

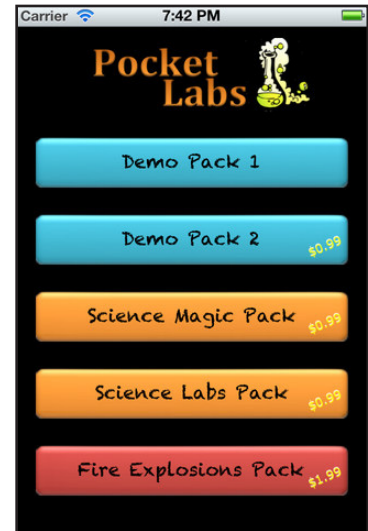


September 2012  
Vol. LV No. 1

NEW BRUNSWICK TEACHERS' ASSOCIATION

## Hillsborough Teacher Creates App

Available on the  
App Store



## NBTA Volunteers Serving Guiding Leading

### INSIDE:

**NBTA Staff Changes 2012-13**

**CONTACT 2012**

**Project Overseas, Ed. Leaves,  
Electronic Registration & More...**

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



## A Message from the President



### **Welcome back!**

Welcome back to school! I have to admit that I do miss the excitement of the students, teachers, parents, and of my own children, as they enter a new school year. I got a little taste of it in early August when I had a supper date with some of the teachers at my school (well...the school I will return to in September 2013), as a teaching team of primary teachers detailed how they had changed the layout of their classroom. I could visualize the change and was caught up in their enthusiasm about the new possibilities this simple difference would bring to their teaching and, most importantly, their students' learning.

There is something about the beginning of a new school year that invigorates me. In what other career is one able to have a fresh start on a yearly basis? It is a time when the relaxation of a much-needed summer rejuvenation break gives way to the anticipation of newness — new projects, new tools in your toolbox, new relationships with students, colleagues and parents, maybe even a new teaching assignment and, certainly this year, new District configurations and/or District Superintendents.

While 'new' may be the word of the fall, the impact that teachers have on a daily basis with students in their classrooms is not new. At the July President's Forum, preceding the AGM of the Canadian Teachers' Federation (CTF) in Halifax, I learned of a joint research report from the Canadian Education Association (CEA) and CTF titled *Teaching the Way We Aspire to Teach: Now and in the Future*. This report paints a national picture of who teachers are and articulates the support they need to teach at their best. More than 200 teachers took part in focus groups, including three such groups in NB, and over 4700 teachers responded to an online survey in May, 2012, many of whom are from NB.

According to Paul Taillefer, President of CTF, "(w)hat stands out for us

***"...education works because our members make it work on a daily basis..."***

in this report is the extent to which teachers thrive amid the myriad of external conditions imposed upon them, and the fact that they just want to be given the respect and flexibility they need to make the best decisions possible for their students' academic success." My mantra for the past year has been that education works because our members make it work on a daily basis for and with students in schools in NB. Canada and New Brunswick are viewed worldwide as leaders in education due to the positive impact teachers have on the success of students in the classroom and to the support provided them by others outside of the classroom.

In order for this support to enable teachers to be effective in this important role, it must be multi-faceted. This report also defines how provin-

cial and territorial governments, administrators, and parents can best support teachers – from developing trusting relationships, policies and programs that increase flexibility in the classroom to assessment policies that provide information useful to adapting learning. New Brunswick is too small a province for us not to work together! Since 'new' is the operative word for this fall, it is essential that ALL with an interest in the education of NB children focus on developing (or strengthening) positive, supportive and trusting relationships. This is especially true as many in the NB education system assume new roles in amalgamated districts.

***"Teachers DO make a difference for children on a daily basis and will continue to strive to teach the way they aspire."***

I recently watched a Taylor Mali YouTube video titled *What Teachers Make* and I invite you to look it up. Teachers DO make a difference for children on a daily basis and will continue to strive to teach the way they aspire. Remember to take care of yourself, think of your own wellness and keep in mind why you chose teaching as your profession, the career that has the most influence on our society's future.

Here is my Hinkety Pinkety for September. Of course, the answer to a hinkety pinkety has to be two, three syllable words that rhyme!

*What do you call attacking someone with false praise?*

Give it a try! Use it at a staff meeting! Send me your answers!

A handwritten signature in black ink that reads "Heather".



# NBTA Elected Leaders at Work this Summer



NBTA Table Officers 2012-13 at the August 2012 Executive Committee Orientation/Meeting. (l to r): Heather Smith, NBTA President; Peter Fullerton (Hillsborough), NBTA Vice President/President-Elect; and Guy Arseneault (Dalhousie), Acting Past President.



NBTA Branch Presidents' Meeting, August 13-14: Left photo - Marcelle Theriault-Michaud (Grand Falls) and Harold Dalling (Sussex). Right photo - Tammy Wright (Perth-Andover) and Ronna Gauthier (Minto).



2012-13 NBTA Executive Members (l to r) Heidi Ryder (Miramichi), Rick Cuming (Grand Falls), and Heather Hogan (Woodstock).

# Volunteer Teachers - The Numbers Say it All

by Blake Robichaud, NBTA Staff

I believe it is vital that we recognize and thank, particularly at the start of a school year, those who go beyond their extremely demanding full-time jobs to serve their colleagues and their professional Association. Pictured in this issue of the *NBTA News* are many of these individuals, but there are literally hundreds more who make contributions. Sometimes the numbers do say it all. There will be approximately 6,100 NBTA members, contract and supply teachers, in 2012-13. The New Brunswick Teachers' Association operates with a paid staff that includes a President, six Administrative Staff (all teachers) and seven support staff. With a ratio of one paid employee for approximately every 435 teachers, it is clear that a tremendous amount of work is being done by volunteers. Their efforts can be demanding and fulfilling, are instructive and crucial, but too often, may be without a lot of positive feedback.

This summer I had a call from a teacher I had worked with a few years ago and one of her comments echoed a sentiment I have heard several times over the past year, "I'm too busy to get involved, but I'm glad there are teach-

ers who I trust that are willing to do it." This was actually a fairly decent endorsement of the representatives who work on her behalf but I believe that few teachers truly understand just how many of their colleagues are working for them and how essential their contributions are. Volunteer representatives are not just members of the NBTA, but also essential cogs in its operation and active participants in determining its course.

Let's return to the numbers game. Each school has an NBTA school rep and a School PD committee (at least 3 members, one of which represents the school administration). There are over 220 schools in the NB Anglophone system. Additionally, each of the 27 NBTA Branches has at least five branch officers and some have almost twice this many. These Branches also have a NBTA Director (the 3 largest have 2 Directors) who serve provincially on the Board of Directors along with the NBTA Vice-President and Past President. Many Branches also send observers to the Board and dozens more attend the NBTA AGM where they make the highest-level decisions for the organization. Over 30 more teach-

ers serve on the three level Councils and in 2011-12 almost another 100 served on various NBTA Committees. Overall, even taking into account that some teachers take on more than one volunteer role, 400-500 teachers would be a conservative estimate of our total number of teachers assisting the NBTA in its work and decision-making.

We would like to invite you to actively participate in the NBTA as well. Many teachers are hooked as soon as they begin and remain involved throughout their careers. If serving in one of these many roles isn't for you yet, then here are some suggestions:

- Find out who your reps are and share any questions or concerns you may have. Find out what they do for the Association. Maybe you eventually might like to do something similar;
- Stay informed about the NBTA's activities and operations. A well-informed member is also an active participant;
- Call and ask any questions you may have. Many teachers learn of services the NBTA provides that they were unaware of;
- Understand and appreciate those who have accepted additional roles.

## Executive Committee 2012-2013



Heather Snith  
President



Larry Jamieson  
Executive Director



Peter Fullerton  
Vice President/President-Elect



Guy Arseneault  
Acting Past President



Heidi Ryder  
Branch 1610  
NBTF Executive



Sheridan Mawhinney  
Branch 1725  
NBTF Executive



Heather Ingalls  
Branch 1022



Heather Hogan  
Branch 1429



Rick Cuming  
Branch 1450



# NBTA Board of Directors 2012-2013



Heather Smith  
President



Larry Jamieson  
Executive Director



Peter Fullerton  
VP/Pres.-Elect



Guy Arseneault  
Acting Past President



Doug Stewart  
0214



Jill Quiring  
0215



Ron Furlotte  
0215



Connie Keating  
0216



Barry Snider  
0217



Brad Coughlan  
0618



Robin McCrea-Elward  
0619



Derrick Sleep  
0820



Jacques Theriault  
0820



Tracey McCluskey  
1021



Heather Ingalls  
1022



Jim Higgins  
1023



Karen Miller  
1428



Heather Hogan  
1429



Chris Brown  
1430



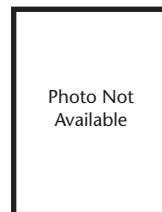
Kelly Christensen  
1431



Richard Cuming  
1450



Julie Holt  
1454



Cindy Arseneault  
1536



Cline Gideon  
1538



Jessi Stever  
1542



Kim Cripps  
1608



Heidi Ryder  
1610



Paul Mourant  
1640



Liz Andrews  
1724



Sheridan Mawhinney  
1725



Janna Graham  
1809



Carolyn Bamhart-Elson  
1826



Heather Palmer  
1826



Leah Bidlake  
1827



# CONTACT 2012

## *Cirque du School, eh!*

### *Gearing up for the Greatest Show on Earth: Teaching!*

by Laura Côté, NBTA Staff

Teachers have been called many things – role models, counsellors, nurses, – but how about jugglers? Or ringmasters? What about magicians? By attending this year's CONTACT (Conference On New Techniques And Classroom Teaching), I've discovered that teaching can sometimes be very much like a circus, and is indeed, the "greatest show on earth". CONTACT 2012, a 4-day conference for teachers in New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland, was held August 7<sup>th</sup>-10<sup>th</sup> in Antigonish, NS, on the campus of my alma mater, St. Francis Xavier University. When I arrived, I was greeted in incredible fashion: entertained by a fire juggler; provided with popcorn, cotton candy, and candy apples; and registered by a fortune teller. To top it off, a ring master provided us with a brief tour of the site. If you haven't already guessed, the theme of CONTACT 2012 was about the circus, or more specifically, "Cirque du school, eh!" and fulfilled its promise to "celebrate all that is best about teaching."

The week began with presenter, Paula Danyluk-MacDonald, providing a funny but accurate portrayal of the teacher as juggler. Paula jokingly provided a list of "you must be a teacher if..." including a few of my favorites: "...you use your photocopier code in the ATM machine; ...you feel the urge to talk to strange children and correct

their behavior when out in public; and ...you pass out on Fridays, not from drinking, but from exhaustion."

As a new school year begins, here are some excellent tips I picked up at CONTACT for all juggler-teachers to avoid "dropping any balls" including:

- 1) Learn to say no. Know your limits, but stretch yourself when a growth opportunity arrives.
- 2) Work on what is hardest for you ...practice will make it easier.
- 3) Don't be afraid of change
- 4) Stop complaining about non-negotiables. If a specific task is a requirement of the job, "git 'er done".
- 5) Be the best that you can be but don't worry about making mistakes (because it's going to happen regardless of the worry).
- 6) Don't punish yourself when you

do make mistakes. Instead, learn from them and move on.

- 7) Network! There is so much to learn about teaching from your colleagues.
- 8) Embrace diversity. It helps you grow.
- 9) Don't take stock in hecklers. Only listen to productive comments or constructive criticism.
- 10) Take a break! Teaching may be your passion, but it is not your entire being. Make sure to value other things in your life.

Finally, it may be a simple idea, but it resonated with me and thus I share it with you: in considering what is the best part of teaching, one of the CONTACT speakers suggested it is "...getting a fresh start every September". Enjoy this opportunity as you begin another school year.



Local Planning Committee in costume

## *Every Teacher Project*

The New Brunswick Teachers' Association is pleased to be joining every national, provincial, and territorial teachers' organization in English Canada in participating in the *Every Teacher* project.

This project is a national study designed to identify and make widely available the collective expertise that exists in Canadian teachers on inclusive education practices for sexual and

gender minority students. The *Every Teacher* project is a follow-up to Taylor and Peter's national study, in partnership with Egale Canada, of student experiences of school climate for LGBTQ people (The widely distributed final report of the student project, *Every Class in Every School: The First National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools*, can be found at [www.egale.ca](http://www.egale.ca).) Build-

ing on needs identified in the student survey, the *Every Teacher* project is designed to produce evidence-based recommendations for the most promising practices for anti-homophobia and LGBTQ-inclusive education in a full range of teaching environments.

The project is set to launch in early October so stay tuned for further details regarding this initiative.

# CONTACT 2012

## *Envisioning an Effective Classroom: Fredericton's Mark Slack at CONTACT 2012*

by Laura Côté, NBTA Staff

When it comes to teaching, Mark Slack has a vision: he wants his classroom to be Fun, Engaging, high-Achieving, and Real-world. He calls this the "F.E.A.R. Factor". He not only has a vision, he has the strategies to achieve this vision, and he's happy to share his ideas with other teachers. Teachers attending CONTACT 2012 in Antigonish, NS, from August 7<sup>th</sup>-10<sup>th</sup> were fortunate to have the opportunity to learn from Mark.

In 2010, Mark attended the Ron Clark Academy in Atlanta, Georgia, and was inspired by the founder of this Academy, Ron Clark. His book, *The Essential 55*, provides fifty-five ideas to transform "an ordinary classroom into an extraordinary classroom."

Tailoring to fit his own vision, Mark incorporated the ideas from the Academy and other conferences he attended into his own classroom. Mark believes students should also have a vision for their school year, or for each course. He recommends having the students create their own visions in their classrooms by asking them, "What do you want to get out of this course?" Most importantly, teachers also need a vision. As Mark suggests: "You need a vision to move forward to extraordinary. Make it clear, focused, short, easy to understand, and memorable."

Along with forty-five "guidelines" that he displays in his classroom, Mark provides several suggestions for keeping his classroom fun, engaging, high achieving, and real-world. Among the many, here are a few:

a) **Using music.** Mark has a huge list of songs that he uses to keep students focused while they're working independently, to keep transitions timely, and to complete a quick task. For example, if students are attempting to problem-

solve, he plays the theme music for *Mission Impossible* and he creeps around the classroom as a playful approach to "investigate" how students are progressing on their work.



Garden Creek School's Very Own  
Mr. Dressup: Mark Slack

b) **Using costumes.** Mark could easily compete with "Mr. Dressup" in the number of costumes he keeps in his classroom. He uses costumes to tell stories or gets students to dress up for presentations. Mark has made numerous trips to Liquidation World to add to his collection.

c) **Using timers.** Mark uses time limits to engage the students quickly. The timer on the Smartboard gives students that motivation to complete a task in five minutes (like writing, practicing an equation, or talking to a peer).

d) **Using soft balls.** Mark literally uses a ball when engaged in a whole-class discussion. He throws the ball to students to answer questions, and has the students

do the same. He suggests that this gets the teacher talking less and the students talking more. It also allows him the time to copy what the students have said on the board, and allows students the opportunity to copy notes afterward.

e) **Using prompts.** Mark begins class every day with a "Do now". It's a short question or prompt on the board that acts as a review of the previous day or as a segue into the day's lesson. It also provides the opportunity to avoid tardiness. Students who do not complete the task at the beginning of class have to return at lunch to complete the task.

f) **Using thumbs.** Mark gets his students to use their thumbs to vote on issues in class. This is known in his class as the "thumbometer."

g) **Using post-its.** Mark also gets his students to comment on what they learned that day, or what they found to be important to them onto a post-it note. From there, the note goes either to the board or on a partner's back for students to walk around and read what others wrote.

As an elementary teacher in Fredericton, Mark is in high demand among students at his school. His extraordinary approach to classroom management is highly effective and fun, and he welcomes the opportunity to help others. He can be reached at [mark.slack@nbed.nb.ca](mailto:mark.slack@nbed.nb.ca) for more ideas. As well, many of Mark's ideas are inspired from *The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student In Every Child* by Ron Clark published in 2003 by Hyperion ([www.Hyperion-Books.com](http://www.Hyperion-Books.com)).



# NBTA Staff Changes for 2012-2013



**Laura Côté - Staff Officer**

The New Brunswick Teachers' Association is proud to announce that Laura Côté, a teacher from Kennebecasis Valley High, has been chosen by the NBTA Board of Directors to fill a temporary (11 month) position on our Administrative Staff, created by the education and deferred salary leave of NBTA Deputy Executive Director Melinda Cook. Her duties will be primarily in the areas of curriculum, assessment and professional development.

Laura has represented NBTA Branch 0619 since 2009 and in 2011-12 was elected as an Alternate to the Association Executive Committee. She brings a wealth of experience, ability and enthusiasm to the position.

Ardith Shirley has been selected by the Board of Directors to be NBTA Acting Deputy Executive Director for 2012-13. She will be temporarily assuming the role while Melinda Cook is on a deferred salary/educational leave. The Deputy Executive Director position is not a full-time staff position, but is assumed by an existing NBTA staff officer in addition to their current duties.

Ardith, a native of Chipman, has worked as an NBTA Staff Officer since 2007 primarily in the area of professional development.



**Ardith Shirley - Acting Deputy Executive Director**

## Developing Successful Schools 2012



From July 9<sup>th</sup>-12<sup>th</sup>, Educational Leaders from across Atlantic Canada converged on the campus of Mount Allison University in Sackville for an exceptional opportunity to learn together under the direction of Queen's University Professors, Dr. Robert Hickey, Dr. Glenda Fisk and Dr. Brendan Sweeney.

*"Strategic Approaches to Conflict Management and Negotiations"* was based on the premise that as school

leaders, we "negotiate" all the time. Working with colleagues, resolving disagreements, and engaging with other stakeholders all require high levels of interpersonal skills that can be improved with practice and reflection.

Through a series of hands-on exercises, guided discussions, and interactive presentations, participants critically analyzed their own negotiating style and reflected on how to enhance their conflict management skills.



# NBTA Membership Registration 2012-2013

All Teachers

Contract & Supply Teachers\*

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

Must Register Electronically at [www.nbta.ca](http://www.nbta.ca)

**We** need **Your** up-to-date information to serve **You**:

NBTA & NBTF Services • NBTA Registrations

NBTA & NBTF Members-Only websites



**Only members who have registered will be able to vote on matters related to the Collective Agreement.**



**Prize draws on Sept. 15 and Oct. 1 for those who have registered. Register early for more chances to win!**

If you are experiencing difficulty registering call Carlene Merrick at **452-1833**.



# Educational Leaves: 2013-2014

**Deadline for Applications:  
November 2, 2012**

**Application Forms:  
Use Only Forms Marked  
"For 2013-2014"**

## **General**

In order to advise teacher applicants by the end of January 2013, the deadline date for applications has been established as November 2, 2012.

## **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 2013-2014 school year only; leaves for January-June, 2013 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 2, 2012.**

- Applicants shall be advised of the decisions of the Committee by the end of January, 2013.

## **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:* Heather Smith;  
*Association des enseignantes et des enseignants francophones du Nouveau Brunswick:* Suzanne Bourgeois;  
*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.***

# Compass Conference 2012

*Early career teachers navigating the professional world of education*



**Friday and Saturday  
November 23 and 24, 2012  
NBTF Building, Fredericton**



**Conference Goal:** This conference is designed to support early career teachers as they develop their professional identity, reflect on their professional practice and purposefully seek out formal and informal networks of learning.

**Conference Topics will include:**

- \* NBTA 101: Your Professional Organization
- \* Teacher Welfare Services
- \* The Classroom Environment
- \* Building Critical Relationships
- \* Finding/Using Your Professional Voice
- \* Planning for Success

**Target Audience:** Any NBTA statutory or casual member within the first five years of teaching

**Registration:** Electronic registration via [www.nbta.ca](http://www.nbta.ca) the first week of October (1-5).

**Conference Fees:** There will be no registration fee to attend this conference and NBTA will pay the cost of a supply teacher for those participants who require one. Lunch and nutrition breaks will be provided. All other expenses (additional meals, travel and accommodation) are the responsibility of the participant.

**LIMITED SEATING AVAILABLE - REGISTER EARLY**

**Register at [www.nbta.ca](http://www.nbta.ca)  
from October 1-5.**



**All Supply Teachers**  
(Certified & Local Permit)  
**Must Register**  
at [www.nbta.ca](http://www.nbta.ca)

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



Click:



**The NBTF will be negotiating for Supply Teachers for the first time during 2012-2013.**

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 or not.

**Only NBTF members who have registered through either the NBTA or the AEFNB will be able to vote on matters related to the Collective Agreement.**

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

OR

if you are experiencing difficulty with that process  
call Carlene Merrick at **452-1833**.

# Caledonia High Teacher Develops App for Science Labs

by Blake Robichaud, NBTA Staff

Bryan Ouellette has found a new way to share some of the cool experiments he uses in his classroom. His App "Pocket Labs" became available at the iTunes Store in early June. "A lot of people were asking me for ideas for activities. Originally, I thought I might write a book, but so many of these end up sitting on a shelf somewhere. I figured this would be an easier, handier way."

A graduate of the University of Maine at Presque Isle, Ouellette is starting his fifth year at CRHS where he has progressed from a student internship, to long-term supply work and "D" and "B" contracts. He originally taught mainly French Immersion courses, but eventually moved into the subject area for which he has his greatest passion, science. He has been featured in the media on several occasions, once for the science web-

shows he and the science and technology club began at his school had been posting on YouTube, another for creating pseudo-Smartboards using Wii's and infra-red pens, and finally for the "Pocket Labs" app.

Ouellette says the toughest challenge about creating an app is the coding. "Lots of teachers have great ideas, but it is the coding that holds them back." Afterwards, there is a lot of checking and re-checking to ensure that everything is right and works before it officially becomes available.

"Pocket Labs - Demo Pack 1" comes with ten labs. A second Demo Pack, a "Science Magic Pack," "Science Lab Pack" and "Fire Explosions Pack" are also available. Each contains at least 10 labs and is on sale for 99 cents at iTunes. Ouellette says all of the experiments have been used in his class-

rooms at one time or another and are applicable to NB classrooms.

"It's interesting because I've sold some in India, New Zealand and the U.S. One of the neatest reviews came from a teacher who is also a dad, who wrote that he hadn't yet tried the labs in the classroom, but his 8-year old and 9-year old children at home certainly love them."

[pocketlabs.weebly.com](http://pocketlabs.weebly.com)

<http://itunes.apple.com/us/app/pocket-labs/id532511549?ls=1&mt=8>



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# Project Overseas 2012: Barbados

by Cathy Cummings, Forest Glen School

Since 1962 Canadian teachers have been making a difference in the professional lives and the education of students in developing countries through Project Overseas. Working with teacher organizations in host countries, Canadians deliver workshops side-by-side with experienced in-country teachers (our co-tutors). This past summer, I had the amazing opportunity to be a teacher participant in the 50<sup>th</sup> year of Project Overseas working in partnership with the Barbados Union of Teachers. Before arriving in Barbados, all of the Canadian participants delivering workshops throughout Africa and the Caribbean met in Ottawa. The Canadian Teacher's Federation organized a series of workshops to prepare us for the exciting adventure that lay ahead.

Team Barbados consisted of four teachers: two teachers from the Toronto area, one teacher from Northern Ontario and myself. Although we didn't know each other prior to starting our project in Barbados, we immediately became close friends when we first met each other in Ottawa. I have never felt such a fast connection with any group of people, it was amazing to experience. It goes to show that having a common goal really does bring a group of people together.

As our team of four walked off the plane in Barbados and embarked on our three-week journey, the smell of delicious Bajan food welcomed us. We were graciously greeted by our Bajan hosts at the airport and we were taken to our lovely hotel which was directly on a white sandy beach in

St. Lawrence Gap. We were given a few days to settle in and to become accustomed to our new environment. During this first week in Barbados, we were greeted by members of the Barbados Union of Teachers, the Minister of Education, the High Commissioner of Canada as well as many other members of the education community. We felt truly honored to be part of such a respected Professional Development opportunity! Everyone we met while in Barbados treated us with absolute kindness and warmth!

Barbados is the island of breadfruit, fish cakes, macaroni pie and plentiful

and we welcomed the 10 minutes of rain each day with open arms as a way to cool down! The currency in Barbados is the Barbados dollar – US \$1 = Barbados \$2. This made market shopping very easy, we simply had to divide the price in half!

Our focus for the two-week Summer Institute was Special Education. As a Resource teacher in School District 2, I was really excited to collaborate with local teachers from Barbados and to share resources and strategies in the area of Special Education. 80 local teachers were giving up part of their summer vacation to

come to our workshops each day from 9 am until 3 pm, many of whom travelled great distances to hear what we had to say. The four key areas of the Summer Institute were Learning Disabilities/Differentiation, Authentic Assessment, Literacy & Reading and Early Childhood Education. Each Canadian teacher was partnered with a local co-tutor who was an expert in their field. My co-tutor, Janice, and I took the lead on the Learning Disabilities/Differentiation workshops. The

participants were so engaged in our lessons and truly appreciated everything they were gaining from our workshops. They were an energetic group of dedicated teachers. Their teaching experience ranged from 1-35 years, yet, even the most experienced teachers were eager and excited to learn and were always open to learning new teaching methods and teaching strategies.

A lot of teacher collaboration and sharing occurred during the work-



*This is my Canadian team as well as teacher participants and their children. Their children came to class with us each day.*

fish. I love to eat good food, so I felt right at home immediately! Barbados is a Caribbean island approximately 30 x 20 km in size. The west and south coasts have calm Caribbean Sea and endless beaches. The capital city of Barbados is Bridgetown and the island has an approximate population of 365,000. The island receives 8-9 hours of sunshine most days with an average temperature between 24 C and 32 C year-round. We were in Barbados during their rainy season



## Project Overseas 2012: Barbados

shops. It was truly a mutually beneficial and collaborative experience! Teachers genuinely appreciated any handouts and activities they were able to take home on Learning Disabilities. I have to say, the process of photocopying in Barbados is a little different than here! We had to manually photocopy page by page (double the time if you wanted double sided!) and staple by hand. You can imagine how long it took to put together a stapled six-page document for 80 teachers! I have learned that we too often take for granted simple tasks such as photocopying and we waste too much paper! The biggest issue in Barbados is pooled resources and the lack of leveled books; therefore, we shared many online resources with teachers such as [readinga-z.com](http://readinga-z.com) and [starfall.com](http://starfall.com). The teacher participants appreciated and were grateful for learning new information and new ways of educating their students. I heard nothing but “thank-you” and “I feel so lucky to be here” from the participants. **I will never take another Professional Development opportunity for granted and I make a promise to myself to always gain as much knowledge from PD workshops as possible.**

Working with Project Overseas is a very rewarding experience both professionally and culturally. I have learned how to work and share with a team of colleagues and develop flexibility and trust. I trust that the knowledge we delivered to the 80 local participants will be multiplied 100 times over because I know they



*My Canadian team and our local co-tutors.*

are going to share their knowledge with their schools and colleagues. I promise to do the same.

Not only were we given the opportunity to get to know the teachers on a professional level but also on a personal level. We attended cultural events together such as an island tour and Bajan “limes!” In the short time that we worked together, I have learned so many things from this group and I truly can say that I have met some of the most generous and giving individuals. The teachers that we worked with made the entire team feel very welcomed, respected and appreciated. They have forever touched my heart.

A big thank you goes out to NBTA for this life changing opportunity. **I highly recommend that teachers**

**apply for Project Overseas. I am a better teacher, and more importantly, a better person for it.** One important life skill that I took away from this experience is patience. I quickly learned that Bajans approach life from a different perspective. The pace of life is slower yet things still get done. As a teacher who is constantly on overdrive trying to meet deadlines and prepare lessons, I had to learn to slow down and enjoy life. There is a saying in Barbados, “things will happen when they happen.” It is important to always provide the people in your presence your best self and your undivided attention. People come first so the six-page photocopied document and stapling can wait.



*My teacher participants and me.*

.....

*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.*

# PROJECT OVERSEAS 2013

## *Teachers Teaching Teachers*

Would you like to assist teachers in a developing country?

Are you interested in learning more about global education issues?

Do you see yourself volunteering in Africa, Asia, or the Caribbean?



**“I highly recommend that teachers apply for Project Overseas. I am a better teacher, and more importantly, a better person for it.”**

*- Cathy Cummings*

CTF needs English and French-speaking Canadian teachers at the primary, elementary, and secondary levels who are interested in volunteering to offer in-services in a wide-range of subjects in countries throughout Africa, Asia, and the Caribbean.

Each year about 50 Canadian teachers are chosen to volunteer on CTF's Project Overseas. On PO, Canadian teachers give their time and talent to offer professional development in-service programs in partnership with teacher organizations in developing countries. Based on requests from CTF's partners overseas, teams of Canadian teachers are formed in January and in-service projects take place in July and August.

Application criteria include:

- be a member of a provincial or territorial teacher organization that supports PO
- hold a valid teachers' certificate
- have completed at least five years of teaching in Canada by July 2013
- be a Canadian citizen
- be in excellent health and able to work in developing country conditions (a doctor's letter is required)
- show evidence of flexibility, mature judgment, and a strong willingness to put the team and project needs above personal needs
- hold a Canadian passport valid until at least **December 2013** at the time of application (proof that a passport application has been made will be accepted)

**PO is a volunteer experience. Administrative, travel, and living expenses are borne by CTF, NBTA and CIDA. No salaries or honoraria are paid to participants in PO and the sponsors do not cover costs associated with substitute teachers or release time.**

**Application forms and further information are available at [www.ctf-fce.ca](http://www.ctf-fce.ca)**

**Deadline for Applications:  
November 1, 2012**

Completed Application forms must be forwarded to:  
Laura Côté, NBTA Staff Officer  
PO Box 752, 650 Montgomery St.  
Fredericton, NB E3B 5R6



Canadian Teachers' Federation  
Fédération canadienne des enseignantes et des enseignants

**INTERNATIONAL PROGRAMS**

*Together We Make a Difference!*

By Kimberley McKay, NBTA Staff Officer

## **NBTA: YOUR PROFESSIONAL ASSOCIATION**

### **POINT?**

It is my pleasure to be writing the first POINT column of the year and to be able to wholeheartedly welcome New Brunswick's new teachers to the profession! POINT stands for the Professional Orientation and Induction of New Teachers. POINT is not a "pre-packaged" program but rather is the banner name for any activity or event that NBTA funds in support of new teachers. Each branch has a POINT liaison who takes the lead in organizing a branch welcome event /contact as well as a follow up contact mid-year. The NBTA recognizes the importance of supporting new teachers as they develop their professional identity and POINT is simply one means of offering this support service.

As I write this article, I am fresh from NBTA Branch Presidents' August orientation days. Although many interesting topics were discussed, I was particularly interested in the ongoing networking around the theme of "getting early career teachers involved in the professional association". Being knowledgeable about your professional association from your earliest days can only be to your advantage and possibly serve as a catalyst to get you involved. This article will be dedicated to "what NBTA can do for you" and will be followed next month by "what you can do for your professional association".

### **NBTA: Your Professional Association**

The NBTA is one of two professional associations that form the New Brunswick Teachers' Federation (NBTF). The Federation consists of approximately 6100 anglophone teachers in the New Brunswick Teacher's Association (NBTA) and approximately 2500 francophone teachers who belong to the l'Association des enseignantes et des enseignants francophones du Nouveau-Brunswick (AEFNB).

NBTA staff members oversee services to teachers related to professional development, finance, pension, communications, public relations, counseling and legal support. NBTF staff negotiates and defends the Collective Agreement, that is, all working conditions, benefits and salary.

### **NBTA: You Are a Professional**

As a new teacher, you have entered a profession that has been respected for generations. The role you play in society is a crucial one and you are perceived as a positive influence and role model in the lives of the students you teach. As such, you need to think of yourself as a professional and conduct yourself in a professional manner.

The NBTA Code of Professional Conduct indicates the high standards of behavior expected from the members of our profession. As a new teacher, it is important that you familiarize yourself with this Code and at all times aspire to the highest form of professional interactions.

### **NBTA: Services Overview**

NBTA is pleased to offer ongoing service to all our members in a wide variety of areas. The following list is not exhaustive – it is a snapshot of where your professional association staff can offer assistance: teacher counseling service, pension, teacher welfare services, councils, equity, school learning environments, support for early career teachers (including supply teachers), public relations, communications, leadership and administration, professional development, teacher education and certification, curriculum and assessment, legal assistance, educational leave, collective bargaining information, awards. Your NBTA staff welcomes any and all contact, questions, or concerns – we work for you!

### **NBTA: A New Professional Growth Opportunity for Early Career Teachers**

NBTA is pleased to be hosting our "first ever" professional association conference dedicated to early career teachers (contract and casual). The conference theme is **COMPASS CONFERENCE 2012: Early Career Teachers Navigating the Professional World of Education**. For full conference details, see the ad in this edition of the NBTA News. Seats are limited so plan to register early!



## **New study offers candid glimpse at how Canadian teachers feel about teaching in today's classrooms**



Teaching the Way We Aspire to Teach: Now and in the Future – a joint research report from the Canadian Education Association (CEA) and the Canadian Teachers' Federation (CTF) – paints a national picture of who teachers are and articulates the support they need to teach at their best. The research involved extensive input from over 200 teachers who participated in CEA focus groups across the country and over 4,700 teachers who responded to a CTF on-line survey.

“Feedback from these focus groups was loud and clear. Teachers above all have a passion for teaching and a commitment to their students.” says CEA CEO Ron Canuel. “After 35 years in education, I can honestly say that the teacher voices I heard across the country have changed the way I think about teaching and how caring for students predominate their beliefs and actions. As a society, we tend to either forget or ignore this.”

Focus group feedback exposed a difference between how teachers wanted to teach and how they felt that they were required to teach. Nearly half of teacher survey respondents (49%) indicated that they occasionally have opportunities to teach as they aspire to teach (and 9% indicated that they rarely or never have the opportunity to do so); 48% of respondents indicated that they are only occasionally able to be creative in their teaching practice (with 6% indicating rarely or never).

“What stands out for us in this report is the extent to which teachers thrive amid the myriad of external conditions imposed upon them,” says CTF President Paul Taillefer, “and the fact that they just want to be given the respect and flexibility they need to make the best decisions possible for their students’ academic success.”

This report also defines how pro-

vincial and territorial governments, administrators, and parents can best support teachers – from developing trusting relationships, policies and programs that increase flexibility in the classroom; and assessment policies that provide information useful to adapting learning. The focus groups were held from June 2011 to December 2011 and included more than 60 NB teachers in the Moncton area and hosted at Bernice MacNaughton High on August 31, 2011. The online survey was conducted in May 2012.

1. A significant proportion of teachers have experienced teaching the way they aspire to teach, at least occasionally.

- A large majority of the teachers who participated in the focus groups provided stories and examples of when they were at their best – “in the zone” – and teaching as they aspired to teach.
- In the online survey, 42% of teachers reported that they frequently had opportunities to teach the way they aspire to teach and were also frequently able to be creative in their teaching practice (47%).
- However, nearly half of teacher respondents (49%) told us they only occasionally have opportunities to teach as they aspire to teach (and 9% indicated that they rarely or never have the opportunity to do so), and 48% of teachers indicated that they are only occasionally able to be creative in their teaching practice (with 6% of teachers indicating rarely or never).

2. Although teachers are able to teach the way they aspire to teach on occasion, this does not always happen on a consistent and system-wide basis. Teacher organizations, parents, and other educational groups have consistently proposed policy changes such as reducing class size, providing adequate resources (both

human and material), and allowing for more time for reflection, planning, and collaboration. In addition to these changes, the following were identified by teachers as being key elements supporting them in teaching the way in which they aspire to teach:

- Professional learning opportunities, particularly those that are relevant and support teachers in their collaborative work with other teachers;
  - Trusting relationships with students, parents, and the administration;
  - Being supported, valued, and recognized as professionals by governments, the public, parents, and the school administration;
  - Visionary instructional leadership;
  - Policies, programs, and infrastructure that increase flexibility in the classroom;
  - Assessment and reporting policies and practices that provide parents, students, and teachers with information useful to adapting learning.
3. Finally, there was significant agreement among teachers about the personal attributes of teachers that were most important. They are:
- passion for teaching and a commitment to students
  - caring for children
  - knowing their students, and
  - flexibility to use one’s professional judgment and expertise to make sound pedagogical decisions in the interest of student learning.

<http://www.cea-ace.ca/publication/teaching-way-we-aspire-teach-now-and-future>

## Teachers' perspectives on student mental health in Canadian schools



Student mental health is an emerging issue for Canadian teachers as indicated by these sample comments from the CTF national teacher survey on the Teacher Voice conducted in Spring 2011. When asked about the most significant challenge influencing students' ability to succeed in school, one teacher respondent noted:

*I am seeing mental health issues more frequently impacting student performance.*

When asked what changes they would make to the public education system for the benefit of student learning, this respondent noted:

*Availability of mental health professionals who specialize in work with children and are attached to schools.*

In February 2012, the Canadian Teachers' Federation, working in collaboration with the Mental Health Commission of Canada, set out to further explore these issues by conducting a national online survey of teachers in English and French schools. The sample teacher pool was drawn from participating CTF Member organizations. Teachers from CTF Member organizations were invited by email to participate in the survey (response rates are not available as it was not possible to track the number of successful invitations sent). Over 3,900 teachers responded to the survey including 2,324 elementary school teachers and 1,603 second-

ary school teachers. Respondents to the survey included 2,634 teachers in English schools (including immersion) and 1,102 teachers in French as a first language schools.

The purpose of the survey was to gain a better understanding of the teacher perspective on issues related to student mental health and well-being in Canadian schools, including teachers' perceptions of factors that act as potential barriers to the provision of mental health services for students in their schools (such as stigma for example). Teachers were also asked about their level of preparedness to address the mental health issues that they may face.

For the purposes of the survey, the term student mental health refers to the social, emotional, and behavioural well-being of children and adolescents, and is considered an integral part of healthy development.

According to the survey,

- over a quarter of teachers surveyed (27%) reported that at least 10% of the students they teach currently receive mental health intervention services as a result of a formal identification of an illness.
- nearly a quarter of teachers (23%) reported that at least 10% of the students they teach have been formally identified as having a mental illness but have yet to receive services.
- half of teachers reported that at least 10% of the students they teach may require mental health

prevention or intervention services but have yet to be identified.

- 87% of teachers surveyed agreed that a lack of adequate staff training in dealing with children's mental illness is a potential barrier to providing mental health services for students in their school, including 52% who "strongly" agreed.
- 85% of teachers agreed that a lack of funding for school-based mental health services is a potential barrier, including 59% who "strongly" agreed.
- 78% of teachers agreed that an insufficient number of community-based mental health professionals is a potential barrier, including 45% who "strongly" agreed.
- Three-quarters of teachers (75%) agreed that a lack of coordinated services between the school and community is a potential barrier, including 38% who "strongly" agreed.
- Two-thirds of teachers (67%) agreed that a lack of referral options in the community is a potential barrier, including 34% who "strongly" agreed.
- Just over half (54%) of teachers agreed that "addressing mental illness is not considered a role/priority of the school" is a potential barrier to providing mental health services for students in their school, including 24% who "strongly" agreed.

[http://www.ctf-fce.ca/priorities/default.aspx?ArtID=1973&year=2012&index\\_id=67892&lang=EN](http://www.ctf-fce.ca/priorities/default.aspx?ArtID=1973&year=2012&index_id=67892&lang=EN)



### CTF Executive

(Back row, from left to right): James Ryan, CTF Vice-President (Ontario English Catholic Teachers' Association); Paul Taillefer, CTF President (Association des enseignantes et des enseignants franco-ontariens); Calvin Fraser, CTF Secretary General; (Front row, from left to right): Mark Ramsankar, CTF Vice-President (The Alberta Teachers' Association); Dianne Woloschuk, CTF President-designate (Saskatchewan Teachers' Federation); Lily B. Cole, CTF Vice-President (Newfoundland and Labrador Teachers' Association) and Brent Shaw, CTF Vice-President (New Brunswick Teachers' Association).

# 2012-2013 NBTA Pension Seminars Registration Forms On-Line at [www.nbta.ca](http://www.nbta.ca)

## Date of Seminar:

- \_\_\_\_\_ October 13 - Dalhousie
- \_\_\_\_\_ November 3 - Moncton, Riverview Middle School
- \_\_\_\_\_ November 7 - Bristol
- \_\_\_\_\_ December 8 - Saint John, Simonds High
- \_\_\_\_\_ January 12 - Fredericton, FHS Theatre
- \_\_\_\_\_ January 26 - Miramichi, Dr. Losier Middle School
- \_\_\_\_\_ February 9 - Sussex, Sussex High School

## Deadline for Registration:

- October 5
- October 26
- October 31
- November 30
- January 4
- January 18
- February 1

## Seminar Guidelines

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

1. All participants must pre-register.
2. Travel and accommodation costs are the responsibility of the participant.
3. A nutrition break will be provided.
4. 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)**
5. All teachers are welcome to attend.
6. All seminars 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)

## Program

- Teachers' Pension Act
- The Canada Pension Plan
- Pension Estimates (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



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

## Fierce Conversations® Summer 2012

Twenty-six teachers came together on July 17 & 18 in Fredericton to learn, to reflect, and to laugh around the topic of Fierce Conversations®.

*Fierce Conversations® teaches participants how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges and enriches relationships. This conversation model 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)*

## Fierce Accountability® Save the date!

NBTA is pleased to offer a new professional learning opportunity for New Brunswick educators – **Fierce Accountability®**.

**What:** Fierce Accountability® is an instructor-led workshop that explores the cost of blaming, protecting, defending and playing it safe. Develop a new context about accountability – one in which you and your organization welcome responsibility and deliver agreed-upon results, despite obstacles.

**Target Audience:** This session will be open to any New Brunswick educator who has received the certificate for completion of training in Fierce Conversations®

**Date:** 22 March 2013

**Watch for complete registration details in next NBTA News!**



# TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2013

*(formerly School-Based Learning Team Grants)*

by Kim McKay, NBTA Staff Officer

## INTRODUCTION

The New Brunswick Teachers' Association recognizes that teacher professional learning occurs within a broad spectrum of experiences and processes that lead to deepened understanding and improvement of practice. Effective professional learning strongly links teacher and student learning and is guided by evidence. Further, research highlights that effective professional learning must be personalized and responsive to the complex and unique needs and context of the learner.

As adult learners, teacher motivation for professional learning is linked to relevance, meaning and choice. Developing competence and a sense of self-efficacy by directing one's efforts to meet student needs is key to teachers undertaking professional learning. An integrated design that focuses upon student and teacher learning activities within a job-embedded context and supported by both time and resources is the ideal professional learning context.

## WHAT IS A TEACHER DESIGNED PROFESSIONAL LEARNING GRANT?

TDPL is an annual school-based professional learning opportunity funded by the New Brunswick Teachers' Association. NBTA will award five \$1000 grants for the calendar year January 2013 – December 2013. Interested teams of 3-5 teachers are invited to apply. Application forms will be available online after October 15<sup>th</sup>.

The TDPL is intended to fund proposals from teachers who seek a peer leadership role in curriculum, instructional practice or supporting other teachers.

## WHAT ARE THE GOALS OF THE TDPL GRANTS?

There are three goals associated

with this grant:

1. support teacher professional learning within the context of improving student learning
2. foster teacher leadership
3. facilitate the sharing of exemplary practices

## WHAT IS THE TDPL GRANT SELECTION PROCESS?

- Applicant teams develop a project proposal and complete an application form. Applications received after 4h00 on Friday, December 14, 2012, will not be considered.
- The NBTA committee established to administer the grant fund will screen all applications received by the deadline. Proposal selection criteria are described in detail in the next section.
- Five successful team applicants will be notified by January 11, 2013. Start-up materials and funding will be delivered to each team.
- Unsuccessful team applicants will be notified by January 11, 2013.

## WHAT IS THE SELECTION CRITERIA FOR TDPL GRANTS?

- I. The extent to which the project proposal is guided by characteristics of effective professional learning:
  - a. Coherent – project is designed within the context of both best practices for student learning and provincial/district/school mandates
  - b. Goal-Oriented - project clearly connected to student learning, daily practice and provincial/district/school mandates
  - c. Sustainable – proposal includes practice time, reflection time and a plan to progress over time with grant funding used for resources critical to the project
  - d. Evidence-Informed – proposal considers current research as well as any formal or informal

relevant data

- II. The extent to which the project proposal demonstrates the following general characteristics:
  - a. Quality – proposal is well thought out and realistic
  - b. Impact – proposal has the potential to impact student development as well as the learning of participating teachers
  - c. Measurable – project goals can be measured and clear description of how this will be done
  - d. Sharing – proposal incorporates a specific plan for sharing the project with other educators
  - e. Demographics – general consideration will be given to distributing grants to various levels (K-12) as well as geographic location, team composition, etc.

## WHAT IS REQUIRED OF SUCCESSFUL TEAM APPLICANTS?

- meet with NBTA Staff Officer for a brief overview of TDPL requirements (school-based meeting/approx. 30 minutes)
- carry out activities described in project proposal/application form
- share project and team learning with colleagues via:
  - o Written article for *NBTA News* at project completion
- Or**
  - o Team Choice (i.e. presentation to staff, offer Council Day session, electronic posting, etc.)
- submit a short report of the project using NBTA template
- submit a financial report using NBTA template

**Questions? Contact**  
[kim.mckay@nbta.ca](mailto:kim.mckay@nbta.ca)

# ***Strengthening Inclusion, Strengthening Schools Report: NBTA Info-Brief***

*Kimberley McKay, NBTA Staff Officer*

## **Introduction**

The NBTA Info-Brief on Strengthening Inclusion, Strengthening Schools Report is intended to provide members with highlights concerning the report's background, emergent themes, general findings, and next steps within the Anglophone sector.

## **Background**

In December 2010, the Department of Education and Early Childhood Development announced a review of the current status of inclusive education in New Brunswick. Dr. Gordon Porter and Dr. Angela AuCoin were hired to lead the review with the objective being to provide recommendations and an action plan for the implementation of the 2006 MacKay Report. The full report, as well as government's response, was released in June 2012. Both documents are available on the Department of Education and Early Childhood Development website.

## **Twelve Emergent Themes**

The review team engaged in a comprehensive consultation process in order to gain insight into the strengths and challenges associated with inclusive education. Twelve significant themes emerged from these stakeholder meetings and are detailed in the report as areas for action.

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1. Leadership                   | 7. Funding and Accountability    |
| 2. Roles and Responsibilities   | 8. Personalized Learning Plans   |
| 3. Instruction and Learning     | 9. Positive Learning Environment |
| 4. Professional Learning        | 10. High Schools                 |
| 5. Structures for Collaboration | 11. Alternative Education        |
| 6. Equity                       | 12. Resolving Conflict           |

## **General Findings**

- teachers as a whole believe in inclusive education and view all students as belonging to them
- students are much more accepting than they may have been in the past
- concern with the level of teacher training and skill to effectively include all students
- existence of strong, skilled and well-established SST teams
- concern with the difficulty of attracting skilled teachers to these positions
- the ratio of guidance counselors to students results in a significant and critical shortage to address in the most urgent of needs
- lack of educational diagnosticians leaves schools, families and students waiting months or even years for services that would provide recommendations and direction for educational programming
- difficulty of dealing with violent and often aggressive behaviors in an inclusive school setting
- significant amount of discrepancy in alternative education programs
- stakeholders are torn between the belief in including all students and the need to protect the safety and learning environment for all students
- need for more effective structures of communication and cooperative work with parents, community agencies, support services and other government departments
- the special education plan, as it exists, represents a flawed process
- class composition remains an issue
- professional development for educational staff should be based on a long term plan that intentionally targets the areas of need, and that PD should be ongoing and include time and support to implement the new strategies and interventions

## **Next Steps**

The document *Government's Response to the Recommendations of: Strengthening Inclusion, Strengthening Schools* was released in tandem with the report. It identifies key actions and investments related to the specific recommendations in the main report. NBTA will continue to engage with stakeholders in monitoring the implementation of the plan.

## **References**

New Brunswick Department of Education and Early Childhood Development (2012). *Strengthening Inclusion, Strengthening Schools*. <http://www.gnb.ca>

# 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 13, 2012 Time: 11:00 am (Lunch will be provided)**

**Place: TBA based on location of majority of interested participants**

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



Facilitating Learning That Promotes  
Collaboration And Maximizes Productivity



## WORKSHOPS COMING TO NEW BRUNSWICK

### FREDERICTON

#### LEADERSHIP AND MANAGEMENT

- The Essential Foundations

October 30, 2012 and April 12, 2013

#### EMOTIONAL INTELLIGENCE - Value in the Workplace

November 26, 2012

#### DEALING WITH DIFFICULT PEOPLE

November 27, 2012

#### MEDIATION - An Informal Process for Conflict Resolution

March 7-8, 2013

### MONCTON

#### CONFLICT RESOLUTION SKILLS

May 30, 2013

#### COACHING STRATEGIES FOR LEADERS

-Conflict, Performance, Change

May 31, 2013



TO REGISTER OR FOR MORE INFORMATION:

204.452.0180

[www.achievecentre.com](http://www.achievecentre.com)

[info@achievecentre.com](mailto:info@achievecentre.com)



## NBTA Professional Learning “Menu” 2012-2013

by Ardith Shirley, NBTA Staff Officer

*As a new feature this year, we thought that it may be useful to devote one page of our NBTA News to listing as many of our NBTA provincial professional learning opportunities/noteworthy events that we are aware of in one place. While some of the events may still be noted as “tentative”, we have included them to provide you with the “big picture” as they plan for their learning this coming year.*

*Please come back and check our menu often. We hope that you will find something to your “taste” and mark the date in your calendar! It will be updated on a regular basis and appear in each NBTA News, and we will also have an electronic version posted on our NBTA website that is updated more regularly.*

*Just like your favourite Café or Diner, our staff has been known to adjust “recipes” according to our teachers’ tastes and “cook up” new things in short order!*

### **Bon Appetit!**

September 20<sup>th</sup>, 6:30 – 8:30 PM/September 21<sup>st</sup>, (8:30 - 3:00)

#### **Council Coordinating**

Target Audience: Elected Executive members of our 3 Councils

October 8<sup>th</sup>

#### **Pension Seminar - Dalhousie**

October 9<sup>th</sup> OR January 8<sup>th</sup> OR March 28<sup>th</sup> (9:30 – 2:30)

#### **SUPPLYing the Skills for Success**

Target Audience: Substitute Teachers

Location: NBTF Building, Fredericton (October 9), Riverview High School (January 8), Bathurst High School (March 28)

Registration Details - Session Description and Online Registration will be available at [www.nbta.ca](http://www.nbta.ca) after September 24<sup>th</sup>.

October 10<sup>th</sup> or 29<sup>th</sup> or 30<sup>th</sup> (6:30-8:30)

#### **POINT Seminar Series: Cooperative Discipline - Part 1**

Target Audience: Any Branch POINT participant

Location/Date: St. Andrews (October 10), Nackawic (October 29), Campbellton (October 30)

Registration Details - Session Description and Online Registration will be available at [www.nbta.ca](http://www.nbta.ca) after October 1

October 12<sup>th</sup>, 6:00-8:00/October 13<sup>th</sup> (8:30-11:30)

#### **Differentiation for School Leaders**

Target Audience - Teacher Leaders

Location: Moncton Area

Registration Details - Session Description and Online Registration will be available at [www.nbta.ca](http://www.nbta.ca) after October 1

Saturday, October 13<sup>th</sup>

#### **Teacher Exchange Information Meeting**

Target Audience: Any teacher interested in finding out more about exchange opportunities for NB Teachers. (See ad on Page 23)

October 30<sup>th</sup> OR November 8<sup>th</sup> OR November 22<sup>nd</sup>

#### **Skills for Administrators Supper Series: Instructional Rounds**

Target Audience: Interested Administrators and Teacher Leaders

Location/Date: Woodstock (October 30), Moncton (November 8), Saint John (November 22)

Registration Details - Session Description and Online Registration will be available at [www.nbta.ca](http://www.nbta.ca) after October 1

October 31<sup>st</sup>

#### **Teacher Certification Increase Application Deadline**

(for course work completed by August 31<sup>st</sup>, 2012)

November 1<sup>st</sup>

#### **Project Overseas Deadline** (See ad on Page 16)

November 2<sup>nd</sup>

#### **Educational Leave Deadline** (See ad on Page 10)

November 3<sup>rd</sup>

#### **Pension Seminar - Moncton**

November 7<sup>th</sup>

#### **Pension Seminar - Bristol**

November 8<sup>th</sup> & 9<sup>th</sup> (Tentative)

#### **NBTA PD Chairperson’s Workshop**

Target Audience: All Branch PD Chairpersons, NBTA PD Committee and District/Department Personnel with responsibilities for planning professional learning for NB Teachers.

November 21<sup>st</sup> or 27<sup>th</sup> or 28<sup>th</sup> (6:30-8:30)

#### **POINT Seminar Series: Cooperative Discipline - Part II**

Target Audience: Any Branch POINT participant who attended Cooperative Discipline Part I

Location/Date: St. Andrews (November 21), Campbellton (November 27), Nackawic (November 28)

Registration Details - Session Description and Online Registration will be available at [www.nbta.ca](http://www.nbta.ca) after October 1

November 23<sup>rd</sup> & 24<sup>th</sup>

#### **NBTA Compass Conference**

Target Audience: Teachers who are in their first five years of teaching. (See ad on Page 11)

December 7<sup>th</sup>, 6:00-8:00/December 8<sup>th</sup>, 8:30-11:30

#### **Differentiation for School Leaders**

Target Audience - Teacher Leaders

Location: Dalhousie Area

Registration Details - Session Description and Online Registration will be available at [www.nbta.ca](http://www.nbta.ca) after October 1

December 8<sup>th</sup>

#### **Pension Seminar - Saint John**

January 12<sup>th</sup>

#### **Pension Seminar - Fredericton**

January 18<sup>th</sup> (9:00 – 3:30) and 19<sup>th</sup> (9:00 – 11:30)

#### **Skills for Administrators Series: How to Create a Culture of Achievement in our Schools and Classrooms**

Target Audience: Administrators interested in networking with other administrators from around the province in this interactive workshop based on the book of the same name by Douglas Fisher, Nancy Frey and Ian Pumpian

January 24<sup>th</sup> or January 28<sup>th</sup> or February 19<sup>th</sup> (6:30 -8:30)

#### **POINT Seminar Series: Student Motivation - Part I**

Location/Date: Nackawic (January 24), St. Andrews (January 28), Campbellton (February 19)

Target Audience - Any Branch POINT participant

Registration Details - Session Description and Online Registration will be available at [www.nbta.ca](http://www.nbta.ca) after January 11

January 26<sup>th</sup>

#### **Pension Seminar - Miramichi**

February 9<sup>th</sup>

#### **Pension Seminar - Sussex**

February 20<sup>th</sup> or February 26<sup>th</sup> or March 19<sup>th</sup> (6:30-8:30)

#### **POINT Seminar Series: Student Motivation - Part II**

Location/Date: Nackawic (February 20), St. Andrews (February 26), Campbellton (March 19)

Target Audience - Any Branch POINT participant who attended Student Motivation Part I

Registration Details - Session Description and Online Registration

## Growing, Learning & Living - PD Pages continued...

will be available at [www.nbta.ca](http://www.nbta.ca) after January 11

February 22<sup>nd</sup> (6:00 – 9:00) and 23<sup>rd</sup> (8:30 – 4:00)

### **FIERCE Conversations®**

Target Audience - All Educators

Location - Miramichi

Registration Fee - \$30 (includes full Fierce Conversations kit)

Registration Details - Session Description and Online Registration will be available at [www.nbta.ca](http://www.nbta.ca) after January 15

March 13<sup>th</sup> or March 26<sup>th</sup> or April 9<sup>th</sup> (6:30-8:30)

### **POINT Seminar Series: Interactive Book Study - Part I**

Location/Date: Nackawic (March 13), St. George (March 26), Campbellton (April 9)

Target Audience - Any Branch POINT participant

Registration Details - Session Description and Online Registration will be available at [www.nbta.ca](http://www.nbta.ca) after January 31

March 22<sup>nd</sup> (9:00 – 4:00)

### **FIERCE Accountability®**

Target Audience: Any New Brunswick educator who has received the certificate for completion of training in Fierce Conversations®

Location: NBTF Building, Fredericton

Registration Fee - \$125.00

Registration Details - Session Description and Online Registration will be available at [www.nbta.ca](http://www.nbta.ca) after February 15

March 31<sup>st</sup>

### **Teacher Certification Increase Application Deadline**

(for course work completed by December 31<sup>st</sup>, 2012)

April 25<sup>th</sup> or April 29<sup>th</sup> or May 8<sup>th</sup> (6:30-8:30)

### **POINT Seminar Series: Interactive Book Study - Part II**

Location/Date: Nackawic (April 25), St. George (April 29),

Campbellton (May 8)

Target Audience - Any Branch POINT participant who attended the Interactive Book Study - Part I

Registration Details - Session Description and Online Registration will be available at [www.nbta.ca](http://www.nbta.ca) after January 31

May 3<sup>rd</sup>

### **NBTA Council Day**

Elementary & Music Specialist Strand – Miramichi

Middle Level & Phys. Ed. Specialist Strand – Moncton

High School & Art Specialist Strand – Fredericton

May 31<sup>st</sup> (Tentative)

### **Council Leadership Workshop**

Target Audience: Incoming and Outgoing Council Executive Members

July 8<sup>th</sup>-11<sup>th</sup> (Tentative)

### **Developing Successful Schools (Topic TBD)**

Target Audience: School Leaders from Atlantic Canada

August 6<sup>th</sup>-9<sup>th</sup> (Tentative)

### **CONTACT (Conference on New Teaching and Classroom Techniques)**

Target Audience: Any interested teacher member of their NBTA, PEITF, NSTU or NLTA.

August 12<sup>th</sup>-13<sup>th</sup> (Tentative)

### **NBTA Branch Presidents Workshop**

Target Audience: All Branch Presidents

August 13<sup>th</sup> -15<sup>th</sup> (Tentative)

### **NBTA Branch Leadership Workshop**

Target Audience: Teacher Leaders who are interested in learning more or taking on a leadership role in their professional association and have been selected to attend as representatives of their NBTA Branch. If interested, contact your local NBTA Branch President.

*\*Please note that some of our events have a very specific target audience that may impact registration opportunity.*

## May I Recommend?

Middle Ground Magazine's August issue includes a one page gem of an article called "How to be a *Legendary Teacher*" by Roger Chamberlain and it is definitely worth a read. Both inspiring and practical in its advice, we learn how one middle level teacher promoted respect, relationships, effective instruction, and positive student behavior for four generations of one community's young people.

"*Clearly Communicating the Learning Objective Matters!*" by Deborah K. Reed is found on page 16 of the May issue of Middle School Journal. In case you were a bit skeptical that sharing what it is you expect students to learn at the beginning of a lesson as being important, this case study illustrates how the qualitative and quantitative differences in the ways a teacher communicates the learner expectation can influence both student learning and behavior and convinces us that clearly communicating lesson objectives supports student learning and positive behavior.

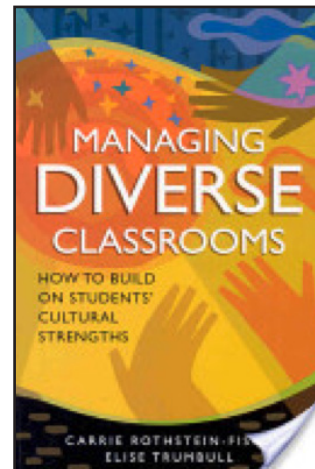
"*Vocabulary: Five Common Misconceptions*" by Nancy Padak, Karen Bromley, Tim Rasinski and Evangeline Newton appears in the Summer Online edition of Educational Leadership. The authors reinforce the fact that rote memorization of word lists has never worked. They contend that to unleash the power of vocabulary instruction, we should focus on exploration and engaging word play. Just a few of the many online resources for word games and puzzles they recommend are:

- MindFun ([mindfun.com](http://mindfun.com))
- Funschool ([games.funschool.com](http://games.funschool.com))
- Vocabulary ([vocabulary.co.il](http://vocabulary.co.il))
- MyVocabulary ([myvocabulary.com](http://myvocabulary.com))

## Book Give-Away!

Send me an email with the Subject Line "Book Give Away" before September 30<sup>th</sup> to put your name in for a copy of *Managing Diverse Classrooms* by Carrie Rothstein-Fisch and Elise Trumbull.

*Ardith*



# Councils

## 5 Art Tips for the Classroom Teacher

*“When one teaches, two learn.” (Robert Half)*

*by Sarah Cogswell, Bristol Elementary School*

### **Tip #1: Know the curriculum**

Curriculum Documents are filled with lots of lesson ideas, tips, assessment criteria, etc. The grade three curriculum has been recently revised. <https://portal.nbed.nb.ca/tr/cd/Documents/,DanaInfo=portal.nbed.nb.ca,SSL+Elementary%20Visual%20Arts%20Grade%203%20Curriculum%20September%202012.pdf> (Grade 3 Curriculum) <http://www.gnb.ca/0000/publications/curric/art.pdf> (Foundation for the Atlantic Canada Arts Education Curriculum)

### **Tip #2: Call in Reinforcement**

You may not be an expert at papier-mâché or painting; however, chances are good, that if you ask around, you'll be able to find someone in your community who is! This website provides bios of some NB artists, including gallery information.

<http://new-brunswick.net/new-brunswick/nblinks/arts.html>

There are some excellent art lessons on YouTube. Students can watch and follow along with real artists. Here are two examples:

[http://www.youtube.com/watch?v=m\\_apvvjDQVs](http://www.youtube.com/watch?v=m_apvvjDQVs)  
<http://www.youtube.com/watch?v=qwICGuREYAU&feature=related>

### **Tip #3: Don't reinvent the wheel**

In this amazing day of technology, with the click of the mouse, you can find a ready-to-use lesson plan for any curriculum outcome, including art. Below are three websites I find particularly useful.

<http://olc.spsd.sk.ca/de/resources/artideas/index.htm>  
<http://www.projectarticulate.org/>  
<http://www.deepspacesparkle.com/category/art-lessons/>

### **Tip #4: Impress your students**

Anyone who can hold a pencil can easily learn to draw some impressive cartoon characters or animals by following the step by step guides at the links below. Use this newfound skill to hook your students on drawing.

<http://www.unclefred.com/>  
<http://howtodraw.123peppy.com/>

### **Tip #5: Teach and practice clean up**

Art is messy! However, students can easily be taught to clean up.

How to wash brushes:

[http://www.youtube.com/watch?v=gh7rML\\_m\\_10](http://www.youtube.com/watch?v=gh7rML_m_10)

Useful tips:

<http://www.deepspacesparkle.com/2011/11/10/clean-up-procedures-in-the-art-room/>

Have fun!

## Music Education and Its Benefits

*by Linda Langille, Bernice MacNaughton High School*

As I look back over my 19 years as a music educator I have come to believe that music in our schools provides much more than just learning to sing or play an instrument. Music provides life long benefits that are not immediately measurable.

We grew up learning music from the first time we were taught our ABC's. We all are aware of brain research and the value of music education to help students with advanced math concepts, reading, and improved IQ scores. Many use Baroque music in their classrooms while students are working to stabilize brain waves and help students focus. We have had many keynote speakers over the years who have heralded the

affects of music on the brain. This information is compelling but there is more that music education has to offer.

Music provides enrichment opportunities, as well as confidence for the struggling student. Students who have difficulties in social settings find camaraderie and a sense of belonging through music. International students participate frequently in our musical groups. Many of these students arrive speaking little or no English but if you hand them a piece of music they are able to perform, as music is the universal language.

Music is the soul of our schools. Music educators provide creativity, balance and a sense of well being

within our communities.

<http://brainbasedbiz.blogspot.ca/2007/04/baroque-music-helps-you-focus.html>





# Councils

## Elementary Council President's Message

by Karla Roy, Elementary Council President

Well, it is that time of year again! I hope that everyone had a summer filled with fond memories and that you are recharged for another year! The memories of summer are beginning to linger as distant memories; days at the cottage or beach with family, relaxing BBQ's, sipping coffee on the deck or just enjoying a good book will soon be forgotten with the busyness and demands of another start up to our school year. I hope that everyone is able to tuck away some of those good summer memories, something to think about on a colds winter's day, that will give you that little push you need to get through another day of an indoor recess.

I am looking forward to my new role as your Elementary Council President for the next two years. I am hopeful that my six years' experience on Council will have equipped me with the knowledge and tools that I will need as I step into this new role. I have a great team of dedicated and enthusiastic teachers serving on

Council that I am looking forward to be working with. Sadly, we had to say good-bye to some members last June; Peter Gorham, Roberte Melanson, Cathy Boudreau, Jane Jonah and Brenda Bordage. We thank you for your time and dedication that you have given Council and the teachers of New Brunswick.

We have many Council Members returning, many of which will be in a new role: Erica LeBlanc - 1<sup>st</sup> VP, Karen Miller - 2<sup>nd</sup> VP, Donna Losier - Past President, Amy Francis - Secretary, Janice Beuno - Treasurer and Sarah Cogswell and Barbara Brown as Members-at-Large. I would also like to welcome two new teachers to our team this year: Daniel Doucet and Linda Ferguson who will serve as Members at Large. Council Executive have already begun preparations and planning for Council Day 2013 and we are excited to announce that we will have Council Day in the Miramichi next May - a first time location for Elementary Council! We are always

The Elementary Council is currently looking for new members to fill vacant **Members-At-Large positions**. If you would like to help us plan Professional Development for Council Day or an Institute, please email us to let us know.

We are looking to have teacher representation from each geographical region so preference will be given based on the areas that we need filled.

If you would like to learn more about what Councils do or would like to submit your name, please email:

Karla Roy (karla.roy@nbed.nb.ca)  
Elementary Council President

looking for presenters for the event and if this is something that you would be interested in, or would like to share the name of a presenter that teachers would benefit from, please let me know at karla.roy@nbed.nb.ca

Have a wonderful start-up to your school year!

## Elementary Council Day



# Councils

## Middle Level Council News

by Lise Martin-Keilty, Middle Level Council President

*Hello all Middle Level teachers,*

*Welcome back to school! I hope everyone has had a wonderful relaxing summer and that you are back refreshed and ready to get back at it again. I wanted to share with you a few items pertaining to Middle Level Council this upcoming school year. Our annual PD event is scheduled for Friday, May 3, and will be held in Moncton. Donna Lagacy and Stacy Garland, along with several other teachers from the Moncton area, have volunteered to organize this day. More details on the particulars of this day as the school year unfolds.*

*I wanted to share with you a good news item from my school, George Street Middle School in downtown Fredericton. I hope this story will inspire many of you... it is incredible what started out as a small endeavor turned into something so great!*

**FRIENDS FOR ZAMBIA**  
[www.friendsforzambia.org](http://www.friendsforzambia.org)

I have been a student council advisor at GSMS for as long as I have been there (17 years) and I remember presenting requests for donations to the student council body almost every other week. At that time, we decided as a school to focus our fundraising to a particular cause. After attending a presentation by Marie Cashion at UNB on her experience in Africa, myself and Sarah Brooks approached Marie about what we could do to help. Marie connected us with Patricia Ellsworth, a retired teacher from the Oromocto area who was involved in building a school in Lilayi,

Zambia. Patricia had been there as a young lady and wanted to do something to help. Children in Lilayi were going to school in the bedrooms of the couple's home there and were

gave us updates on the school and introduced us to the children in Lilayi. There was even some pen pal exchange letters and a flag designed and shared between the 2 schools.

This July, was the grand opening of the Twitti School in Lilayi, Zambia. The friends for Zambia ladies (Patricia, Mary & Sally), along with other Canadian friends including our GSMS principal, Pierre Plourde and his wife Dianne Kay attended the opening. It is so nice to see that we have been able to make a difference in the education of these children.



George Street Middle School Principal Pierre Plourde attended the grand opening of Twitti School in Lilayi, Zambia, in July.

crammed into these "classrooms" as they wanted to learn. They had morning shifts and afternoon shifts to make sure all students had an opportunity to learn. After listening to Patricia, we invited her to come talk to the student representative council. Her presentation was a success and the students were on board. We are going to help build the Twitti School!

And then it started.... With the help of Sarah Brooks and Julie Roe, the kids had numerous bake sales, VP shaving his mustache day, dress up days, selling samosas, popsicles, candygrams, glo sticks at dances... you name it, the kids did it! Fast forward to 4 years later, \$18,000 later!! Amazing what kids can do when they know they are making a difference. Every June, Patricia, Mary and Sally visited GSMS and we would present them with our donation. They also

usually don't like to "brag" about the things we do with our students. I invite you to share through this medium, the wonderful things happening in your Middle Schools. It is refreshing to read these good news items and who knows, it might inspire other schools or teachers to follow your lead.

*Have a great school year everyone,*  
Lise Martin-Keilty  
President, Middle Level Council 2012-2013

*I also wanted to note here that Bliss Carman School in Fredericton has also done some fundraising for this school. I don't know all the particulars but I do know they have had book sales, bake sales and many other fundraising activities to help this school. Hats off to this school also!*



# Councils

## High School Council President's Message

by Sheridan Mawhinney, High School Council President

For some, summertime is a time to relax and recharge our batteries. For others it is an opportunity to embark on new learning experiences such as courses at university or traveling to new places. I had the remarkable opportunity this summer to visit the breathtaking country of Peru and participate in a service learning project at a remote rural school in the Andean Mountains. This was an incredible learning opportunity for me and also helped me to put the challenges we face in New Brunswick into perspective.

As I completed my Peruvian experience, it gave me a deep respect and appreciation for the needs of teachers in such communities. As I spoke with the headmistress of the school, her greatest desire for professional development was to have a math teacher's resource book from which to teach, so she didn't have to make everything up herself. As Canadian teachers, we take for granted that we will have curricula and teachers resources to help guide us as we do our very best for our students. (As an

aside, before we left we purchased the teachers resources they needed and provided them with school supplies for the children).

Just as teachers in Peru had a specific need for professional development, so does each teacher in New Brunswick. We, as High School Council, which is a group of volunteer high school teachers from all across this province, endeavor to provide the best quality professional development as possible to each of you. I would like to take the opportunity to introduce the members of the High School Council Committee:

President	Sheridan Mawhinney
Vice-President	Paul Lenarczyk
Secretary	Alice Walker
Treasurer	Marla Anderson
Past President	Shyann Watters
Registrar	Erin-Beth Baker
On-Site Chair	Shane Hoyt
PD/Institutes Chair	Paul Lenarczyk
Communications	Shane Sturgeon
Program Comm. Chair	Trudy Stiles
Curriculum Comm. Chair	Shane Hoyt

21 Century/Inclusion Chair	Mary Anderson
Nominations Committee Chair	Adam Trider
Awards Committee Chair	Marla Anderson
Displays	Mary Anderson
Combined Council 2014 Reps	Adam Trider & Shane Sturgeon

For the first time in over a decade, Council Day will be held in Fredericton on May the 3<sup>rd</sup>. Details will follow in the next issue of the *NBTA News*. In preparation for this day we are continually looking to provide teachers with sessions that will be of value to them. If you have any requests for sessions please email me at [sheridan.mawhinney@nbed.nb.ca](mailto:sheridan.mawhinney@nbed.nb.ca) and we will attempt to find someone to offer a session on it.

As we begin a new school year, I wish you all a great start up! Please stay tuned for the next issue of *NBTA News* for further details about Council Day 2013.







**Carmen Meehan**

Coordinator, District South  
1-800-563-3938  
634-2901

[carmen.meehan@teacherwellness.ca](mailto:carmen.meehan@teacherwellness.ca)



**Michael LeBlanc**

District West  
1-800-561-1727  
462-0208

[michael.leblanc@teacherwellness.ca](mailto:michael.leblanc@teacherwellness.ca)



**Lisa Calhoun**

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

[lisa.calhoun@teacherwellness.ca](mailto:lisa.calhoun@teacherwellness.ca)

## ***HOW TO GET THE MOST OUT OF COUNSELLING***

1. For many of us it is difficult to ask for help. Recognize that it is normal to feel nervous and uncertain about contacting a counsellor and setting up that first appointment.
2. Have realistic expectations and be patient with yourself. Growth takes time and it is a process. Sometimes it is necessary to change those behaviors and coping skills that we have learned and used for a very long time and this can be a slow process.
3. Understand that we can only change how we respond to situations or issues arising in our lives.
4. Develop a collaborative relationship with your counsellor. This relationship should be one of mutual respect and trust and one where you feel safe. Part of this process is simply about being heard in a confidential and non-judgmental environment.
5. Be honest and allow your counsellor to get to know the genuine you.
6. Be willing to seriously examine your thoughts, feelings, assumptions, regrets, insights, and expectations. And understand that by doing this you may feel emotional pain and actually feel worse before feeling better. But also understand that when we face the truth and stop avoiding it, we are on the road to healing.
7. Do your "homework". Between appointments take time to reflect on your session and to follow any recommendations made by your counsellor. Keeping a journal and jotting down questions and thoughts can also be very useful.
8. Prepare for ending counselling. Ideally, this is a joint decision and in the last session it can be rewarding to reflect on the changes you have made.

The Professional Counselling Service for teachers is a confidential service for teachers and their families. To contact the counsellor for your district, you may find the contact information on the NBTA website.



**Let's make this YOUR YEAR FOR A BETTER YOU!!**

## The Healthy Mind, Body, Spirit Menu

**Connecting**



**Sleeping**



**Playing**



**Reflecting**



**Moving**



**Relaxing**



**Eating**

*Take a look* at this list of lifestyle areas. Are there some that you wish you could change? Some that lose momentum after the summer is over?

*What kind* of year would you have if you committed to improving areas with which you are not completely satisfied? Are you happy with how much exercise you usually get through the school year? How about how much sleep you get from September to June?

*We would like to challenge* you to be a better you. In each issue of this year's *NBTA News* we will focus on one or more healthy menu items. Perhaps by the end of the school year you can live a life that includes a balance of all 7 areas of the healthy menu.

*To help you* in your goals, why not talk to your colleagues about forming a group of staff members who would also like to work on improving their healthy menu.

*For information* on these healthy menu items and much more, see our new website at [www.teacherwellness.ca](http://www.teacherwellness.ca) (available mid-September).



*Adapted from Dan Siegel, 2011*

# What you can do to help a child who's struggling with Obsessive Compulsive Disorder (OCD)

*Submitted by the New Brunswick Association of School Psychologists*

*By Jerry Bubrick, PhD, Child Mind Institute*

If a child in your classroom is struggling with OCD, he may be distracted, frustrated in completing his work, and even disruptive to other students. Here are some things we can do to help him, and the class as a whole, focus on learning:

**Extended time for tests and papers:** Again, if writing is a problem for a child who needs to find the perfect way to say something, he's going to need more time to finish those essay questions or papers.

**Laptops for writing:** If writing and rewriting/erasing is really problematic for a child, we can talk about using a laptop for taking notes, and having all assignments be typed instead of handwritten.

**A buddy system:** A buddy is like a peer coach who sits next to the child and prompts him to keep up with note-taking and staying on task. It can be great for the buddy, to foster a sense of confidence and pride, to be able to help someone in need, and great for fostering friendship.

**Private testing rooms:** Research is quite clear that kids with OCD and OC spectrum disorders do better, be less overwhelmed, more in control of their thoughts and of their reactions, if they're in a quiet place away from the other kids.

**Skip reading out loud:** Kids who feel they need to read perfectly may have to go back and reread sentences or whole paragraphs over and over to make sure they've got them right. So reading becomes a very laborious task, and reading in front of the class can become a nightmare. So if we know reading is a problem for children, we

can spare them.

**Books on tape:** If kids get so hung up reading that it takes forever, listening to the books can be a solution.

**Break homework into chunks:** If looking at a whole page of math makes kids feel overwhelmed and anxious—think of the potential for mistakes—the problems can be broken up over four pages. It helps stay focused on doing the problems instead of worrying.

**Plan an escape route:** We work out, between the child and the teacher, a communication system so that if the child feels symptoms coming on, she can signal the teacher and leave the classroom, or go to a protected place in the classroom, without interrupting the class. It can prevent an embarrassing and disruptive blowup of symptoms in the classroom, and the other kids picking on or bullying her about it.

**Be aware of triggering events:** It's very important for teachers to know what kind of things might trigger the symptoms. Fatigue is a huge piece of OCD, and it can be exacerbated by medication. So it's important to let teachers know that, so if a child is drowsy in class, and maybe they're putting their head down, it's not because they're being oppositional or disrespectful, but may be overwhelmed with fatigue.

**Advance notice:** Irritability and frustration are two of the longer-lasting things that kids with OCD are feeling on a daily basis. Changes in schedule can be very disruptive for a child with OCD, so it can be helpful for teachers to give advance notice

of things. Kids who know what to expect are less likely to be thrown by the change.

**Seating arrangement:** If the school has noisy hallways, you might not want to have a child with OCD sit by the door. You might have them sit in the front, where they're less able to hear the noise, and stay more focused on their work. On the other hand, a child who has very observable symptoms, and doesn't want other kids to see them fidgeting with their hands, or rocking, or they're getting up a lot, might be better off closer to the door, toward the back of the room.

**Peer understanding program:** Finally, children oftentimes are teased and bullied because of the symptoms of their OCD. Kids feel very uncomfortable about their rituals, knowing that they're being watched. With a peer understanding program, what we do is we have a presentation in the classroom to explain, with the child participating, what OCD is. The child might say, "Listen, I have OCD. It's an anxiety disorder. It makes me think that my hands are dirty and I have to wash my hands a lot, so if you see me getting up and going to the sink to wash my hands, that's why."

We role play with the teacher and child ahead of time, to anticipate questions his classmates might ask, and how to answer them. But it's basically a way to educate the whole class about what's going on. It can be a very effective if a child is going to be in the same school for a number of years, and can inspire a surprising amount of support from other children.



# Results of School Psychologist Survey of NBTA Members

By Margot Rankin-Young, New Brunswick Association of School Psychologists

Thanks to all those teachers who participated in the May 2012 survey of the NB Association of School Psychologists. Responses were received from all districts and from every teaching level, as well as administration, guidance and resource, so we feel we have heard from a truly representative group of teachers. Your ideas and suggestions were very helpful to the association, and will form the basis of our work plan for the upcoming year.

Data gathered from the survey suggest that teachers are most likely to seek out input from a psychologist for assessment, consultation, and Student Services meetings. Teachers reported that the psychologists' services are valued most for diagnosis and understanding of student problems. Recommendations made by psychologists are found to be helpful in assisting teachers with planning, adjusting teaching strategies, planning for on-going assessment and progress monitoring. Teachers report that the behavioural support offered by psychologists is important for classroom management. Psychologists can help to bridge understanding of classroom concerns with parents, as well.

Some of the challenges faced for school psychologists are, in a nutshell:

**Availability and Visibility** - There has been a growing shortage of school psychologists in the past 5 years, and

the result is that those who are working in districts are spread very thin. Student services supervisors have attempted to help manage referrals to psychologists, but the sometimes cumbersome process of accessing psychological consultation and referrals means that many teachers don't feel they are able to access the services of a psychologist.

**Accessibility** - Because the numbers of students with whom psychologists work tend to be those at the top 1-5% of the pyramid, Tier 3, many teachers may not have need for services at that level, and as a result, not all teachers are aware of who the psychologists in their districts are, nor what they do since they have had no contact with a school psychologist.

So what has the NBASP learned from this information? We are pleased that the services offered by school psychologists are valued by those who have had access to them; however we are discouraged that our dwindling numbers are making it more and more difficult for school psychologists to do the job they want to do to assist teachers. Some of the suggestions we intend to put in our work plan for the coming year to remedy this situation are:

**Marketing** - You can expect to see newsletters from NBASP twice a year, the first one of which will be distributed at the beginning of the school

year. The newsletters will contain tips for teachers, information on specific mental health or learning disabilities, as well as the names of the psychologists in your district so that you have that contact information. Don't be afraid to make a call to consult - that's part of our job!

**Lobbying** - There needs to be more awareness of the role that school psychologists can play in mental health promotion and learning enhancement for our most valuable citizens, our children and youth. Legislators, parent groups, and teachers can help to ensure that school psychological services stay in place if they are aware of the issues noted in this survey and how declining numbers of psychologists impact services for students.

**Advocacy** - School psychologists have a responsibility to advocate for the best services possible for our clients. As licensed and regulated psychologists with training in evidence-based interventions to promote learning and mental health in schools, we have a responsibility to ensure that those services continue to be delivered by qualified psychologists.

The NBASP looks forward to working with teachers again this year! Thank you again for helping us to frame your needs into our work plan.

## SUPPLYing the Skills for Success

**Description:** Workshops for Substitute Teachers  
To provide tips and strategies to prepare for the job hunt with a focus on resumes, cover letters, portfolios, and interviews.

**Time:** 9:30am - 2:30pm  
Lunch Provided

**3 Dates and Locations:**

October 9, 2012 - NBTF Building, Fredericton  
January 8, 2013 - Riverview High School, Riverview  
March 28, 2013 - Bathurst High School, Bathurst

**Register online at [www.nbta.ca](http://www.nbta.ca) beginning September 24<sup>th</sup>.**

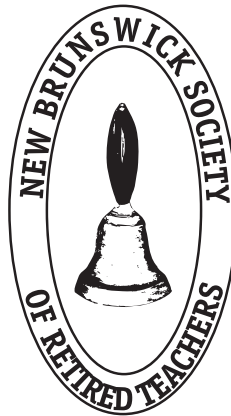
# ATTENTION RETIRED TEACHERS

If you are a recently retired teacher or know someone who is, you are encouraged to join your professional organization: the New Brunswick Society of Retired Teachers. Membership in the NBSRT has the following benefits:

- Being part of a growing organization of over 2000 members.
- *Reflections* magazine published three times per year.
- Representation on the NBTG Group Insurance Trustees.
- School Days Museum filled with teaching memorabilia and artifacts.
- Affiliations with NBTA, Canadian Association of Retired Teachers, SERFNB, Coalition for Seniors and Nursing Home Residents Rights.
- Deduction of dues at source.

For membership information contact Vernon Harding, Membership Secretary, (506)459-2633, or e-mail at [tutoris@nbnet.nb.ca](mailto:tutoris@nbnet.nb.ca)

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



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## 49<sup>th</sup> Annual NBTA Bowling Tournament

Where: **Kingswood, Fredericton**

When: **October 12-14, 2012**

Cost: **\$50** required on registration; **\$250** total.

**New Teams Welcome!**

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



**Gary Di Paolo**  
**271 Slope Road**  
**Minto, NB E4B 3G9**



Host Motel: **Fredericton Motor Inn**  
**\$250 per team**



# NBTA Golf Tournament

Saturday, October 6, 2012  
 "Shotgun" Start - 11:00 am  
 Royal Oaks Golf Club, Moncton



### Sign-in begins at 10 am.

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

Fee: \$60.00 per golfer (includes green fees, meal, gratuities, HST, prizes).

Make cheques payable to:  
**NBTA Golf Tournament** and mail to:

**Shaun Murphy**  
 488 Rue Avant Garde  
 Dieppe, NB  
 E1A 5Y8

Telephone: (506) 756-3104  
 Email: [shaun.murphy@nbed.nb.ca](mailto:shaun.murphy@nbed.nb.ca)

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

### Entry Form

#### 4 Person Scramble

Golf Carts: \$20 per seat  
 Reserve your cart by calling:  
**The Pro Shop (506) 388-6257 ext. 1**

#### Four Names:

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

Contact Person: \_\_\_\_\_  
 Telephone (Home): \_\_\_\_\_  
 (Work): \_\_\_\_\_

*If you have not received confirmation,  
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Get away for March Break with **Freedom Tours & Travel** on our Bahamas Cruise Tour, March 2 – 11, 2013. Don't miss this fun and worry-free March Break Escape! Travel from NB by deluxe motorcoach on Saturday, March 2. Overnight in Tewksbury, MA. Arrive in New York early afternoon Sunday and board the Norwegian Jewel in time for lunch. Set sail at 4 pm and enjoy a relaxing day at sea. Your ports-of-call are Orlando and Beaches (Port Canaveral), Great Stirrup Cay & Nassau, Bahamas on this 7 day cruise with all meals and dazzling entertainment included! You will return to NB on Monday, March 11 totally relaxed but energized after a great March Break!

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- 2 Nights accommodation including breakfast at the Fairfield Inn Hotel in Tewksbury, MA.
- Transfer from hotel the New York port.
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- All Your Meals and Entertainment on the cruise
- All Gov't and Port Taxes
- Tour Director from Freedom Tours and Travel.

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#### Not Included:

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- Ships' Registry: Bahamas & United States of America. *Other restrictions apply.* Book by Sep 25, 2012 and get \$100 per stateroom Onboard Credit.



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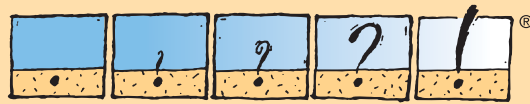


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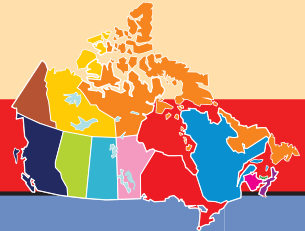




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Tel.: 416.440.5112

Email: [jpowell@thelearningpartnership.ca](mailto:jpowell@thelearningpartnership.ca)

# Diamond Jubilee Medals Conferred upon New Brunswick Teachers



Michael Molloy (left photo) of Saint John and Michael O'Toole (right photo) from Campbellton, received Diamond Jubilee Medals during the NBTA AGM in Fredericton in May 2012. The awards were presented by CTF representative Alexis Allen, President of the Nova Scotia Teacher's Union. A medal was also conferred upon James Wright of Bristol.

Jennifer Carhart (left in adjacent photo and center below), principal of Hazen White-St. Francis School, received a Diamond Jubilee Medal from Prince Charles when he and Camilla, Duchess of Cornwall, visited her Saint John school in June.





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**November 2** - Saint John, NB  
Imperial Theatre

**November 3** - Fredericton, NB  
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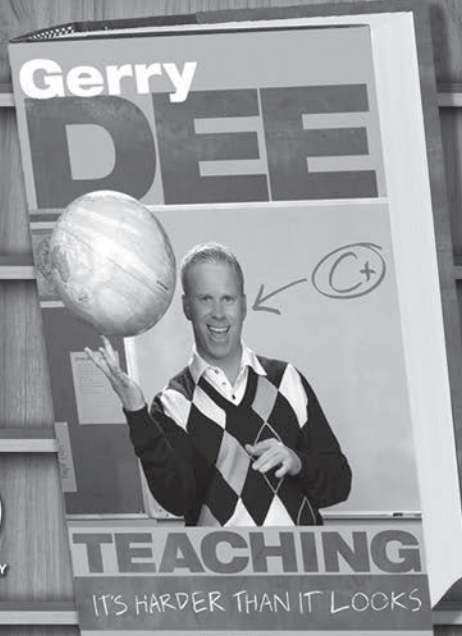
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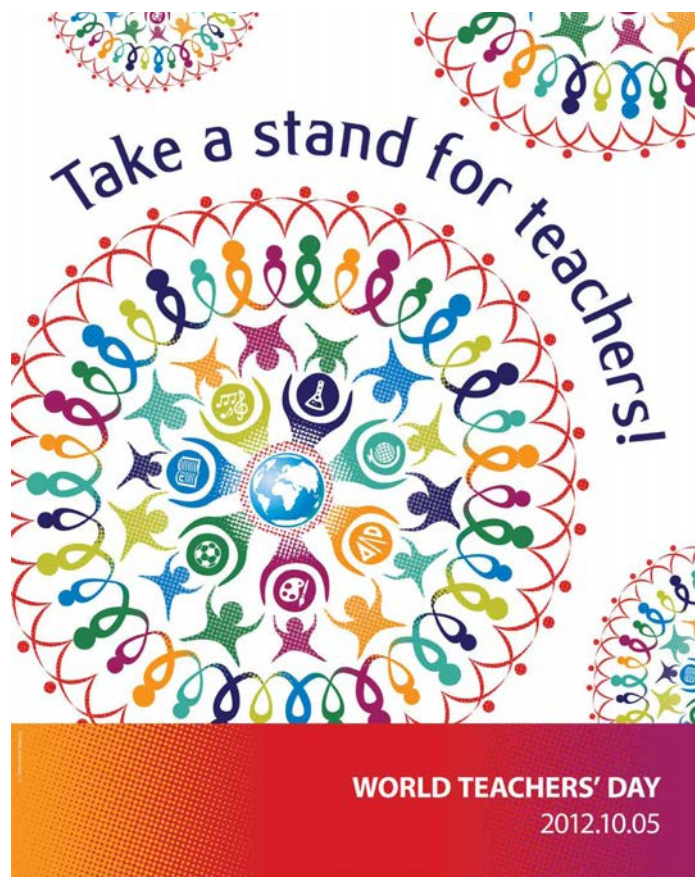
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Canadian Teachers' Federation  
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# NBTA NEWS

ISSN 0317-5227

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

**Editor:** Blake Robichaud

**Editorial Assistant:** Eileen Anderson

**Graphic Artist:** Eileen Anderson

**Printed By:** NBTF Printing Services

**Member:** CEPA

Address all correspondence to:

The Editor, P.O. Box 752,  
Fredericton, N.B., E3B 5R6

**Telephone:** (506) 452-8921

**Fax:** (506) 453-9795

**E-mail:** nbtanews@nbta.ca

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- Working with Co-occurring Disorders  
March 18, 2013

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