



NBTA

news

NEW BRUNSWICK TEACHERS' ASSOCIATION

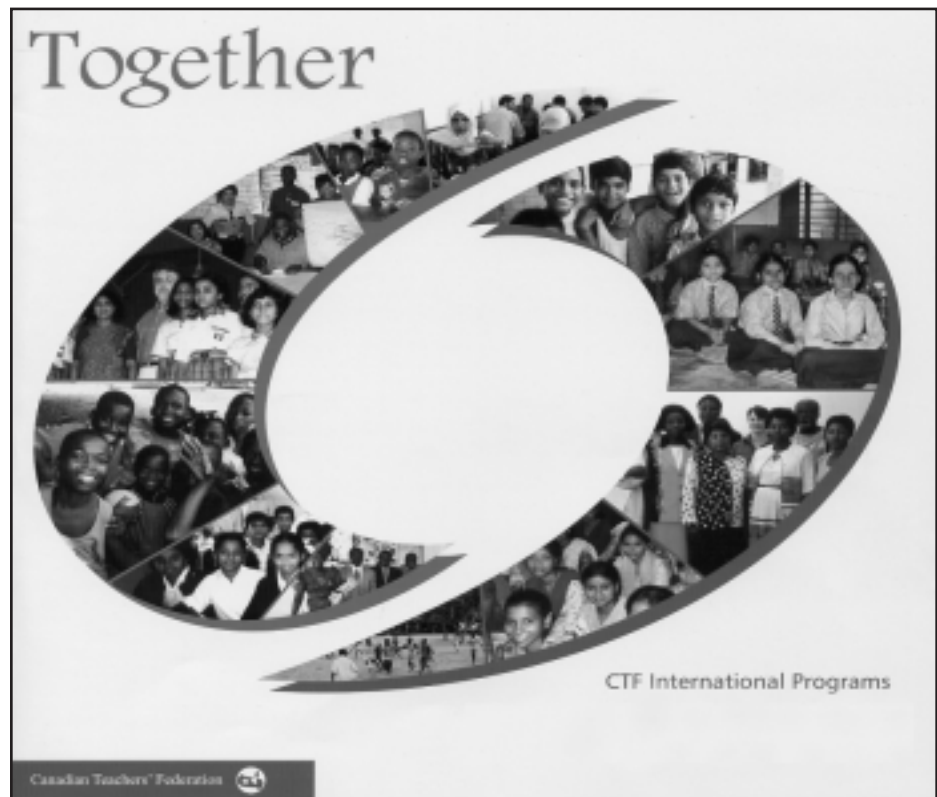
October 2, 2002

Vol. XLV, No. 2

CTF International Programs

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Happy Thanksgiving



from the NBTA



HAPPY HALLOWEEN!



Together is a collection of images and voices that highlighted CTF International Cooperation activities in 2001-2002. The images and voices reflect ways in which Canadian teachers and overseas partners work **together** to improve education.

It has been forty years since the Canadian Teachers' Federation (CTF) first linked Canadian teachers with counterparts in developing countries. Since the time that the first Canadian teachers provided an in-service to teachers in Nigeria in 1962, CTF has worked in partnership with teacher organizations in 57 countries.

Founded in 1920, CTF is a national alliance of provincial and territorial organizations that represents more than 240,000 elementary and secondary school teachers across Canada. International cooperation activities are planned and managed by the International Department, under the governance of the CTF Trust Fund. The main funding sources are CTF, its Member organizations, and the Canadian International Development Agency (CIDA), with in-kind contributions

(...continued on page 2)

and volunteer services from Canadian teachers and overseas partners.

CTF has active partnerships with over thirty national teacher organizations which are striving to enhance the quality and reach of public education in their respective countries. Cooperation between Canadian teachers and overseas counterparts fosters international linkages and cross-cultural learning.

The *International Development Assistance Program* (IDAP) continues to support organizations working to improve teaching and learning conditions through union action and professional development services for teachers, leadership and management training, workshops on gender issues, HIV/AIDS education and the building of an active and committed membership.

The new *Social Development Education Program* (SODEP) is a tangible example of CTF's endorsement of "Education for All" commitments renewed in Dakar in April 2000. SODEP projects support partner organization involvement in National Action Plans that increase equitable access to quality public education and address teacher concerns such as content relevance, girls' education, disadvantaged groups, HIV/AIDS and classroom environment.

The CTF Trust Fund manages the CTF International Aid Fund, which provides humanitarian assistance to teachers and their communities in times of natural disasters, war or civil unrest. Other activities link international cooperation to global issues and bring it home to the Canadian classroom.

CTF membership in Education International (EI) and other national and international bodies strengthens the network of collaboration on themes of education and development.

The John M. Thompson Fellowship Program

CTF held its first "Teachers' Organization School" in Canada in 1980, and in 1982 named the program to honour the man who served as Secretary General of the World Confederation of Organizations of the Teaching

profession from 1970 until his death in 1981. The *John M. Thompson Fellowship Program* has, for twenty years, offered hands-on leadership and management training to staff and elected members of teachers' organizations in developing countries.

"For four weeks, extraordinary people of vision, commitment and dedication from both the political leadership and grassroots, came together and dreamed, planned and worked extremely hard. When they go back to their respective countries, they will be in the real world ... their real world ... to improve circumstances for teachers, for education and for society in general." — Beverly Park, Newfoundland and Labrador Teachers' Association

"Together, we are working to ensure that quality education includes attention to teachers' rights and working conditions."

Project Overseas

Project Overseas is a joint venture of CTF and its Member organizations and a key component of the IDAP program. For 40 years, this program has been providing a vital link between Canadian teachers' organizations and partners in more than 50 developing countries.

The key components in sustaining and implementing this vital program are the volunteer teachers. Canadian teachers are identified with the help of CTF's Member organizations, and these dedicated professionals give freely of their time and talent to assist teachers and teachers' organizations in developing countries.

If each participant teaches a class of 50, then an estimated 78,500 students will have benefited directly from Project Overseas!

One of NBTA's members, Kathlyn Hunter from Forest Glen School in Moncton, participated in Project Overseas and volunteered in Uganda. (Kathlyn shares her experience on page 4 of this issue).

June MacNairn, Past President of NBTA, is currently serving a three-

year term as the eastern representative for the CTF Trust Fund. As a trustee, June travelled to Dominica, St. Vincent and Grenada to see the work of participants firsthand. (See June's article on page 5).

Other ventures of the International Development Assistance Program include: Institutional Support, Women in Education, Partnerships and Networks, Bringing the World into the Canadian Classroom, and International Aid Fund.

Thank You to our Partners

The Canadian Teachers' Federation Trust Fund offers sincere thanks to CTF and its fourteen Member organizations for their generous contributions and moral support to the IDAP. These organizations provide funding and technical assistance in the form of training and resource personnel.

Barbara MacDonald, Director, CTF International Programs stated: "Together with overseas partners, Canadian teachers are working to reinforce international intentions with action. Together, we are working to ensure that quality education includes attention to teachers' rights and working conditions. And together, teacher-to-teacher, we are grounding these actions in the classrooms of the world."



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Editor: Jim Dysart

Editorial Assistant: Loretta Clarke

Graphic Artist: Christy Price

Member: CEPA

Address all correspondence to:

The Editor

P.O. Box 752, Fredericton, N.B.

E3B 5R6

Telephone: (506) 452-8921

FAX: (506) 453-9795

e-mail: nbtanews@nbnet.nb.ca

Web: www.nbta.ca

Happy Thanksgiving!



Mary Wilson



As I write my second message for this school year, I fear that I may repeat some things I said last year. Hope you don't mind.

The school year is well underway. By now the honeymoon is over in your classroom and your students have settled into their comfort zones. I hope that you and your staff have taken the time to discuss *Policy 703* and the *Education Act* as it pertains to acceptable behaviour in your school. Teachers do have rights and can control their classrooms. I'm hoping that this year, you will say, "Don't even think about behaving that way in my class!" You will be supported by your District, so please don't put up with being sworn at, or intimidated or treated with disrespect. As Ron Morrish says in his book *With All Due Respect*, even though it is difficult for many teachers, you must assertively reject behaviours which are not suitable in school. Strict doesn't mean punitive or unfriendly; it means you have limits and expectations, which you will enforce consistently. Good luck as you tackle this issue!

October - the month of cooling temperatures, colourful leaves, Thanksgiving and Halloween.... This Thanksgiving weekend will be very special for me. I have a son being married (to a teacher, I'm proud to say) and a Mom who will turn 85. I have lots to be thankful for.

I am also thankful that I can say: "*I am a teacher*". You see, I did not grow up with any desire to be a teacher. I disliked school intensely, was in trouble much of the time, and really only stayed in school to play basketball. I wrote last year about being suspended and strapped and failing grade 11, so I won't bore you again, but the point is that I NEVER wanted to be a teacher. I fell into teaching and I'm thankful for that. I first taught with a Bachelor of Arts degree - you could do that back then when the earth was cooling - I loved it from the first moment and still love it today. I believe that we do the most important work possible. We really do "touch the future" every single day! I know that most of you feel the same way, but if you don't, will you please give your head a shake! I agree with Nancy Roach when she says, we need to be **Positive, Passionate, Professional and Proud**. How about it?

On another note, educators know how important it is to give their students praise and encouragement and we do it all the time, but, you know, we all need praise. Often teachers don't get praise until they retire or die.

I have a cartoon that reads: "*Doing a good job here is like wetting your pants in a dark suit - it gives you a nice, warm feeling, but nobody notices.*"

Do you work in a place like that? I hope not, but I'm afraid that most schools do not concentrate on giving praise and appreciation to the adults who work there. I believe that we can and should change that. How? By actually sharing our appreciation for the work and efforts of our colleagues. When someone on your staff does something well, that you value, tell them. It really feels good to have someone tell you that you've done a good job, but I caution you to be sincere. Praise needs to be specific, relevant and sincere - if you don't mean it, don't say it!

Moreover, do you remember all that research a number of years ago that said you needed eight positive comments (or some such number) to compensate for one negative comment? Well, I think we should begin to accumulate positive observations. Let's look for opportunities to compliment our colleagues. We will all be better off for it. And for those persons who can't seem to accept a compliment, please just smile and say "thank you" - you deserve a kind word now and then (more now than then, I hope)!

One of the many things I love about my school (Hello, all my friends at CHS!) is how caring, considerate and complimentary the staff are. I hope that you will all join me in my quest to make a "kinder, gentler" system by acknowledging the already incredible achievements of teachers! You're doing a great job out there! Enjoy!





Uganda: The Pearl of Africa

Kathlyn Hunter shares her experience

Kathlyn Hunter is a classroom teacher at Forest Glen School in Moncton.

The Pearl of Africa has a warm heart and a bright future. I can attest to this; I have seen it, felt it, tasted and heard it, first-hand. This summer I was fortunate to participate in Project Overseas and experience the incredible beauty of Uganda, a small country in Central East Africa.

The Canadian Teachers' Federation, along with CIDA, have been partners in global education with programs like Project Overseas. Their aim is to enhance teaching practice in developing countries by providing experienced volunteers to share ideas, methods and approaches to teaching, while assisting partner organizations in strengthening associations within their own country and worldwide. Project Overseas is in its 40th year, and this year 46 CTF participants fanned out over the globe to 10 countries. I represented New Brunswick.

The participants met in Ottawa for four days of orientation which included team-building, cultural awareness, and a meeting with a national from our host country to help with specific concerns or questions that we might have had. It was a great opportunity to learn a few words of greeting and have a glimpse into what we might expect once we arrived.

The team traveling to Uganda consisted of two teachers from Ontario and one from Alberta, and myself. We had been corresponding for months via e-mail and were glad to be able to put faces to names. To commemorate our setting off on this adventure, we attended a sunset performance of the RCMP Musical Ride. It was a very Canadian thing to do and we were very glad we did because the next thing we knew we were in Uganda!

We were warmly greeted by a representative of the Ugandan Teachers' Association and taken to a guest house on the campus of

Kyambogo University where we would spend the next few weeks providing support to an Inset or Workshop to 41 Tutors from around the country.

An important part of our mission was to listen to the experiences and concerns of the teachers of Uganda. These teachers possess a remarkable amount of energy and optimism as they face many challenges. Among the greatest is the large classes that teachers must be prepared to teach. Uganda has initiated Universal Primary Education which entitles each family to send 4 children to



Uganda participates in the Project.

school free of school fees. Due to the vast number of children who are raised by extended families, virtually all children can attend school. With the huge influx of students, the school population rose from an estimated 2,000,000 to 10,000,000 without the necessary buildings or teaching staff. As a result classes can be as large as 150 students and materials are scarce. Despite this, teachers make the best of it by creating as many teaching materials as they can themselves.

Insets like the one we assisted in are a rare opportunity for Ugandan teachers to share. The Ugandan Teachers' Association is in the process of joining with other teacher organizations to form a national Union to act as one voice for all teachers. As representatives of the Canadian Teachers' Federation, we were able to give insights into the

benefit of a national organization, one of which is Professional Development.

When the Inset was complete, our hosts arranged for us to travel to many schools to see first-hand the challenges facing Ugandan teachers and the remarkable ability with which they cope. It was a pleasure to see the smiling faces of so many children who are obviously pleased to be able to attend school, knowing the value of an education in their part of the world. We were treated to music and dance and everywhere we were made to feel like very honoured guests.

Life in Uganda is not easy, even in urban areas, but everywhere we visited they were gracious and kind and considerate of our comfort. Sanitation, drinking water, and general living conditions are much different from those in Canada, and it took some time for our systems to adjust. Canadians are incredibly lucky in comparison.

On weekends the team planned as many excursions as we could fit in. We wanted to witness the beauty of Uganda, and we did. A hired driver took us to a National park where we saw elephants, giraffes, hippo, crocodiles, water buffalo, warthogs, a leopard, and more. It was an excellent adventure and included a boat trip on the Victoria Nile.

Another trip took us across Lake Victoria to an island that rehabilitates chimps that have been rescued from captivity. An excellent lesson in repairing the damage that humans inflict on animals.

This trip has been one of discovery for me. I am grateful to CTF and the contributing partners that make Project Overseas a reality. I have witnessed dedication and perseverance in a developing country that has so far to go. I have faith that these teachers will be the driving force in Uganda's future. It is indeed The Pearl of Africa



A Truly Rewarding Experience!

by June MacNairn,
Bernice MacNaughton High School,
Moncton

As I have often stated at branch Annual General Meetings, teachers often wonder and sometimes question, what their CTF fee does on their behalf. This year every teacher in Canada pays \$20.30 to our national organization.

One role of CTF is to administer funds provided by the Federal Government to support teacher training in other countries. The CTF has a Trust Fund that oversees these programs. There is a teacher representative from the east, center and west on the committee. I am fortunate to be the eastern representative for a three-year term. We meet in Ottawa three times each year.

A part of our international programming is called Project Overseas, where every summer Canadian volunteer teachers go to overseas countries to give professional development to native colleagues in summer schools.

Canadian teachers are truly world leaders in providing money and support in international aid to underdeveloped countries.

Each trustee takes one international trip to evaluate our program in action. I was selected for a two and one-half week trip this summer to see our work in the islands of Caribbean.

I embarked from Toronto in mid-July with a CTF Office official, Barb Gage, and flew to Dominica, St. Vincent and Grenada to see our work first-hand.

Humid, almost unbearable heat, hit me on my first stop in Dominica. Weather and culture changes were obvious. I would shower and change clothing three times daily, all to no avail. I could only seek refuge in the air-conditioned hotel. However, the changes in weather



June MacNairn

and food were more than compensated for by the hospitality of our union hosts and the dedication of our Canadian teachers and their native students. We visited the classroom daily and saw courses ranging from Elementary Math to Computers to Administrative Leadership.

The classes were held from 8:30 a.m. to 1:30 p.m. daily. Teachers

“The native teachers all crave more training in all areas, especially in technology.”

participated in two classes. Recesses were held from 11:00 a.m. to 11:30 a.m., when the union provided a lunch for the participants.

I was struck by the eagerness and gratefulness of the local teachers for the opportunity to participate! They

all hugged and thanked us for the Canadian help. We passed out Canadian flags and supplies that were eagerly accepted. At the end of each of the three-week courses, there was a closing, with the mixing of Canadian and local culture.

We were given the chance to tour the islands to see the splendor of the mountains, the white-sandy beaches, and the emerald water. We even saw a variety of playful dolphins and brilliant whales on our sea trip.

Although we, as a country, lead in international support, I learned those of us that took part received much more than we gave.

Project Overseas had 47 teachers this year participating in 10 countries in the Caribbean, Africa and Asia. Of the 14 teachers I worked with, all want to return another year and are extremely positive about the program. We all agreed that we would not complain as readily in our own staff rooms, given what we had seen for difficult working conditions on these islands. The native teachers all crave more training in all areas, especially in technology. They need computers, computer training and technical support greatly.

The NBTA supports one teacher each year in Project Overseas. This year, Kathlyn J. Hunter from Forest Glen School in Moncton worked in Uganda.

So colleagues, be proud of the Association, the Canadian Teachers' Federation and your profession! All overseas teachers are extremely grateful for our help. I would be pleased to speak to any local branch about this invaluable initiative. If you are interested in an adventure next summer, one that you will never forget, phone our provincial NBTA for more information about Project Overseas!



The Order of the Maple Leaf: Citizenship at the Middle School Level

This is the second and final part of this article. The first part appeared in the September 5th issue.

The Educational Value

In Middle School, the Social Studies curriculum includes a study of the Canadian political system. The *Education Act* of N.B. requires teachers, as part of their teaching responsibilities, to promote and encourage the development of good moral character. All students in the school become familiarized with the Order of Canada through a video presentation produced by the federal government. Teachers discuss with their students aspects of the Order following the presentation. The goal is to enhance the development of the child as a whole. We want students to be responsible citizens as part of the school and community they live in.

Before each ceremony, students learn about the special guest presenter for that evening. In so doing they learn more about that particular aspect of or about a certain Canadian institution. For example, as presenters, the Governor General and the Lieutenant-Governor provided an opportunity for students to not only learn about the Office or position held by these important individuals, but also about each individual as a person and why they are distinguished Canadians.

Teachers are also encouraged to include in the curriculum a variety of enriching activities. The purpose is to create a greater interest and knowledge of our Canadian political system and what it means to be a responsible citizen of Canada. With each special guest, students are presented with outstanding examples of citizenship. They also discover more about each position and the role held by the individual. More "hands-on" examples of activities are field trips to the provincial legislature, provincial courts and other public institutions. The school has also used the

"Dispatch Boxes" obtained from the Monarchist League of Canada. These resources contain information on Canadian history, politics and institutions.

Through the Order of the Maple Leaf, students have been able to actually see and handle an Order of Canada Medallion, meet a national leader, see and talk with the Queen's representative in Canada and in New Brunswick. Students also come to meet and know local politicians, the Mayor, and local Members of the Provincial Legislative Assembly. Along with politicians, the Chief of Police and District Educational leaders participate as well.

Community Involvement

Students learn about good citizenship by contributing in some way to their community in appropriate activities. Projects can vary from community clean-up to involvement in Canada Day festivities, preparing Christmas gift shoeboxes for children in developing countries, gathering food for local food banks, and contributing to many charitable organizations. The objective is to build pride and involvement in community life, which benefits the students and the community as a whole. It is also a visible and tangible way for citizens of the community to see young adolescents assume responsibility and leadership.

Such an event as the Order of the Maple Leaf enables the local community to also become involved and to give its support. It was the Mayor, upon hearing that students were designing their own personal coat-of-arms, who recommended the "Dauphin Herald Extraordinary", Mr. Robert Pichette of New Brunswick. He was commissioned by His Excellency, Romeo LeBlanc, a former Governor General of Canada, to design his personal coat-of-arms. Each year, only students who have obtained the level of "Officer" of the order are granted the privilege of

designing their coat-of-arms with the help of Mr. Pichette. These coat-of-arms are on display in the school until the student moves on to high school or leaves.

How are results measured?

Success is measured by the positive feedback, verbal and written, offered by students, parents, school officials, teachers and members of the community. If the number of participants and award recipients are any indication, the program has been very successful. Areas of interest to track are the number of members being inducted into the Order at the various grade levels and the number of students who are consistent recipients and progress through the levels. This is of particular interest considering that **all** students have the potential to be winners. No one is disadvantaged due to his or her academic strengths or particular background. The criteria are clear and comprehensible to all; responsibility lies with each student.

For a teacher committed to such a program, it is an excellent way to motivate students and have them, in a concrete fashion, assume responsibility for their actions, both academically and in their day-to-day behaviour in the class. The consequences of not complying are clear and universally applied to all students. The individual teacher need not justify any demerits or action taken that is clearly stated in the program. Universality and equality, two elements that make it very appealing to all involved, are key in this program.

In some ways, it is difficult to see the long-term benefits of any program conducted in a school. Unfortunately, no one can foresee the future. As teachers, we can only hope that all our efforts will bear fruit and benefit our students. However, on reflecting on the far-reaching impact of the program, Mr. White remarked: *"One thing is for*

certain; these are the community leaders of tomorrow." As teachers, our job is to prepare them as well as possible to assume these responsibilities.

Community awareness?

Various means are used to promote and communicate the Order of the Maple Leaf to the community. Naturally, at each ceremony the news and media are invited. The school sends newsletters to the parents of all students, other schools, school officials, municipal, provincial and federal politicians. Parents also assist in communicating and promoting the event through their professional, business and social contacts throughout the community at large.

Rothsay Park School uses every opportunity to communicate information regarding the Order of the Maple Leaf. It is without a doubt that the best communicators about this unique program are the teachers and the students who enthusiastically speak of it to parents, students and friends from other schools. The visible signs, community spring clean-up, etc ... also serve to promote and raise the curiosity among the community as to the involvement of these adolescents.

A teacher's perspective

The question has been put to the administrative staff and teachers as to the reasoning behind such an event as the Order of the Maple Leaf. Why should we recognize students for behaviour that we should naturally expect of them? Mr. Rick Hatt, who conceived of the program, explains that our society isn't giving students the same message of civility and personal responsibility that it did years ago. Yes, we mention it to our students and expect it, yet we don't do anything about it. We tell our children, our students to excel and then reward them with academic and athletic prizes, yet we don't recognize the hard work, motivation, responsibility and social commitment of our students. The reward isn't financial, or any special treatment in school. It is simply recognition, to say well done, we approve of your efforts and your

behaviour and we want you to know it.

"For teachers," says Mr. Hatt, "there are two messages that they can give to their students via the Order of the Maple Leaf. *First, do your best and work hard. Be responsible and we will recognize your efforts. Secondly, anyone and everyone can receive this award; it is within your reach as a student. You will not be discriminated against because of lack of ability or capability. It is universally applied according to clear criteria. It is a legitimate expression of our acknowledgement of your efforts and hard work and we are prepared to demonstrate it to you, to your parents and to the community as well.*"

Paul-Emile Chiasson, Ph.D., has been in the provincial education system for 17 years. He has taught primarily French Immersion and French Second Language at the Middle and High School levels. The past two years he has worked at UNBSJ as Acting Education Coordinator and currently is an FSL Supervisor in District 8.

The student's perspective

How do students feel about the Order of the Maple Leaf? Interestingly enough, three Rothsay Park students — Alex Swanton (Gr. 8), Kate Hughes (Gr.7), and Devan McKinnon (Gr.6), were all quick to point out the universality of the awards program. They all commented on how it was obtainable for all students, if they conducted themselves according to the conditions laid out. Not one of the students felt that it placed huge demands upon them. Yet, they were together in pointing out the uniqueness of the award and especially of the ceremony. For them it was a moment to be proud, to dress up, and receive an award in front of parents, family and community. They are particularly proud of the fact that the program is unique to their school.

Conclusion

This program is a major part of a pro-active approach to developing a positive school environment, to discipline, to accepting responsibility, to enhancing

academic achievement, and to encouraging personal growth among the students. It is a program that involves everyone — students, teachers, and staff. Its impact certainly is felt within the school, yet it has far-reaching effects in the community as a whole. Students not only learn what it means to be a good citizen of Canada, but they also come to understand, through enrichment activities, the political structure of our country. More importantly, they come to realize that good citizenship is not something someone else should demonstrate, or that it only happens in other communities in Canada. They come to realize that good citizenship is a personal responsibility.

Other schools can do similar programs, adapt and modify them to suit their particular needs and situation. Staff must be committed to and see the value of such a program. If well-planned, it can be highly rewarding to all involved. As Mr. Hatt recommends, "don't make it a complicated affair; hold it in the evening so that parents, grandparents and family can come. Have students dress up, invite guest speakers and have a reception." This is of particular importance so that the students can meet the dignitaries and be inspired by their example of community service and citizenship.

Finally, and with a particular focus on the impact on students, Mr. White concludes: "*To receive the 'Order of the Maple Leaf' award is certainly an achievement in student citizenship. The award is presented to students by adult citizens who quite obviously have demonstrated achievements in their personal and public lives. These individuals serve as role models to our youth for the potential that is within them to become successful, productive, contributing members of society.*"

May the goals and objectives of *The Order of the Maple Leaf* interest you and help you develop unique ways to encourage and recognize outstanding citizenship among your students.

By Dr. Paul-Emile Chiasson

Lunch Mates Program Helps Bridge The Gap

Minto seniors assist young students in lunch program



As the youngest students at Minto Elementary School enter the cafeteria at lunchtime, they are greeted by smiling helpers — local senior citizens, who have volunteered to take part in a program called *Lunch Mates*.

Students in kindergarten, Grade 1 and Grade 2 are helped to reach for cafeteria items, count money out of change purses, open juice boxes or milk containers, and are also helped in other ways.

Marg Maranda, who is a parent of a child who was in kindergarten last school year, organized the Lunch Mate program last fall, when it became apparent that the youngsters and the teachers could benefit from extra help during lunch.

"This is a totally new environment for these kindergarten students. The teachers now have more opportunity to sit with the children, and to eat their own lunches," Maranda said. "The seniors we have here are a wonderful group of people. They are great with kids. Without them, this program never

would have worked."

Maranda said she formed the *Lunch Mates* program after her daughter started school in September. "Coming to the school to help her child twice a week," Maranda said, "she noticed the need for extra helping hands." Principal Gary DiPaolo approved the idea and a search for volunteers began.

"We focused on seniors," she said. "We started with 50 or 60 names, and 30 agreed to take part in the *Lunch Mates* program. Twenty volunteers are here every week. The people who are volunteering make the program or break it. They have incorporated things themselves, such as helping the kids get dressed in the winter.

Carolyn Nichols, who is a grandmother, said she has been volunteering with the program since last fall. "I really enjoy it," she said. "They are really good children. The little faces light right up when they see you."

Janique Smythe, a Grade 2 teacher, said she appreciates the presence of the *Lunch Mates*. "They talk to the children, and it's a great help for the younger ones."

Kindergarten teacher Janice Coleman said *Lunch Mates* assist the children in managing their money when buying things. "It is hard for the teacher to be up at the counter and at the table," Coleman said.

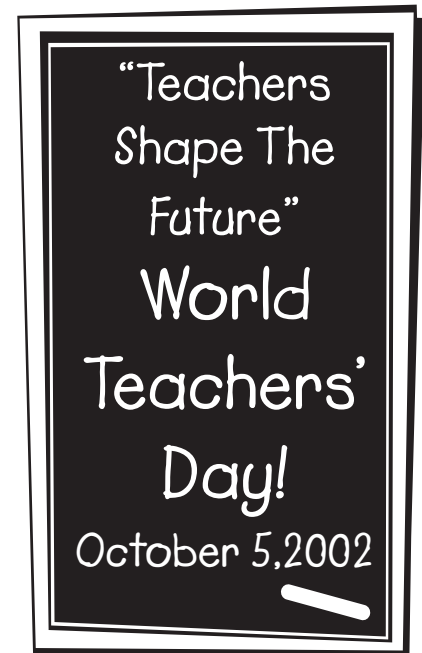
Bonnie Bourgeois, who also teaches kindergarten, said it's difficult to peel apples and cut pizza for the children. "The seniors are extremely helpful with that, and we appreciate them."

Cy Carney, also a grandparent, said he has been a volunteer with *Lunch Mates* since the program started. "I enjoy working with young people," he said. "I also read to the classes sometimes."

The *Lunch Mates* were honoured at a dinner in the same cafeteria where they help the children each school day. "It's been a wonderful project," Maranda said. "Most of the *Lunch Mates* have already approached me about doing it again this year. In fact, we could use 10 more volunteers as well. It has been such a worthwhile program. The kids look forward to seeing them. The *Lunch Mates* get hugs, and they like that."

Highlights of CTF National Issues in Education Poll ✓

- Eight in ten Canadians surveyed in CTF's 2002 National Issues in Education Poll support increased funding for elementary and secondary education.
 - This level of support for increased education funding is significantly higher than the two-thirds in 1994 and 1995.
 - Canadians believe the highest public education spending priority should be action directed toward reducing class sizes.
 - Respondents view spending on province-wide achievement tests and building more schools as the lowest priorities for education spending.
 - By a margin of 2 to 1, Canadians say that teacher evaluations of their students' work, not standardized tests, is the best way to measure student achievement and school performance.
 - 6 in 10 indicate that relationships between teachers and parents, the size of the classes in the school, and the nature of the curriculum were very important in judging or evaluating publicly-funded schools in their community.
 - 7 in 10 of those surveyed feel that reducing class sizes and creating conditions encouraging parents, teachers and students to work more closely together would make a big improvement in the quality of teaching in schools in their community.
- ✓ *Note: The 2002 poll of 2,265 adults, nationwide, was conducted for CTF by Vector Research & Development in early May, 2002.*



School-Based Learning Teams Grants

In a true Learning Community, everyone learns.

🍏 What is a School-Based Learning Team?

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

🍏 Can you give me an example of what a SBLT might attempt to accomplish under this program?

An Elementary Team might determine, by examining their school achievement data and their students' performance, that their students seem weak in the area of measurement. The team might work towards identifying/developing strategies to improve this area of student learning. The teachers might try various teaching techniques, learning from one another or experts, and continue to compare the progress of their students as a result of the efforts of the Learning Team. Likewise a Middle School Learning Team might recognize that their students are weak in poetry ; a High School Math Team might decide to focus on improving their students application of formulae in Mathematics.

🍏 What is a School-Based Learning Team Grant?

A SBLT Grant is a \$1000 grant that will be awarded to a school upon successful application to the joint NBTA/Department of Education Committee established to administer the grant fund. The focus must be student learning.

🍏 What is the Purpose of the grant?

The grant is intended to support the work of the Learning Team. Such support may include providing some release time for the team to meet, purchasing resources to support the

efforts of the team, accessing expertise in the form of resource people.

🍏 How often should the team meet?

A SBLT is required to meet a minimum of 18 hours throughout the school year for which the grant has been awarded. Team members determine when the meetings will take place.

\$1000 Grant for your School to Support Student and Teacher Learning

🍏 How is a SBLT different from a study group?

In many ways the SBLT has similarities to a study group in that teachers are working together to grow and learn. However, the Learning Team must focus on an aspect of student achievement and work towards improving the achievement levels of their students in that area. Actually examining student work is an important part of a Learning Team.

🍏 Will there be any help for the SBLT to get started?

Yes. Nancy Roach, Director of Professional Development for the NBTA, will meet with each Learning Team to help them launch their work. A template for recording the work of the team will be provided and protocols for examining student work will be introduced. These guidelines are intended to provide a framework for both accountability and productivity but will not restrict the direction and creativity of the team.

🍏 How many grants will be available?

For the 2002-3 school year there will be six \$1000 grants available. This is a pilot year. Continuation of the program will be determined based on the success of the pilot.

🍏 How does my school apply?

Complete the application form accompanying this article or found on the NBTA website (www.nbta.ca). A school may submit more than one application provided the guidelines above are represented in each application. Deadline for applications is November 8, 2002. Successful applicants will be notified by November 30.

🍏 Why should my school consider creating a School-Based Learning Team?

All teachers strive to do their best, but so much more can be accomplished if teachers can work together, share strategies and improve their instructional techniques. Students and teachers all benefit. In a true learning community, everyone learns. A School-Based Learning Team is one more step toward the creation of such a learning community.

The guiding question of a School Based-Learning Team is:

"What is happening differently in our classrooms as a result of what we are doing and learning in our Team?"

See application on following page.



School-Based Learning Team Grant Application Form

School _____

School Address _____

School Phone _____ Fax _____

Please complete the following after carefully reading the information about School-Based Learning Teams that accompanies this form. Feel free to attach additional pages.

What aspect of student learning will be the focus of this Learning Team?

How and why did your team determine the need for this focus?

How will the team monitor the impact of your efforts on your students?

Who are the members of your School-Based Learning Team? Indicate their teaching assignment within the school.

Has your team discussed a schedule for completing the minimum 18 hours of meeting time for your team?

Please add any other comments which you feel are relevant to your application.

Send completed application form to **Nancy Roach, Director of Professional Development , NBTA, PO Box 752, Fredericton, NB E3B 5R6**

Deadline for applications: November 8, 2002

Successful schools will be notified by November 30. A joint NBTA/Department of Education Committee will base selection on factors including the thoughtful development of the application form, distribution of various levels (K-12) and geographic considerations.

Passion: The Fire That Fuels Your Teaching

By Nancy Roach
Director of Professional Development
roachn@nbnet.nb.ca

Are you a passionate person?

I have written in previous articles about professionalism and pride, but another ingredient that successful teachers demonstrate is passion. Now obviously I am not talking about your love life, but rather some of the loves of your life.

You can tell a passionate teacher. Your eyes light up. Your voice sounds vibrant and alive. You exude an energy that has nothing to do with how much sleep you may have gotten (or not gotten) the night before.

I have heard you.....and some of you may recognize yourselves.

- A late career teacher whose passion is drama: "Come and let me show you my students' projects. They are just wonderful...look at this one, and this!"
- A teacher who attended a summer institute on Gaelic Music and Arts: "I can't believe how much I learned. This was so fantastic. And we can do so much of it with our students! It was so amazing... many of us worked on our projects till 10 o'clock each night!"
- An early career teacher returning from the Historica Conference: "It was wonderful, I met people from all over the country, and I discovered that they have the same problems as I do. Every teacher should go to something like this. It just energizes you!"
- A young teacher who runs a dance group at her school: "I am taking a group of my students to perform at UNB as part of my course on gifted students. I know they will do a great job. I can't wait!"
- A language arts teacher: "You should have seen what my kids wrote. They worked so hard and every one of them deserves to pass this assessment."
- A human rights advocate: "It was amazing to hear the discussion in my classroom after I had the guest

speaker, a lesbian mother of 4 kids. My students really had their eyes open about some of their stereotyped ideas!"

- A teacher of auto technology who took a team of his students to a national competition: "This was their first contest and they did great. They were so proud of their accomplishments and I was so proud of them!"

I write using exclamation marks because that is how these teachers sound when they tell me about their work. From the teacher who has a fascination with Ocean Liners who shared his research in a Middle School Activity program, to the long distance runner who sets up a Cross Country Club, to the High School Physics teacher who has introduced his students to the love of physics, teachers come alive when they talk about their passions.

Without that passion, the spark that grew into the desire to teach will burn out. I urge each of you to rekindle your own flame. Remember or find, the things that you love and look for ways to share that love with your students. You, and they, will be richer and happier for it.

WEA-NB: 10 years of Advocacy

Ten years ago, a group of female educators formed a professional networking group called *Women in Educational Administration*. Over the past decade, women have seen many advancements in their role within the educational system. To celebrate those accomplishments and the on-going professional development opportunities that WEA has provided to administrators in the province, WEA will hold two special events in this school year.

The first is a **Fall Workshop**, being offered on **Saturday, October 19**.

We are fortunate to have **Noreen O'Haire**, Director of Professional Development for the Canadian Teachers Federation, facilitate the program. See the registration form elsewhere in the *NBTA News* for

details on registration.

The second event is a major spring **PD Conference** to be held on **April 10-11, 2003**. This will be a wonderful event. Principals and vice-principals should mark your calendars now and watch for more details.

The Real World

Whether you are studying brain research, looking at research on authentic assessment, or reading about how to reach at-risk students, you will discover that experts in many fields give support to making learning relevant for students. The more you can connect what is being done in the classroom to the 'real world', the more motivated and successful you will find your students. Two articles of interest are "*Taking Math into the Real World*" from the August issue of *Middle Ground* and "*Community Classrooms: Real World Learning*" from the PLS newsletter Number 97.

Teaching Reading

Two great reads about teaching reading are *Teaching With Passion: An Exemplary Teacher Shares Strategies for Teaching Reading* (there's that passion thing again!) from Professionally Speaking September issue and *Effective Reading Instruction* from the PLS newsletter. The latter includes research on what motivates kids to read.

Real School Issues

Thinking about a School Dress Code? If so, you will appreciate the journey of one high school in Texas. Learn from their successes and their mistakes as told in *Standardized Dress: Where Angels Fear to Tread*, School Business Affairs June 2002. Another issue that faces many schools, especially in the middle grades, is dealing with those tight little social groups that exclude those deemed 'not worthy'! *Clique the Habit* from *Middle Ground's* August issue provides some strategies

(P.D. Potpourri Continued...)

for this age-old problem.

Finding a Course

Many of you have contacted me to talk about returning to your own studies and upgrading your qualifications. I applaud you! Our own NBTA courses are up and running and I continue to work with our provincial universities to find ways to make more courses available to you.

I will use this forum to help provide you with information as I get it. Just as I have encouraged each of you to recommend any good books or articles that others might benefit from, I urge you to let me know about courses that you may have discovered so that I can share the possibilities with others. For example, Western University is marketing many new on-line courses. Check their website at www.edu.uwo.ca/conted

Good luck with your learning and your teaching! Please contact me if I can help in any way.



Interested in a Teacher Exchange?

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

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

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

Date: Saturday, November 16, 2002

Time: 11:00am - 1:00pm **Light Lunch will be provided**

Place: NBTF Building, 650 Montgomery Street, Fredericton

To register or for more information contact **Nancy Roach, Director Professional Development, NBTA** at 506-452-1740 or roachn@nbnet.nb.ca

Regional Workshops

Sponsored by NBCEA, Faculty of Education, UNB



Professional Growth Plans

Presented by - Mary Lee Judah
Teaching Associate, Alberta Teachers Association
Instructor and Ph.D. Candidate, University of Alberta
Public School Teacher

October 21 - Fredericton - Aggie's Restaurant, Hwy 102

October 22 - Miramichi - District Office

October 23 - Saint John - Millidgeville North School

Time: 8:30 a.m. - 4:00 p.m.

Professional Growth Planning is both a requirement and a responsibility. Knowing where we're going helps us to get there and know when we've arrived. Enhance your professional growth by participating.

Cost: \$75.00/person

Professional Growth Plans Registration Form

Name: _____

School: _____

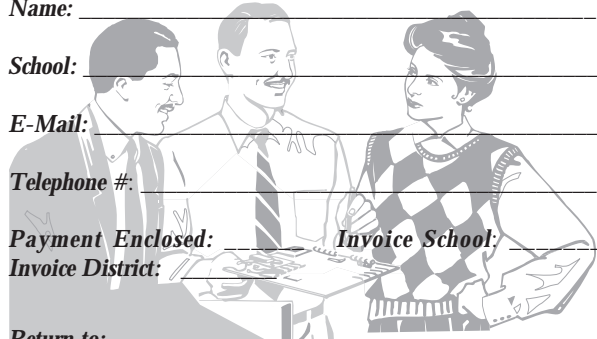
E-Mail: _____

Telephone #: _____

Payment Enclosed: _____ Invoice School: _____

Invoice District: _____

Return to:
NBCEA, Faculty of Education, UNB,
P.O. Box 4400, Fredericton, NB, E3B 5A3
Tel: 453-3502 Fax : 458-7157
E-mail - tmaclean@unb.ca



2002-2003 Pre-retirement Seminars

Pre-retirement seminars will be held in the following locations:

- November 2 - Bathurst, Bathurst High School
- November 16 - Moncton, Riverview Middle School
- November 30 - Fredericton, Fredericton High
- January 11 - Chatham, Dr. Losier Middle School
- January 25 - Bristol, Carleton North Senior High
- February 1 - Saint John, Simonds High

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

1. Applications will be accepted on a first-come, first-served basis.
2. A registration fee of \$3.00 for each participant must accompany the application; however, cheques will not be cashed until after the workshop.
3. All participants must pre-register.
4. Travel and accommodation costs are the responsibility of the participant.
5. A nutrition break will be provided free of charge.
6. Questions relating to these seminars should be directed to:
 Larry Jamieson
 Director of Teacher Welfare Services
 New Brunswick Teachers' Association
 P.O. Box 752
 Fredericton, N.B. E3B 5R6 (Tel. 452-1722)
7. Any interested teachers are eligible to attend.
8. All workshops begin with registration at 8:30 am and sessions at 9:00 am. until 1:00 p.m.
9. Detach and return the registration form as soon as possible.

PROGRAM

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

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

REGISTRATION FORM - NBTA PRE-RETIREMENT SEMINARS

Please accept my application to attend the NBTA Pre-Retirement Seminar to be held on (check one):

Date of Seminar

Deadline for Registration

- | | |
|--|-------------|
| ___ November 2 - Bathurst, Bathurst High School | October 25 |
| ___ November 16 - Moncton, Riverview Middle School | November 8 |
| ___ November 30 - Fredericton, Fredericton High | November 22 |
| ___ January 11 - Chatham, Dr. Losier Middle School | January 3 |
| ___ January 25 - Bristol, Carleton North Senior High | January 17 |
| ___ February 1 - Saint John, Simonds High | January 24 |

Name of teacher: _____ S.I. No. _____

Mailing Address: _____ Dist. _____

_____ Name of Spouse (if attending) _____

No. of pension years you will have accumulated to June 2003 _____ Certificate Level: _____

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

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

I am enclosing a cheque in the amount of \$3.00 / \$6.00 (please circle one) to cover the cost of registration; nutrition break, and materials to be supplied. Please make cheque payable to **New Brunswick Teachers' Association**.

Signature: _____

Elementary Council News



Council Day plans are coming along nicely. We are always looking for presenters. If you would like to present or know of someone who would like to make a presentation, please contact Sandra Melanson by email at laszesan@nbed.nb.ca or fax at 357-6598.

The Curriculum Committee will be meeting twice before Christmas. We have developed a form that we hope a lot of teachers will take the time to fill out. There are a lot of new programs being taught and we would like input from teachers all over the province. Please fill out the form and fax it to Lisa Kerr at 446-9437 as soon as possible. There is also a form in the Elementary Council Handbook that will be in your mailboxes soon. Your input is needed and is appreciated.

There is no more money for conference grants until January. Please fill out your the purple form if you are going to attend a conference.

In the last issue we highlighted some of our Executive. At this time, I would like to tell you about the rest of our wonderful council.

Sandra Melanson teaches French Immersion to a grade two class at Summerhill Elementary School in District 17. She has been teaching for six years beginning in Bathurst at South Bathurst Elementary on a team with Janet Arseneau and Carolyn Fitzpatrick in a French Immersion grade three class. Sandra recommends this type

of teaching very highly. She has served on Wellness, Crisis Intervention, and Social Committees and has been on the Elementary Council for four years.

Her special interests include her friends, golf, reading, and hanging out at the beach.

Rona Howald has taught for twenty-nine years in District 6 elementary schools. She has been involved with the branch PD committee as secretary for one year and chairperson for three. She has chaired the branch grants committee for four years and is now the treasurer. Rona has been on the Elementary Council for three years. She was a member-at-large for the first year, has been secretary for two years and has been registrar for the Council Day for the past two years. Rona made it possible for the Council to try online registration. Family, school, and personal education endeavours keep her very busy.

Arlene Pineo works at Sunbury West School in Fredericton Junction. She has 17 years of teaching experience and has taught at many District 17 schools as a music teacher. For the past six years, Arlene has been teaching in an elementary classroom. She has served on various school committees as well as the grade 3 - 5 team leader for two years.

When not practising for the Lintuhtine Youth Choir or being a church organist, Arlene can be found with her nose in a book.

Hazel Lane-Coates is our President this year. She teaches at Port Elgin Regional School in District 02. Hazel is teaching a 2/3 class this year, having previously taught grade five. She has been teaching for fifteen years. She previously has taught grades 1-5 Core French and Grades 7 - 8 Phys. Ed and other subjects.

Her committee experience includes three years on the Elementary Council doing Publishers and Site, two years on the local NBTA, and one year as local PD chair.

Hazel is a Showcase Productions Drama Society Member and Board Member, Stage Manager, Make-up, costumes. She is an amateur photographer, basketball coach, loves to travel, enjoys crafts and her family. This is Hazel's first year as president of the council.

Finally, I wish to let everyone know that the web page is still up and running. Please feel free to send us any school work, interesting web sites, field trips, or anything else of interest. It will be put up right away. It is your site. You are our guide. Indu Varma has retired from the Council and will no longer be working the web site. Lisa Kerr will continue to keep it updated with the help of Kim Carter. Their email addresses are kerrlisa@nbed.nb.ca and cartekia@nbed.nb.ca .

We hope that everyone continues to have a wonderful school year.

—Lisa Kerr

Welcome Back!



On behalf of the Elementary Council Executive, I want to welcome each and every one of you back to your classrooms after a beautiful summer. We hope that the 2002-2003 school year will be a rewarding one for all of you. We understand that September and October are busy months and wish you success as you strive to establish

your classroom routines.

It is with pride and trepidation that I proceed into the year. I am following two great ladies in the role of President of Elementary Council. Both Indu Varma and Nancy Boucher have set high standards and made a huge impact on our council. We are losing six hard-working, dedicated individuals. Indu Varma,

Gena Skidd, and Jeannine Mabey have given thousands of volunteer hours over many years to council. Robin Andersen, Julie Caldwell and Peter Gorham have worked hard for the past three years and move on to other professional challenges.

We thank them all for their contribution. They will be sorely missed.

(Elementary Council Continued...)

The new council members are very enthusiastic as we plan Council Day May 2, 2003. Sandra Melanson will co-ordinate the program with the help of all council members. Nancy Boucher will handle the registration. Lisa Kerr and Kim Carter are the web site people to contact to contribute articles, teaching plans or photos. Again this year we will be sponsoring a curriculum committee and we would encourage your input with these and all activities.

Council day was very successful

despite the rain, limited parking, long lunch lines and various other problems. We had about two thousand participants, our largest number to date. We have read all your comments and suggestions and are taking strides to remedy the situation. We are planning to host Spring Council Day at Mount Allison University in Sackville. We have placed our order for sunshine and a terrific day.

Again I invite you to contact any one of us with suggestions and concerns as we strive to do our best

for you. Please know that we would welcome any help or time you might be able to contribute as council day draws near. Your Elementary Council Handbook will be distributed this fall with a host of information. Please read it and avail yourself of some terrific suggestions and valuable contacts to help make the next *Century of Learning* a huge success.

Hazel Lane-Coates
President
NBTA Elementary Council

Middle Level Council News



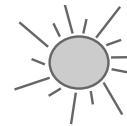
The NBTA Middle Level Council offers several services to its members.

Institutes: If a Middle School in New Brunswick wishes to sponsor an Institute, the MLC offers financial assistance to help you in your efforts. Please contact **Tanya Whitney** (twhitney@nbnet.nb.ca)

Conference Grants: Is there a conference or a special professional development activity you would like to attend? Assistance is available to help defray expenses. The fund is depleted at this point but more grant money will be available for events occurring after January 1, 2003. Please use the purple form or visit the NBTA website at www.nbta.ca

Curriculum: If you have any curriculum concerns, issues, or questions, please forward them to a member of the Middle Level Council Executive. (See the September 5 issue of *NBTA News* for names, fax numbers, etc). These will be compiled and sent on to the NBTA Curriculum Committee who will, in turn, share them with officials at the Department of Education.

Let us know about exciting and innovative things that are happening at your school so we can share them with other New Brunswick teachers.



*Council Day
May 2, 2003
Saint John
with*

*Lloyd Mallard and Josh Beutel
Plan To Be There!*



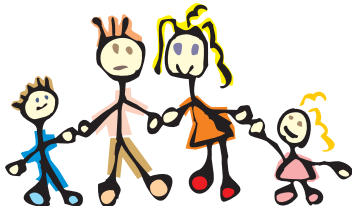
This year's president of the Middle Level Council is Heather Palmer.

Meet Your Council President: The president of this year's Middle Level Council is **Heather Palmer**. Heather is in her 15th year of teaching and at present is teaching Science and Social Studies to Grade Eight students at Devon Middle School. She is also actively involved in her local NBTA Branch.

Heather was born in St. John's, Newfoundland, and even though she grew up in Saint John, N.B., still considers herself a Newfoundlander at heart. She enjoys family camping with her husband and two boys, aged 9 and 5, and riding her Yamaha motorcycle.

Heather says her biggest thrill as a teacher comes from seeing a spark in a child's eye.

-Mike Gardner



National Family Week

October 7th - 13th, 2002



NBTA High School Council Executive

The first annual meeting of your High School Council is scheduled for September 27-28 in Fredericton. Current executive members and positions are listed below.

Member/Position	School	Tel	Fax	E-Mail
Randy Hunter/President	Sugarloaf Senior High	789-2125	789-2108	randy.hunter@nbed.nb.ca
Kimberley Douglass/Past Pres.	Leo Hayes High	457-6898	444-3031	kimberley.douglass@nbed.nb.ca
Derek Taggart/Vice-Pres.	Leo Hayes High	457-6898	444-3031	taggart@nbnet.nb.ca
Jonathan Hunter/Secretary	Doaktown Consolidated	365-2011	365-2019	hunterjon@nbed.nb.ca
Mike Gunter/Treasurer	Kennebecasis Valley High	847-6361	847-6208	guntemih@nbed.nb.ca
Brenda MacPherson Communications	Simonds High School	658-5367	658-4641	macphbre@nbed.nb.ca
Standing Committees				
Dorothy Firth/Program	Sugarloaf Senior High	789-21125	789-2108	dorothy.firth@nbed.nb.ca
Judy Astle/On-Site Liaison	Upper Miramichi Regional	369-2001	369-2023	jastle@nbnet.nb.ca
Judy Comeau/Awards Liaison	Harbour View High	658-5359	658-4642	comeajua@nbed.nb.ca
Prof. Dev. (to be announced)				
Curric. Dev. (to be announced)				
Kimberley Douglass/ Nominations	Leo Hayes High	457-6898	444-3031	kimberley.douglass@nbed.nb.ca
Other Executive Members				
Jayne Bettle	Hampton Middle	832-6020	832-3003	bettlejay@nbed.nb.ca
Malcolm Bowes	Doaktown Consolidated	365-2011	365-2019	malcolm.bowes@nbed.nb.ca
Krista Hamilton	North&South Esk	836-7000	836-7002	jkh@nbnet.nb.ca
Shane Hoyt	Leo Hayes High	457-6898	444-3031	shane.hoyt@nbed.nb.ca
Caroline MacDougall	St. Stephen High	466-7312	466-7314	macdouca@nbed.nb.ca
Lynn Steeves	Tobique Valley Middle	356-6015	356-6019	steevlyj@nbed.nb.ca
Nancy Vessie	Bathurst High	547-2766	547-2923	nancy.vessie@nbed.nb.ca

Teacher Grants

Did you know that your NBTA High School Council provides grants to help fund your professional development at workshops and special conferences. For further information re grants available, simply contact our web site for a full explanation and application forms.

You can check out the NBTA High School Council web site at: <http://www.geocities.com/athens/troy/4521/>

Vocational Bursary Update

A message to all children/grandchildren of present or former vocational/business/home economics teachers that this bursary is still available and applications are welcomed. For further information, contact *Mike Gunter (Treasurer)* or *Judy Comeau (Awards Committee)*.

Remember to keep the lines of communication open.
Brenda MacPherson, Communications Chair
Simonds High School macphbre@nbed.nb.ca

President's Message

"My greatest strength is to recognize what I don't know and ask a few questions"...Peter Drucker

Welcome to another school year. I hope this message finds you well and off to a roaring start. It is unbelievable that summer (what we had of it here in the north) has passed so quickly and we are into another year of new challenges, adventures, new policies, documents, and so on.

The Executive of your High School Council work hard for you in areas of Professional Development, Council Day, Public Relations, etc. It is through your input that we are able to accomplish our goals. I invite you to ask questions, give input, and last but not least, consider yourself a valuable member.

Each edition of *NBTA News* reserves a section for input from all councils. I am certain your school has many valued innovations, and I



invite you to share these with our membership by forwarding your message to me and I will put it in the right hands.

If you have any concerns, questions, or items you would like to see on the agenda, please feel free to get this information to me and I will do my utmost to get back to you.

As your president for the 2002 - 2003 school year and on behalf of the High School Council Executive, I wish you success in all your endeavours.

Have a wonderful year and I look forward to hearing from you.

Randy Hunter
Sugarloaf Senior High School
Campbellton, NB
Telephone 506-789-2149
Fax 506-789-2108
E-Mail Randy.Hunter@nbed.nb.ca

Don't Forget!

Your executive meets regularly. Here is the following schedule:

September 26-27, 2002

February 7-8, 2003



May 1

(with Council Day being May 2, 2003)

November 15-16, 2002

April 4-5, 2003

The Memory Project - Peace and War

In an effort to help students understand Canada's role in the world today, the Dominion Institute is pleased to announce the latest volume in the series of free Memory Project educational booklets, "Canadian Forces in Global Conflict": Susan Beharriell and Don Ethell's Half-Century Timeline".

This curriculum-based teaching tool with classroom activities, available to educators free-of-charge, follows the careers of a Peacekeeper and an Intelligence officer through the last half of the 20th century. It also includes an interview with

General Romeo Dallaire on peacekeeping and conflict resolution into the new millennium. Download a PDF of "Canadian Forces in Global Conflict" at www.thememoryproject.com/teaching_resources.cfm

This booklet, along with the Memory Project Volume One (Grant McRae's WWII Timeline) and Volume Two (Len Badowich's Korean War Timeline), and the documentary video "Crew of Seven" (all available free of charge), prepare students to welcome a veteran into their classroom to share his or her

stories.

Hundreds of WWII, Korean War, and Peacekeeping veterans from across the country have been trained in classroom presentation-making, and are looking forward to sharing personal stories of Canada's past with your students, and answer their questions.

To arrange for a local veteran to visit your students, or to request materials, contact the Dominion Institute at 416-368-9627 (or toll-free at 1-866-701-1867) or by email at staff@dominion.ca

Wellness Highlights

PROFESSIONAL COUNSELLING SERVICE
FOR TEACHERS



TEACHER COUNSELLING SERVICES

Ann Kennedy, Districts 14, 17, 18

1-800-561-1727

Betsy Colwell-Burley, Districts 6, 8, 10

1-800-563-3938

Thérèse Gallant, Districts 2, 15, 16

1-888-763-5050

Provincial Wellness Facilitators Training Spring 2002

The Wellness Program for Teachers is composed of three elements:

1. *Teacher Counsellors*
2. *District Wellness Facilitators*
3. *School Wellness Representatives*

The Wellness Facilitators act as a liaison between the counsellors and the Wellness Representatives in each school. Their role and responsibilities include:

- promoting and setting up



Teacher Wellness Programs in schools

- coordinating training and support for Wellness Representatives from interested schools
- meeting twice per year regionally to share ideas and concerns

School Representatives organize wellness activities in schools. They meet as a district at least twice yearly with the Wellness Facilitators.



Wellness Booth High School Council Conference May 2002



Prize Draw - (l-r) Mike Ketchum (Wellness Facilitator), Rick McTavish (Fredericton High), Betsy Colwell-Burley (Counsellor/Consultant)

CONTACT and DSS Resounding Successes

Two summer conferences, co-sponsored by the NBTA and the teacher organizations of Nova Scotia, PEI, and Newfoundland, were deemed successful by all who attended.

In early July, 38 administrators and teachers from New Brunswick joined their Atlantic Canada colleagues for the *Developing Successful Schools Institute* at MT. Despite the intense summer heat, Dr. Frank Peters, from the University

of Alberta, engaged the participants and challenged them to reflect on their leadership roles within their school communities.

CONTACT (Conference on New Technology and Classroom Teaching) was held in Corner Brook, Newfoundland and saw 100 classroom teachers participate in workshops under the theme "Teaching: A Class Act". Two sessions were presented by New Brunswickers: Tanya Whitney and

Stacey Price's session on *Authentic Assessment* and Jill Beaulieu's on *A Practical Approach to the Brain* were among the highlights of the conference.

Both *CONTACT* and *DSS* are top-notch professional growth opportunities, with the added bonus of meeting and networking with our colleagues from Atlantic Canada. Next summer, both events will be held in New Brunswick at Mount Allison University.



Part of the CONTACT "Team-N.B."



A large New Brunswick contingent at DSS.

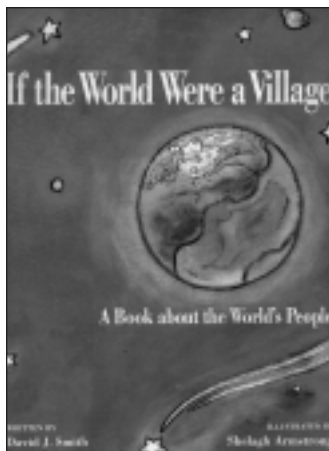
Book Inspires Essay-Writing Contest



If the World Were a Village tells us who we are, where we live, how fast we are growing, what languages we speak, what religion we practise, and more.

This extraordinary picture book, published by Kids Can Press, has received great reviews — a recommended summer reading pick on CBS's *The Early Show*, author interviews on Canada AM and Radio Canada International, a feature article in the August issue of *Book Links*, and much more.

This success is partly due to the fact that *If the World Were a Village*



offers parents and teachers a unique way of helping children gain a better

understanding of the world around them and their place in it.

Kids Can Press is sponsoring an essay-writing contest based on this remarkable book. It is open to children between the ages of seven and fourteen. Submissions will be accepted until December 20, 2002 and must be downloaded from the Kids Can Press website. Ten winning essays will be selected with one additional grand-prize winner.

For further information, contact; **Kellie Cullihall, Kids Can Press, 416-925-5437 ext. 140, kcullihall@midscan.com**

Student Journalism Program



SchoolNet News Network (SNN), an award-winning student journalism program, invites you and your students to participate in an exciting and thought-provoking learning experience.

SNN has worked with students and teachers throughout Canada since 1994 in an effort to promote student expression and to provide a vehicle for students to publish their writing and multimedia work. SNN provides Canadian youth with an opportunity to be heard and a place to publish their work in an emerging media form. Students publish articles dealing with human rights, teen issues, stereotyping, their environment, their school, their community, their dreams.

Student Ashleigh Viverios of Manitoba says it best: "SNN is an organization that gives teenagers a voice in a society that sometimes

forgets we're here. It's a place where you can be secure in the knowledge that somewhere out there are students who will read your article, and nod their heads in agreement."

The SNN Website (<http://www.snn-rdr.ca>) provides writing/reporting tools, story ideas, lesson plans and discussion forums for teachers and students. Students can use many media forms to express their ideas: print, photography, audio and video. SNN also connects young people with professional journalists who assist them with developing their writing, interviewing and investigative skills.

The SNN Student Magazine is published online every month during the school year. Each month students from across Canada submit articles covering different news genres: current events, editorials/opinions, sports, profiles and entertainment. The magazine also features an Arts & Expressions

section for poems, short stories and photography by students. As well, students who have views on a certain subject or on something they've read in the Magazine can submit their opinions to our 'Our Views' section.

To celebrate student expression each year SNN hosts a Student Journalism Award where students submit three samples of their writing/multimedia work. Submissions are reviewed by professional journalists and journalism teachers. Students can win up to \$500.

If you would like further information about the Student Magazine and our student journalism program, contact **Carmelita Joy-Bolger, Coordinator:** email: snn@stemnet.nf.ca, tel. 709-737-2611, 709-737-2179(f) webpage: <http://www.snn-rdr.ca>



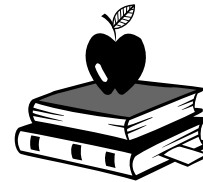
Difference Makes a Difference Fall Conference for Parents and Educators

Education is for everyone, but everyone has different perspectives, different needs, and different interests. Collaborating and sharing our differences make NB's education system even stronger. Join us to discuss current issues.



Sponsored by:
NBCEA, Faculty of Education, UNB

November 12, 2002 - 8:30 a.m. - 4:00 p.m.
Wu Conference Centre, UNB, Fredericton
A variety of speakers and sessions.



Cost - \$75/Person

Fall Conference Registration Form

Name: _____ School: _____

E-Mail: _____ Telephone: _____

Payment Enclosed: ____ Invoice School: ____ Invoice District: ____

Return to: NBCEA, Faculty of Education, UNB, P.O. Box 4400, Fredericton, NB, E3B 5A3
Telephone - 453-3502 Fax - 458-7157 E-mail - tmaclean@unb.ca

Canadian Music Industry Turns Up The Volume In Support Of Music Education

The Canadian Academy of Recording Arts and Sciences (CARAS), producer of the annual Juno Awards, has received an increase in support of its Music Education Program from this country's major record companies.

The CARAS Music Education Program was created in 1997 from the Academy's share of the proceeds of the sale of the 25th anniversary Juno Awards commemorative CD Boxset *Oh What a Feeling - a vital Collection of Canadian Music*. The program continues with the financial support of the five major

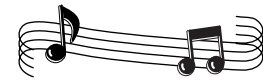
record companies in Canada, and encompasses scholarships, cash grants, and the *Band Aid Program* which provides musical instruments to schools.

Band Aid works in cooperation with the Coalition for Music Education in Canada (www.coalitionformusiced.ca) and awards these grants in the form of musical instruments to schools who have music programs that are in jeopardy or in need of assistance to sustain their long-term development. The winning schools are able to choose instruments based

on their particular needs, and the instruments are delivered to the school by CARAS.

Seven schools across Canada received grants in 2002, with Bayside Middle School in Saint John one of the recipients.

For further information or to arrange interviews, please contact: **Debbie Rix - Publicist CARAS Band Aid Program, Tel. (416) 537-6225, Fax (416) 537-7415, rixkane@sympatico.ca**



Workshop Addressed Children and TV



A community initiative is giving Canadian children the tools to be wise

about the media and about life.

Linda Millar, the director of education for Concerned Children's Advertisers in Ottawa, was in Fredericton recently giving a workshop to local educators about TV&ME, a program addressing media and social issues affecting Canadian children.

Millar said children in Canada are watching approximately 15 hours and 18 minutes of television a week. She said parents are reporting their children are multi-tasking with various forms of media up to six and one-half hours a day.

In response to this increased exposure to various mediums, TV&ME works to connect children and television responsibility. Millar said it's very important to teach children to watch carefully, think critically and navigate mediums safely.

Concerned Children's Advertisers was founded in 1990 by a group of Canadian companies who responsibly market and advertise products and services to families.

Millar said there are two priorities that her non-profit organization deals with. One is their nationally-aired commercials. The second priority is the TV&ME program that is beginning to spread across Canada in partnership with Corus Entertainment Inc.

Issues that are addressed by the organization are media literacy, self-

"... children in Canada are watching approximately 15 hours and 18 minutes of television a week."

esteem, peer pressure, substance abuse and bullying. Millar updates the curriculum and writes lesson plans for new commercials.

Millar's workshops are available anywhere in Canada, free of charge, including resource materials, like videos, CDs, and teacher's guides, also free of charge.

She said the program has been endorsed across Canada as a valuable resource. "We've got all the approvals we need; it's just now about getting out and getting materials to educators and parents.

Millar said community service workers, the department of health and educators are using the program.

Mike Gange, president of the Association for Media Literacy in New Brunswick, was the chief organizer of the event. He is a teacher of media studies and journalism at Fredericton High School.

"Our goal as an association is to help promote media education," Gange said. "Kids spend so much time watching television and interacting with whatever media they've got, whether it's magazines or advertising. Our goal is to help everyone understand media and use it as an enjoyable resource."

On September 12 there was a national celebration of TV&ME held in Ottawa. Federal ministers, government agencies and national education and parent organizations were invited.

Those interested can e-mail Millar at ibmillar@magma.ca to book a free workshop on media literacy and healthy life coping skills or call (416) 484-0871 or visit www.cca-kids.ca for more information on her organization.



The Duke of Edinburgh's Award

Young Canadians Challenge



Over the past 40 years thousands of N.B. young people have participated in the Award. This non-competitive program is available to all youngsters aged 14 to 25, regardless of their talents or circumstances.

The Award promotes perseverance, resourcefulness, initiative, self-improvement, and service to others. The program fosters these qualities by requiring participation in four types of activity:

- **Community Service**
- **Physical Recreation**
- **Expeditions**
- **Development of Skills**

The Award is unique, as young people may select their own activities within each of the above categories. This feature gives the Award universal appeal.

The program began in the UK in 1956 and now thrives in more than 100 countries. Youth organizations such as Scouts and Cadets, as well as schools, operate the program to enrich their own programs. Youngsters may also participate as "independents".

The achievement of a Bronze, Silver, or Gold level in the Award provides the young person with:

- *Community recognition - the Gold level Award is normally presented by a member of the Royal Family*
- *A strong sense of self-worth and personal satisfaction*
- *Development as a well-rounded individual and citizen*

Award achievers have had successful careers in many fields. You may know an achiever. They will be able to tell you about the unforgettable experiences they have had with the Award. In the words of Greg Losier, a Gold achiever and now a Captain in the Canadian Forces:

The Duke of Edinburgh's Award Programme is unique among the myriad of citizenship initiatives. You do not have to be an athlete or a great student to succeed. You don't need a lot of money to pursue your goals. You don't need to be popular, handsome or "cool". Rather, the Programme assumes that its participants are mature, responsible individuals, all of whom have something valid and meaningful to contribute to the Programme.

We have engaged selected youth-at-risk in the Award including those with disabilities. In order to promote the program in all parts of the province and to all at-risk communities, we need your support. You can help in many ways. Please take the time to complete and return the following coupon:

-
- I would like more information
 - I know a young person who should be involved; please send me a registration package
 - I am prepared to help with the program in my child's school
 - I would like to see the program in a youth organization with which my child or I are involved
 - I would like to volunteer with the Award
 - I would like to donate money or a gift-in-kind to the Award

Name and Address: _____

Tel. No. and Email Address: _____

The Duke of Edinburgh's Award Office
65 Brunswick St. Room 287
Fredericton N.B. E3B 1G5
506-453-3662
dukeedin@nbnet.nb.ca
www.dukeofed.org/nb



Education in Atlantic Canada — is it making the grade?

CBC goes back to school in the fall to learn more about the state of education (grades 1 to 12) in Atlantic Canada. But before we even start, **CBC Radio and Television** would like to hear from you. Please give us your thoughts, story ideas, comments and suggestions.

Call us toll free at **1-888-368-1234** or contact us through our website: cbc.ca/learningcurves.



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- Two current passport-sized photos
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Email: wei@chinateaching.com

Website: www.chinateaching.com

Telephone: (416)369-9992

Start Date: September 2003

Deadline for applications: July 5, 2003 (for 2003 academic year). We encourage applicants to apply as soon as possible. We accept applications throughout the year.



Paid Advertisement

Local workshop for teachers explores outdoor education

For some of elementary school teacher Laura Guilfoyle's classes, the blackboard is replaced with the great, outdoors, encouraging students to get in touch with their environment.

It's called outdoor education, or outdoor play, and it's a new teaching style that Guilfoyle taught to fellow educators at a workshop at Lower Lincoln Elementary School in July 2002. Guilfoyle, who's been teaching since 1991 and begins a new job at Hubbard Avenue Elementary School in Oromocto in September, took a year off from teaching and researched outdoor education. Now she's sharing that knowledge with her colleagues.

Guilfoyle says outdoor play is more effective with younger children from kindergarten to Grade 2, but isn't meant to replace traditional teaching methods.

"I think it's a way of getting the

point across," Guilfoyle said "For example, a class can be taken out onto school grounds, and each student is asked to study an area that lies within a hula hoop that's been tossed onto a piece of turf. The student can be asked to count specimens, learn about the soil and present a report about it, incorporating math, science and language arts into one lesson."

Some students learn better with hands-on lessons and can prepare reports more easily about things they've experienced as opposed to things they've read," she said. "However, the method isn't for all teachers and students. Some don't care as much for the outdoors, and some students, such as those who excel in French immersion programs, are geared toward auditory learning as opposed to tactile and visual learning."

Anne Gautreau, a Belleisle

Elementary School intervention worker who often deals with children with behavioural problems, came to the Fredericton area from Hampton for the workshop.

Gautreau said some of her students have problems because they're always moving and active, which can be a problem with traditional classroom learning. That active nature works well with outdoor education. "I wanted to get some strategies," she said.

Gautreau said the hula hoop exercise is something she would like to try out. "They were like little micro-environments," she said.

Guilfoyle said another advantage to outdoor education is that by inter-acting with their environment, students get a greater sense of ownership and stewardship. "In other words," she said, "outdoor education can foster an appreciation of the importance of nature."

Notice

Teachers should take note that Paulette Moore will be retiring from her position with the NBTA as Director of Finance and Administration as of September 30, 2002. The NBTA, on behalf of its members, would like to thank Paulette for her years of service. Melinda Cook will be replacing Paulette in this position.



TEACH ENGLISH OVERSEAS

The Canadian Education Centre Network offers quality ESL teaching opportunities in countries such as Korea, Colombia, Argentina, the United Arab Emirates and China.

These positions emerge periodically on an ongoing basis.

KOREA - NOW HIRING - Nov, 2002 and Jan, 2003 start dates available

Colombia - August, 2003 start dates available

U.A.E. - August, 2003 start dates available

Qualifications preferred include a Bachelor's degree of Education or recognized teaching qualification, TESL certificate and some experience teaching ESL in an overseas location.

Minimum requirements are a Bachelor's degree, TESL certificate and some teaching experience.

Compensation - We provide a competitive salary, furnished accommodations, paid vacation and airfare for one-year. Visas, accommodations, and health insurance are also arranged prior to departure.

To apply, submit your resume and state your date of availability to: teacher.recruitment@cec.apfnet.org or fax 416-869-1696

The Canadian Education Centre Network is a private, non-profit organization with offices in Vancouver, Toronto, Montreal and 18 countries in Asia, Latin America, and Europe.



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Further information is available from
<http://ehlt-online.flinders.edu.au/bc>
or from the program coordinator,
Bernice.Burnip@flinders.edu.au



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TEACH IN THE USA

The **Visiting International Faculty Program (VIF)** offers educators the life-changing experience of teaching in another country. Since 1987, thousands of teachers have participated in the Program. Their lives – and the lives of more than half-a-million of their students – have been transformed through cultural exchange.

VIF matches qualified applicants with positions in select primary and secondary schools across a variety of subject areas. We offer positions in states that include **Georgia, North Carolina and South Carolina.**

Compensation includes a competitive salary and benefits package, round-trip travel, and a comprehensive orientation. VIF educators must be proficient in English, have at least two years of teaching experience, hold a university degree, possess a driver's license, and have at least two years of driving experience.

Currently seeking Math, Science, Special Education and Elementary Teachers.

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Ph: (613) 722-5922
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VIF is an officially recognized exchange program. Not all subject areas available in all locations.



www.vifprogram.com

Paid Advertisement

Leadership Forum

November 25, 2002 - 8:30 a.m. - 4:00 p.m.
Wu Conference Centre, UNB, Fredericton

Morning Keynote by Mike Duffy
Afternoon Keynote to be Announced

Educational Leadership is needed from the classroom to the boardroom. Leadership should be inclusive and recognize differences in leadership types and functions.

Leadership? What works? Why?
Who is leading? How? What is leadership?

Demonstrate your leadership by participating!

Sponsored by:
NBTA
Department of Education
NBCEA, Faculty of Education, UNB

Cost: \$75.00/person

Leadership Forum

To register, please complete the following registration form:

Name: _____

School: _____

E-Mail: _____

Telephone: _____

Payment Enclosed: _____ **Invoice School:** _____

Invoice District: _____

Return to:
NBCEA, Faculty of Education, UNB,
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Telephone - 453-3502 or FAX - 458-7157
E-mail - tmaclean@unb.ca

The Importance of Detail

- Quality of Applications and Nominations Critical •

Every additional detail which enhances the committees' ability to choose one from many excellent and deserving nominees is important.

Each year, hundreds of applications or nomination papers are prepared by teachers and submitted to committees or panels charged with the responsibility of choosing, from among all submissions, a limited number of successful applicants.

Whether applying for an Educational Leave, or submitting nominations for the NBTA Centennial Award, the Aliant Telecom Award, or applying for any other competition, providing proper and complete information is critical to the success of the application.

Educational Leave Forms Now Available

The Educational Leave Forms (Form D 2003-2004s) are now available through school district offices. The form consists of four pages, each with four copies. Persons considering applying for an educational leave for the 2003-2004 school year should get the form as soon as possible to ensure sufficient time for completion and submission of forms and related documentation prior to the deadline of November 8, 2002. This is a strictly applied deadline.

Each question on the form is asked for a specific purpose and therefore is very important. The number of very deserving applicants far exceeds the number of educational leaves available, and therefore the committee relies very heavily on the responses recorded for various questions to help distinguish among very similar and deserving applications.

In responding to open-ended questions, particularly in section V, applicants are encouraged to prepare responses prior to transfer to the

form. If additional space is required, additional sheets could be attached and referenced under the appropriate question.

Of particular importance is the response to Part V, question 2 - "Detailed Specific Plans". Part of the mandate of the committee is to ensure numerous factors are balanced in the selection process. Geographical consideration, gender, array of disciplines pursued, length of study, and relevance to professional growth of the applicant and the needs of the system are all factors which are considered. To this end, the committee is less likely to consider vague or poorly-developed plans, and are more likely to consider applications which exhibit a well-conceptualized program or series of activities, and which clearly defines the expectations for professional growth.

It is also extremely important to indicate any special conditions which may have a bearing, conditions such as relation to position changes, deadlines for coursework completion, demands of internships, or particular availability of programs or activities of importance to the success of the educational leave.

Finally, all applicants must remember that over 60% of all valid and deserving applicants are rejected primarily due to lack of sufficient leaves to meet demand. In all cases, applicants can be assured that each member of the committee is committed to making the process as fair and impartial as possible. Those who are unsuccessful are strongly encouraged to re-apply in subsequent years.

Nominations for NBTA Centennial Award and Aliant Telecom Award for Excellence in Teaching

The NBTA Centennial Award is presented each year to an individual in recognition of having made a significant contribution to education in New Brunswick. It has traditionally honoured a long and prestigious career of involvement in the profession.

The Aliant Telecom for Excellence in Teaching is presented to an NBTA member recognized by peers and the community who exhibits excellence in teaching through ongoing commitment to students and pedagogical approaches.

Each award has its own application form and must be sent separately to the NBTA Selection Committee as described on the form.

Once again, the quality of the submissions can be enhanced greatly by ensuring a substantial amount of documentation from a variety of sources is provided. Further, the sponsors of the nomination should synthesize the contents of various supporting statements in a single overview of the recipient's activities and contributions which would merit consideration.

The deadline for nominations for each of these awards this year is **April 1, 2003**. Branches wishing to nominate persons should start getting supportive documentation now to ensure a complete, well-rounded and detailed submission. Every additional detail which enhances the committees' ability to choose one from many excellent and deserving nominees is important.

Announcements

N.B. Internment Camp Museum Tours Available

The N.B. Internment Camp Museum officially opened its doors June 22, 1997. It houses nearly 600 artifacts from the Camp and occupies over 2,000 square feet.

The N.B. Internment Camp was one of 26 such camps across Canada and the only one in the Maritime Provinces. During Phase I (1940-1941), the first people housed at the camp were primarily German and Austrian Jews, while Phase II (1941-1945) housed a larger and more diverse group of POW's — some German and Italian merchant marines and Canadians who may have spoken out against the war effort.

In addition to the many artifacts inside, visitors will see a reconstructed portion of a prisoners' hut, as well as a discovery box in which children may dig for artifacts.

School tours are free. For more information, contact the Museum Office 327-3573, Fax 327-6008 or Ed Caissie, Project Coordinator, 450-9666, www.village.minto.nb.ca

Testing and Assessment Conference

Through the eyes of the learner: Choices in Testing and Assessment is an international conference that explores both what we know about the way students learn and how the choices we make about assessment and testing can either enhance or hinder their learning.

Offered through the Manitoba Teachers' Society, this conference will be held March 20-21, 2003 in Winnipeg.

For full details or to register quickly and easily online, visit: <http://www.twblearn.com/eotlmanitoba/eotl.html>; Email: info@twblearn.com

NAWeb 2002 - The Web-Based Learning Conference

The University of New Brunswick will again be hosting **NAWeb 2002, the 8th annual International Web-**

Based Teaching and Learning Conference, October 19-22, 2002 on the Fredericton campus.

NAWeb 2002 will bring together leaders from research, industry, K-12, higher education, and government who are active in e-learning. As well as an invitation to be a delegate, there are also a variety of sponsorship packages that are available. Please see <http://naweb.unb.ca> for all of the details.

If you are interested in being a delegate or in sponsoring a conference event or demonstrating a product at NAWeb 2002, please contact me, **Rik Hall - NAWeb 2002 Conference Director, at 506-447-3018 (hall@unb.ca).**

Science of Biotechnology Workshop

The Biotechnology Human Resource Council is offering a two-day workshop *Introduction to the Science of Biotechnology*, Halifax, N.S., November 18-19, 2002. This workshop examines the most recent technologies and advancements in biotechnology and how they are being used within different Canadian industries.

For more detailed information and to register, visit: <http://www.bhrc.ca/Introbio/index.html>
Telephone: 613-235-1402 x-614,
Fax 613-233-7541,
E-mail: gail@bhrc.ca

Visual Art Education Association

A non-governmental Visual Art education association has recently been established to provide a means of communication and support amongst art educators working in different venues across the province. All teachers from elementary to high school who are teaching art in any capacity are encouraged to join. We hope to provide information and assistance by creating opportunities for educators to discuss ideas and issues and share expertise.

There is no membership fee. To

join, please send your name, mailing address, phone number and e-mail address to Mary Blatherwick, 326 Saunders St., Fredericton, N.B. E3B 1N8 or e-mail at mlb@unb.ca or Suzanne Hill at jasuhill@nbnet.nb.ca

Kids Learn About Bullying Website (www.talk-helps.com)

Family Service Canada has developed an interactive site for kids in grades 2, 3, and 4. This site introduces the "players" and the actions that constitute bullying and aggression, and offers concrete suggestions on how to find a better way.

2002 Edition of E-STAT

E-STAT, Statistics Canada's interactive learning tool, contains new features that make it even more user-friendly and versatile for students and teachers. Students can access selected articles from Statistics Canada publications such as the Canada Year Book 2001, Canadian Social Trends, Health reports, the content of Human Activity and the Environment 2000, the Graphical Overview of the Criminal Justice Indicators, and much more.

For the teacher, E-STAT contains a host of curriculum-relevant activities developed by educators.

For more information, visit <http://estat.statcan.ca> or call 1-800-465-1222 or e-stat@statcan.ca



You are cordially invited to attend the

***31st Annual General
Membership Meeting***

of

NBTA Credit Union



***November 13th, 2002
Wednesday, 7:30 p.m.
NBTF Building***



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Hours: Monday to Friday, 8:30 a.m. - 4:30 p.m.