy, not just voting in elections” (91%).

### Canadians Surveyed Agree that Public Schools Should be Involved in Community Projects

- Virtually all Canadians surveyed in 2010 (96%) agree (“strongly” or “somewhat”) that public elementary and secondary schools should be active participants in community projects such as recycling, community gardens and food drives, including 64% who “strongly agree”.

## When Community Organizations Support

## Summary of 2010 CTF National Issues Poll Results

### Community School Projects it Fosters Citizenship and Nurtures Community-School Relationships

- Virtually all respondents (97%) agree (“strongly” or “somewhat”) that “When community organizations support community school projects it fosters responsible citizenship”, including 53% who “strongly agree”.
- Virtually all respondents (97%) also agree (“strongly” or “somewhat”) that “When community organizations support community school projects it nurtures community-school relationships”, including 55% who “strongly agree”.

### Canadians Agree that it is Possible for Student-

### Led Projects to Bring About Positive Change in a Community

- Virtually all respondents (97%) agree (“strongly” or “somewhat”) that it is possible for student led projects to bring about positive change in a community, including 58% who “strongly agree”.

### Canadians Believe it is Important that Public Schools Develop Students’ Critical Thinking Skills

- Almost all Canadians surveyed (98%) believe that it is important (“very” or “rather”) that public elementary and secondary schools develop students’ critical thinking skills, including 68% who believe it is “very important”.

# REALing Them In

## Bringing the Real World into the Classroom

by Raissa Marks, Coordinator, Sustainability Education Alliance of New Brunswick

Nestled in the Saint John River Valley is one of District 14’s community schools – **Southern Carleton Elementary School (SCES)**. Through partnerships with community environmental groups, students at SCES have participated in the local environmental showcase for the past few years. The theme of last year’s showcase was “Water” and students were challenged to research a topic related to water, why it interests them, and how it relates to their environment. SCES is lucky to have a few acres of Acadian forest behind their school that teachers and community partners use as an outdoor classroom and through which students can walk to learn about native plants and trees.

On the other side of the province, **Tantramar Regional High School**, situated in the heart of the Tantramar Marsh, has teamed up with environmental groups and government agencies to develop a fantastic wetlands education centre. The Tantramar Wetlands Centre uses 40 acres of freshwater wetland as a classroom, offering students and members of the public active, hands-on learning experiences on wetland ecology and other

environmental topics.

These are just two examples of a wide variety of educational programs



*Participants at a Sustainability Education Alliance NB PD session at Killarney Lake (near Fredericton) learn about curriculum-linked outdoor activities that can be used with their classes in March 2008.*

and activities around the province, all of which fall under the umbrella of education for sustainability. Education for sustainability focuses on the holistic interconnections between environment, society, and economy. Instead of simply transferring knowledge, it teaches students skills such as critical-thinking, problem-solving, and how to work collaboratively with others to find solutions to real-world

problems. Sounds great! But, you are probably already wondering how to incorporate education for sustainability

into your classroom, along with all the other material that needs to be covered. Many organizations have developed teachers’ guides, activities and programs on education for sustainability that are ready-to-use and linked to the curriculum. There are two “go-to” places to search for these: Earth Ed and Resources for Rethinking (see websites below).

And still more good news! The **Sustainability Education Alliance of New Brunswick** has been around since 2006.

The purpose of this group is to provide an opportunity for all those interested to work together collaboratively to share ideas, knowledge, and experience in order to create a culture of education for sustainability in the province. Teachers, school and district personnel are more than welcome to participate in any of the Alliance’s meetings or Teams. In fact, supply costs to allow teachers to participate may be covered for you by the Department of Education or your district.

For more information, contact Raissa Marks, (506) 855-4144 or [nben@nben.ca](mailto:nben@nben.ca) or check out the following websites:

**Sustainability Education Alliance of New Brunswick** [www.nben.ca/seanb](http://www.nben.ca/seanb)

**Earth Ed: New Brunswick’s online environmental education catalogue for teachers** [www.nben.ca/earthed.htm](http://www.nben.ca/earthed.htm)

**Resources for Rethinking: Exemplary sustainability resources reviewed by teachers for teachers** [www.r4r.ca](http://www.r4r.ca)

# Save the Date!

NBTA is pleased to be a partner in the upcoming **Canadian Teachers' Federation Women's Symposium.**

This conference will be held in Moncton, February 4<sup>th</sup> and 5<sup>th</sup>, 2011.

Look for further details in upcoming issues of the *NBTA News*.



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## New Brunswick Physical Education Society and School District #17 "Provincial Remember When P.D. Conference" Friday, October 8<sup>th</sup>, 2010

**DATE:** Friday October 8<sup>th</sup>, 2010 – Provincial School Based P.D. Day (No supply cost needed)

**THEME:** **BE YOUR CHAMPION!** (Focusing on Personal Wellness, Being a Role Model for Healthy Active Living, Engaging Students through Engaging Yourself)

**LOCATION:** Oromocto High School

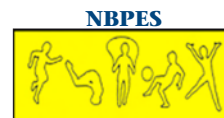
**INFO BLOG:** <http://rememberwhenconference.info>

**FACILITIES FOR SESSIONS:** Local green space, local schools and (NEW) artificial turf field.

**THEMES FOR SESSIONS:** Adapted P.E., Assessment, Cross Curricular Skills/Activities, Health/Nutrition, International Games/Sports, Innovative Games/Skills/Activities, Movement Education, Outdoor Activities, Teaching Games for Understanding, Technology in PE.

**CONFERENCE COMMITTEE EXECUTIVE:** (Please contact for information/questions)

Robin Buchanan (S.D.#17 Physical Education Mentor)	<a href="mailto:robin.buchanan@nbed.nb.ca">robin.buchanan@nbed.nb.ca</a>
Ross Campbell (UNB Education Faculty)	<a href="mailto:ross.campbell@nbed.nb.ca">ross.campbell@nbed.nb.ca</a>
Susan Allen (Healthy Learners Nurse)	<a href="mailto:susan.allen@gnb.ca">susan.allen@gnb.ca</a>
Shannon Atherton (Elementary P.E. Teacher)	<a href="mailto:shannon.atherton@nbed.nb.ca">shannon.atherton@nbed.nb.ca</a>
Steve Hachey (Secondary P.E. Teacher/Conference Blog)	<a href="mailto:steve.hachey@nbed.nb.ca">steve.hachey@nbed.nb.ca</a>



New Brunswick Physical Education Society

**Pre-registration ends October 5, 2010**

# New Coordinator for Teacher Counselling Program

Carmen Meehan has been named Coordinator for the Professional Counselling Service for Teachers. She replaces Mike Ketchum in that role. Ketchum left the position to become a member of the NBTA Staff earlier this year.

Carmen has a Bachelor of Education and Masters in Education – Guidance and Counselling, both from UNB, and joined the Counselling Service in 2008. Along with her new duties, she will continue to assist teachers in Districts 6, 8 and 10. Her work background includes teaching Kindergarten in Berwick, as an instructor at the Community College in Saint John, Teacher/Coordinator at P.A.L.S. (Partners in Alternate Learning Strategies) in Sussex, and most recently, as a Vice-Principal at Sussex Regional High.



## Wellness Highlights

### PROFESSIONAL COUNSELLING SERVICE FOR TEACHERS



**Carmen Meehan**

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



**Niel Cameron**

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



**Michael LeBlanc**

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

### **Purpose**

- To provide a confidential counselling/consulting service which is available without fee to NBTA members
- To provide health promotion programs which will assist teachers in increasing their level of wellness

### **Services**

- Provide counselling
- Organize group sessions upon request
- Promote wellness through workshops
- Conduct Critical Incident Stress Debriefings
- Refer teachers to other agencies: addictions, financial, couples and family counselling, and alternative health practitioners
- Co-ordinate School-Based Wellness Programs

# Announcements

## Canadian Homeless Research Network

*Free Online Resources*

Our units, lesson plans, plain language summaries and topics incorporate homelessness issues into the curriculum teachers are already teaching.

Dramatic Arts Unit  
English & Media Studies Unit  
Elementary Unit  
...and more!

**For more info go to:**

[www.homelesshub.ca/Education](http://www.homelesshub.ca/Education)

or

[www.homelesshub.ca/Topics/  
Canadian-Resources-469.aspx](http://www.homelesshub.ca/Topics/Canadian-Resources-469.aspx)



## The Second Annual New Brunswick Girl Conference Series

*a violence against women event for teen girls...*

**Tuesday, November 9<sup>th</sup>  
Holiday Inn Crown Plaza,  
Moncton**

**Wednesday, November 10<sup>th</sup>  
Fort Howe Hotel,  
Saint John**

**Topics may include:** sexual assault prevention, self-defense, drug rape, abusive relationships, stalking & harassment, date rape, party safety and more.

**Speakers include:** Survivors of abuse, frontline professionals, safety experts and female recording artists.

**For more info contact:**

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## New Advanced Certificate in Resource Education Developed at Crandall U.

Crandall University is pleased to announce that beginning this Fall semester it will be offering new **graduate-level courses** focused on providing support and training to all teachers working in the area of **Resource**. This is a **30 credit hour, or one year equivalent**, graduate level program that is designed specifically to help the resource teacher be better equipped to do his or her job and, in addition, the completion of this program can also allow these teachers to **raise their certification** standard from Level 5 to Level 6.

This **Advanced Certificate in Resource Education** is the second such certificate to be developed by Crandall University in recent years as it also provides an **Advanced Certificate in Literacy Education**. Entry into either program re-

quires the completion of a Bachelor of Education degree.

For further information on this new Advanced Certificate program and how to register for fall classes starting in **October 2010** please

contact Dr. Roger Russell, Director of Adult Learner Professional Studies Program. He can be reached at: **roger.russell@crandallu** or **(506) 858-8970**.

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Pictured is Wendy Leger (left) with Johnson Service Supervisor, Jolean Hawkes. Congratulations Wendy and happy AIR MILES® reward miles shopping!

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