



September 2013
Vol. LVI No. 1

NEW BRUNSWICK TEACHERS' ASSOCIATION

Over 100 Teachers Leaders Meet



Peter Fullerton Begins Term as NBTA President

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



A Message from the President



Peter Fullerton

Here it is....September already. I trust that you are returning rejuvenated and ready for another year.

I sit here in my office, for the first time in 34 years I will not be in a classroom working with students. I look around and feel a bit out of place. Seeing the blank walls (because I have not yet had the time to put anything up), I can't help but think of how we have a fresh start each year with new students in our classes.

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

For many students, you are the person of major influence in their lives. Use that position with great care. It is a sacred trust!

We hear many things about differentiated instruction these days. There is no need for teachers to become alarmed, as this is nothing new. It is merely responsible teaching with the goal of creating flexible, independent, critical thinkers. To the untrained observer the initial thought entering the room would be that the classroom is in chaos and noisy. However, upon closer examination one would see that the class is busy with multiple activities; both group and individual. The teacher is moving from station to station, listening, acting as a resource person or facilitator, and leading by questioning. The students are combining ideas, interacting and learning from each other, and researching information to complete the task at hand in order to demonstrate mastery of the outcomes.

Today's classroom must be an adaptable, flexible learning environment and as professionals we need to strive to make our classrooms such a place.

On another note and to bring you to bring you up to speed....

We have now completed our round of bargaining and the new Collective Agreement was officially signed on August 27th. Copies of the new agreement should be mailed to schools during the month of September. I would also encourage all of you to be sure to check the NBTA/NBTF websites regularly as our next major discussion with government will most likely be about the sustainability of our pension plan.

This past August, educators from across the province came together and began the task of establishing priorities for the Association for the next two years. This work will lead to the development of a Strategic Action Plan, which will be our roadmap to take us in the direction we want to travel. The theme of the Leadership Conference was "Collecting our Thoughts". I want to take this opportunity

to thank the participants for their contribution and I would like to thank the hundreds of teachers volunteering on behalf of all teachers for without you the NBTA could not function. In fact, the NBTA is you; all of you – NBTA is your professional association!

I cannot overstate the importance of the input of teacher volunteers and leaders. When I mentioned the Strategic Action Plan, it is, in fact, not just the NBTA's "roadmap," but also my own. An NBTA President works for you, the members. What I do and say in my work on your behalf is guided by your input and determined by your elected leaders. It is a great honour to be the spokesperson and official representative of our 6,000 members and I will do my best to serve you well for the next two years.

During the election campaign, I visited 175 schools across the province and attended thirteen (13) different branch meetings. I have set a personal goal for myself...during the next two years, want to visit the remaining schools and attend a branch meeting in each of the other fourteen (14) branches.

I would like to leave you with a metaphor on diversity that I picked up this summer at CONTACT. Diversity in the classroom is like a box of crayons. They are all different, fit together nicely in the box, but look at the masterpieces they can create.

When we build communities in our classrooms we all win.

Please feel free to contact me with your concerns at peter.fullerton@nbta.ca or call the NBTA offices at 506 452-8921.

Welcome back!

Fullerton is 23rd NBTA President

Peter Fullerton began his two-year term as NBTA President August 1, 2013. He succeeds Heather Smith who has returned to her principal/teaching position in ASD North. Fullerton, a graduate of Moncton High and UNB, has taught primarily technology, science and math courses for 33 years, all at Caledonia Regional High School in Hillsborough.

Fullerton's NBTA experience includes terms as Branch President and Vice-President and as chair of the Branch Committee of Terms and Conditions of Employment. At the provincial level, he has represented Branch 0217 as Director since 2009, has served three years on the NBTA Executive Committee and two years on the NBTF Executive.

In 2012-13, he served as NBTA Vice-President/Elect and was a member of the Negotiations Team for the new NBTF Collective Agreement.



Delegates from Miramichi, Fredericton, Grand Manan and Saint John at NBTA Leadership 2013.

Teacher Leaders Looking to Future

By Blake Robichaud, NBTA Staff Officer

August 13-16 was particularly busy for NBTA volunteers as they came together in Fredericton for two major meetings. The 2013-14 Executive Committee met for an orientation and planning session. This group, that includes the NBTA President, Vice-President and Past President, also has five members from the Board of Directors who were elected by their counterparts in May.

This meeting was followed by the biennial NBTA Leadership Conference, which this year was combined with the Branch Presidents Meeting, held each summer. One of the major tasks of these leaders, numbering over 100 teachers, was to help set future directions for the Association by providing input into the 2013-15 NBTA Strategic Action Plan. This will provide a roadmap for the Asso-

ciation during the two-year term of NBTA President Peter Fullerton, who took office on August 1.

The event also provided an opportunity for Branch leaders to hone their skills and receive updates from the NBTA. Planning time was also provided to ensure that Branches get off to a smooth start in September.



Sussex area delegates (l to r) Doug Bobbit, Shyann Watters, and Brad Coughlin.

Executive Committee 2013-2014



(l to r) NBTA President Peter Fullerton, Vice President Guy Arseneault, and Past President Heather Smith.



(l to r) NBTA Executive members Heather Hogan, Jacques Theriault, Rick Cuming, Guy Arseneault, Heidi Ryder, and Peter Fullerton.

**From
CTF**

Heather Smith Elected CTF Vice President



NBTA Past-President Heather Smith was elected as a Vice-President of the Canadian Teachers' Federation at the organization's 2013 Annual General Meeting in July in Ottawa. Smith, who completed her term as NBTA President at the end of July, has returned to her role as Principal of Janeville School near Bathurst. She (front right) is shown in this photo with other members of the CTF 2013-14 Executive Committee.

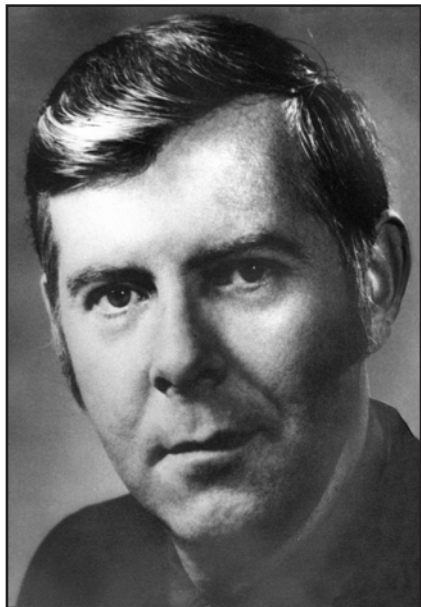
(Back, l. to r.) Katherine Mackwood, Yukon Teachers' Association; Maureen Weinberger, Elementary Teachers' Federation of Ontario; Calvin Fraser, CTF Secretary General; Paul Taillefer, CTF Past President. (Front, l. to r.) Mark Ramsankar, The Alberta Teachers' Association; Dianne Woloschuk, CTF President (Saskatchewan Teachers' Federation); Heather Smith, New Brunswick Teachers' Association.



First NBTA President Passes Away

Tom Trafford 1931-2013

By Blake Robichaud, NBTA Staff Officer



Tom Trafford, one of the “founding fathers” of the modern NBTA passed away July 28, 2013 at the age of 82. Trafford became the first President of the NBTA when it was established in its current structure, along with the NBTF and AEFNB, in 1970.

A native of Rhode Island, he was a graduate of Mount Allison University, and had a long and successful teaching career, primarily at Sackville High and Tantramar High. Through his representation and leadership of his fellow teachers, he made his mark at local, provincial and national levels. He served for 15 years in various capacities on the NBTA Board of Directors and he chaired the committee that created the New Brunswick Teachers' Federation. He also spent 8 years on the Board of the Canadian Teachers' Federation, becoming national President for a one-year term beginning in 1974. On the occasion of his retirement, he was the recipient of the Centennial Award, the NBTA's highest honour, bestowed for his distinguished career in sup-

port of education in NB.

Tom continued his extensive service to others during his retirement, serving 16 years on the Board of the NBTA Credit Union, of which he was a charter member, and also on the Boards of the Sackville Public Library, Cape Jourimain Nature Centre and District 2 School Trustees.

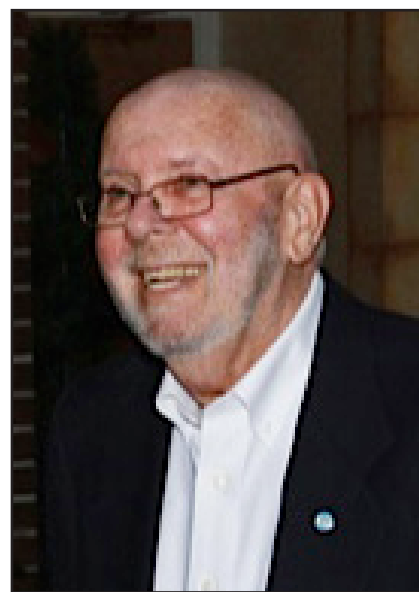
Tom's love for the organization he helped establish was clear throughout the years. For more than four decades, after his term as President was completed, he was an attendee at the NBTA's Annual General Meeting and Dinner, as twenty-one successors as NBTA President took office. The term of the twenty-second, Peter Fullerton, began August 1, and his first official task as NBTA President was to attend Tom's funeral. The structure of teacher organizations in NB is unique, and establishing them was not without its struggles. Tom Trafford fought hard for the rights of teachers throughout this process and in the subsequent negotiations with government. In his farewell message as President (*NBTA News* May-June 1971) he knew that these challenges would continue:

“During the two year negotiations process, major victories were won and precedents established that will aid teachers of our province and teachers in other provinces for years to come... Reorganization has been successful. After one year and a half, the NBTF has firm foundations. Recent negotiations have proven that we are still a potent force of 8,000 teachers, and at the same time, we can be two autonomous groups, each serving its members as those members wish to be served.

Every (teacher) association from Newfoundland to British Columbia has been confronted with serious problems and challenges by governments,

other associations and the public. Over the next few years, these problems could easily become greater in size and number. Only strong associations will survive. Teachers, and only teachers, can decide the fate of their organizations. Values are being questioned by everyone. The public is vigorously questioning taxes – they are wanting to see more for the dollar being spent on education – they are demanding more. Government policies are reflecting public questioning.

Somehow we must develop and maintain a means of effective consultation and cooperation with all bodies and groups with a mutual interest in education. I realize that this view will be opposed by those who advocate militancy and those who feel they gain little by association membership. I strongly believe that the teaching body is worth protecting and keeping alive...that we can grow stronger and more influential...by adopting a policy of effective consultation and cooperation.”



NBTA Board of Directors 2013-2014



Peter Fullerton
President



Larry Jamieson
Executive Director



Guy Arseneault
VP/President



Heather Smith
Past President



Doug Stewart
0214



Jill Quiring
0215



Ron Furlotte
0215



Connie Keating
0216



Barry Snider
0217



Brad Coughlan
0618



Laura McCarron
0619



Warren Coombs
0820



Jacques Theriault
0820



Christine Leeman
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



James Ryan
1538



Jessi Stever
1542



Kim Cripps
1608



Heidi Ryder
1610



Paul Mourant
1640



Liz Andrews
1724



Sheridan Mawhinney
1725



Janna Graham
1809



Carolyn Barnhart-Elson
1826



Heather Palmer
1826



Wayne Coburn
1827



NBTA Membership Registration 2013-2014

All Teachers

Contract & Supply Teachers*

Must Register Electronically at www.nbta.ca
EACH School Year.

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

NBTA & NBTF Services • NBTA Registrations

NBTA & NBTF Members-Only websites



***Draws on Sept. 16
& Oct. 1 for an***

iPad mini
+ supplemental prizes



***The names of the teachers who have registered goes into
each draw. Register early for more chances to win!***

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



Educational Leaves: 2014-2015

**Deadline for Applications:
November 1, 2013**

**Application Forms:
Use Only Forms Marked
"For 2014-2015"**

General

In order to advise teacher applicants by the end of January 2014, the deadline date for applications has been established as November 1, 2013.

Special Information

- teachers are eligible for educational leave up to one full year. Please note that both short-term and full-year leaves are for the 2014-2015 school year only; leaves for January-June, 2014 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

- Interested teachers should apply to the Secretary, Educational Leave Committee, and forward one copy to the District Superintendent 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 1, 2013.

- Applicants shall be advised of the decisions of the Committee by the end of January, 2014.

Factors Affecting Selection

Although an educational leave must fall into one of three purposes - retraining, specialization or professional growth - the Committee considers confidential 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.

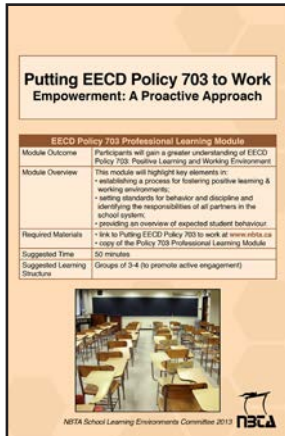
The composition of the Educational Leave Committee is as follows:

Department of Education: two representatives;
New Brunswick Teachers' Association: Peter Fullerton;
Association des enseignantes et des enseignants franco-phones du Nouveau Brunswick: Philippe Cyr;
New Brunswick School Districts: two representatives;
New Brunswick Teachers' Federation
Marcel Larocque; Larry Jamieson – Secretary

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.

Putting EECD Policy 703 to Work Empowerment: A Proactive Approach

Submitted by Kimberley McKay, NBTA Staff Officer



Every year hundreds of teachers volunteer their time to serve on an NBTA committee. One such committee is the School Learning Environments Committee, whose mandate includes: develop and/or communicate initiatives designed to improve learning environments.

During the 2012-2013 school year the committee focused on creating a greater awareness and understanding of the Department of Education and Early Childhood

Development's Positive Learning and Working Environment Policy (Policy 703). The committee's approach was two-pronged: a website linking to key elements of the policy coupled with an electronic learning module. The intent was to create a user-friendly professional learning experience in which teams of teachers could engage at the school level to enhance their knowledge of Policy 703. The website and the learning module are available for use at www.nbta.ca and sample paper copies will be distributed to schools via the NBTA school representative.

Website Overview

Student Code of Conduct

- includes a "quick look" text of the provincial Student Code of Conduct as it appears in Appendix D of Policy 703

Policy Revisions 2009

- includes both the intended purpose of the policy as well as details important revisions made to the policy in 2009

Preventative, Proactive, Positive School Learning Environment: Model, Teach Plan, Reinforce

- includes the designated goals and principles associated with Policy 703

Policy Applications

- includes links to the following sections:
 - o To whom does the policy apply? Exceptions?
 - o Serious misconduct versus Behaviours not tolerated
 - o Connection to the Education Act and the NBTA Code of Ethics
 - o Documentation and Communication Protocols

Behaviour Scenarios

- includes a list of 30+ classroom behaviour scenarios with an accompanying description of factors, documents, policies, procedures, and preventative measures to be considered

Policy 703 Professional Learning Module

- includes a professional learning guide designed to familiarize teachers with the Putting EECD Policy 703 to work website and implications at the classroom and school level

Professional Learning Module Overview

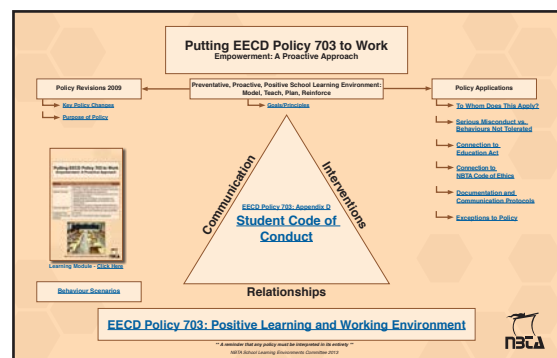
This module will highlight key elements in:

- establishing a process for fostering positive learning and working environments;
- setting standards for behaviour and discipline and identifying the responsibilities of partners in the school system;
- providing an overview of expected student behaviour

The NBTA School Learning Environments Committee wishes to emphasize the critical role that relationships, communication, and interventions play in the establishment of any positive school learning and working environment. To this end, it is hoped that through ongoing discussions, proactive measures and policy applications that solid foundation for positive working and learning environments will be created.

Special thanks is extended to member of the 2012-2013 NBTA School Learning Environments Committee:

Doug Bobbitt, Branch 0618
 Connie Keating, Director, Branch 0216
 Elizabeth Lafford, Branch 1826
 Paul Saad, Branch 1724
 Angela Stephenson, Branch 1429

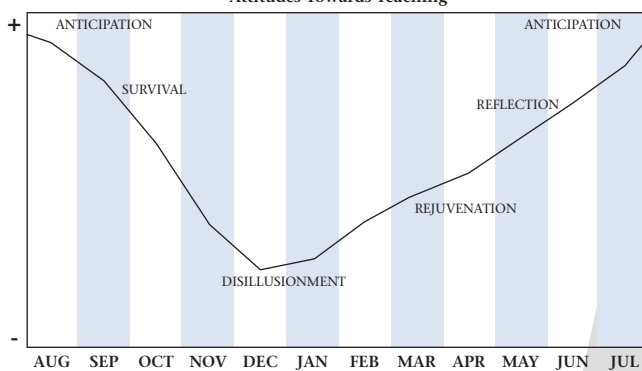


By Kimberley McKay, NBTA Staff Officer

As I write this article, it is early August and I am once again anticipating the beginning of the new school year. I look forward to trying new ideas and implementing new initiatives. However, I also know that un-tempered enthusiasm in August can lead to “hamster-on-a-frantic-wheel” by mid-October. I must continually ask myself, “What is the best use of my time?”. Like many of my colleagues, the cold, dark days of winter may see me questioning my abilities, speaking bitterly of those “new initiatives” and struggling to find purpose and meaning in my daily work. Fortunately, a change in the weather and an opportunity for a mid-winter break generally rejuvenates me and dispels my bleak outlook. I am able to view my profession from a balanced perspective once again. As the school year draws to a close, both the joys of challenges met and the frustrations of hills still to be climbed, bounce around my head. It is natural to reflect on where I have been this year, and to use those reflections to once again begin anticipating the freshness of a new school year.

It is not surprising that the ups and downs I experience after twenty-three years in the teaching profession are very similar to the ups and downs I experienced in my very first year of teaching. It is my skill level and strategy set that has changed. In fact, this cycle of experiences has been well documented by educational researcher Ellen Moir (1999) and can be represented by the graph below. While not every new teacher moves through the phases lock-step, an overview of the phases can assist in knowing what to expect and what supports would be most helpful.

Attitudes Towards Teaching



From *The Stages of a Teacher's First Year*, by E. Moir, 1999, in M. Scherer (Ed.), *A better beginning*. Alexandria, VA: Association for Supervision and Development (p. 21).

Anticipation Phase (August – September)

- generally characterized by feelings of both excitement and anxiety in relation to a new teaching position
- you may have “big plans” and an idealistic notion of what teaching will be like

Support

- begin building connections with positive teachers at your school, at other schools, and online
- start a list of “Ideas for Next Year” to help keep your momentum going

Survival Phase (October – November)

- your energy and commitment are maintained but the reality of the day-to-day work begins to set in
- constant need for learning – curriculum, instructional planning, assessment, routines, etc.

Support

- talk to other teachers about specific ideas for lessons
- continually monitor your balance of work and life – long hours of instructional planning can begin to take their toll

Disillusionment Phase (November-February)

- non-stop work leading to fatigue (or illness) can cause you to question your career choice and your ability to be successful
- a preoccupation with the learning and/or behavioral needs of certain students may surface
- family and friends may start to complain about the hours you spend working

Support

- visit other classrooms and watch how other teachers work with their students to gain new ideas on managing your classroom
- rethink the number of student extra-curricular activities for which you have volunteered

Rejuvenation Phase (March-April)

- time off during March Break can bring a reconnection with family and friends as well as some much needed relaxation
 - concerns about “getting everything done” before the end of the year may be balanced by an emerging confidence in your ability to manage behaviour, instruction, and time
- Support**
- celebrate the professional milestones achieved
 - encourage/seek collaborative opportunities with other colleagues

Reflection Phase (May-June)

- classroom “flow” is generally established and you have greater time to reflect on what was learned, what worked, and what might happen differently next year
- time and energy consuming end-of-year routines are coupled with the possibility of emotional leave-takings or anxiety over next year’s work assignment

Support

- use your reflections to help draft a professional goal for next year
- engage in learning-focused conversations about student performance and progress

Compass Conference 2013

Early career teachers navigating the professional world of education



**Friday and Saturday
October 4 and 5, 2013
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
- * Effective Teaching Strategies

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

Registration: Electronic registration via www.nbta.ca August 26 - September 20.

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 now at www.nbta.ca
August 26 - September 20**

NBTA Launches an “Early Career Teachers” Section on Website

Early Career Teachers' Handbook



2013 - 2014

There will be a new addition to the NBTA website this year: a feature for Early Career Teachers. In previous years, new teachers in each district received a binder with a “Beginning Teacher Handbook.” This year, flash drives containing the handbook will be available for these new teachers, but there will also be a section of the website accessible to all teachers containing not only information from the handbook, but also access to emergency lesson plans as well as unit and lesson plan templates. The NBTA is indebted to Heidi Brown, Beth McCready, Derek Taggart, Pam Underhill and Stacey Wood for their assistance in this endeavor.

Teachers accessing these pages will be able to find information about ideas and activities for the first week of classes, printable resources for supply teachers, descriptions of the various roles within schools and districts, information about Johnson Insurance and the Credit Union, and services offered by your Association.

Teachers are also welcome to submit lesson plans to add to the collection.

Look for the Early Career Teacher logo as an indicator of all the resources, professional development opportunities, and webpages specifically targeted for early career teachers.



Branch 1610 (Miramichi) delegates at NBTA Leadership 2014 in August. Deb McDonnell (left) and Barbara Brown.



Branch 1725 (Oromocto) delegates Sheridan Mawhinney (left) and Erica LeBlanc.

All Supply Teachers (Certified & Local Permit) Must Register EACH School Year at www.nbta.ca



Click:



MEMBERSHIP

2013-14 REGISTRATION



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.

If you are experiencing difficulty with the process
call Carlene Merrick at **452-1833**.

DO YOU DESERVE A RAISE?

Are you an early career teacher?

Apply for Your Work Experience

New teachers should note that you may apply to have your previous work experience evaluated for an increase on the salary grid. Recognition may be given for work that is related to teaching upon application to the Office of Teacher Certification at the Department of Education and Early Childhood Development. The form you need is available from the NBTA website www.nbta.ca. Click the Certification button and download the form called **Application for Work-Related Experience for Salary Purposes**. You should also contact your district office to ensure that all supply teaching experience has been credited.

Remember: **The deadline is October 31 to have the increase back-dated to July 1!**

Are you a teacher who has completed courses towards a certification increase?

Apply for your upgrade!

The form you need is available from the NBTA website www.nbta.ca. Click the Certification button and look for the **Application for Upgrading Teacher Certification Level** at the bottom of the page with other forms.

Remember: **The deadline is October 31 to have the increase back-dated to July 1!**

Don't forget to include the evaluation fee (\$70.00)!

Developing Successful Schools 2013



By Ardith Shirley, NBTA Staff Officer

Developing Successful Schools 2013 - Leading the Way - Transforming Schools through Effective Engagement, Assessment, and Leadership with Sandra Herbst.

From July 8th-11th, an exceptional group of educational leaders from across Atlantic Canada converged on the campus of Mount Allison University in Sackville to learn together under the direction of Sandra Herbst. Over the four days, the group explored the challenges of leading truly successful and inclusive educational change through sound engagement and assessment practice.

This year's program allowed each of the participants to reflect upon their learning community through the lens of student engagement and organizational learning. We explored how, as leaders, our journey to success begins with the end in mind and uses quality assessment practice to keep on track and provide tools for what lies ahead. We discovered that quality assessment and engagement propels schools and systems toward their desired goals. By using the same steps that enable our students to achieve, leaders can employ assessment in the service of learning techniques to plan for, implement, gather feedback, and collect evidence of progress and growth.

CONTACT 2013: The More Things Change...



New Brunswick delegates enjoying CONTACT 2013 in PEI.

On August 6-9 educators from across Atlantic Canada joined together on the Holland College campus in PEI to take part in CONTACT 2013 (Conference on New Techniques and Classroom Teaching). Over the course of the four days, participants explored the all-inclusive nature of the teaching profession and the challenges of today's classroom under the theme of "The More Things Change..."

Laura McCarron was the facilitator who represented NBTA at this event and received great feedback on her session titled, "Changing the Classroom Environment with Effective Classroom Management".

CONTACT is an annual conference that is sponsored by the four Atlantic Provincial Teacher Organizations. Next year's conference will be hosted by the NLTA in Newfoundland. Mark your calendar for August 5th -8th.

PROJECT OVERSEAS 2014

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 2014
- 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 2014** 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

**Deadline for Applications:
November 1, 2013**

Completed Application forms must be forwarded to:
Melinda Cook, 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!

Retiring Teachers of 2013

- | | | | | | |
|------|-----------------------------------|------|----------------------------------|------|------------------------------|
| 1538 | Sheila I. Allison | 1827 | William H. Hutchin | 0619 | Janet A. Miller |
| 1610 | Catherine E. Arseneault | 1610 | Theresa M. Johnson (Williams) | 1428 | Roxie M. Moffit (Kydd) |
| 0215 | Carter L. Assels | 0820 | F. Jill Jollineau | 0820 | Kathy I. Molloy (MacLean) |
| 1431 | Judith I. Barr (Knowlton) | 1429 | Mary Ellen Kilfillen (McTiernan) | 0820 | Michael J. Molloy |
| 0619 | Grant R. Beckingham | 0214 | Joanne H. Koot (Berelmans) | 1023 | Victor T. Morford |
| 0215 | Jo-Anne J. Belliveau | 0619 | Janet L. Krickler | 1826 | Ruth E. Morrison |
| 1826 | James W. Bird | 0215 | Perry W. Kukkonen | 1809 | Brenda L. Pierce (Robertson) |
| 1536 | Bonnie J. Blackmore-Walsh | 0619 | Kevin J. Langford | 1608 | Edison J. Pinder |
| 1826 | Stephen Bleakney | 1826 | Marcelle Lavallée-Gilders | 1826 | Bruce A. Pond |
| 1826 | Donna G. Bliss (Duffy) | 1826 | Madeleine M. Lelievre (Redding) | 1826 | Mary E. Radford |
| 0215 | Ron J. Bourgeois | 0820 | Lucie Lemieux | 1023 | Joanne Raye (Anderson) |
| 0619 | Janice P. Bramson (Scribner) | 1021 | Patrick T. Lenihan | 1021 | John M. Reid |
| 0619 | Michael J. Breen | 1725 | Daniel G. Leonard | 0820 | Ernest D. Ring |
| 1608 | Gertrude F. Brophy-Underhill | 1826 | Vanessa R. Levesque (Demmings) | 1640 | Barry A. Robertson |
| 1809 | Thomas P. Cameron | 0215 | Rémi R. Lévesque | 0820 | Susan M. Rodger (MacMackin) |
| 0216 | Raymond L. Carpenter | 0216 | Brenda F. Lewis | 0820 | Dine E. Rouse (Campbell) |
| 1608 | Sheila A. Carrol (McDonnell) | 1536 | Charles M. Lorette | 1428 | James R. Scarbro |
| 0216 | Patricia L. Carty (Davis) | 0820 | Beverley MacDonald | 0618 | Sharon L. Sear |
| 1610 | Andrew L. Clark | 1536 | A. Gordon MacDougall | 0619 | Robert L. Selby |
| 0216 | Wanda J. Clive (Steeves) | 0820 | Colleen M. MacLennan | 0820 | Gene W. Shave |
| 1021 | Jane S. Conley (Mitchell) | 1610 | M. Carmel MacTavish (Brideau) | 1023 | M. Barbara Smith |
| 0619 | Percy J. Cook | 0820 | M. Kimberley L. MacAdam | 0618 | Kathy L. Stewart (MacKenzie) |
| 0619 | Julie A. Corkum | 1021 | Clement J. McAfee | 1610 | Mary G. Stewart (Hackett) |
| 0214 | Danny S. Coughlin | 1610 | Richard J. McCarthy | 0619 | Mary R. Stilwell |
| 0215 | Susan L. Cowan (MacDonald) | 0619 | Joanie P. McCullum (Moore) | 1542 | Donald W. Stymiest |
| 0820 | Susan I. Cox (Robinson) | 1640 | Nancy M. McEachern | 0618 | Ellen Sullivan (Ryan) |
| 1725 | David E. Craine | 1725 | Rosa E. McEwing (Morgan) | 0618 | Michael D. Swift |
| 1538 | Sandra M. Crowley (Lyons) | 1023 | Laurie Lee R. McFarlane (Coffin) | 0820 | Paula L. Theall (Wright) |
| 1021 | Greg J. Deering | 1809 | M. Sally McGrath | 1608 | Mary A. Tozer (Donaldson) |
| 1725 | Kathryn Downe | 0820 | Nancy W. McHugh | 1022 | Wayne D. Veysey |
| 0619 | Anne Marie Duguay (LaPointe) | 1724 | Rosalie E. McLaughlin (Jones) | 1826 | T. Dawn Weatherbie |
| 0820 | Jill F. Edwards (Logan) | 1826 | Brenda L. McManus (Orem) | 1826 | Dianne Wilkins (Doak) |
| 1826 | Patricia L. Evered | 0619 | Charlotte McPhee | 0216 | Christine E. Wortman |
| 0618 | Barbara L. Fanjoy (McFarland) | 1826 | Roberte A. Melanson | 0619 | John R. Yerxa |
| 0820 | Ann T. Feicht (Beaman) | | | | |
| 1826 | J. Leigh Ferguson (Currie) | | | | |
| 1826 | Mary E. Ferris | | | | |
| 1608 | M. Carmel Fiander (Preston) | | | | |
| 1826 | Edward Fiset | | | | |
| 0820 | Susan M. Foster (Peacock) | | | | |
| 0618 | Deborah L. Freeze (Gauce) | | | | |
| 0215 | Claire R. Gautreau | | | | |
| 1826 | Wanda I. Giggie (Rogers) | | | | |
| 0215 | S. Michelle Gignac | | | | |
| 1610 | M. Robert Gillis | | | | |
| 0619 | Valarie D. Goddard (Payne) | | | | |
| 0820 | Kevin J. Gormley | | | | |
| 0820 | C. Jane A. Grady | | | | |
| 1826 | Rosemary D. Grattan | | | | |
| 0215 | Melanie S. Grimmer (Gemmell) | | | | |
| 1542 | Faye L. Groody | | | | |
| 1608 | Jennifer D. Hambrook (Parsons) | | | | |
| 1826 | David G. Haney | | | | |
| 1826 | Wayne V. Hayes | | | | |
| 1023 | Raylene R. Hayman (Beaton) | | | | |
| 1826 | Ruth I. Henry Dickinson | | | | |
| 0619 | Susan E. Hicks-Cannirus (Connell) | | | | |
| 0820 | Paul D. Holder | | | | |
| 0619 | John K. Howe | | | | |
| 0820 | Heather A. Hudson (Sample) | | | | |
| 1826 | Geraldine L. Hunter Evans | | | | |



Lieutenant-Governor Graydon Nicholas presents this year's first retiree, Sheila Allison, with a certificate at the Retiring Teachers' Luncheon in Fredericton on May 25, 2013.

The International Assessment Symposium: Canada in Conversation with the World will take place in Fredericton on Friday April 11th and 12th at UNB. This is the first time this symposium has been held in Canada. Thirty six International researchers in assessment for learning will present panel discussions and individual sessions to participants from across Canada. New Brunswick teachers will be eligible for a reduced fee for the conference. Limit is 300 participants. Check the UNB Faculty of Education Website for details at <http://www.unb.ca/fredericton/education/>



International Conference on Educational Leadership at UNB

Ken Brien, Faculty of Education, UNB

The UNB Faculty of Education is very pleased to announce that we will be hosting a national and international conference on educational administration and leadership from June 6 to 10, 2014. The theme of the conference is “(Re)Situating Commonwealth: Educational Leadership at a Time of Demographic Change.” This conference is jointly organized by the Canadian Association for the Study of Educational Administration (CASEA) and the Commonwealth Council for Educational Administration and Management (CCEAM). CASEA members are primarily university professors and graduate students interested in educational administration and leadership. CCEAM members come from national associations in over 20 Commonwealth countries and represent all levels of the school systems around the world. We are expecting about 300 educators, administrators, policy makers, researchers, and others interested in educational administration and leadership from across Canada and around the world to attend this conference.

We are particularly interested in encouraging local educators, administrators, and educational leaders to submit presentation proposals for this conference. The overall conference theme raises many questions to be considered and explored by conference participants. Presenters may also address other questions and topics associated with educational administration and leadership that reflect local, national, or international perspectives and that draw on practical, professional, research, policy, or other experience or expertise. We are planning to offer several types of sessions during the conference, including traditional academic paper and symposium sessions, round table presentations, conversation sessions, and workshops. We expect that this conference will offer a rich learning environment for all conference participants and a wonderful opportunity to showcase our school system, our city, and our province to our national and international guests.

Conference details, including the Call for Papers, are posted on the conference website (www.cceam2014.com). The deadline for proposal submissions is Oct. 1. Please contact me at kbrien1@unb.ca or at 452-6213 with any questions related to the conference.



Creeker Chairs for Charity Wins National Award

*Judge's Choice Award for best all-round Entrepreneurial Adventure project
— BMO National Student Innovation from The Learning Partnership*

Submitted by Suzanne Gallant, Vice-Principal, Garden Creek Elementary School

Our creative Grade 5 class refurbished old wooden chairs and designed its own one-of-a-kind product. The chairs were auctioned off during an evening that featured performances by clients from our charity, the Stan Cassidy Centre, and community members. The live auction, in conjunction with online bidding, was exhilarating at times. Our amazing business partner, Premium Paint, was instrumental in our journey from day one until the night of the auction. They not only donated all the materials but shared their expertise every step of the way during the process.

The project took on a whole new meaning when community members heard about our adventure and started playing an active role. The business partners went above and beyond their financial contribution and worked alongside the students twice a week for many months. They also provided first-hand business advice to the students modeling best practices of the business world. The Charity got involved and developed a model program to inform students of the importance of their contribution

in the rehabilitation of kids. Two local artists decided to paint their own chairs, adding a professional touch to our project.

All proceeds from the Creeker Chairs for Charity Auction went to the Stan Cassidy Kids Foundation in memory of Adam Wright, a recently deceased former Stan Cassidy Kid and nephew of grade 5 teacher and ven-

ture coordinator, Mme Gallant.

The students raised \$4000.00

The Judges' Choice Award is an all-round award aimed at recognizing a venture team that has stood out amongst its peers as 'the best of the best' and exhibited all the characteristics of a successful entrepreneurial team who broke through barriers and turned their ideas into reality.



ATTENTION RETIRED TEACHERS

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

- Being part of a growing organization of over 2000 members.
- *Reflections* magazine published three times per year.
- Representation on the NBTG Group Insurance Trustees.
- School Days Museum filled with teaching

memorabilia and artifacts.

- Affiliations with NBTA, Canadian Association of Retired Teachers, SERFNB, Coalition for Seniors and Nursing Home Residents Rights.
- Deduction of dues at source.

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

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



TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2014

(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 2014 – December 2014. Interested teams of 3-5 teachers are invited to apply. Application forms will be available online after October 15th.

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 10, 2014. Start-up materials and funding will be delivered to each team.
- Unsuccessful team applicants will be notified by January 10, 2014.

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

Teacher-Designed Professional Learning Grant in Action!

Submitted by Alyson Jones, Erin Duncan, and Lisa Redstone

Following several discussions with fellow Education Support Services teachers, a common dilemma has been the limited availability of subject specific assessments. Although teacher-made diagnostic tools have their uses in assessing curricular goals, they do not have the reliability necessary to make decisions regarding student's special educational programming.

As a PLC we researched various tools that were not only user friendly but comprehensive in nature. We also required a tool that provided in depth skills analysis that would provide guidance regarding short term intervention, lesson planning, and development of modified goals. The product that seemed to be the

best fit was the KeyMath 3 Diagnostic Assessment: Canadian Edition. Our successful application for the NBTA grant has allowed us to purchase this product.

Pearson Canada Assessment defines KeyMath as:

"A comprehensive, norm-referenced instrument, the KeyMath 3 DA includes content that covers the full spectrum of math concepts and skills, ranging from early experiences with rote and rational counting through experiences with factoring polynomials and solving linear equations. Two parallel forms (Form A and Form B) allow for test administration in alternating sequence every 3 months. Growth Scale Values (GSVs) enable educators and clinicians to measure progress accurately over time

across the full range of math concepts and skills."

As a PLC, our goal was to familiarize ourselves with this assessment tool, and to share our knowledge with others in the education field. In pursuing this goal, we intend to continue to work collaboratively in an effort to reach proficiency with scoring and interpreting results. Once a collective sense of mastery is established, additional plans share our knowledge regarding the Key Math 3 assessment tool will be developed. It is our hope that in the future, resource teachers will utilize this diagnostic tool to make data driven decisions regarding academic planning.

beyondimages
a self-esteem and body-image curriculum

GRADES
4-8

LESSONS
20+

\$0

at www.beyondimages.ca

MORE than half of children report being involved in appearance based bullying. *Be part of the solution.*

A positive body-image can lead to better self-esteem, emotional stability, happiness and confidence in children.

TEACHER ADVANTAGES: a comprehensive media literacy curriculum written by teachers that includes:

- Lesson objectives
- Lesson plans and media examples
- Student worksheets
- Evaluation rubrics
- Curriculum outcomes matched
- Free!

Beyond Images helps students understand how and why media messages are constructed – and then learn to make their own. *Beyond Images* explores current concepts of what it means to 'fit in'.

Join us on this journey of self-discovery and build understanding and resilience towards negative messaging in students and in the schoolyard. *Beyond Images* meets students where they're at and takes them further.

Developed by the National Eating Disorder Information Centre (www.nedic.ca)
Beyond Images is generously supported by the Dove Self-Esteem Project

nedic



Paid Advertisement

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, 2013 Time: 11:00 am (Lunch will be provided)

Place: Moncton area (Specific Location TBA)

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



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the 2014 competition!**

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VICTORIA SOMMERVILLE-
KELSO FROM TANTRAMAR
REGIONAL HIGH SCHOOL,
SACKVILLE, NB, RECITES
"SELF-PORTRAIT" BY
ROBERT CREELEY



Paid Advertisement

2013-2014 NBTA Pension Seminars

Registration Forms On-Line at www.nbta.ca

Date of Seminar:

- _____ October 19 - Bathurst
- _____ November 2 - Moncton
- _____ November 6 - St. Stephen
- _____ December 7 - Saint John
- _____ January 11 - Fredericton
- _____ January 25 - Miramichi
- _____ February 8 - Sussex

Deadline for Registration:

- September 27
- October 25
- October 30
- November 29
- January 3
- January 17
- January 31

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 or Melinda Cook
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
 - contribution rates
 - retirement options
 - pension calculations
 - survivor options
 - purchase and transfer of Pension Service
- Retirement Allowance
 - pre-retirement vacation
- Canada Pension
- Old Age Security
- Financial Planning for Retirement
 - RRSPs
 - RRIFs
 - Annuities

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

**We're All
Together
in
Moncton
on
May 2nd,
2014!**



**NBTA Combined
Council Day 2014**

**World Class
Speakers,
Thousands
of
Colleagues,
and a
Terrific
Learning
Opportunity**



Sports Ambassadors



The **New Brunswick Sports Hall of Fame** has partnered with New Brunswick's most accomplished athletes and sport builders to inspire and excite youth to participate in sport.

Youth inactivity is becoming an ever-increasing problem in our society. Left unchecked, it will lead to unprecedented levels of obesity and vast increases in chronic disease.

In response, the **New Brunswick Sports Hall of Fame** is making New Brunswick's most accomplished athletes and sport builders available for visits to classrooms around the province.

These **FREE** presentations feature the inspiring personal stories of the Sports Ambassadors on their road to success. They will talk about the obstacles they had to overcome and their achievements in the world of sport.

The key objectives of the **Sports Ambassadors** program are:

- To promote the benefits of sport participation
- To inspire youth to participate in sport through the delivery of compelling personal stories delivered by Sports Ambassadors

For more information or to bring a **Sports Ambassador** to your classroom contact us:

- Tel.: **506.453.3747**
- E-mail: nbsportshalloffame@gnb.ca
- Web: www.nbsportshalloffame.com

FUNDING PARTNERS:



Fierce Conversations®

Save the date!

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

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

Target Audience: This session will be open to any NBTA member.

Date: November 1 & 2, 2013

Watch for complete registration details in next NBTA News!

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: January 17 & 18, 2014

Watch for complete registration details in next NBTA News!

Back by popular demand.... NBTA Professional Learning “Menu” 2013-2014

by Ardith Shirley, NBTA Staff Officer

Last year, we thought that it might 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. The feedback we received was very positive and so our NBTA “cooks” (aka Staff Officers) have put our heads together to come up with a new “menu” for 2013-14. Just like your favourite eatery, you will notice that a few of our old favourites have remained on the menu. We also have a few new additions to keep things exciting.

Please come back and check our menu often. 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! Check our website throughout the year to be sure you know about our latest concoctions.

We hope that you will find something to your “taste” and mark the date in your calendar!

Bon Appetit!

NBTA Professional Learning Menu 2012-2013

Supply Selections

Orientation for Supply Teachers

Target Audience: Substitute Teachers

Each district provides an orientation workshop for supply teachers in conjunction with NBTA.

Contact your district for Registration Details.

Early (Career) Entrees

NBTA Compass Conference

Target Audience: Teachers who are in their first five years of teaching

Fredericton, NBTf Building (October 4-5)

Registration Details: Electronic registration via www.nbta.ca from August 26th to September 20th

POINT Seminar Series

Cooperative Discipline

Target Audience: Early Career Teachers

Saint John (November 4, 4:00pm - 7:30pm, supper included)

Fredericton (November 5, 4:00pm - 7:30pm, supper included)

Registration Fee: None

Differentiation Strategies

Target Audience: Early Career Teachers

Saint John (January 27, 4:00pm - 7:30pm, supper included)

Fredericton (January 28, 4:00pm - 7:30pm, supper included)

Registration Fee: None

Exotic Foods

Teacher Exchange Information Meeting

Target Audience: Any teacher interested in finding out more about exchange opportunities for NB teachers

Moncton, TBA (October 19)

Project Overseas Application Deadline

(November 1)

Administrator Appetizers

Skills for Administrators: Leading Through Learning Focused Relationships

Target Audience: Administrators, Teacher Leaders and those aspiring to the role

Fredericton, NBTf Building (December 16-17)

Skills for Administrators: Share the Wisdom

Target Audience: Administrators, Teacher Leaders and those aspiring to the role

Location: **Fredericton, NBTf Building** (January 30-31)

Developing Successful Schools

Target Audience: School Leaders from Atlantic Canada

Mount Allison University (July 7-10)

Classroom Combos

CONTACT

(Conference on New Techniques and Classroom Teaching)

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

Location: Newfoundland, Cornerbrook (August 5-8)

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

Money Saver Specials

Pension Seminars

Target Audience: All Teachers

Bathurst (October 19)

Moncton (November 2)

St. Stephen (November 6)

Saint John (December 7)

Fredericton (January 11)

Miramichi (January 25)

Sussex (February 8)

Registration Details: Forms online at www.nbta.ca

Customer Appreciation

A select assortment of NBTA volunteer meetings:

Council Coordinating

Target Audience: Elected Executive members of our three councils

Moncton (September 27-28)

NBTA PD Chairpersons' Workshop

Target Audience: All branch PD chairpersons, NBTA PD committee and district/department personnel with responsibilities for planning professional learning for NB teachers

Fredericton, NBTF Building (December 5-6)

Conversation Starters

FIERCE Conversations®

Target Audience: All Educators

Fredericton, NBTF Building (November 1-2)

FIERCE Accountability®

Target Audience: Any NB educator who has received the certificate for completion of training in Fierce Conversations®
Fredericton, NBTF Building (January 18, morning only)

Combo Dinner for 5000+

NBTA Combined Council Day

Target Audience: All Teachers

May 2, 2014

Moncton

Available Upon Request

The NBTA offers a wide variety of other learning opportunities and presentations for schools and NBTA branches.

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

WANTED

New Brunswick Classrooms and Teachers Exploring Formative Assessment Practice

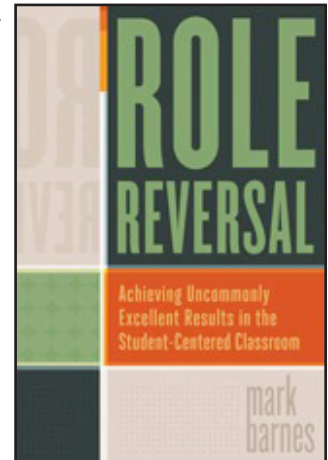
As a part of my own professional learning plan for the 2013-14 year, one of my goals involves expanding my toolbox and deepening my understanding of what effective formative assessment practice looks like (sounds like and tastes like) in New Brunswick classrooms across grade levels and subject areas. If you are an NBTA member who is interested in exploring the same and might be willing to invite me to your school or classroom to explore along with you I would love to hear from you! (ardith.shirley@nbta.ca)



Book Give-Away!

Send me an email with the subject line BOOK GIVE Away before September 30th for a chance to win a copy of *Role Reversal – Achieving Uncommonly Excellent Results in the Student Centered Classroom* by Mark Barnes

Ardith



Councils

Elementary Council President's Message

By Karla Roy, Elementary Council President

Welcome back Elementary teachers! How quickly the summer flies by and we are now getting ready for our classroom and another busy school year. I hope that everyone had a relaxing summer.

Council Day 2012, Learning Together in Harmony, was held in Miramichi this past May. It was the first time that we held Council Day there and it was a success. We had a rich program available with presenters from all subject areas and the Music Strand. Steve Spangler thrilled the audience with his Science Experiments,

Jacques Demers motivated us with his words and Debbie Diller's Math sessions were well received. Also, we were able to branch out to some organizations around New Brunswick for speakers on Social Thinking, Learning in the Outdoors, Groovin' Kids, Science East and more. We had many teacher presenters that spoke on varied topics such as Balanced Math, Smartboard tips and techniques and Classroom Management.

Elementary Council also offered a Saturday workshop with Debbie Diller. The topic was Math and set-

ting up Math Stations in your classroom. Teachers were engrossed in the activities and had a very productive day.

This year, the Elementary Council continued with the 3rd Annual Excellence in Teaching Award. The award this year was presented to Lynn Murphy from Frank L. Bowser School in Riverview. Lynn is a Physical Education Teacher and Guidance Counselor and the guiding force behind the school's Positive Learning Committee.

Have a great year everyone!



Lynn Murphy receiving her award from Elementary Council Executive Janice Bueno, Jane Jonah and Beverly English.

Fluency ≠ Speed

By Linda Thompson, Educational Support Teacher, Literacy

In my role as Educational Support Teacher for Literacy, I have had many questions about the importance of fluency in assessing student reading. Since the 1980's poor readers have been characterized as lacking fluency. Often we call it word by word reading. However, we have been vague in how fluent readers need to be.

It is important to understand that fluency is more than the rate at which the student reads. Fluency is "...the ability to read connected text,

rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading such as decoding." Meyers & Felton 1999.

By assessing the student's oral reading fluency, teachers can determine how automatic the process of reading has become. The number of words read in one minute has been determined to be a reliable, efficient and accurate measure of reading proficiency. We take into consider-

ation the expression, the intonation, the attention to punctuation, the rhythm of reading as well as the rate at which the reader is able to do this. If all these factors are combined, the reader's interpretation of the text (meaning) is conveyed. Therefore, fluency is a good indicator of comprehension.

For further information, I recommend *Teaching for Comprehending and Fluency*, by Irene Fountas and Gay Su Pinnell 2006.

Councils

Tips for Teaching Art in your Classroom

By Peter Gorham, Nackawic Elementary School

To prepare to write these tips for the Elementary Council I went to the NBED Portal home page and clicked on the first Quick Link “Learning Resources” under the Elementary section. I clicked on “The Arts”. At this point I was distracted by the Video Resources and decided to watch the New Brunswick Visual Art Education Association’s interview with Bruno Bobak - <https://portal.nbed.nb.ca/tr/lr/Pages/,DanaInfo=portal.nbed.nb.ca,SSL+default.aspx>. This beautifully produced video reminded me that students need to see and hear from working artists and since we lost Bruno this year it is important to have this resource.

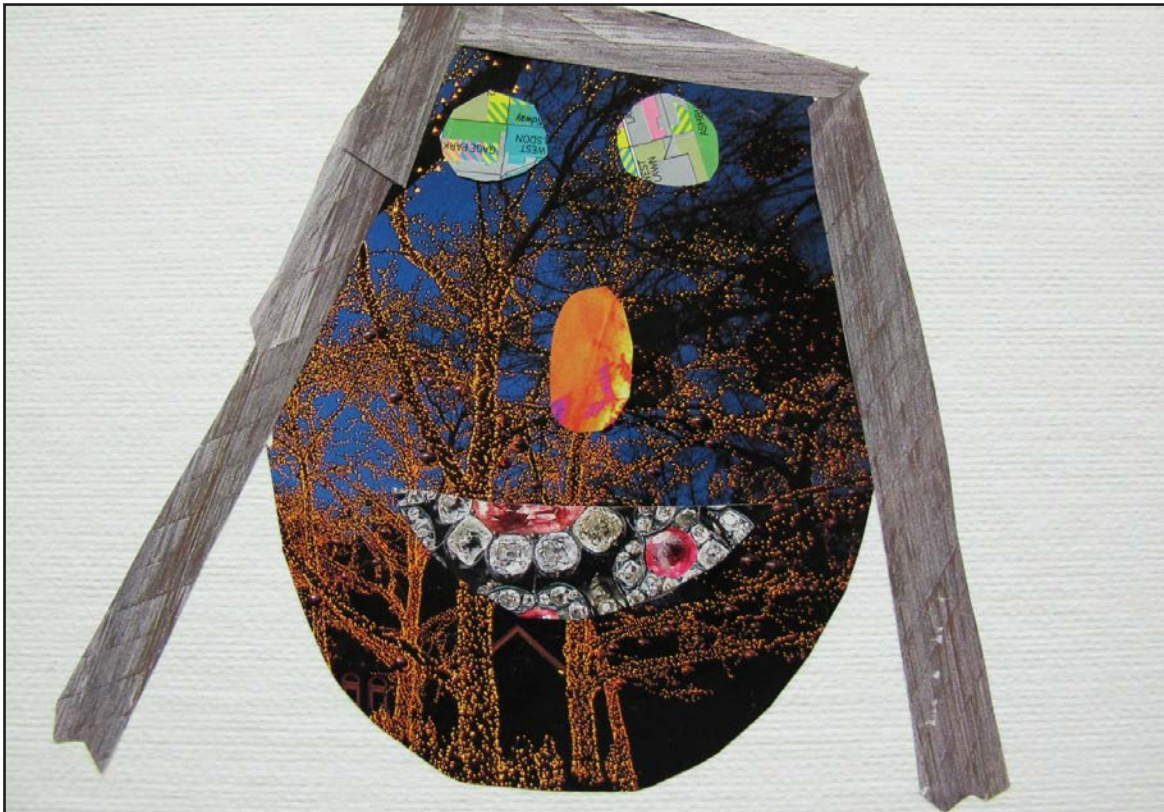
I went on to look at the Visual Arts Resource Binders <https://portal.nbed.nb.ca/tr/lr/k-12Arts/Pages/,DanaInfo=portal.nbed.nb.ca,SSL+default.aspx> a rich teacher authored resource which is easily accessed and often illustrated with

student work. These clearly written lesson plans provide you with objectives, lists of materials, suggestions for motivation and evaluation as well as art vocabulary to use with your students.

Some tips I would offer: When you have an opportunity (i.e. science) draw in front of and with your students. Invite a local artist in and convince them to demonstrate their process. Collect and use recycled materials as supports for drawing and painting, to allow you to spend more on paints and drawing implements. Use a variety of sizes and types of paper, from playing card sized drawings to house wrap (Tyvek) sized murals. Document digitally if you can, so the work can go home and to avoid that storage problem. Work on your own art vocabulary, while I do not have an art word wall I do post vocabulary words for new projects. Make a concentrated effort to do more three-di-

mensional work as we generally don’t do enough. Carefully consider how you use art around the major holidays, this is when we can be tempted to turn to thread-worn crafts/projects. Design your displays of school art to document learning, highlight variety, explain process and celebrate success. Use art methods to express learning in other subjects. Consider reworking or returning to art projects after discussion and the sharing of successes and difficulties. This allows student artists to reflect and refine their work. Finally, when you have time visit <http://www.vtshome.org/what-is-vts/vts-in-action--2> there you will see videos of a simple but wonderful way to teach reading and responding to art at every grade level. This method has changed the way I teach these important aspects of our art curriculum.

Have fun. It is hard work.



Fostering Wellness and Resilience in Your Classroom

Submitted by Emily Derrah-Sullivan, Woodstock Education Centre

While we hope that our students are returning to us with excitement, looking forward to new and renewed friendships, to reconnecting with school staff, and to sharing favourite summer memories, there are others who may be feeling a sense of dread at the thought. For all, it will be a time of transition both at home and at school. At home, a return to more structured routines including regular bedtimes, organized activities, and homework! At school, new teachers will bring new expectations and procedures to learn.

For students who come to us with risk factors including mental health issues, learning differences, challenging family dynamics, or poor social supports, the challenges of returning to school can be magnified and can result in impaired school functioning. Even students who we perceive to have few risk factors can feel stressed as they anticipate the academic and social challenges of the education system. Our ability as teachers to provide a safe, caring, and positive classroom environment is a key factor in a successful school year for all of our students.

There are many things that educators can do to support mental wellness and develop resiliency, leading to greater academic success for their students throughout the year. Fostering mental wellness and resiliency

will promote student growth in all competencies — academic, social, and emotional! Here are just a few suggestions that may be helpful:

1. Learn the strengths of each student and find ways to incorporate those strengths into your curriculum so that students will know that they are valued within your classroom.
2. Provide lots of meaningful, positive reinforcement and encouragement for all students.
3. Having consistent school wide expectations and procedures can reduce anxiety for all students. Knowing that what will be expected of them this year, with respect to school/classroom routines and procedures, is the same as the expectations of previous years contributes to positive connection and success.
4. Build a strong, collaborative relationship with parents or caregivers as early as possible. Children will take their lead from the adults in their lives so building trust is critical. Keep parents informed, include them in transition planning, and stay positive. Going in to any conversation with the attitude that both you and they want the best for their child is key to keeping the relationship positive and collaborative. Keep in mind that parents can

be carrying a residual school anxiety with them so helping them to feel comfortable is important.

5. Provide parents with information on easing the back to school transition. Try these offerings from the NASP Website: **Back-to-School Transitions: Tips for Parents** (http://www.nasponline.org/resources/home_school/b2shandout.aspx) and **Supporting Children's Mental Health: Tips for Parents and Educators** (<http://www.nasponline.org/resources/mental-health/mhtips.aspx>)

Keep these ideas in mind & start early next year:

1. Begin the relationship with your students over the summer with a "welcome to my classroom" postcard mid-summer. Middle and high school teachers could create team postcards for their students.
2. Introduce yourself and your classroom to students before they leave for summer vacation when circumstances allow.
3. For students with known risk factors, make plans for additional transition time either at the end of the school year or in the administrative days before school starts, or both.

The best teachers teach from the heart, not from the book.

~Author Unknown

Councils

High School Council President's Message

By Sheridan Mawhinney, High School Council President

Summer is the time to relax, travel, and hopefully, spend quality time with those closest to you. It is a time to form long lasting memories that will last for years to come.

I had the opportunity to travel to Italy and Germany this summer to see friends and discover new surroundings. I learned in grade 11 history about some of the famous battles during the Second World War, and this became a reality to me when I had the chance to visit Cassino, Italy where many young soldiers lost their lives fighting for the allies in the winter months of 1944. I, then, visited the allied cemetery where over 1200 Canadian soldiers are buried as a result of this battle. It was a humbling moment.

This moment was a reminder to me as an educator, that hands-on/experiential learning is a very powerful way to help your students understand and appreciate the outcomes of any course. It was my reminder to be more intentional to relate my outcomes to real world applications and experiences.

As you all head back to school, I would encourage you to try something new as you bring your outcomes alive to a fresh group of students. You might be surprised by the outcome of taking a bit of a risk outside of your comfort zone.

You may also wish to join me in welcoming the High School Council executive for 2013-14!

This being a Combined Coun-

cil year, Council day will be held in Moncton on May 2, 2014! On behalf of High School Council, I would like to wish you all great start to the school year.

Position Name

Treasurer	Marla Anderson
Display	Mary Anderson
Member at Large	Megan Crosby
Registrar	Erin-Beth Daneluk
Past President	Shane Hoyt
Vice President	Paul Lenarczyk
President	Sheridan Mawhinney
Program	Trudy Stiles
Communications	Shane Sturgeon
Secretary	Alice Walker
Member at Large	Shyann Watters
Nominating	Curry Winchester

NBTA Ad Hoc Committee for Combined Council Day 2014

Creating an event that will have thousands of teachers together in Moncton in May begins over a year in advance. Volunteer teachers and NBTA Staff began organizing Learning Today - Teaching Tomorrow 2014 earlier this year.



(l to r) Ardith Shirley (NBTA Staff), Janice Bueno (Frank L. Bowser), Heather Smith (Janeville School), Cindy Somers (Caledonia Regional High), Connie Keating (Petitcodiac Regional), Shane Sturgeon (ASD -E), Deidra Riddle (Salem Elementary), Adam Trider (Bernice MacNaughton High), Kim McKay (NBTA Staff). Missing from photo: Carter Assels (retired, Moncton), Donna Lagacy (Shediac Cape), Blake Robichaud (NBTA Staff).

Councils

Why Portraiture? An Explanation for the Uninitiated...

By Greg Travis, Visual Arts Teacher, Harrison Trimble High School

Every year in each grade (9-12) I find myself teaching portraiture. I've considered replacing it with something else; there is, after all, an inexhaustible quantity of subject matter, especially if you consider the surreal and fantastic, but I still keep coming back to portraiture. Did I mention I've been teaching Visual Art in New Brunswick for almost 20 years now? So, why do portraiture?

Well, the first consideration has a lot to do with who I am teaching – teenagers. Many of the portraits kids do in my classes are self-portraits. Need I say more? Even if you are not a high school teacher you may recall from your own teenage experience, or perhaps that of your own children, that teenagers are somewhat self-involved, so the subject has a built-in hook.

More importantly though, the process of making a portrait has much to offer educationally, if implemented over time so that the learners developmental level can be taken into consideration. Like other areas of study, portraiture requires learning the fundamentals, and this part of the process is easily demystified – it is simple math. On the most basic level drawing the human face and head involves a standard of measurement (the eye), simple ratios and proportions, and some estimation.

To draw an eye from the front view for example: 1) draw

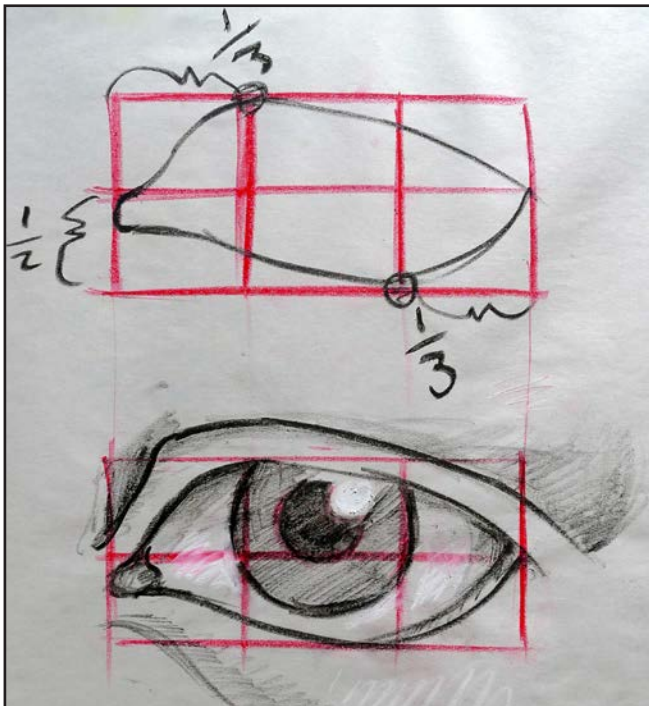


Figure A

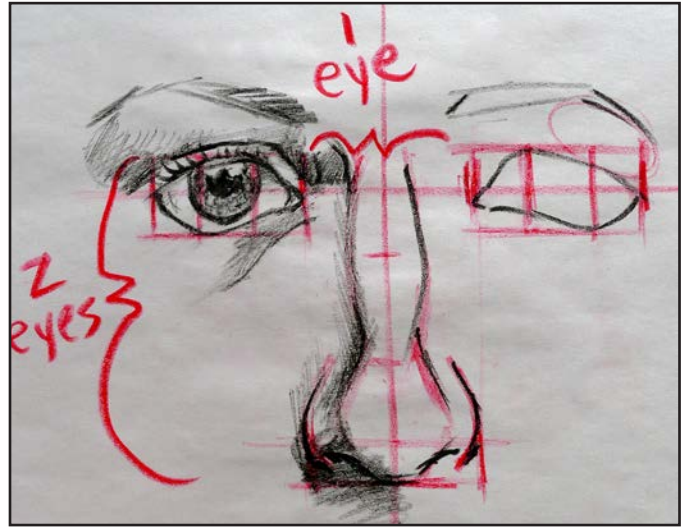


Figure B

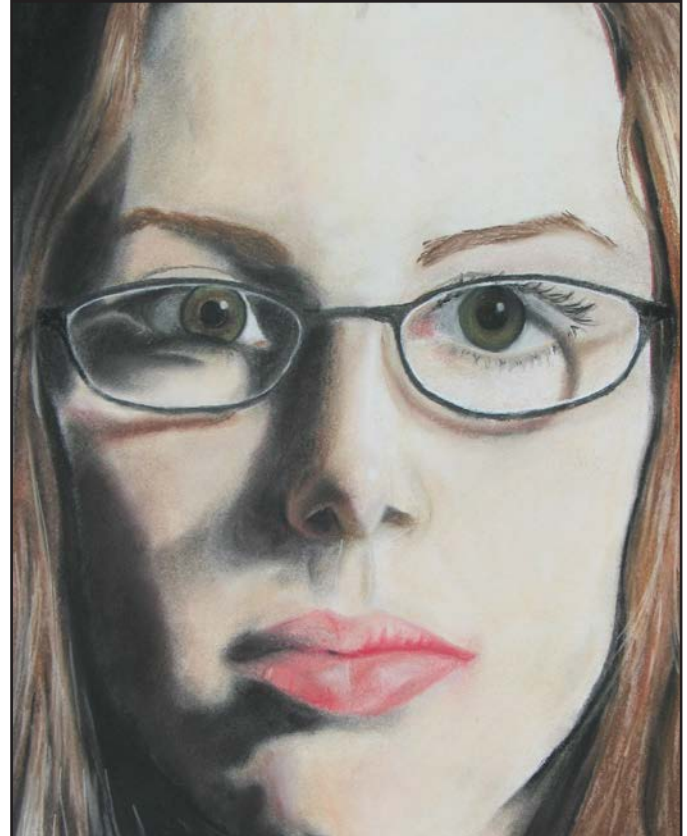


Figure C

Councils

a box half as tall as it is wide 2) divide it in half top to bottom 3) divide it into thirds lengthwise 4) notice that the high and low points on the eye are on the inside and outside thirds, and that the tear duct is below the half way mark and, 5) the rest still involves observation and estimation. (See figure A)

After students know the common standard proportions for each of the features (eye, ear, nose, mouth) it is a short step to locate them on the face. For example there is usually a space one eye wide between the eyes, and the distance from the top of the eyes to the bottom of the nose is two eye widths. (See figure B)

Now with some standard proportions in mind, achieving the likeness of an actual person is a matter of looking for deviations. In other words, where do the proportions of an actual person differ from the ideal proportions? This is more difficult and so it is also further along in the program when the skill, knowledge,

and developmental level of the learner are more advanced. (See figure C)

At a level beyond achieving a believable likeness, there are literally hundreds of variables that can result in a unique and creative interpretation of the portrait. Students can use the portrait as a platform to explore new materials or combinations of materials. They can use the materials to implement a novel or experimental technique. They can introduce additional subject matter or distort the subject. They might even attempt all of the above in one work. (See figure D1,2,3,4)

So, why do portraiture? Well, it has a built-in hook; the fundamentals are very learnable with a high success ratio; skills like problem-solving are transferable; it stresses careful observation, and there is unlimited room for exploration and expression. In fact, that still only scratches the surface. So I guess I see more of it in my future...



Figure D1

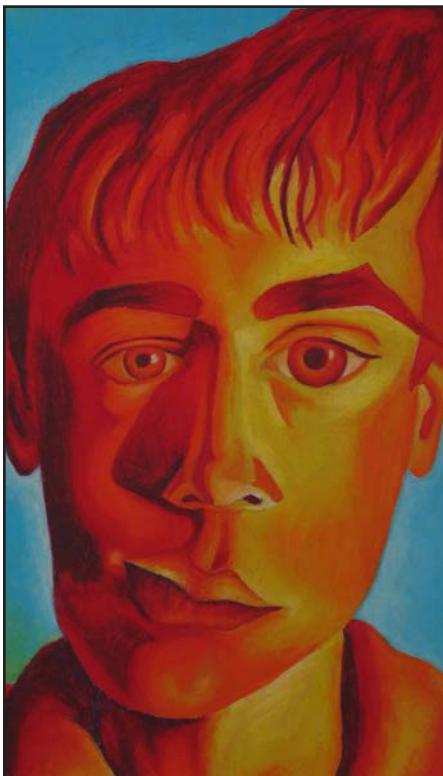


Figure D2



Figure D3

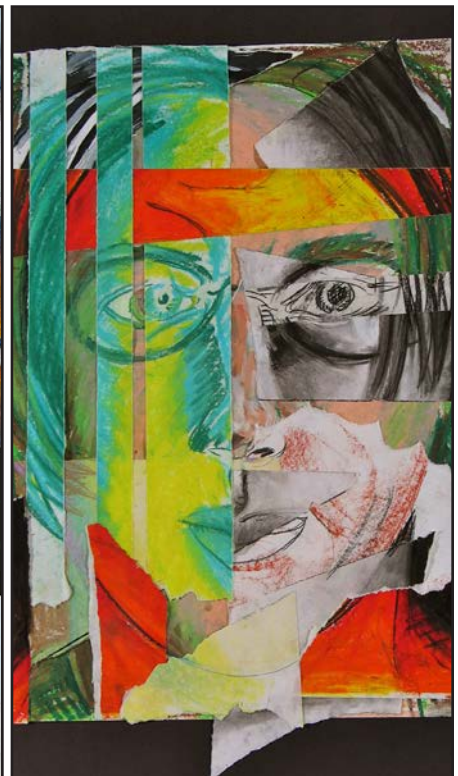


Figure D4

Wellness Highlights

PROFESSIONAL COUNSELLING
SERVICE FOR TEACHERS



Carmen Meehan

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

carmen.meehan@teacherwellness.ca



Michael LeBlanc

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

michael.leblanc@teacherwellness.ca



Lisa Calhoun

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

lisa.calhoun@teacherwellness.ca

Purpose

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

Services

- Provide counselling
- Organize group sessions upon request
- Respond to school crises to provide support for staff
- Conduct Critical Incident Stress Debriefings
- Refer teachers to other agencies when necessary
- Co-ordinate School-Based Wellness Programs
- Promote wellness through workshops

When to Use These Services

- If you are having difficulty coping with stress
- If you are facing personal, financial, work, couple or family problems
- If you want to improve your communication skills
- If you are experiencing a need to make changes in your career
- If you need support concerning your job
- If you are interested in developing a personal plan to promote emotional, physical, occupational, and spiritual wellness



Visit our website at Teacherwellness.ca

The screenshot shows the homepage of Teacherwellness.ca. At the top, there is a banner with a sunset background and the text "Mind, Body, Spirit...". Below the banner is a navigation menu with links: Home, What's New, Reps & Facilitators, WOW Newsletters, Counselling Program, and Comments. On the left side, there is a "Wellness Categories" sidebar with links to Wellness Activities & Ideas, Wellness Articles, Wellness Websites, Wellness Fun, Wellness Books & Resources, Wellness Recipes, and Articles from NBTA News. Below the sidebar is a YouTube icon. In the center, there is a "Welcome!" section with a paragraph of text and a photo of a hand stacking stones. To the right of the welcome section are four buttons: "Wellness Articles" (with a person silhouette), "Wellness Websites" (with a URL icon), "Words of Wellness Newsletters" (with a newspaper icon), and "Wellness Books & Resources" (with a stack of books icon). At the bottom of the page, there is a footer with copyright information and logos for NBTA, Johnson, and Credit Union NBTA.

Did you know...

There are 3 counselling options for teachers (and immediate family members):

- Professional Counselling Service for Teachers - *no charge*
- District Employee Assistance Program (EAP) - *limited number of free sessions*
- Accessing NBTF Group Insurance or other insurance provider
- *Psychologist: \$700; Counselling: \$600*

Concussion Awareness

(Adapted from the National Association of School Psychologists (NASP) article:
Concussion Awareness: Getting School Psychologists into the Game, By Susan C. Davies)

New Brunswick Association of School Psychologists

Submitted by Suzanne Monahan, Psychologist, Anglophone South

A concussion is caused by a bump, blow, or jolt to the head or body. The sudden movement causes stretching and tearing of brain cells; cells become damaged and chemical changes occur within the brain. Concussions can lead to cognitive, academic, behavioral, and emotional problems that last beyond that initial period of seeming “dazed.” These effects are compounded when individuals sustain a second concussion before they have been given opportunity to recover from a first (i.e., “second impact syndrome”).

Many people who sustain concussions appear to recover fully in one or two weeks. However, adolescents’ brains can take several weeks longer than adults’ brains to heal following a concussion.

Signs and Symptoms

The Center for Disease Control (www.cdc.gov/concussion) describes four categories of concussion symptoms: thinking/remembering (difficulty thinking clearly, feeling slowed down, difficulty concentrating, and difficulty remembering new information), physical (headache, fuzzy or blurred vision, nausea or vomiting, dizziness, sensitivity to noise or light, balance problems, feeling tired/having no energy), emotional/mood (irritability; sadness; more emotionality, nervousness, or anxiety), and sleep (sleeping more than usual, sleeping less than usual, or trouble falling asleep). Certain activities such as exercising or activities that require a lot of concentration (studying, computer work, video games) might cause concussion symptoms to reappear or intensify.

Number and severity of symptoms, speed of recovery, and impact of symptoms on academic and social functioning will vary from student to student.

Modifications and accommoda-

tions at school. After returning to school, the student may need:

- rest breaks throughout the day
- a shortened school day
- more time to complete tests and assignments, or permission to complete assignments in smaller chunks
- a quiet place to take tests and complete assignments
- reduced assignments (particularly those that involve reading, writing, or computer work), reduced homework, or reduced course load
- general help with school work and organization
- removal from physical education class and physical activities during recess
- permission to have lunch in a quiet, uncrowded space with a couple of friends
- permission to wear sunglasses or a hat with visor to reduce sensitivity to light
- permission to transition between classes a few minutes before or after the rest of the school to decrease chance of being jostled in the crowded hallways and stairwells

The student should limit activities that require a lot of thinking or concentration and should not participate in any high exertion activities. Social activities should be limited. If a child who has sustained a concussion cannot immediately return to school or recreation, then he or she might be frustrated or angry. He might feel anxious about getting behind on schoolwork or feel isolated from peers or teams. Too slow a return to school can even serve to protract a child’s recovery by causing undue stress secondary to feelings of falling behind, being away from friends, and disrupting normal family routine.

In school, teachers and staff can monitor the child for any worsening of symptoms. This should be reported to parents and the medical personnel responsible for monitoring the child’s progress outside of school. Worsening of symptoms typically indicates that the child has been overexerting and requires an appropriate plan (environmental adaptations, curriculum modifications, or behavioral strategies) if symptoms persist.

Concussion education and response is a key part of having safe, healthy schools.



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Fredericton: October 22; Moncton: March 12

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Fredericton: October 23; Moncton: March 13

MINDFULNESS COUNSELLING STRATEGIES - Activating Compassion and Regulation

Moncton: November 6-7; Fredericton: May 21-22

DE-ESCALATING POTENTIALLY VIOLENT SITUATIONS™

Fredericton: November 20; Moncton: June 4

MOTIVATING CHANGE - Strategies for Approaching Resistance

Fredericton: December 4-5

UNDERSTANDING MENTAL ILLNESS

Moncton: December 16; Fredericton: April 22

DSM-5 - What's New...What's Different

Moncton: December 17 (9 am-12 pm); Fredericton: April 23 (9 am-12 pm)

SUICIDE PREVENTION, INTERVENTION AND POSTVENTION STRATEGIES

Moncton: February 11-12

ADDICTIONS AND MENTAL ILLNESS - Working with Co-occurring Disorders

Fredericton: February 26

FAMILY VIOLENCE - Working Towards Solutions

Moncton: March 25-26

TRAUMA - Strategies for Resolving the Impact of Post Traumatic Stress

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Please visit our website for information on workshops coming in Spring 2014

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EMOTIONAL INTELLIGENCE

- Value in the Workplace
Moncton: November 5

LEADERSHIP & MANAGEMENT

- The Essential Foundations
Moncton: November 13; Fredericton: April 23

INTERGENERATIONAL COMMUNICATION IN THE WORKPLACE

Fredericton: November 29

DEALING WITH DIFFICULT PEOPLE

Moncton: December 11; Fredericton: May 14

CONFLICT RESOLUTION SKILLS

Fredericton: February 19

COACHING STRATEGIES FOR LEADERS

- Conflict, Performance, Change
Fredericton: March 28

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- Increasing Workplace Productivity
Moncton: April 11

MEDIATION

- An Informal Process for Conflict Resolution
Moncton: May 27-28

RESPECTFUL WORKPLACE

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NBTA Golf Tournament

Saturday, October 5, 2013
"Shotgun" Start - 11:00 am

Pine Needles Golf and Country Club, Shediac



Sign-in begins at 10 am.

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

Fee: \$45.00 (golf and meal)

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

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488 Rue Avant Garde
Dieppe, NB
E1A 5Y8

Telephone: (506) 372-3210
Email: shaun.murphy@nbed.nb.ca

*NBTA Golf is a proud supporter of the
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Entry Form

4 Person Scramble

Golf Carts: \$15 (only 40 carts, contact Shaun to reserve)

Reserve your cart by calling:

The Pro Shop (506) 532-4634

Four Names:

1. _____
2. _____
3. _____
4. _____

Contact Person: _____

Telephone (Home): _____

(Work): _____

*If you have not received confirmation, please
call by September 21, 2013*

50th Annual NBTA Bowling Tournament

Where: **Fairlanes, Moncton**

When: **October 18-20, 2013**

Cost: **\$50** per player

Fun and Camaraderie are the main game

Your team will need **5 players**:

- Must have no more than three men
- open to teachers and their significant others
- averages not important (over the years, they have ranged from 50 to 102)

Need a break after 6 weeks back in school???

Send your name (as captain) along with the names of the other 4 players to:

Larry Lunney
3071 Main Street
Salisbury, NB E4J 2J9

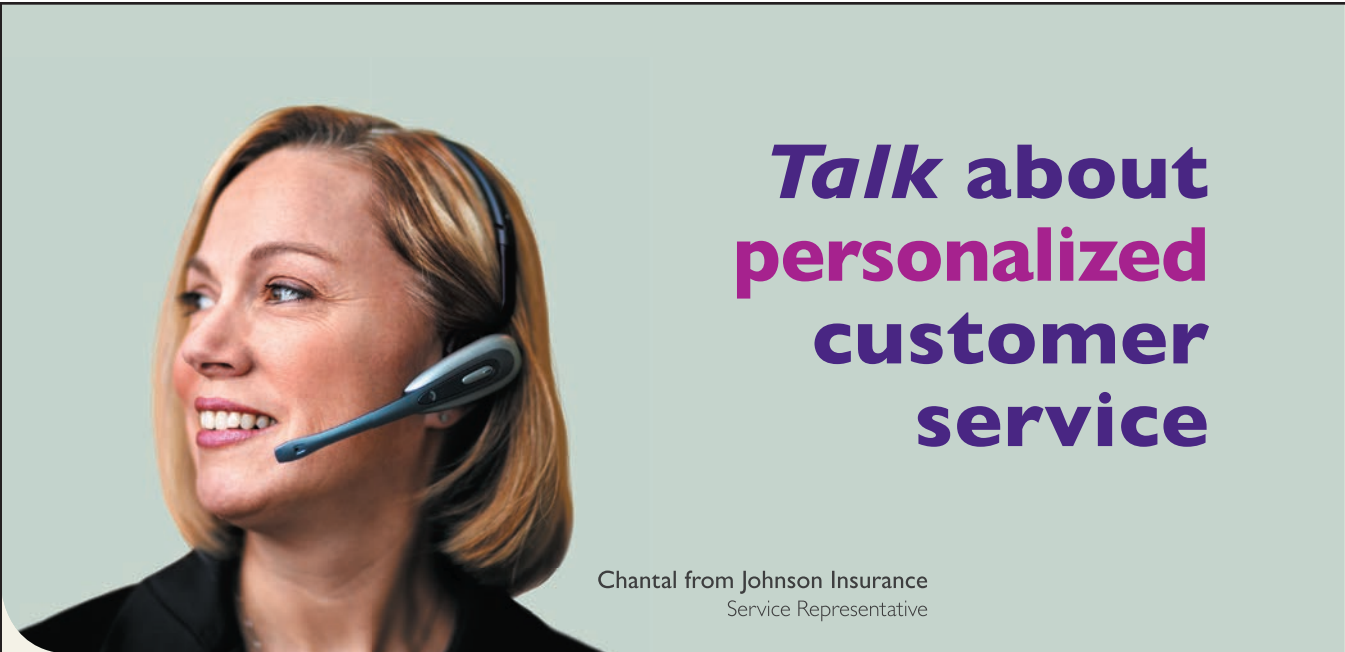
larry_lunney@hotmail.com



Please include a cheque for \$50 as a deposit. Make it out to "NBTA Bowling - Larry Lunney"

The remaining money for the team can be sent any time or brought over the night of registration. More information about the dance, accomodations, etc. to follow as plans are finalized.

As it is our 50th, we are asking for anyone with pictures taken during any of our tournaments over the last 50 years to please forward them to us.



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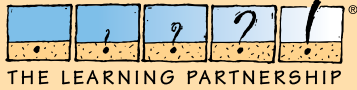
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MULTIZONE

What is Multizone?

Multizone is an educational activity that engages children as they work together in teams to solve nutrition questions while participating in fun physical challenges. The constant movement of this game keeps children excited and interested in the learning experience. At the same time, the team component motivates everyone to do their best!

Multizone brings to the table an impressive fusion of fun, nutrition knowledge and activity that children of all ages will enjoy.

Get in the "Zones"!

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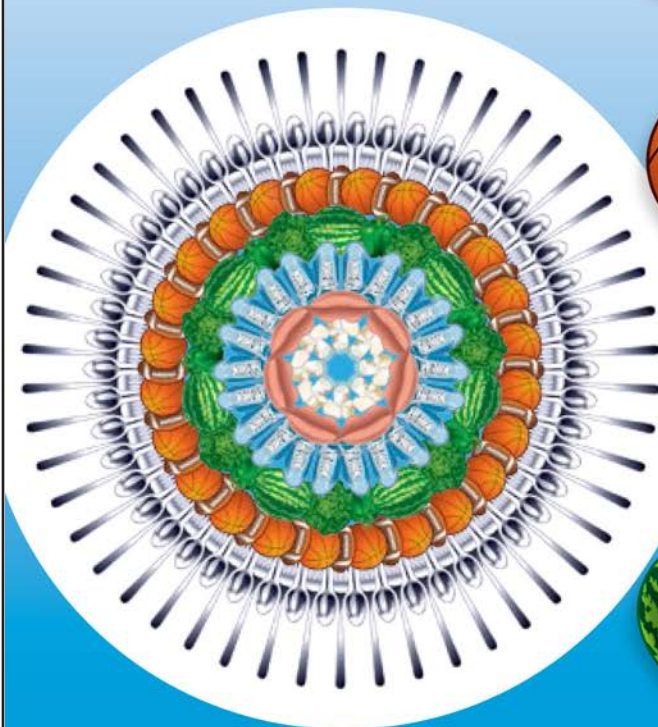
Multizone is now available to all elementary schools throughout New Brunswick, Nova Scotia and Prince Edward Island.

What is the Cost?

This program is free of charge. Schools will be scheduled on a first-come, first-served basis.

How Can I Register my School?

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WORLD TEACHERS' DAY

2013.10.05

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Executive Director
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