



# NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION

## NB Teachers in Dominica & Haiti



## CTF's Project Overseas 2016

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## A Message from the President



**Carrying the NB flag at CTF.**

This is my first message to you in this new school year and I want to take this opportunity to welcome you back. As a teacher, when I returned to school in September, I always wondered where the summer had gone since it seemed to pass so quickly. I hope that you are beginning your new school year feeling rested and re-energized.

In this message, I want to share with you some of the activities I was engaged in this summer as your President, as well as some upcoming events.

### **CTF AGM**

In early July, I had the opportunity to attend the Canadian Teachers' Federation Annual General Meeting. It was an honor for me to carry the New Brunswick flag at the opening ceremonies on your behalf. Two important events from that meeting include the election of Mark Ramsankar from Alberta as CTF President-Elect (replacing outgoing president Heather Smith in July 2017) and the official return of the British Columbia Teachers' Federation to membership in the Federation, following an eight-year absence.

### **Canadian Forum on Public Education**

CTF hosted a national forum on concerns in public education. The forum was an opportunity for a broad group of individuals and organizations interested in public education to learn, collaborate, and discuss key issues common to many jurisdictions in Canada. This year's theme was "Wellness in our Schools: A Time to Act!".

I, and other participants, examined wellness in schools from coast-to-coast and shared methods of promoting healthy schools in Canada. It was evident that mental health is everyone's business and that teachers and schools cannot be the sole answer for all of society's ills.

### **Conference Highlights:**

- Mental illness is striking more and more children at a younger age every year.
- Only one out of five children who need mental health services receives them.
- Anxiety and mood disorders are among the most common mental health conditions in children and youth.
- 1 million young people ages nine to 19 are living with a mental illness.
- With the right kind of help people with mental illnesses often recover and go on to lead healthy, productive lives.
- Early intervention is crucial.

### **New Mental Health Resource**

The CTF has developed a new resource booklet to support teachers in raising awareness and reducing the stigma around mental illness. This, in turn, can help decrease the barriers that can prevent youth and family members from seeking help. This discussion booklet for classrooms helps develop critical thinking skills by examining preconceptions and misconceptions about mental illness, explores the stigma around mental illness, develops empathy and understanding and creates a dialogue of understanding to build community acceptance, compassion and inclusivity. The booklet is entitled "*Mental Health Stigma: Challenging It Together!*" Copies are available through the Canadian Teachers' Federation.

I was very pleased and proud to listen to Janet Ramsey, a teacher from ASD-N, present at this conference. Well done, Janet!

### **CONTACT 2016**

In early August, I had the opportunity to attend CONTACT 2016 hosted by the Nova Scotia Teachers' Union at St. Francis Xavier University in Antigonish. This is a regional conference sponsored by the Council of Atlantic Provinces Teachers' Organizations and offers a great opportunity for quality professional learning developed by teachers specifically for classroom teachers. Joanne Williams, ASD-W, was one of the presenters at this conference. Her excellent session was entitled "Supporting Youth: A look at Student Mental and Emotional Health in our K-12 Classrooms" Great job, Joanne!

### **Negotiations**

Negotiating our next Collective Agreement will continue this year, with the next face-to-face meetings with the Employer to take place in October. As you know, this is a very important file and will consume a lot of time, energy and resources. Once bargaining begins we will be updating our membership on a regular basis through emails and communiqués so make sure you stay in touch. Some people think of negotiations as a dirty word; I look upon it as an opportunity, a challenging one no doubt, but a real opportunity to make improvements to our teaching and learning environments which ultimately will benefit teachers and students.



### Committees

The pilot restructuring of NBTA Committees will continue this year. The various working groups that make up the committees are being finalized and members of each will be contacted in September. It should be noted that certain criteria had to be considered in making sure that we had balanced representation in our groups. We did receive more applications for committees than we had openings. I am very pleased with the level of interest this shows and I want to thank all those members who put their names forward. Those who will serve bring the voices of teachers to this very important role. Committee work is vital and supports our elected teacher decision makers on the NBTA Board of Directors.

As teachers, we have a profound influence on our students' lives. You face many challenges in the classroom, whether it

be student poverty, student mental health issues or a chronic lack of resources. I salute you and thank you for all that you do on behalf of our public education system and our students in your classrooms and school communities. You, as dedicated professionals, continue to make a difference in the lives of students throughout our province; in turn, *your students will make a difference in our society.*

May you all have an enjoyable and successful 2016-2017 school year. Please do keep in touch - *All the Best!*



*With my counterpart Jim Dinn, President of the Newfoundland and Labrador Teachers' Association at a vintage schoolhouse near Antigonish during CONTACT 2016.*

# Executive Director's Report to 2016 NBTA AGM May 27, 2016

By Larry I. Jamieson, NBTA Executive Director – excerpts from report presented to NBTA AGM on May 28, 2016



there was a major problem with teacher attendance without relevant data; would add a significant administrative burden and that it missed the more important priority of student absenteeism. We will continue to advocate that there are better places to spend the money being devoted to this program in education, and if there are concerns with individual teachers, the concerns should be addressed directly with those teachers.

## **Inclusion**

The February Board of Directors meeting unanimously passed a motion to call for an immediate review of Policy 322 - Inclusion. This motion resulted from the numerous concerns and issues that have arisen over many years due to the lack of appropriate resources and funding necessary to make our fully inclusive system work for all students and teachers. Teachers long for the day where appropriate education services and resources are provided so that all children in our care can meet their full potential!

As was stated in "A View from the Front Line", an NBTA Report on Inclusion in the Fall of 2005: "Teachers in New Brunswick believe in inclusion; that each child needs to be provided with an educational program that will ensure the life-long acquisition of knowledge to the best of the child's ability. (...) Despite teachers' best efforts, many children are not being provided with the education they deserve."

## **250 FTE's Lost**

In the Spring of 2015, we learned through the provincial budget that our system would lose approximately 250 teaching positions – this from a new Liberal Government that had made several commitments to support public education in their election campaign. On top of this, a targeted reduction for the 2016-17 education budget was announced to be nearly 10%, or over \$110 million dollars. This Association, through the guidance of our teacher leaders, set out to raise the awareness among the public of the importance of a strong public education system and the struggles our system has been enduring. We worked with NBTF on a "Stand-

## **10-Year Education Plan**

Early in the 2015-16 school year, the NBTA coordinated consultation sessions with Karen Power, one of the Co-Chairs developing recommendations for the 10-Year Education Plan. NBTA staff met with Ms. Power for a wide-ranging discussion about the state of public education in New Brunswick. The NBTA Board of Directors and Executive Committee also provided guidance and feedback on a detailed Association submission to the Plan co-chairs. This submission, called "Learning 2016-2026 for New Brunswick's Future" provided several recommendations and raised numerous questions to be considered about public education in New Brunswick over the next ten (10) years and called for the restoration of Per Pupil Funding to 2010 levels, a Review of Policy 322 (Inclusion) and to carefully consider the implications of a return to Grade 1 French Immersion.

## **"Every Day Counts"**

In late August, NBTA and NBTF became aware of an attendance management program to be instituted by the Employer called "Every Day Counts". As we began to learn the details of this program, we were immediately concerned. This program, which had been developed without consultation with the teacher organizations, appeared to be ill-conceived and misguided. In early September, the President, myself and Caroline Foisy, NBTF Deputy Executive Director, met with senior Department staff to be briefed on the program and expressed numerous concerns, including that it appeared to be both punitive and threatening; implied that



Up For Education” campaign, we produced many shareables on a variety of topical education issues to be used in social media, and were very active in coordinating political action efforts of teachers through producing numerous fact sheets, the “Myths About Public Education” videos, and mobilizing teachers to attend public consultation meetings on the “Choices” document. Despite the February 2016 budget announcing a further reduction of 50 teacher FTE’s for the 2016-17 school year, there were also significant funds identified for early literacy initiatives and the education plan for the 2016-17 with a further \$15 million commitment for 2017-18. NBTA will continue our efforts to reinforce the message that supporting public education is the foundational investment in the future of our province and society!

### **NBTA Committee Restructuring**

As I reported to you last year, one of the major organizational initiatives to be undertaken during the current year has been to examine the role of NBTA Committees and to pilot how they might be restructured to better align with the Strategic Plan. The goals of this restructuring are to reduce duplication and create more flexibility.

In addition, the Board agreed that during the coming year, NBTA should undertake a full Structure and Services Review of our organization. The last services review was nearly nine (9) years ago while Structures were reviewed five (5) years ago. Although this review will involve multiple staff and be a major undertaking, especially during a round of collective bargaining, we are convinced that this broader review process must begin.

### **NBTPP & VESTCOR**

As all of you should know, the New Brunswick Teachers’ Pension Plan (NBTPP) is now administered by a Board of Trustees, which I am proud to have had the opportunity to Chair for the past two (2) years. I am also proud to report that the plan is strong and healthy, having a funding value that has risen from 100.2% at conversion to 104.9% as of December 31, 2015. The plan has also been able to lower the discount rate to 6% from 6.75% under the old TPA, which helps make the plan assumption more realistic.

I am also very pleased to report that during the past year, the Boards of Trustees of the NBTPP and the Public Service Shared Risk Plan (PSSRP) have worked together to create a new, not-for-profit Pension Service Corporation, to be called VESTCOR. This change will result in the Trustees of the two (2) largest pension plans taking over full responsibility for all operations and will cut the final tie to Government being involved in the plans other than through making pension contributions.

### **Teacher Counsellors**

This year, 2015-2016, is the twenty-fifth (25<sup>th</sup>) anniversary of the Professional Counselling Service for Teachers. This anniversary was recognized at the October Board with former leaders of NBTA, Bob Fitzpatrick and Dawson Murray, who had the vision for this program, along with many of the former counsellors in attendance.

### **President**

Guy Arseneault assumed the Presidency on August 1, 2015, and very quickly demonstrated his passion for education and his understanding of teachers. Guy has proven to be a very capable spokesperson for teachers – not afraid to challenge the Minister when necessary, but also able to make contacts and build bridges with allies. Guy has also worked hard to maintain direct contact with members all across the province visiting many branches, schools and individual teachers.

I also want to extend my congratulations to George Daley on his election as NBTA Vice-President/President-Elect in April. I know George and Guy will make a formidable team in the year ahead.

### **Membership**

Finally, I want to thank all of you – the representatives of our members all across the province, for your volunteerism and tireless work on behalf of your colleagues throughout the year. This is important work because you, and the teachers you represent, are the NBTA. I look forward to continuing to meet the many challenges that lie ahead with all of you.

Thank you.



# Spread the News



The *NBTA News* shifted to a full-colour magazine format last year. Feedback has been positive. The main thrust of the *News* is to inform members about the activities of the organization, but it can also be considered to be a public relations product. It is mailed to politicians, universities, teacher organizations and various other groups. The NBTA presents teachers as professionals who learn, colleagues who volunteer and lead, and as people who work diligently to improve public education in N.B.

Some teachers have suggested that after copies have run their course in staff rooms (a month or so), it might be advantageous to “Spread the News.” In other words, teachers can bring an issue to a dentist or medical office and leave it behind so members of the public can take a look. A copy or two might be shared with School PSSC’s or left in school public areas (outside the office) where parents might wait. We know how creative teachers can be and if you have an idea please try it out and share it with us. (blake.robichaud@nbta.ca)

## New Website Main Page



### The New Brunswick Teachers’ Association

[REGISTRATION](#) | [FIND YOUR MEMBER NUMBER](#) | [MEMBERS ONLY](#)





## Professional Learning Opportunities 2016-2017

### Key this Week

2016-2017  
Membership  
Registration





Draws for  
iPad Minis on  
Sept. 16<sup>th</sup> & 30<sup>th</sup>

### Working on Your Behalf



[PRESIDENT](#)  
[EXECUTIVE BOARD](#)  
[STAFF](#)

[SUPPORT STAFF](#)  
[BRANCHES](#)  
[COUNCILS](#)  
[COMMITTEES](#)

### LATEST NBTA NEWS



#### The Profession

- Professional Learning
- DOE/NBTA Educational Improvement Grants
- Curriculum/Assessment
- School Learning Environments
- Teacher Awards
- NBTF
- AEFNB
- EECD

#### Early Career Teachers

#### Supply Teachers

#### Calendars

- NBTA Deadlines and Important Dates
- School Calendar 2015-16
- School Calendar 2016-17
- 2015-2016 NBTA Planning Calendar

#### Services

- Legal
- Pension
- Teacher Certification
- Counselling
- Wellness

#### Resources

- Communiqué's/Media Releases
- Documents
- Forms
- NBTA YouTube Videos
- LGBTQ
- NBTA Branch Manual
- Code of Professional Conduct
- Members Handbook

#### NBTA News

- Latest Issue
- General Information
- Printing Schedule
- Ad Specifications
- Previous Issues
- NBTF Focus Express

NEW BRUNSWICK TEACHERS' ASSOCIATION \* P.O. BOX 752 \* 650 MONTGOMERY STREET \* FREDERICTON \* NEW BRUNSWICK \* E3B 5R6 \* (506) 452-1721



# NBTA Board of Directors 2016-2017



Guy Arseneault  
President



Larry Jamieson  
Executive Director



George Daley  
Vice-President



Barry Snider  
Acting Past President



John Fougere  
0214



Donna Lagacy  
0215



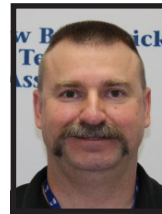
Ron Furlotte  
0215



Connie Keating  
0216



Brice Betts  
0217 (Alt.)



Harold Dalling  
0618



Alyssa MacIsaac  
0619



Kari Pasrons  
0820



Dan Patterson  
0820



Christine Leeman  
1021



Heather Ingalls  
1022



Sean Kelly  
1023



Peter Lagacy  
1428



Bill Hogan  
1429



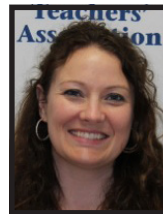
Robina Sharkey  
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Jason Green  
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Harmien Dionne  
1450



Bethany Toner  
1454



Dawn Beckingham  
1536



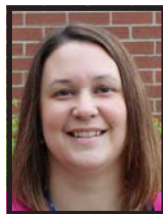
James Ryan  
1538



Jessi Stever  
1542



Kim Cripps  
1608



Barbara Brown  
1610



Nicholas Fullerton  
1640



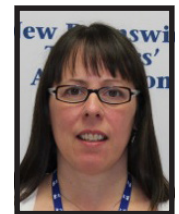
Catherine Campbell  
1724



Wendy Peters  
1725



Jonathan Hunter  
1809



Karla Roy  
1826



Gregory Peters  
1826



Wayne Coburn  
1827





# Educational Leaves: 2017-2018

**Deadline for Applications:  
November 4, 2016**

**Application Forms:  
Use Only Forms Marked  
"For 2017-2018"**

## General

In order to advise teacher applicants by the end of January 2017, the deadline date for applications has been established as November 4, 2016.

## 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 an educational leave up to one full year. Please note that both short-term and full-year leaves are for the 2017-2018 school year only; leaves for January-June, 2017 cannot be considered.
- in keeping with the Collective Agreement, a teacher on an 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 an 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 an educational leave should direct them to:  
*Larry Jamieson,  
Secretary, Educational 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, Educational Leave Committee, and forward one copy to the District Superintendent and one copy to the School Principal. **No applications for educa-**

**tional leave will be accepted by the Committee if post-marked or emailed after November 4, 2016.**

- Applicants shall be advised of the decisions of the Committee by the end of January 2017.

## 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 and 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 educational leave (see note below).

**Note:** Some priority will be given to members who have not previously been granted an 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:* Guy Arseneault;  
*Association des enseignantes et des enseignants francophones du Nouveau Brunswick:* Marc Arseneau;  
*New Brunswick School Districts:* two representatives;  
*New Brunswick Teachers' Federation*  
Larry Jamieson – Secretary; Marcel Larocque

***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.***



# NBTA Membership Registration 2016-2017



**All Teachers**  
including Supply Teachers (after working their first day)  
**Must Register** electronically at **www.nbta.ca**  
**EACH School Year.**

*\*This also registers you with the NBTF\**

Your updated information allows you to:

**Access - NBTA & NBTF Services & Members-Only Websites**  
**Register for - NBTA Seminars, Workshops & Council Day**  
**Vote - NBTA Elections & NBTF Collective Agreement**

**Key this Week**



**Go to [www.nbta.ca](http://www.nbta.ca)  
and click**

***Draws on Sept. 16  
& Sept. 30 for an  
iPad mini  
+ supplemental prizes***



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

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

# All Supply Teachers (Certified & Local Permit) after working their first day Must Register EACH School Year at [www.nbta.ca](http://www.nbta.ca)

**Go to [www.nbta.ca](http://www.nbta.ca)  
and click** 

**Key this Week**

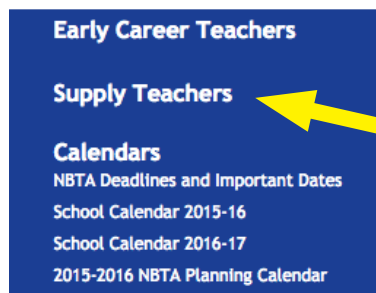


2016-2017  
Membership  
Registration 

 Draws for  
iPad Minis on  
Sept. 16<sup>th</sup> & 30<sup>th</sup>

## **Information on Rights, Responsibilities, & Benefits**

- New Brunswick Teachers' Association ([www.nbta.ca](http://www.nbta.ca))



Early Career Teachers

**Supply Teachers**

Calendars  
NBTA Deadlines and Important Dates  
School Calendar 2015-16  
School Calendar 2016-17  
2015-2016 NBTA Planning Calendar

**Register first...**

**Then, access booklet**

- New Brunswick Teachers' Federation ([www.nbtffnb.ca](http://www.nbtffnb.ca))  
**Collective Agreement (under "Publications")**



**Members' dues are deducted automatically, whether 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 2017

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](http://www.nbta.ca)

**Deadline: November 1, 2016**

Further information may also be obtained by visiting:

[www.ctf-fce.ca](http://www.ctf-fce.ca)

or from [melinda.cook@nbta.ca](mailto:melinda.cook@nbta.ca)

Send completed forms to:

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



Project Overseas 2016

## 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 2017.**

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.

# Project Overseas 2016: Dominica

By Anne Ervin, Lakewood Heights School, Saint John



This summer, the Canadian Teachers' Federation sent 54 teachers to eleven African and Caribbean countries to work with teacher colleagues on its Project Overseas program. I was fortunate to be a part of this program designed to strengthen public education. I worked alongside the Dominica Association of Teachers (DAT) and a team of five Canadian teachers to provide professional development in the area of Literacy, SMART Goal setting and classroom management to its members.

Daylight on the first morning revealed a lush green, expansive beauty and it was clear that Dominica, 'The Nature Island', was the most beautiful island I had ever seen. This tiny Caribbean island is full of mountains, rain forests, waterfalls, rivers and the windiest roads you're likely to ever encounter. We began attending school closing ceremonies where student achievement was celebrated with elaborate speeches, songs, and dance. Touring around provided a glimpse of each school's unique culture. We were greeted with smiles and appreciation for our work in Dominica at each stop.

Despite a great deal of planning and preparation, the first day of our workshop didn't unfold as I had anticipated. From my initial survey, it was clear that the teacher training levels varied widely and the grade levels taught ranged from pre-primary to secondary. While trying to organize an ice-breaker activity and dealing with technological hiccups, I was competing with overwhelming heat, noise from the surrounding classes and a nearby roadway, as well as the boisterous chatter of participants. Hearing them discuss the barriers in their education system and essentially experiencing their typical classroom environment equipped me with a better understanding of their world. With this mindset, we began the first full day of class by reviewing our interest inventory results and focused on setting workshop goals for individual teachers. My co-tutor and I planned accordingly to ensure that each teacher exited the workshop feeling their time spent was of value. We found our collective groove and established three over-arching goals to guide our days:

- 1) **Enhancing best practices of Balanced Literacy instruction**
- 2) **Inspiring and engaging students to help produce independent readers and writers**

### 3) **Planning for success of ALL students with individual goal setting and conferencing**

A wide range of topics were covered and time provided for practice adapting and applying the teaching techniques for specific grade levels. The discussions and classwork led to a greater sense of competency among teachers and equipped them with strategies to engage students in the learning process. The participants became receptive to using peer coaching, small guided groups, and conferencing to assist with meeting a wide range of learning needs. My Dominican co-tutor felt this "Canadian" perspective was beneficial and expressed the need for teachers to plan student-centered learning experiences and see students as leaders.

Through discussion, it was evident that challenges in education such as class size and composition, resources, student engagement, and parent involvement existed. More paramount was that the teachers were driven to improve, yearning for direction, professional development and support. Many of these teachers had elected to spend the first two weeks of their summer vacation attending class, some ill and others with children in tow. The teachers were keen to access information on our class website and discussed daily topics further on a What's App group chat created. This collaboration will ensure that professional development continues beyond the 2016 DAT workshop.

My class had worked hard to develop their application of new strategies and supported each other in a way I found very endearing. I was immensely proud as they presented their course work on stage to the crowd of officials and teachers. The Chief Education Officer encouraged the teachers to add value to student learning by returning to their schools and sharing their new knowledge. DAT President, Mrs. Nicholas, reminded teachers they would see incremental success that wouldn't be visible overnight and stressed the need to touch a students' soul in order to motivate student success. The ceremony concluded with the Special Education teachers singing, "Each one should reach out and teach one, then we can become the beautiful land we all envision." By offering professional development, direction and a supportive network to the teachers of Dominica, it is my hope that together we made their challenging job a little more manageable. Whether in Dominica or Canada, we as teachers have a great deal to offer to one another. Being a part of Project Overseas Team Dominica was a rewarding experience I will not soon forget.





# Project Overseas 2016: Haiti

by Michelle Basque, Superior Middle School, Bathurst



Thanks to Project Overseas, I have recently arrived from Haiti where my team offered professional development in Jeremie, 4 hours from Port-au-Prince, to approximately 130 teachers in various subjects. The Canadian team consisted of Gabrielle Lemieux from l'Association des enseignantes et des enseignants franco-ontariens (AEFO), Dany Janvier-MacIntyre from the Nova Scotia Teachers Union (NSTU), Myriam Bara from the Manitoba Teachers' Society (MTS) and myself, Michelle Basque. We were paired with Haitian teachers and other members of the National Confederation of Haitian Educators (CNEH).

Together, we instructed classes in subject areas such as French, math, science, evaluation, the prevention of HIV and gender equality. We played icebreaker games and games where you had to cooperate with the other members in order to reach a set goal. We taught best practices and modeled concepts of cooperative learning in our classrooms.

I taught math with Josème, a very smart mathematician and retired teacher. He loved it when we would stump the teachers and there would be different answers to our prepared math problems and assignments. Josème and I had many opportunities to chat and I will cherish these discussions forever. He would ask me if people walked everywhere or if they took public transit. He was surprised when I explained that a lot of people walk in the evenings to exercise or walk their dog. Since walking to get basic needs met is a part of his every day life, it was odd that people walked for fun. Another peculiar difference is that there are animals roaming freely. On any given day, you could see chickens with their chicks, goats, and cows. A chicken actually laid an egg while my colleague was teaching! Josème wondered about the chickens here and thought it was odd that we kept them in fenced areas. Along the same lines, our Haitian participants were very surprised to hear that people in Canada often let their dogs sleep in their bed, and that some people even dress up their pets. The dogs there eat table scraps, chicken bones and do not have special beds. I showed them pictures of my dog and they just loved her.

Another thing Josème and I discussed was how much children respect their elders in Haiti. When a younger person

walks into a room, they will greet the elders with a handshake and a warm hello. I learned that greetings in general are important. People there take the time to say "hi" to everyone when they arrive and "bye" to everyone when they leave. It was nice.

We had a Canada celebration where I taught the teachers how to play frisbee. They loved it. We also showed them 'pin the tail on the donkey' (we modified it to 'pin the maple leaf on the flag'. Did they ever laugh. It's like they had never seen anything so funny. It was awesome.

During the closing ceremonies, our participants and members of the teacher organizations came together. There were singers and dancers and all participants received a certificate. At the beginning of the evening, everyone sang Haiti's national anthem. The passion they sang with gave me goose bumps. You would have to be there to understand the pride and the raw emotion that filled the room. They even have an anthem for teachers and they sang that just as loud. It was a touching experience to say the least. The participants were so happy when they received their certificates and would come thank us and shake our hands or do the kiss kiss on each cheek.

Another aspect I had to adapt to was how much I wanted our classes to start on time, and our Haitian partners would mention this to the participants, how Canadians are rarely tardy. It became quite comical when we would ask for breakfast to be prepared for 7 am, but we came to realize that this meant 7:30 am. I also realized how I like to give orders. However, in Haiti people usually are less bossy. It's more like "*je vous invite à sortir vos crayons et résoudre le problème*" (*we invite you to take your pencil out and solve the problem*).

Another memory I will have was of the children. They would come in groups daily either to sell peanuts or just to come look at us. They would hug us and smile and just observe. They were so adorable.

I went to Haiti to help teachers with their math instruction and to share some of the activities I do in my classrooms. However, I feel that I am the one that has learned the most. What an experience it has been to live in a completely different place for almost 3 weeks. I am left with many good memories and am reminded of how fortunate we all are to live here.

This was a once in a lifetime experience and I would do it again.



# Teaching in Canada – A View from an Australian Exchange Teacher

Tim Zammit is a thirty-one year-old English teacher from Willunga High School in South Australia who is currently on a one-year teaching exchange to Canada.



I had never lived overseas. In fact, apart from being a beginning teacher in the Murraylands, I had never lived outside the Southern suburbs of Adelaide. The longest I had been away from my family and friends was a seven-week stereotypical Contiki vacation in Western Europe. Therefore, I was understandably anxious when I was successful in my application to participate in a year-long teacher exchange. I was fortunate to be ‘matched’ with an English and social

studies teacher working in Saint John, New Brunswick, on the east coast of Canada. After a speedy approval from both education departments, my exchangee and I prepared to swap our houses, cars and lives for the duration of 2016.

I am currently teaching at Woodlawn Learning Centre in Saint John. Woodlawn is an alternate learning site for “at-risk” youths (similar to DECD Better Behaviour Centres). The cohort has differing levels of complexity. The role has been both immensely enjoyable and rewarding. It has been professionally empowering working in a different culture’s educational system. I am constantly fascinated by the subtle differences, whether it be acronyms, industrial relations, curriculum, or the fact Canadians have snow days. The exchange has given me the opportunity to continue to develop as an educator in a completely alien environment.

Before arriving, I was anxious if I could create effective professional relationships with staff and students. As it turned out, my anxiety was misplaced as staff, students and the community alike have been extremely receptive to my presence at Woodlawn Learning Centre. The students in particular are still fascinated by the presence of “an Aussie” in their school. Staff, students and community members constantly pepper me with questions about my homeland. Trying to explain Australian Rules Football has been an ongoing challenge to which the standard Canadian response is “So, it’s rugby, eh?”.

It turns out that the same effective strategies and curriculum I used at my home school, Willunga High School, has led to a positive response from my cohort. The saying “kids are the same everywhere” is absolutely appropriate. It has been a curious adventure to analyse and dissect the delicate differences between the curriculums and modify my own to meet the student’s needs.

One major benefit of being on a teacher exchange is the endless opportunities it allows for travel. Saint John is perfectly located on the east coast of Atlantic Canada only ninety minutes from the U.S. border. The location allows for easy travel across North America. Prior to commencing

my teaching duties, I travelled to previously unattainable destinations such as San Francisco, Las Vegas, Denver and New York City. Over the mammoth eight-week Canadian summer break, I intend to explore more of North America via an improvised road trip. Travelling through the province of New Brunswick has also been a unique experience. The wildlife, snow-covered hills, forests and locals have been amazing.

***“It has been professionally empowering working in a different culture’s educational system.”***

Having to adapt to a Canadian winter from a South Australian summer was relatively easy. At times the temperature has plummeted below minus twenty. However, with adequate provisions and layers of clothing this has not been problematic. The one perverse benefit of a Canadian winter is snow days. After a snowstorm the terrain is truly beautiful, nothing compares to it in sunny South Australia.

The opportunity to participate in a teacher exchange has been a truly rare and incredible experience – both personally and professionally. I am truly grateful for this opportunity and applaud both departments of education for this initiative. The fact that I do not have to pay rent for a house overseas, still get paid my home salary and I am guaranteed to return to my job at Willunga High School upon my return made this proposition both financially sensible and rational. I highly recommend the CEEF exchange program to any South Australian teachers who want to develop themselves professionally and are looking for an adventurous challenge.



*Interested in organizing a similar professional learning experience like Tim’s through an exchange? See the ad on the following page for information meeting on November 5<sup>th</sup> or contact [ardith.shirley@nbta.ca](mailto:ardith.shirley@nbta.ca)*



## TEACHER EXCHANGE: THE WORLD IS YOUR CLASSROOM!

Live and teach (including your family) in another country for a year while remaining employed and paid by your Canadian board and retaining all benefits. The Canadian Education Exchange Foundation, as mandated by the New Brunswick Department of Education and Early Childhood Development, facilitates reciprocal teacher exchanges to the United Kingdom (England, Northern Ireland, Scotland, Wales), Denmark, France, Switzerland (limited), Germany, Australia and some U.S. states. Applications are now being accepted for the 2017/2018 school year. For information visit [www.ceef.ca](http://www.ceef.ca).



Information Meeting with CEEF representative Carol Wilkins sponsored by NBTA:

**DATE:** Saturday, November 5, 2016, at 11:00 am

**LOCATION:** NBTF Building, Fredericton, NB

For more information contact **Ardith Shirley**, Professional Learning, NBTA at **506-452-1740** or [ardith.shirley@nbta.ca](mailto:ardith.shirley@nbta.ca).

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

### TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2017

#### *WHAT IS A TEACHER DESIGNED PROFESSIONAL LEARNING GRANT?*

TDPLG 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 2017 – December 2017. Interested teams of 3-5 teachers are invited to apply. Application forms will be available online beginning November 7, 2016. The November edition of the *NBTA News* will provide further details concerning selection criteria and grant requirements.

## Deadline to apply is December 9, 2016

# 2016-2017 NBTA Pension Seminars Registration Form

## **Date of Seminar:**

- October 29 - Moncton
- December 3 - Saint John
- January 21 - Bathurst
- February 4 - Fredericton
- February 25 - Sussex

## **Deadline for Registration:**

- October 21
- November 25
- January 13
- January 27
- February 17

Name of Teacher: \_\_\_\_\_ Birth Date \_\_\_\_\_

Email Address: \_\_\_\_\_ Dist. \_\_\_\_\_

Is partner attending?  Yes  No **(If partner is a teacher, please fill out a separate form)**

No. of pension years you will have accumulated to June 2016 \_\_\_\_\_ Certificate Level: \_\_\_\_\_

Are you planning to buy back time?  Yes  No If "yes", how much time? \_\_\_\_\_

Do you receive a Responsibility Allowance (Principal/Vice Principal/SPR)?  Yes  No **(If "yes", contact your payroll officer at your District Office and have your last 3 years' salary history faxed to Tammy Boon, 453-9795)**

**Form can be emailed or faxed to Tammy Boon**  
**tammy.boon@nbta.ca**  
**Phone: (506) 452-1722 Fax: (506) 453-9795**

## 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.

### 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 ONE WEEK PRIOR TO SEMINAR.**



# The Changing Face of Retirement

by Michael Ketchum, NBTA Staff Officer

When can I retire? This is the question we are most often asked when discussing pensions with teachers. However, there are many considerations when making the decision to retire and many of these are changing.

The retirement picture has changed drastically over the past decade or more. No longer are people retiring to the rocking chair. Teachers who have retired over the past few years are doing a variety of things in retirement, none of which usually involve rocking chairs. Retirement is an opportunity to do something new that you had always dreamed of, start a new career, spend more time at a hobby or turn a hobby into a money-making venture, or any number of options. In retirement there is more time that can be devoted to these types of things and the number of things teachers are doing is as varied as the teachers are. For example, one retired teacher is selling fudge on-line, another became a full-time paramedic, while another runs a small wood mill, and there are many more.

Due to the fact that each generation is living approximately 10 years longer than the last, many people are working longer and growing their pension or are choosing a second career after retirement from teaching. Living longer is also placing a larger demand on the pension funds and thus the pension reform of 2014, which has created a more secure pension for many years to come.

An article in the *Globe and Mail* by Leah Eichler refers to a change in the 3-stage model of life. These are education, work, and retirement which have now become education, work, stop full-time work, work part-time, with continuous learning throughout. Obviously, we promote life-long learning as professional practice, however Leah is indicating there is plenty of learning happening after retirement, as well.

These changes mean some teachers are teaching longer, while others are not ready for “the rocking chair” and are choosing to occupy themselves in various ways after retirement. The question remains, “When should I retire?” For some, this may be a challenging decision for many reasons. One of these may be the fact that we identify ourselves as teachers 24/7 and some wonder what they will be when they are not teaching.

The answer is that once we become a teacher, we are teachers for life, even in retirement. Most of us have had the experience of meeting a retired teacher who taught us at some point in time and we always refer to them as “my teacher”. So, even in retirement, we are recognized as teachers.

Some of the things to consider in retirement are the following:

**Finances** – Income from Teachers’ Pension, Canada Pension, Old Age Security, Retirement Allowance, RRSP’s, savings etc.

**Expenses** – Mortgage, health insurance, children’s tuition, etc.

**Family** – If you have a partner, when are they planning to retire? If there are children, when are they done post-secondary education? Are there parental needs?, etc.

**Social** – As teachers we have many human interactions on a daily basis simply by the nature of our profession. However, it is important to maintain a strong social context in retirement, which may require some thought and planning.

**Health** – Although there may be more time for exercise in retirement, it is important to consider this change and the impact on overall health. In some cases, health concerns may be a contributing factor in the decision to retire.

There are many factors influencing teachers as they consider the decision to retire, which can often be a challenging decision. In fact, one principal who recently retired told me it was the most difficult decision he ever had to make.

So take your time, gather all the important information, talk to people who have retired and consider all the factors that are important to you. Eventually you will make the decision to retire and enjoy many fulfilling years “after school.” As I have heard from many retiree’s, “You will know when the time is right!”, “There is no life like it!”

If you have questions about your pension or retirement, your NBTA staff of Michael Ketchum and Melinda Cook may be able to help you.

**Michael Ketchum**  
NBTA Staff Officer  
Member Services

(506) 452-1722

[michael.ketchum@nbta.ca](mailto:michael.ketchum@nbta.ca)



**Melinda Cook**  
NBTA Deputy Exec. Director  
Member Services

(506) 452-1722

[melinda.cook@nbta.ca](mailto:melinda.cook@nbta.ca)





## The New Brunswick Society of Retired Teachers

[www.nbsrt.ca](http://www.nbsrt.ca)

**NBSRT**  
Since 1975

September 2016

### A Message to Teachers

As another school year begins the New Brunswick Society of Retired Teachers (NBSRT) knows you have once again prepared and decorated your classrooms. Your instructional materials and resources are organized. Activity centers and work stations have been set up. You have introduced yourself to, welcomed, and become familiar with your students. You have set the stage and established the criterion for success. Another year of learning is underway.

As always, the year will provide many rewards, both in the classroom and in your relationships with your peers. You will meet the challenges of working with families and colleagues and meet the individual and diverse needs of students in dynamic classrooms.

This year there will be additional challenges outside the classroom including negotiations (we remember a one day strike and the withdrawal of voluntary services), a decision on Immersion, and the Provincial Education Plan. They have the potential to impact your year.

A year with these added challenges also provides opportunities for mutual support. As retirees we offer our backing. We will have you in our thoughts and do what we can to support you.

May 2016-2017 be, despite the challenges ahead, as rewarding for you as we know you will make it for your students.

Yours truly,  
Margaret Urquhart  
President, NBSRT

**A Member of the Canadian Association of Retired Teachers**  
[www.acer-cart.org](http://www.acer-cart.org)

# Are You Thinking About Retiring this Year?

The New Brunswick Society of Retired Teachers (NBSRT) represents over 2700 retired teachers. We are affiliated with our Francophone counterpart, SERFNB, the Canadian Association of Retired Teachers and have representation on the Coalition for Seniors and Nursing Home Residents Rights.

Throughout the year local branches provide varied opportunities - lunches, dinners, games afternoons, interest groups, speakers, workshops, outings – for enjoying the camaraderie and conversation of fellow retirees and former colleagues.

As an association NBSRT also

- advocates on matters of importance to retirees – present and future
- maintains a website ([www.nbsrt.ca](http://www.nbsrt.ca)) with a members only section

- publishes *Reflections* magazine (3 issues a year)
- promotes the School Days Museum
- monitors and reports on the Group Insurance Plan relative to benefits for retirees
- monitors and reports on pension plan developments

In meeting the needs of our members we value support from the NBTA and Group Insurance Trustees. For membership information, visit our website or contact:

Dale MacRae, Membership Secretary  
04-840 King George Highway  
Miramichi, NB  
E1V 1P8  
[macradar@gmail.com](mailto:macradar@gmail.com)





# Three marvelous weeks with FSL teachers from all over Canada – UBC’s Institut de Français à Québec

by Lori Thompson, Fredericton High School

This summer I had two goals: travel to an exciting city and attend a French language institute. I googled “French camp for teachers” to see where other Canadian FSL teachers go to polish their language skills. I noticed a three-week institute in Québec City offered through the University of British Columbia’s (UBC) French Centre. This institute invites teachers from BC, across Canada and the United States, to meet in this historical and unforgettable city to improve language skills and immerse in a Francophone community! I decided to attend their institute so I could meet other teachers from across Canada and learn in a city I love!

What made UBC’s institute truly unique was its location. Housed for the last 25 years at Mérici College (located next to The Battlefields Park and the Plains of Abraham), this location puts participants in the heart of Québec City. Surrounding the college is a thriving community of professionals, families and small businesses. My daily routine to get groceries or a morning coffee gave me a chance to meet local residents, immerse quickly in my new surroundings, and start communicating entirely in French. What an adventure!

The program was outstanding. The teaching staff provided an excellent curriculum and schedule of events that included a blend of classroom instruction, cultural lessons, songs, dance, improvisation, outings, celebrations, and French film. Not limited to the classroom, we were transported to Québec’s most beautiful scenic/historical areas. We visited

Québec’s oldest churches; toured a provincial museum housing Québec’s best artists; celebrated the maple syrup trade and traditions of the Quebecois; took in Montmorency Falls; and, completed a treasure hunt through Québec’s oldest business districts. There was never a dull moment. We were promised an immersion of the language and culture and we got it.

On a personal note, it was also nice to find some time on my own after a long school year. During down time, many participants took in the 10-day summer music festival (Festival d’été du Québec – FÉQ). It was surreal to have attended so many concerts including Sheryl Crow, Sting/Peter Gabriel, Red Hot Chili Peppers, Duran Duran, and Francophone bands like Coeur de Pirate! No one could be found in their apartments in the evenings: you were out or enjoying the “5 à 7” hosted outside the dorms by participants and program teachers. It was magical.

In the end, I returned home with a number of new approaches and fun activities for FSL teachers in my school. Having a chance to meet and live with teachers from all over the country was unique and special. This program did more than meet my professional interests and goals - it re-energized and re-ignited my love of French language and culture. I left feeling on top of the world!

Now that’s great summer PD.

## New Brunswick Representatives to CTF Meetings July 11-15, 2016



NBTA Executive Director Larry Jamieson, Vice-President/President-Elect George Daley, Deputy Executive Director Melinda Cook, President Guy Arseneault, Staff Officer Kim McKay, Acting Past President Rick Cumming, and NBTF Executive Director Kerry Leopkey.

# “Talk With Our Kids About Money Day” hosted by Bliss Carman Middle School – ASD-W - April 20, 2016

Submitted by Garth Wade, NB rep, CFEE

As part of the national recognition day for “Talk With Our Kids About Money” a program of the Canadian Foundation for Economic Education (CFEE), 160 grade 7 students representing host, Bliss Carman Middle School, Devon Middle School, George Street Middle School and Nashwaaksis Middle School participated in a full-day conference dealing with topics of financial literacy. The day included opening remarks, sessions with Stephen Horsman, Deputy Premier, Province of New Brunswick; David Coon, MLA, Province of New Brunswick; David McTimoney, Superintendent of Schools, ASD-W; and Chris Ramsey, Owner, Crabbe Mountain Ski Hill. The rest of the day included 21 individual sessions with various leaders from financial organizations (Washburn Financial; The Learning Partnership; FCNB; NBTA Credit Union; Omista Credit Union; RBC Dominion; BMO; and teachers from the 4 participating schools. During lunch participating students and invited parents visited booths from the various groups (FCNB, CIBC, Omista, ASD-W, CFEE, BMO, NBTA CU).

Jill Johnson and Andre Ouellette, teachers from Nashwaaksis Middle School participated as session leaders. The following are their thoughts and impressions of the day along with a copy of their session plan:

“When I heard that middle schools would have a chance to participate in this day and I saw how the day would play out, I couldn’t wait to be part of such a valuable learning opportunity for the youth and an awesome way for students to get involved in their learning about money in a positive, informative and “real” way.”

Jill Johnson – “For the past 13 years teaching Math to middle and high school, I have always done a project on Stocks where students buy and trade with pretend money. Each stu-

dent would receive \$100,000 and have to buy 5 stocks and watch their growth/demise over 3 months. They would have the option to sell and trade their stocks for other stocks and learn the ‘ins’ and ‘outs’ of what business and world issues have in common. This has always been the biggest hit for students, a real life project that makes sense to the students and involves families to get involved with their child on why certain stocks are better than others, why and how world events can affect the stock prices. It was the one project/topic I taught that had more family discussions and family involvement than any other topics. It even went as far as to have students ask that their birthday money go towards buying stocks to start investing. So, when the TWOKAM Day came to life, I couldn’t wait to share my knowledge and learn from the other presenters.”

“Financial Literacy is so important to share and teach our students for all different reasons. It can be adjusted to age appropriate topics for all grade levels. It is empowering to see students realize that their money can be used for... Wants, Needs and depending on their values in life, it can have a major impact on how they live their lives. Without the true understanding on how money works, the Value of Money, students might make mistakes early in their lives that have lasting impacts in their future. Starting to talk to students at the middle school age about what credit/debt/interest rates really mean will only help them as they graduate from high school. There are a lot of people who don’t truly learn about these topics and understand them until it is too late. These can be difficult to grasp, so the earlier we introduce interest rates to students and how the world works with money the more able they are to make the right decisions outside of school.”





# Talk with our Kids About Money

## Values vs. Needs vs. Wants

### Session Lesson Plan:

“Our plan was about teaching students to differentiate ‘Wants’ and ‘Needs’ and then to evaluate what their values are to help them understand what it is they will want and need when spending money.”

### Activity 1: Grouping

In groups of 4 - 5, students split chart paper into 4 sections and label them Values, Needs, Wants and Typical Day.

### Activity 2: Discussion questions:

- What is money and why is it needed in society?
- What do you (personally) do with your money?
- How much does a normal day cost you? (think of everything you may need in a day)

On chart paper, as a group they write what their day looked like and how they spent money today. (5 mins)

- What do you “Need” money for?

Individually on the back of the Money Sheet list your top 10 needs that you have in your life.

- What do you “want” money for?

On chart paper list all their wants as a group.

### Activity 3:

**What is a Value? What do you Value? (i.e. family, love, friendship, health) How do you think money relates to these things? Does it relate?**

- Have students write all the things they Value most in their lives. We, as an individual need to know what we value first before we know what it is we want to spend our money on.
- With their group, discuss the word “Value” (2 mins)
- On the chart paper, make a list of what your group “Values” in their life.
- Draw your hand in the space below (1 mins)
- In each finger write in your top 5 things that you value in your life! (3 mins)

### Definition of what a Value is on the board:

A person’s principle’s or standards of behavior; one’s judgment of what is important in life.

Estimate the monetary worth of (something).

### Activity 4: TOP 5 Needs

In groups of 4 – 5 they are to look at their individual needs in life, and as a group they must discuss what the top 10 needs are that relate to their Values, but also to survive.

Then narrow the list down to 5 as a group.

Groups will place them on the board and then we compare or we discuss what should be the top 5 Needs for the whole group. Discuss how individually our needs may change a bit from the group.

### Activity 5: Why would someone save, invest or donate their money and how does this connect to personal values?

“It really is pretty amazing to hear the student’s comments... (“Shouldn’t every student be able to learn about money”, “Can we get our grade 7 teachers to teach these topics to all our friends?”)

“We enjoyed the day, and in a cool way it gave us a sense of why teaching is so valuable and important. Sometimes, we get caught up in the day-to-day things, stresses and forget that students do want to learn, they do want the knowledge and finding days like this to see so many engaged in their personal learning on ‘money’ was so powerful. Goose Bumps.”

Special thanks goes to John Hamilton, Principal, Bliss Carman Middle School, who provided the venue, resources and personal time/energy to make the day a success. Also, special thanks to Pierre Plourde, Principal, George Street Middle School; Patty Oxford, Principal, Devon Middle School; Jason Smith, Principal, Nashwaaksis Middle; Alex Yaychuk, Vice-Principal, Nashwaaksis Middle and Chantale Cloutier, Vice-Principal, Bliss Carman Middle School for their involvement in the project.







# Canada's Outstanding Principals

THE LEARNING PARTNERSHIP

## 2017 Canada's Outstanding Principals' Award

*This national award profiles outstanding leaders in education. Award recipients and their schools receive national recognition. Winning principals participate in a 5-day Executive Leadership program at the Rotman School of Management, University of Toronto, attend an awards gala, are profiled in a national newspaper and join the prestigious Academy of Canada's Outstanding Principals.*

**Do you know an innovative leader  
in publicly funded education?**



 **Nomination deadline is October 31, 2016**

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

**[thelearningpartnership.ca/COP-nomination](http://thelearningpartnership.ca/COP-nomination)**

or contact: **Jon Powell**, Program Manager

Tel.: 416.440.5112

E-mail: [jpowell@thelearningpartnership.ca](mailto:jpowell@thelearningpartnership.ca)

[thelearningpartnership.ca](http://thelearningpartnership.ca)

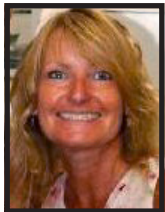


**The Learning  
Partnership**

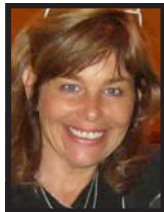
PUBLIC EDUCATION. CANADA'S FUTURE.

## Welcome to the Teaching Profession!

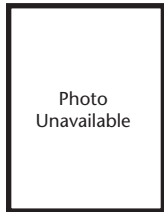
NBTA, as the Professional Association, is pleased to offer support specific to the needs of our early career teachers. Part of that support comes through POINT - Professional Orientation and Induction for New Teachers. Each NBTA Branch has a POINT Liaison (pictured below) who takes the lead in organizing a Branch welcome, as well as a mid-year follow-up. Thank you to our POINT teacher volunteers who help make new teacher support possible.



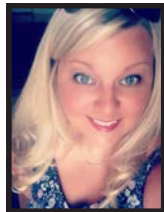
Debbi Sloan  
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Karen Tanner  
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Martin Pelletier  
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Kerri Ryder  
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Sandy Tingley  
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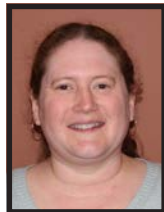
Jillian Kiervin  
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Stacey Wood  
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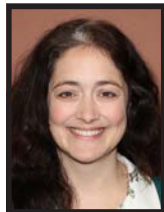
Naomi Cooke  
1021



Sally Cogswell  
1022



Heidi Brown  
1023



Beth Christie  
1428



Marie Ketch-Gaddas  
1429



Beth Corey-McCready  
1430



Danielle Fillmore  
1431



France Morin-Parent  
1450



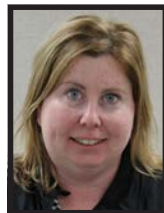
Parise Plourde  
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Lise-Ann LaPointe  
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Mae Cameron  
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Connie Ellis  
1542



Colleen Hayes  
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Elizabeth Price  
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Ginny Richard  
1640



Catherine Campbell  
1724



Jocelyn Doucet  
1725



Angela Lardner  
1809



Derek Taggart  
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Tina Noble  
1827



# Celebrating the Curious Cat In All Of Us

by Ardith Shirley, NBTA Staff Officer

Recently I was doing a bit of research for a workshop when I stumbled upon the HIGHER LOWER<sup>1</sup> game. For those of you who have never heard of it before, allow me to introduce you to a frustratingly addictive little game that essentially gets you to guess what gets ‘googled’ more using data from global monthly GOOGLE searches. ‘Russia’ or ‘British Airways’? ‘The Beatles’ or ‘Marie Curie’? ‘Adoption’ or ‘Suffragettes’? Fifteen minutes after my initial eye roll, I found myself compelled to hit ‘Play Again’ for the 15<sup>th</sup> time when I mistakenly thought that ‘Jay Z’ was searched more than a ‘Jaguar E’.

About to dismiss the whole experience as a waste of time, I begin to analyze the situation with my teacher hat on – why had I felt so compelled to keep on despite other important deadlines? Other than a tendency for procrastination (I do my best work under pressure), I chalk it up to a healthy dose of good ole’ curiosity... after all, it did kill the cat! Or did it?

In her recent publication, *Cultivating Curiosity in K-12 Classrooms: How to Promote and Sustain Deep Learning*, Wendy L. Ostroff suggests that being curious is an essential part of the human consciousness, a joyful feature of a life well-lived. She further contends that curiosity is critical for human beings to succeed in both school and life as it compels us to learn by jump-starting intrinsic motivation. She provides a scientific link to brain research by pointing out that when our brains seek to satisfy curiosity we actually get a hit of dopamine, the pleasure-producing brain chemical that also happens to improve the powers of observation and memory and is even linked to enhanced cognitive ability.

For all of these reasons, Ostroff contends that cultivating curiosity in our classrooms (and in life) is a worthwhile goal. She goes on to make several worthwhile suggestions for teachers’ consideration:

**Co-Create Curiosity** – Rather than answering questions, the teacher’s role morphs into asking as many questions as the students. It is the antithesis of a top-down classroom structure. Start by thinking – What am I curious about? Share with your students. Ask them the same and you may be amazed at the multitude of ways it will connect to your curricular outcomes!

**Try ‘Kid watching’** – In 1978 Yetta Goodman suggested that the best form of learning assessment is ‘kid watching’. One of the suggestions Ostroff makes is to use the technique to become aware of the natural curiosity in each of your students. Start by providing a block of ‘unstructured’ learning time (perhaps a free play or choice activity in earlier years, perhaps an autonomous discussion, lab or project in later years). After such a period, challenge one another to finish the sentence for each person in the class: “Cassidy is curious about...” “Dylan is curious about...”, “Jayden is curious about”.

*“When we as teachers recognize that we are partners with our students in life’s long and complex journey, when we begin to treat them with the dignity and respect they deserve for simply being, then we are on the road to becoming worthy teachers. It is just that simple — and that difficult.”*

–William Ayers, *The Mystery of Teaching*

**Foster Intrinsic Motivation** – Ostroff contends that externally imposed grades

and endpoints can shift focus away from curiosity. A proposed technique to shift focus back to curiosity is to do an ‘Effort and Learning’ project or activity where students understand that only the effort and the learning process will be evaluated rather than the traditional end product.

**Bolster Imagination And Creativity** – Celebrate mistakes! Our end game should be growing learners and some of the most powerful learning comes through risk-taking and making mistakes. To that end, another proposed technique includes only marking correct answers on homework and quizzes to encourage students to go back and find answers they missed. Yet another sees students get bonus points when they have had marked errors but resubmit with corrected answers and then their rationale (or metacognition) for what they were thinking when they made the error and/or how they plan to remember or understand the concept going forward. What a way to encourage deep learning!

**Support Questioning** – All too often our classrooms and the “game” of school can encourage students (and even teachers!) to become quiet observers rather than critical thinkers. Promote classroom problem solving using “The Five Whys” problem solving technique.<sup>2</sup> The method is based on the idea that people do not fail, but rather process fail. Essentially, once a problem is identified, you ask ‘Why?’ five times to try and determine why the problem is occurring before jumping to a more superficial solution.

**Prioritize Processes Of Learning** – Ostroff’s closing chapter reminds us that in order to cultivate curiosity in our classrooms we must relax our own attitudes

<sup>1</sup><http://www.higherlowergame.com/>

<sup>2</sup>Developed by Japanese inventor Sakichi Toyoda



and self-imposed schedules and time lines and recommit to being learner-centered rather than content-driven. She notes that learning must go 'far beyond simply transferring information from teachers' heads to student's notebooks'. She closes with the recognition that "only if I am a learner myself can my students and I meet in curiosity and co-create knowledge."

After reading Ostroff's book and reflecting on my 'Higher Lower' Google Game experience I am tempted to think that it may actually have been time well wasted? Sure, I may have been distracted from my core purpose at the moment, but it did serve to remind me of the power of a curious mind and well over a week later I am still reflecting on learning – to the point that I somehow am compelled to write to you about it.

Maybe we need to adjust the old adage a bit...curiosity may have eventually killed the cat, but he was a real smarty cat with memories of nine full lives of joyful learning!

*Ardith*



## May I Recommend:

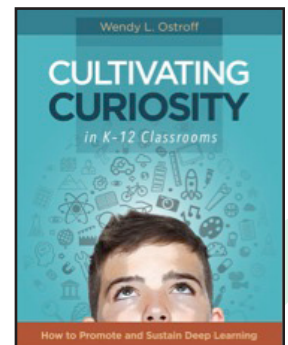
Over the summer, I stumbled upon a wonderful paper from the American Psychological Association and the Coalition for Psychology in Schools and Education. In it, they present the 'Top 20' most important that they believe to be of the greatest use to K-12 classroom teaching and learning. A treasure trove of ideas to reconfirm things you already do and also connect to some fresh ideas. I am only making one recommendation this month – it's that good!

American Psychological Association, Coalition for Psychology in Schools and Education. (2015). Washington, DC: Available online at:  
[www.apa.org/ed/schools/cpse/top-twenty-principles.pdf](http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf)



## Book Give-Away!

Congratulations to Noella Jeong of Fredericton High School who was the winner of our June Book Give Away! Our September draw is for *Cultivating Curiosity in K-12 Classrooms: How to Promote and Sustain Deep Learning* by Wendy L. Ostroff. Sound interesting? Send me an email with 'Book Draw' the subject line sometime before October 1<sup>st</sup>.



## Closing Quote:

**"I have no special talents. I am only passionately curious."**

— Albert Einstein

**"Curiosity is the very basis of education and if you tell me that curiosity killed the cat, I say only that the cat died nobly."**

— Arnold Edinborough



# NBTA Sponsored Professional Course

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

## Enrichment Triad Training Course

**Target Audience:** Teachers (K-12)

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

**Location:**

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

**Registration Deadline:** See below

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

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

**Register Early - Limited Enrolment!**

**Fall:**

**Dates:** Sept. 24, Oct. 1, 15, 22, 29  
Saturdays (9:00 am - 3:30 pm)  
+5 hours outside of class

**Spring:**

**Dates:** Apr. 22, 29, May 6, 13, 20  
Saturdays (9:00 am - 3:30 pm)  
+5 hours outside of class

**Summer:**

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

**Reg. Deadline:** September 16, 2016

**Reg. Deadline:** April 7, 2017

**Reg. Deadline:** June 23, 2017

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

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

**Participant Comments (2016)**

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

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

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School: \_\_\_\_\_

Email: \_\_\_\_\_ Member Number: \_\_\_\_\_ Cell: \_\_\_\_\_

Fall (Sept. 24, Oct. 1, 15, 22, 29)  **OR** Spring (Apr. 22, 29, May 6, 13, 20)  **OR** Summer (July 17-21)

**You will be emailed with a confirmation of your seat.**

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

**Judy Deveau, Executive Assistant, Professional Learning  
NBTA, PO Box 752, Fredericton, NB E3B 5R6**

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



# NBTA Sponsored Professional Course: Kagan Cooperative Learning Credit Course

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

**Location:** NBTF Building, Fredericton, NB

**Dates:** Oct. 1, 15, 22, 29, & Nov. 5

**Time:** 9:00 am – 4:00 pm Workshop

**Instructor:** Michael Smith, Certified Kagan Instructor

**Registration:** \$500/person plus \$99 materials fee. (Please make cheques payable to NBTA) Register by September 16<sup>th</sup> by going to [www.nbta.ca](http://www.nbta.ca)

**Workshop Highlights:** Pump up the fun, friendships, and liking for learning and each other with Classbuilding and Teambuilding • Experience why group work simply doesn't work for everyone, and why Kagan Structures do • Save valuable time and energy with easy-to-use structures that make lesson planning a snap • Keep students on task and effectively manage disruptions with engaging structures • Master the different types of pairs and teams, how to form them, and when to use them • Provide students the will to work together and the skills to do so successfully • Take away hot management tips that will make managing your cooperative class a snap • Fully understand and implement basic principles that spell success for your students • Create an environment where all students are accountable for complete engagement, everyday

*Course may be used to attain 3 credits towards certification for those moving from Certificate 4 to Certificate 5 OR for those moving from Certificate 5 who have already achieved 30 credit hours towards Certificate 6 and require an additional course to meet Certification requirements with EECD.*

Name: \_\_\_\_\_

School: \_\_\_\_\_

Email: \_\_\_\_\_

Member #: \_\_\_\_\_

Cell: \_\_\_\_\_

You will be emailed with a confirmation of your seat.

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

Judy Deveau, Executive Assistant,  
Professional Learning  
NBTA, PO Box 752,  
Fredericton, NB E3B 5R6

You are encouraged to apply well in advance because of limited enrollment.  
**\*Course must have enrollment of 16 participants in order to be viable**

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# Compass Conference 2016

*Early career teachers navigating the professional world of education*



**Thursday and Friday  
October 13 and 14, 2016  
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
- Formative Assessment
- Inclusive Education

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

**Registration:** Electronic registration via [www.nbta.ca](http://www.nbta.ca) September 1 - October 3.

**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](http://www.nbta.ca)  
September 1 - October 3**

For more information, contact Janet at 452-1828 or [janet.peabody@nbta.ca](mailto:janet.peabody@nbta.ca)

# 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](http://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 completed 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](http://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.**



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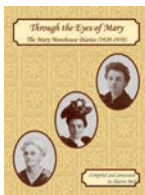


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# Developing Successful Schools 2016

From July 5<sup>th</sup>-8<sup>th</sup>, 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 Peter Dewitt on the topic of Visible Learning – Evidence to Action!

From Participants:

*"The session was very relevant to my job as principal. The presentation topic and delivery are relevant to students, teachers, and administrators. The resources are excellent with direct applications to our environment. Thanks!"*

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

*"This definitely was a worthwhile use of my time in the summer. I so enjoyed the presenter; all were friendly and accommodating. Content was fantastic."*

*"Very enjoyable and valuable learning opportunity. Lots to reflect on and to take back to school."*



Developing Successful Schools is a conference that takes place annually on the Mount Allison Campus. DSS 2017 will take place July 4<sup>th</sup>-7<sup>th</sup> – mark your calendar and stay tuned for more details!

## CONTACT 2016: Teach Like a Jedi!



On August 2<sup>nd</sup>-5<sup>th</sup> educators from across Atlantic Canada joined together on the St. Francis Xavier University campus in Antigonish, Nova Scotia to take part in the Conference on New Techniques and Classroom Teaching or CONTACT. Over the course of the four days, participants explored the evolving requirements of the teaching profession and the challenges of today's classroom under the theme "Teach Like a Jedi!"

CONTACT is an annual conference that is sponsored by the four Atlantic Provincial Teacher Organizations. Next year's conference will be hosted by the PEITF on August 8<sup>th</sup>-11<sup>th</sup>. Mark your Calendars!



# 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)

**Date:** November 4 & 5, 2016 (Friday evening & Saturday) (NBTF Building, Fredericton)

**Watch for complete registration details (beginning October 17) at [www.nbta.ca](http://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:** February 10, 2017 (evening session)  
(NBTF Building Fredericton)

**Watch for complete registration details at [www.nbta.ca](http://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:** February 11, 2017 (morning session)  
(NBTF Building, Fredericton)

**Watch for complete registration details at [www.nbta.ca](http://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](mailto:kim.mckay@nbta.ca) or [ardith.shirley@nbta.ca](mailto:ardith.shirley@nbta.ca)

## Elementary Council: President's Message

*by Karen Miller, Elementary Council President*

Welcome back to another school year! I hope everyone had a relaxing summer and the opportunity to create wonderful, lasting memories with family and friends. I am excited to start a new school year and I bet many of you were like me, creeping into your class early to get a start on arranging furniture, creating inspirational bulletin boards, developing class routines and on curriculum planning. Why??? Because we love what we do!

I feel very fortunate to work on behalf of Elementary teachers, and am very thankful to work beside teacher colleagues on council who truly inspire me, as they willingly give countless volunteer hours to seek new and motivational Professional Learning opportunities for members. Council meets year-round and we are already in the early planning stages for

the 2016-17 school year. Keynote speakers are being developed for the May Council day and other professional learning opportunities are being firmed up. Please check the NBTA News, Facebook and Twitter pages for the latest updates on Elementary Council learning opportunities and please take advantage.

Though April seems like a long way away now, it will come around soon enough. Keep your colleagues in mind for an Elementary Teacher Award of Excellence. The deadline is April 1<sup>st</sup>. Nominating someone has gotten much easier with an online form. It is a great way to honor a deserving colleague.

On behalf of the Elementary Council Executive, I would like to take this opportunity to wish everyone a great start to a positive school year.

## GMCS Celebrates Autism Service Dogs

*by Heather Ingalls, Grand Manan Community School*

Since Fall of 2015, Grand Manan Community School has been fortunate to have two autism service dogs helping students in the elementary wing. The purpose of the dogs is to enable their student buddies to be safer, more confident and independent at school and home.

The first canine friend to join us was Grace, a Golden-doodle who helps her friend Jackson. Students are now accustomed to seeing the pair transitioning through the corridors or running on the playground together - best buddies!

A second autism service dog was welcomed to be Libby's support at school and at home. Skittles is a bright-eyed Golden Retriever who easily won over all hearts - Libby, staff, and students alike.

Prior to the dogs' arrivals, Grace's trainer, Rhonda Langille of Therapeutic Medical Alert Service Dogs, held an assembly for students from grades K-12. She explained the role Grace would play in keeping Jackson safe and happy. Students and staff were also reminded of the importance of letting Grace do her job. This made it clear to staff what the most difficult part of adjusting to our new canine friend would be: No petting!

When asked whether the dogs make a difference in the lives of the students, Jackson's mom, Shannon, said, "I feel Grace has completely changed our lives and is nothing but a miracle. ... Jackson has learned most of her commands and uses them very well. I can't imagine life without her, and Jackson has a best friend." Marlene, Libby's mom says, "Skittles has been life-changing to our entire family!! There are fewer and shorter meltdowns. There is a sense of rest knowing we can always find her. It's amazing to have a service dog that can calm, search, tether and disrupt behaviour at our call 24/7. He has brought great improvement to our home life and to

Libby's life."

Teachers have high praise for Skittles and Grace, as well. Miss Monahan is Libby's teacher, and in her words, "Skittles has made a positive impact on our community of learners. The students gravitate toward him and have welcomed him as part of our classroom family. The students enjoy reading to him and they love to share their learning too. His presence in our classroom will always be something the children will remember. Skittles brightens up our classroom and reduces the potential for anxiety.... I am honored to be a part of this experience with the children."

Educational Assistant Jen Griffin enjoys having Grace as part of the team. "I love Grace and think she brings such positivity to the school. Also, having her at school teaches students and staff about service animals."

The dogs are a huge investment in time and money for the families. Grace and her family interacted and trained for over a year before she came to live in her forever home. Skittles came from Ohio, meaning that Libby and her parents had to travel there and spend multiple days learning to give commands and to interact with their new helper.

Seeing the faces of the service dogs looking up from their seats on the bus or watching their wagging tails disappear through the door at the end of the day has become a familiar, expected sight. The benefits they have to offer our school community become more evident every day. We have no doubt we will be seeing more service dogs to help intervene with our ASD students in the future as parents observe the positive differences a canine companion can make. In Marlene's words, "It's magic!"

# Councils

## Middle Level Council: President's Message

by Cheryl Richardson, Middle Level Council President

Welcome back to another promising and exciting year. I truly hope you are all well-rested and enjoyed every minute of your summer break. I know my battery has been recharged for the upcoming year and I am looking forward to working with colleagues across our beautiful province to help support teachers in obtaining and providing professional learning opportunities.

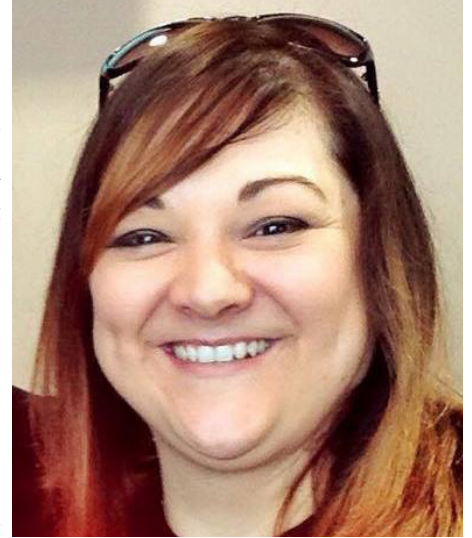
As I look back on my first year as President of Middle Level Council, I have a strong appreciation for all the volunteer teachers who gave their time, energy and expertise in working to better our profession on a daily basis. These teachers tirelessly contributed to our growth as educators by organizing or offering professional learning sessions. They participated in committees, groups and/or boards to help mold and govern our professional association. I thank each and everyone one of you. Many of you have given me a helping and guiding hand this past year and your kindness and patience are appreciated from the bottom of my heart.

The Middle Level Council is excited to be heading back to the Saint John area for Council Day 2017, and we have a group of teachers who have been working on the planning and organizing of this day. Although the committee is in the early stages of planning, I can confirm that we will be welcoming participants at the Trade and Convention Center in uptown Saint John. Middle Level Council will also be welcoming back Jack Berckemeyer as a keynote speaker. Please make sure to check out upcoming issues of the *NBTA News* for more information on CD 2017.

I am very excited for this upcoming year. I have adopted the

following motto both in my professional and personal life: "Embrace Life, all its opportunities and challenges." Each new teaching year is different with many changes, some positive and others not so positive, but we are the ones who choose to make it what we want. Make sure to take the time to take care of yourself. School life can get very overwhelming at times, and as teachers we often seem to place ourselves last on the priority list. You may want to adopt our theme for Council Day last year: "Keep Calm..... Teach On...!"

As we embark on a new year, I wish you all a fantastic year, enriched with many opportunities for growth and fun adventures. Keep in mind, our biggest growth and fun adventures come from building strong relationships with our students, parents and school community.



## Art Institute



**When:** October 15<sup>th</sup>

**Time:** Sessions run 9 to 12 & 1 to 4

**Location:** NBCCD off of Queen Street in downtown Fredericton. Parking is free on Saturdays.

**Registration:** Space will be restricted to 24 participants so please contact colleen.dunnet@nbed.nb.ca to reserve your place. This workshop is open to ALL TEACHERS of every subject and grade level.

**Cost:** FREE!

The first workshop offered will be "The Art of Calligraphy and Penmanship" with artist and educator Marcus Kingston. He will be focusing on the lost art of Gothic, Italic and Advertising Calligraphy, while looking at Penmanship and the joys of cursive writing. Materials will be provided such as, calligraphy nibs, ink, and various papers.

The other workshop will be a "Mixed Media" with artist and educator Ron Leger. He will be looking at the fun world of creative expression through the use of multiple mediums such as acrylic paints and gels. His workshop will be a fun and unique experience for those looking to learn some new tricks and be original in the process. Materials will be provided.

A beautiful lunch and snacks will be catered with door prizes handed out at the end of the day. Come and enjoy a relaxing day of enrichment.



## High School Council President's Message

by Alice Walker, High School Council President

As I sit to write my first report as your new High School Council President, I am both nervous and exhilarated. As a member of High School Council for the past five years, I have served primarily in the role of Secretary which has given me a chance to really see how everyone has worked together to bring about some wonderful and informative High School Council programs over the years. I want my new term to be no different! This year we are VERY excited to be heading to Miramichi for what we are sure will be a lively, educational and fun experience for all our members who attend. Although it is early days, and there is still a lot of planning to go, we are looking at focusing in on some of the exciting new technologies that are available to us now in the teaching profession, many of which were not available even a few short years ago. We are planning to bring in many groups to network with all of you about ways that THEY can help YOU produce the best curricula for your students. Many will even come into your classrooms! We are moving towards the Future in the Miramichi. Council Days would not be possible without the wonderful volunteers, who give so much of their time throughout the entire year, to put together this day for all of you. As well as giving up a number of weekends during the year, there are also many hours spent at our respective schools planning, contacting and emailing to put together the best possible program for everyone. This is where YOU come in. We would LOVE to hear from anyone who might be interested in giv-

ing a presentation, or maybe even facilitating a networking session with other teachers in their teaching area. It will be a wonderful learning experience for both yourself and those who join your group. If you are interested or would like more information please contact me at [alice.walker@nbed.nb.ca](mailto:alice.walker@nbed.nb.ca) or go ahead and check out the "Call for Presenters" icon on the NBTA site later this fall and submit an application. If you know of teachers doing amazing things (and we all do) encourage them to put in their application as well.

The High School Council is not just about Council Day. We also provide thousands of dollars every year to support Institutes and Educational Improvement Grants. Colleen Dunnet, our Institutes Chair, has some wonderful plans in place already (see her article also in this edition). We also provide \$12,000 biannually for Educational Improvement Grants to help teachers find and participate in learning opportunities that meet their individual needs. Be sure to apply early as we often have many requests! You can find the link for information and applications on the NBTA website under "The Profession" on the lower part of the main page.

I look forward to serving you as your President over the next couple of years and getting to meet as many of you as possible. Enjoy your year and remember to look after yourself as well as all those students in your classroom.

## A Year in the Life: New Teachers Reflect on their First Year of Teaching

by Colleen Dunnet, Bernice MacNaughton High School

Many of us will start off our year much like we did last year, and the year before that; however, for a select few, September marks the beginning of a new phase in their lives. They will embark on a new career, and with it comes a plethora of emotions ranging from excitement to downright fear. As a veteran teacher, you can be a source of assistance and encouragement throughout the process for these individuals. In an effort to help you do this, I have called on two teachers to refresh us as to what this year can be like. They have also provided us with very specific ways in which we can offer practical support; perhaps we can leave an apple (or an electric pencil sharpener!) on their desk with a little encouraging note saying we love to answer questions from other teachers, as well as students.

### Ashley Fansworth (Fredericton High)

#### **Q: What did you enjoy the most about your first year as a teacher?**

Building relationships with my students. Beyond learning all of their names (this makes attendance SO MUCH easier,

5 seconds versus 5 minutes as a supply teacher), I got to know a little more about them as individuals. Then I got to take that knowledge and work on how to motivate and challenge them. It was so much more interactive and rewarding than I had ever hoped for!

#### **Q: What did you find the most challenging about your first year?**

Obtaining materials, both curricular and classroom. The dollar store is great for classroom basics (and Staples' dollar day sales too), but buying class sets of whiteboard markers, rulers, calculators (I bought ten this year and I'll probably buy another ten next year if they go on sale again at Staples), graphing paper, and desk organizers (!!!), adds up very quickly. You can never seem to have enough pencils or erasers. Has anyone ever made a good electric pencil sharpener? Do they



# Councils

exist? I've tried three and, for the moment, have decided they are a myth and given up.

Regarding curricular materials, I am very lucky to work in a large school and have obtained nearly everything I've needed from other teachers. I have already started the long process of 'making it my own'. BUT I only have those materials because I asked around and it would have been an almost insurmountable challenge for me to teach my courses by making everything from scratch.

## **Q: How can veteran teachers best support you?**

Talk to us and lend encouragement. This job is so overwhelming. Offer to let us copy your electronic files (it doesn't matter how awful you think they are - they give us choices to work with and we might just have time to modify them to what we need. It's far easier to do that than try and come up with something from scratch).

Also, tell us about routines and procedures of the school and individual departments that are not covered in the school's staff meeting/emails. Do we hand back mid-terms? How do we book computer rooms? Our printer on this floor is called what? What do you mean by search the District 18 printer website? What is on our shared drive?

Oh, and Gradebook/PowerSchool... I know there is usually a teacher who is the go-to for it, BUT trust us, we'll be asking a lot of questions and it would be great if we could field a few to you so that we seem like less of a nuisance to that go-to teacher. Maybe you could show us how to set up a classroom template (I still have yet to figure out how to save my seating arrangement... it's happened by luck a few times, but I still haven't found an algorithm for it). How do you print out class lists? With and without dates?

Please be specific if/when you ask us if we need anything because we generally do not know that we don't know something. Asking 'is there anything you need to know?' will either get an 'everything' or 'nothing' response. Asking 'do you know if your department has a common grade 9 science exam?' or 'do you know how to photocopy long pages so that the staple is in the upper left hand corner' or 'do you have a copy of the assembly schedule' is extremely useful to us!

## **Allie Brubacher (Fredericton High)**

### **Q: What did you enjoy the most about your first year as a teacher?**

I loved making connections with the students, school, and community. Students always come first and they make our jobs what they are. I was fortunate to teach Grade 9 and 10 English this semester. It was so wonderful to share some of my favorite authors with them and watch my students discover them for the first time.



### **Q: What did you find the most challenging about your first year?**

Deadlines appear much farther away than they actually are. Got a month before something has to be done? Start on it now! Organization is key. Have a binder for extra hand-outs so you can easily locate anything a student has missed.

Regular contact with home is a huge time-saver. I created a contact list with all my parents on it so I could send out quick updates on our units and reminders of when projects were due. I wish I had done this right away - I definitely will do this at the beginning of each school year.

### **Q: How can veteran teachers best support you?**

The best way for us to be supported is for veteran teachers to never assume we have already been told something. There are always many things that new teachers need to know that don't appear in any orientation kit or manual. It could be something as small as being told what people mean by school geographical terms, where to find extra white board markers, or who to check with when they're not feeling well.

We know you're busy too, so we try our best not to pepper everyone with questions, but there may be some things we don't even know we should be asking about. Approaching us, saying "Hi", and opening the door for us to ask questions goes a long way.

Do you have an exciting project going on in your school? Is there a teacher that has done something so incredible that you want everyone to know about it? Do you have an upcoming event that you would like publicized? Then please contact me and we can make it happen so that everyone can read about it in this very spot. [colleen.dunnet@nbed.nb.ca](mailto:colleen.dunnet@nbed.nb.ca)



# Professional Counselling Service for Teachers



**Carmen Meehan**  
Coordinator, ASD-South  
1-800-563-3938  
634-2901

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



**Michael LeBlanc**  
ASD-West  
1-800-561-1727  
462-0208

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



**Lisa Calhoun**  
ASD-North and ASD-East  
1-888-763-5050  
855-5243

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

**Wellness Categories**

- Wellness Activities & Ideas
- Wellness Articles
- Wellness Websites
- Wellness Fun
- Wellness Books & Resources
- 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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## 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*



**NBTA Golf Tournament**  
 Saturday, September 17, 2016  
 "Shotgun" Start - 1:30 pm  
 Mactaquac Golf Course, Mactaquac



Open to all NBTA/NBTF members as well as retired members.  
**Sign-in begins at 12 noon.**

Fee: \$85.00 (green fees, cart, meal and prizes)/person. \$340 per team.

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

**Larry Jamieson**  
 650 Montgomery Street  
 Fredericton, NB  
 E3B 5R6

Telephone: (506) 452-1828  
 Email: larry.jamieson@nbta.ca

*NBTA Golf is a proud supporter of the  
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**Entry Form**

Registration and Payment Deadline:  
**September 2, 2016**

**Four Names:**

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

**Contact Person:** \_\_\_\_\_  
 Telephone (Home/Cell): \_\_\_\_\_  
 (Work): \_\_\_\_\_

Email: \_\_\_\_\_  
 (Confirmation will be sent by email)

**53<sup>rd</sup> Annual  
 NBTA Bowling Tournament**



Where: **Fairlanes, Moncton**  
 When: **October 15-16, 2016**  
 Cost: **\$250** per team (5 bowlers per team)  
 (\$50 deposit required on registration)  
 New Teams Encouraged!

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

**Bonnie Hamilton (506) 389-3677**  
**143 Kettle Creek Court, Riverview, NB E1B 0C1**

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# ***My child starts school this year. What should I do with the daycare money I'm saving and/or new child benefit I'm receiving?***

*By Margery Nichol and Jill Harris, NBTA Credit Union*

Good question. And when it comes to money, there is never a one-size-fits-all solution, but here are three ideas of what you might do with any extra money:

1. Perhaps the most obvious option is to start a Registered Education Savings Plan (RESP) for your child's post-secondary education. The government will even supercharge your savings by adding an extra 20% to your savings (up to \$500 annually – "Canada Education Savings Grant"). FYI - Any Canadian can start an RESP for any child so many Canadians are even starting RESP's for their grandchildren, nieces, or nephews.
2. Invest the money in other ways. Perhaps you have RRSP contribution room which can help with both retirement saving and tax planning. Perhaps you could use your tax refund to start an RESP for your child.
3. Pay down debt. Consumer debt levels in Canada are at all-time highs. If you have credit card or other consumer debt you've accumulated over the years, you're not alone. Work with a trusted professional to make a strategy to free yourself from these types of debt which cost your family dearly in high interest rates each year.



***Have a financial  
question you would  
like answered?***

***Email questions to:  
nbtacu@nbtacu.nb.ca***



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## **WORKSHOPS COMING TO NEW BRUNSWICK THIS FALL/WINTER:**

**BORDERLINE PERSONALITY DISORDER**—Understanding and Supporting  
Fredericton: October 25, 2016

**CHALLENGING BEHAVIOURS IN YOUTH**—Strategies for Intervention  
Fredericton: October 26, 2016

**UNDERSTANDING MENTAL ILLNESS IN CHILDREN & YOUTH**  
Moncton: November 15, 2016

**ADDICTIONS & MENTAL ILLNESS**—Working with Co-occurring Disorders  
Moncton: November 16, 2016

**DE-ESCALATING POTENTIALLY VIOLENT SITUATIONS™**  
Fredericton: November 29, 2016

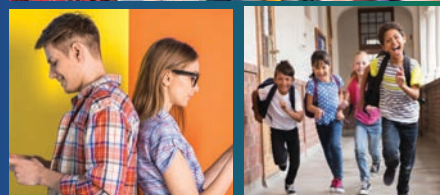
**BRIEF FOCUSED COUNSELLING SKILLS**—Strategies from Leading Frameworks  
Fredericton: December 6-7, 2016

**CRITICAL INCIDENT GROUP DEBRIEFING**  
Moncton: December 13, 2016

**MOTIVATING CHANGE**—Strategies for Approaching Resistance  
Fredericton: February 22-23, 2017

**TRAUMA**—Strategies for Resolving the Impact of Post-Traumatic Stress  
Moncton: March 15-16, 2017

**SELF-INJURY BEHAVIOUR IN YOUTH**—Issues and Strategies  
Fredericton: March 30-31, 2017



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