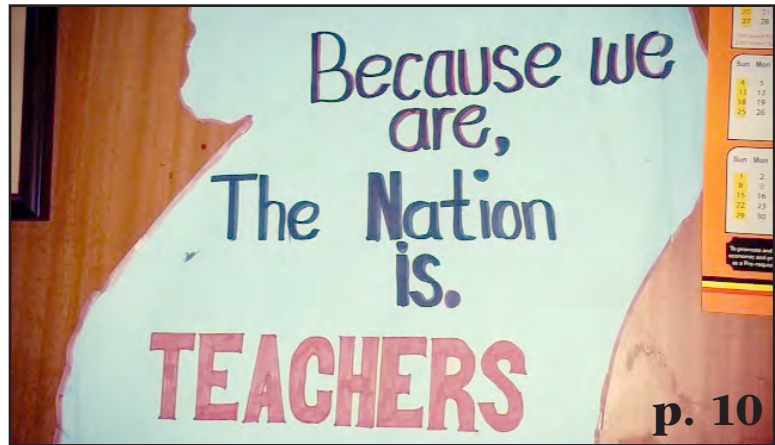




September 2014
Vol. LVII No. 1

NEW BRUNSWICK TEACHERS' ASSOCIATION

Project Overseas 2014: Uganda



Your Choice 2014

NBTA News Special Election Insert

**Political Parties Respond to Questions
on Key Education/Teacher Issues**



Heather Smith Elected as Next President of Canadian Teachers' Federation

INSIDE:

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| CTF Survey on Work-Life Balance | 13 |

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



A Message from the President



Peter Fullerton

My how time flies! I sit here at my desk looking back on the past year and can't believe I am halfway through my mandate as President. The past year was consumed with pension talks and meetings and some of our other regular day-to-day tasks had to be placed on the back-burner.

In the coming year, I am planning on getting out of the office more and visiting schools. In this way, I can hear directly from teachers and carry those concerns forward when meeting with the Minister or Department officials. One of the goals I had set as a personal priority when taking office was to have attended at least one branch meeting in each of our branches. Between campaigning and visitation last year, I have visited twenty-two and have five left to go. I trust I will be able to reach this goal early in the school year.

I had the opportunity to attend the CTF President's Forum in Winnipeg in July. The focus was "Equity and Social Justice at the Heart of Public Education" and I listened to speakers on a variety of topics such as Child Poverty, Mental Health, LBGTQ Student Safety, Unsafe Classrooms as well as speakers representing the Canadian Museum for Human Rights and Keep

the Promise (ending child poverty). My personal favorite was a lecture from Dr. Darren Lund from the University of Calgary on "Being an Engaged Teacher". If you ever have the opportunity to hear Dr. Lund, don't miss out. His "down to earth" positive style punctuated with his many anecdotes is certainly worth your time.

Schools are often the foundation of social change and it was noted that social justice education needs to permeate our teacher education programs, our school curricula and become a focus of our Professional Learning. I would challenge all Branch Professional Learning Committees to look at this as a possible topic for the coming year.

I know that many of you took part in other Professional Learning during the summer months, some for degree credit and other for personal interest. I trust you will find a way to incorporate your learning within your classroom situations. Your students will benefit from your hard work.

As always, I would be remiss if I did not mention the work of teacher volunteers for the NBTA and the NBTF. I have completed the task of filling in the names for our provincial committee members for 2014-15. I want to thank all for those who put their names forward. Unfortunately, there were not enough positions for all applicants, but that speaks volumes to the value teachers place on these committees and the work they do. I, once again, urge you to become involved in your NBTA, either locally in your branch or at the provincial level. I'm sure you will find the work a rewarding experience.

A department initiative this year will be assessment and within that will be a new report card format being rolled out as a pilot program within ASD-W. These changes are something we have been seeking for some time and we have ensured that teachers, individually and collectively, have been able to provide input. We have had numerous discussions with depart-

ment officials and government in an attempt to transition as smoothly as possible. Please keep us informed as these changes are rolled out so that we may keep the department up-to-date with all positive comments as well as issues that may arise.

Earlier this year, the Canadian Teachers' Federation conducted a national survey about teacher work-life balance. They received more than 8000 responses and the results are similar across Canada. Teachers everywhere site the same concerns. Class composition, lack of preparation time, program adaptations and the number of formal meetings to attend are identified as the main contributors of stress in any teacher's world. It is time for EECD and the NB Government to take a much closer look at our system and find ways to alleviate this stress. We have heard the rhetoric many times before, yet little or no change has taken place. This will be a topic of conversation each and every time I have the chance to meet with the Minister. We have fantastic teachers in New Brunswick trying to meet the needs of all students in a system that, in my opinion, is under-funded and undervalued by the general public. I have heard the government say many times that "Children Are Our Future". I say "It Is Time To Invest In Our Future" and that means put the money necessary into public education so that all children can reach their full potential.

I hope you are relaxed, refreshed and ready to go as it is now time to hop on that proverbial treadmill and give your all to your students for another year. Take time to share your personal triumphs with your colleagues. It is important to share those successes with your fellow staff members. There are many and we all need to hear about them.

Have a great year and, most importantly, look after yourself both physically and mentally.

A handwritten signature in black ink, appearing to be 'P. Fullerton', written in a cursive style.



NBTA representatives at CTF President's Forum in Winnipeg: (l to r) Guy Arseneault, Vice-President/President-Elect; Peter Fullerton, President; Heather Smith, Past President; Heather Palmer, Branch 1826 Director; and Larry Jamieson, Executive Director.

**From
CTF**

Heather Smith Elected CTF President-Designate



Delegates attending the Canadian Teachers' Federation (CTF) Annual General Meeting have elected Heather Smith, from the New Brunswick Teachers' Association (NBTA), as the new President-Designate who will take over for current CTF President Dianne Woloschuk in July 2015.

Smith, who was elected for a two-year term at CTF's 94th Annual General Meeting, is a principal and teacher at Janeville Elementary School, located outside of Bathurst.

The Past President of the NBTA and Vice-President of CTF, Smith received national recognition in 2011 when she was named one of Canada's Outstanding Principals by the Learning Partnership. Smith holds a Bachelor of Child Study degree in Elementary and Special Education and a Master of Education in Literacy from Mount Saint Vincent University. Having taught for 32 years, Smith brings a dedication towards providing comprehensive services for students with high needs to the position and is an experienced negotiator.

Delegates elected Dianne Woloschuk to be CTF's candidate to run as member on the Education International (EI) Executive Board at the 2015 Congress.

On other fronts, Cassandra Hallett DaSilva was appointed the new Secretary General for CTF beginning in 2015, until which time Calvin Fraser will continue to be the Secretary General. This appointment represents a historic landmark for CTF as it is the first time a woman has held the position in the Federation's 94-year history. Hallett DaSilva is currently an International Program Officer at CTF, and will continue in that position until January 2015.



NBTA Board of Directors 2014-2015



Peter Fullerton
President



Larry Jamieson
Executive Director



Guy Arseneault
VP/President-Elect



Heather Smith
Past President



John Fougere
0214



Ron Furlotte
0215



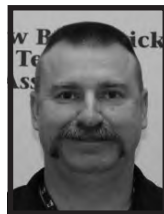
Donna Lagacy
0215



Connie Keating
0216



Barry Snider
0217



Harold Dalling
0618



Alyssa MacIsaac
0619



Warren Coombs
0820



Jacques Theriault
0820



Christine Leeman
1021



Heather Ingalls
1022



Sean Kelly
1023



Karen Miller
1428



Heather Hogan
1429



Robina Sharkey
1430



Jason Green
1431



Richard Cuming
1450



Bethany Toner
1454



Cindy Arseneault
1536



James Ryan
1538



George Daley
1542



Kim Cripps
1608



Heidi Ryder
1610



Paul Mourant
1640



Liz Andrews
1724



Sheridan Mawhinney
1725



Dawn Hunter
1809



Heather Palmer
1826



Karla Roy
1826



Wayne Coburn
1827



NBTA Membership Registration 2014-2015

All Teachers
Contract & Supply Teachers*

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

This also registers you with the NBTF

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

NBTA & NBTF Services • NBTA & NBTF Members-Only Websites
Registrations for NBTA Seminars, Workshops & Council Day



***Draws on Sept. 19
& Oct. 3 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**.



Education Leaves: 2015-2016

**Deadline for Applications:
November 1, 2014**

**Application Forms:
Use Only Forms Marked
"For 2015-2016"**

General

In order to advise teacher applicants by the end of January 2015, the deadline date for applications has been established as November 1, 2014.

Special Information

- teachers who have a *Schedule B contract* and who have **completed five (5) years of teaching in New Brunswick by the application deadline** are eligible for education leave up to one full year. Please note that both short-term and full-year leaves are for the 2015-2016 school year only; leaves for January-June, 2015 cannot be considered.
- in keeping with the Collective Agreement, a teacher on education leave shall receive seventy per cent of the salary he/she would have received had he/she been employed during the period of the education leave in the position which he/she held at the time his/her application was submitted.
- a teacher who is granted an education 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 education 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 education leave previously taken.
- the purpose of the leave is stated as follows: "*Education 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 education leave should direct them to:

Larry Jamieson,
Secretary, Education Leave Committee
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, Education Leave Committee, and forward one copy to the District Superintendent and one copy to the School Principal. **No applications for education**

leave will be accepted by the Committee if post-marked or emailed after November 1, 2014.

- Applicants shall be advised of the decisions of the Committee by the end of January, 2015.

Factors Affecting Selection

Although an education leave must fall into one of three purposes - retraining, specialization or professional growth - the Committee considers confidential comments and recommendations from Principals, Senior Education Officers and/or Superintendents. These comments are usually 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 education leave;
- certificate level of the teacher;
- previous education leave (See note below).

Note: Some priority will be given to members who have not previously been granted education 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 Education Leave Committee is as follows:

Department of Education: two representatives;
New Brunswick Teachers' Association: Peter Fullerton;
Association des enseignantes et des enseignants francophones du Nouveau Brunswick: Philippe Cyr;
New Brunswick School Districts: two representatives;
New Brunswick Teachers' Federation
Larry Jamieson; Marcel Larocque – 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 Education Leave Committee prior to applying.

2014-2015 Education Leaves

Education Minister Marie-Claude Blais and Federation Co-Presidents Peter Fullerton and Phillippe Cyr, have released the names of the Education Leave recipients for the 2014-2015 school year. In all, forty-six (46) NBTA and twenty-one (21) AEFNB members received leaves for the purpose of retraining, specialization or professional growth.

Education Leaves awarded to NBTA members amounted to approximately \$1,930,866. Because of the mix of full and part-time leaves, the Committee was able to grant 46 leaves. In the past few years, NBTA leaves were awarded as follows:

2004-2005 — 39 leaves at \$1,440,406
 2005-2006 — 48 leaves at \$1,459,361
 2006-2007 — 47 leaves at \$1,552,555
 2007-2008 — 48 leaves at \$1,641,185
 2008-2009 — 47 leaves at \$1,761,005
 2009-2010 — 51 leaves at \$1,917,167
 2010-2011 — 51 leaves at \$2,027,137
 2011-2012 — 45 leaves at \$1,998,766
 2012-2013 — 50 leaves at \$2,003,528
 2013-2014 — 51 leaves at \$1,963,360
 2014-2015 — 46 leaves at \$1,930,866

Education Leave Committee

The Education Leave Committee, established under Article 37 of the Collective Agreement, met on January 15, 2014, to complete the difficult task of selecting this year's educational leave recipients. The Collective Agreement specifies that the Committee will be comprised of 8 members representing the Department of Education and Early Childhood Development (EECD), the Superintendents, and the NBTA, AEFNB and NBTF. The composition of the Committee is as follows:

- Nancy Boucher - EECD
- Marcel Lavoie - EECD
- David McTimoney - Superintendent
- Jean-Guy Levesque - Superintendent
- Peter Fullerton - NBTA
- Phillippe Cyr - AEFNB
- Marcel Larocque - NBTF
- Larry Jamieson - NBTF (Secretary)
- Carolyn Foisy - NBTF (Observer)
- Monique Caissie - NBTF (Observer)

Process

The full Committee met for a short time to discuss and confirm the criteria to be applied in the selection process and to verify the amount of money available pursuant to Article 37. The Committee then divided into two sub-committees to consider applications from NBTA and AEFNB members.

Criteria

Although an education leave must fall into one of the three accepted purposes — **retraining, specialization, or professional growth** — the Committee receives confidential comments and recommendations from principals and superintendents regarding the value of the leave to the school and district.

In considering applications from NBTA members, the sub-committee must take into account the total funds available and the number of NBTA members in each district so that the funds can be allocated fairly throughout the province. This means that, while larger areas may be allocated multiple full and/or partial leaves, some smaller areas may get a leave every second or third year, and, in some cases, an even longer period of time might elapse between leaves. Although the Committee is not bound to award leaves on a direct total numbers/leaves available ratio, it is a factor that must be considered.

- Other factors considered are:
- program to be followed
 - benefit of leave to school and school district
 - position distribution (teacher, S.P.R., vice-principal, principal)
 - grade levels (elementary, middle, high school)
 - past professional involvement
 - years of experience
 - number of times teacher has applied
 - certificate level
 - subject specialty

**There is also the expectation that Education Leave recipients will share their knowledge and expertise through professional development sessions in their school, district and/or province with interested colleagues.*

Leave Statistics for 2014-2015

- There were 125 applications from NBTA members.
- Funds available for education leaves, determined by the formula in Article 37.03 of the Collective

Agreement, were \$2,836,172; the AEFNB share was approximately \$905,306.

- Forty-six (46) leaves (full and part-time) were granted to NBTA members.
- Thirty-eight (38) leaves were granted to females and eight (8) were granted to males.

Leaves Awarded

| | |
|-------------------|----|
| K-8 | 30 |
| Grades 9-12 | 16 |
| To Achieve | |
| CERT V | 7 |
| CERT VI | 7 |
| Masters | 22 |
| Princ. CERT | 2 |
| Other | 8 |

Areas of Study

| | |
|--|-----------|
| Administration | 6 |
| Curriculum Studies | 6 |
| Exceptional Learners/ Spec Ed/Spec. Needs | 7 |
| Guidance/M&R/ Resource/Counselling | 6 |
| Literacy | 5 |
| Technology | 6 |
| Other | 10 |
| Total | 46 |

Conclusion

When all is said and done, forty-six (46) NBTA members will be happy to be receiving an Education Leave, while sixty-four (64) members will be disappointed, and at least some of these members will feel frustrated by the process. The one thing that can be said is that the Committee did its best to weigh all of the criteria, consider all of the factors and award the leaves as fairly as possible.

To those teachers who received leaves, the Committee extends its best wishes for a successful and productive year of study and learning. And, to those who were not successful, the Committee thanks you for your interest and encourages you to apply again next year.

The NBTA recipients for the 2014-2015 school year are listed by district. The length of the leaves varies from four months to a full academic year.

2014-2015 Education Leaves continued...

| Dist. | Name | Period | Dist. | Name | Period |
|------------|---------------------------|----------|------------|---------------------|----------|
| ASD-E (02) | Marie Reinsborough-Wadden | Year | ASD-S (10) | Andrew Jones | Year |
| ASD-E (02) | Catherine Duffy | Year | ASD-S (10) | Nancy Greenlaw | 6 months |
| ASD-E (02) | Marlene Gaunce | Year | ASD-W (14) | Nicole Smith | Year |
| ASD-E (02) | Shannon McCaustlin | Year | ASD-W (14) | Jana Brennan | 5 months |
| ASD-E (02) | Cathi Poplar | 4 months | ASD-W (14) | Sarah Cogswell | Year |
| ASD-E (02) | Michael Richard | Year | ASD-W (14) | Linda Lapointe | Year |
| ASD-E (02) | Tanya Thibeau | Year | ASD-W (14) | Heidi Stephenson | Year |
| ASD-E (02) | Jane F. Wilson | Year | ASD-N (15) | Johanne Gould | Year |
| ASD-E (02) | Christopher Mersereau | 6 months | ASD-N (16) | Gerrit Bosma | Year |
| ASD-E (02) | Tanya Seely | Year | ASD-N (16) | Jayne Campbell | 6 months |
| ASD-S (06) | Ronald Leger | Year | ASD-W (17) | Angela Lawless | 6 months |
| ASD-S (06) | Alyssa MacIsaac | Year | ASD-W (17) | Tracy Davis | Year |
| ASD-S (06) | Julia Mawer | Year | ASD-W (17) | Michelle Pugh | Year |
| ASD-S (06) | Julie McNamee | Year | ASD-W (18) | Angel Wilson | 6 months |
| ASD-S (06) | Adrienne Sankey | 4 months | ASD-W (18) | Calvin Anderson | 4 months |
| ASD-S (06) | Veronica Totton-Graham | 5 months | ASD-W (18) | Darren Hanscomb | Year |
| ASD-S (08) | Mark Bates | Year | ASD-W (18) | Joanie Herron | Year |
| ASD-S (08) | Gina Fifield | 6 months | ASD-W (18) | Sally Hirst | Year |
| ASD-S (08) | Sarah McMullin | Year | ASD-W (18) | Jennifer Keating | Year |
| ASD-S (08) | Linda O'Blenis | 5 months | ASD-W (18) | Mariecke Leavitt | 5 months |
| ASD-S (08) | Judith Smith | Year | ASD-W (18) | Melanie Mitchell | 6 months |
| ASD-S (08) | Sonya Sullivan | Year | ASD-W (18) | Lori Myles Coulombe | 6 months |

ATTENTION Teachers!

Are YOU eligible for a RAISE?

Are you an early career teacher with previous work experience that is related to teaching?

Apply to have previous Work Experience count!

If you are a new teacher who has previous work experience that is related to teaching, you may apply to the Office of Teacher Certification to have it considered for an increase on your salary grid. 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.

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

Are you a teacher who has competed course work towards a certification upgrade?

Don't forget to apply for your certification increase!

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.

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

Don't forget to include the evaluation fee \$70.00.

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



Click:



MEMBERSHIP

2014-15 REGISTRATION



Information on Rights, Responsibilities, & Benefits

- New Brunswick Teachers' Association (www.nbta.ca)



← Register first...

← Then, access booklet

- New Brunswick Teachers' Federation (www.nbtfenb.ca)
Collective Agreement (under "Publications")

Dues Deductions are automatic whether a teacher has registered or not.

Registering with the NBTA means you have also registered with the NBTF

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

Project Overseas 2014 - Uganda

Challenged, Changed, Cherished

By Angela Marr, Rothesay Park School



"Ms. Marr, whatcha gonna do in Uganda this summer?" This question, asked by a wide-eyed 11 year-old, was sincere. He was fascinated by the fact that I was going to spend half my summer in Africa. I suspect he imagined I'd be riding elephants and chasing zebras, but his question was unassuming and direct. My response was simple, "I'm going to teach teachers." I think he may have been slightly underwhelmed, but he accepted my response. When colleagues, family, friends, and teammates asked similar questions, my answer was essentially the same, "With a team of four Canadian teachers, I'll be facilitating professional development in Literacy, Numeracy, Classroom Management, Physical Education and Life Skills for 160 Ugandan teachers, alongside four Ugandan Co-Tutors." Little did

I know, those rehearsed responses would describe only a fraction of my time in Uganda. As a member of Project Overseas "Team Uganda, Bugosa," I was about to experience a summer like no other! I was challenged. I was changed. I will cherish the memories and experiences for a lifetime.

The Challenge.

Project Overseas opened my eyes to the working conditions of teachers in third world countries. It forced me to give my head a shake and see my physical teaching environment in a whole new light. I was challenged to stop complaining and, dare I say, whining about my educational resources. After teaching in stark Ugandan classrooms that contain only desks, chairs and chalkboards with no chalk, how could I feel anything but gratitude for the re-

source-filled room I taught in at Princess Elizabeth School last year, or for the beautiful light-filled office I have at Rothesay Park School? How can I grumble about my workload when I know that my Ugandan colleagues teach classes of 100 to 150 students in classrooms no larger than mine? I naively thought my challenge would be the heat, the mosquitoes, the change in diet and the fatigue. Not even close! The true challenge was to see how truly blessed I am to be a teacher in New Brunswick.

The Change.

During the opening ceremony of our training week, our team leader gave a speech. In it she stated, "Without challenge, there is no change." She was inspiring our participants to be open to the teaching, to allow this

Project Overseas 2014 - Uganda

opportunity to seep into who we are as educators, to be willing to change. She said it to encourage us, but those words were to become incredibly tangible. Before Project Overseas, I couldn't fathom facilitating a PD session with only four coloured markers and five pieces of chart paper, not to mention no internet access, sometimes no electricity and no handouts. But, I now know that, too, was part of the challenge. The first morning, as my participants were filing in, I was almost embarrassed with the lack of sparkle and pizzazz in my session. I think my Ugandan Co-Tutor, Beatrice, could sense my tentativeness, so after introductions she strayed from the lesson plan and led the group in a "Good Morning Song." They sang and danced and laughed and welcomed me into their community. In those five minutes, I was changed. Looking out at my captive audience, this group of adults who were so excited to learn,

eager to soak in every idea/word/skill/strategy that I had to share, I thought, "This is it!" It's in relationship and willingness to change that professional development truly takes place.

Forever Cherished.

Project Overseas has provided me with Canadian teammates whom I have grown to love! We came from different parts of the country, we brought different skills and talents to the project and our teaching experience was extremely varied. The Project also created deep and lasting relationships with our Ugandan Co-Tutors. It granted me an opportunity to visit a new country and immerse myself in its educational system. I visited rural schools and spent time with school children, whose teachers were participants in the training. These visits were so very special; they provided insight into the daily work of our participants and allowed for a deeper lev-

el of understanding when challenges were shared and questions were asked. I think some of my favourite memories will be slipping out of sessions facilitated by teammates, and reading on the lawn with the children of our participants. But, by far – my most cherished memories will be the appreciation I felt on a daily basis. What I was doing was so small in my eyes, but the level of thankfulness showered on me by the participants was both humbling and overwhelming! I am grateful to the NBTA and CTF for sending me to Uganda. Every teacher, in excellent health and with five years of teaching experience, should consider applying to teach with Project Overseas before the early November deadline. I laughed, I cried, I sang, I danced, I taught, I learned. The thirty days I spent on Project Overseas have forever changed who I am as a traveler, an educator and a professional!



Project Overseas 2015

Started in 1962, Project Overseas (PO) is a joint endeavour of the Canadian Teachers' Federation and its Member organizations to help overseas partners deliver professional in-service programs to teachers in developing countries. Project Overseas has assisted teacher organizations in over fifty countries in Africa, Asia and the Pacific, and the Caribbean. PO currently places over fifty volunteers in approximately twelve countries every July and August. Financial assistance is provided by the Canadian Teachers' Federation and its provincial and territorial teacher organizations.

Main Objectives of the Program

- To help teachers in developing countries upgrade their competence through in-service courses.
- To help overseas teacher organizations improve and strengthen their capacity, and services to members.
- To support long term projects designed to strengthen quality, publicly funded education.
- To promote understanding and goodwill among teachers.

Project Overseas Countries

Successful applicants can expect to work with colleagues and co-tutors in developing countries such as: Barbados, Dominica, Ghana, Grenada, Guyana, Haiti, St. Kitts, St. Lucia, St. Vincent & the Grenadines, Sierra Leone, Togo, Trinidad & Tobago, and Uganda.

Basic Requirements for Participation

Applications are welcome from any Canadian teacher who is a member of a provincial or territorial teacher organization which sponsors PO, and meets the following requirements:

- possesses an appropriate teacher certificate with a minimum of five full years teaching experience in Canada;
- is a Canadian citizen with a valid passport;
- has excellent health and is able to work in developing country conditions;
- shows evidence of flexibility, mature judgement;
- is a team player.

How to Apply

Further information & application forms may be obtained from the NBTA website: www.nbta.ca

Deadline: November 7, 2014

Further information may also be obtained by visiting:

www.ctf-fce.ca

or from melinda.cook@nbta.ca

Send completed forms to:

Melinda Cook
NBTA, P.O. Box 752
650 Montgomery Street
Fredericton, NB
E3B 5R6



PROJECT OVERSEAS 2013 – SIERRA LEONE

Terms of the Assignment

- Volunteers must be prepared to be assigned to any location where there is a CTF project.
- Volunteers must be prepared to devote their time during the months of July and/or August.
- Volunteers can expect to work hard both in and out of the classroom and collaborate with the local co-tutor.
- It is not possible for family members to accompany the participant.
- Each volunteer teacher is a member of a team, which is led by an experienced Project Overseas participant.
- It is usual practice for volunteers to share living accommodations with other PO volunteers.
- The volunteer teacher does not receive a salary, but travel and basic living expenses are paid by CTF.

Selection of Participants

Applications are received by NBTA in early fall. Endorsed applications are forwarded to the CTF National Selection Committee. **Up to 3 NBTA members may be sponsored in 2015.**

The National Selection Committee chooses applicants on the basis of advice from Member organizations and the expressed need of the overseas teacher organizations. Successful applicants are notified of their assignments in January.

**From
CTF**

CTF Statistics on Work-Life Balance: NB Teacher Responses



Early in 2014, the Canadian Teachers' Federation conducted a national survey of teachers on Work-Life Balance. There was a significant participation rate among teachers in this province.

To what extent do you feel each of the following is contributing to stress you may be experiencing?

| Conditions of Professional Practice: Workload | Significantly | Somewhat | Very little | Not at all | Respondents |
|--|---------------|--------------|--------------|--------------|-------------|
| Large class sizes | 25.9% 142 | 40.6% 223 | 21.9% 120 | 11.7% 64 | 549 |
| Class composition | 69.9% 384 | 22.6% 124 | 3.5% 19 | 4.0% 22 | 549 |
| Lack of preparation time | 50.6% 278 | 37.7% 207 | 9.5% 52 | 2.2% 12 | 549 |
| Formal and informal meetings (pedagogical, administrative, parental) | 47.7% 262 | 39.0% 214 | 11.7% 64 | 1.6% 9 | 549 |
| Development and implementation of Individualized Education Programs (IEP's) | 41.3% 227 | 37.3% 205 | 15.3% 84 | 6.0% 33 | 549 |
| Program adaptations or modifications for students who do not necessarily require, or have not been identified as, needing an IEP | 54.3% 298 | 31.9% 175 | 9.7% 53 | 4.2% 23 | 549 |
| Working outside your area of specialization | 16.4% 90 | 24.8% 136 | 27.1% 149 | 31.7% 174 | 549 |
| Work expectations related to extra-curricular responsibilities | 18.2% 100 | 37.5% 206 | 33.3% 183 | 10.9% 60 | 549 |

To what extent do you feel each of the following is contributing to stress you may be experiencing?

| Conditions of Professional Practice: Administration | Significantly | Somewhat | Very little | Not at all | Respondents |
|---|---------------|--------------|--------------|--------------|-------------|
| Too much administrative paperwork | 41.3% 227 | 40.4% 222 | 14.4% 79 | 3.8% 21 | 549 |
| Lack of administrative support for classroom issues (interruptions, behaviour, harassment etc.) | 22.4% 123 | 32.8% 180 | 31.7% 174 | 13.1% 72 | 549 |
| Meeting high expectations and demands from school administration | 27.3% 150 | 33.3% 183 | 31.3% 172 | 8.0% 44 | 549 |
| Insufficient administrative support in the provision of human and material classroom resources | 22.2% 122 | 29.0% 159 | 34.1% 187 | 14.8% 81 | 549 |
| Lack of professional development opportunities | 8.4% 46 | 27.5% 151 | 41.7% 229 | 22.4% 123 | 549 |
| Imposed professional development activities | 28.4% 156 | 37.7% 207 | 23.1% 127 | 10.7% 59 | 549 |
| Extra-curricular expectations | 14.6% 80 | 33.9% 186 | 35.5% 195 | 16.0% 88 | 549 |
| The level of consultation in key decisions | 16.0% 88 | 38.1% 209 | 32.6% 179 | 13.3% 73 | 549 |

To what extent do you feel each of the following is contributing to stress you may be experiencing?

| Conditions of Professional Practice: Curriculum | Significantly | Somewhat | Very little | Not at all | Respondents |
|---|---------------|--------------|--------------|-------------|-------------|
| Continuous change in curriculum direction | 38.3% 210 | 44.1% 242 | 13.3% 73 | 4.4% 24 | 549 |
| Insufficient human and material resources to support the curriculum (School/Board/Ministry) | 43.2% 237 | 36.8% 202 | 16.2% 89 | 3.8% 21 | 549 |
| Lack of professional autonomy in delivering curriculum | 22.2% 122 | 34.6% 190 | 33.3% 183 | 9.8% 54 | 549 |
| An overemphasis on standardized tests/large scale assessments | 33.0% 181 | 31.7% 174 | 26.2% 144 | 9.1% 50 | 549 |
| Insufficient in-service and other professional development to support curriculum implementation | 19.5% 107 | 39.5% 217 | 30.1% 165 | 10.9% 60 | 549 |

CTF Statistics on Work-Life Balance: NB Teacher Responses



To what extent do you feel each of the following is contributing to stress you may be experiencing?

| Conditions of Professional Practice: Technology | Significantly | Somewhat | Very little | Not at all | Respondents |
|---|---------------|--------------|--------------|--------------|-------------|
| Your ability to incorporate technology into the curriculum | 7.7% 42 | 35.9% 197 | 36.4% 200 | 20.0% 110 | 549 |
| Continuous introduction of new technologies into your school | 6.4% 35 | 25.1% 138 | 44.6% 245 | 23.9% 131 | 549 |
| Outdated technology | 32.2% 177 | 36.4% 200 | 22.0% 121 | 9.3% 51 | 549 |
| Inappropriate software | 18.4% 101 | 32.2% 177 | 31.7% 174 | 17.7% 97 | 549 |
| Insufficient in-service and professional development opportunities | 12.6% 69 | 30.4% 167 | 39.3% 216 | 17.7% 97 | 549 |
| Lack of human technical support | 25.3% 139 | 32.6% 179 | 30.8% 169 | 11.3% 62 | 549 |
| Distractions from electronic devices used by students (cellphones, tablets, etc.) | 17.7% 97 | 18.0% 99 | 24.0% 132 | 40.3% 221 | 549 |
| Technology blurring the boundaries between work and home life (increased pressure to be available 24/7) | 28.4% 156 | 35.2% 193 | 22.6% 124 | 13.8% 76 | 549 |
| Posting of assignments and lessons on a web site | 13.5% 74 | 27.7% 152 | 28.8% 158 | 30.1% 165 | 549 |

To what extent do you feel each of the following is contributing to stress you may be experiencing?

| Conditions of Professional Practice: Assessment | Significantly | Somewhat | Very little | Not at all | Respondents |
|---|---------------|--------------|--------------|-------------|-------------|
| Lack of time for marking and grading student work | 51.9% 285 | 34.6% 190 | 10.0% 55 | 3.5% 19 | 549 |
| Lack of time for planning with colleagues | 52.5% 288 | 33.5% 184 | 11.7% 64 | 2.4% 13 | 549 |
| Increased attention on standardized tests/large scale assessments | 28.4% 156 | 35.5% 195 | 25.5% 140 | 10.6% 58 | 549 |
| Classroom composition (e.g. individualized education programs) | 60.7% 333 | 27.9% 153 | 8.2% 45 | 3.3% 18 | 549 |

To what extent do you feel each of the following is contributing to stress you may be experiencing?

| Conditions of Professional Practice: Student Related | Significantly | Somewhat | Very little | Not at all | Respondents |
|---|---------------|--------------|--------------|-------------|-------------|
| The inability to devote as much time as you would like to each student in your classroom | 66.1% 363 | 30.1% 165 | 2.7% 15 | 1.1% 6 | 549 |
| Constant interruptions to teaching by students | 37.2% 204 | 38.8% 213 | 19.9% 109 | 4.2% 23 | 549 |
| Student absenteeism | 34.2% 188 | 36.8% 202 | 22.2% 122 | 6.7% 37 | 549 |
| Student bullying (physical or verbal harassment and cyberbullying) | 9.8% 54 | 29.0% 159 | 47.4% 260 | 13.8% 76 | 549 |
| Students' personal or health related issues (addiction, mental health, home environment etc.) | 24.0% 132 | 40.8% 224 | 26.6% 146 | 8.6% 47 | 549 |

To what extent do you feel each of the following is contributing to stress you may be experiencing?

| Conditions of Professional Practice: Parents | Significantly | Somewhat | Very little | Not at all | Respondents |
|--|---------------|--------------|--------------|--------------|-------------|
| Requests from parents for immediate and constant feedback | 20.2% 111 | 44.4% 244 | 28.1% 154 | 7.3% 40 | 549 |
| Parental attempts at classroom intervention | 11.1% 61 | 23.1% 127 | 44.3% 243 | 21.5% 118 | 549 |
| Parental attempts at influencing assessment and evaluation practices | 12.2% 67 | 20.2% 111 | 43.5% 239 | 24.0% 132 | 549 |
| Abusive parents | 10.2% 56 | 20.2% 111 | 38.3% 210 | 31.3% 172 | 549 |



To what extent do you feel you have autonomy, that is, the ability to exercise your professional judgment with respect to the following areas of your work?

| Teacher Professional Autonomy | Significantly | Somewhat | Very little | Not at all | Respondents |
|---|---------------|--------------|--------------|--------------|-------------|
| Workload (How it is defined, the organization of your work schedule etc.) | 11.3% 62 | 42.6% 234 | 32.8% 180 | 13.3% 73 | 549 |
| Non-instructional time | 17.1% 94 | 53.6% 294 | 23.7% 130 | 5.6% 31 | 549 |
| The content taught in your class | 15.1% 83 | 46.4% 255 | 30.1% 165 | 8.4% 46 | 549 |
| Choice of textbooks and other learning materials | 15.3% 84 | 39.0% 214 | 31.7% 174 | 14.0% 77 | 549 |
| Pedagogical approaches in your class | 23.7% 130 | 53.6% 294 | 18.8% 103 | 4.0% 22 | 549 |
| Curriculum development and implementation | 8.0% 44 | 30.8% 169 | 38.8% 213 | 22.4% 123 | 549 |
| Student assessment and evaluation practices | 18.0% 99 | 58.7% 322 | 18.6% 102 | 4.7% 26 | 549 |
| Professional development | 5.1% 28 | 36.2% 199 | 42.8% 235 | 15.8% 87 | 549 |
| Extra-curricular activities | 24.6% 135 | 51.5% 283 | 18.0% 99 | 5.8% 32 | 549 |
| The mission of your school | 14.8% 81 | 53.6% 294 | 22.8% 125 | 8.9% 49 | 549 |

Striving Towards Balance

Question 19. Select the four top priority areas that you feel would improve your work-life balance and enable you to become a more effective teacher:

| Item | Total Score ¹ | Overall Rank |
|--|--------------------------|--------------|
| Increasing time available for planning and preparation | 1102 | 1 |
| Improving support for children with special educational needs | 1026 | 2 |
| Reducing class sizes | 731 | 3 |
| Reducing non-teaching demands (administration and paperwork) | 688 | 4 |
| Improving opportunities for collaboration and sharing with peers (through Professional Learning Communities for example) | 384 | 5 |
| Increasing and improving resources (e.g., books, computers, etc.) | 343 | 6 |
| Reducing the frequency of curriculum changes | 250 | 7 |
| Increasing support from school administration | 205 | 8 |
| Reducing the number of standardized tests/large scale assessments | 186 | 9 |
| Improving support for technology in the classroom | 129 | 10 |
| Increasing the level of teaching autonomy within the classroom | 128 | 11 |
| Providing programs to support wellness and work-life balance | 123 | 12 |
| Improving support for ESL / FSL students/programs | 112 | 13 |
| Increasing opportunities for professional development | 83 | 14 |

Total Respondents: 549

¹ Score is a weighted calculation. Items ranked first are valued higher than the following ranks, the score is the sum of all weighted rank counts.



**KEEP THE
PROMISE**

Let's end child poverty for good.

www.keepthepromise.ca/for-teachers

Keep The Promise has partnered with the Canadian Teachers' Federation (CTF) on a two-year anti-poverty initiative targeted to grades 5 to 8 classrooms across the country, in a campaign to create an opportunity for students to offer their vision for a Canada where all children have access to the food, education and housing they deserve.

Program Details

If you're a GRADE 5 to 8 TEACHER who wishes to participate with your classroom in this meaningful dialogue and social action project, here are the timelines and details.

- Indicate your interest in participating by creating your teacher profile on Imagineaction, CTF's social justice program.
- After receiving additional information and supporting pedagogical resources to facilitate your classroom engagement, fill out a short project application form on Imagineaction, confirming your intent to participate.

SEPTEMBER/OCTOBER 2014

1. Using a student and teacher developed booklet, have a classroom discussion on the issue of poverty in your community.
2. Request that your students do the research and answer the six following questions on their community. To facilitate the research, links will be provided in the teacher resource.
 - Population of the community – # response
 - People living in poverty – # response
 - Children living in poverty – # response
 - Food banks in the community – # response
 - Unemployment rate in the community – # response
 - Temporary housing for people who don't have a permanent home – # response

Students will upload their community research find-

ings (numbers/percentages) on an interactive map of Canada.

3. Students will develop the idea for a classroom-community social action project that addresses the issue of poverty in their community; small classroom subsidies will be available to facilitate the project. (Students have until June 2015 to implement project.)

OCTOBER 12, 2014 – DEADLINE to upload your statistics and provide your classroom-community social action project idea to Imagineaction.

JUNE 30, 2015 – DEADLINE to implement classroom-community social action project.

OUTCOME – A minimum of one school per territory and province will be invited and fully subsidized to send two students and one teacher to participate in Ottawa-based events on November 18-19, 2014. Selections will be based on all of the above being completed up to October 12, and on the merit of classroom-community social action projects ideas.

HELP US HELP OTHERS – KEEP THE PROMISE to eliminate child poverty!

For additional information: Patrick Flanagan, program coordinator, patrick@keepthepromise.ca

Register your classroom NOW for the Keep The Promise (KTP) campaign!

Keep The Promise's schools program will be managed on the ImagineAction website, the Canadian Teachers' Federation's social justice program for classroom teachers. Imagineaction is a complementary teacher platform.

Compass Conference 2014

Early career teachers navigating the professional world of education



**Thursday and Friday
November 6 and 7, 2014
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.

Thursday Conference Topics include:

- NBTA 101: Your Professional Association (structures and services; communication; professional learning opportunities; pension; insurance; certification; etc.)
- NBTF - Getting to Know your Union; Understanding Your Collective Agreement

Friday Conference Topics include:

- Mental Health
- Classroom Management
- Formative Assessment

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

Registration: Electronic registration via www.nbta.ca October 1 - 31.

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

LIMITED SEATING AVAILABLE - REGISTER EARLY

**Register at www.nbta.ca
October 1 - 31**



POINT



PROFESSIONAL ORIENTATION AND INDUCTION FOR NEW TEACHERS

By Kimberley McKay, NBTA Staff Officer

Surviving the Early Days as a Beginning Teacher

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

NBTA is pleased to provide new teachers with the resource document *Early Career Teachers' Handbook 2014-2015*. This document is available online at www.nbta.ca and contains information pertaining to several facets of the profession along with suggested strategies and forms. This month's column features tips and strategies for the opening days and weeks of school.

SURVIVAL = a phase of first year teaching that occurs as the new member begins teaching and experiences problems and situations not previously anticipated

(www.newteachercenter.org/blog/phases-first-year-teaching)

The First Days

The following suggestions can help you to have excellent first days of school. Start the school year off with your best foot forward by aiming to be prepared, organized and welcoming.

Try to make your classroom a warm and inviting environment. You can decorate your classroom beforehand or bring decorating materials so that you and your students can do it together. Something as simple as balloons and a few selected posters can make all the difference.

- Prepare a welcoming note for students and have it waiting for them on their desks
- Prepare an introductory note to be sent home to parents/guardians telling them who you are and how they can reach you
- Establish respect within your classroom (remembering the concept needs to be taught, not just absorbed!)
- Prepare a first lesson that will both engage students and allow you to get to know them
- Plan for students who may finish early or require more time
- Develop effective classroom rules cooperatively with your students
- Share with students what they will be learning this year
- Share your expectations, including any routines and procedures.

Advice from Other Early Career Teachers

Communicating and collaborating are extremely great tools to help you begin your new journey, so ask for help if and when you need it.

It may take some time to find out what works best for you. Try a few different methods out; you don't have to stick to one thing.

Real teaching is NOT your student teaching internship. It's a whole different ball game!

You don't need to know it all, you have a team around you with a vast amount of knowledge and skills, use them.

Be organized from the get-go, and not to leave anything unknown. Use the help that is provided and don't be afraid to ask questions.

It's all about how the kids feel at the end of each day....

Don't worry about getting everything perfect your first time around! Take it day by day and do the best you can

NBTA Sponsored Professional Course

Enrichment Triad Training Course

Target Audience: Elementary Teachers (K-5)

Dates: September 27, Saturday (8:30 am to 4pm)
October 6, Monday (4:30pm to 7:30pm)
October 18, Saturday (8:30 am to 4pm)
October 20, Monday (4:30pm to 7:30pm)
October 25, Saturday (8:30 am to 4pm)
(7+ hours outside of class)

Location:

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

Instructor: Barb Buckley, Educator
(former Supervisor/Coordinator
of K-12 Programming)

Cost: Tuition \$500 + \$15 material fee

Registration Deadline: September 17, 2014

(Please make cheques payable to NBTA)

Register by going to www.nbta.ca and clicking
on the Enrichment Triad Training Course.

Limited Enrolment!

The course may be used to attain 3 credits towards certification for those teachers moving from a Certificate 4 to Certificate 5 or from Certificate 5 to a Certificate 6 depending on your individual Education Plan. **(You can contact Joseph Arseneault or Amy-Lynn Papillon of Teacher Certification for individual verification (teachercertification@gnb.ca)**

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

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

Participant Comments (2014)

"I learned so much about how this model meets the needs of the "whole child" and liked that it involved the development of decision-making, problem solving and oral presentation skills which are life-long skills."

"I learned to focus on the kid's interests and that this model will keep them engaged and fire them up."

PERSONALIZE LEARNING • INCREASE SELF-ESTEEM • CELEBRATE STUDENT SUCCESS

Professional Course Fall 2014

Name: _____

School: _____

Email: _____ Member Number: _____

You will be emailed with a confirmation of your seat.

Please print and mail registration form with payment (cheques payable to NBTA) to:

Judy Deveau, Executive Assistant

NBTA, PO Box 752

Fredericton, NB E3B 5R6

5 Grants Valued at \$1500 each to be awarded to teams of NB teachers!

TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2015

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 \$1500 grants for the calendar year January 2015 – December 2015. Interested teams of 3-5 teachers are invited to apply. Application forms will be available online after November 3, 2014. The November edition of the NBTA News will provide further details concerning selection criteria and grant requirements.

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

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 15, 2014 will not be considered.
- The NBTA committee established to administer the grant fund will screen all applications received

by the deadline. Five successful team applicants will be notified by January 9, 2015. Start-up materials and funding will be delivered to each team.

- Unsuccessful team applicants will be notified by January 9, 2015.

**Questions? Contact
kim.mckay@nbta.ca**

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 18, 2014 Time: 11:00 am (Lunch will be provided)

Place: NBTF Building, Fredericton, NB

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



 **CTRI**
CRISIS & TRAUMA RESOURCE INSTITUTE INC.

HELPING COMMUNITIES AND ORGANIZATIONS
WITH ISSUES OF CRISIS AND TRAUMA

WORKSHOPS COMING TO NEW BRUNSWICK
IN 2014-2015 FALL/WINTER



WEBINARS

No matter where you live, you can easily access some of CTRI's workshops right from your desk. Our one-hour webinars offer you the opportunity to hear, view and engage with our trainers.

Visit our website for details.



ANXIETY - Practical Intervention Strategies

Moncton, NB: October 23, 2014; Saint John, NB: March 20, 2015

DEPRESSION - Practical Intervention Strategies

Moncton, NB: October 24, 2014

DE-ESCALATING POTENTIALLY VIOLENT SITUATIONS™

Saint John, NB: November 20, 2014

CRISIS RESPONSE PLANNING

Saint John, NB: November 21, 2014

FAMILY VIOLENCE - Working Towards Solutions

Moncton, NB: December 9-10, 2014

SELF-INJURY BEHAVIOUR IN YOUTH - Issues and Strategies

Moncton, NB: February 18-19, 2015

TRAUMA - Strategies for Resolving the Impact of Post Traumatic Stress

Saint John, NB: March 18-19, 2015

One-day workshops:
Early rate \$189
Regular rate \$210

Two-day workshops:
Early rate \$355
Regular rate \$395

Register early for public workshops and save 10%. Pay online and save an additional 5%!

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www.ctrinstitute.com

204.452.9199

Paid Advertisement

2014-2015 NBTA Pension Seminars

Registration Forms On-Line at www.nbta.ca

Date of Seminar:

- _____ October 4 - Bathurst
- _____ October 21 - St. Stephen
- _____ October 23 - Bristol
- _____ November 1 - Moncton
- _____ December 6 - Saint John
- _____ January 10 - Fredericton
- _____ January 24 - Miramichi
- _____ February 7 - Sussex

Deadline for Registration:

- September 26
- October 13
- October 15
- October 24
- November 28
- January 2
- January 16
- January 30

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 & St. Stephen, where registration will begin at 5:00pm -- Seminar at 5:30pm)

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.

ATTENTION RETIRED TEACHERS

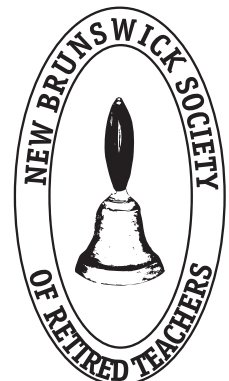
If you are a recently retired teacher or know someone who is, you are encouraged to join your professional organization: the New Brunswick Society of Retired Teachers. Membership in the NBSRT has the following benefits:

- Being part of a growing organization of over 2000 members.
- *Reflections* magazine published three times per year.
- Representation on the NBTF Group Insurance Trustees.

- School Days Museum filled with teaching memorabilia and artifacts.
- Affiliations with NBTA, Canadian Association of Retired Teachers, SERFNB, Coalition for Seniors and Nursing Home Residents Rights.
- Deduction of dues at source.

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

Betty Smith, President
 New Brunswick Society of Retired Teachers



Save the date!

Fierce Conversations®

NBTA is pleased to once again offer **Fierce Conversations®** as a professional learning opportunity for New Brunswick educators.

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: October 3 & 4, 2014 (NBTF Building, Fredericton)

Watch for complete registration details at
www.nbta.ca

Fierce Negotiations®

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

What: You're always negotiating. It's part of daily life. Yet negotiating is often viewed as a struggle in which one side must lose for the other to win. Fierce Negotiations® reframes the process of negotiation using Fierce techniques and models to yield the best outcome and enrich the relationship. Fierce negotiators are authentic, clear in resolve, and skilled at examining competing perspectives. They use their negotiation skills to direct the conversation to a place where new and expanded solutions are discovered.

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

Date: April 25, 2015 (NBTF Building, Fredericton)

Watch for complete registration details at
www.nbta.ca

Fierce Accountability®

NBTA is pleased to once again offer **Fierce Accountability®** as a professional learning opportunity for New Brunswick educators.

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 for Fierce Conversations®.

Date: January 17, 2015 (9 – 1h230) (NBTF Building, Fredericton)

Watch for complete registration details at
www.nbta.ca

Fierce Generations®

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

What: Are differences a source of strength within your team or a point of contention and division? For the first time in history, organizations are comprised of four unmistakably different generations, each with their own approach to, view of, and desired outcomes for work. Fierce Generations® is multigenerational training that provides a framework for uniting people and realizing the rewards of an inclusive culture.

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

Date: April 26, 2015 (NBTF Building Fredericton)

Watch for complete registration details at
www.nbta.ca

Interested in Fierce?

NBTA welcomes contacts from groups of teachers who may be interested in any of the Fierce Conversations® workshops. We would be happy to discuss different delivery models in order to partner with New Brunswick educators who have a strong interest in this training. Contact kim.mckay@nbta.ca or ardith.shirley@nbta.ca

Mysteries of the School Calendar...and other Professional Learning “Wonders”!

by Ardith Shirley, NBTA Staff Officer

On my first day as a staff officer at NBTA, I received my work assignment and noted that “school calendar” was listed as one of my responsibilities. “How hard can that be? Isn’t it the same every year?” I wondered. Looking back, I realize my own naïveté. Yes, for the most part, the calendar does look very familiar each year. Regardless of its familiarity, the conversations of confusion about who is responsible for the financing and delivery of professional learning on what days is perennial. In an attempt to clear the muddy waters, I share with you my understanding of how our days in school without students are expected to be spent:

Administration Days (4) – there are four days in the school calendar (usually two in August and two in June) that are set aside for administrative duties involved with starting and ending school. School principals (or designate) in consultation with District are usually responsible for setting the agenda for these days.

Council Days (3) – there are three days in the school calendar that are defined in the collective agreement as Council Days. On these days, your professional association is responsible for professional learning. Two of these days take place in August - this year the 26th and 27th. One of the days is expected to be school-based and the NBTA school-based PL Committee is responsible for activities. The other is usually branch-based and usually partnered with district.

The remaining day occurs annually on the first Friday in May. It is on this May Day where teachers travel from around the province at their own expense to participate in learning experiences organized for them by volunteer colleagues who sit on our three Councils. If a teacher is unable to travel to one of our council day programs, they submit an [alternate proposal](#) to their local School Based PL Committee for approval. (Collective Agreement Article 36.02)

½ Professional Learning Day /½ Parent/Teacher Meetings (2) – there are two days in the school calendar set aside for the face-to-face reporting of student learning to the home through what have traditionally been known as “Parent-Teacher Meetings” (now “Student-led Conferences” in many jurisdictions). 1/2 of each of these two days is spent in professional learning for educators at the school-based level. Traditionally, the school principal (or designate) is responsible for setting the agenda.

Minister’s Curriculum Days (2) – around 2005-2006, the Department of Education was under significant political pressure to reduce costs. One of the items that was targeted was costs associated with providing supply teachers throughout the school year to release contract teachers who were expected to engage in professional learning. As a result, the more cost effective idea of two “Curriculum Delivery Days” evolved where students would remain at home while their teachers learned the expectations and requirements of any new curricula that the Department of Education was implementing.

Minister’s Exemption Days (3) – in 2008, the minister of the day, announced the addition of **four (4)** additional days within the school calendar to be focused on professional learning for teachers. His announcement came as a result of a recognition that teacher learning in New Brunswick had become severely limited and/or non-existent during the government push to reduce monetary costs of providing supply teachers to allow contract teachers time to learn required new skills. It was also during this time that significant research in education placed a spotlight on the fact that high-achieving jurisdictions that take part in PISA also make significant investments in teacher learning, thus reinforcing the direct connection to student learning (Guskey 2000, Donaldson 2008). In 2009, the EECD and Anglophone Districts reduced the Minister’s Exemption Days from four (4) to three (3). As per the original announcement by the Minister, at least one of these three days is focused on activities related to the school’s improvement planning process organized by the school principal or designate. (As an aside, in 2008, the Francophone sector districts took the 4 days and divided the time to create shortened school days for students intermittently throughout the school year to provide more regular intervals of teacher learning opportunities.)

NBTA Branch AGM Day (1) – “Teachers shall be allowed up to one day per year to attend branch meetings of the NBTA/AEFNB. Such branch meetings must include a reasonable proportion of professional development content as approved by the Superintendent or his/her designate.” (Collective Agreement, Article 36.03) This is the day in May that is devoted to your local branch AGM and professional learning organized by your Branch PL Committee.

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

In summary, a chart:

| Focus: Individual Teacher Learning Total: 1 Day | Focus: School-based Learning Total: 3 Days | Focus: District/Branch Learning Total: 2 ½ Days | Focus: EECD Learning (Curriculum) Total: 2 Days |
|--|--|---|--|
| Council Day (May 1, 2015) Organized by Councils Provincially | 1 Council Day * (August 26 or 27) Organized by NBTA School-based PL Committee | 1 Council Day * (August 26 or 27) Organized by Branch PL Committee | Minister's Curriculum Day (October 9, 2014) Organized by EECD supported by Districts |
| | Parent/Teacher (2 -1/2 Days PL) ½ Fall/ ½ Spring TBD by Districts Organized by School Principal or Designate | Minister's Exemption Day (February 13 th) Organized by Districts or School Principal /Designate | Minister's Curriculum Day (ASD-S – April 20 ASD-W – April 30 ASD-E – April 30 ASD-N – May 8) Organized by EECD supported by Districts |
| | Minister's Exemption Day School Improvement Focus (January 5, 2015) Organized by School Principal or Designate | NBTA Branch AGM (1/2 day PL) Organized by Branch PL Committee May 1: 0820, 1536, 1538, 1542, 1608, 1610, & 1640 May 5: 1021, 1022, & 1023 May 12: 1428, 1429, 1430, 1431, 1450, 1724, 1725, 1809, 1826, & 1827 May 16: 0214, 0215, 0216, 0217, 0618, 0619, & 1454 | |

Glossary of Terms:

Branch Professional Learning Chairperson - each Branch should have a Branch Professional Learning Chairperson. (This position is usually elected or appointed in conjunction with the May Branch AGM.) We encourage the PL Chair to be a regular attendee of the regular NBTA Branch meetings and maintain a positive and productive communication with the Branch Executive.

School-based Professional Learning Chairperson - we suggest that each school elect/appoint a School PL Rep (usually someone other than your regular NBTA School Rep), who shall become a member of the Branch PL Committee. We promote a model where the school PL Rep acts as the chair of a school-based PD Committee

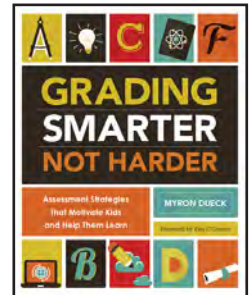
School-based Professional Learning Committee - should consist of at least three members: the school based PL Chairperson, a school administrator, and at least one other teacher. In the spirit of distributed leadership, it is recommended that the administrator representative not be the chair of this committee.

Alternate Proposal - When a teacher is unable to attend one of our 3 Council Day programs on May Council Day, they must submit an alternate proposal to their NBTA School-based PL Committee at least 4 weeks in advance of Council Day.

Have another "wonder" about professional learning in New Brunswick? Check out our PL document: [Creating a Culture of Professional Learning](#) or drop me a line and maybe I can help clarify.

Book Give-Away!

The first book give-away for this year is by Myron Dueck "*Grading Smarter not Harder: Assessment Strategies that Motivate Kids and Help Them Learn*". Sound interesting? Drop me an email with the subject line "Book Give Away" before October 10th.



Ardith



Closing Quote:

Knowledge is like money: To be of value it must circulate, and in circulating it can increase in quantity and, hopefully, in value.

— Louis L'Amour

Developing Successful Schools 2014

Cognitive Coaching® for Educational Leaders with John Clarke

By Ardith Shirley, NBTA Staff Officer



From July 7th-10th, 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 John Clarke on the topic of Cognitive Coaching for Educational Leaders.

From Participants:

"This week was an unbelievable networking opportunity as a beginning administrator the topic is highly relevant and will be implemented in many conversations I need to have on a daily basis to foster and support the capacity building model in my school. Great friendships forged!"

"Great conference, my first DSS very impressed with content, presentation and organization. Great work! Thank you for this wonderful opportunity! Learned lots, can't wait to put my learning into practice."

Developing Successful Schools is a conference that takes place annually on the Mount Allison Campus. DSS 2015 will take place July 6th-9th – mark your calendar and stay tuned for more details!



CONTACT 2014 Cornerbrook, Nfld

Telling Our Stories

By Ardith Shirley, NBTA Staff Officer



On August 5-8 educators from across Atlantic Canada joined together on the Grenfell Campus of Memorial University in Cornerbrook, Newfoundland to take part in the Conference on New Techniques and Classroom Teaching or CONTACT. 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 "Telling Our Stories..."

Gail Craswell and Kimberley Cook-Corlett were the facilitators who represented NBTA at this event and received great feedback on their session "Jumping for Joy- Assessing our Way to Improved Motivation and Student Learning (with a lighter load for teacher)!"

CONTACT is an annual conference that is sponsored by the four Atlantic Provincial Teacher Organizations. Next year's conference will be hosted by the NBTA right here in New Brunswick! Mark your calendar for August 4th -7th.

Councils

Mark your Calendar!

NBTA Council Day – Friday, May 1, 2015

Elementary & Music Specialist Strand – Fredericton
Middle Level & Physical Education Specialist Strand – Fredericton
High School & Art Specialist Strand – Moncton



Thank you to our volunteer teachers who serve on our three NBTA Councils who will spend many hours this year providing service to members in the areas of Communication, Curriculum and Professional Learning.



Elementary Council

President Erica LeBlanc
Past President Karla Roy
1st VP Karen Miller
2nd VP Barbara Brown
Treasurer Janice Bueno
Sec. Aldena Higgins-Harris
Linda Ferguson
Cheryl Aylward
Linda Dickson
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Middle Level Council

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Alyson Hubbard
Jon Hoyt-Hallett

NBTA InfoBrief: **New Brunswick Report Card Pilot**

by Kimberley McKay, NBTA Staff Officer

Introduction

Over a year ago, the NBTA approached the Curriculum branch of the Department of Education and Early Childhood Development to review report cards. Since 2013, a team of educators from EECD, NBTA, and each of the four school districts has worked on updating the process of reporting on student learning in Kindergarten to Grade 8. This has involved reviewing research on effective practices, examining reporting practices in other jurisdictions, and consulting with educators and parents. For 2014-15, a pilot of the recommended changes will be carried out in Anglophone School District-West in conjunction with the implementation of the new student information system, Powerschool. This will be a pilot year in order to collect feedback prior to full implementation across the Anglophone Districts of New Brunswick.

Why a New Reporting Process?

1. To improve accuracy and consistency.
2. To increase alignment with provincial curricular learning expectations.
3. To provide clearer descriptions about what students know and are able to do.
4. To reflect current research and survey results about reporting.

Educators know that their professional judgment is key to fair, transparent and equitable reporting practices and have been requesting a review of report cards for a number of years. The new reports are aligned to the provincial curriculum and new grading scales have been developed to provide a clear description about what a child knows and is able to do. Experts in the field such as Davies, Herbst, Cooper, Guskey, Reeves, Stiggins, and O'Connor have conducted research in other jurisdictions that supports the effectiveness of the recommended changes to New Brunswick report cards.

Highlights of Recommended Changes

The Report Card Pilot changes have been developed based on feedback and consultation sessions from various teacher and parent focus groups and surveys. Of the 830 teacher and 1630 parent surveys received during the 2013-2014 school year, over 80% were in agreement with the following proposed changes:

- Two kinds of reports: progress and achievement
- Simplified grading scales
- New guidelines for comment writing
- Learning reported by strand
- Rubrics for each subject strand
- Specific Learning Habits

Report Card Pilot Module for Teachers

A detailed professional learning module has been developed to assist educators in understanding the recommended changes, to respond to frequently asked questions, and to provide information about where to turn for further support if required. The module will be available to teachers in ASD-W beginning the week of August 25, 2014 and can be used independently, in small groups or as a full staff.

Evaluating the Report Card Pilot in ASD-W

Teachers, parents, administrators and students will have opportunities to provide feedback on the Report Card Pilot. Information will be collected from parents and teachers via online surveys in April and June 2015. In addition to the online survey, teachers will complete the EECD perception survey in December and will be asked specific questions regarding the report card pilot. Further, teachers will have an opportunity to provide feedback through NBTA and the 11 Branches in ASD-W. Finally, teachers who participated in the development of rubrics K-8 will provide feedback in May 2015.



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To learn more and to nominate outstanding principals in your community visit:

thelearningpartnership.ca

or contact: **Jon Powell**

Tel.: 416 440 5112

Email: jpowell@thelearningpartnership.ca

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NBTA Golf Tournament
 Saturday, September 27, 2014
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Entry Form

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4 Person Scramble
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 The Pro Shop (506) 363-4926

Four Names:

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

Contact Person: _____

Telephone (Home/Cell): _____
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(Confirmation will be sent by email)

51st Annual NBTA Bowling Tournament



Where: **Fairlanes, Saint John**
 When: **October 17-19, 2014**
 Cost: **\$50** per bowler (5 bowlers per team)

Make cheque for \$50.00 payable to "NBTA Bowling Tournament" and forward, with a list of your team members to:

Esther Casey
 310 Woodward Ave., #804
 Saint John, NB E2K 2L1
 (506) 642-5401



Questions: Esther Casey (506) 642-5401 or Clair Gautreau (506) 642-4528

New Brunswick School Wins Big in Fourth Annual Canadian Recycle Challenge

Students at Donald Fraser Memorial School in Plaster Rock were thrilled to receive the news this spring that they were named as the New Brunswick winners of the Canadian "Recycle my Cell" student challenge. This contest was part of a national recycling program for mobile phones and accessories. 140 schools and over 180,000 students across Canada participated in this initiative which was held in the late Fall of 2013 in conjunction with Waste Reduction Week. One school was named as a winner in each province. In April, Donald Fraser Memorial School was awarded \$500 for being the school that collected the most wireless devices, based on student population, in New Brunswick. New Brunswick teachers are invited to participate in this year's challenge by visiting www.recyclemycell.ca

All students and staff at Donald Fraser Memorial school worked hard to increase awareness on the importance of recycling and waste reduction through this project and it paid off. Left to right: Gail Fellows-DeGrace, D.F.M.S. Teacher and Project coordinator along with students Carson Stiles, Nicholas DeLeavey and Alyssa McAskill receive the certificate and award from Aline McLaughlin of Grand Falls, representative of Recycle New Brunswick.



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SHANIE MARTIN FROM EDMUNDSTON RECITES « JE ME SOUVIENS... » BY PATRICE DESBIENS

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Wellness Highlights

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michael.leblanc@teacherwellness.ca



Lisa Calhoun
ASD-North and ASD-East
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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



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- Wellness Fun
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- Wellness Recipes
- Articles from NBTA News

Welcome!

This website is intended to enrich the New Brunswick School-Based Wellness Program and provide readily available resources for teachers and their schools. The goal of the website is to promote healthy living and ultimately improve the lives of staff members in the New Brunswick school system.

Wellness Articles

Wellness Websites

Words of Wellness Newsletters

Wellness Books & Resources

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