



November 2012  
Vol. LV No. 2

NEW BRUNSWICK TEACHERS' ASSOCIATION

# \$1000 NBTA Professional Learning Grants Available

p. 12

## Have you checked out the NBTA Facebook page lately?

Activities



Contests



Opportunities



Photos

Awards

Professional Learning

Grants



Conferences

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



## A Message from the President



As I begin writing this article, I am a passenger enroute to Petitcodiac to present a new iPad to Shannon Youden, the winner in our NBTA registration contest. The fall foliage is breathtaking and the province-wide day on Inclusion has just taken place. I have to say that I have been busy in my position here as NBTA President but nothing compares to the busyness of working in a school!

Many of your colleagues, over 500 in fact, add to their already busy schedule by working on your behalf on the multitude of Branch and Provincial NBTA/F Committees. I want to take this opportunity to thank all of these NBTA volunteers who give of their time to be involved in their professional association. The center section of this issue of the newsletter lists those who will serve on NBTA Committees this year. Many have been 'hooked' as I have been by the chance to provide invaluable input. When I return to my role as a teaching principal next year, I would love to see some new names on those lists. Maybe even someone who has read this article? NBTA truly is a grassroots organization; all decisions regarding policy and practice are made by teachers. Remember all it takes is an email to me to be considered for a committee. But beware...you might just get 'hooked' too!

There have been many changes in the educational landscape over the past year. NBTA has also proven that it is not a static organization. We have experi-

enced many 'firsts' this fall including a meeting that involved five NBTA committees meeting on the same day. These committees met together in the morning for an orientation/information session and then looked for ways that their work may overlap or possibly benefit from more joint consultation or initiatives. This format was used as a test to see if there is benefit to streamlining our committee structure.

The first "SUPPLYing the Skills for Success" workshop for supply teachers was held in Fredericton on Tuesday, October 9, when the rest of you were working in your school on Inclusion. This is one way NBTA is reaching out to supply teachers, our members for the past three years, without taking their weekend or a missed workday opportunity. Early Career Teachers are invited to the Compass Conference in November, another first, at NBTA. I urge you to check out the Professional Learning Menu (our 1st one) at [www.nbta.ca](http://www.nbta.ca) for a more detailed look at other learning opportunities NBTA is offering to members.

We have also continued to expand our presence in the world of social media, which can be quite daunting for someone like me who is definitely not a digital native! My children used to tease me that I had no friends because my family members were my only Facebook friends! You can follow me on Twitter @HSmithNBTA and NBTA @NBTeachersAssn or find us on Facebook (the easiest way is clicking the link on the bottom right corner of the website). I tweet practically every day about the travels and meetings I participate in on behalf of teachers and in support of public education. I tweeted from the Ontario Legislature (see the picture accompanying this article) while I was there supporting our colleagues of the Elementary Teachers' Federation of Ontario. Their struggle with the Liberal Government of Ontario, and its draconian legislation, continues.

I am heading 'on the road' the week of October 15th to teach a mapping lesson to some Grade 3 classes. I can't wait to get back in front of a class, even if it's not my own! NBTA co-sponsored the printing of a book that is included in the Born to Read bags that every newborn

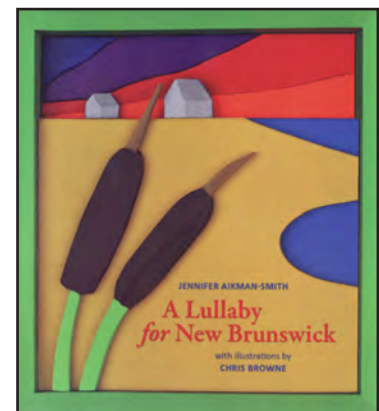
receives when they leave a NB hospital. The book, "Lullaby for New Brunswick", was written by Jennifer Aikman-Smith, a NB author and wife of a principal, and illustrated by Chris Browne, a teacher of art and music in Fredericton. The book complements the Grade 3 Social Studies program and I will be doing a hands-on lesson using digitized images of the pages from this beautiful book. I sent out a 'first-come; first-served' offer to all elementary schools and have received an invitation from over 70. I will be getting to as many as I can before the end of the year!

I invite you to contact me (heather.smith@nbta.ca) with any accolades (for your colleagues), concerns, insights or professional opinions you may have. I know you have them when chatting in the staff room!

It's that month of the year again so watch for our Movember contest; get your creative juices flowing and send your photos along.

This time I have a Hink Pink Swink, which means the answer is three rhyming words. What do you call a regulation used when teaching donkeys? Come on...give it a try and email me your guess! A shout out to my Janeville Jaguars to give it a try!

Heather



Copies of "A Lullaby for New Brunswick" are available through the UNB Early Childhood Centre for \$10.00. Taxes are included but shipping is extra. [eccentre@unb.ca](mailto:eccentre@unb.ca).



NBTA President Heather Smith (center), AEFNB Executive Director Louise Landry (left) and NBTf Executive Director Marilyn Boudreau (right) joined Ontario teachers August 28 at a rally in support of bargaining rights at the Ontario Legislature in Toronto.



NBTA President Heather Smith presented an iPad3 October 10 to NBTA Registration Prize winner Shannon Youden of Petitcodiac Regional School.

Ever wonder what the NBTA President does? Follow her on Twitter **@HSmithNBTA** for daily updates on her meetings, public statements and other activities on behalf of teachers and in support of public education.

# What Really Busy Teachers Need to Know About

## Electronic Communication with Students

by Blake Robichaud, NBTA Staff



1. Although Modes of Communication have changed, the legal parameters of the Teacher-Student of Relationship have not.

2. Teachers are teachers 24 Hours a day 365 days a year. They cannot take their “teacher hats” off.



5. Teachers should be cautious about the use of informal language in their electronic communications with students. These words can become permanent, public and open to misinterpretation.

3. Due to #1 & #2, being social media “Friends” with students is not a good idea. Teachers can “be friendly” with their students, but they should not “be friends.”



4. Professional and Public electronic communications with students are fine, but Private and Personal conversations can be dangerous.



# Congratulations to our Winners!

## NBTA Registration Prize Draws

**September 15<sup>th</sup>**

**Weekend for 2 at Ramada Fredericton**

Jennifer Dixon-Lipton – Caledonia Regional School,  
Hillsborough

**Winners of iTunes Gift Card  
or NBTA Logo Product**

Maggie Robichaud – Croft Elementary, Miramichi  
Andrew MacKay – Sussex Regional High  
Connie Vautz – Chipman Elementary  
Luc Bergeron – Devon Middle, Fredericton  
Lezlie Armstrong – Lewisville Middle, Moncton  
Marilyn Cann – Bayside Middle, Saint John  
Colleen Logan – Kennebecasis Valley High, Rothesay  
Amanda Sharpe – Grand Manan Community  
Tanya Murchison – Andover Elementary  
Sandra Black – Bathurst High

**October 1<sup>st</sup>**

**The New iPad**

Shannon Youden –Petitcodiac Regional High

**Weekend for 2 at Ramada Fredericton**

Rhoda Wilson – Sussex Regional High

**Winners of iTunes Gift Card  
or NBTA Logo Product**

Kathryn Stubbert – Salem Elementary  
Nicole Priest – Nackawic Elementary  
Katherine Chisholm – George Street Middle, Fredericton  
Jennifer Walsh – Prince Charles School, Saint John  
Joshua Eastwood – Saint John High  
Kelly Nolan – Quispamsis Elementary  
Lisa Lynch – Greta Green Elementary, Miramichi  
Seth Richardson – Sir James Dunn Academy, St. Andrews  
Darla Day – Oromocto High  
Johanne Gould – Sugarload Senior High, Campbellton

## Movember Photo Contest

This month, hundreds of NBTA members will be sprouting facial hair to raise awareness for men's health, specifically prostate cancer. Many adjectives have been used to describe these efforts and we would like to share some of the "interesting" results.

Simply e-mail your best and/or most-interesting Movember photos of NBTA members to [blake.robichaud@nbta.ca](mailto:blake.robichaud@nbta.ca).

**Deadline: December 7, 2012**

**Prizes:** There will be 5 prizes awarded. The choice will be \$25 iTunes Cards or from a selection of NBTA product.

**Display:** Winning photos, and perhaps some others, will be featured on the NBTA website and in the February 2013 issue of the *NBTA News*.



# Like NBTA on Facebook!

The NBTA Facebook page will be far more active this year. "Like Us" and find out more about NBTA activities, upcoming conferences, contests, professional learning, awards and opportunities for grants. Find photos of colleagues and see if you might like to become more involved.

facebook Search for people, places and things Find Friends Home

**NBTA** New Brunswick Teachers' Association 636 likes · 13 talking about this · 4 were here

Highlights

New Brunswick Teachers' Association shared a link. 4 October

Poetry in Voice, a recitation contest for Canadian High Schools. Poems, lessons plans & more than \$20,000 in prizes. <http://www.poetryinvoic.com/>

**POETRY in VOICE** Poetry In Voice | A poetry recitation contest for high schools in Canada. Find poems, poets, poetry. [www.poetryinvoic.com](http://www.poetryinvoic.com)

A poetry recitation contest for high

New Brunswick Teachers' Association shared a link. 1 October

Articles about Media Literacy Week (Nov 5-9) [http://www.medialiteracyweek.ca/en/press\\_articles.htm](http://www.medialiteracyweek.ca/en/press_articles.htm)

**media LITERACY WEEK** November 5 - 9, 2012 Press Kit - Articles [www.medialiteracyweek.ca](http://www.medialiteracyweek.ca)

Media Literacy Week highlights the importance of teaching children media literacy skills to help ensure their interactions with media are

New Brunswick Teachers' Association 21 September

NBTA Council Coordinating Committee (4 photos)

# Follow NBTA and NBTA President on Twitter!

**NBTA** @NBTeachersAssn  
The New Brunswick Teachers' Association is the Anglophone professional association that represents approximately 6400 contract and substitute teachers. Fredericton, NB <http://www.nbta.ca>

**Heather Smith** @HSmithNBTA

**Tweets**

NBTA @NBTeachersAssn 35m  
Pres Heather Smith interviewed for CBC NB News this eve and will be on Fred CBC with Terry Sequin tomorrow am at 7:13 re school budget cuts.  
Expand

NBTA @NBTeachersAssn 15 Oct  
Applications open at [nbta.ca](http://nbta.ca) until Dec 14 for Teacher Designed Professional Learning Grants. 5 grants of \$1,000 each to be awarded for 2013.  
Expand

NBTA @NBTeachersAssn 15 Oct  
Teachers, help make Council Day 2013 a great learning opportun. by offering your expertise. Call for Presenters - Upcoming Events at [nbta.ca](http://nbta.ca)

**Tweets**

Heather Smith @HSmithNBTA 5 Oct  
Wrap up for FCTCE-asking pkg ready today. Powerful proof why NBTF received a Dialogue NB Award-Franco/Anglophones work tog for ALL NB tchrs.  
Expand

Heather Smith @HSmithNBTA 5 Oct  
Happy World Teachers' Day to all my NB colleagues! Education is an imp equalizer for our students and Canadian educators do it well! Bravo!  
Expand

Heather Smith @HSmithNBTA 4 Oct  
Here is the direct link to send an e-card to your favourite teacher! [5oct.org/2012/index.php...](http://5oct.org/2012/index.php...)  
Expand

# SUPPLYing the Skills for Success: Tips and Strategies for the Job Hunt

by Laura Côté, NBTA Staff

Nearly 50 substitute teachers attended the *SUPPLYing the Skills for Success* workshop on October 9<sup>th</sup> to acquire a few more tips and strategies to enhance their resumes, cover letters, and portfolios in preparation for potential employment opportunities.

While I have gone through this job hunt more than a few times in my own career, it is especially challenging for substitute teachers in this day and age, when most district supply lists are maxed out, and student populations are declining. Vince Lombardi once said, "The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand." For me, it was the times I failed to get a position that offered me the most valuable opportunities to improve myself. This was particularly true in one situation when I asked for a debriefing after an interview. I was amazed at how much more I could do to improve my resume and portfolio. That advice helped me to better present myself at my next interview, and so I pass on a few tips that may help you as you pursue employment opportunities:

## Resumes:

- While typical resumes include headings such as Education, Experience, Activities and Interests, and References, it is beneficial for educators to also include the heading "Professional Development" and to include workshops attended and/or facilitated.

## Cover Letters

- Avoid trying to put "too much" into the cover letter. Instead of including a large list of your qualities, it is better to include a shorter list with examples of how you demonstrate those qualities.
- Ensure you have a confident "voice" in the cover letter. Instead of using terms like "I think, I might, or maybe" instead make positive statements with action words.

## Portfolios

- Spend the time to tailor the portfolio to the job for which you are applying. The portfolio should contain documents that you would want to show your interviewers to demonstrate your teaching skills. For example, provide samples of lesson plans, assessment strategies, and research papers.
- You do not need to include entire documents. For example, if you want to highlight a book or journal article that heavily influences your teaching philosophy, print off a picture of the book, or print off the first page of the journal article to include in your portfolio. This will reduce the bulge in your portfolio.
- Include a short synopsis for each certificate or document that you include in your portfolio. I use a piece of paper the size of a post-it note, and write a couple of sentences explaining the significance of the workshop I attended, or the research paper I wrote.

## Interviews

- Prepare ahead of time by using post-it notes for the pages in your

portfolio that you want to show during your interview.

- The interviewers may or may not ask to see your portfolio, so be sure to include the portfolio as you answer questions. For example, if you were asked how you might address an ineffective teaching strategy in your classroom, be prepared to show a lesson plan that includes a strategy you use that is effective.
- If you are asked at the end of the interview whether or not you have questions for them, be sure to avoid asking about pay or vacation – it is better to ask these questions when you are offered the job. Instead, ask about mentorship programs or professional development opportunities in the school. The questions should reflect your interest in being a part of their team.
- If you have an interview, be sure to ask for a debriefing following the interview. This was the best professional development opportunity I ever initiated. I thought I knew my strengths and weaknesses; however, in the debriefing, I was not only made aware of areas I needed improvement, but I was also provided with constructive suggestions for improvement.

If you are a substitute teacher and you are interested in acquiring more tips and strategies, you are invited to attend a *SUPPLYing the Skills for Success* workshop in January. One is offered in Miramichi and another in Riverview. Check the NBTA website for more information. Registration is available online from November 1<sup>st</sup> to December 12<sup>th</sup>.

## SUPPLYing the Skills for Success

**Description:** Workshops for Substitute Teachers  
To provide tips and strategies to prepare for the job hunt with a focus on resumes, cover letters, portfolios, and interviews.

**Time:** 9:30 am – 2:30 pm - Lunch Provided

### 3 Dates and Locations:

January 7, 2013 – James M. Hill Memorial, Miramichi  
January 8, 2013 – Riverview High School, Riverview

Register online at [www.nbta.ca](http://www.nbta.ca) beginning November 1<sup>st</sup>.



# POINT



PROFESSIONAL ORIENTATION AND INDUCTION FOR NEW TEACHERS

By Laura Côté, NBTA Staff Officer

## ***The Engine of the NBTA: Volunteering With Your Professional Association***



While the NBTA has a membership of over 6300, it is the 500 volunteers actively involved in the various committees, councils, branches, and board who keep the engine of the Association running. The volunteers include those nearing retirement as well as brand new teachers; ones who have served the Association for decades and others taking their first steps at involvement; classroom teachers, school administrators, literacy mentors, guidance counselors, etc.

I had only been teaching at KVHS a few weeks when I was approached about becoming a school representative for the NBTA. Eager to get involved in my school and to meet people, I quickly said yes. While I really did not know what I was getting into at the time, I am so happy that another teacher approached me about getting involved. In the eight years that followed, I served not only as a school representative, but also served as a school PD rep, branch treasurer, vice president, and am mid-way through my term as Branch Director. For 2012-13 I have even had the special opportunity to serve as a full-time Staff Officer with the Association. In a nutshell, I absolutely love the work I do for the NBTA.

There is so much your professional association can offer you, especially if you choose to offer your services in the variety of roles available to all members of the association. By becoming more involved, you can play a key role in professional development opportunities; policy-making or improvement; and supporting your fellow teachers, from those newly hired to those approaching retirement.

As you continue your teaching career, consider any of the following ways to volunteer within your professional association:

### **Become a School Rep**

Every school has one teacher who represents that school as the contact person for the NBTA. That teacher attends branch meetings, and communicates information to the school staff.

### **Become a Member of your Local Branch Executive**

Within each branch, there is a group of elected officers who have particular responsibilities. Each Branch has a president, vice-president, treasurer, secretary, and professional development chair. Some





# POINT



PROFESSIONAL ORIENTATION AND INDUCTION FOR NEW TEACHERS

branches, especially the large ones, have additional positions as well, including local committee chairs and PR reps.

### Serve on the Elementary, Middle, or High School Councils

These three groups organize the annual provincial Council Day (Professional Development), which is held on the first Friday in May. Members of each Council meet as a group three times a year to plan this incredible day. These groups also contribute to various PD and curriculum initiatives throughout the year.

### Become a Committee Member of One NBTA Committee

There are over a dozen committees that meet throughout the year to examine specific issues critical to teachers, including Curriculum, School Learning Environment, Public Relations, and PD. Let your Branch Director or the NBTA President know that you are interested in serving.

### Become a Delegate to the Annual General Meeting of the NBTA

These delegates are elected at the branch level and become the ultimate decision-making body

voting on all issues that affect policy and direction for the teachers of the province. The provincial AGM is held every May and concludes with the annual celebratory banquet for all the NBTA members retiring from teaching. If you want to truly understand the grassroots democratic system of the Association, few experiences can match attending an NBTA AGM.

### Become a Member of the Board of Directors of the NBTA

Directors are elected to represent each branch at the Board. Directors serve 3-year terms and attend branch meetings, liaison meetings with their superintendent, as well as three board meetings held each year.

### Run for Office of the President of the NBTA

The teacher who holds this elected position acts as official spokesperson for all New Brunswick teachers, chairs all Board meetings, and represents teachers on a variety of committees. This is a two-year full-time elected position, and may be preceded by running for the office of Vice President, an elected voluntary position.

## Compass Conference 2012

*Early career teachers navigating the professional world of education*

**Friday and Saturday  
November 23 and 24, 2012  
NBTF Building, Fredericton**



**Register now at [www.nbta.ca](http://www.nbta.ca)**

University of New Brunswick

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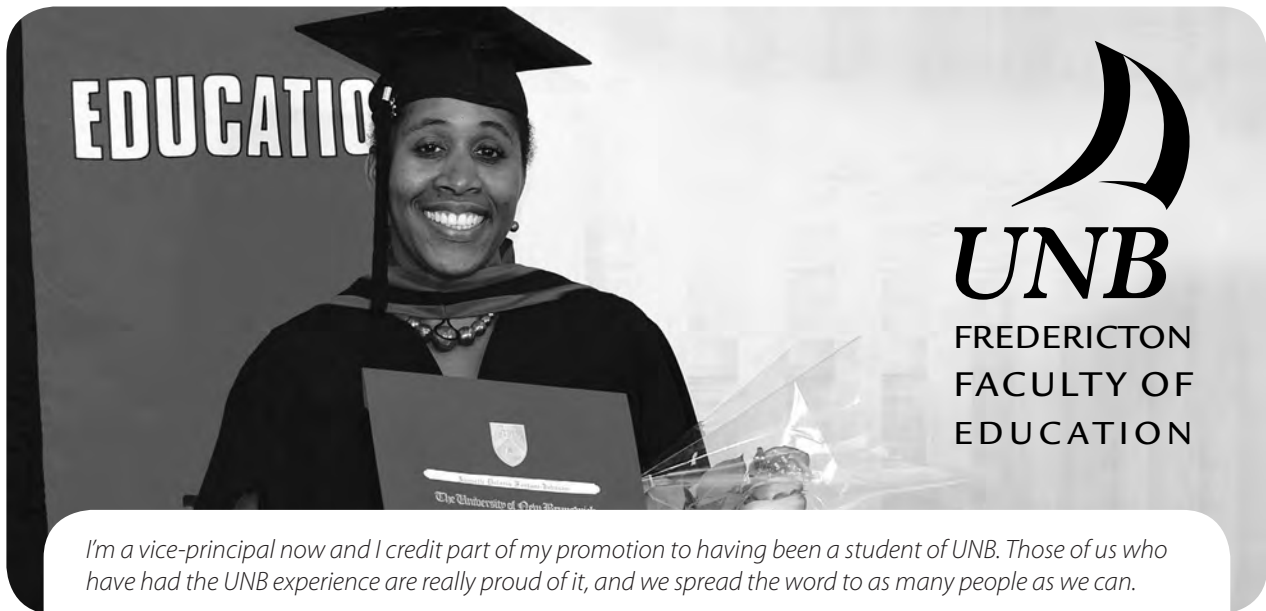
## Curriculum Studies

For details email [medonline@unb.ca](mailto:medonline@unb.ca) or visit  
[www.unb.ca/cel/med](http://www.unb.ca/cel/med)

## Educational Administration & Leadership

For details email [edgrad@unb.ca](mailto:edgrad@unb.ca) or visit  
[www.unb.ca/fredericton/education/graduate/mastereducation](http://www.unb.ca/fredericton/education/graduate/mastereducation)

The MEd consists of 10 term-based courses offered online. [www.unb.ca/registration](http://www.unb.ca/registration)



*I'm a vice-principal now and I credit part of my promotion to having been a student of UNB. Those of us who have had the UNB experience are really proud of it, and we spread the word to as many people as we can.*

*-Avenelle Fortune-Johnson, Online Master of Education Graduate*

### Application Deadlines:

January 31 (to start in July)  
August 31 (to start in January)  
[www.unbf.ca/education](http://www.unbf.ca/education)



Paid Advertisement

# The *Every Teacher Project* on LGBTQ-Inclusive Education

The New Brunswick Teachers' Association has lent its support to the *Every Teacher Project*, a national study designed to identify and make widely available the collective expertise that exists among Canadian teachers on inclusive education practices for sexual and gender minority students. This study will enable us to learn what educators think about the climate of Canada's schools for lesbian, gay, bisexual, transgender, Two Spirit, or questioning (LGBTQ) students; which approaches to inclusion of these students seem to work, and in what contexts, and which don't; what supports educators in doing

this work, and what holds us back. Results will be made widely available throughout the school system.

Completing the *Every Teacher* survey will take approximately 15-20 minutes. Participation is possible until mid-February 2013, but we encourage members to participate as soon as possible.

Members and other educators who have not received an emailed invitation can request one by contacting the research team [everyteacherproject@gmail.com](mailto:everyteacherproject@gmail.com). Members can also request an invitation by contacting [kim.mckay@nbta.ca](mailto:kim.mckay@nbta.ca).

Every teacher organization in

English Canada has enthusiastically agreed to support this project. Teachers across the country are moving strongly to improve school climate for LGBTQ students; students with LGBTQ parents; heterosexual students who are also homophobically bullied; and the 58% of heterosexual students who are distressed by homophobic elements of school culture. The *Every Teacher Project* team is led by Dr. Catherine Taylor at The University of Winnipeg in partnership with The Manitoba Teachers' Society. The project is funded by the Social Sciences and Humanities Research Council of Canada.

## 2012-2013 NBTA Pension Seminars Registration Forms On-Line at [www.nbta.ca](http://www.nbta.ca)

### Date of Seminar:

- \_\_\_\_\_ December 8 - Saint John, Simonds High
- \_\_\_\_\_ January 12 - Fredericton, FHS Theatre
- \_\_\_\_\_ January 26 - Miramichi, Dr. Losier Middle School
- \_\_\_\_\_ February 9 - Sussex, Sussex High School

### Deadline for Registration:

- November 30
- January 4
- January 18
- February 1

## Seminar Guidelines

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

1. All participants must pre-register.
2. Travel and accommodation costs are the responsibility of the participant.
3. A nutrition break will be provided.
4. Questions relating to these seminars should be directed to:  
**Michael Ketchum**  
**NBTA Staff Officer**  
**New Brunswick Teachers' Association**  
**P.O. Box 752**  
**Fredericton, N.B. E3B 5R6 (Tel. 452-1722)**
5. All teachers are welcome to attend.
6. All seminars begin with registration at 8:30 am and sessions at 9:00 am until 1:00 pm. (Except Bristol, where registration will begin at 4:30 pm -- Seminar at 5:00 pm)

### Program

- Teachers' Pension Act
- The Canada Pension Plan
- Pension Estimates (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



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

# TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2013

*(formerly School-Based Learning Team Grants)*

by Kim McKay, NBTA Staff Officer

## INTRODUCTION

The New Brunswick Teachers' Association recognizes that teacher professional learning occurs within a broad spectrum of experiences and processes that lead to deepened understanding and improvement of practice. Effective professional learning strongly links teacher and student learning and is guided by evidence. Further, research highlights that effective professional learning must be personalized and responsive to the complex and unique needs and context of the learner.

As adult learners, teacher motivation for professional learning is linked to relevance, meaning and choice. Developing competence and a sense of self-efficacy by directing one's efforts to meet student needs is key to teachers undertaking professional learning. An integrated design that focuses upon student and teacher learning activities within a job-embedded context and supported by both time and resources is the ideal professional learning context.

## WHAT IS A TEACHER DESIGNED PROFESSIONAL LEARNING GRANT?

TDPL is an annual school-based professional learning opportunity funded by the New Brunswick Teachers' Association. NBTA will award five \$1000 grants for the calendar year January 2013 – December 2013. Interested teams of 3-5 teachers are invited to apply. Application forms will be available online after October 15<sup>th</sup>.

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

## WHAT ARE THE GOALS OF THE TDPL GRANTS?

There are three goals associated

with this grant:

1. support teacher professional learning within the context of improving student learning;
2. foster teacher leadership; and
3. facilitate the sharing of exemplary practices.

## WHAT IS THE TDPL GRANT SELECTION PROCESS?

- Applicant teams develop a project proposal and complete an application form. Applications received after 4:00 pm on Friday, December 14, 2012, will not be considered.
- The NBTA committee established to administer the grant fund will screen all applications received by the deadline. Proposal selection criteria are described in detail in the next section.
- Five successful team applicants will be notified by January 11, 2013. Start-up materials and funding will be delivered to each team.
- Unsuccessful team applicants will be notified by January 11, 2013.

## WHAT IS THE SELECTION CRITERIA FOR TDPL GRANTS?

- I. The extent to which the project proposal is guided by characteristics of effective professional learning:
  - a. Coherent – project is designed within the context of both best practices for student learning and provincial/district/school mandates.
  - b. Goal-Oriented – project clearly connected to student learning, daily practice and provincial/district/school mandates.
  - c. Sustainable – proposal includes practice time, reflection time and a plan to progress over time with grant funding used for resources critical to the project.
  - d. Evidence-Informed – proposal considers current research as well as any formal or informal

relevant data.

- II. The extent to which the project proposal demonstrates the following general characteristics:
  - a. Quality – proposal is well thought out and realistic.
  - b. Impact – proposal has the potential to impact student development, as well as the learning of participating teachers.
  - c. Measurable – project goals can be measured and clear description of how this will be done.
  - d. Sharing – proposal incorporates a specific plan for sharing the project with other educators.
  - e. Demographics – general consideration will be given to distributing grants to various levels (K-12), as well as geographic location, team composition, etc.

## WHAT IS REQUIRED OF SUCCESSFUL TEAM APPLICANTS?

- Meet with NBTA Staff Officer for a brief overview of TDPL requirements (school-based meeting/approx. 30 minutes).
- Carry out activities described in project proposal/application form.
- Share project and team learning with colleagues via:
  - o Written article for *NBTA News* at project completion;
- Or**
  - o Team Choice (i.e. presentation to staff, offer Council Day session, electronic posting, etc.).
- Submit a short report of the project using NBTA template.
- Submit a financial report using NBTA template.

**Questions? Contact**  
[kim.mckay@nbta.ca](mailto:kim.mckay@nbta.ca)

# TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2013 - APPLICATION

## **Section 1: Team Application Information**

Name of Team Leader: \_\_\_\_\_ School Name: \_\_\_\_\_

Current Work Assignment: \_\_\_\_\_ Team Leader Work Email: \_\_\_\_\_

### **Additional Team Members:**

Name:	Work Assignment:	Work Email:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## **Section 2: Project Proposal**

Name of Project: \_\_\_\_\_

Please provide a brief description of your project topic. (max. 150 words)

Please provide a rationale for pursuing this learning project (e.g., what needs do you have that the project would address). (max. 150 words)

Describe how the outcomes of your project would contribute to increased student learning and development. (max. 150 words)

**...continued on next page**

# TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2013 - APPLICATION

## **Section 3: Plan for Your Professional Learning**

<b>Goals</b>	<b>Activities</b>	<b>Measurement</b>	<b>Budget</b>
<p>What are your professional learning goals for this project?</p>	<p>Describe the activities your team will undertake in order to achieve your goals.</p>	<p>What measures will you use to determine if you have met your project goals? E.g. surveys, journals, interviews, etc.</p>	<p>Indicate the budget for each activity or measurement. E.g. supply teacher costs, resources, etc.</p>

## **Section 4: Plan for Sharing**

<b>Goals</b>	<b>Activities</b>
<p>Who do you plan to share your learning with?</p>	<p>Describe how your learning will be shared e.g. written resource, classroom kit, podcast, video conference, wiki, etc.</p>

**Send completed application form to:**

Kimberly McKay, NBTA Staff Officer - Professional Learning  
 650 Montgomery Street, P.O. Box 752 STN A  
 Fredericton, NB E3B 5R6  
 OR  
 Fax: (506) 453-9795

**Deadline for Receipt of Applications: December 14, 2012 (4 pm)**

# Anti-Bullying Tips for School Staffs

By Bruce Van Stone, George Street Middle School, Grade 7 Teacher and Beyond the Hurt Advisor

- Once school starts, make sure you have an open and frank talk with your students about what bullying is and is not and make them aware that you have no tolerance for it. Ensure that students are aware that they have the power to help stop bullying and that it is not simply up to the teaching staff.
- Allow members of your student anti-bullying program to make formal presentations to their peers.
- Have informal, but regular class meetings (about once a month) where students can discuss any bullying going on in the classroom and outside of it.
- Get parents involved early in the year. If someone is being bullied or has exhibited bullying behavior, bring them in with their child for a conference to try to work on positive and helpful solutions for the child.
- To get as authentic a picture as you possibly can on your class/classes, drop by unexpectedly to observe them in less structured places (cafeteria, gym, hallways, etc.)
- Ask other school staff that work with your students if they have observed any bullying behavior within your class/classes and agree to keep each other informed of any changes.
- Have your school create an anti-bullying report form where students can fill out what happened, who was involved and do the reporting, while simply dropping the report in various drop-box locations throughout the school.
- Go on a school walking tour with your class/classes and have students show you where the places are where bullying is most likely to occur.
- Make sure you don't have any "blind spots" in your classroom where students can exhibit bullying behavior outside of your view.
- Tell students that if they observe bullying behavior or are victimized, that they can also write you a short note and put it on your desk for you to read at an appropriate time. Often students approach teachers at the busiest times (when they are about to start or dismiss a class, and this way the teacher can read the note and deal with the issue in a timely manner, without having to disrupt the entire class).
- Encourage students who are uncomfortable approaching a teacher or administrator about bullying, to do so in pairs.
- Make sure that students know that bystanders who take part in the bullying behavior will also have consequences for their behavior.
- Have assigned students help monitor the hallways and hidden areas of the school at least several times a week.

<http://georgest.nbed.nb.ca/clubs/beyond-hurt>



*George Street Beyond the Hurt students at the Louise Russo awards ceremony in Mississauga, Ontario in May.*

*Back row: Lauren Chartrand, Bruce Van Stone. Front row: Abby McAllister, Louise Russo and Shayna Barrett).*

*Our Beyond the Hurt program won a team award for our work to eliminate violence and bullying in our school and overall community.*



*by Calvin Fraser, Secretary General of the Canadian Teachers' Federation*

It is natural for teachers to question the value of the Canadian Teachers' Federation (CTF) since the Federation is one step removed from direct service to teachers. So, what does CTF do for you as a teacher? Let's try to answer with reference to a few of the work areas of CTF and then a few of the tools used.

1. Coordination of knowledge and activities: CTF acts not only as a clearinghouse to share material among Member organizations (MO) but also provides both analysis and impact to MO work. Our research analysts draw out interactions that benefit all and through contacts with many, many national organizations spread teacher values and teacher based information in ways that will garner support and value for teachers.

2. Influence directions in education: Many bad ideas that originate outside of Canada or in powerful national organizations (e.g. Fraser Institute) affect education in every province and territory. CTF monitors and influences the impact of these ideas through its involvement with other groups (e.g. Conference Board of Canada). CTF also is pro-active in working with national groups around the world to head off or divert bad ideas. We currently are working directly with the National Education Association (3.2 million members) and the American Federation of Teachers (1.7 million members) to reverse the information flow from the United States to Canada by sharing the many strong positive practices of Canadian teachers. This work is beginning to show success.

- Advocacy: CTF lobbies the federal government on matters of direct interest to teachers that are governed by federal influence, such as taxes, copyright and criminal allegations. One long-standing campaign has been to protect educational access to

published information (especially from the Internet) for classroom use. Despite strong lobbying from the corporate sector to cut free educational access off, every version of the Act to date has maintained the special status for education. Another success has been maintenance of the Section 43 protection for teachers in the Criminal Code of Canada. Other campaigns continue. We have been working this year to protect teachers from several current injustices in the criminal record Check procedures.

3. Solidarity is priceless: There are many societal interest groups who choose to subvert public education to private interests; insert corporatism into pedagogy; restrict pensions, unemployment insurance and health benefits; control or profit from assessment; press for unfair evaluation practices, and a host of other goals contrary to teacher interests and values. Through CTF, Canadian teachers maintain common vocabulary, shared views and a joint focus to protect us all.

4. International representation: CTF gives Canadian teachers a strong voice on the world stage in opposing the spread of such things as Public Private Partnerships (PPPs), the creep of institutional assessment, and the influence of OECD, the International Monetary Fund (IMF) and World Bank. Canadian teachers are active and forceful in this forum. Canadian teachers outside CTF have no voice on the world stage and no ability to participate. In a global economy, the international voice is increasingly important.

5. International service: CTF Project Overseas is one of several international programs CTF does either jointly with a Member organization (Alberta has several) or directly. They create rewarding and life changing experiences both for

the Canadian teachers involved and for the overseas partners. By working through CTF the impact of Member organization funds is maximized, redundancy is eliminated and value is enhanced.

CTF is a small organization. Direct service to members is provided by the provincial and territorial teacher organizations. CTF provides support and service to the Member organization based on priorities set by the CTF Board of Directors on a three-year basis. Key tools include:

1. Networking at the political and staff levels: Bringing the Presidents and General Secretaries from 16 Member teacher organizations together three times each year permits opportunities for planning, discussion, and coordination of action that benefits every teacher in Canada – yes, even the non-members. Bringing the staff from across Canada together permits operationalizing the shared goals. We are all familiar with the “tyranny of the immediate” and the intense work required within the province which makes these national meetings so important as a way to see how each situation is part of the larger picture and how actions in one province/territory can and do affect others. These meetings are supplemented with national seminars on pensions, employment insurance and other critical topics. This summer will see the fourth annual CTF President's Forum which will explore the different perspectives on Quality Education.

2. CTF Research creates powerful national statements for MO use: Recent examples include a national teacher survey report on student mental health, class size and student diversity, the identification of teacher contributions to their classrooms (average \$453 per teacher per year) and how teachers use their summers for professional growth. This information is arrived





at through polling, focus groups and other research tools. CTF also works with MOs to share their research and pulls together common threads and analysis that avoids duplication and redundancy. A “private members only” part of the CTF Web site provides every MO with instantaneous access to vast amounts of information from collective agreements, pension agreements, private research and countless professional interest topics as well as the ability to compare and contrast information locally, between provinces and/or nationally.

3. Lobbying: CTF provides briefs and makes appearances before numerous committees from such entities as the federal Justice Department, Heritage Canada, HRSDC, the House of Commons, and the Senate. Our direct contact with MPs provides opportunity for all of our provincial and territorial teacher organization members to influence thinking of Members of Parliament and the Senate. This is proving to be increasingly effective and CTF solidarity contributes heavily.
4. Relationships and partnerships with national organizations. CTF works with numerous national organizations including heritage related groups (Assembly of First Nations, Encounters with Canada, the Media Awareness Network, Canadian Museums Association, etc.); language related groups (Official Languages Commissioner, Canadian Association of Second Language Teachers, Canadian Association of Immersion Teachers, Canadian Parents for French, Canadian Association of Francophone School Boards, Canadian Association of Francophone Parents, etc); health related groups (Public Health Canada, Canadian Mental Health Commission, etc); lobby and special interest groups (Conference Board of Canada, Canadian Council on Learning, etc.). The complete list of partners is exhaustive. The reach

of all our work is enhanced by being national – in one example, millions of dollars were spent on cyberbullying in several different provinces/territories on efforts that were excellent but localized. CTF involvement in the issue created a national impact for local work.

5. Relationships and partnerships with global organizations: Education International (EI) is the global teacher union. CTF has representation on the EI Executive Board and is active and influential in virtually all key decision making situations. The quadrennial World Congress will be held in Canada in 2015, thanks to the efforts of CTF. CTF is a strong part of the Commonwealth Teachers' Group (54 countries) and the Comité Syndical Francophone de l'Education et de la Formation (CSFEF – every major francophone country). We have strong working relationships with other teacher and education related unions, notably from the United States (NEA, AFT), United Kingdom (National Union of Teachers [NUT]) the Caribbean (Caribbean Union of Teachers) and many African countries (Uganda, Ghana, Guinée, Senegal etc.). These partnerships give Canadian teachers a strong international voice. Through the Public Education Network in Canada three to four times each year, we share information and updates with many other national education related labour groups.
6. Communications: CTF print and Web publications are popular and powerful at spreading teacher values. Our flagship publication “CTF Perspectives” is free to anyone who wishes to subscribe and provides the most recent information on educational research and events. CTF publications are used in university classes, with other national organizations; and to coordinate teacher values within MOs. Effective use of the CTF Web site has expanded the reach of publications as a way

to share research such as the recent input from teachers in Aboriginal schools. Our social media reach is vast and growing. CTF publications are popular also for sensitive issues such as the GLBTT publications that continue to be strong sellers. Most publications are also available free of charge on our Web site.

7. Financial support to support social action projects: Teachers can receive grant money to engage their students in citizenship and social action activities in their communities through CTF's Imagineaction program. Recent examples include “Listen, I read” in cooperation with the Council for the Arts, the Canadian Commission for UNESCO and Indigo; Digital citizenship in cooperation with the Media Awareness Network and the Aboriginal School Twinning Pilot Project in cooperation with the Assembly of First Nations set for the fall of 2012. Another initiative of this program is currently in the works that will focus on Defenders of Human Rights in Canada in cooperation with the Canadian Museum for Human Rights, The Assembly of First Nations and the Robert F. Kennedy Centre for Justice and Human Rights. Teachers can find out more, register and apply for subsidies by visiting <http://www.imagine-action.ca>.
8. At a time when recognition of the special expertise of teachers and even the influence of teachers within the system are being challenged by powerful multinational organizations, it is critical that teacher organizations receive the support from each other through the Canadian Teachers' Federation. Teachers are getting great value from CTF at the current fee of little more than \$2 per month per teacher.

For more information visit [www.ctf-fce.ca](http://www.ctf-fce.ca) and subscribe to the CTF Perspectives or sign up to follow CTF on Twitter (@CanTeachersFed).

# NBTA Committees

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*\*Member of the NBTA Board of Directors*

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# NBTA Committees

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***NBTA thanks all those teachers volunteering their time and energy to serve their Association, whether it is on a provincial committee or at the local level!***

# Educational Tools Help Students Protect Their Personal Privacy Online

by Kristen Yates, Office of the Privacy Commissioner

It can be tough helping kids learn to protect their privacy in a digital environment. Kids today live in a connected world where digital photos and comments can be copied, pasted, and sent to thousands of people with the click of a button.

“Canadian kids use the Internet and online tools effortlessly, at a very young age, and many kids are way ahead of adults in adapting to new technology,” says Jennifer Stoddart, the Privacy Commissioner of Canada. “Unfortunately, while they are incredibly adept when it comes to surfing, texting, posting, and chatting online, they don’t always take time to consider the privacy pitfalls these new technologies pose.

“We need to start talking to them about online privacy at an early age and encourage them to think carefully about the personal information they are sharing online.”

The Office of the Privacy Commissioner of Canada (OPC) wants to ensure that young people understand the impact that online technologies can have on their privacy. To accomplish this, the OPC offers a number of materials for educators to help students make smart decisions when they go online.

One product the OPC recently launched is a graphic novel called *Social Smarts: Privacy, the Internet and You*. The graphic novel is designed to help young Canadians better understand and navigate privacy issues in the online world. Designed to appeal to tweens and younger teens and developed with feedback from youth, it tells the story of a

brother and sister who learn about the privacy risks related to social networking, mobile devices and texting, and gaming. The graphic novel is 12 pages and includes detailed black and white illustrations so it can be easily reproduced by educators and parents.

OPC has a variety of other resources available on its web site for educators, parents and youth, [youthprivacy.ca](http://youthprivacy.ca):

- The *Protecting Your Online Rep* presentation series offers all the tools necessary to provide an engaging presentation in your own classroom or library. The goal of these presentations is to help demonstrate to young people how technology can affect their privacy, and what they can do to build a secure online identity, while keeping their personal information safe. Each package includes PowerPoint slides that are packed with helpful information and examples, and speaking notes that are numbered to match the PowerPoint slides and that include class discussion topics at different

points in the presentation. Presentations are available for grades 4 to 6; grades 7 and 8; and grades 9 to 12.

- The *Protect Your Online Rep* youth video, for tweens and teens, covers the key privacy concepts kids need to consider when sharing information online. The video can be viewed online or downloaded for discussing privacy issues with kids.
- The Tip Sheet for Parents (which also can be used by educators) offers 12 practical tips for talking to kids about privacy in the online world.

Many young people value their online reputations and want to protect them – they just don’t always know how. Educators can use these tools to help them build secure online identities and keep their personal information safe.

If you have any questions or comments, the Office of the Privacy Commissioner of Canada’s public education team can be reached at [youth-jeunes@priv.gc.ca](mailto:youth-jeunes@priv.gc.ca)

**10 TIPS TO PROTECT YOUR PRIVACY ONLINE**

- 1 THINK BEFORE YOU CLICK!
- 2 KNOW WHO YOUR FRIENDS ARE
- 3 TIGHTEN YOUR PRIVACY SETTINGS
- 4 AVOID DISCLOSING YOUR LOCATION
- 5 DON'T SHARE YOUR PASSWORD AND CHANGE IT REGULARLY
- 6 TRUST YOUR INSTINCTS
- 7 UNDERSTAND NEW FEATURES SUCH AS GEO-TAGGING BEFORE YOU TRY THEM
- 8 BE AWARE OF YOUR ONLINE REPUTATION
- 9 PROTECT YOUR PRIVACY, AS WELL AS THAT OF YOUR FRIENDS
- 10 BE DISCREET

FOR MORE INFORMATION ON PRIVACY, VISIT OUR WEBSITE FOR YOUTH, PARENTS AND EDUCATORS AT:  
**YOUTHPRIVACY.CA**

Office of the Privacy Commissioner of Canada  
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WRITING BY MARK SLETSKY  
ILLUSTRATION BY DANIEL BULLER  
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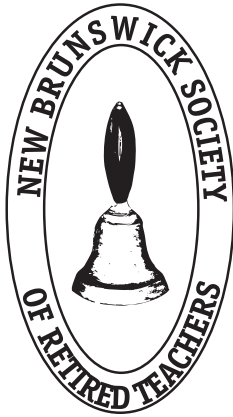
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# ATTENTION RETIRED TEACHERS

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

- Being part of a growing organization of over 2000 members.
- *Reflections* magazine published three times per year.
- Representation on the NBTF Group Insurance Trustees.
- School Days Museum filled with teaching memorabilia and artifacts.
- Affiliations with NBTA, Canadian Association of Retired Teachers, SERFNB, Coalition for Seniors and Nursing Home Residents Rights.
- Deduction of dues at source.



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

Roger H. Nesbitt, President  
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## Keep Calm and Communicate On

by Ardith Shirley, NBTA Staff Officer

A friend of mine sent a note to me recently on a card that was a replication of the “Keep Calm and Carry On” phenomena that has become part of our pop culture. The original bright red poster was part of a series of three that were created by the British during wartime and were intended to strengthen the morale of the British people.

While I certainly wouldn’t compare the morale in our schools to that of the times of Churchill, I do find that at this time of year, teachers admit to feeling just a wee bit “shell shocked” from the multitude of demanding daily interactions required by our profession.

As our school year progresses, I believe that our students, families, and teachers of **all** stages ride a wave quite similar to that depicted in the research on beginning teachers:



[http://www.weac.org/professional\\_resources/new\\_teacher\\_resources/beg\\_handbook/phases.aspx](http://www.weac.org/professional_resources/new_teacher_resources/beg_handbook/phases.aspx)

Given these suggested stages, it would seem obvious that November, December and January are the months when there is an increased possibility of negative conflict and miscommunication amongst the members of our school community. Add on the communication requirements of report cards and home and school conferences and it would seem that the “time is ripe”.

Considering this, I have taken some liberties in creating a “special” NBTA version of the British original that

reinforces the first of several communication tips that I think might be helpful as we negotiate the Disillusionment Phase:

Susan Scott, author of *FIERCE Conversations*, contends that “the conversation IS the relationship” and that as long as people are communicating there IS a relationship to be salvaged. This idea was reinforced when a friend who does couples counselling told me that he always maintains hope of improving the relationship as long as people are fighting - “It is when they don’t care enough to even fight anymore that I begin to think things are past a salvageable point.”

As teachers, I believe there is a lesson to be learned. Of course in our professional lives we will inevitably have individual interactions with students, their parents and our colleagues that will not go as planned. In some cases, they may be downright unpleasant. The important thing is not to give up and to re-engage in the conversation when cooler heads prevail - to “Keep Calm and Communicate On”. In those times:

**Do remember that how you say something counts for just as much as what you say.** Tone does matter. Think how many emails, bereft of tone, are misunderstood.

**Don’t let situations fester.** Communicate with students, parents or colleagues during the initial phases of a brewing crisis. Don’t wait until a full-blown crisis occurs.

**Keep an open-mind.** Don’t let yourself get into arguments. Discuss things with people rather than argue. If you don’t agree with something, think your response through and don’t be argumentative or judgmental in what you say.



### Quote

*“The single biggest problem with communication is the illusion that it has taken place.”*  
- George Bernard Shaw

**Don't use jargon when communicating.** The field of education certainly has an impressive list of ever-changing technical terms. You may dazzle a parent who is a plumber, veterinarian or accountant by using terms like "criterion reference assessment" ...but trust they could do the same.

Some teachers unintentionally (or intentionally?) confuse parents by using overly technical language. If you must use a technical term, define it!

**Don't attempt to defend the indefensible.** There may come a situation where you, a colleague or "the system" makes a mistake. Considering the myriad of responsibilities that we all have, such situations are inevitable.

Do not become defensive or argumentative when faced with such a situation. Do not attempt to construct a defense with a series of excuses or rationales.

Merely apologize for the error and express your regret for the situation. Outline steps that will be taken to prevent a re-occurrence. Sincere apologies are not a reflection of weakness or incompetence.

**ALWAYS be ready to explain what strategies you've already used to address the issue and what new strategies you are considering, when presenting a concern.** People don't want concerns dropped in their laps without at least a tentative action plan. Remember you are the professional when it comes to learning.

**Don't make a promise that you are not prepared (or able) to keep!** When you tell someone that you intend to do something, it is your responsibility to see to it that you follow through.

**Do remember that families often go through a series of unpredictable "stages" as they attempt to accept and understand their child.**

Although many of these stages are positive in nature, families also deal with anger, guilt, denial, depression, envy, isolation and flight. As a result, parents may on occasion be difficult to deal with and may treat you in an inappropriate manner. It is important to remember that life is a difficult and challenging journey. Take their behavior seriously, but don't take it personally.

**Don't worry about accolades.** Do your best. It's the best you can do. Let others see your work ethic and you will be able to take pride and pleasure in a job well done.

**Remember tomorrow is another day.** Don't get discouraged when a more heated exchange occurs. Re-engaging in conversation and communication after a bit of time for reflection can actually result in a stronger understanding of each other's viewpoint.

## **May I Recommend?**

A great article appears in the October issue of *Educational Leadership* (Pg. 40-43) "**Call me Different, Not Difficult**" by John Elder Robison who is the parent of a child with Asperger Syndrome and lives with autism himself. He writes this article to offer some advice to teachers from both his student and parent perspective. Definitely worth a read!

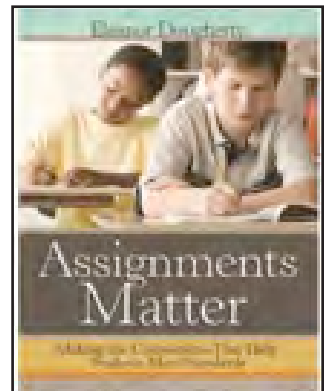
I also enjoyed "**The X Factor is 'Why'**" in the *JSD Journal* (Pg. 20-25). Author Anne Conzemius takes a strong stand on collecting data for data's sake and reminds all of us that we need to know and understand the WHY before we bother to collect at all. To do otherwise is a waste of precious resources.

**Young People's Confidence in School, Community, and the Future: Why It Matters and What We Can Do About It** by Christa Freiler appears in the Fall 2012 of the *Canadian Education Association Journal* is an excellent exploration of a Canadian research project conducted in Ontario that looked at young people's confidence in their learning environments and the impact that has on their future.

Should any of the above catch your attention, drop me a line! I would be happy to send a copy to you.

## **Book Give-Away!**

Congratulations to Bliss Hanson of Woodlawn Learning Centre in Saint John who will be receiving a copy of "**Managing Diverse Classrooms**"! This month's draw will be for a copy of "**Assignments Matter**" by Eleanor Dougherty. To enter drop me an email with the Subject Line "BOOK DRAW" by December 21<sup>st</sup>.



# Councils

## Tips for Overcoming the “I don’t know what to write about!” Syndrome

By Sarah Cogswell, Bristol Elementary School

If you are a teacher of literacy you’ve probably heard the phrase, “I don’t know what to write about!” If this is a problem in your classroom, the tips below might be helpful.

- Enlist parent help. Ask parents to write a couple of words about things that happened at home the previous week. (i.e. Gymnastics, Grandma visited, lost a tooth) Suggest these as topics for recounts.
- Provide a shared experience for your students. (Make a snack, go for a walk, special art activity, visitor) This gives students with limited life experiences/opportunities, something to write about.

- Use Authors as experts. After reading a story together, make connections, “That reminds me of a time when I had a terrible, horrible, no good, very bad day. I think I’ll write about it just like Judith Viorst did.”
- Create a class list of topics. Add to the list throughout the year with the goal of reaching 100 topics by the 100<sup>th</sup> day of school.
- Use writing prompts. (Occasionally) At the following link you can find writing prompts for K-12. [http://www.thewritesource.com/writing\\_topics/#one](http://www.thewritesource.com/writing_topics/#one)

Sharpen your pencils!



Jack, Kayden and Myranda cook up a writing topic.

Elementary Council is currently looking for presenters. If you are interested in presenting, please go to [www.nbta.ca](http://www.nbta.ca) and click on the Council Day, Friday, May 3 call for presenters button and complete the application form. All applications must be received before December 9, 2012. (See ad page 25)



2012 Elementary Council - Karla Roy (Fredericton), Erica LeBlanc (Oromocto), Barbara Brown (Miramichi), Donna Losier (Bathurst), Amy Conn (Fredericton), Daniel Doucet (Bathurst), Sarah Cogswell (Bristol), Linda Ferguson (Bristol), Karen Miller (Douglas), Janice Bueno (Moncton)



# Councils

*Share Your Expertise!*

## Council Day 2013

*Presenters Needed!*



Do you have expertise that you are willing to share with your colleagues? Why not answer the Council's Call for Proposals and offer a session as part of one of our Council Day Programs? Go to [www.nbta.ca](http://www.nbta.ca).

### Mark Your Calendar! Friday, May 3<sup>rd</sup>

**Elementary & Music Specialist Strand – Miramichi**  
**Middle Level & Phys. Ed. Specialist Strand – Moncton**  
**High School & Art Specialist Strand – Fredericton**

## Middle Level Council News

The NBTA Middle Level Council is hosting the May Council days in Moncton New Brunswick on May 3, 2013. The host school will be Northrop Frye School which is in the north end of Moncton. Middle Level Council is excited to share their theme this year "Tapping into NB Teachers' Talents". It is the intent of the Middle Level Council to feature

NB teachers for all sessions throughout the day. Keynote speaker is Joe Grondin, a teacher/administrator and author who resides in Moncton NB and works for the Anglophone East school district for over 25 years.

Middle Level Council will be hosting the "physical education" speciality strand and will have a number of sessions specific to physical education

teachers throughout the day. Middle Level Council is currently looking for presenters. If you are interested in presenting, please go to [www.nbta.ca](http://www.nbta.ca) and click on the Council Day, Friday, May 3 call for presenters button and complete the application form. All applications must be received before December 9, 2012. (See ad above)



*2012 Middle Level Council - Lise Martin-Keilty (Fredericton), Heather Ingalls (Fredericton), Donna Lagacy (Moncton), Ryan MacDougall (Campbellton), Sarah Brooks (Fredericton), Linda Dickson (Miramichi), Cheryl Aylward (Saint John), Cheryl Richardson (Miramichi), Bill Hogan (Woodstock), Stacy Garland (Moncton).  
Absent: Denise Perron-Green (Grand Manan)*

# Councils



*2012 High School Council - Mary Anderson (Miramichi), Adam Trider (Moncton), Alice Walker (Bathurst), Sheridan Mawhinney (Oromocto), Paul Lenarczyk (Saint John), Marla Anderson (St. Stephen), Shyann Watters (Sussex), Shane Hoyt (Fredericton), Dawn Beckingham (Dalhousie), Erin-Beth Daneluk (Perth-Andover), Shane Sturgeon (Moncton). Absent: Trudy Stiles.*

## High School Council News

*By Shane Sturgeon*

High School Council is very pleased to be hosting this year's High School Council Day and Art Specialist Strand, at Fredericton High School on Friday, May 3, 2013. You can look forward to many exciting breakout sessions as well as four dynamic keynote speakers:

- Sarah Kay is an American poet and poetry teacher. Known for her spoken word poetry, Kay is the founder and co-director of Project V.O.I.C.E., a group dedicated to using spoken word as an inspirational tool.
- Angus McBeath brings 30 years of experience as an educator. After serving in several senior executive positions in district administration, he accepted an appointment as Superintendent of Schools in September 2001. Angus has con-

tinued to lead the ongoing effort of Edmonton public schools to improve student achievement. McBeath has also published articles for the American Association of School Administrators and Cross City Foundation.

- Sheree Fitch is a Canadian children's author. Though she was born in Ottawa, grew up in Moncton and spent many of her adult years in Halifax. She earned a B.A. from St. Thomas University and an M.A. from Acadia University, in Nova Scotia. She was a frequent guest on CBC's Peter Gzowski morning show and now divides her time between Washington D.C. and Nova Scotia.
- Mandy Wintink is the director for The Centre for Applied Neuroscience, a centre for coaching,

education, ideas, inspiration and community. It is built on a foundation of knowledge and wisdom from the sciences like neuroscience and psychology and wisdom from ancient traditions of yoga, meditation and mindfulness. The practical work of the centre includes coaching and education for personal and professional development from the perspectives of science and wisdom.

The High School Council is currently looking for presenters to help enrich the High School Council Day experience. If you are interested in presenting, please go to [www.nbta.ca](http://www.nbta.ca) and click on the Council Day Friday, May 3 call for Presenters button and complete the application form. All applications must be received before December 9, 2012.

# Councils

## Literacy

By J. Schell, High School Literacy Mentor, Anglophone East School District

Like almost everything in today's fast-paced world, the term "literacy" is evolving and changing. While literacy used to be defined primarily as the ability to read and write, for our students today, it encompasses a far broader skill set. The Literacy Coalition of New Brunswick identifies nine essential skills in literacy - nine complex and inter-related skills that we all should have to meet the needs of today's workplace. Of course, reading and writing are included, but literacy also includes numeracy skills, document use, computer and media use, oral communication, problem-solv-

ing, critical thinking skills, and the ability to construct and create new communication in co-operation with others. In effect, literacy is the ability to communicate and use information - whatever the source and whatever the purpose.

What does all this mean to teachers? It means that our work with literacy is more exciting and demanding than ever! To begin, today's learner needs to have the tools to navigate the sea of information we can all access in an instant. True literacy is the ability to sift and sort through information, opinions, and

ideas, analyse and evaluate to decide what is credible, reliable, and valuable, and then re-communicate and create new ideas for a wider audience. Sound daunting? Indeed. Sound exciting? Absolutely!

In this new climate of change and growth it has become even more important for teachers to work together, across the curriculum and throughout all subjects. Together we can raise the literacy level of our students and prepare them for a future of learning, sharing and creating.

## Remembrance Day: "Over There, Right Here"

by Art Moore, Harrison Trimble High School

She told me she hadn't seen her daddy in three years. I wondered what that could mean. She is in grade two. I teach high school; so I'm used to a little more information.

"Does your daddy live in Moncton?" I ask.

"No, he was killed in Afghanistan. I can't remember much, but Mommy showed me a picture of him in his green uniform."

Now I can barely speak. Her direct matter-of-fact approach catches me like a slap. Stunned, I quietly say, "That's sad."

She whispers, "Yes, it's sad."

I wish that I could change this moment, and I grasp for the right words. She looks me in the eye and can see that I'm struggling.

"He was real brave."

I imagine he was. This little girl has become the apotheosis of this long war; the real life costs. It's Shakespearean tragedy; a little girl who never will know her father, save for that one picture in his green uniform.

I tell my grade 9 students about the little girl I met. I leave out the part about me being too stunned to say anything reasonably comforting or reflective. The class begins to toss

around their knowledge of Afghanistan and the Canadian Forces. There are personal connections; three of my students have family members who are serving. There are a flurry of grandparent stories from the Korea Conflict and World War II. Some of us discuss that their survival through tough times on the battlefield resulted in our existence today: Weird.

A fellow teacher's son is in Kabul right now training the Afghan Na-

tional Army. She must be so worried when she hears that there has been an attack. What will Remembrance Day be like for her this year?

Our class decides to "adopt" her son and send him letters and a package. In a small way it helps us connect to our soldiers who are over there, almost unimaginable, unless their absence is personal like my colleague, or painful like that little grade-school girl, right here in Moncton.



Students from Harrison Trimble High School adopted Sgt. Chris LeBlanc from 2RCHA while he served his second rotation in Afghanistan in 2008.

# Wellness Highlights

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## The Healthy Mind, Body, Spirit Menu

**Connecting**



**Sleeping**



**Playing**



**Reflecting**



**Moving**

**Relaxing**

**Eating**

**What is Connecting?** It is important to our lives to connect with other people, to connect with nature, and to connect within (reflecting).



Mind, Body, Spirit...



### *The Importance of Connecting with Others:*

- ideally connecting in person
- don't wait until July to connect in person with others
- make it a priority to nourish your mind, body, and spirit by getting together with friends/family

#### **Your Challenge:**

- make plans at least once/month, schedule it in, make connecting with others a priority this year.

Connecting with others is one of the most important things we can do for our happiness and well-being. All of us need other people to be well and thrive.

Researchers have found that people with strong social connections have less stress-related health problems, lower risk of mental illness, and faster recovery from trauma or illness. Friends and family can be a wonderful source of support during good times and bad.

#### **Recommended books:**

*The How of Happiness* - Sonja Lybormirsky  
*Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives* - Nicholas Christakis and James Fowler



### *Nature's Healing Power*

Nature has a way of melting away the stress we feel from the chaotic and hectic lives we often lead. Being in nature allows us to embrace and appreciate the peaceful, calming and healing qualities to be found there. For this to have positive and lasting effects, we should be visiting green spaces on a regular basis.

#### Immersion in Nature brings:

- Inner peace and tranquility
- Increasing joy
- Sense of self
- Clear mind
- Energized spirit and rejuvenation
- Direct sensory experience
- Sense of curiosity, wonder and appreciation

#### **Your Challenge:**

Take a walk in nature in a place near you. Your Mind, Body and Spirit will benefit!

#### **Some suggested trails:**

Maliseet Trail, Mount Carlton, Fundy Trail, Irving Nature Park, Roosevelt Part, Dobson Trail

#### **Suggested Resources:**

*YOUR BRAIN ON NATURE* - Eva Selhub & Alan Logan

How to safely de-tox from IT overload—with the healing effects of nature - Scientific studies have shown that natural environments can have remarkable benefits for human health. Natural environments are more likely to promote positive emotions; and viewing and walking in nature have been associated with heightened physical and mental energy. Nature has also been found to have a positive impact on children who have been diagnosed with impulsivity, hyperactivity, and attention deficit disorder. As a wake-up call for our tech-immersed society, *Your Brain on Nature* examines the fascinating effects that exposure to nature can have on the brain and practical strategies to use.

Try Googling "Images for Connecting to Nature"

### *The Importance of Reflection time*

How often do you pause the busy-ness of your life to reflect on what is going well, what needs to change, and what you are grateful for?

- Pausing is an important opportunity to manage your stress in that it allows you to know what you need...which helps with knowing what to do
- Reflection time encourages us to examine our own lifestyle – allowing us the chance to make changes in our behavior and perspective
- Looking at what's inside is a skill that can be learned and improved with practice
- Slowing down can give you the chance to appreciate what is going well in your life – "smelling the roses" as a regular practice has proven to be very good for your health...see the 'Gratitude Journal' website below for more
- Some people reflect by meditating, or walking through the

forest, or sipping coffee by the window in the morning, or grabbing their sketch pad....What do you do to steal some quiet time? Do you do it regularly?

#### **Your Challenge:**

Find 5 minutes in your day where you shut off your phone, turn off the TV and computer, turn off the music, and just sit with your thoughts to see what bubbles up.....

#### **Website on how to start a gratitude journal:**

[http://greatergood.berkeley.edu/article/item/tips\\_for\\_keeping\\_a\\_gratitude\\_journal](http://greatergood.berkeley.edu/article/item/tips_for_keeping_a_gratitude_journal)

#### **Recommended book:**

"10 Mindful Minutes" by Goldie Hawn



# School-wide Methods for Fostering Resiliency: *Support from caring adults is key to students' success in the face of adversity.*

*(adapted from the article "School-wide Methods for Fostering Resiliency" by Virginia Smith Harvey)*

*New Brunswick Association of School Psychologists*

*Submitted by Angela Gionet, Psychologist, Anglophone South*

We usually think of adversity, such as poverty and highly dysfunctional families, as detrimental. This is certainly often true, but students can overcome adversity and in some circumstances can actually use adversity as a springboard to growth and success. This ability to succeed despite adversity stems from resilience, or coping effectively with difficulties that might otherwise lead to anxiety, depression, withdrawal, physical symptoms, or poor achievement. Considerable research has revealed that resilience results from positive social relationships, positive attitudes and emotions, the ability to control one's own behavior, and feelings of competence. Resiliency gives students the ability to deal with challenges and adapt to new or difficult circumstances in a positive, productive manner. The more resilient approaches and habits an adolescent develops, the better his or her ability to weather adversities encountered in life. There are a number of ways for schools and teachers to foster resilience.

**Provide a caring, supportive learning environment.** Feeling cared for and safe builds students' resiliency. Promote positive social connections between staff members and students, students and their peers, and home and school. Adults must deliberately, repeatedly, and genuinely communicate positive regard. It can be helpful to structure the school

setting so every student has adults in whom he or she can trust or confide.

**Foster positive attitudes.** Help students believe that they can succeed if they try. Provide situations in which students are able to succeed. Frame failure as a learning opportunity. Teach them to reevaluate and adjust strategies that may not be working. Adults can help students manage negative emotions by teaching them to name emotions and helping them understand that these emotions are normal yet do not preclude appropriate behavior. When administrators and teachers provide "emotion coaching," they help students become more aware of and able to label emotions, listen empathetically and validate feelings, and derive appropriate ways to solve problems or deal with an upsetting issues.

**Nurture positive emotions.** Demonstrate and give students the chance to practice positive emotions, such as optimism, respect, forgiveness, and empathy. Train staff members to reinforce emotional intelligence, praise students for successes, and avoid judgmental or harsh criticism for failure.

**Foster academic self-determination and feelings of competence.** Provide consistent clear expectations. Help students develop a menu of homework and study strategies. Encourage students to regularly attend

school and complete homework, as well as to develop talents in activities they enjoy. Teach them to set realistic goals and how obtain necessary resources.

**Encourage volunteerism.** Social competence and resilience are fostered by helping others at home, in school, and in the community. Create and promote a variety of opportunities for students to contribute to the well-being of others both on and off campus. Anti-bullying, peer mediation programs, and initiatives that encourage students to accept and sponsor less popular students all foster resiliency.

**Teach peace-building skills.** Learning how to be appropriately assertive without being aggressive fosters resilience. Teach conflict resolution and peer-mediation skills, strategies for standing up to bullies, and violence-prevention strategies.

**Ensure healthy habits.** Good physical health prepares the body and mind to be more resilient and contributes to school success. Encourage good nutrition through school food offerings, adequate sleep, and exercise through education, and increased opportunities for exercise. Facilitate stress reduction by incorporating positive stress control strategies, such as meditation, controlled breathing, yoga, and exercise into school curricula.



### 33% of Schools' Teachers Receive Masters

Three teachers from Nashwaak Valley School in District 18 (ASD-W) graduated with their Masters Degree. From left Connie Gill, Masters of Education in Exceptional Learners, Michelle O'Hara and Carla Kolada, Masters of Education in Curriculum Studies.

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# Anglophone West School District Hosts LearnEAST 2012

By Bryan Facey, Subject Coordinator – Technology (K-12) & Skilled Trades, Anglophone West School District

On August 21<sup>st</sup> -22<sup>nd</sup>, 200 educators from New Brunswick, Nova Scotia, Prince Edward Island and Quebec attended the third annual LearnEAST Conference. LearnEAST is a conference that is free for educators and is sponsored completely through private donations. The one and a half day conference operates on the themes of technology, teaching and conversations about learning.

This year's conference featured two keynote speakers, multiple breakout sessions and a panel discussion. Retired educator and author, Glenn Murray delivered the opening keynote, "Tales from a Farting Dog". The keynote focused on believing in your ideas and never giving up. Glenn discussed how he and his colleague, William Kotzwinkle had written a book that no one would publish. They never gave up on their idea of "Walter the Farting Dog" and eventually they found a publisher and the book became a New York Times bestseller. Since that time, Walter has been published in multiple languages and has led to a successful series of books.

After the keynote, there were multiple breakout sessions that focused on topics such as establishing personal learning networks, global collaborative projects, authenticating online research, blogging in the classroom and many, many, more. A complete listing of sessions can be found at the LearnEAST 2012 web site – <http://learneast.wordpress.com>

After lunch on Day One, there was a panel discussion that included the Hon, Jody Carr - Minister of Education and Early Childhood Development, David McTimoney – Superintendent Anglophone West School District, Matt Rogers – UNB PhD Candidate, Scott Kinney – Discovery Education and Debbie McAnany – UNB Computer Science. The panel discussion focused on visions for the future, promoting opportunities in our own community and best practices for engaging learners, teachers and schools. Break out sessions continued after the panel discussion. Presentations from breakout sessions can be found here <http://learneast.wordpress.com/session-resources>.

Day Two of LearnEAST 2012 began with a keynote address from Dean Shareski from the Discovery Education Network. Dean's keynote, "Confessions of a Connected Learner" focused on how being connected has changed the way we gather and use information and how the networked relationships we build support our own personal and professional learning. Dean referred to learning as a community rather than learning as an individual.

Day Two concluded with final breakout sessions and the drawing of door prizes. Feedback indicated that LearnEAST 2012 was well received by participants and planning is already underway for LearnEAST 2013.

Extra thanks to Discovery Education Canada, the Department of Education and Early Childhood Development, 3D Datacomm, Spectrum Education, Apple Canada, Brunnet, Covey Basics and the NBTA Elementary Council for sponsoring LearnEAST 2012.



Dean Shareski, Discovery Education Network, delivering keynote address at LearnEAST 2012



# Tell Us What You Think and You Could WIN!

The Team of Registered Dietitians at Dairy Farmers of Canada is currently conducting a survey among all teachers who teach their students about nutrition and health. Your responses will assist them in improving existing programs, resources and materials, and will allow them to develop new initiatives that are more practical and meaningful to teachers.

To participate in the survey, please visit

[www.survey.askingcanadians.com](http://www.survey.askingcanadians.com)

If clicking on the link does not take you to the survey, you can cut and paste or type the link directly into your browser.

**BY PARTICIPATING, YOU COULD WIN ONE OF THE FOLLOWING PRIZES...**

- 1 Chapters Indigo Gift Card valued at **\$300**
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- 4 Chapters Indigo Gift Cards valued at **\$50**
- 10 Chapters Indigo Gift Cards valued at **\$25**

***Be among the first 200 individuals to complete a survey and your name will also be entered in an Early Bird Draw for a***

**Chapters Indigo Gift Card valued at **\$150****

The contest is open to all school teachers who are responsible for teaching health and nutrition to their students and who are Canadian residents or legal residents. No purchase is required. Each Participant will be a respondent, who has agreed to participate in the Survey. Participants must be the age of majority in their province of residence to qualify. The odds of being selected as a winner depend on the number of eligible entries received during the Promotion Period. All individual responses will remain strictly confidential. Visit [www.survey.askingcanadians.com/rules.html](http://www.survey.askingcanadians.com/rules.html) for all the complete contest rules.

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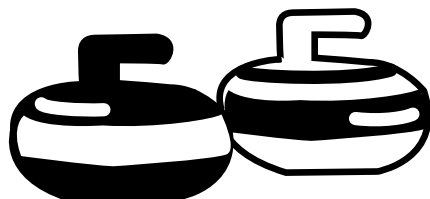
## 33<sup>rd</sup> Annual NBTA Men Teachers' Curling Bonspiel

Carleton Curling Club, Saint John, NB January 11, 12, 13, 2013  
Registration: \$140.00/team

Not more than 18 teams will be accepted on a first-come; first-served basis.  
Entries must include skip's name, address, telephone number, and team members.  
*(If you want to participate but aren't on a team, contact Terry)*

Send entries and cheque to:

Terry Kilfoil, Chairman  
NBTA Men Teachers' Curling Bonspiel  
21 Meadow Drive  
Rothesay, NB E2H 1K9  
Tel 847-5429  
Email: kilfoilt@nbnet.nb.ca



## 2012 New Brunswick Teachers' Bowling Tournament

The 49th annual NB Teachers Bowling Tournament was held at Kingswood Center on October 13<sup>th</sup> and 14<sup>th</sup>. The Kingswood team won the two day event going undefeated. Next year the tournament will be celebrating it's 50<sup>th</sup> anniversary and will be held in Moncton where it originated. A special thank you goes to Gary-DiPaolo, chairperson, and his committee from Minto for hosting this year's tournament.



Left to right: Jake Grandy, Monique Livingston, Joanne Hartt. Back: Jim Hartt, Ed Caissie (captain)

## Reiki at MacDonald Consolidated



At the end of August, the staff at MacDonald Consolidated School (ASD-S) enjoyed a Wellness session in which they learned about the positive effects of Reiki, Reflexology and other treatments for the "Body, Mind and Soul." Shown in the photo is staff member Carina Charrest, who is receiving a treatment from Kimberley Daley (standing) and her assistant Amanda Curbishley (seated). Mrs. Daley is a Reiki Master Teacher/Owner of The Chrysalis Wellness Centre in the Saint John and Quispamsis areas.



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## The Annual Museums and Schools Partnership Award

The Annual Museums and Schools Partnership Award celebrates and encourages excellence in collaboration between Canadian museums and schools, school boards or districts in developing educational programming to enrich and expand students' understanding of and appreciation for Canada's cultural and natural heritage. The deadline is Nov. 15 for entries.

[www.museums.ca/?n=16-94](http://www.museums.ca/?n=16-94)

## Everyone Jump!

The *Everyone Jump* program started in 2005 and was piloted to 21 Ontario classrooms. Since then the *Everyone Jump* program has been delivered to over 163,000 students in over 6000 classrooms. The program is a school-based diabetes awareness and prevent program that teaches students about the importance of regular physical activity and healthy eating to prevent type 2 diabetes. For full information on the program please visit [www.everyone-jump.ca](http://www.everyone-jump.ca).

The program has expanded across Canada and this year we are looking to expand the program to New Brunswick. For more information, go to:

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

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To register or for more information,  
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