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**Next Final Copy Deadline
For NBTA News:
Friday, October 19**



Please Hold Us Accountable

by Melinda Cook, NBTA Director of Curriculum

New Brunswick teachers are professionals, and as such we expect, in fact we want, to be held accountable. Society trusts us with its most precious resource, its children; and we take this awesome responsibility seriously. As teachers, we do our very best to ensure that the learning of every child is maximized, and as a profession, we do our very best to ensure that obstacles to learning are minimized.

Unfortunately, a recent phenomenon has developed which is reducing real accountability. That phenomenon is the pervasive use of standardized tests, and the common belief, that these test results offer the best measure of accountability.

North America, led by the United States, has been consumed by a wave of standardized testing. *With No Child Left Behind*, American politicians created a system in which poor standardized test results are used to educationally penalize some of the most deprived children. In Canada, our politicians have wisely not adopted similar legislation.

However, the use of standardized testing as a measure of accountability, one of the tenets of *No Child Left Behind*, has found a market here in Canada.

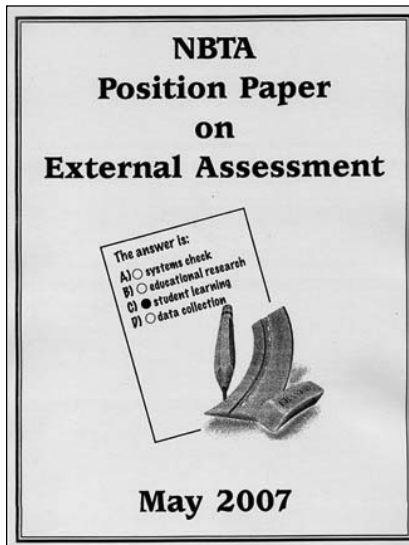
Given the profound consequences of the standardized testing phenomenon, the Board of Directors of the New Brunswick Teachers' Association instructed the NBTA Curriculum Committee to prepare a position paper on the topic. The Board adopted the NBTA Position Paper on External Assessment in May 2007. (The paper is available online at www.nbta.ca.)

The Association has taken the position that it will not oppose the use of external tests,

provided four conditions are met:

- 1) The assessments lead to improvements in student learning,
- 2) The assessments are instructionally sensitive,
- 3) Effective communication systems are put in place, and
- 4) Testing of accommodated, modified, and individualized students is reconsidered.

The NBTA believes that if these four conditions are met, standardized tests could enhance, rather than detract from a child's



...Continuing to force children to write inappropriate tests for statistical purposes is unacceptable.

education. Should the Department of Education address each of these concerns, external testing could provide stakeholders with useful information.

1) External assessment should only be undertaken if it leads to improvements in student learning.

The preeminent purpose of student assessment is to support student learning. Regardless of the perceived value of any data collected from external tests, such tests should not be administered unless the results can be used to inform instruction. Using the data compiled from external tests simply as a "systems check" is unacceptable.

Testing does not make kids smarter; teaching does. If the results of an appropriately-designed external assessment are compiled and accurately reported in a timely manner, if they are presented in such a way that teachers are able to identify student academic strengths and weaknesses, and if appropriate supports are offered to ensure interventions for struggling students, then external testing may aid in improving student learning.

2) External assessments must be instructionally sensitive.

An instructionally sensitive accountability test attempts to measure only a limited number of genuinely significant curricular outcomes. The large number of curriculum outcomes is certainly a



Melinda Cook

problem in the New Brunswick education system, particularly in the areas of mathematics and science. Curricular expectations in some subject areas demand that students master literally hundreds of outcomes. Although the outcomes may represent what may be theoretically achieved under ideal classroom conditions, the

expectation does not reflect the reality of New Brunswick classrooms.

Teachers have been placed in an untenable position because of the dichotomy between teaching and testing philosophies. Given their classroom compositions and conditions, teachers can either work to ensure meaningful student learning occurs, knowing that only a portion of the assigned outcomes may be mastered, and that external test results will reflect the lack of coverage, or they can superficially cover all outcomes, knowing that the external test results may reflect the students' lack of understanding.

Conventional accountability testing best measures discrete bits of knowledge, not broad understandings. If curriculum outcomes are designed to take into account learning styles, academic growth, relevance, and differentiation, then the assessment of outcomes should also take these factors into account.

3) The Department of Education must place high importance on effective communication with teachers.

(...continued on page 4)

Moving? Name Change? Not Getting Your NBTA News? LET US KNOW!

In order to keep our NBTA members' database as accurate as possible, it is important that you advise the NBTA Communications Department (Carlene Merrick, 452-1833) of any changes such as marital status, home address, school location, phone number, etc., as soon as possible. This is necessary to ensure that all mailings reach our members and that our nominal roll is up to date for voting purposes. Initial information is collected on the green registration forms, but changes occur. Many of these changes occur during the summer months.



We do not receive this updated information through any other source, so please keep us informed of any changes.

Thank you for your assistance in helping us serve you better.



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Brent Shaw

Exciting Time for Education

Hello Colleagues and Friends,

By the time everyone gets this, we will already have had our *Welcome to New Teachers' Workshop*. It is amazing to look over a group of teachers and see the changing demographics. Those who have taught less than ten years make up about 45% of our total teaching population. That sure makes me feel... experienced. Another bright side to this is the growing number of young retirees out there enjoying the next very active phase of their lives.

What an exciting time to be involved in education! There are so many ongoing issues, it makes it hard to confine my thoughts to just a few. I will attempt to update you on what has been happening here at the Association.

I have had the opportunity to meet with the Minister of Education, the Hon. Kelly Lamrock. Having a good working relationship with Mr. Lamrock, as well as the Department of Education, continues to keep the best interests of our province's students and teachers a top priority. We have had discussions on topics such as vocational education, class composition, inclusion, assessment, French Second Language, and school violence. I strongly believe that

there can be improvements in all of these areas. It is not only our responsibility, but the responsibility of our Employer and society as well. Teachers cannot do this alone. The old adage comes to mind, *"It takes a village to raise a child"*. This is so true, but all too often teachers are expected to be all things to all people.

... all too often teachers are expected to be all things to all people.

In another area, the Federation Committee on Terms and Conditions of Employment has met for five days. Teachers from across the province, from both Associations, had the difficult task of creating the next asking package from submissions

received from branches and members. Once again, we will be working hard in the upcoming round of bargaining. We need a contract that will honour teachers as the professionals they are and also deal with the issues that improve student achievement and classroom life for all. It is time to get back to some basics. We need to strive to let teachers teach and children learn.

Brent Shaw

P.S. — A special hello to my friends and colleagues at CNHS!

Have a Safe &
Happy
HALLOWEEN



Communication is a key component of an effective evaluation system. Outcomes must be well identified, expectations must be clearly articulated, useful results must be accurately reported, and responses to inquiries and results must be communicated in a timely manner. Longitudinal individual results should be collected, so effective (and ineffective) interventions may be identified, and instruction improved accordingly.

4) Testing of accommodated, modified, and individualized students must be reconsidered.

The provincial external testing philosophy is incompatible with the provincial teaching philosophy. In New Brunswick approximately twenty percent of the Anglophone student population is accommodated, modified, or individualized. These

students have programs that are tailored to their needs. The resulting accommodations and modifications range from very minor changes, such as particular seating arrangements or specified times for producing written work, to profound differences such as studying Grade 2 outcomes in a Grade 9 classroom. Regardless of the alterations required, teachers work every day to ensure those students are learning and feel successful.

External assessments do not take accommodations, modifications, or individualizations into account – they are standardized. The modified student is forced to write a test on material that has not been taught. Teachers forced to administer such tests to these children feel it is unethical to do so. Continuing to force children to write inappropriate tests for statistical purposes is unacceptable.

The New Brunswick Teachers' Association believes that classroom teachers have primary responsibility for assessing and evaluating student achievement. The New Brunswick Teachers' Association also believes that the employer must hold its employees accountable. However, using student results on current generation standardized tests does not provide the employer (or the public) with the most accurate information about teacher accountability.

As professionals, teachers want to be held accountable for their work. As professionals, teachers must also reveal the chimera that is standardized testing. Student results on standardized tests are a poor instrument to use for assessing teacher accountability. Please hold us accountable; but please don't use New Brunswick children to do so.

NBTA Professional Course Available — Fall

- This course is applicable to a Certificate 5 (or if you already hold a Masters degree, the course may be used towards a Certificate 6). Course may be taken also for professional or personal interest.
- Fee for this course is \$375 payable by cheque dated the first day of the course. Make all cheques payable to NBTA.
- Course requires 36 hours of instruction.
- Full description of the course is available at www.plsweb.com. Click Graduate Courses.
- Maximum seats per course: 24 (minimum numbers are required for a course to run).

LR07FASGF — Learning to Read: Beginning Reading Instruction

Improve student reading achievement by using a balanced and integrated approach.

Explore the latest reading research and connect it to practical strategies to help struggling readers. Learn strategies for both decoding and comprehension. This course will give teachers of all grades a better understanding of how reading can be taught.

Dates: Tuesday Evenings: (6:00-9:00) October 23, 30; November 13, 27; December 11
Saturday: (9:00-4:00) November 3, 17 & December 8

Location: John Caldwell School, Grand Falls **Instructor:** Anne Senechal

Registration Deadline: Thursday, October 11, 2007

NBTA Sponsored Professional Course — LR07FASGF

Name: _____ Current Certificate Level: _____

Home Address: _____

School: _____ Phone: (H) _____ (S) _____ Fax: _____

Email: _____ Do you check email daily? _____

Will you be taking this course for: Certification Credit _____ or Professional Development _____

Do you require any special considerations (access, visual/auditory support etc.)?

Please mail registration form with \$375 payment to:
Ardith Shirley, Director of Professional Development, NBTA
PO Box 752, Fredericton, NB E3B 5R6

2007-2008 NBTA PENSION SEMINARS

REGISTRATION FORM

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

DATE OF SEMINAR _____

- _____ October 13 - Dalhousie, Dalhousie Regional High
- _____ November 3 - Moncton, Riverview Middle School
- _____ November 24 - Saint John, Simonds High
- _____ December 5 - Bristol, Carleton North Senior High
- _____ January 12 - Fredericton, NBTF Building
- _____ January 26 - Miramichi, Dr. Losier Middle School
- _____ February 2 - Sussex, Sussex High School

DEADLINE FOR REGISTRATION _____

- October 5
- October 26
- November 16
- November 28
- December 21
- January 18
- January 25

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

Mailing Address: _____ Dist. _____

_____ Name of Spouse (if attending) _____
(If spouse is a teacher, please fill out a separate form)

No. of pension years you will have accumulated to June 2008 _____ 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 \$5.00 / \$10.00 (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**.

I hereby authorize the NBTA to obtain information from the Compensation Employee Benefits Division pertaining specifically to my pensionable service records. This information will be utilized to prepare my individual pension estimates for retirement purpose only.

YES NO

Signature: _____

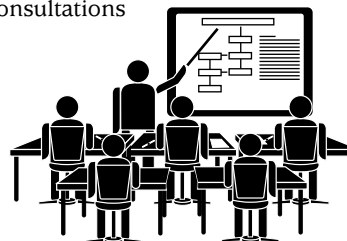
SEMINAR GUIDELINES

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

1. All participants must pre-register.
2. A registration fee of \$5.00 for each participant must accompany the application; however, cheques will not be cashed until after the workshop.
3. Travel and accommodation costs are the responsibility of the participant.
4. A nutrition break will be provided.
5. 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)
6. Any interested teachers are eligible to attend.
7. All workshops begin with registration at 8:30 am and sessions at 9:00 am until 1:00 pm. *(Except Bristol, where registration will begin at 4:30pm -- Seminar at 5:00pm)*
8. 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:
 - RRSPs
 - Annuities
 - Registered Retirement Income Funds
- Individual Consultations



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

Building Futures Network

The Canadian Foundation for Economic Education (CFEE) is inviting individuals and community-based organizations to become part of a new *Building Futures Network*, a network that will help Canadians to better save for the future education and training of their children. The Network is funded by the Federal Government through Human Resources and Social Development Canada.

The new *Building Futures Network* will be composed of organizations that work with newcomers, Aboriginal and First Nations Canadians, and parents and youth. Some of the features of the Network will be to:

- provide current news and information on savings programs that can help enhance household savings

activities including "Bulletins" to the Network when new programs are announced, new information is released, or new resources are developed,

- provide free online access to tools and resources that can help Canadians in the target groups to improve saving for the future,
- provide online training for front-line workers who have the opportunity to assist Canadians with saving for future education and training but who often lack training and background in this area,
- provide access to a "Help Line" that can respond to questions and inquiries and the need for additional information,
- provide access to links to many other organizations and resources that can provide assistance,
- provide access to a large database of similar organizations to enable

members to connect with one another and share/exchange resources and information.

Other features of the Network will include: The Personal and Family Savings Monitor; Newcomers to Canada DayPlanner; DayPlanner for Youth - Helping Them to Build a Successful Future; The Virtual Adviser.

Further information is available from the website: www.buildingfuturesnetwork.com

CFEE was established in 1974 as a nationwide, non-profit, non-partisan organization. It works in collaboration with provincial Ministries and Departments of Education and maintains a database of more than 5,000 classroom teachers, which means our resources and programs reach approximately 300,000 students across Canada each year.

Non-verbal Communication for Classroom Management

An Institute for Early Career Teachers

Wednesday, October 10, 2007 — 9:00 am - 3:00 pm
Edith Cavell School, Moncton, NB

*For more information on this workshop,
please see the September issue of NBTA News or on-line at www.nbta.ca.*

Non-verbal Communication for Classroom Management REGISTRATION FORM

Name: _____ School: _____

Teaching Responsibilities: _____

_____ Years on contract in NB _____

Telephone: _____ Fax: _____ Email: _____

Registration Deadline: Wednesday, October 3, 2007
Please mail registration along with \$15.00 fee to:
Judy Deveau, PO Box 752, Fredericton, NB, E3B 5R6

You will receive confirmation of your confirmed seat in the institute.

Skills for Administrators Series: A Workshop for School-Based Administrators

Sponsored by the NBTA, School Districts and the Department of Education

Preparing Teacher Leaders of Tomorrow

Date: November 26, 2007 (9am -4pm)

Location: NBTF Building, Fredericton

Facilitators: Beverley Park (NLTA), Melinda Cook (NBTA), Ardith Shirley (NBTA)

Participants: Open registration; Limit 40

Registration Deadline: November 14, 2007

In this workshop, administrators will explore tools and strategies that initiate and promote distributed, sustainable leadership in their school community. The guiding principle of this one-day workshop will be, "Strong leaders build cultures that outlive them".

Educational Leadership: Walking the Line Between Professionalism and Productivity

Date: January 22nd and 23rd, 2008 (9am – 4pm)

Location: NBTF Building, Fredericton

Facilitators: Bob Fitzpatrick (NBTA), Ardith Shirley (NBTA), others TBA

Participants: Open registration; Limit 40

Registration Deadline: January 15, 2008



This two-day workshop is a repeat of the popular program offered in the 2005 series. It will engage in-school administrators in reflection and dialogue centered around the challenge of being both a colleague and a leader within your school community. A focus on both Policies and People will be developed through case studies, interactive activities and sharing. Building collaborative cultures and reducing conflict will be highlights of the two days.

**Please fax the registration form to:
Ardith Shirley, Director of Professional Development, at 506-453-9795.**

Skills for Administrators Series 2007-2008

Name: _____

School: _____

Email: _____

I wish to register for:

___ **Preparing Teacher Leaders of Tomorrow** (November 26, 2007)

___ **Educational Leadership: Walking the Line Between Professionalism and Productivity**
(January 22-23, 2008)

You will be emailed with a confirmation of your seat.

School-Based Learning Team 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 geometric principles.

⇒ 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 NBTA 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?

The SBLT grant extends from the calendar year January to December 2008. The team is required to meet a minimum of 18 hours throughout the 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. The 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 calendar year January '08 – December '08, there will be five \$1000 grants available.

⇒ 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 December 7, 2007.** Successful applicants will be notified by January 11, 2008.

⇒ 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 www.nbta.ca for an article highlighting previous years' results.



See application on following page.

NBTA School-Based Learning Team Grants Application Form

School _____

School Address _____

School Phone _____ Fax _____ Name of Team Contact Person _____

Title of Your Team's Project: _____

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?

Comment on the schedule your team will develop for completing the minimum 18 hours of meeting time for your team between January and December.

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

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

Deadline for applications: December 7, 2007

Successful schools will be notified by January 11, 2008. An NBTA Committee will base selection on factors including the thoughtful development of the application form, distribution of various levels (K-12) and geographic considerations.

Assessing Assessment in our Classrooms

Ardith Shirley, Director of Professional Development

"Grading practices are not the result of careful thought or sound evidence, ...rather, they are used because teachers experienced these practices as students and, having little training or experience with other options, continue their use." Communicating Student Learning: The 1996 ASCD Yearbook, ASCD

"It is time for teachers to engage in serious professional conversations about assessment and grading. It is time to reevaluate practices such as averaging, giving zeros, grading on the curve, "marking" everything, no second chances, group marks and a plethora of decades-old assessment strategies." Tom Guskey

When it was recently suggested that the October issue of our *NBTA News* have a theme of assessment, I found myself reflecting on the assessment practices I had experienced both as a student, as a teacher, and as an administrator. One of the first (and very scary) thoughts that occurred to me was the sad reality of how very little discussion or formal training I had actually had in assessment practice. (This despite my credentials that would rate me a well-qualified teacher (CVI) with over 19 years of formal learning experiences as a student). As I continued my own personal "assessment reflection", I came to realize that most of my assessment practice, especially as an early career teacher, was simply replication of assessment tactics my own teachers/professors had used with me. Needless to say, when I came across the two opening quotations, they really struck a chord.

Why is Classroom Assessment Important?

The area of assessment provides one with a plethora of research. Researchers Rick Stiggins, Ken O'Connor, Anne Davies, Ruth Sutton and many others provide bodies of work that support the fact that **classroom assessment makes a significant difference in student learning**. Therefore, there can be no argument that it should be a focus of our professional discussions and development as teachers.

What should Assessment in our Classrooms Look Like?

Ruth Sutton claims that our assessment of student work should be divided into thirds:

- 1/3 should involve deep and meaningful feedback to students (marking, annotations, conferences, etc);
- 1/3 of the assessment should be quick and impressionistic (checklists, observations)
- 1/3 should be done by someone other than the teacher (peer assessment, self assessment, technology, parents etc.)

The most effective classrooms have a **BALANCED** approach to assessment, with on-going Assessment **FOR** Learning (formative assessments) punctuated with periodic Assessment **OF** Learning (summative assessments).

Teachers should

Do More: →

- Explaining/discussing the purpose of learning
- Providing choice
- Opportunities to learn with others
- Specific descriptive feedback
- Involving students in assessment, setting criteria/goals
- On-going self-assessment related to clear criteria
- Valuing effort and different forms of success

Do Less: →

- Testing
- Drill and practice for test taking
- Self-evaluating (i.e., for a grade)
- Comparing students
- Encouraging competition for marks

Source: Harlin & Deakin-Crick 2003

May I Recommend?

Instead of recommended articles this month, I am sharing some examples of classroom assessment techniques on the following page that you may want to try with your own students:



THANK YOU, TEACHERS!

A big thank-you is extended to the 1,936 busy teachers who made the time to complete the PD Survey that you were emailed on August 29th. The survey was closed on September 10th so that the information can be collated, analyzed and synthesized to be included in the PD Review Report. I am told that to have almost 40 % return on any educational survey is considered to be quite an accomplishment. The fact that this occurred during what could be argued as one of the busiest weeks of the school year for teachers, AND despite a few technical glitches if your "cookies" weren't enabled on your computer, is amazing! (Sorry for any frustrations you may have encountered.)

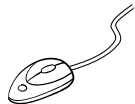


Name	How It's Done	How to Use	Time Needs
One-Minute Paper	During last few minutes of class, ask students to use a half-sheet of paper and write "Most important thing I learned today and what I understood least."	Review before class meeting and use to clarify, correct, or elaborate	Low
Muddiest Point	Similar to One-Minute Paper but only ask students to describe what they didn't understand and what they think might help.	Same as One-Minute Paper. If many had the same problem, try another approach	Low
Chain Notes	Pass around a large envelope with a question about the class content. Each student writes a short answer, puts it in the envelope, and passes it on.	Sort answers by type of answer. At next class meeting, use to discuss ways of understanding.	Low
Application Article	During last 15 minutes of class, ask students to write a short news article about how a major point applies to a real-world situation.	Sort articles and pick several to read at next class, illustrating range of applications, depth of understanding, and creativity.	Medium
Student-Generated Test Questions	Divide the class into groups and assign each group a topic on which they are each to write a question and answer for the next test. Each student should be assured of getting at least one question right on the test.	Use as many of the questions as possible, combining those that are similar.	Medium
Journals	Ask students to keep journals that detail their thoughts about the class. Ask them to be specific, recording only attitudes, values, or self-awareness.	Have students turn in the journals throughout the year so you can chart changes and development.	Medium
Test Evaluation	Select a test that you use regularly and add a few questions at the end which ask students to evaluate how well the test measures their knowledge or skills.	Make changes to the test that are reasonable. Track student responses over time.	Medium
Student Rep Group	Ask students to volunteer to meet as a small group with you on a regular basis to discuss how the class is progressing, what they are learning, and suggestions for improving the class.	Some issues will be for your information, some to be addressed in class.	High

*Adapted from <http://www.celt.iastate.edu/teaching/cat.html>
the website for the Center of Excellence in Learning and Teaching, Iowa State University.

Recommended Website:

<http://www.teachers.tv/Assessment>



As always, should you have something you wish to share with your colleagues, I would LOVE to hear from you!

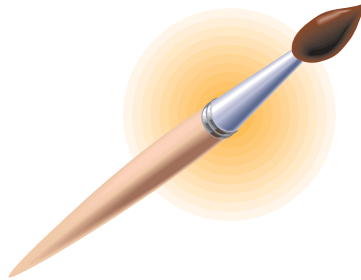
Although this website definitely presents assessment through a British lens, the ideas and observations included are certainly valid and valuable in our New Brunswick context. A great source of videos that help define what assessment in all of its forms can look like in our classrooms.





Exciting Things Are Well Underway!

Hopefully, everyone is settling into the familiar routines of a new school year, bursting with ideas and possibilities. It is certainly my favourite time of the year. As this goes to print, the Executive Council is planning for our May Council Day as well as upcoming institutes. Please go to our website and look around. Under "Our Site" you will find an updated list of members of the Executive Council and their contact information; these are who represent you on our Executive Council. You will also find news about the Council and useful links for teachers. If you have an internet site that might be a useful link for other teachers, please send it to alysa.macisaac@nbed.nb.ca



Exciting news from two elementary schools in District 17! Lower Lincoln Elementary (K-5) is revisiting its Fine Arts Program this year. Last year the school was recognized for its innovative teacher-community collaboration with the prestigious New Brunswick Lieutenant-Governor's Award for school of the arts. Each teacher

selects an area of the arts they are passionate about and teaches their passion to the students. This year Art students from UNB will join the teachers in Art instruction, and the District Enrichment mentor who has made contact with artisans throughout the area who wish to share their expertise with the students. The program, which will engage the students each Wednesday afternoon, includes classes in Drama/Theatre, Drawing/Painting, Music (Choir and Hand Bells), Creative Movement and Dance. It should be an exciting and inspiring journey for all and the Council wishes them luck in their endeavors. If you would like to see how the program is going, please
(... continued on following page)

Professional Development Review Team Consults with NBTA PD Committee



On Thursday, September 13, the NBTA Professional Development Committee welcomed Janice Moore and Nancy Roach, educators conducting a review of Professional Development in New Brunswick on behalf of the Department of Education, to their regular committee meeting. The group spent the afternoon sharing their views with regards to the strengths, challenges and best practices concerning professional development in our province. Also joining them was Dr. Richard Wiggers. Dr. Wiggers recently took charge of both the Professional Development and Innovative Learning Fund portfolios at the Department of Education. *(Photo: Ardith Shirley, Janice Moore, Nancy Roach, Sheena Stephens-Perkins, Celinda Van Horne, Tina Noble and Dr. Richard Wiggers.)*

check out the Lower Lincoln Elementary website for regularly updated blogs and pod casts (<http://lincoln.nbed.nb.ca>).

Another school in District 17 with some exciting news to announce is Assiniboine Avenue Elementary (K-2). As announced at our District Day in August, Assiniboine has been chosen as a pilot school to investigate the impact of smaller class sizes on student learning. The only school in the province to be selected, Assiniboine will have a maximum class size of 15 students and will be researching this impact for, possibly, the next three years. Good luck to you all, students and staff. We anxiously await the findings of this initiative!

Our illustration this month is a child's response to a huge oil



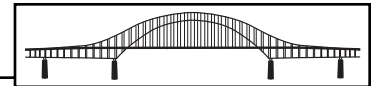
Bailey Dixon's (Grade 1, Nackawic Elementary) drawing of Monica MacDonald's painting.

painting recently donated to Nackawic Elementary School by the artist Monica MacDonald. The powerful impression this painting made on the student artist is evidenced by seeing this painting at lunch, he returned to his class and made this drawing independently. His written sentiment echoes how everyone at Nackawic Elementary feels about the gift.

If your district or school has exciting news to share, please let the Council know! Send us the details and photos, if you have them, and we would be happy to include them in our next article. Please send information to: joanna.gallant@nbed.nb.ca.

Joanna Gallant
Communications

Middle Level Council News



→ Middle Level Council Executive ←

Br.	Name/Position	School	Tel.	Fax	E-mail
1429	John Irvine President	Woodstock	325-4436	325-4542	irvinjod@nbed.nb.ca
0215	Stacy Garland Vice-President	Birchmount	856-3405	856-3438	stacy.garland@nbed.nb.ca
1538	Sandra MacCurdy Past President	Campbellton	789-2120	759-7121	sandy.maccurdy@nbed.nb.ca
0820	Tanya Whitney Past President	Forest Hills	658-5338	658-2210	tanya.whitney@nbed.nb.ca
0215	Katherine Lewis Secretary	Birchmount	856-3405	856-3438	katherine.lewis@nbed.nb.ca
0618	Kelly Stackhouse Hayes Treasurer	Sussex Middle	432-2022	432-2612	kelly.stackhouse@nbed.nb.ca
0820	Jason Burns	Prince Charles	658-5355	658-6314	jasonj.burns@nbed.nb.ca
0215	Jeff Reardon	Lou MacNairn	856-3411	856-3436	jeffery.reardon@nbed.nb.ca
1608	Krista Nowlan Hamilton	Harkins Middle	627-4088	627-4066	krista.nowlan-hamilton@nbed.nb.ca
1826	Lise Bourgeois	George Street	453-5419	453-2593	lise.bourgeois@nbed.nb.ca
1826	Lise Martin-Keilty	George Street	453-5419	453-2593	lise.martin-keilty@nbed.nb.ca
0820	Cheryl Aylward	Lorne Middle	658-5351	658-3779	cheryl.aylward@nbed.nb.ca



• High School Council • President's Message

The members of this year's High School Council Executive include the following teachers from every corner of New Brunswick: Paul Bosse-Lenarczyk (On-Site Co-Chair), Malcolm Bowes (Awards/Publishers), Michael Butler (Treasurer), Martin Daigle (Communications), Jonathan Hunter (Professional Development and Curriculum), Randy Hunter (Past President), Sheridan Mawhinney (Registrar), Angela Murphy (Program Chair/Website), Jane Porter (Secretary), Jocelyn Schwenger (Vice President), Shelly Stairs (Nominations) and Celinda Van Horne (On-Site Co-Chair). I would like to thank these dedicated individuals for everything they do on behalf of the teachers of New Brunswick.

According to the High School Council Mission Statement, "The aim of the Councils of the New Brunswick Teachers' Association is to promote and foster the opportunities for professional development, communications and curriculum assistance to the teachers of New Brunswick." In order to ensure that we meet this aim, I would encourage all of you to check out our website (<http://highschool.nbta.ca> or located in the "Councils" link on the NBTA website - www.nbta.ca). I would also encourage you to bring any concerns you may have regarding the above topics to a member of the High School Council Executive. We are here to serve you.

One of the primary goals of the

High School Council Executive is to organize a varied and entertaining program for Council Day. After last year's extraordinarily successful event in Miramichi, this year High School Council Day will be taking place in **Saint John on Friday, May 2, 2008**. If you are interested in presenting at the conference, please feel free to contact me (derek.taggart@nbed.nb.ca), Angela Murphy (angela.murphy@nbed.nb.ca) or any other member of the Council Executive. It is never too early to think about booking your hotel room in Saint John!

I would now like to give you three of the many reasons that you should check out the NBTA and High School Council websites as soon as you finish reading this article:



1. We all know teachers in our schools who go above and beyond the call of duty to work with and assist students. If you would like to see these teachers get the recognition they deserve, nominate them for one of our ten Teacher Recognition Awards. The form is located on our website (**deadline is March 31, 2008**) and it will take you about ten minutes to complete.
2. We provide funding for individual professional development. The application form for this funding is located

on the NBTA website.

3. The High School Council Executive also awards an NB Vocational Institute Bursary each year valued at \$1000.00. The deadline for this award is **September 30, 2007** and the application form can be found on the website.

I will conclude by encouraging all of you to take the opportunity to brag about the great things that are happening in your schools. If you have any item throughout the year that you think would be interesting for other Council members to read about, contact Martin Daigle (daiglem@nbed.nb.ca) and he will make sure that it gets published in the *NBTA News*. Also, if you would like to organize an institute for your particular subject area, contact a member of the Council Executive. We would be thrilled to help you with financing, communication and organization to help make your event a success.

Your High School Council Executive will be having its first meeting during the evening of Friday, October 19 and the morning of Saturday, October 20 to discuss new business and plan for the year ahead. If you ever have any items you would like to see included on an agenda for these meetings, please do not hesitate to contact me or any of your other High School Executive members. I look forward to another great year of working for and with all of you. Have a fantastic 2007/2008 school year!

Derek

Increase your Salary — Apply for Your Work Experience

New teachers should note that you may apply to have your previous work experience evaluated for an increase on the salary grid. Recognition may be given for work that is related to teaching upon application to the Office of Teacher Certification at the Department of Education.

The form you need is available from the NBTA website www.nbta.ca. Click the Certification button and download the form called **Application for Work-Related Experience for Salary Purposes**.

You should also contact your district office to ensure that all supply teaching experience has been credited. Remember: **The deadline is October 31 to have the increase back-dated to July 1!**

Thinking Globally, Acting Locally, 20 Years of Love

Project Love is celebrating 20 years of helping Canadians make a difference. Since its inception in 1987 CODE, the Canadian international literacy agency that manages *Project Love*, has shipped more than a million and a half *Project Love* kits of school supplies to students in Africa and the Caribbean.

Over the years, *Project Love* has been adopted by hundreds of thousands of Canadian teachers, who recognize the project and its accompanying curriculum-based educational resources as a unique opportunity for their students to learn about international issues and assist their peers in the developing world.

What many teachers don't know is that *Project Love* is only a small part of what CODE does. While students and teachers are assembling kits in Canada, CODE is working to address the needs of a literate society more broadly through local publishing initiatives and support for the professional development of teachers, librarians, authors and publishers in developing countries.

"We know education is a powerful weapon against poverty," says CODE Executive Director Scott Walter. "But to win this battle we also need qualified teachers, school

resources, appropriate books and information, and an environment that supports learning."

CODE partners with local education-based organizations in the countries where it works. When CODE's partners receive the shipments of *Project Love* kits, they ensure the kits distribution to schools. Partners also distribute

WE CARE ABOUT KIDS

books, some donated from North American publishers and others published locally, to build library collections in remote communities and schools. Professional support is given to teachers who are often accustomed to teaching with few resources. *Project Love* kits and the books assist students and further enrich their learning environment.

"*Project Love* is special because it gives youth the opportunity to act in a way that truly does make a difference," says *Project Love* Program Manager, C. Garth Brooks. "Learning to read and write challenges children everywhere - just imagine trying to do it without pencils or notebooks."

While *Project Love* contributes to education in Africa by assisting with the everyday needs of classrooms, it also supports education at home in

Canada. The program is a springboard to a wide range of lessons and activities, and a strong tool for introducing global education issues to young Canadians.

"*Project Love* is a very real way for students to get involved," says one teacher participant. "It brings to light big ideas and helps them realize the importance of education in the development context."

Project Love was started 20 years ago by a committee of CODE volunteers in London,

Ontario. The program now involves about 500 schools across Canada and assists more than 80,000 students and teachers in the developing world each year.

This year *Project Love* kits - each containing a pencil, an eraser, a ruler and a notebook - will be sent to primary school students in Tanzania, where only 69% of youth can read or write, and Senegal, where only 39% of the population is literate. Resources for education in both these countries are limited and such school supplies are beyond the means of most families.

For more information on CODE or to get involved in *Project Love*, please visit www.codecan.org or contact Jana McDade at jmcdade@codecan.org, 613 232-3569 ext.252.

Child Health Intervention and Longitudinal Development (CHILD) Studies Program

The CHILD Studies Program, led by Dr. Nicole Letourneau, PhD, RN, was developed to examine how children's environments impact their health and development. The desired outcomes of the CHILD Studies Program are: (1) enhanced caregiver-infant interactions; (2) the development of programs to support the development of vulnerable infants, children, and youth; and (3) greater understanding of the link between early care-giving

experiences and children's development. There are two streams of research at present, one looking at families affected by postpartum depression and the other looking at families affected by intimate partner violence.

Through these and future research projects,



the CHILD Studies Program aims to better understand the relationship between early care-giving experiences, parental stress, and children's development. In particular, these studies are designed to uncover strength-based interventions for at-risk families and their children. You can learn more about the CHILD Studies Program at www.unbf.ca/nursing/child; Katie Young, MPhil, Mothering Study Project Director, UNB, (506) 447-3204.

School of Graduate Studies Award

The G. Forbes Elliot Award for Educational Leadership

Value: \$5,000 in 2008

Duration: One year

Description

The award is to encourage experienced teachers who have demonstrated leadership qualities related to their educational field to return to university to undertake postgraduate studies at the Master's or Doctoral level at the University of New Brunswick.

It is funded from the estate of the late Dr. G. Forbes Elliot, first Vice-President of the Saint John Campus.

Eligibility

Recipients must have taught for a minimum of five years in the public schools of New Brunswick. They must have been accepted unconditionally into the graduate program in

education and normally be in full-time attendance at the time of receipt of the award. If in any year, in the opinion of the Selection Committee, there are no full-time graduate studies candidates who satisfy the eligibility criteria, all or part of the award may be granted to one or more suitably qualified part-time graduate studies candidates.

Application Deadline

February 15 of the year in which the studies are expected to commence.

Awarding Agency

The University of New Brunswick, upon the recommendation of the Selection Committee.

Application forms available from:

The Elliot Award Selection
Committee Coordinator
PO Box 5050
Saint John, NB E2L 4L5
E-mail: pchiasso@unbsj.ca

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garyferg@nbnet.nb.ca

403 Regent Street, Suite 211, Fredericton, NB E3B 3X6

44th NBTA Annual Bowling Tournament

Where:

Moncton Fairlanes Bowling Alleys



When:

October 13-14, 2007

Registration:

Friday, October 12 at "The Chateau"
(Main Street, Moncton – down by Champlain Mall)

Limit:

20 teams (Max. 3 males per team, no limit for females)

Cost:

\$45.00 per player



You may pre-register:

Make cheque for \$45.00 payable to
"NBTA Bowling Tournament" - Larry Lunney,
and forward, with a list of your team members to:

Larry Lunney

**29 Charyl Court, Riverview, NB E1B 4C5
506-386-1385**

August ESL in Fredericton: INCREDIBLE!

by Carl Killen (St. Malachy's Memorial High) and Susanne Sutton (Saint John High)

WOW! INCREDIBLE! aMAZing!!! Take thirty-two teachers of varying backgrounds, experiences and work situations, put them in a room with a dozen or so facilitators from the English Language Program at UNB, and what do you get? "Good morning" the ESL way. And what a way it is.

For the final two weeks in August, retired and current teachers, tutors, ESL diagnosticians, administrators, and education students from across the province (courtesy of the New Brunswick Department of Education and Mary Ferris – thank you, Mary!)

gathered at the Hugh John Flemming Forestry Centre for an intensive introduction to teaching English as a Second Language (ESL).

That first day was off-putting for some, familiar to others, and altogether striking. Arriving felt like attending a carnival or a Tony Robbins' seminar. The enthusiasm of the facilitators was unceasing and by the end of the first day, most of us were exhausted and unclear as to why we had had the day we did.

The next morning made it all real. Once assembled, we were instructed to bring ourselves and our materials to another room. The most curious instruction was that we were not to speak to one another from that point forward.

Having arrived at our destination, we were greeted by Felipe Shum and a white board with characters that seemed Asian but of indeterminate origin. After being introduced by Anna-Marie Robinson, coordinator of the English Language Program, in a language none of us understood (Cantonese, we learned later), Felipe proceeded to take us through a number of drills where we were required to repeat the sounds associated with the anonymous characters on the board. In that moment, WE became the second

language learners.

Singing in "Chichewa" (a Bantu language from South Africa) with Dr.



From left to right - Anna-Marie Robinson, Director of UNB English Language Program; Dr. Sara Sanders of Coastal Carolina University; Natalie Cameron, Facilitator in the English Language Program.

Jesse Sagawa from Malawi; building community with the help of Dr. Sara Sanders of Coastal Carolina University;

learning techniques for presenting effectively rhythm, grammar and sound; the "arts" of creative repetition, exaggeration, turning a negative into a positive, pulling sound from silence, breaking through the sound barrier, FUN, FUN, FUN; these and many other arts became the ongoing and often repeated themes for the next two weeks.

The responses to the institute were many and

individual, yet united by a common theme:

"This course has given us an opportunity to understand how difficult it is for an international student to be immersed in an ESL learning environment."

"This course has really opened my eyes to the way non-English speaking students feel in our classrooms."

We all discovered that there is a great difference between "knowing" that it is difficult and "feeling" the frustration, saturation and fear that face the newcomer to a language.

"Sometimes we spend so much time on the mechanics of reading and writing that we forget how

Work as a teacher in the U.S.A.

Teacher: David
Home Country: Canada
U.S.A. Placement: Georgia
Professional Goal: Broaden my overall teaching experience
Personal Goal: Go whitewater rafting on the Chattooga River
How He Got Started: www.vifprogram.com



Hundreds of teachers like David are teaching in the U.S.A. and gaining experience that will advance their careers. You can, too. Visit www.vifprogram.com.



Paid Advertisement

important oral communication actually is."

Anyone who teaches English Language and Literature knows that the oft-overlooked components of the curriculum are the speaking and listening ones. ESL managed to reassert that fact in a very powerful way.

"I have collected songs, games and ideas to allow the students to 'break the sound barrier' in order to acquire a second language."

Have you ever listened, really listened, to the language we speak? Have you ever said, "I'm in a little bit of a dilemma" quickly? Say it again and imagine what it would sound like to someone hearing it for the first time. Or, even better, imagine if everything the teachers and others around you said sounded like Charlie Brown's teacher: "Wanh, wanh, wanh." Scary? It should be.

"I found myself buying into concepts and ideas I had dismissed in other contexts many times."

It is always easier to believe in anything when you've experienced it yourself and the ESL institute was

forcefully dedicated to experience. You would have been hard pressed to find anyone who, after a day of rhythm, sound, grammar and enthusiasm, wasn't grateful for a chance to unwind (which explains the popularity of music and dance at various locations throughout Fredericton).

"As an administrator, I learned how I can help an ESL teacher or tutor in my school. This could include basic tasks like ordering resources or better timetabling, or it could be the promotion of a philosophy and the understanding of techniques."

If asked, any participant would agree that these two weeks were a virtual fountain of PRACTICAL ideas, many which could be employed immediately. But taken altogether, perhaps one participant's comments say it best:

"This ESL institute is the BEST PD opportunity I have had. The facilitators are fabulous. We succeeded in building a wonderful learning community. Big thanks to those who made this possible!!"

And, since she was, in so many ways, the "guru" of our two weeks together, it is only fitting that Anna-Marie Robinson should have the last and simplest word: "Wow! It was incredible."

ESL education is an inevitably expanding area for teachers in the province. As immigration becomes, more and more, a central feature of our provincial growth strategy, teachers are facing increasing numbers of young people in desperate need of English language instruction.

The good news is that this institute was so successful that the English Language Programme at UNB, in conjunction with the Department of Education, will unquestionably look at the possibility of further offerings for teachers.

Based upon this summer's experience, thirty-two educators from around the province would enthusiastically support any such initiative. We will wait to hear the word.

May 14 - 19, 2008

CAA Travel Escorted New York Tour

Tour Includes:

- CAA escort Tom Badiuk
- 3 nights accommodation in New York City, 3 American breakfasts included
- 4 hour guided tour of New York City
- Group dinner in Portland, Maine
- 2 night's accommodation in Portland, Maine, 2 buffet breakfasts included
- Baggage handling at all hotels
- Roundtrip transportation aboard a deluxe Acadian motor coach
- The coach will depart from Moncton and stop in Saint John both directions.

Special CAA Features: Pre tour info session with Tom Badiuk and the CAA travel team where we will answer questions, talk about the tour as well as provide:

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- 2) Assistance completing passports
- 3) Insurance information
- 4) \$50.00 travel credit per person for future CAA Travel bookings

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*A \$400.00 deposit is due per person at time of booking. Deposit is non-refundable unless a suitable replacement is found. Not Included: Gratuities to coach driver. Balance is due March 25, 2008. CAA Escort is dependant on a minimum number of passengers.

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New Seminar Series

Transition To Life After Teaching Seminar

Lifestyle Planning ~ The Social Side

DATE OF SEMINAR _____

DEADLINE FOR REGISTRATION _____

_____ November 17 - Moncton, Edith Cavell School
 _____ January 26 - Fredericton, NBTF Building

November 5
 January 14

Name of Teacher: _____

Mailing Address: _____

_____ Email: _____

School: _____ District: _____

Name of Spouse (if attending): _____

Number of Years of Teaching: _____

Forward registration form and cheque to:
Karen Vautour, New Brunswick Teachers' Association, PO Box 752, Fredericton NB, E3B 5R6
 Please make cheques payable to: **Professional Counselling Services for Teachers**

This is NOT a Financial Planning Seminar.
(see page 5 for more information on financial planning)

Seminar Guidelines

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

1. All participants must pre-register
2. A registration fee of \$33 for each participant to cover the cost of nutrition break, book "Life After Teaching" by Alan Roadburg and accompanying workbook. The workshop is based on this very practical guide: experiences and advice of retired teachers.
3. Travel and accommodation costs are the responsibility of the participants.
4. A nutrition break will be provided.
5. Any interested teachers are eligible to attend.
6. Workshops begin with registration at 9:15 and sessions from 9:30 - 12:30
7. Questions relating to these seminars should be directed to:

Michael Ketchum
 Counsellor/Consultant
 Phone: 462-0208 or 1-800-561-1727
 michael.ketchum@nb.aibn.com

- What are New Brunswick teachers doing after retirement?
- How do I know that I am ready to retire?
- I'm scared to retire, is this normal?
- What will I do with my time?
- My friends are still at school, who will I socialize with?
- Come and hear first-hand from recently-retired teachers.
- Hear about the results of a survey to New Brunswick teachers in 2006.



New Brunswick History Teachers Trace the Footsteps of Canadian Soldiers through Northern France

by Leah Campbell

Every Day is Remembrance Day

With beaches lined with flags and memorials, hillsides scattered with bunkers and tunnels, and fields filled with graves, World War I and World War II is a living memory for the population of Northern France, and thanks to the *Juno Beach Centre*, four New Brunswick History teachers were able to live that memory as well.

Over the course of 10 days from July 29th – August 7th, 2007, Historian and Professor Mike Bechthold, under the direction of the *Juno Beach Centre*, led a group of 38 Canadian History teachers including New Brunswick teachers Art Taylor, Susan Harrison, Kelly Haughn, and Leah Campbell, in the footsteps of the Canadian soldiers across northern France. While the teachers have been teaching about WWI and WWII for many years, there would be no experience more powerful for understanding what took place during those fateful years than to look out on the plains from Vimy Ridge, to visit the graves at Dieppe, to stand on the shore of Juno Beach, and to hear the stories and experience the gratitude of the local people who survived through those hard times.

For the NB teachers participating in the *2007 Juno Beach Centre History Teachers' Professional Development Program*, visiting the sites commemorating and remembering the Canadian effort in the fight for the liberation of Europe was overwhelmingly emotional. While learning of victories won on the battlefields provided a sense of pride, visiting the cemeteries where thousands of young Canadians lie buried from those very same battles

could only evoke tears and sadness. The most moving experience of the tour, however, was to take part in the annual remembrance service for the Battle of Normandy. It was here, at the Canadian cemetery of Brettville-Sur-Laize near the town of Cintheaux, that the mayor commissioned the Canadian teachers present to continue to pass on a spirit of remembrance to the younger generation, and it was here that the Canadian teachers felt a rekindling of purpose and a desire to do something more to keep the memory alive.



Art Taylor (Woodstock Middle School, Dist.14), Susan Harrison (Donald Fraser School, Dist.14), Kelly Haughn (Simonds High School, Dist.8) and Leah Campbell (Shenzhen Concord College of Sino-Canada, Shenzhen, China) pose for a photo beside a memorial for the soldiers from the North Shore (New Brunswick) Regiment who died along this section of Juno Beach, Normandy, during the Allied D-Day invasion on June 6, 1944.

Getting Involved

While attending the 50th Anniversary of the D-Day landings in Normandy, D-Day veteran Garth Webb was saddened to see that while all other countries who took part in D-Day had a museum or memorial, Canada did not. Moved by this experience, Mr. Webb quickly initiated a project with the vision of realizing a museum on

Juno Beach to recognize and explain Canada's participation in WWII. Since June 6, 2003, the *Juno Beach Centre* in Courseulles-Sur-Mer, Normandy, has been welcoming visitors, school groups and teachers interested in learning about the war effort made by Canadians.

The Centre has a strong educational focus and encourages schools and teachers to get involved with the Centre through various programs and projects. Teachers may use the Centre to make connections with French schools, to collaborate on Remembrance Day

projects, or to research different aspects of WWII. Most importantly, students and teachers may get involved with the 'Brick Program'. Through fundraising \$250, an engraved plaque can be placed on a permanent memorial outside the Centre in memory of a veteran. Many communities and schools across Canada have become involved, taking it upon themselves to see that one brick is placed for each person killed in WWII from their community. This program is aimed not only at raising awareness and keeping the memory of each of

the 44,000 fallen soldiers alive, but also to ensure that the *Juno Beach Centre*, a non-profit private organization, stays open to the public.

Visit Normandy

As a teacher, you may wish to bring a class to France, on either a French tour, History tour, or both. If this is of interest to your school, you may consider partnering with the

Juno Beach Centre, as they are happy to assist your school in planning a visit or making local connections. While this option is not always possible, it is possible that if you are a history or social studies teacher, you can attend the History Teachers' Professional Development Program. (Note: it is not limited to high school teachers – elementary teachers have attended!) For the past three years, the *Juno Beach Centre* has been able to offer this tour to teachers, along with funding to cover some of the costs of each participant. Interested teachers must fill out and submit the application form due in early March of the particular year. As for the New Brunswick teachers who participated this year, visiting Normandy has proved to be an invaluable experience for their professional and personal development, as well as an opportunity of a lifetime, instilling a new sense of understanding that will never be forgotten. It is not to be missed!

Contacts and Links

Below you will find both internet links and e-mail addresses that will be of help to those who are interested in getting involved with the *Juno Beach Centre* and its many programs and projects.

The Juno Beach Centre:

<http://www.junobeach.org>

Teacher's Resources:

<http://www.junobeach.org/Centre/english/education/plans.html>

History Teachers' Tour:

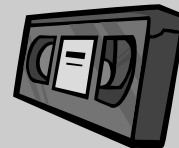
http://www.junobeach.org/Centre/english/education/teacher_trip.htm
 Contact: Associate Director Bill Granger: wm-susan.granger@sympatico.ca

Tours of Europe or Battlefield Tours:

Contact: School Voyagers, Don Bogle, donbogle@rogers.com

*Leah Campbell is a teacher at Shenzhen Concord College of Sino-Canada (SCCSC), Shenzhen, China.
 Email: leah.campbell@unb.ca*

Aliant Get Green Student Video Contest



Aliant, Atlantic Canada's leading information and communications technology provider, is encouraging high school students across Atlantic Canada to contribute their ideas on how to create a sustainable future with the Aliant Get Green Student Video Contest. Producers of the winning video will receive passes to attend ecoRevolution, an international symposium on business and the environment for which Aliant is the presenting sponsor. The winning video will also be showcased at the conference where the winners will meet environmental and business leaders, such as Terry Tamminen, who is keynote speaker for the event and advisor to Governor Arnold Schwarzenegger.

High school students across Atlantic Canada are encouraged to team up and create a two to five minute video in either English and/or French, until October 19, 2007, indicating what businesses and communities can do to be more environmentally responsible and sustainable. One finalist will be chosen by a panel of judges from each Atlantic province. The four finalists' videos will then be announced and made available for viewing on (www.ecoRevolution.ca/getgreen).

"At Aliant, we recognize the talent and creativity of our youth here in Atlantic Canada and this Get Green Student Video Contest gives them the opportunity to use technology and make their voices heard," said Robyn Tingley, vice president of

Aliant Communications and Public Affairs. "Our youth are our future leaders and it is important that we not only take the time to learn from them but also offer them the chance to participate in a conference of this magnitude. It's an important exercise for all of us."

Entries of the Aliant Get Green Student Video Contest will be judged on their originality, quality and ability to inspire on the topics of sustainability and the environment. The four provincial finalists will be announced on October 29, 2007. The winning video will be chosen through online voting by the public and announced on November 19, 2007. The winning team (maximum of four students) and one chaperone will receive all-expense paid trips to the ecoRevolution Conference in Moncton, New Brunswick on November 27, 2007, complete with carbon credits to offset their travel. Additionally, all four provincial finalists will receive \$500 to enhance their school's environmental efforts toward becoming more sustainable.

Aliant is pleased to be the presenting sponsor of ecoRevolution and is dedicated to enhancing communities across Atlantic Canada by incorporating long-term economic, environmental and social considerations into its business practices.

To learn more about ecoRevolution, visit (www.ecoRevolution.ca). To learn more about Aliant's sustainability program, please visit (www.bell.aliant.ca/sustainability).



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 3, 2007

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

Place: NBTF Building, 650 Montgomery Street, Fredericton

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



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Mathematics Education in Canada: What needs to be done?

- Do you have some concrete ideas about this?
- Do you have a project in mind?
- Maybe you have already started work on such a project?
- Would you like increased collaboration with others on these ideas or projects?

If you have answered "yes" to some of these questions, we encourage you to consider making a submission to the 2009 Canadian Mathematics Education Forum

(<http://www.smc.math.ca/Events/CMEF2009/>)

which will be held in Vancouver, April 30 - May 3, 2009.

The deadline for submitting a proposal is **October 31, 2007**. Priority will be given to projects which attempt to meet the needs of students, teachers and educators in terms of resources or assessment. For more information, you can reach **Eric Robert** at **eric.robert@nbed.nb.ca**

S.O.S. How do I assess my English Language Learners (ELLs)?

Dr. Paul-Emile Chiasson, University of New Brunswick, Saint John

“Let us focus on our students’ strengths and give them opportunities to demonstrate ability, skill, and knowledge through the medium that suits them best, whether oral or written or even, in the case of beginner students, pictorial”. — Deborah Short

One of the great challenges with having English Language Learners in your classroom is the question of assessment. Especially if an English Language Learner has just recently arrived in your classroom. Almost like your beginning year as a teacher, it can lead to added stress as you attempt to adequately and effectively address this important issue. Fortunately, there are techniques and strategies for assessing ELLs efficiently and fairly.

What tools do we use to assess our ELLs?

When discussing assessment of English Language Learners, it is first important to realize that the majority of our tools for assessment are in English which automatically puts our ELLs at a disadvantage. Secondly, our traditional assessments were conceived for our own domestic Canadian students. They are embedded with cultural norms and procedures that would be foreign to many of our ELLs. The cultural differences can cause confusion, along with the structure and confines of traditional test taking and evaluation. For example, asking a young child from Vietnam to complete a written assessment concerning the steps in making a snowman, immediately puts the child at a disadvantage. He/she has never experienced snow, nor understands the concept of “Snowman”. Better to have the child describe a traditional holiday, or something from which he/she can draw from personal experience.

Consider using some of the following examples of assessment on the following page (O’Malley & Valdez Pierce, 1996) for your

English Language Learners.

Conclusion

There is much more to be said about assessing ELLs in the regular classroom and in specific content areas. However, it is important to keep in mind several things.

Continue to use the effective tools of assessing that you possess. Modify or adapt them to your needs and to those of your ELLs. Remember to ask yourself what is it that I want to assess, language acquisition, content knowledge or both? Be very clear to your ELLs as to what you want to assess. Let your students know the goals and objectives of your lessons and teaching. Finally, remember you are not alone; there are others experiencing the same challenges as you. Seek the counsel of other teachers who have English Language Learners. As one English Language Learner stated:

“Don’t worry so much. If we are

new in the class, you are new, too. We both are going to learn. We are going to learn English, and you can learn some Chinese or Korean.”

A list of references is available upon request by contacting Dr. Chiasson.

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CONTEST UPDATE!



Elie Poirier of Moncton, NB accepts his prize of a \$500 Travel Voucher from Julia Guitard of Johnson Insurance, Moncton. (One \$500 voucher has been awarded in each Atlantic province.) The Grand Prize Winner of the Caribbean Cruise Vacation is Mary MacPherson of Highlands, NL.

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Assessment	Description	Advantages
Oral Interviews	Teacher asks students questions about personal questions about personal background, activities, readings, and interests.	<ul style="list-style-type: none"> - Informal & relaxed context - Conducted over successive days with each student - Record observations on an interview guide.
Story or Test Retelling	Students retell main ideas or selected details of text experienced through listening or reading	<ul style="list-style-type: none"> - Students produce oral report - Can be scored on content or language components - Can determine reading comprehension, reading strategies, and language development.
Writing Samples	Students generate narrative, expository, persuasive, or reference paper.	<ul style="list-style-type: none"> - Student produces written document - Can be scored on content or language components. - Scored with rubric or rating scale - Can determine writing process
Projects/ Demonstrations	Students complete project in content area, working individually or in pairs	<ul style="list-style-type: none"> - Students make formal presentation, written report or both - Can observe oral & written products & thinking skills - Scored with rubric or rating scale
Experiments/ Demonstrations	Students complete experiment or demonstrate use of materials	<ul style="list-style-type: none"> - <i>Same as advantages in Projects/Demonstrations above</i>
Constructed-Response Items	Students respond in writing to open-ended questions	<ul style="list-style-type: none"> - Students produce written report - Scored on substantive information & thinking skills - Scored with rubric or rating scale
Teacher Observations	Teacher observes students attention, response to instructional materials, or interactions with other students	<ul style="list-style-type: none"> - Setting is classroom environment - Takes little time - Record observations with anecdotal notes or rating scales
Portfolios	Focused collection of students work to show progress over time	<ul style="list-style-type: none"> - Integrates information from a number of sources - Gives overall picture of student performance and learning - Strong student involvement and commitment - Call for student self-assessment

Johnson's Research Awards Available



The Johnson's Research Award is available to any member of the NBTF Group Insurance Plan who is a statutory member of the New Brunswick Teachers' Association and intends to undertake an educational study related to priorities of the NBTA. Teachers on educational leave, contractual leave of absence, and deferred salary leave are also considered eligible for the purposes of this award. Funding for the award program is provided by Johnson Inc.

Purpose

The award is provided to assist teachers in covering the travel, accommodations, conference registrations, duplicating and other costs related to the completion of the research study. No honorarium shall be paid from the award to the recipient. The research undertaken could include standard literature surveys, descriptive or analytical reports based on questionnaires or other data gathering devices, meta-analyses of a variety of related studies or ethnographic research related to New Brunswick schools or educational system.

Conditions

The NBTA will make the awards based on a detailed description of the study. An application should include:

1. Definition of the problem under study
2. Description of the research procedures
3. Description of intended outcomes
4. Description of the relationship to NBTA priorities
5. Cost estimates specific to the award

Award

The NBTA will provide, upon request from the recipient, travel and/or other advances when the award is made. The recipient must provide a financial statement and receipt for all expenses.

Final Report

A final report will be prepared within a time frame mutually agreed to by the Executive Director and the recipient.

For further information, contact: Blake Robichaud, Director of Communications and Research, NBTA, 452-1833.

**Deadline for Applications:
October 31, 2007**

The Learning Disabilities Association of Canada (LDAC) Asks Governments to Endorse New Policy Statement

The Learning Disabilities Association of Canada (LDAC) states that all students who are diagnosed as having a learning disability, as defined by LDAC, be guaranteed full access to appropriate accommodations, which will enable them to optimize their potential, in accordance with the mandates of the Canadian Charter of Rights and Freedoms and the Human Rights legislation of the Provinces and Territories.

Many students with learning disabilities, like dyslexia, dysgraphia, or auditory processing disabilities are struggling with anxiety and fear. In recognition of the daily struggle of over 3,000,000 Canadians who have learning disabilities and who continue to fall through the cracks of Canada's educational system, the Learning Disabilities Association of Canada (LDAC) has formulated a new Policy Statement on Educational Accommodations for Individuals with Learning Disabilities.

Developed over the past 3 years by leading experts in the field, the Policy Statement provides guidelines

to Ministries of Education, school districts, teachers, parents/guardians, and individuals with learning disabilities to use for policy development, administration, selection, and evaluation of accommodations for students with learning disabilities. LDAC is requesting that Ministries of Education and post-secondary educational institutions across Canada endorse and implement this new Policy.

"This is a historical moment for the Learning Disabilities Association of Canada. The endorsement of its Educational Accommodations Policy would mean that 1 in 10 Canadians who have learning disabilities are

guaranteed full access to appropriate accommodations," said Lynn Green, Vice-Chair of the Learning Disabilities Association of Canada. "This consistent and equitable approach would allow Canadians with learning disabilities to pursue their education and optimize their potential in accordance with the Canadian Charter of Rights and Freedoms and the Human Rights legislation of the provinces and territories," added Ms. Green, whose daughter filed a human rights case after struggling with inadequate and inappropriate supports from her university.

The Policy Statement can be viewed online at: www.ldac-taac.ca



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Date: Nov. 17, 18

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*High School Teachers must be/become members of the Ontario College of Teachers.

**Only those selected for an interview will be contacted.
APPLY BY mail or email

Send resume and references by : **Oct 26, 2007**


Glenn Odland, Head Principal
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Email: godland@cis.edu.sg

March Break Specials!

► Punta Cana, D.R.

March 1, 2008
Gran Bahia Principe Bavaro – 5 Star
\$1499 + \$300 tax
Direct from Halifax.

► Cayo Coco, Cuba

March 1, 2008
Iberostar Daiquiri – 4 Star 
\$1247 + \$205.50 tax
Direct from Halifax, connectors for other cities available.

► Varadero, Cuba

February 29, 2008
Barcelo Solymar – 4 Star
\$1380 + \$220 tax
Direct from Halifax, connectors for other cities available.

Rates are subject to availability at time of reservation, space is limited

France Côté-Allain (MHS)

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October- Nutrition

"Harvest Your Health"

Did You Know?

Are you a heart healthy shopper?

Your answers to these quick questions will tell you where your eating habits could be improved.

1. Fruit & vegetables make up a large portion of the food items on my shopping list.
Never ___ Sometimes ___ Always ___
2. I choose fibre-rich whole grain breads, cereals and pasta most often.
Never ___ Sometimes ___ Always ___
3. When buying dairy products, I choose lower-fat varieties such as skim or 1% milk, low-fat yogurt and cheese with less than 15% milk fat (MF).
Never ___ Sometimes ___ Always ___
4. When I buy meat, I choose lean cuts, such as round steak, extra-lean ground beef or pork, lean ground turkey, skinless chicken breast and fish.
Never ___ Sometimes ___ Always ___
5. I purchase non-meat alternatives such as lentils, beans or soy products.
Never ___ Sometimes ___ Always ___
6. I choose a soft, non-hydrogenated margarine that's low in saturated fat and has no trans fat.
Never ___ Sometimes ___ Always ___
7. I read the nutritional labels to compare similar items.
Never ___ Sometimes ___ Always ___



If you answered "always" to each question, congratulations! You already practice the principles of heart healthy shopping. Use this guide for additional tips and resources.

If you answered "never" or "sometimes" to any of the questions, don't be discouraged. Concentrate on one area each week to improve. You can use the ideas in this book for inspiration.

Break down each goal into smaller, easy-to-achieve steps. For example, if your answer to Question 2 was "never", try including whole grain bread in your shopping cart this week. Next week, add brown rice. After 3 months, take this quiz again, and see how far you've come!

- www.becelcanada.com

Suggested Activity from the Binder

Buddy lunches



Suggested Website from the Binder

Kraft Foods - www.kraftcanada.com



A Touch of Humour

"Hello, is this the Sheriff's Office?" "Yes. What can I do for you?" "I'm calling to report my neighbor, Virgil Smith. He's drillin' holes in his farwood and hiding marijuana inside!" "Thank you very much for the call, sir."

The next day, the Sheriff and his deputies descend on Virgil's house. They searched the shed where the firewood is kept. Using axes, they split every piece of wood, but no marijuana. They sneer at Virgil and leave.

The phone rings at Virgil's house. "Hey Virgil! This here is Floyd. Did the Sherrif come?" "Yeah" "Did they split yer farwood?" "Yep!" "Happy Birthday, Buddy!"



Announcements

50 for 50 Arts Challenge

The Canada Council for the Arts has asked Canadians to participate in 50 arts activities in celebration of our 50th anniversary – ranging from reading a poem to singing in a choir to attending a film festival to looking at a painting – and keep a record of their experiences on the 50 for 50 Arts Challenge web site – www.artschallenge.ca. The site – inspired by the successful social networking site www.43things.com – invites users to create a list of 50 arts-related activities they will undertake in 2007. It is fun and user driven, creating a sense of community. Students are encouraged to discover new things and share them with their friends.

The package is available for download, free of charge, on the Canada Council's web site. Contact us if you wish to receive bookmarks to promote the 50 for 50 Arts Challenge at your school.

For more information about the Education package, or the Canada

Council, contact Ruby Clifford, 50th Anniversary Officer, at 613-566-4305 or 1-800-263-5588, ext. 4086; e-mail: ruby.clifford@canadacouncil.ca.

New Booklet on Child Abuse Available

The Public Legal Education and Information Service of New Brunswick has published a new booklet to help people spot instances of child abuse entitled "Child Abuse — Recognize It, Report It, Prevent It".

PLEIS-NB, a non-profit organization funded and supported by the federal and provincial governments, prepared the booklet in partnership with the RCMP, the Dr. David Stephen Memorial Foundation and New Brunswick's child and youth advocate.

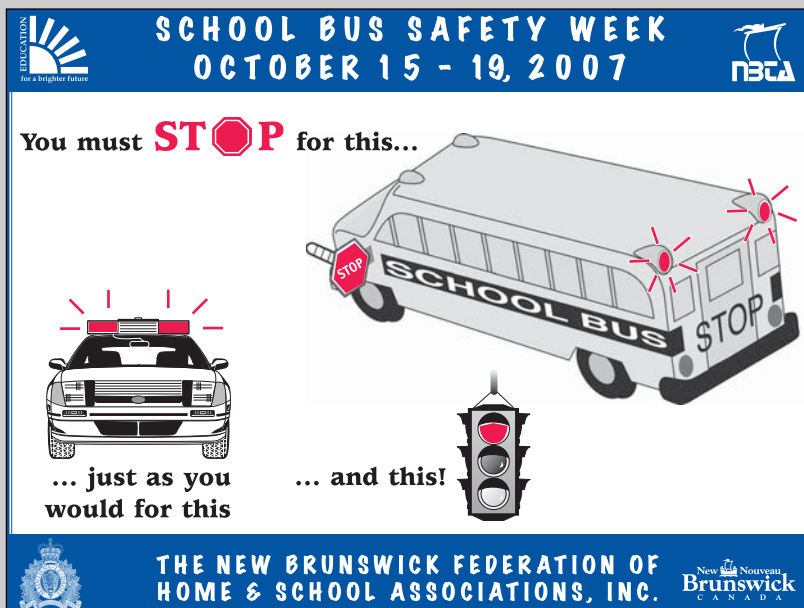
This free booklet can be obtained by contacting PLEIS-NB at pleisnb@web.ca, or at 453-5369. It is also available online at <http://www.legal-info-legale.nb.ca>

CBC Learning's New Website

Canada's educators can now more easily access and purchase content from CBC's vast collection of audio and video resources for their classrooms.

The new website at www.cbclearning.ca offers more than 600 CBC programs, both video and audio content, exploring curriculum-relevant topics such as Canadian history, bullying and the environment. Popular titles include Bullied, Battered and Bruised, Cooling the Planet, Canada: A People's History, and business titles from the Marketplace and Venture series. Each program is rated for its grade appropriateness and categorized by subject area, making it easy to find on the website.

Don't Forget! School Bus Safety Week



The poster features a blue header with the text "SCHOOL BUS SAFETY WEEK OCTOBER 15 - 19, 2007" and logos for "EDUCATION for a brighter future" and "NBCA". Below the header, it says "You must STOP for this..." and shows a police car with flashing lights. To the right, it says "... and this!" and shows a school bus with flashing lights and a stop sign. Below the bus, it shows a traffic light with the red light lit. At the bottom, it says "... just as you would for this" and features the logo for "THE NEW BRUNSWICK FEDERATION OF HOME & SCHOOL ASSOCIATIONS, INC." and "New Brunswick CANADA".

October 15 – 19, 2007

A&E Classroom Student Essay Contest

Students in grades 5-12 may enter A&E Canadian Classroom's "Lives That Make A Difference" essay contest by writing and submitting an original essay in 300 words or less on who they think made the greatest impact on Canadian society in 2007. Each entry must include the student's name, complete address, postal code, telephone number, age, grade, name of teacher, school, school address, and local cable system.

Two winners from each grade level — 5th-8th grade and 9th-12th grade — will be selected. There is a grand prize of \$5,000/student and prizes for the school and individual classroom.

For complete details and contest rules, go to www.aetv.com/class/canadianclassroom.



New Brunswick Teachers' Association
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Our AGM will take place November 15th with registration beginning at 7:00PM. Board of Directors nominations are still open!



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